



**KANSAS 4-H**

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# **Dog Care and Training**

## **LEADER NOTEBOOK**

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Kansas State University Agricultural Experiment Station and Cooperative Extension Service

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# **Kansas 4-H Dog Care and Training Project Leader Notebook**

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## **Basic Information**

### *Dog Care and Training, General*

There are many ways to develop youth and train dogs. The suggestions, lessons and sequence are suggested primarily for those who desire to establish a comprehensive leadership, knowledge and skill-based program. We do not recommend changing a successful training program.

The design team wants to encourage expanded youth knowledge and thus suggests that you conduct general subject matter lessons in conjunction with the training lessons.

Dog Care and Training achievement testing will be utilized to assist members in gaining a broader leadership, knowledge and skill base. It is hoped that members will develop a mastery of each level (Step) before advancing to more complicated knowledge and skills.

## CLOVER COUNTY 4-H KENNEL CLUB ENROLLMENT FORM

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

4-H Club \_\_\_\_\_ Age on Jan. 1 \_\_\_\_\_

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Dog's Name \_\_\_\_\_ Dog's Age \_\_\_\_\_

What breed is your dog? \_\_\_\_\_ Age when you got the dog \_\_\_\_\_

Where did you get your dog? \_\_\_\_\_

Has your dog ever broken your skin with its teeth?  Yes  No

Has your dog bitten another person?  Yes  No

I certify that any dog we bring to class for training will be current on all vaccinations, (Rabies and Distemper/ Parvo) and healthy. (See Health Form.)

I release the Clover County 4-H Kennel Club, its leaders and parents committee, and the Clover County Extension Service from any responsibility for accident or injury to my dog(s) or child(ren) while attending 4-H Kennel Club classes.

***Note: Vicious dogs will not be allowed to participate in classes.***

If you attend training classes, you and your parents are expected to help clean up at least twice. Please sign for convenient dates. If you choose not to sign up for specific dates, we will assume that you are willing to help anytime, and we will assign you dates as needed.

\_\_\_\_\_  
4-H Member's Signature

\_\_\_\_\_  
Parent Signature

Date \_\_\_\_\_



# Leader Notes for Dog Obedience Training

## *Dog Care and Training, General*

### WHERE TO HOLD THE CLASSES?

**Outdoors**—You can hold classes outdoors in all but the most inclement weather. A yard, playground, park, or parking lot can be used. If the area is surrounded by fencing you will be able to train off leash exercises with little danger to the participants but you can adapt if a fenced area is unavailable. Livestock areas will present special training opportunities as the dogs will be quite distracted by manure and other odors but they can be used. The surface should be free of tall grass, trash (especially glass and metal), and sand burrs. Be cautious of hazardous chemicals such as antifreeze, oil, fertilizer, etc. It should have some provision for shade although the working area may be in the sun. Beware the surface temperature of blacktop, concrete, sand, etc. If it is too hot for your hand, don't train on it! Consider the lighting available at the time you'll be holding classes. Be aware of the noise level in the area. The members need to hear your instructions when they are 10 to 20 feet away. If water is not available require the members to bring water for their dogs—a good practice, anyway. You must have owner permission to use the site and your members will keep it clean of trash, feces, etc. This may mean you will bring a trash bag. You may be permitted to use an outside area free of charge.

**Indoors**—You can hold classes indoors any place dogs are permitted. Fairground buildings, gymnasiums, recreation departments, schools, churches, large garages, basements, and similar areas could be considered. The area used for training should be at least 25 feet long (for recalls) with at least 5 square feet per dog. It will need a non-slip surface or you will need to buy matting to cover the areas used for heeling, etc. Polished concrete and gym floors will need to be matted. When you teach jumping for the open level of obedience, matting will be necessary on most surfaces. When training indoors you will need to bring clean-up materials for the surface: paper towels, vinegar-based cleaner or odor-killing cleaner, carpet cleaner and towels if on carpet, etc. It is most important that male dogs are not allowed to mark any

surface indoors. This usually happens when the member is not watching the dog. If this happens the member must clean the surface thoroughly. If it happens a second time you may consider requiring the member to use a one-foot long leash to keep the dog by their side at all times. The members will need to sweep the area after training as well as pick up after their dogs outside the building. If you want to continue to use the site it is important to keep the owners happy with no reason to complain about the dogs. This also emphasizes the need for responsibility on the part of the members. There will most likely be a rental fee for an indoor training site.

### YOUR EQUIPMENT:

You will find a list of supplies with each lesson. You should also have: a First Aid Kit, a supply of water and soap (washing in case of a dog bite), a list of phone numbers and emergency numbers for any member without a parent staying for the lesson, an extra leash (in case one breaks), access to a telephone, dog treats, a garbage bag (for collecting trash). If you are outdoors you may need bug repellent and if you are indoors you may need to bring clean-up supplies for indoor surfaces.

### CLASS RULES:

Be firm about the things you set up as rules and do not establish too many. For a rule to be a rule there must be consequences—otherwise it is simply a guideline. Logical consequences may include coming early to “police” the area if they neglect to clean up feces, sitting out a lesson if they have their dog running around off-lead, or figuring out three things to do instead of hitting the dog and presenting them to the other members.

