



LONGEING THE UNKNOWN HORSE

Information compiled by

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Longeing the Unknown Horse

At the CPC HA test, Longeing the Unknown Horse is worth 60 marks.

1. Equipment and Candidate's Turnout	10
2. Technique	20
<ul style="list-style-type: none">• Body position and body language• Use and handling of whip and longe line• Hold/contact• Voice: clear, encouraging, use of inflection	
3. Effectiveness	20
<ul style="list-style-type: none">• Control• Size of circle• Variety of work• Transitions• Authority• Way of working with a green/problem horse	
4. Knowledge and theory	10
<ul style="list-style-type: none">• Recognize what is happening• Know when to stop• When is purpose achieved• Goals for green and problem horse• Appropriate exercises for improvement• Results: is horse happy, relaxed, improved?• Suggestions for future	
TOTAL	60

General notes regarding marks for this topic:

1. Equipment and Candidate Turnout:

- this continues to build on what you have been building on since C2 level
- most things will be the same as in previous tests
- refer to CPC Education document 'Longeing for C2' for more detailed information on tack choices
- one major consideration will be choice of equipment for the Unknown Horse
- three major goals are:
 - choice of equipment that *fits* the horse
 - If you show up with sidereins that are on the last hole, that is *not sufficient*
 - they need to be adjustable in both directions
 - longer *and* shorter
 - choice of equipment that will be *effective* for this horse
 - choose to use what works
 - choice of equipment that will *eliminate the potential for disaster*
 - consider using dog collar method or a longeing cavesson, as use of the Barnum Method not only takes a lot more time for change over to the other rein, but also *creates a 10 second window that has the potential for disaster* if the horse gets loose

2. Technique

- again, this continues to build on what you have covered since C2 level
- a few important considerations include:
 - staying out of the kick zone
 - safety first, at all times
 - ensuring that you do not step back away from a horse
 - always use your body to *drive the horse away from you*
 - only step back if it is a matter of safety (to avoid a kick)
 - as with previous levels, never put the whip on the ground
 - the only exception to this rule is if the horse is in full bolt
 - if the horse is tense:
 - put the whip in a neutral position
 - hold the whip behind you and ensure that the butt of the whip is not in the horse's field of vision
 - consider using or having available a shorter whip if you draw a tense horse

- watch your line control and work to effectively drive the horse out onto the line to avoid a sagging, ineffective longe line

3. Effectiveness

- control is very important
- if you lose control momentarily, however, do not lose heart
- *use this as an opportunity to show your horsemanship skills*
- a lack of effectiveness in this area will result in low marks
- effectiveness will be demonstrated in your use of your:
 - Body positioning
 - Line control and contact
 - Whip use
 - Voice and inflection
- effectiveness will be illustrated in how your horse responds to you
- react immediately
- you do not have time in this test situation to wait it out
- should you decide that the horse needs a moment to settle, explain what you are doing and why
- aids should be appropriate for the horse
- remember that the horse will be very sensitive to your:
 - posture
 - energy
 - alignment
- be aware of how your hip and shoulders align to his body

Tips for success:

1. You will be given the information on the horse ahead of time and have 20-30 minutes with the horse
 - make sure you understand the information about the horse
 - take the time to choose and fit the appropriate tack
 - the Barnum method creates a 10 second window for potential disaster when you have to undo your longe line and switch to the other side
 - consider using another method
 - do some in-hand work at this time
 - leading
 - halt/walk transitions
 - you are checking out the horse's temperament and responsiveness

- you are making a connection with the horse
- you can take a moment to do some ground-work schooling that will make the horse more responsive to you when you longe him
- create a plan for this horse
- for today
- long term
- you may not be able to achieve everything today, so if you don't make sure the examiners know what your long-term plan is

2. When you present the horse for the tack check, have control of him/her

- don't let the horse walk over you or the examiners
- create a situation that is safe for everyone involved
- you are being assessed on your horsemanship skills at this time
- this is part of your mark
- exercise your authority

3. Get to work

- consider doing your walk/halt transitions before getting in the ring and just inform the examiners that you already have completed this, much like you have done with any arena prep
- depending on the horse's temperament and energy level, you may be able to skip or minimize the leading in a circle
- obviously, if the horse is tense and needs to settle, take your time
- read the horse
- don't take your eyes off of him
- choose what works for this horse *today*

4. Talking

- it is important that you connect with your horse, so most of your focus and talk should be directed toward the horse rather than the examiners
- if the examiners have any direct questions, they can ask you
- if there is something you want to point out to the examiners, by all means go ahead

5. Safety is foremost

- avoid droopy longe lines
- contact with this horse will keep you safe *and* make you more effective
- if you use sidereins, it might be safer to undo the sidereins when you change direction
- do not put the longe whip on the ground

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- consider using a means of attaching the longe line that will not open up a window for disaster where the horse has the potential to get loose

6. Work the horse to its level of ability

- don't be tentative, especially with a schooled horse



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- it is allowable to not use sidereins if the horse is not in a frame of mind or level of ability to accept them



