

# Canadian Pony Club



## EDUCATIONAL BADGE PROGRAM HANDBOOK

### [Abstract](#)

Description of badges and their requirements  
Part of the Educational Program of the CPC  
Revised August 2025



# CANADIAN PONY CLUB

## EDUCATIONAL BADGE PROGRAM

HANDBOOK

2025

Loyalty

Character

Sportsmanship

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## 1 OVERVIEW

This badge program offers the opportunity to accomplish several objectives of Pony Club and to provide members with ways to learn and have fun with their horses in a safe, enjoyable environment.

The badge program can give direction to an education program and it can introduce a wider variety of horse-related topics than involved in preparing for testing. It can be a useful tool in encouraging intermediate members to remain in Pony Club. Young people join Pony Club with excitement and high expectations. A fun and educational badge system is an excellent way to encourage this enthusiasm, reward their efforts, expand their knowledge, and encourage initiative.

### 1.1 Objectives

Badges can:

- Provide branches with assistance in designing their annual education program
- Offer members a broad spectrum of horse-related activities
- Encourage creativity and learning
- Encourage both teamwork and individual research
- Provide goals and rewards for members, especially those who are not testing every year
- Provide recognition for members who compete at the regional, zone, national and international levels
- Provide recognition for members who volunteer in Pony Club and the community

### 1.2 The Badges

Currently the Canadian Pony Club offers the following badges

- 19 Level Recognition Badges (from D stable management to A)
- 18 Junior Badges intended mainly for untested, D levels and younger members:
  - Seven Horsemanship Badges related to horse and stable management knowledge.
  - Six Arts and Recreation Badges, including riding and creative activities.
  - Six Regional Recognition Badges to be awarded for participation at Regional D level competitions.
- 18 Senior Badges, aimed at C level and above or older, late-joining members, are intended to increase senior members awareness of the larger horse world:
  - Seven Horsemanship Badges related to horse and stable management knowledge.
  - Six Arts and Recreation Badges, including riding and creative activities.



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- Six Regional Recognition Badges to be awarded for participation at Regional C level competitions.
- 17 Specialty Badges
  - Six badges for all levels, covering general horse knowledge
  - Six badges covering teaching, testing, mentoring and work-related topics for more advanced members.
  - Five specialty badges covering a variety of topics, such as camp and special disciplines.
- 6 (inter) national badges, consisting of 1 Zone Badge, 5 National Badges and 1 International Exchange Badge
- 6 Beginner Badges

The program is open-ended, giving branches the opportunity to choose the badges best suited to their education program and volunteer resources, or to suggest new badge topics to National for later inclusion in the handbook.

All members, regardless of age or level, may work towards achieving any of the badges.

### 1.3 Administration

The overall badge system will be administered by the branch Education Chair or committee. Members can participate with the branch executive in choosing which or how many badges they wish to include in an education program. The branch can teach core badges to all members at that level if they wish. Some of these may require attendance at branch-run clinics for completion. In addition, branches can encourage members to undertake some of the individual or team research or art-related badges as independent studies. These may depend on the volunteers and resources available to the branch.

For badges that require a test of members' knowledge, the following people may be used:

• Branch instructor	• Certified coach
• Any regional testers	• A/B level Pony Club Members
• C level Pony Club Members for D Level Members	• Experienced parent or volunteer
• Technical specialists e.g., vet or farrier	• Visiting Commissioners

For badges requiring attendance at clinics, the clinician or chaperone should sign an attendance sheet.



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For Arts and Recreation Badges, any suitably skilled volunteer, parent, teacher or expert in the field could check the requirements for the badge and sign the record sheet.

For each badge:

- There is a detailed description of the requirements, objectives to be met and suggested ways of achieving those objectives.
- A variety of methodologies can be used and may vary from branch to branch, depending on available facilities and resource people.
- A check list for administrators is provided to record members' completion.
- Some badges could have report sheets for members to complete; some require members to make a presentation to the branch; and some to create a finished product.
- Some badges can include additional teaching material such as diagrams, quizzes and games provided by the Branch instructor or parent volunteer.

Regional Recognition Badges are available at Junior and Senior levels. A member can receive a badge for each discipline at each level.

Zone, National and International Recognition Badges are to be given to members who have participated in Zone, National or International Competitions. Members may claim these badges when they participate in National competition.

Branches are encouraged to do as much or as little paperwork as they deem necessary. A Badge Record Sheet is included in this Handbook as a way to keep track of each member's achievements.

Remember, we are not trying to make a whole new bureaucracy, nor are we trying to build a new testing system. Most of the badges can be earned through a simple hands-on demonstration of a skill that has been mastered.

Badges are available for branches to purchase from the CPC Shopify website at: <https://canadian-pony-club.myshopify.com/>

### Acknowledgements

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### 1.4 Junior level badges – chart

HORSEMANSHIP	ARTS AND RECREATION	REGIONAL RECOGNITION
<p><b>I Love My Horse</b> Similar to information on stall cards at rally. Help members become familiar with care and health of own horse.</p>	<p><b>Equestrian Adventurer</b> Attend 2 non-PC riding functions and report on them. Encourage involvement in community riding activities.</p>	<p><b>Regional Quiz</b> Awarded to members once at their first regional quiz.</p>
<p><b>Breeds</b> Pick a breed and prepare presentation. Learn about breeds and how to present to a group.</p>	<p><b>Equine Arts and Crafts</b> Complete one art/craft project from list and one original idea.</p>	<p><b>Regional PPG</b> Awarded to members once at their first regional PPG, any level except masters.</p>
<p><b>Handling and Grooming</b> Basic grooming and showmanship.</p>	<p><b>Equine Publisher</b> Create magazine or newsletter, write story or poem on horse topics.</p>	<p><b>Regional Tetrathlon</b> Awarded to members once at their first junior level or below regional competition.</p>
<p><b>Barn Safety</b> Basic rules and reasons for safety around horses and in the barn.</p>	<p><b>Handy Horseman</b> Make useful horse-related items such as saddle racks, boot holders, grooming caddy.</p>	<p><b>Regional Rally</b> Awarded to members once attending their first D level regional working or competitive rally.</p>
<p><b>Apple Saddlery Tack &amp; Tack Care</b> Name parts of tack, how to care for it, and basic fitting of saddle and bridle.</p>	<p><b>Bookworm</b> Read a horse-related book and develop a follow-up project.</p>	<p><b>Regional Dressage</b> Awarded to members once competing at Pre-Training and below at regional championships.</p>
<p><b>Feed-Rite Easy Rider</b> How to feed their own horse, identify types of grain and hay.</p>	<p><b>Musical Ride / Quadrille</b> Take Part in a Musical Ride or Drill Team/Quadrille.</p>	<p><b>Regional Show Jumping</b> Awarded to members once for competing at 2'9" and below at regional championships.</p>
<p><b>How Horses Learn</b> Understand how horses learn and what positive and negative reinforcement means</p>		





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Junior level horsemanship badges



*I love my horse – Breeds – Handling & grooming – Barn safety – Tack and tack care – Feedrite easy rider – How horses learn*

Junior level arts and recreation badges



*Equine adventurer – Arts and crafts – Equine publisher – Handy horseman – Bookworm – Musical ride*

Junior level regional recognition badges



*Regional quiz – Regional PPG – Regional tetrathlon – Regional rally – Regional dressage – Regional SJ*



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### 1.5 Senior level badges – chart