Rule suggestions are:

- Everyone cleans up after their own dog—inside the building and outside.
- You may not hit your dog.

- You must have your dog under control and not allow it to bother other dogs.
- Your dog must be on a leash except during off-lead practice in class.

### CLASS SIZE/ASSISTANTS

Ideally, the class will have 12 or fewer trainers, with one adult for every six trainers. Consider splitting the class if it grows to 14 or 15 trainers. If this is not possible try to get another adult assistant. In addition, older, more advanced members can be a great help. Depending on the members and their experience and reliability you can have them demonstrate the exercises, examine/pet dogs (unless you have a dog that you suspect may need extra work to tolerate strangers), serve as a distracter during proofing, evaluate performances, call heel patterns, etc.

### TRAINING EQUIPMENT (SEE ALSO THE LESSON ON CHOOSING EQUIPMENT)

**Leash:** This must be of fabric, leather, or nylon—not chain. The member needs to be able to hold the entire leash in his or her hand. It should be of appropriate width for the size of the dog being trained. To show in Pre-Novice the member will need a 6 foot leash. However, a shorter leash of 2 or 4 feet will give the member better control of the dog during class. Six feet means the dog has a 12 foot area to roam if not under control! When you get to the lessons on heeling where the leash is to be over the shoulder, the trainers with shorter leashes could tuck the end into their waistband. Lightweight long lines of 20 to 30 feet will be needed for distance work. These may be made of cord and snaps from a hardware store.

**Collar:** A pinch, also known as a prong collar is highly recommended—it is “power steering” for the child handling the dog. It is adjusted by adding or removing links. Use the smallest size pinch collar possible. A smaller collar is more effective for corrections and will be easier for the members to put on the dog, however, larger dogs may spring out the links. See diagram for fitting a pinch collar. Beware of putting a pinch collar on a potentially aggressive dog. (See section on aggressive dogs.)

A choke collar can be effective if the handler has very good timing on corrections. It is very easy for novices to nag the dog with a choke collar until the dog no longer pays attention to it. A choke should be the shortest length possible that will still slip over the

dog’s head, about 2 to 3 inches beyond neck size. It is essential that a choke is put on the dog properly. If it is on backwards it will remain tight even when the handler is not pulling on it. See diagram for the proper way to put on a choke collar.

There should be no tags attached to a chain training collar. If you see tags it is a good indication that this collar is left on the dog at all times which is very dangerous for the dog,

**Bait Bag and Bait (Treats):** Food treats, referred to as “bait,” will be used in the course of training. They need to be readily accessible. A sandwich bag attached to the waistband with a clothespin, or a small bag pinned to the clothes will work. A nail apron is also a good choice. Bait is very small pieces of easily eaten food. Dry dog food, cat treats, bit of cooked liver, sliced or microwaved hotdogs, cereal, and cheese are all good treats if your dog likes them. When training with bait the food used should count as part of the dog’s mealtime ration.

**Plastic Sandwich Bag:** Require all members to carry a sandwich (or larger) bag for pickup of feces.

**Water and water bowl:** Members should always consider their dog’s needs and carry water for them. When traveling they cannot be sure that water will be available and some dogs react to changes in water.

**Voice:** The member’s voice, inflection and tone, is very important to training. It would be worthwhile to have all members practice praising their dog and commanding their dog.

### INSTRUCTOR VS. TRAINER

You are the dog obedience instructor—the child is the trainer! This means that you are only teaching the members what to do and it is up to them to teach their dogs. If the members do not practice at home, their progress will be very slow. If you have stressed the importance of the practice and guided the members in developing their own practice schedule, this is all you can do. You may wish to require them to maintain a practice record. If you have several members training their dogs, it is not fair to hold them all back because of one that has not practiced. However, since these lessons are progressive, in many cases the members will be able to proceed at their own (and their dog’s) pace.

### **UNINTENTIONAL TRAINING**

Our dogs, when they are awake, are always learning something. Unfortunately we sometimes teach them something we didn't mean to. This is called unintentional training. It usually occurs when the trainer is attempting to calm and soothe their dog. If the dog is fearful and shaking, frequently the trainer will be petting the dog and telling it "it's okay" in a nice sweet voice. What the trainer is actually doing is rewarding the fear behavior—indicating to the dog that its behavior is correct. This can happen if a door slams and the dog startles, or during a thunderstorm (some dogs have enough problems with storms without any extra reinforcement). To avoid unintentional training the trainer should be very matter-of-fact and ignore the behavior. If the dog has learned a sit, the trainer could give the dog something to do and then praise that action.

### **POSITION OF THE COLLAR AND LEASH**

Any collar is more effective if it is up high on the neck. The dog has less musculing there and will feel corrections more readily. The rings of the collar should be in a line with the trainer's hands. If the dog is at the trainer's left, then the rings should be about with its right ear. If the dog is in front of the handler, the rings should be below the chin. When first learning sit-stays and also practicing automatic sits the rings should be at the back of the dog's neck, between the ears. The position of the collar is most important when teaching a skill since it makes the collar more effective. Otherwise, it is helpful to have the collar positioned correctly, but not vital. With some collars and some haircoats it is very difficult to keep the collar in place without constant readjustment.