7. Be effective

- step into/toward the horse
- never step back (unless it is to avoid being kicked, etc.)
- don't pull the horse with your arm
- push him away/in front of you with your whip instead
- consider where your body is in relation to the horse
- try this once: push a wheelbarrow in a circle and observe how you align your hips and shoulders
- when longeing , you will need to align your hips and shoulders in a similar way
- change can be a risk but sometimes change can work for you
- recognize when something is not working and react immediately
- find your horse's threshold
- pressure via your aids can be applied at 10%, 20%, 30% and so on, up to 100%
- figure out what this horse needs to perform at his/her best
- find his threshold

8. Consider the Training Scale

- when you do talk to the examiners, reflect on where the horse is in relation to the Training Scale
- rhythm
- This includes forward and relaxed
- Suppleness
- Work on development of both lateral and longitudinal suppleness
- Contact
- Driving the horse from behind into the contact of both the longe line and the sidereins
- Straightness, Impulsion, Collection
- You probably don't have the time/scope to get to this part

9. If you cannot improve the horse, have a logical plan for improvement

- If you cannot show it, let the examiners know that you know how to achieve it
- You will not have time to demonstrate long-lining or use of chambon or other longeing aids, but this would be the time to mention them if you feel that would help

10. Finish on a good note

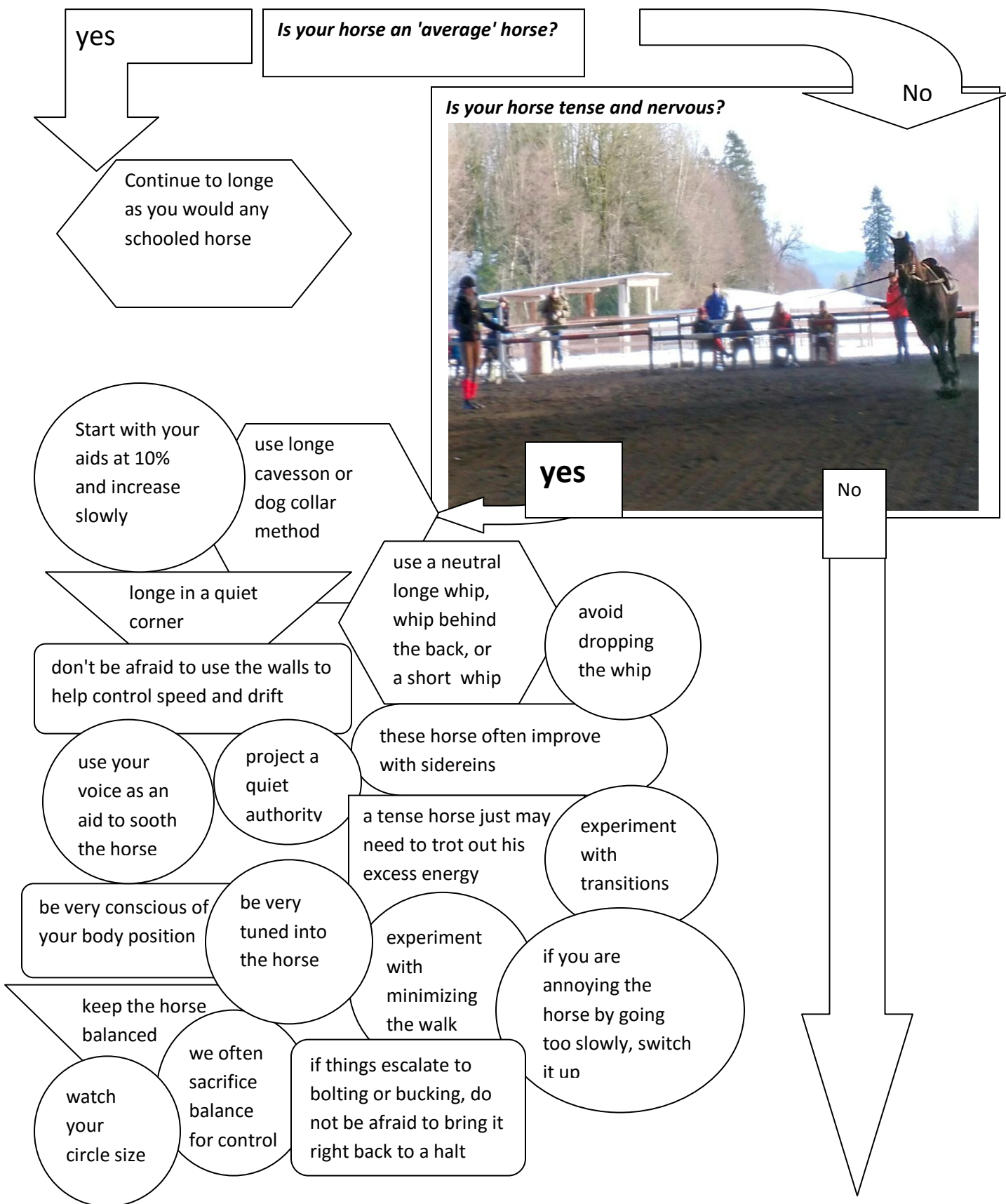
- Know when to stop
- Be in tune with the horse
- Stop before you push him into an explosive situation or completely tire him out and lose your improvement