HORSEMANSHIP	ARTS AND RECREATION	REGIONAL RECOGNITION
<p><b>Blankets and Bandaging</b> Identify and put on bandages and blankets and know their uses.</p>	<p><b>Equine Multi-Media</b> Video, power-point presentation, web site on members' branch activities.</p>	<p><b>Regional Quiz</b> Awarded to members once at their first regional quiz at C level or above.</p>
<p><b>Fitness for you &amp; your Horse</b> Understand importance of rider fitness as well as conditioning the horse.</p>	<p><b>History and Literature</b> Research horses in history, myth or literature and produce a play, story, presentation.</p>	<p><b>Regional PPG</b> Awarded to members once at their first regional PPG, at Master's level.</p>
<p><b>Farrier and Shoeing</b> Learn farrier process, types of shoes and uses.</p>	<p><b>Natural Horsemanship</b> Research a natural horseman, attend a clinic or work with your horse.</p>	<p><b>Regional Tetrathlon</b> Awarded to members once at their first senior level regional competition.</p>
<p><b>Barn Architecture</b> Good design and safety features in barn construction. Design your dream barn.</p>	<p><b>Western Riding</b> Take part in any western discipline. Attend riding clinics, trail ride, show.</p>	<p><b>Regional Rally</b> Awarded to members once attending their first C level regional working or competitive rally.</p>
<p><b>Saddlery and Fitting</b> Gain a more advanced knowledge of specialty tack, it's fitting and uses and abuses.</p>	<p><b>Drivers Ed</b> Learn to drive a horse!</p>	<p><b>Regional Dressage</b> Awarded to members once competing at Training and above at regional dressage championships.</p>
<p><b>Aspiring Vet</b> Equine first aid, lameness and conformational causes. Case reports of members' horses.</p>	<p><b>Helping Hands</b> Help at an animal centre, fundraise for rescue horses, help at therapeutic riding project.</p>	<p><b>Regional Show Jumping</b> Awarded to members once for competing at 3' and above at regional championships.</p>
<p><b>Equine Learning Theory</b> Understand how horses learn, including the 4 quadrants of operant conditioning, habituation and shaping</p>		



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### Senior level horsemanship badges



*Blankets & bandaging – Fitness – Farrier & shoeing – Barn architecture – Saddlery & fitting – Aspiring vet – Equine Learning Theory*

### Senior level arts and recreation badges



*Multimedia – History & literature – Natural horsemanship – Western riding – Driver's ed – Helping hands*

### Senior level regional recognition badges



*Regional quiz – Regional PPG – Regional tetrathlon – Regional rally – Regional dressage – Regional SJ*



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### 1.6 Specialty badges – chart

GENERAL HORSE KNOWLEDGE	MEMBER DEVELOPMENT	OTHER
<p><b>Horse evolution</b></p> <p>Horse development from prehistory till now. Horse families such as donkeys and zebras</p>	<p><b>Mentor</b></p> <p>Senior member assisting juniors studying, helping a team at rally, etc.</p>	<p><b>Lungeing</b></p> <p>Members should demonstrate their knowledge and skills of lunging a variety of horses.</p>
<p><b>Horse behaviour</b></p> <p>Understand and recognize horse behaviour</p>	<p><b>Instructor 1</b></p> <p>Teach stable management through the season or at a camp or rally.</p>	<p><b>Camp</b></p> <p>Attend and participate in a camp which lasts at least 5 days.</p>
<p><b>Horse senses</b></p> <p>What different senses does a horse have, how do they differ from human senses.</p>	<p><b>Instructor 2</b></p> <p>Teach mounted lessons either throughout the year or at camps or rallies.</p>	<p><b>Training a green horse</b></p> <p>Work with a Green Horse to achieve certain goals.</p>
<p><b>Colour genetics</b></p> <p>A bit more detail than the beginner badge on colour.</p> <p>Colour breeds and primitive markings</p>	<p><b>Job shadow</b></p> <p>Work with an equine professional such as farrier, vet, physiotherapist, course designer, barn manager, etc.</p>	<p><b>Working Equitation</b></p> <p>Participate in Working Equitation activities</p>
<p><b>Gaits and footfalls</b></p> <p>Describe footfalls for each gait. Gait abnormalities</p>	<p><b>Examiner 1</b></p> <p>Members who have assisted at 3 separate D level testing events.</p>	<p><b>Letrec</b></p> <p>Participate in various Le Trec activities.</p>
<p><b>Working horses</b></p> <p>Describe 5 industries where horses are considered livestock or working horses.</p>	<p><b>Examiner 2</b></p> <p>Members who have assisted at 3 separate C level testing events.</p>	





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### Specialty Badges – General horse knowledge



*Horse evolution – Horse behaviour – Horse senses – Horse Colours – Gaits and footfalls – Working horses*

### Specialty Badges – Member development



*Mentor – Instructor 1 – Instructor 2 – Job Shadow – Examiner 1 – Examiner 2*

### Specialty Badges - Other



*Lungeing – Camp – Training a green horse – Working Equitation – Le Trec*



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### 1.7 National level badges – chart

<p><b>Zone PPG</b></p> <p>Members who have attended a Zone PPG competition at A or Masters.</p>	<p><b>National Dressage</b></p> <p>Members who have attended a National Dressage Competition at any level.</p>	<p><b>National Show Jumping</b></p> <p>Members who have attended a National Show Jumping Competition at any level.</p>	<p><b>National Rally</b></p> <p>Members who have attended a National Rally Competition at any level and in any position.</p>
<p><b>National PPG</b></p> <p>Members who have attended a National PPG Competition at A or Masters.</p>	<p><b>National Quiz</b></p> <p>Members who have attended National Quiz at any level.</p>	<p><b>National Tetrathlon</b></p> <p>Members who have attended a National Tetrathlon Competition at either level.</p>	<p><b>International Exchange</b></p> <p>Members who have participated in any International Exchange.</p>





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### 1.8 Beginner level badges – chart

These badges are designed with our younger members in mind but may be used for new members up to any age.

<p><b>BB1 I Love my pony</b></p> <p>The member will make up an identity card including the pony's name, height, gender and age, and the members name and age and Branch. These cards can be done on cardstock and decorated with stickers, markers, etc. plus a picture of the pony brought from home. The cards could be laminated.</p>	<p><b>BB2 Colours and Markings</b></p> <p>While studying the various colours and markings, the members will create a booklet, using cut outs from old horse magazines. This should contain at least 5 different colours, 4 face markings and 3 leg markings.</p>	<p><b>BB3 Parts of the pony</b></p> <p>The member will be able to point out at least 10 parts of the pony on a real pony or on a picture. Instructors are encouraged to make a game with a large picture of a horse and stickies with the names of various parts of the pony. The kids can practice putting the names on the correct part of the pony.</p>
<p><b>BB4 Parts of the saddle</b></p> <p>The member will be able to point out 10 parts of the saddle, including stirrups and girth.</p>	<p><b>BB5 Parts of the Bridle</b></p> <p>The member will be able to point out 5 parts of the bridle.</p>	<p><b>BB6 Rider Attire</b></p> <p>The member will learn about appropriate attire, both mounted and unmounted. Emphasis on safety gear.</p>





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## 2 LEVEL RECOGNITION BADGES

These badges are simply to recognize a member's achievement in successfully testing to the next level. The Branch is responsible for handing out these badges at the appropriate time, possibly a year end awards banquet. It is not the responsibility of the Test Rep at a test to distribute these badges unless it is decided by the Branch and/or Region to do this.