The leash should be contained at all times. This means that the end is not left dangling or worse, that the trainer is not swinging it around. Depending on what you are doing it may be held in either or both hands. The loop is hooked over the thumb, excess length is gathered up in the hand, and the dog-end comes out the bottom of the fist. Control position is when the leash is held in the right hand which is on the right thigh and then held by the left hand which is on the left thigh. Between the left hand and the dog there is just enough slack so that the clip of the leash is perpendicular to the floor. This position maximizes the trainer's strength, allowing him or her to use their whole body as a pivot in moving the dog. Leash-hand positions are taught in lesson 1.

### **PREVENTING DOGFIGHTS:**

Do not hesitate to dismiss a dog from your class. (See section on Aggressive dogs). However, you are dealing with animals and they can be unpredictable so teach your assistants and members on how to prevent dogfights and be alert for potential problems. The first night with dogs is usually the worst. The dogs will be stressed, coming into a new environment and making contact with new dogs. The trainers will be communicating their stress/excitement/nervousness to their dogs and will likely be unsure on how to handle their dog. More advanced trainers may be casual about letting their dog wander around at the end of its leash.

The trainers should have their dogs in control position. This will give the trainers maximum control of their dog and makes sure that dogs are not running up to each other. If two dogs are staring at each other the trainers should turn them away from each other and move further apart. Do not pull up on the leash—if a dog is trying to look dominant it will raise its body posture. Pulling the dog up puts it in this dominant posture when likely it doesn't want to be. Beware of reinforcing growling or barking (see section on Unintentional Training).

If the trainers keep their dog under control and if you dismiss any dogs showing obvious aggression it is unlikely you will ever have to deal with a dog fight. If you do have a dog fight send the other trainers and their dogs to the other side of the area. Do not reach for the dog's collars or let anyone else attempt to do so. It is a guaranteed way to get bitten. If the dogs are on leashes grab one leash and have another adult grab the other and attempt to pull the dogs apart—being aware that they may, in their frenzy, turn and bite you. If there are no leashes you and another adult can attempt to pull them apart by their back legs.

**AGGRESSIVE DOGS:** If a member brings to class a dog that attempts to attack other dogs or bite people, it will be a danger to have in class. Unless you have confidence that the member is able to control the dog and your training area is large enough to give the dog plenty of space and it was an unusual occurrence (such as the dog was chased into a corner), this dog should be dismissed from class. It is too dangerous to have around children. Never put a pinch collar on a potentially aggressive dog. Use a choke collar which can be used to stop a dog by choking it.

### **ARRANGEMENT OF THE TRAINERS**

Only the trainers and their dogs (and the Instructor and Assistants) should be in the area you have designated as the training ring. Have Mom and Dad and baby brother take their lawn chairs off to the sideline to watch.

**Sit on the Leash:** When the leash is in their hands, the trainer needs to pay total attention to the dog and should expect total attention from the dog. However, the beginning trainers need to be focused on you when information is being presented. A solution is to have them sit on the floor (which gives them a place to be) and sit on their leash. If it is not possible to have the trainers sit on the ground (they will need to kneel down later) then have them stand on their leash. The dog may sit/ stand/ or lay down but, for the first lessons, is not under a command. (Remember, if a command is given the dog must comply.) The trainer cannot listen to you if they are trying to make their dog do a down-stay. The trainer may pet their dog if the dog is behaving—waiting calmly. If you notice two dogs that want to get at each other—to play or to fight—separate them to opposite ends of the ring.

For much of the instruction and demonstrations have the trainers arranged in a semi-circle facing the center so they can be as close to you as possible but your back is not turned to them. They can also practice the stationary exercises (Sit, Down, Stand, Stay) in this formation. In a circle or semi-circle no dog has another dog behind it. Occasionally you will arrange them into one or two lines facing the same direction and will demonstrate with your back to them. This arrangement is useful on some of the lessons which require a right/left orientation such as turns in place and finishes. Another arrangement is to have two lines facing each other from opposite sides of the ring. This is useful when adding distance to Sit-Stays and Down-Stays.

For group heeling exercises it is helpful to begin in a clockwise direction. This will put the dogs on the outside which gives them a little more space as they are warming up. Later in the lesson you may have them move counterclockwise.

Heeling at the “normal” pace should be brisk; however, brisk for a Pekingese is a different speed than brisk for a Labrador Retriever. You can deal with this in several ways. You could split your class for

heeling practice, fast dogs and slower dogs. Everyone gets less practice this way but they could all move briskly. You could have everyone move at the same pace (as in Showmanship). The slow dogs would be practicing “fast,” the medium dogs would be “normal,” and the fast dogs would be “slow.” You could set a guideline that trainers may pass the dog ahead of them if they pass on the inside. This works if the training ring is not too crowded.

### **TRAINING COMMANDS**

Whenever possible in these training sequences the command given to the trainers, identified as (Instruct: “Sit) will be the command they will most likely hear from the obedience judge.