11. Dealing with disobedience

- disobedience is an opportunity to show your horsemanship skills (or lack thereof)
- this provides you an ideal opportunity to show improvement
- recognize that there are four basic causes of evasions or disobedience on the longe:
 - mental confusion
 - be very clear with your aids
 - consider how green this horse may be
 - He might be completely unaware of what you want
 - If the horse is in a new environment, they may be so overwhelmed by it that they 'forget' what they already know
 - If the horse is herd-bound and has been taken away from friends, he may be overly-focused on that, rather than on you
 - some horses just need more time to understand
 - physical difficulties
 - is the horse sound?
 - If the horse is unsound, typically we would not continue working him
 - Back pain can cause a lot of disobediences, especially bucking
 - Low grade lamenesses or joint stiffness can make a horse more resistant
 - If your longe horse comes out of the barn unsound, comment on it *immediately*
 - Ask the examiners how they want to proceed with this situation
 - is he stiff due to:
 - old age
 - soundness
 - hard work on a previous day
 - tension
 - conformation issues
 - lack of fitness
 - combination of any of the above
 - Do comment if you find the horse stiff but feel that he is okay to proceed with the work
 - Is the horse fit?
 - You can use the lunge to help put fitness on a horse, but the unfit horse will not be able to do as much as the fit horse
 - The unfit horse on the lunge will be more inclined to lean, bulge, and will have trouble bending
 - This will only improve with more work and improved fitness
 - it cannot be fixed in one longe session

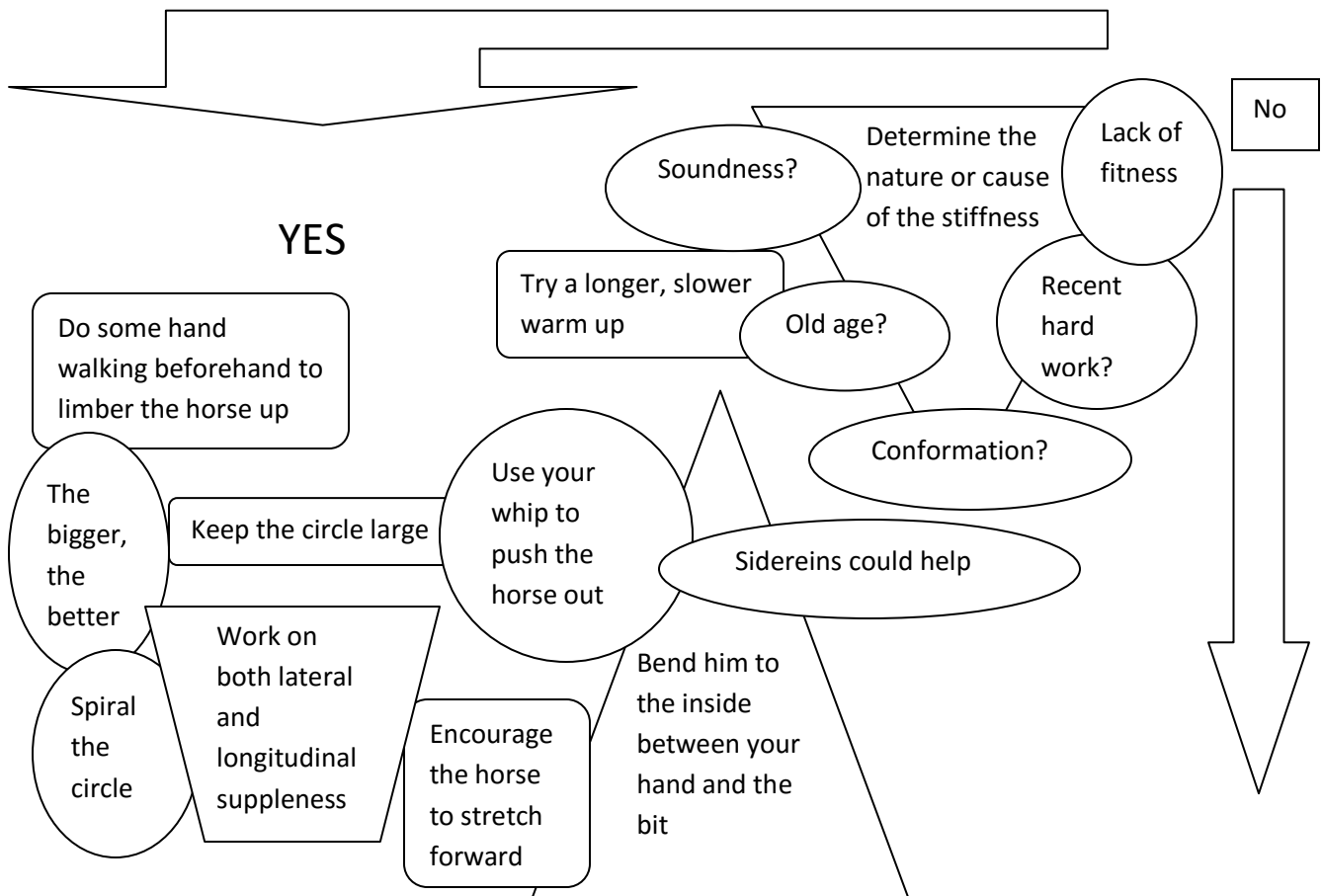
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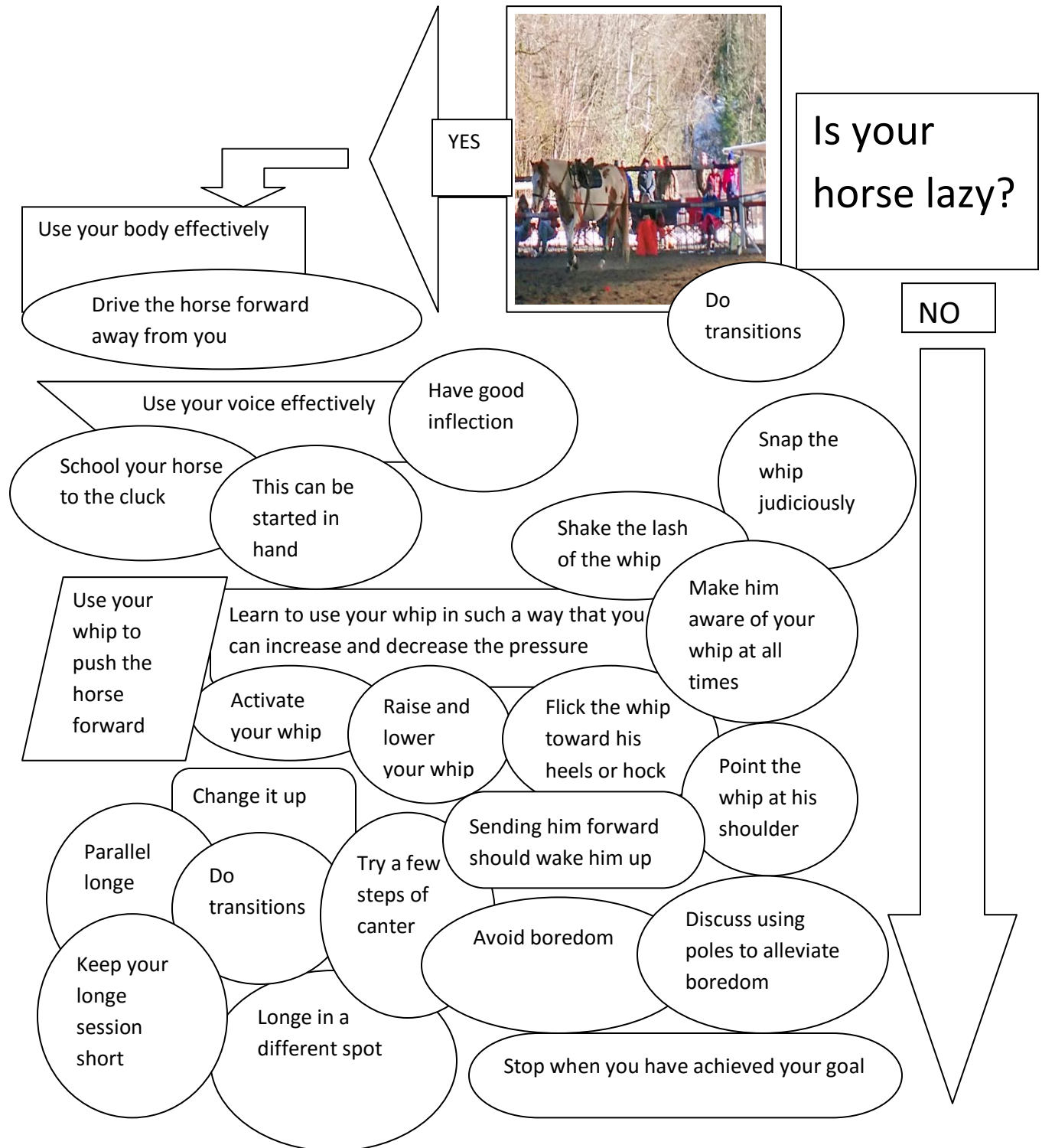
- Be very tuned in to the horse and realistic with your expectations
- Excess energy
- This horse is very fit but hasn't had work for a while
- Too much food for amount of work/exercise the horse has had lately
- Winter time often results in not enough work and crisper weather that energizes a normally quiet horse
- Loss of initiative by the trainer