No extra paperwork is required to award these badges.

## 3 JUNIOR HORSEMANSHIP BADGES

### 3.1 I love my horse

**Objectives:** Members should learn the basic health care for their horse. This can be done through developing the requirements for a stall card for a horse at a rally.

**Stall Card:** Members should produce or be given the type of information card that is required for rally stalls. They should bring a recent picture of their horse and learn how to fill in the following requirements:

- What he eats, when, how much
- Horse's TPR at rest and how to take them
- His worming program, types of wormers, how often
- His vaccination program, what he gets and when
- His farrier and schedule for visits, phone number
- Name and phone number of the vet
- Particular likes, dislikes, vices, etc.
- How often you ride, schedule of fitness program

This badge can be done through one or two clinics or education sessions. Members can complete their cards at home. Members should complete a stall card, a feed chart and a vet and farrier record card for their horse or pony. This is good preparation for a first rally.





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### 3.2 Breeds

**Objectives:** Members should have a basic knowledge of some breeds of horses and ponies and know the differences between them and what different breeds are used for.

If every member of the group chooses a different breed to research and presents findings to the whole group, they will learn about several breeds as well as the one they choose.

**Project:** Members should choose a breed. Preferably every member in the group would pick a different breed. They should produce a poster or other form of presentation covering the following topics:

- a) height
- b) typical colours
- c) any outstanding characteristics
- d) country of origin
- e) uses – riding, driving, ranch work, etc.
- f) famous horse from the breed

The poster should contain photo illustrations, drawings, diagrams, text, etc.

**Possible breeds:** Thoroughbred, Arab, Quarter Horse, Appaloosa, POA, Welsh, New Forest, Connemara, Fiord, Icelandic, Belgium, Clydesdale, Percheron, Standardbred, Saddlebred, Morgan, warmbloods.

### 3.3 Handling and Grooming

**Objectives:** Members should learn the basic grooming tools and how to use them. They should learn how to halter their pony and fit the halter correctly. They should be able to lead the pony in hand, turning correctly and leading the pony into and out of a stall. They should know the basics of showmanship – how to lead out a pony and stand it up for a judge or vet inspection.

**Grooming:** Members should be able to identify and use the basic grooming tools in the correct order and on the correct parts of the horse: hoof pick, curry comb, dandy brush, body brush, face brush, mane comb, sweat scraper, shedding blade. They should understand when they should groom and why.

**Handling:** Members should learn how to safely catch and halter their pony, lead it into the barn, put it in a stall, take it out of the stall and put it on cross ties or tie up with a quick release knot.

They should learn how to lead a pony out in hand, turn and trot back and stand the pony up for a judge or vet.



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This badge can best be taught in two or three barn education sessions. It is a very hands-on subject and great emphasis should be placed on safety as the reason why things are done this way.

### 3.4 Barn Safety

**Objectives:** Members should learn about safety features in barns, pastures, arenas and riding rings. Safe trailering can be included, as well as basic rules in the warmup ring or in group lessons.

**Barn Safety:** This can be taught in a fun way by distributing objects etc. around a barn and asking members in pairs or teams to identify as many problems as they can. Illustrations of dangerous situations in barns can also be used.

**Paddock Safety:** The same methods can be used for paddocks or arenas. Members can be asked to design the perfect, safe turnout area for their pony as an individual or team project.

**Arena etiquette:** Go over the rules of riding as a group in an arena, such as passing each other, the importance of keeping a safe distance, how to enter the arena, where to mount.

**Trailering:** Members can be shown the correct way to lead a pony on and off a trailer and a basic check of a trailer before travelling, e.g., floor, lights, hitch, etc. They will only be expected to know that these should be checked by a competent adult.

This badge can best be achieved through at least two hands-on education sessions supplemented by hand outs to be completed.

### 3.5 Apple Saddlery Tack and Tack Care

**Objectives:** To name basic parts of saddle and bridle, be able to clean tack, saddle and bridle a horse (with assistance if necessary), and know the basics of correct fitting of saddle and bridle.

**Cleaning Tack:** Work as a group cleaning tack. Members should know the materials required: warm water, sponges or cloths, saddle soap, neatsfoot oil or conditioner. They should work together taking the bridle apart, washing and cleaning the leather. They should name the basic parts of the bridle and saddle while cleaning it. Help may be needed to reassemble the bridle.

**Saddling, Bridling and Fitting tack:** Working as a group, the members should learn and perform the basics of saddling and bridling a horse. They should learn the basics of fitting the bridle: the bit should lie comfortably in the mouth with a slight wrinkle, not banging the teeth; the noseband should be two fingers below the cheekbone and at least one finger between the nose and the noseband; the throat latch should have a hands width between the jawbone and the throat latch.



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They should be able to saddle the horse making sure the saddle pad is not tight over the withers, the girth is attached to the correct billets (the same both sides), and the saddle is not pressing on the withers.

All these activities can be taught in small groups of two to three members over two sessions and the members achieve their badge on successful completion of the two sessions.

### 3.6 Feed-Rite Easy Rider

**Objectives:** Members should know the basic principles of feeding for a horse or pony kept at out most of the year. They should be able to identify some grains and roughages. They should also know the basics for getting their horse or pony fit for light activity.

**Feeding:** Members should be able to talk about what their horse or pony eats both in winter and summer. They should understand why the feed changes in winter. Hay rather than grass and increased grain and roughage in cold weather. They must understand the importance of watering.

**Grains and Hay:** Using samples of whole and crushed grains, the members should learn to identify oats, barley and corn.

Members could be encouraged to bring in samples of hay, both good and bad quality and discuss the differences and why poor-quality hay is bad for their horse. They could also draw pictures of the different kinds of grain and illustrate how to provide water for a pastured and stabled horse, both correctly and dangerously.

### 3.7 How Horses Learn

**Objective:** To understand how ponies and horses learn, know what is meant by positive and negative reinforcement and to gain basic knowledge of why punishment should not be used in horse training. Understand that horses are always learning from us and how we can make sure we teach them the correct things by giving them a reward or through pressure release.

A worksheet is available online to assist educators with teaching these concepts. You can find them under the 'documents/programs/education' tab on the website.

<https://www.canadianponyclub.org/documents/Worksheets-how%20horses%20learn.pdf>

*Further Reference Material:* Horses Hate Surprise Parties – Chapter 5 and The Pony Club - How Ponies Learn Book – pages 13 to 17.



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## 4 JUNIOR ARTS AND RECREATION BADGES

### 4.1 Equestrian Adventurer

**Objectives:** Members must attend two non-Pony Club riding functions. The events should reflect horse activities in the community and encourage members to broaden their riding skills. The following are suggested activities:

- A trail ride, such as one around their neighbourhood with parents and friends.
- A mountain ride, or ride on a designated horse trail.
- A halter or showmanship class at a local agricultural fair.
- A western riding event, such as a clinic, or class.
- Participation in a polo or polo-cross clinic.
- Participation in team penning, or a cattle round-up.
- Hunting
- Any other horse-related function that is not regularly part of Pony Club, but that the member participates in either individually or with their family.

A member may wish to present a report or give a talk to the rest of the members, describing their adventure.