The commands presented in the training sequences for the trainers to use are all allowable commands and are fairly standard as used by dog obedience trainers. However, a trainer may use whatever command they wish. As an example, “Down” is used as the command for a dog to lay down but many people use the word “Drop” or the German term, “Platz.” It is much easier on the instructor if everyone uses the same terminology but trainers are not wrong if they use different words as long as:

1. They are consistent with the word. It has one meaning and the dog must always obey.
2. The word is not confusing the dog. If “Sit” is used for sit, it would be confusing to use “Hit It” for down. The words sound too similar.
3. The command is short. The judge will penalize a double command so if two words are used it must be as a single command with no pause between them.

### **USE OF THE DOG’S NAME**

Generally, the dog’s name is used before a movement exercise such as “Come” or “Heel” and not for stationary exercises such as “Sit,” “Stay,” or “Down.” This is not a rule—just accepted practice.

### **PRAISE**

Suit the praise to your dog. Exuberant praise will likely excite your dog—quiet praise may be more appropriate for some. Practice different ways of verbally praising dogs. “Good, excellent, atta-dog” are some ideas. Don’t let the praise become monoto-

nous. Change your voice to praise. You could also praise the action, such as “Good Sit” or “Good Stay.” This can reinforce your command but don’t let it become double commands.

### **PRAISE DON’T PET**

Praise is used to let the dog know that what it is doing is what you wanted it to do. It should be verbal and adjusted to the individual dogs. Use quiet soothing praise for a boisterous dog. When a dog is lacking confidence, the praise may be more pronounced. Do not quit praising too soon in the training program. Continue to praise each time the dog obeys a command when you are teaching and reinforcing the exercises. Just before a show you can practice dropping the praise during an exercise but praise is allowed between exercises.

Petting should be reserved for when the dog has completed an exercise. It can be used in the early stages of teaching a recall—pet the dog when it gets to you. It can also be used after a release command.

### **PARENTS—HOW CAN THEY HELP THEIR CHILD?**

Parents can help their child to get the proper equipment for training and grooming their dog. They can help with the trickier parts of grooming such as toenails. Parents can take the dog to the veterinarian for a checkup so their child is working with a healthy dog. They can bring their child and the dog to the training classes and listen to the lesson. Parents can review with their child (or have their child review for them) the trainer’s guide for each week. They can work with their child to plan their training schedule for the week and provide time to practice. As the lessons progress parents can be the person that examines the dog (in the stay exercises), the distracter, and a post for the Figure 8. They can take their child to different areas to practice (parks, playgrounds, parking lots, etc.) As competition time approaches they can videotape practice sessions for their child to self-evaluate. Above all, parents can encourage their child to keep training (this includes suggesting they take a break when they are getting frustrated or when the dog is being “impossible”) and praise/recognize their hard work and accomplishments.

### **USE OF FOOD**

There may be some objections to the use of food with comments like “I want my dog to do it for me, not the food” and “You can’t use food when you show.” These folks may not understand the role food has in the training program. First of all, you will not always be using food nor will you be using food for every exercise but it certainly can make training more humane and efficient. Food can help you accomplish what was once done by shear force.

Sometimes what they really mean is “I can’t control my dog when I have food.” Now this can be a real problem but it can and must be solved—even if the trainer never uses food for training at all. The dog that “eats your fingers” to get at the food or is so distracted by food that it can’t work needs to be taught control. If control is not learned you will run the chance of the dog biting someone. An excellent example of teaching this control is in the Ian Dunbar video, “Sirius Puppy Training.” The key is for the trainer to pretend to be very sensitive to even a tooth touching their skin—making a big deal of it. Offer food and if the dog grabs for it, command “Off” and push the nose away. Offer again and repeat if the dog grabs for the food or if its teeth touch fingers, say “Ouch!” and pull back your hand. Offer again, if it waits and is gentle it gets the food with praise. You are training the dog not only to take food gently, but also that it can ignore food.

Food can be used as a bribe, a motivater, a lure and a reward. In these lessons it is used primarily as a lure—to show the dog where to go. It is also used as a reward when the dog completes an action. A bribe is the promise of a reward and is not part of these lessons. Food as a motivater will probably not be needed for these obedience classes. It is often used as a motivater (and it is called “bait”) in conformation showing. Food will be phased out as a lure as the training advances.

### **TRAINING THEORY**

These training lessons are based on inductive training. Generally, the first step in teaching a behavior is to place the dog in position gently as we introduce the command. Next, the dog is lured into position as the command is given. Praise and a reward are given when it is accomplished. Then you add some compulsion (force) along with the lure. Finally, if the dog is

not offering the behavior on command, compulsion is used alone. If we are using force the dog knows what we want. In the practicing phase, distractions are added for the dog to learn by trial-and-error exactly what a command means. As an example, the dog may be doing a Sit-Stay, but does it know that it must Sit-Stay even if another dog walks by? What if someone has cookies or a tennis ball? Distractions are a way to teach your dog the commands and also to ignore everything but you while under command.