Is your horse stiff?



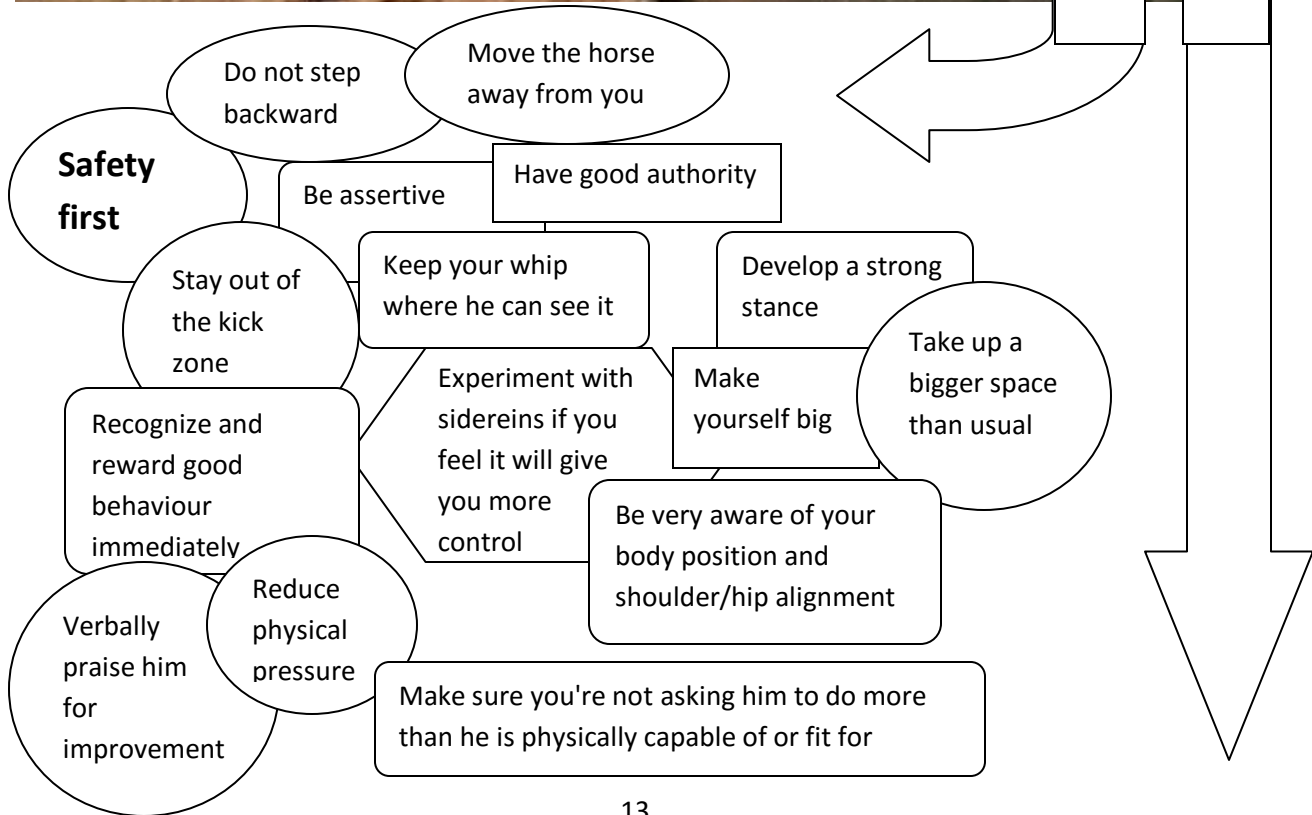




Is your horse resistant?