### 4.2 Equine Arts and Crafts

**Objectives:** Members may choose one or more of the following projects. The criteria are the same for all levels; however, how they do the project will be age appropriate. A six-year-old may choose to do a collage on horses, with magazine cut-outs and a title, whereas a 14-year-old may choose to pick a specific theme such as horse sports, and combine magazine cut outs, pictures and cartoons of various sports that involve horses. They may have a title, and sub-titles/themes as well.

#### Project Ideas:

**Collage** – Choose a theme and create a collage. Your collage may include sub-themes but must have a visible title.

**Drawing** – Draw a picture of something horsey: a portrait of your horse; a scene of a stable yard; a racetrack early in the morning; a mare and foal, for example. The drawing can be in crayon, pencil crayon, oil pastels, charcoal, etc. After all your hard work, you may want to frame your drawing!

**Painting** – Similar to drawing, paint a picture that depicts something that you like about horses.

**Papier Mache** – Create a papier mâché item related to your horse. Maybe a miniature saddle or riding hat to hang in your room.



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**Clay Sculpture** – Using either home-made play-doh or modeling clay, create a sculpture that shows something you enjoy about horses. How about building a very colorful triple oxer!

**Sewing/Embroidery** – Make a patchwork item, embroidery or other stitch work with a horse theme.

**Own Idea** – create your own art or craft project. Be sure that it is something that you create from scratch.

Members can work at home or an “art group” could work together in one or various mediums. At the end of the winter season, a branch could have an art gallery evening to display the works.

### 4.3 Equine Publisher

**Objectives:** Members should complete one of the following projects either as an individual or in pairs or groups. For example, a group could produce the branch newsletter for one winter or develop a horse magazine to be distributed in the branch or the local tack store.

#### Project Ideas:

**Magazine** - Create your own horse magazine. It should at a minimum include:

Title or cover page

Table of contents

One written article – such as a story, poem, or article

One drawing or photo page

One fun activity page – crosswords, puzzles, connect the dots, etc.

One advertisement – create your own product and advertise it or create an ad for a product you use.

A back cover sheet.

**Story** – Write a short horse adventure story. It may be a true story, an account of something that happened to you and your horse, or it may be fictional. It should have a beginning, middle, and ending and be at least one page.

**Poetry** – Write a collection of 2 or 3 poems about horses. It may be about your own horse, a famous horse, or something horsy like what it feels like to ride out in the open field!

A time could be set aside at a meeting to read the stories and poems. The degree of difficulty could be age specific but neat tidy presentations would be expected.



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### 4.4 Handy Horseman

**Objectives:** Members should make a useful item for their horse. This is an opportunity for members to work in a group and to involve non-horsey parents who may have craft or woodworking skills that they can share. One session can be spent planning and organizing materials. It would take a second session or sessions to complete the objects. Members can choose as a group what they will make, perhaps equipment needed for a rally team or to prepare for testing.

**Suggested Items:** Rope halters, Bridle holders, Saddle racks, Boot holders, Boot jacks, Grooming kit caddy

Organizers should use a check list to ensure that all members are involved in all stages of planning and production.

### 4.5 Bookworm

**Objectives:** Members must read one or two horse-related novels, histories, biographies etc. They can either write a report about the book or develop a skit with other members to illustrate parts of the book. They could develop a presentation with illustrations and discuss the book with other members. This can be very open-ended as some members do not have good written skills but could be encouraged to read and discuss a book.

**Suggested Books:** Saddle Club books, Black Stallion series, Black Beauty, My Friend Flicka, Thunderhead, The Green Grass of Wyoming, Misty of Chincoteague series, any of the Pullen-Thompson sisters' novels.

### 4.6 Musical Ride or Quadrille

**Objectives:** Members should take part in a musical ride or quadrille organized by their branch or barn. They should attend at least 6- 8 practice sessions and put on a display at a local fair or for parents and branch members.

The clinician or organizer should have attendance sheets. Members can be encouraged to have a team colour scheme for themselves and their horses, such as sweatshirts, polo wraps and saddle pads.

Individual members may create a freestyle test for Dressage or a pas de deux with a partner.



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## 5 SENIOR HORSEMANSHIP BADGES

### 5.1 Blankets and Bandaging Badge

**Objectives:** Members should be able to identify and put on basic bandages and blankets. They should know when and when not to use them, how to care for them, basic materials used.

**Bandages:** Members should be able to identify stable, shipping or travel, and tail bandages and be able to put them on correctly and safely. They should also have a basic knowledge of some first aid bandages such as spider and figure 8. They should understand when these bandages should be used and what their purpose is and when they are not suitable. They should know the problems if bandages are not put on correctly and the dangers of misusing them.

**Blankets:** Members should be able to put on and take off a blanket correctly and safely. They should be able to identify and know the correct use for the following:

- a) Summer sheet.
- b) Cooler (wool or cotton mesh)
- c) Winter turn out
- d) Stable blanket (indoor)

They should learn about the fitting of blankets and the choice of the correct type for the conditions. They should know about care such as washing, and mending and the possible problems encountered when horses are turned out in blankets.

These topics could best be covered in two clinics, one on blankets and one on bandaging. Members would be expected to practice bandaging and be able to identify types of blankets and bandages under supervision.

### 5.2 Fitness for You and Your Horse

**Objectives:** Members should know the basics of bringing different types of horses into work and the reasons why a progressive conditioning program is important in conjunction with a feeding program. They should understand the concepts on long, slow training and interval training, the differences and advantages of both. They should also understand the importance of rider fitness and be able to develop a program to improve their own level of fitness.

**Conditioning:** Choose one of the following scenarios and write up a short conditioning program, including feeding schedule:

- Three-year-old who has never been ridden before.
- Broodmare coming back into work after a foal.
- Sixteen-year-old gelding, only done light trail riding for the last three years.



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- Middle-aged, fat pony who has been turned out for five years, coming back into work.

Members could undertake these projects themselves after a clinic or discussion on conditioning and feeding.

**Rider Fitness:** Members should develop a fitness program suitable for their level of competition or riding.

Members should attend an education session or clinic with a physical education instructor or coach who is knowledgeable about exercise programs. In conjunction with their coach, they can develop their own fitness plan. Provide an attendance sheet if you wish along with a check list for the project.

### 5.3 Farrier and Shoeing

**Objectives:** Members should know the basic farriers' tools and what they are used for. They should also know the basic styles of shoes and their uses. They should understand winter shoeing, traction devices and how to use them.

**Clinic:** Invite a farrier to demonstrate hot and cold shoeing and discuss the pros and cons of both methods. Discuss with the farrier types of caulks and other traction devices and what they should be used for.

**Projects:** Members should collect shoes from their farriers or their barns and make a "Shoe Board" to display different types of shoes. Each shoe should have a description of what its features are and what it is used for. This board can then be used by the branch to teach younger members.

### 5.4 Barn Architecture

**Objectives:** Members should learn what features should be included in the design of a safe, functional barn. They should be aware of the site the barn is to be built on and what it is going to be used for, etc. The object of this badge is to make members aware of safety features as well as design features. They must be aware of such possible problems as footing and drainage, prevailing winds and snow build up.

**Project:** Members should be taken to visit several neighbouring barns to see different designs and construction methods. They can also read up magazine articles and books on barn design. As a group or in pairs they can design their dream barn. They should state the purpose of the barn, the location, construction techniques and safety features.

It would be helpful if they could have a meeting with someone involved in construction, preferably barn or farm construction.