### **CORRECTIONS:**

A correction is given when the dog chooses not to obey, either because it chose to pay attention to something else or just doesn't want to obey. The trainer must be certain that the dog understands the exercise and that it is not afraid. A collar correction is a quick pop or snap of the collar (with the leash) and an immediate release. It will not work unless there is slack in the leash! The release is the important part of the correction. It can be used with any collar but cannot be carried out with a tight leash—there must be some slack. A slow pull is not effective and is just nagging the dog. Once a dog is in correct position it should be praised.

### **LEARNING PLATEAU**

After about 5 weeks of training, dogs will typically go through a LEARNING PLATEAU. This may last a day or as long as a week, and during this time it will seem that the dog has forgotten everything it has learned up to this point. Don't despair!! This is normal, and once the dog is past this plateau it will "remember" everything. The learning plateau is more noticeable in some dogs than in others. It is most noticeable with dogs which have been doing quite well up to this time and that have had regular practice sessions. When the dogs are in the learning plateau, continue your training, but be patient. You may need to repeat easier lessons or ease off on distractions, but keep working.

### **DISTRACTIONS:**

A distraction is something that could tempt the dogs into making a mistake. When the dog makes a mistake, it is the trainer's opportunity to show it again what it should be doing. This is not meant to tease the dog. Trial and error is how dogs learn.

Beginning level distractions would include a person

walking nearby or children playing within sight of the dog. Second level distractions would include someone talking to the dog (not commanding or using their name). Third level distractions depend on the dog. It could be someone petting the dog, a tennis ball rolling by, another dog, or food. Almost anything is fair for distractions EXCEPT things that may panic or hurt the dog, or calling the dog's name. The more planned distractions the dog can learn to ignore in the training, the better it will behave around unplanned distractions.

### **THE LEADER NOTEBOOK LESSONS**

There are many different methods used to teach dogs. All methods will work with some dogs, most will work with most dogs, but few will work with all dogs, and those depend on the trainer for this success as much as the particular method. The lessons contained in this leader notebook will work with most dogs. They are based on the work and writings of Jack and Wendy Volhard, Dianne Bauman, Barbara Handler, and Ian Dunbar. However, **these do not represent the only way to train a dog and it is not required that 4-H Dog Obedience classes use them.**

The Pre-Novice lessons prepare the member for showing in Pre-Novice Competition, but they are also the foundation for teaching Novice. The Novice lessons, combined with the Pre-Novice lessons prepare for showing in Novice, but are also the foundation for teaching Graduate Novice and Utility. Advanced skills are being taught at each level to lay a foundation for advanced training, to provide variety to the training, and to improve performance at the current level.

The Pre-Novice lessons include a detailed Trainer's Guide, describing step-by-step the exercises for that particular week. There is a lot of information being provided with each lesson and this is to be a refresher for the member (and parent) of all of the details. Require the members to keep these guides so they will be able to refer to them when they need to review the steps in teaching an exercise—even when they are working at advanced levels. Pre-Novice also includes a training record for each lesson. The planning that is done before a training session—exactly what they are going to work on—will double the effectiveness of any time actually spent in training the dog. Then the evaluation of the session provides input for the exercises they will work on the next session. Stress

the planning and self-evaluation—these are skills that will carry over to all areas of their lives.

The lessons for Novice and beyond do not have trainer’s guides or training records. At this level the responsibility goes to the member. There are not as many new things being taught. The upper levels of obedience basically build upon the skills taught in Pre-Novice. It is very important, however, that the members create a training plan/record for their training sessions, one of which is the actual lesson. You may decide to require them to bring this training log to each lesson. The lesson might be recorded like this: Date—Place Trained—Time Spent—Plan for session—Notes (what actually happened). In the “Plan for Session” column they would put “Lesson #”, and then could add the exercises that were on your plan for that lesson. The “Notes” column would include their self-evaluation of the lesson—especially the exercises they need more work on.

The structure of the lessons are such that the exercises are generally listed in the same order for all lessons. It is recommended that you follow this order for the first three Pre-Novice lessons. The stationary exercises are first, while the dogs are still a little nervous about being with strangers and the members are most attentive. The motion exercises are second, after the dogs have relaxed and are more likely to be under control. After the first three weeks, you may want to begin the lesson with some heeling, work on the stationary exercises, and then do some more heeling to experiment with a different order.

## **RESOURCES**

- Diane L. Bauman. "Beyond Basic Dog Training." Howell, c1991.
- Ian Dunbar. "How to Teach a New Dog Old Tricks." James & Kenneth, c1991.
- Ian Dunbar. Sirius Puppy Training video. c1987
- Barbara Handler. "Positively Obedient: Good Manners for the Family Dog." Alpine Publications, c1987.
- Barbara S. Handler. "Successful Obedience Handling: The New Best Foot Forward." Alpine, c1991.
- Joel M. McMains. "Dog Training Projects for Young People." Howell, c1995.
- Jack Volhard. "Open and Utility Training: The Motivational Method." Howell, c1992.
- Joachim Volhard. "Teaching Dog Obedience Classes: The Manual for Instructors." Howell, c1986.
- Joachim Volhard. "Training Your Dog: The Step-by-Step Manual." Howell, c1983.



