



Certificate III in Horsemanship (Friendship & Harmony – on Ground)

Certificate III in Horsemanship - (Friendship & Harmony on Ground) (estimated 54hrs)

- Horse puts effort in – positive reflex, rather than zero reflex
- Phases only 1 or 2 - if needed 3 or 4 may be used 1 time in a task
- Student is particular, with the horse ‘hunting’ direction
- Respect level 6-7 on Ring Rope
- Further distance – full Ring Rope plus challenges,
- Liberty in round yard, catch me, sideways on fence

Definitions

In Certificate III, it's not just about getting the task done, it's also about the quality of how you communicate that shows your savvy

The goal of Natural Horsemanship is to put the relationship first.

If your horse is not confident and happy then it doesn't matter how much you can get him to do... remember, anyone can “make” a horse do things, but can you get a horse to “want” to do it and do it with confidence?

This page outlines some definitions to help you be clear about reading the horse.

What does “dull” in a horse, look like?

- Horse looks bored
- Horse is slow to respond
- Horse is distracted, disinterested vs. escapist/pressured
- Student works harder than the horse!
- Higher phases produce little to no result
- Actions/responses of horse are slow vs. quick for an unconfident/right brain horse

What does “confident” and “attentive” in a horse, look like?

- Horse's ears are forward or focused (turned backward or forward) on the task
- Horse is calm and responsive to direction/communication
- Horse can look at student with two eyes

What does “unconfident” in a horse, look like?

- Horse feels the need to escape
- Horse cannot give two eyes, will not look directly at the student
- Horse appears tight and tense or evasive.
- Horse's ears are back and tight or pinned back

What is “displaced behaviour”: ears back, pawing, or tail swishing



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Pinned ears:- aggressive appearance – this could be either dominant or defensive/scared behaviour from the horse. The horse often has an unpleasant or distinctly unhappy expression. The ears are obviously exerted backwards as opposed to slightly/softly back or to the side which may indicate focus on direction.

Pawing:- can mean the horse is emotional and unsure of he is meant to be doing (or he is not doing what he wants to), or he is scared and feels the need to ‘test’ the ground – basically relieving emotions.

Tail swishing:- Repetitive, fast or single “hard” swishes (this is different from when a horse is swatting flies) and indicates obvious displeasure and can be often be linked to unjust use of higher phases or lack of feel (student was too quick with stick or legs)

On Line	Tools	Successful Assessment Criteria	Unsuccessful Assessment Criteria
	Halter and Ring Rope, Communication Stick and String.	<i>General Criteria:</i> Horse responds with little opposition Horse is confident and relaxed Student shows appropriate body language	<i>General Criteria:</i> Horse shows opposition Horse is unconfident or tense Horse shows flight response Student has inappropriate body language
C3.OL1	<i>Show extreme desensitization using stick and string, hit ground and flog horse, and swing string over horses head</i>	Student flogs ground hard and horse friendly Student uses rhythmic motion Student moves around all zones with rope belly on the ground Student retreats as necessary Horse stands relaxed	Student does not show feel in flog Student loses rhythm Student does not show in all zones Student holds rope too short Student does not retreat when needed to help horse to relax
C3.OL2	<i>Place horses tail so it touches a vertical post (or tree) 3 times using: 1. Steady energy 2. Rhythmic energy 3. Yo-yo technique (student feet still, standing at least 5 m away from post)</i>	Student shows all three tasks Student starts at least 5m away from post Student use only zone 1 for steady energy task Student does not pull rope during rhythmic energy task	Student takes more than 2 tries to touch post
C3.OL3	<i>Send horse at a trot into a circle for 2 laps, then transition to a canter for at least 2 laps, then transcend to trot then transcend to walk, then transcend to halt. Show both directions.</i>	Student shows correct send Student comes to and maintains ‘cool baby’ position Student asks for transition by leading Zone 1 and supporting Zone 5 if necessary Student asks for downward transition with stick and string or rope Horse maintains gait as asked Horse transitions occur within half a circle	Student stays in ‘life up’ mode Student asks for downward transition with rope first then stick Student asks for upward transition incorrectly (not leading Zone 1 first or supports in Zone 4 not Zone 5)
C3.OL4	<i>Set 3 cones in a straight line, 6 m apart. Stand at cone 1 (with horse) and standing still, send horse sideways to cone 2,</i>	Student stands still until horse reaches cone 2 Student relaxes at cone 2 until horse stops Student allows horse to stop sideways	Student does not correct forward movement of horse Horse angled less than 75degrees