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### 5.5 Saddlery and Tack Fitting

**Objectives:** Members will have some understanding of basic bits, nosebands, girths and martingales, including their action on the horse and their uses and misuses. They will also be able to identify and differentiate among styles of saddles and have a more advanced knowledge of fitting.

**Project:** To be done as an independent study after discussion with instructor.

From each of the following four categories, pick two types of the items and describe or draw it. Discuss its special design features and how these are designed to work on the horse and how it is fitted. Compare and contrast the two items.

- Snaffle bits: D-ring, full cheek, fulmer, French link, Dr. Bristol.
- Nosebands: flash, drop, figure 8, kinton.
- Girths: string, balding, atherstone, 3-fold.
- Martingales: running, standing, Irish, German.

**Saddles:** Find pictures of, draw, or describe three of the following types of saddles and include reasons why they are suitable for specific disciplines.

- All purpose
- Close contact
- Dressage
- Side saddle
- Endurance or stock saddle
- Hunt seat (Saddlebred or Morgan)
- Racing

**Saddle Fitting (Clinic):** Members should attend a clinic on saddle fitting including an understanding of the basic structure of a saddle, the signs that a saddle is not fitting a horse, the most common pressure points, and how to assess the structure of a horse's back to determine the type of saddle it requires.

Ask the clinician to check off on their record sheets that all members have actively participated.

### 5.6 Aspiring Vet

**Objectives:** Members will have to understand how to treat a minor wound and when to call a vet. They have to put together a first aid kit for their horse. Additionally, they should have a working knowledge of conformation and what conformational faults can cause lameness problems. They should understand the difference between lameness, unsoundness and blemishes



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**First Aid clinic or lesson:** Go over the contents of a horse first aid kit. Know how and when to use several items in a first aid kit. Know when to call the vet and what to tell them.

**Conformation Clinic:** Members should attend a clinic with an equine vet or experienced conformation judge, etc. and view a number of horses with conformational problems. They should learn how to check for lameness or unsoundness, possible treatments and the limitations of horses with unsoundness problems.

**Projects:** Choose one or more of these projects

1. Write a report or give a presentation on your own horse or one in their barn, discuss its conformation and how this might lead to problems or suit it for a specific type of work. Strengths as well as weaknesses should be pointed out.
2. Write a case study around an emergency visit to the vet. Why did they have to call the vet? What was the diagnosis and what treatment did the horse receive?
3. Give a report on how a vet check or pre-purchase exam is performed. Discuss who can perform such a test. What are standard checks and what extra checks can be performed. If possible, attend a pre-purchase exam and share the results. Discuss which results you feel would prevent you from buying a horse and what results would still be acceptable.

## 5.7 Equine Learning Theory

**Objective:** To understand how ponies and horses learn, including what is meant by the four quadrants of Operant Conditioning, Combined Reinforcement, Habituation (de-sensitization), Shaping and Classical Conditioning.

A worksheet is available online to assist educators with teaching these concepts. You can find them under the 'documents/programs/education' tab on the website.

<https://www.canadianponyclub.org/documents/Worksheets-equine%20learning%20theory.pdf>

*Further Reference Material:* Horses Hate Surprise Parties – Chapter 5 and Chapter 6, The Pony Club – How Ponies Learn Workbook and Modern Horse Training pages 70-79.

### Projects

1. Research and write a report or give a brief presentation to their branch, including discussions of habituation, shaping, classical conditioning and the 4 quadrants of operant conditioning.
2. Attend a presentation by an Equine Behaviourist.
3. Read and complete the activities in The Pony Club – How Ponies Learn Workbook (UK workbook)
4. Do a groundwork demonstration with their own horse demonstrating how to use R+ Positive Reinforcement and R- Negative Reinforcement to teach their horse to stand still in hand (Park).



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## 6 SENIOR ARTS AND RECREATIONAL BADGES

### 6.1 Equine Multi-Media

**Objectives:** Members can work as a team or in pairs to produce a presentation in whatever medium they choose. They can make a video, a power point presentation, web site, magazine, newsletter. The objective is to encourage creativity and teamwork and to help their branch or a local organization to promote the community work they are doing.

**Project:** Members might give a presentation in any of the above media about their branch activities, Pony Club show or rally, or local equestrian activity.

This is a very open-ended project to encourage members to work together and look at the broader perspective of the horse world. They are encouraged to use their creativity and technical skills in other areas to promote their love of horses.

Check in with your Branch or Region and see if there are any presentations, online content or social media projects they could need support with.

### 6.2 History and Literature

**Objectives:** This is an individual or group research project. Members should choose a topic from the following suggestions and research it in history and literature. They should produce a play, story, report or presentation to give to their branch.

**Projects:** This is an open-ended badge with wide scope for creativity. Some suggested topics are:

- Horses in War
- Historical development of any of the older breeds of horses
- Carriages and the horses that drew them
- History of side saddle riding
- Horses in myths or legends
- Horses in religion

Members should produce and present their chosen topic at a branch meeting.

### 6.3 Natural Horsemanship & complementary therapies

**Objectives:** Members are introduced to some of the methods of natural horsemanship and/or complementary and alternative therapies. This can be accomplished by a small research project or attending a clinic, and if the situation permits working with their own horse.



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**Projects:** Choose one of the following two options:

1. Members could research such people as Ray Hunt, Tom Dorrance, John Lyons, Buck Brannaman, Pat Parelli, Chris Irwin, Monty Roberts, etc. using websites, videos, or books. They should write a report or give a brief presentation to their branch on the philosophies and practices of this person.
2. Members could also prepare a presentation on complementary and alternative therapies that are available to horses. Examples are massage, chiropractic therapy, acupuncture, magnetic therapy, herbs and aromatherapy. Describe how the therapy works, when you would opt for this type of therapy and what some of the problems and potential dangers are when using alternative therapies.

Branches should arrange a clinic with a natural horsemanship practitioner for members to attend. Or they can have a massage therapist or chiropractor host a clinic.

**Please note** that complementary and alternative medicine should always be part of an overall treatment plan with oversight from a vet. They should be done only by trained and licensed professionals. Never forget that, while some therapies can complement a treatment plan, it cannot replace conventional veterinary care. If your horse is sick or seriously injured, it needs a vet first!

### 6.4 Western Riding

**Objectives:** Through introducing members to a discipline, they may not be familiar with, they can broaden their horse knowledge. In areas where western riding is popular, members with a western background can shine. Members can attend clinics in reining, cutting, team penning, western pleasure, etc.

**Projects:** The branch should decide which western discipline they are going to concentrate on. Members could visit a local barn that specializes in that discipline and have a presentation and clinic, hopefully with some practical riding experience included.

Members could also take part in a trail ride, western style, and learn about western tack and clothing.

Members should discuss or write a report about the differences and similarities they found between English and Western riding. Perhaps a display of Leather and Lace – Reining and Dressage could be arranged.



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### 6.5 Drivers' Ed

**Objectives:** Members should be introduced to the discipline of driving. They should learn the parts of a harness and how to put it on. They can learn about different carriages and what they are used for. They can also become familiar with driving disciplines such as combined driving, pleasure driving, harness racing, etc.

**Projects:** Branches should arrange a driving clinic for members where they will learn about harness and how to harness a horse and the basics of driving, with some practical experience for all participants.

To obtain their badge, members should be able to harness a horse and know the names of the basic pieces of harness. They should know how to hold the whip and lines and be able to drive a quiet trained horse round a small obstacle course.