# Obedience Training Without the Dogs

*Dog Care and Training, General*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- Obedience handling techniques

### ABOUT THEMSELVES:

- Each member of a team has a role to play

### Materials Needed:

- Folding ruler
- stuffed dog
- hula hoop or loop of rope
- tape or other markers for the floor
- 2 (or more) dog dumbbells
- an obedience jump
- a whistle or a clicker.

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## ACTIVITY

### ESTIMATING DISTANCE:

**6 FEET (Levels I, II or III):** Place a stuffed dog, book, traffic cone, or similar object in “Heel Position” to simulate a dog. On direction, “Leave your dog,” the handler is to go 6 feet away and turn and face their “dog.” Mark the spot where the handler’s toes end up. It should be 6 feet away from the dog.

**35 FEET (Levels I, II or III):** Repeat the activity above but go 35 feet.

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## Leader Notes

**These activities should be used at the suggested level or when members are actually involved in the related exercises.** This could also be adapted as a competition, or single activities could be used as warm-up activities prior to a non-dog meeting. All of these activities can be repeated throughout the year(s) as these are all skills that can be improved with practice.

In the Pre-Novice, Novice, and Graduate Novice Stand for Examination exercise the handler is to go 6 feet from their dog. Although the regulations read “about 6 feet” the closer to 6 feet the better off the handler is.

For a Novice, Graduate Novice, and Open classes the handler is to go 35 feet from their dog before a recall.

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**Leader Notes**

Obedience is a team sport. If the trainer is not doing their part by walking straight, the performance will suffer.

The second time, tell each member to focus on a spot or some object directly across the ring before they start. Compare results.

Again, obedience is a team sport. In this activity the “dog” knew what position was correct (shoulder-to-shoulder) and understood all of the directions and could anticipate the action. Your members will see that even with all of this understanding it can be difficult to stay in heel position. What can they as a trainer do to make this easier on their dog—pretend or real?

In Open Obedience the trainer throws the dumbbell for the dog to retrieve. The more accurate the throw, the more control the trainer has over the variables affecting their performance.

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**ACTIVITY****HEELING**

**STRAIGHT LINE (Levels I, II or III):** This can be done individually or with several members starting side-by-side. On the direction, “Forward” they should walk forward until directed to “Halt.” How straight a line did they walk?

**FROM THE DOG’S POINT OF VIEW (Levels I, II or III):** This activity is done with a partner, one person is the trainer, the other pretends to be the dog. The trainer holds his/her left elbow bent with left hand about at his/her stomach. The “dog” holds onto the crook of the elbow. Heel Position is shoulder-to-shoulder. Direct the team, “FORWARD.” The trainer commands “HEEL” and begins to heel with the “dog” staying in heel position. Direct through an entire heeling pattern including forward, halts, right turn, left turn, about turn, fast, normal, slow. For an extra challenge add the Figure 8. The team that maintains Heel Position the best is the winner!

**TARGETS**

**DUMBBELLS (Level IV):** You will need two or more dumbbells (or similar, non-rolling objects). Set up a target circle on the floor 20 feet away from the throwing line. (A hula-hoop makes a great target.) The object is to throw the dumbbell so it lands and stays (watch out for the bounce!) in the target. A variety of this activity is to have no target—mark each person’s throw—the one closest to but not less than 20 feet wins. Yet another variation is to throw the dumbbell over a jump—it should land at least 8 feet beyond the jump.

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## ACTIVITY:

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### COMMUNICATION

**PLACE AND SHOW (Levels I, II or III):** What if you were in a situation where you couldn't understand the language but someone was telling you to do something? When we teach our dogs a new command they don't understand what we want them to do. Let's try teaching a command to someone who doesn't know what the command means. The rule is that the only thing the trainer may say to the learner is the command and praise.

**SHAPING (Levels I, II or III):** We are lucky when training dogs because we can actually show them what we want them to do by placing their bodies in the position we want. But what if you were training an animal that you couldn't place into position? This activity will show you how you could train a chicken, a killer whale or even your dog. This also works with people! What we will do is reward the subject every time they do the first steps of the action. A reward could be a word for a person, or food for an animal. Many animal trainers use a whistle or another noise that the animal associates with food so their reward is the whistle which means that food is coming!

Choose a subject and send them out of the room. Select a trainer and a behavior to be shaped such as sitting down on the floor with legs crossed. Call the subject back into the room and have them move about the room. Each time the subject makes a move toward the desired behavior the trainer blows the whistle as reinforcement. For the first few reinforcements the subject needs to return to the starting point (probably the doorway). Once a behavior is reinforced the next reinforcement should come when the behavior is one step closer to the desired end behavior. No commands or directions are given (beyond telling the subject what the whistle indicates)—just the whistle reinforcement.

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## Leader Notes

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Choose a member to be the learner and have them leave the room. Choose a member to be the trainer or you may be the trainer for the first time you do this activity. If a member is the trainer they will have the opportunity to learn how to train by trial-and-error. They should have the opportunity to consult privately with other members on training strategy and/or to choose another member to take over as trainer. Explain the activity to the rest of the members. You will have a nonsense word such as "ooblah." Choose an action that you will identify as "ooblah." An example would be to sit down on a chair and raise the left arm & hand. The rule is that the only thing the trainer can say to the learner is "ooblah" and praise, "good."