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	<i>then walk to cone 2 keeping the horse at the same distance so horse reaches cone 3 (without a fence)</i>		
C3.OL5	<i>Hold the end of the rope, from 5 m away, send your horse over a jump that is horses belly height, once each direction</i>	Student stands relaxed and allows horse to jump while stick is pointing to ground Student causes the horse to disengage zone 4, face up and wait, before sanding the other way.	Student uses stick during the allow and pushes horse over jump Student drags horse over during the allow Horse pulls student out of position
C3.OL6	<i>Circle horse at the trot for two rounds, change direction at the trot, maintaining gait.</i>	Student moves backwards as necessary and returns to original spot Student shows good setup of tools and body for the change Horse comes in willingly and goes out smoothly, maintains trot	Horse resists coming in Horse changes gait to walk or stop Student loses awareness of center position and does not return there Student gets tangled or clumsy with equipment Student allows horse to get tangled in rope
C3.OL7	<i>Send horse into a float while sitting on the front of the mudguard, let horse stand in the float for 30 sec then bring back to you and rub zone 1 while still sitting on the mudguard</i>	Student effectively directs the horse to the hole Horse confidently enters and unloads the float Horse loads in one or two tries Student displays feel when asking horse out of float	Student applies energy after send Horse does not stay in the float Horse rushes out of float
C3.OL8	<i>Place the Ring rope around a right front fetlock. Send horse backwards with yo-yo technique to half way on the Ring rope. Turn your back to the horse, and lead horse at a walk in a serpentine,(4 cones 5m apart) keeping a feel on the rope</i>	Student maintains feel on rope Horse lifts leg in response feel	Student is rude/clumsy in approach and execution Horse is forced and does not show understanding and compliance



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<i>Liberty</i>	<i>Tools</i> Communication Stick and String, Round Yard.	Assessment Criteria - Successful <i>General Criteria:</i> Horse responds with little opposition Horse is confident and relaxed Student shows appropriate body language	Assessment Criteria - Unsuccessful <i>General Criteria:</i> Horse shows opposition Horse is unconfident or tense Horse shows flight response Student has inappropriate body language
<i>C3.L1</i>	<i>Yield HQ for 1 lap then let FE through and yield FE 1 lap using rhythmic energy of stick. Show both directions</i>	Student uses Rhythmic energy Student maintains position during yield Student allows FE through after 1 lap	Student not in proper position Student does not use appropriate phase Horse drifts too far
<i>C3.L2</i>	<i>Show how your horse can stay by your elbow as you walk around in the yard, stop in the centre of the yard and have horse face up to you.</i>	Student moves with horse Student shows awareness of correct energy placement to execute changes of direction Horse pays attention Horse stays near elbow	Student moves before or away from horse Student ‘sneaks’ around or does not ask enough forward Horse escapes
<i>C3.L3</i>	<i>Back horse at least 3 steps, then send horse to the right at a trot for 3 laps. Ask horse into you and stop. Repeat to the left.</i>	Student stays focused centre of circle Student fixes horse if gait broken (allowed once) Student uses friendly finger for call in Student uses rhythmic energy as needed for call in Horse maintains gait and direction	Student has to move out of centre more than a third of the yard to achieve call in Horse breaks gait more than once
<i>C3.L4</i>	<i>Lay Ring rope along the ground in middle of round yard, using steady energy in zone 1, back horse beside rope for 7 m, student to put one hand in pocket or in belt</i>	Student uses steady energy Student has long focus behind horse Student rubs horse before starting and to a stop Student causes horse to back straight using zone 1 only	Student uses other energy Student loses focus Student does not rub or doesn’t rub until horse stops Student does not correct crookedness
<i>C3.L5</i>	<i>Use steady energy to yield horse sideways for 7m with Zone3 over the Ring rope</i>	Student uses steady energy Student has long focus past horse Student rubs horse before starting and to a stop Student causes horse to go sideways straight using appropriate zone(s)	Student uses other energy Student loses focus Student does not rub or doesn’t rub until horse stops Student does not correct crookedness
<i>C3.L6</i>	<i>Hold your horse’s tongue outside of the mouth for 10 seconds</i>	Student holds horses head in a friendly manner Student shows feel and timing when approaching the tongue Horse is calm	Student has trouble getting tongue Student forces horse to keep his head still Student shows lack of “feel”
<i>C3.L7</i>	<i>Pinch your horse’s neck and show that he relaxes and yields</i>	Horse turns head toward student, relaxes—a positive reflex to a potentially negative stimulus	Horse braces Horse is unconfident, panics or leaves