### 6.6 Helping Hands

**Objectives:** Members should spend time helping a not-for-profit organization outside of pony club. While horse related organizations such as a therapeutic riding organization or equine rescue project are most obvious choices, we also encourage volunteering at an animal rescue centre or even community sports organization. Members can volunteer their time at a facility or help fundraise for an animal rescue project or therapeutic riding centre.

**Projects:** Either as a group or individually, members could organize fundraising projects for any of the above organizations. They would have to promote the organization of their choice, develop a fundraising plan and carry it out.

Members could also volunteer time to help at a therapeutic riding facility, helping groom and tack up horses, act as a side walker, etc.

Members could volunteer time at a rescue facility for horses or other animals, cleaning stalls, grooming horses, walking dogs, etc.

Members could volunteer time at a non-pony club organization for hosting their events (as long as it is a not-for-profit organization) such as horse trials, rodeo events, Terry Fox runs and other community sport events.

Staff members could initial the Pony Club member's record sheet. A minimum of 8 volunteer hours is required.



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## 7 SPECIALTY BADGES – GENERAL HORSE KNOWLEDGE

These badges are geared towards getting a better understanding of the horse, its development and behaviour. These six badges can be acquired through mostly theoretical sessions.

The badges are aimed at all Pony Club levels. Main focus would be on members at a D1/D2/C level, but members at a more advanced level can also participate and fulfill some broader requirements for these badges.

### 7.1 Horse Evolution

**Objective:** Learn how the horse developed from the prehistory till now. Discuss some of its ‘family’ members such as donkey’s, zebra’s and mules and describe how they are similar, but different.

**Evolution:** Describe five stages in the evolution of the horse, describe the different stages with emphasis on the development of the leg/hoof/toes. How long ago did this ‘horse’ exist and where were they found? At what moment in time were horses domesticated?

**Family:** Describe at least one family member of the horse in some detail (zebra, donkey, onager) give three examples of how the horse and this family member are different and how they are similar (behaviours, physical characteristics). Name some crosses between horse and zebras or donkeys.

**Extension for older members:** What is the difference between a mule and a hinny (or jennet). What are some of the behavioural and physical characteristics of both crosses? What do you know about Zebroids? How did the recent horse breeds (*Equus Caballus*) develop from the Middle ages to the modern horses we see now?

This can be a group study session, followed by individual reports or presentations by the individual members.

### 7.2 Horse Behaviour

**Objective:** Understand and recognize horse behaviour. Know when a horse is happy, mad or sick. Understand that horses are social animals and the needs that arrive from that fact. Describe some of the sounds a horse makes and what they mean.

**Body Language:** describe body language for a horse that is displaying 3 different emotions: for example, relaxed, aggressive, scared, in pain, worried, playful, etc. Concentrate on several body parts, such as facial expressions, ears, nostrils etc., but also tail, legs and overall posture.

**Social Needs:** understand that horses are social beings and that interaction with other horses is considered a basic need. Describe ways to make sure a horse has enough social interaction.



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**Extension for older members:** Discuss some unwanted behaviours (stable vices), what they are, why they develop and how to prevent it.

This material can be taught in a group study session or two. Presenters are encouraged to make this an interactive session with some video and/or picture examples of horses interacting with each other or their handlers.

Members are expected to present a display with a horse's body language displaying 3 different emotions.

### 7.3 Horse Senses

**Objective:** Understand the five senses and how they differ between horse and human (sight, hearing, smell, taste and touch). Know what senses are most important to a horse. Learn about the flehmen response and what sense this is connected to. Discuss 'blind spots' in relation to vision.

**Project:** Pick two senses and describe how they work. Describe how these senses differ from human senses. Discuss how the different senses help a horse 'survive'.

**Extension for older members:** Research one of these questions, or a question of your own choice related to sense.

- Some breeds are more prone to issues with hearing or sight (paint, appaloosa). Research the cause for this higher chance of sensory issues.
- Can horses smell fear? How could they do that?
- How can we use horse senses to help communicate with them?
- Describe how trimming a horse's head can affect their sense of touch and why this is bad.
- Do horses have a preference for certain flavours? Why is this important for survival?

Members are expected to give a short presentation of their research project.

### 7.4 Horse Colour

**Objective:** Recognize more complex horse colours. Understand that all horse colours are built out of variations on black, bay and chestnut. Discuss colour breeds and primitive colour marks. This is an extension of the beginner badge on horse colours.

**Understanding colour:** Members are expected to describe the base colour of more complex colour descriptions (e.g. flaxen chestnut, blue roan, red dun, palomino, buckskin) and know what they look like.



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Members understand the greying process and can distinguish the different phases in the greying process, such as steel or rose grey to dappled, fleabitten and finally white.

**Primitive markings:** describe primitive markings and breeds that still display these markings (zebra stripes, webbing, frosting)

**Uncommon markings:** discuss some uncommon markings such as birdcatcher spots, ben d'or spots, galustra plume, medicine hat.

**Colour breeds** and breeds with certain colour requirements. Discuss the difference between paint and pinto. Describe other colour breeds such as appaloosa and paint. What are colour requirements for Fjord, Haflinger and Friesian?

**Project:** make a poster display or digital presentation, including 3 uncommon markings and 1 colour breed or breed with strict colour characteristics. Describe the markings and breeds in some detail. More detail is expected from older members.

**Extension for older members:** All horse colours can be described as a combination of the basic black, bay or chestnut combined with colour modifiers (grey, flaxen), dilutions (cream, dun) and white patterns (roan, appaloosa). Some modifiers are recessive, and some are dominant.

Discuss the following questions.

- How can two black horses (a colour requirement in Friesians) still produce a chestnut horse. What can be done to prevent this?
- What possible colours can the offspring of two flaxen chestnut horses have?
- Describe the difference between overo and tobiano and 3 different overo patterns.
- Describe 3 different dilution genes and how they change the base colours black, bay and chestnut.
- Describe 3 different coat colour modifiers find pictures of these modifiers.

### 7.5 Horse gaits and footfalls

**Objective:** describe the footfalls of the horse for each gait, know stride lengths and jumping distances for trot and canter. Discuss some of the less common gaits such as tolt and pace. Know when you are on the correct diagonal and what the correct canter lead looks like.

**Extension for older members:** Discuss why it is important to be 'on the correct lead' in the canter and on the correct diagonal in the trot. Discuss the concept of counter canter, and why it is useful in training. Discuss some of the defects in movement, such as plaiting and forging. Discuss why this happens (conformation) and what you can do to prevent it from happening.





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This material can be taught in a group study session or two. Presenters are encouraged to make this an interactive session with some video examples of horses moving. The members can make flash cards with the 4 main gaits and their footfalls.

### 7.6 Working horses

**Objective:** Most of the Pony Club horses would be considered pets or companion animals. They are however normally considered livestock. There are still industries where horses are considered ‘working horses’ and are a means to make a living. Describe 5 industries where horses could be considered working horses or livestock animals.

This project members can do individually at home and present at a branch meeting. More detail, a higher level of research, is expected from older members.

**Extension for older members:** Discuss the Canadian ‘code of practice for the care and handling of Equines’ and the five freedoms important for animal welfare (page 6 of the code).

## 8 SPECIALTY BADGES – MEMBER DEVELOPMENT

These badges are aimed at encouraging members to take on a leadership role within our organization. They support the pathways to our members’ development into coaches and examiners.