YES

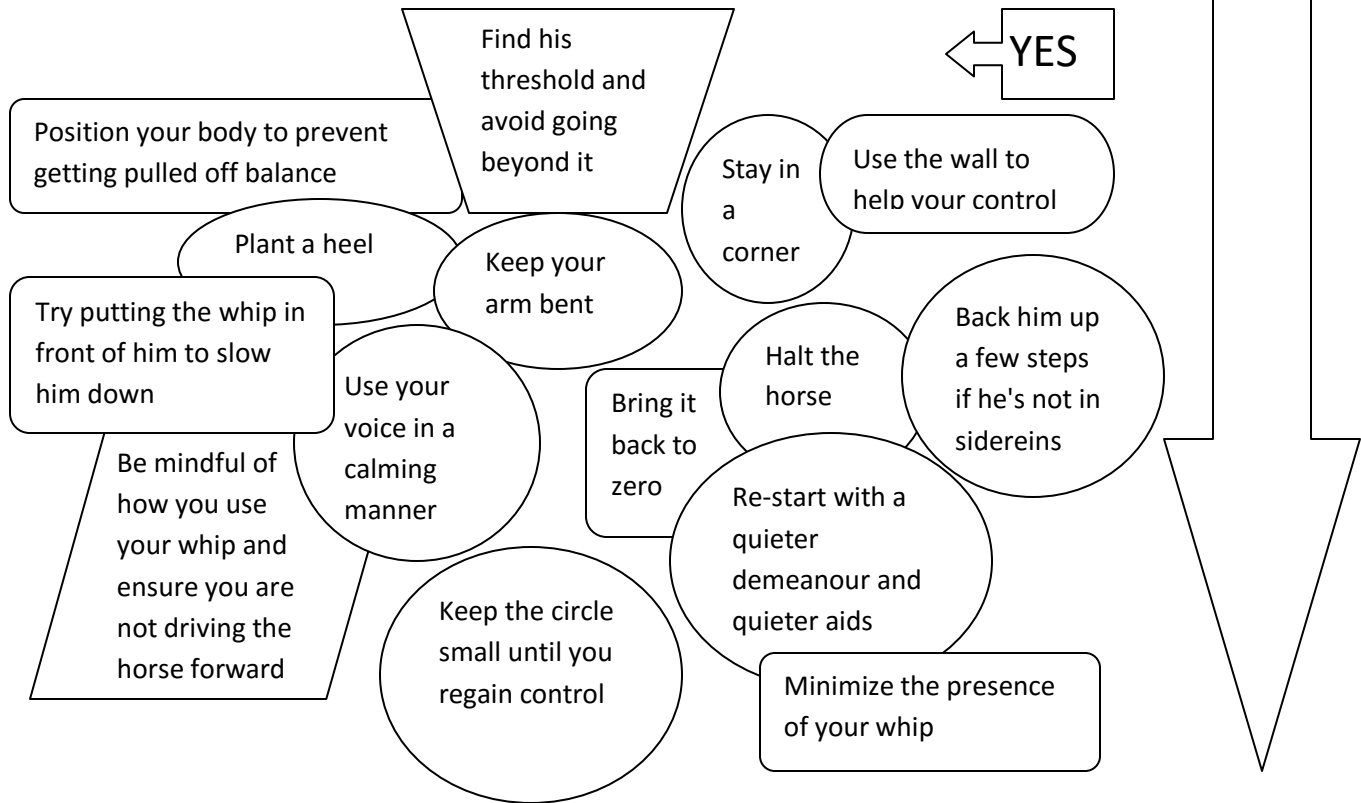
No

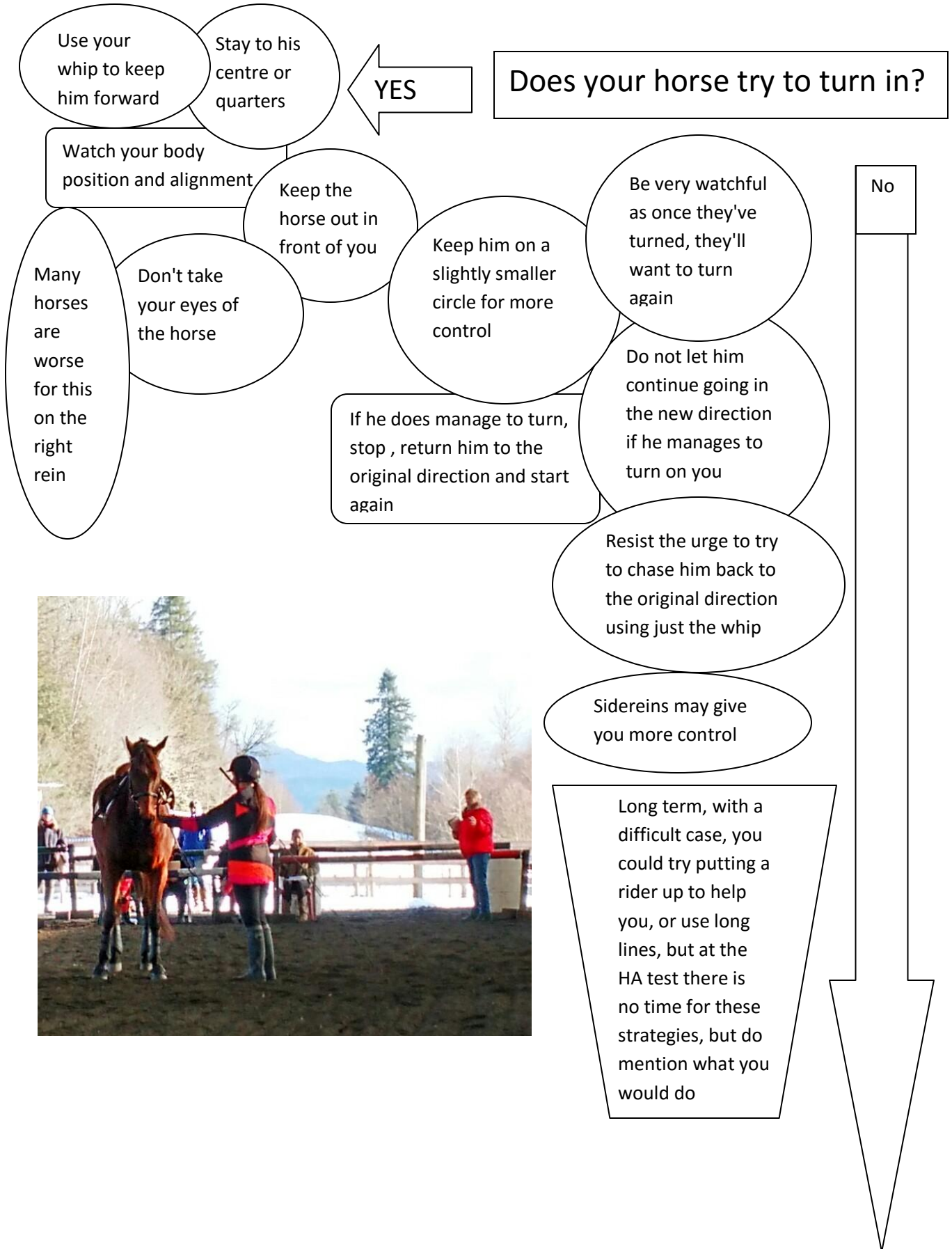




Is your horse unbalanced and pulling?