Once the command is taught—or when trainer or learner gets to a frustration level then have the participants share what they experienced.

Some observations to elicit from the members.

1. A way to teach the action for the command is to place (guide) the learner.
2. It is important to identify (by praise) when the learner is doing something right.
3. Just repeating the command does not help the learner.
4. Saying the command louder does not help the learner.

When training a dog it is too easy to forget that the commands are foreign and saying them more often or louder doesn't help understanding. It also does not help to give corrections when the dog doesn't understand what you want. Building communication between trainer and dog is what brings training success.

This activity will illustrate the importance of timing in reinforcement. If praise/reward/reinforcement is mistimed the trainer may actually be reinforcing a different behavior. Both communication activities should also give the members a new perspective on training—especially for the members who play the role of the "dog" or subject. It is likely that they will no longer blame their dog for not learning.

**Leader Notes****ACTIVITY****DIALOGUE FOR CRITICAL THINKING:****Share**

1. How did you feel about doing this activity?
2. What was the most difficult part of the activity? Why?

**Process**

3. What did this activity teach you about dog obedience training?
4. Why is it important to experience something from another's view?

**Generalize**

5. What are some changes you could make to improve your teamwork?
6. What is the significance of communication in teamwork?

**Apply**

7. How can learning to work as a team with your dog help you in your life?
8. When and where will teamwork be important in your life? in the future? (See how many examples can be listed—discuss why?)

**GOING FURTHER:**

1. Use communication games with other groups or at a regular club meeting.

**RESOURCES:**

Karen Pryor. "Don't Shoot the Dog!: the New Art of Teaching and Training." Bantam, c1984.

Joachim Volhard. "Training Your Dog: The Step-by-Step Manual." Howell, c1983.

**Authors:**

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**Reviewed by:**

Dog Care and Training Design Team

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LEADER NOTES FOR DOG OBEDIENCE TRAINING

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## Agility—An Introduction for Leaders

*Dog Care and Training, General*

**Leaders—Please read this information before beginning the Agility Lessons.**

Agility is an exciting, fast-growing dog sport that is well within the abilities of the 4-H members and most dogs. These lessons are an introduction to Agility. Before you can teach agility you will need to acquire agility equipment. Equipment can be purchased from a number of companies (listed at the end of this lesson), or others.

Some of the equipment can be improvised but before long you will want some “real stuff.” If you have some volunteers with carpentry skills they can construct many competition-quality obstacles of wood and PVC pipe. Add someone who can weld and you’ll be able to accumulate an entire set! You can put your members to work sanding, painting, cleaning PVC, and taping stripes. This equipment will represent quite an investment of time and money but you will find that it is worth it! Obstacle instructions may be found in the "Kansas 4-H Agility Dog Show Rule Book." (S-124)

It is very important that whatever equipment you use for training is safe for the members and the dogs. It should have no exposed nails, screws, or splinters and be sturdy enough that it won’t collapse or tip when a dog is using it.

There are several organizations that sponsor agility trials and each has its own specifications for agility equipment. When planning your equipment you will need to decide if you will follow the standards of one of the agility organizations or make obstacles to your own specifications. You may want to investigate the agility trials available to your members in your area so your members could potentially compete. Books are available describing the construction of obstacles and each organization outlines the specifications in their rule books. The State 4-H Dog Care and Training Action Team provides basic information in the "Kansas 4-H Agility Dog Show Rule Book (S-124).

Obstacles may include:

- Contact Obstacles\*\*: 1.A-frame, 2.Dogwalk, 3.Teeter-totter (See-saw), Swing Plank\*, Sway Bridge\*
- Pause table/box
- Open or Pipe Tunnel, Closed Tunnel or Chute, Crawl Tunnel\*, Hoop Tunnel\*
- Jumps or Hurdles: Hoop, Tire, Bar, Double Bar, Rail Fence, Triple Bar, Spread, Long or Broad, Brush, Window, Log.
- Weave Poles

Other information may be obtained from the attached list of Agility Organizations and Equipment Companies.

\*These obstacles might only be encountered in UKC Agility.

\*\* Teach the contact obstacles in this order. The other obstacles may be taught in any order.

**Leader Notes**

**ACTIVITY**

As many clubs begin their agility program by constructing or buying one piece of equipment at a time, the lessons in this notebook will cover one obstacle each. If you have access to several pieces of equipment the recommendation is to combine instruction on several obstacles in a single lesson. As an example, a single lesson might include reviewing the A-frame, then beginning the dogwalk, and then working on tunnels and jumps. Even after all of the available obstacles have been taught agility lessons can continue with different lay-outs of obstacles for practice.

**RESOURCES**

Suzanne Clothier. "Agility Training Workbook." Flying Dog Press, c1990.

Julie Daniels. "Enjoying Dog Agility," Doral, c1991.

Peter Lewis. "Teaching Agility." Canine Publications, c1993.

Stuart Mah. "Fundamentals of Course Design for Dog Agility." c1997.

Clean Run Productions. "Advanced Agility Workbook." Clean Run, c1997.