### 8.1 Mentoring Badge

**Objectives:** This badge is to encourage senior members to help and mentor younger members in their branch. This can be done by pairing younger and older members together for education sessions. The older member is not the instructor but helps the junior in practical education sessions, e.g. learning grooming, parts of the horse, colours, markings etc. At mounted meetings the mentor can help tacking up, mounting etc. The older member may be a non-riding team captain/helper at a D rally, assisting their team with stable management. He/she can also coach younger members for quiz or help with PPG practices.

Check sheets will be provided to monitor the progress of mentors over a winter’s education sessions, summer camps, etc.



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### 8.2 Instructor 1 Badge

**Objectives:** After mentoring junior members for a while, senior members can take over some of the stable management teaching, preparing lessons and organizing education for D members. This can be done over a winter's education program or during a D rally or camp.

Check sheets should be provided to monitor the progress of junior instructors. Junior instructors should be at least a D2 level or above.

### 8.3 Instructor 2 Badge

**Objectives:** This would be awarded to senior members, C2 level and above and over 16 years of age who are teaching mounted lessons to D level members. They would be expected to prepare lesson plans under the supervision of a certified coach.

**Clinics:** They would have to attend a clinic on teaching methods and safety before progressing to lesson preparation and actual teaching, initially under the supervision of the coach.

**Projects:** Senior members would teach at summer camps, working rallies or regular riding clinics.

Check sheets should be provided to be signed by the coach that they have completed the clinics and taught at least six sessions.

### 8.4 Job Shadow Badge

**Objectives:** Members would work with an equine professional such as a farrier, vet, physiotherapist, etc. They would have to approach the professional to ask if they might work with them for three days over a period of several weeks. They would also have to write a report of their experiences and what they have learnt about their chosen profession.

**Suggested Jobs:**

Veterinarian, Farrier, Massage therapist, Equine physiotherapist, Barn manager, Course designer or TD, Chiropractor, Saddle fitter, Work at a racing barn

The professional would be asked to sign a check list that the member had worked with him/her for three days. They might be asked to give a brief assessment of the member.

### 8.5 Examiner 1 Badge

**Objective:** To acknowledge those members who are giving of their time to become PC Examiners.



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**Criteria:** The badge is to be awarded to members who have fulfilled the requirements to be on their Regional Examiners List and after they have participated in 3 separate tests at any of the D levels. The member should attend the full test and participate in all phases of the test. Each test must be held on a separate day. A D, D1, D2 test held all on one day is to be considered one test.

The Senior Examiner or the Test Rep may initial the Record Form. This badge is retroactive and may be claimed by members who completed their 3 tests at any time in the past. The Regional Testing Records should contain the necessary information.

### 8.6 Examiner 2 Badge

**Objective:** To acknowledge those members who are giving of their time to become PC Examiners, and who have been on their Regional Examiners List long enough to be eligible to participate in C level tests.

**Criteria:** The badge is to be awarded to members after they have participated in 3 separate tests at any of the C levels. The member should attend the full test and participate in all phases of the test. Each test must be held on a separate day.

The Senior Examiner or the Test Rep may initial the Record Form. This badge is retroactive and may be claimed by members who completed their 3 tests at any time in the past. The Regional Testing Records should contain the necessary information.

## 9 SPECIALTY BADGES – OTHER

### 9.1 Lungeing Badge

**Objective:** Members should demonstrate their knowledge and skills of lungeing a variety of horses.

**Knowledge:** Members should show an understanding of the following:

- Basic lungeing equipment, including fitting and care
- Reasons for lungeing
- Turnout for different types of lungeing
- Different gaits used in lungeing

**Skills:** Members should choose 2 of the 4 following types of the horses:

- Green horse
- A horse with a lot of energy
- A lazy horse
- A horse with a lot of lungeing experience



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The member should work with the two horses to show some improvement over several weeks.

## 9.2 Training a Green Horse Badge

**Objective:** To recognize a member's ability to safely and effectively work towards goals with a green horse.

Members are to set goals including at least one groundwork goal and two riding goals. Once goals are achieved, they are to be demonstrated to the badge person. There is a mandatory one-month time lag to encourage setting challenging, yet attainable goals.

### Examples of goals:

Groundwork:

- teaching the green horse to load
- teaching the green horse to lead including walk, trot, and halt in hand

Riding:

- canter under saddle
- compete in first show
- jump small stadium course

## 9.3 Camping Badge

**Objective:** To attend a minimum 5-day camp to experience all that Pony Club has to offer. The member is to participate as fully as possible in all aspects of camp life, including riding, stable management and social activities.

It is expected that the member, depending on age and ability, will look after their own horse as much as possible, including feeding, grooming, mucking out, taking up, cooling out, etc. Members should produce a stall card, similar to, or the same as the stall card produced for the I Love My Horse badge.

## 9.4 Working Equitation Badge

**Objective:** To learn about the sport of Working Equitation and participate in Working Equitation clinics and/or competitions.

First recognized as a sport in 1996 and hosting its first European Championship that same year in Italy, Working Equitation has quickly grown in popularity as an all-inclusive equestrian sport driven from the grass roots. The discipline encourages participation from any and all breeds and disciplines (dressage, jumping, western riding, and Spanish riding). There are 4 phases of a WE competition: dressage, ease



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of handling (EOH), speed, and cattle maneuverability; however, at the introductory level, participants focus on dressage and EOH.

Through introducing members to the discipline of Working Equitation (WE), this badge will be a testament to their knowledge growth of the history of Working Equitation as it relates to the ancestry of the working horse breeds. Further, the badge will signify that they have met minimum participation requirements in WE clinics or events (or submission of project portfolio(s)).

#### **Projects:**

Branches, Riding Centres and/or Regions may decide how best to structure educational events and hands-on activities including but not limited to riding opportunities that promote involvement and personal achievement (with or without a mount). Badge award requires participation in activities that combine the two building blocks of the sport, the dressage phase and the EOH phase.

Members could develop a presentation, submit an essay, design an EOH course, and participate in WE clinics, workshops, etc.

## 9.5 Le Trec Badge

**Objective:** To learn about the sport of Le Trec and participate in Branch or Regional Le Trec clinics and/or competitions.

- Goals:**
- To become familiar with the three phases of Le Trec.
  - To participate in at least one training session/clinic.
  - To participate in one Branch or Regional Competition.

If no competitions are offered by your Branch or Region, you may count another clinic, fun day or training session.

## 10 BEGINNER BADGES

These badges have been introduced to offer a set of badges to the younger, beginning members. They cover stable management / horsemanship topics learned at D and D1 level.

### 10.1 I Love My Pony

The member will make up an identity card including the pony's name, height, gender and age, and the members name, age and Branch. These cards can be done on cardstock and decorated with stickers, markers, etc., plus a picture of their pony. The cards could be laminated.



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### 10.2 Colours and Markings

While studying the various colours and markings, the members will create a booklet, using cut outs from old horse magazines. This should contain at least 5 different colours, 4 face markings and 3 leg markings. The member will also be able to pick out the same number of colours and markings on real horses.

### 10.3 Parts of the Pony

The member will be able to point out at least 10 parts of the pony on a real pony or on a picture. Instructors are encouraged to make a game with a large picture of a horse and stickies with the names of various parts of the pony. The kids can practice putting the names on the correct part of the pony.

### 10.4 Parts of the Saddle

The member will be able to point out 10 parts of the saddle, including stirrups and girth. The instructor can use pictures or real tack for practice.