No



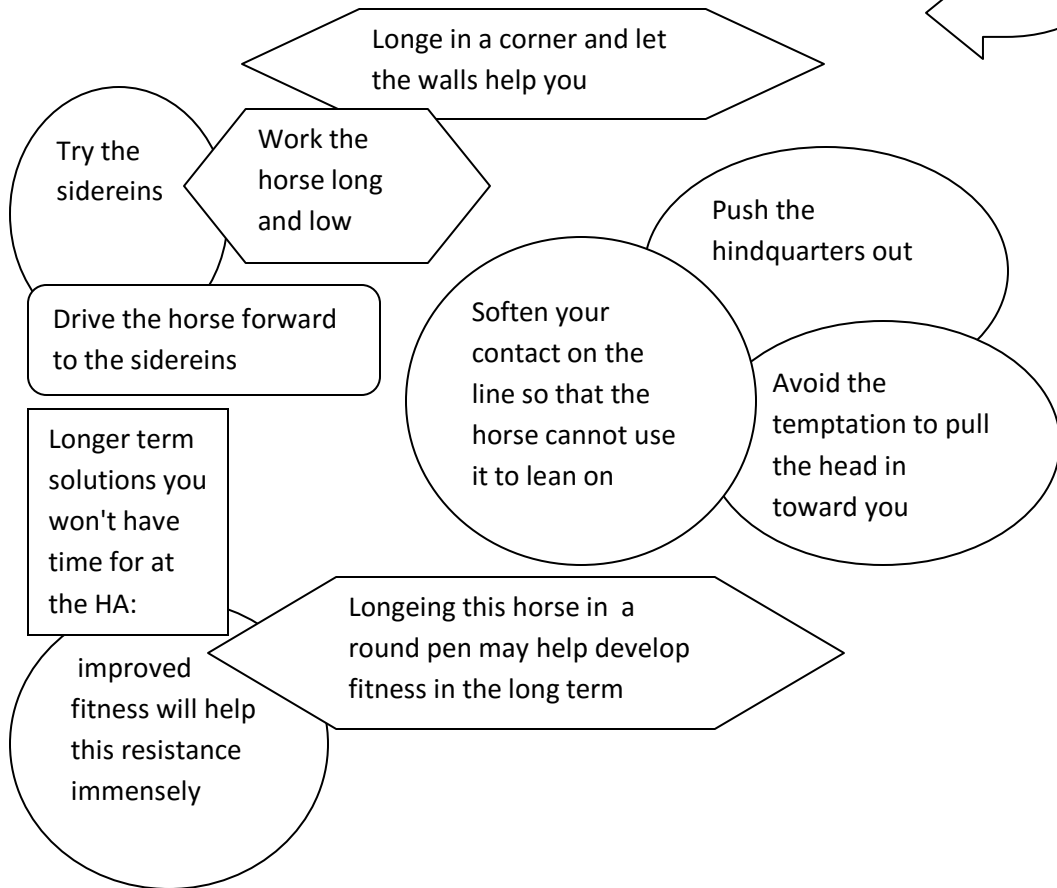




Does your horse want to bulge out?