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	<i>to it (for needle preparation)</i>		Student is rude and abrupt (no rubbing before or after) Student shows lack of “feel”
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Certificate III in Horsemanship (Friendship & Harmony – Ridden)

Certificate III in Horsemanship - (Friendship & Harmony - Ridden) (estimated 72hrs)

- Impulsion in horse and rider
- Emotional fitness in horse and rider
- Understanding of gaits and leads
- Riding dynamics for gaits and leads
- Horse hunts the direction given by rider
- Longer distances and faster gaits
- More feel with two reins - teaching the human
- Transition from hackamore to snaffle
- Respect level 5 – riding with one stick or handshake

<i>Freestyle</i>	<i>Tools</i>	Assessment Criteria - Successful	Assessment Criteria - Unsuccessful
	Halter, Ring Rope, Stick, Saddle, Bridle	Horse is relaxed Horse has impulsion Horse responds without bracing Student is balanced and fluid	Horse is unconfident Horse is impulsive Horse is bracing Displaced behavior: Ears back, swishing tail Student is stiff or not balanced
<i>C3.FS1</i>	<i>Send your horse to the saddle and pad from approx 5m (using halter and 22-foot Line) and allow him to sniff them</i>	Student stands still and sends the horse out and around and allows the horse to find the saddle with a minimal amount of direction Horse finds the saddle and pad easily and relaxes next to them Horse puts head down and sniffs the saddle and pad, even paws at or plays with them	Horse goes past the saddle and pad more than three times before finding it Student wiggles the rope or causes the horse to stop at the saddle or pad instead of letting the horse find it Horse doesn't relax at the saddle, has a high head and won't look at or sniff the saddle and pad
<i>C3.FS2</i>	<i>Saddle your horse without touching the line</i>	Horse is loose or rope is lying on the ground Student uses correct saddling procedure Horse stands still, respectfully	Saddling procedure is incorrect Horse acts "cinchy" and student does not resolve it
<i>C3.FS3</i>	<i>Bridle your horse from your knees or while sitting in a chair</i>	Student maintains kneeling/sitting position Student brings head down to them, horse keeps head there (as opposed to student physically holding head down) Student bridles politely Horse accepts process willingly	Student does not stay on knees/in chair Horse resists, turns head, lifts head more than 2 times Student pulls ears through roughly, is inconsiderate of the horse's comfort
<i>C3.FS4</i>	<i>Sit on a fence, yo-yo your horse to end of lead. Bring horse</i>	Student politely gets horse beside them Student to use safe mounting	Student mounts incorrectly Horse won't stand still for mounting and student gets on



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	<i>parallel to fence next to you and mount your horse.</i>	procedure Horse stands still allowing rider to get on	anyway Horse resists coming to the fence, and won't stand still by the fence for mounting Rider has trouble getting on, uncoordinated or clumsy and rough and/or tolerates dangerous situation
C3.FS5	<i>Using a stick bend your horse to the right and disengage the HQ 1 turn, then bring the FE round for 1 lap</i>	Student uses correct dynamics	Student does not show correct dynamics Student does not wait for the horse to relax
C3.FS6	<i>Using a stick ride the rail of an arena one lap each direction at the trot. (NB. Set cones in the corners 2 m from each rail, then trot between the cone and the corner)</i>	Student uses the stick as support for direction not more than 2 times per side of arena Student focuses ahead to the next corner	Student uses stick incorrectly Student uses stick more than 2 times per arena side
C3.FS7	<i>Set up 3 barrels in a triangle at 15 m apart. On a casual rein trot at least 2 complete laps around each of 3 barrels with a change of direction between each barrel. Stop in between the barrels on a casual rein. Show correct diagonal for each barrel</i>	Student uses casual rein Student corrects direction with a 'triangle rein' Student stops with casual rein, and uses 'jingle bell' rein if needed	Student does not maintain Casual Rein Student does not correct with 'triangle rein' Student kicking, constant urging or squeezing horse Horse needs more than 2 correction per lap
C3.FS8	<i>Lay Ring rope out on the ground, using handshake rein position, ride sideways for 7m in both directions with zone 3 over the Ring rope</i>	Reins are short enough to be concentrated Direct & Support rein positions Rider's focus is on destination Horse is moving fairly straight sideways without the hind end or front end leading Both sides are equal Horse's legs are crossing over each other	Incorrect rein position, Direct Rein is lower than Supporting Rein Horse is resistant or moving more forward than sideways Horse turns front end and goes forward so the legs don't cross Both sides are not equal Student loses the Concentrated position or has to go beyond Phase 3