### 10.5 Parts of the Bridle

The member will be able to point out 5 parts of the bridle. Each member could receive a laminated picture of a bridle and use transparent post-it notes to identify the various parts.

### 10.6 Rider attire

The member will be aware of the dress requirements for working around horses and riding a horse. Emphasis will be placed on the safety aspect of proper footwear, helmets and other attire. This includes a helmet, a boot with a heel and gloves. Riders should know when to wear a safety vest. They must understand the concept of neat and tidy. Understand the dangers of loose clothing, hoodies and dangling jewelry. Know the requirements for dress at stable management lessons and theory lesson. Discuss the turnout for different types of competition.



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<b>JUNIOR BADGES RECORD SHEET</b>				
Badge		Date Completed	Initials of Supervisor	Badge Awarded
<b>JUNIOR HORSEMANSHIP BADGES</b>				
<b>I Love My Horse</b>	Feed Chart			
	Stall Card			
	Vet & Farrier Info Card			
<b>Breeds</b>	Poster or Presentation			
<b>Handling &amp; Grooming</b>	Identification of Grooming Tools			
	Reasons to Groom			
	Demonstrate full grooming.			
	Demonstrate putting on a Halter			
	Demonstrate lead, turn, trot in hand.			
	Demonstrate quick release knot.			
<b>Barn Safety</b>	Barn Safety			
	Pasture Safety			
	Trailer Safety			
<b>Apple Saddlery</b>	Name parts of bridle & saddle			
<b>Tack &amp; Tack Care</b>	Demonstrate cleaning saddle & bridle.			
	Demonstrate saddling a horse.			
	Demonstrate bridling a horse.			
<b>FeedRite Easy Rider</b>	Identify a variety of grains.			
	Demonstrate methods of watering.			
<b>How Horses Learn</b>	Finish worksheet with the badge			





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<b>JUNIOR ARTS &amp; RECREATION BADGES</b>		<b>Date Completed</b>	<b>Initials of Supervisor</b>	<b>Badge Awarded</b>
<b>Equestrian Adventurer</b>	Activity 1 -			
	Activity 2 -			
<b>Equine Arts &amp; Crafts</b>	Project 1 -			
	Project 2 -			
<b>Equine Publisher</b>	Project -			
<b>Handy Horseman</b>	Item -			
<b>Bookworm</b>	Book title -			
	Project -			
<b>Musical Ride</b>	Attend 6-8 practices.			
	Participate in the demonstration.			

<b>JUNIOR REGIONAL RECOGNITION BADGES</b>		<b>Date Completed</b>	<b>Initials of Supervisor</b>	<b>Badge Awarded</b>
<b>Regional Quiz</b>	Attend Regional Quiz D Level			
<b>Regional PPG</b>	Attend Regional PPG competition.			
<b>Regional Tetrathlon</b>	Attend Regional Tet - junior level or below.			
<b>Regional Rally</b>	Attend Regional Working or Comp. Rally			
<b>Regional Dressage</b>	Attend Regional Dressage Pre-Training and below.			
<b>Regional Show Jumping</b>	Attend Regional Show Jumping 2' 9" and below.			



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<b>SENIOR BADGES RECORD SHEET</b>				
Badge		Date Completed	Initials of Supervisor	Badge Awarded
<b>SENIOR HORSEMANSHIP BADGES</b>				
<b>Blankets &amp; Bandaging</b>	Identify types of bandages and blankets.			
	Demonstrate putting on 2 bandages.			
	Demonstrate putting on a blanket.			
<b>Fitness</b>	Personal Fitness Program			
	Horse's Fitness Program			
<b>Farrier &amp; Shoeing</b>	Shoe Board			
	Identify Tools			
	Attend farriers clinic or demonstration.			
<b>Barn Architecture</b>	Design your dream barn.			
<b>Tack &amp; Tack Fitting</b>	Project 1 -			
	Project 2 -			
	Attend saddle fitting clinic.			
<b>Aspiring Vet</b>	Attend conformation/unsoundness clinic.			
	First Aid clinic / First aid kit			
	Project -			
<b>Equine Learning Theory</b>	Finish worksheet with the badge			



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<b>SENIOR ARTS &amp; RECREATION BADGES</b>		<b>Date Completed</b>	<b>Initials of Supervisor</b>	<b>Badge Awarded</b>
<b>Equine Multi-Media</b>	Project -			
<b>History &amp; Literature</b>	Project -			
<b>Natural Horsemanship &amp; complementary therapies</b>	Attend clinic or make a presentation.			
<b>Western Riding</b>	Attend a clinic or competition.			
	Presentation			
<b>Driver's Ed</b>	Attend driving clinic.			
	Demonstrate ability to harness & drive.			
<b>Helping Hands</b>	Volunteering/Fundraising			

<b>SENIOR REGIONAL RECOGNITION BADGES</b>		<b>Date Completed</b>	<b>Initials of Supervisor</b>	<b>Badge Awarded</b>
<b>Regional Quiz</b>	Attend Regional Quiz C or above			
<b>Regional PPG</b>	Attend Regional PPG at masters.			
<b>Regional Tetrathlon</b>	Attend Regional Tet - senior level.			
<b>Regional Rally</b>	Attend Regional C Rally			
<b>Regional Dressage</b>	Attend Regional Dressage Training or above.			
<b>Regional Show Jumping</b>	Attend Regional Show Jumping 3' or above.			



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<b>SPECIALTY BADGES – GENERAL HORSE KNOWLEDGE</b>		<b>Date Completed</b>	<b>Initials of Supervisor</b>	<b>Badge Awarded</b>
<b>RECORD SHEET</b>				
<b>Horse Evolution</b>	Horse Evolution Project			
	Horse family members project			
<b>Horse Behaviour</b>	Body language project			
	Social needs			
<b>Horse Senses</b>				
<b>Horse Colours</b>	Uncommon markings			
	Colour breed			
<b>Gaits and Footfalls</b>	Gaits flashcards			
<b>Working Horses</b>	Five industries			

<b>SPECIALTY BADGES – MEMBER DEVELOPMENT</b>		<b>Date Completed</b>	<b>Initials of Supervisor</b>	<b>Badge Awarded</b>
<b>RECORD SHEET</b>				
<b>Mentoring Badge</b>				
<b>Instructor 1</b>				
<b>Instructor 2</b>				
<b>Job Shadowing</b>				
<b>Examiner 1</b>	Test 1 -			
	Test 2 -			
	Test 3 -			
<b>Examiner 2</b>	Test 1 -			
	Test 2 -			
	Test 3 -			



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<b>SPECIALTY BADGES – OTHER</b>		<b>Date Completed</b>	<b>Initials of Supervisor</b>	<b>Badge Awarded</b>
<b>RECORD SHEET</b>				
Lungeing				
Training a Green Horse				
Camp				
Working Equitation				
Le Trec				

<b>NATIONAL RECOGNITION BADGES</b>				
	<b>Host Region or Country</b>	<b>Date of Competition</b>	<b>Initial of official or DC</b>	<b>Badge Awarded</b>
Zone PPG				
National Dressage				
National Show Jumping				
National Tetrathlon				
National Quiz				
National PPG				
National Rally				
International Exchange				



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<b>BEGINNER BADGES</b>		Date Completed	Initials of Tester	Badge Awarded
I Love My Pony				
Colour & Markings				
Parts of the Pony				
Parts of the Bridle				
Parts of the Saddle				
Rider Attire				