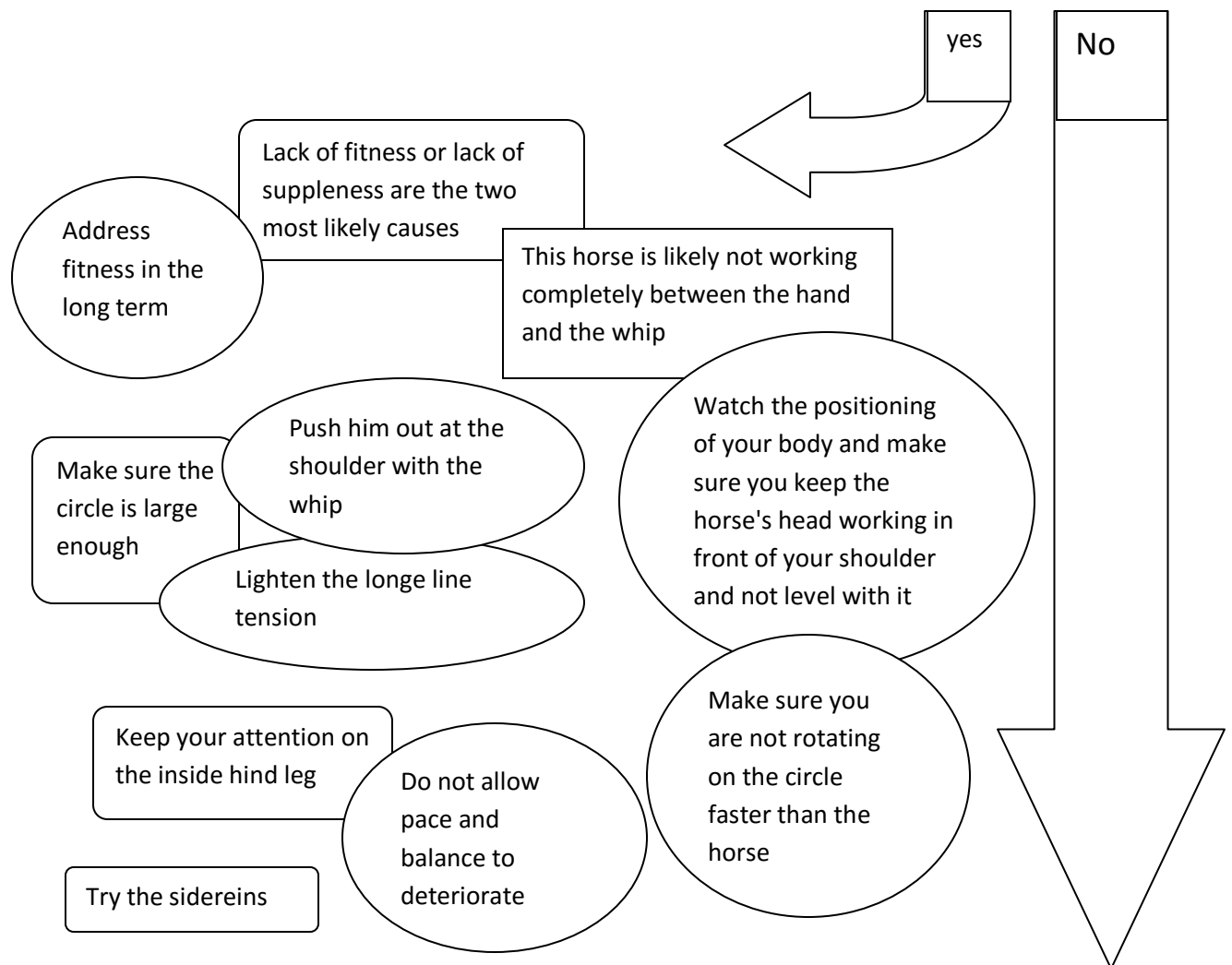
yes

No





Is your horse falling in, leaning or pushing his shoulder in?





Addendum

BCLM Region of Canadian Pony Club

National Examiner's Clinic on Lunge the Unknown Horse

Held in Conjunction with Education Clinic for A-level Candidates

Dec 29, 2015 at Spencer's Stables

Clinician: Maureen Walters: Pony Club Senior A (A**) National Examiner
Equine Canada Master Course Conductor
Equine Canada Evaluator/Examiner for EC coaches

National Examiners: Diane Spencer (A**), Lezah Williamson (A**),
Anna-Lisa Granbois (B**), Lisa Schultz (B)

A-level Candidates: Laura Forde, Eliane Navares, Analise O'Brien,
Thea Rogak, Miranda Spencer

Background:

One of the A-level candidates had experienced a concussion in the week prior and therefore did not lunge a horse, but otherwise participated to observe and discuss.

Other Pony Club members attended to audit the clinic, including ~ 50% of members currently registered in the BCLM Region Barn sessions for B & B2 candidates.

Clinic & Discussion:

Candidates are expected to have knowledge and skills to evaluate and judge each horse during lunging to produce a productive lunging session that is tailored and adjusted for the individual horse considering its various characteristics, such as age, nature (TB vs school string), temperament, and its responses during the lunging exercise.

Each A-level candidate lunged a horse in turn. As the horse was brought forward and handed to the candidate, there was initial discussion (Q & A) as to what might be expected based on appearance and initial behaviour. This included discussion that “what works for one horse may not work for another”.

When each horse was brought into the arena, the lunge line had already been attached using the Barnum method. Maureen discussed pros and cons of this method on an unknown horse vs. the use of a cavesson. Avoiding disconnecting and rerunning the lunge line for a change of direction may improve safety for the horse and lungers. However, where the Barnum method functions as a gag bit, this may provide improved control over pace/gait of the horse.

There was discussion of the training scale: rhythm; relaxation; suppleness (lateral & longitudinal); contact and then of transitions, as well as transitions within the gait. Each candidate was encouraged to verbalize what they were doing at the moment, what they wanted to achieve, and to describe what they were observing.

Moving to the “contact” level on the training scale involved the use of side reins, and this produced a number of topics for discussion:

- a) appropriate length of side reins with a preference for a bit too long over too short, especially at the outset for the unknown horse;
- b) discussion of unhooking side reins or not as a part of preparing for a change of lunging direction, with Maureen stating a strong preference for the side reins to be unhooked on the unknown horse prior to a change of direction;
- c) shortening of the side reins as the lunging progressed, with judgement of how much shortening is appropriate – what is being looked for.

In the case of one horse being lunged, its performance at the trot in either direction was less than desirable in terms of rhythm, relaxation and suppleness. Maureen asked the candidate as well as the other A-level candidates what their thoughts might be on having the horse transition to canter. After

discussion, the horse was transitioned to canter, but lost its balance in the process and did not settle down after a short time. When the horse was transitioned back to trot, the quality of trot was considerably improved over the trot before cantering. Maureen identified that the improvement of trot was a “significant net gain” in terms of showing improvement in the horse in spite of the misbehaviour in transitioning to canter and in the canter. This demonstrated how the candidate might learn more about a horse and design a more suitable lunging program for it compared to if the canter had not been tried.

In the case of another horse being lunged, the candidate identified that she would prefer to have a shorter lunge whip based on the behaviour of the horse. Presently, a shorter lunge whip was produced, and the effect on the horse was beneficial. This indicated that candidates might consider being prepared for this possibility at test.

Lezah Williamson as CPC National Education Chair has been developing and posting material for the national website, and advised that information was recently posted on the subject of reins and side reins.

As each horse was lunged, Maureen encouraged the other A-level candidates to ask questions. Following each lunging, there was discussion of the lunging performance, what was achieved, and what should be the next objectives in the next lunging sessions with this horse.

It was noted that some aspects and components of lunging are necessary within the Canadian Pony Club Education and Testing programs to maintain the equivalence between Pony Club level A and Equine Canada level 1 Coach.

References

Canadian Pony Club "Canadian Pony Club Testing Procedures" (2015)

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Harris, Susan USPC Guide to Lungeing and Ground Training Howell Books USA

Inderwick, Sheila Lungeing the Horse and Rider (1977) David and Charles Publishers, London