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<p>C3.FS8</p>	<p><i>At the trot, move from a casual rein to a handshake rein position, then ride 3 trot to backup yo-yo in a distance of approx. 40m. (be at least 7m from any fence)</i></p>	<p>Student moves gracefully from casual to handshake position Student asks for downward transitions with belly button first then closing handshake on rein if needed Student closes handshake on reins in phases (1 finger at a time) Student asks for upward transitions with handshake open first then belly button / leg</p>	<p>Student is grabbing reins or not smooth in position changes Student closes handshake before using belly button Student asks for less than 4 steps in backup</p>
<p>C3.FS9</p>	<p><i>Using a stick, leave reins on neck or horn, ride horse along a fence and transition up to canter and then transition down to trot, repeat 3 times both directions</i></p>	<p>Student use correct riding dynamics Horse takes correct lead (eg. left lead when riding to the left)</p>	<p>Student allows more than 4 strides in trot before horse takes canter Student does not allow horse to take at least 10 strides in canter</p>
<p>C3.FS10</p>	<p><i>Ride away from the fence at a canter and using a stick ride 2 laps of a circle. Then using the stick spiral to centre and stop and rub horse with stick</i></p>	<p>Student uses correct riding dynamics Student focuses around the circle then to the centre</p>	<p>Student does not use stick correctly Student loses focus Student takes more than one full spiral to stop horse in centre</p>
<p>C3.FS11</p>	<p><i>Ride for 5 minutes at the canter as a 'passenger'</i></p>	<p>Student does not touch the rein Student uses discomfort to cause horse to find a way to go, eg. If stops in corner, then discomfort causes horse to go somewhere else Student focuses where horse is focused Horse canters relaxed and calm</p>	<p>Student uses the rein to steer or move horse on Student is not in balance with horse Student stands in stirrup rather than sitting on pockets Horse does not calm down and relax</p>



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<i>Finesse</i>	<i>Tools</i>	Assessment Criteria - Successful	Assessment Criteria - unsuccessful
	Snaffle, reins, Saddle	<i>General Criteria:</i> Horse is relaxed Horse has impulsion Horse is confident Horse is in pleasant feel not necessary to be in vertical flexion Student is riding in self carriage and with feel	<i>General Criteria:</i> Horse is unconfident Horse is impulsive Horse is bracing Displaced behavior: Ears back, swishing tail Horse is not giving a pleasant feel Student is not in self carriage Student has low hands
<i>C3.F1</i>	<i>Show how to obtain a pleasant feel</i>	Student shows the 7 steps to a pleasant feel Horses mouths quietens and remains virtually still Horse remains /stands still	Student does not show 7 steps Student focuses down Horse does not provide a pleasant feel Horse chews too much or fidgets with mouth, head or feet
<i>C3.F2</i>	<i>Show an Indirect, Direct and Support Rein in a flow using the handshake rein position. Show both directions.</i>	Student uses the handshake rein position Student shows progress toward finesse movements of arms and hands Student uses exaggeration as needed Horse yields and turns H/Q then F/E with restricted movement in the other end Horse shows an increase in impulsion when the Support rein is added	Student does not use the handshake rein position Student does not show finesse movements of arms and hands Horse yields both ends too much, eg. Spins like a 'bottle' Horse shows no increase in impulsion when the Support rein is added
<i>C3.F3</i>	<i>In a laneway 7m wide using a Handshake Rein position at the canter, show three simple (drop to trot) lead changes</i>	Student uses handshake rein position Student closes handshake on rein to bend the horse gracefully to take the lead away Correct lead is taken up and if not, student knows and repeats Horse has impulsion, is not resistant to disengage or to re-engage	Student does not maintain handshake rein position Student does not hold bend until horse is soft and has made the transition, then releases Student grabs rein quickly to disengage, no feel Student is unaware of lead they are on, or does not fix the lead or closes wrong handshake Student releases to the canter before trot is achieved in the transition Student releases while horse is bracing and impulsive



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C3.F4	<i>Unlock and open a gate, back through the opening, and close the gate and lock again, whilst holding the gate with the same hand all through the task</i>	Horse stands quietly while student unlocks/locks gate Student stays for at least 10 sec after closing	Horse does not stand by gate Student loses hold on gate or changes hands Student leaves closed gate too quickly
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