Clean Run Productions. "Intermediate Agility Workbook." Clean Run, c1996.

Clean Run Productions. "Introductory Agility Workbook." Clean Run, c1996.

Jane Simmons-Moake. "Agility Training: Fun Sport for All Dogs." Howell, c1991.

**AGILITY ORGANIZATIONS**

United States Dog Agility Association (USDAA)

P.O. Box 850995

Richardson, Texas 75085-0955

(241) 231-9700

American Kennel Club (AKC)

5580 Centerview Drive, Suite 200

Raleigh, NC 27606-3390

(919) 233-9767

Dogs must be purebred and AKC-registered to compete

North American Dog Agility Council (NADAC)

HCR 2, Box 277

St. Maries, Idaho 83861

(208) 689-3809

Includes mixed-breeds, dogs must be NADAC-registered to compete

Australian Shepherd Club of America (ASCA)

6091 East State Highway 21

Bryan, Texas 77803-9652

(409) 778-1082

not limited to Australian Shepherds

**ACTIVITY:**

**Leader Notes**

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United Kennel Club (UKC)  
100 East Kilgore Road  
Kalamazoo, Michigan 49001-5593  
(616) 343-9020

Includes mixed-breeds, dogs must be UKC-registered to compete

**AGILITY EQUIPMENT COMPANIES**

Action K9 Sports  
27425 Cataluna Circle  
Sun City, CA 92585  
(909) 679-3699

EconoJumps  
1517 N. Wilmont Road, #!!!  
Tucson, AZ  
(520) 751-1077

J & J Dog Supplies, Inc.  
P.O. Box 1517  
Galesburg, IL 61402  
(800) 642-2050

On Course  
P.O. Box 4186  
Wyane NJ 07470  
(800) 942-5216

Pipe Dreams  
35 Walnut Street  
Turner Falls, MA 01376  
(413) 863-8303

Woulf-Fab  
N1750 Buchanan Road  
Kaukauna, WI 54130  
(414) 788-6706



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**Kansas State University Agricultural Experiment Station and Cooperative Extension Service**

S-113

October 2000

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***This notebook is designed to help you as a 4-H Dog Care and Training leader do the best job that you can to make the project a fun, interesting, and valuable experience for the 4-H youth that you teach. The Dog Care and Training project is one of several projects within the Animal Sciences 4-H Curriculum Division. It is important to Kansas, because of the dog rearing kennels for special services and for the racing industry. It is important to 4-H, because Kansas youth learn responsibility and patience. The Dog project, then, becomes the vehicle through which we can teach Dog Care and Training management practices and necessary life skills to the youth who enroll. Other 4-H project areas such as veterinary science, computer, health and safety are incorporated where appropriate.***

## OBJECTIVES

The objectives of the Dog Care and Training project are as follows:

1. To learn and apply recommended principles of dog care and training.
2. Learn to use accepted practices for mental, physical and emotional health, and to respect yourself and others.
3. Demonstrate a knowledge of sound breeding, feeding, and management practices.
4. Develop skills, knowledge and attitudes for lifelong use.
5. Identify breeds of animals and employ efficient marketing methods.
6. Practice leadership skills and roles, take part in community affairs, and demonstrate citizenship responsibility.
7. Develop integrity, sportsmanship, decision-making capability, and public speaking skills through participation in demonstrations, tours, judging, and/or exhibits.
8. Learn the value of scientific research and its influence upon the dog industry.
9. Explore career, job and productive leisure opportunities.



## MAJOR CONCEPTS

To help meet the above objectives, 11 general project concepts or topics were identified by the Dog Care and Training Design Team. Each of the specific lesson plans falls under one of these major 11 concepts—Human–Animal Bond, Training (Showmanship, Obedience, Agility), Health Care, Nutrition, Grooming, Showing, Selection, Ownership, Careers, Public Education and Laws, or Miscellaneous.



## LIFE SKILLS

Kansas 4-H life skills have been articulated to help define the youth development outcomes of our 4-H program. It is the goal of 4-H to develop youth who are contributing, productive members of society. Youth may achieve this goal when these five life skills are developed and applied.

1. Positive self-concept
2. Sound decision-making
3. Positive interpersonal relationships
4. Desire for lifelong learning
5. Concern for community

These five life skills are incorporated throughout the lesson plans and in the educational design of the project meetings. The “Dialogue for Critical Thinking” Section leads the group through the experiential learning process.

## AGES AND STAGES

Leaders can best achieve these desired outcomes with their members when they have well-prepared leader material and understand how to structure a stimulating learning environment for the age of youth they are leading. We know and believe that each child is unique, yet we also know that there are generalities about certain age groups that help us program more effectively.

These lesson plans have been developed to target four general age groups:

- Level I—ages 7 and 8
- Level II—ages 9, 10, 11
- Level III—ages 12, 13, 14
- Level IV—ages 15 and older

A review about the physical, mental, social and emotional characteristics of these age groups will prepare the leader for a successful project experience. It should be understood by the leader that the levels are also based on corresponding skill levels of youth. Thus, a 12-year-old youth enrolling in the project for the first time should probably begin with lessons in Level I, and not take Level III until the member has mastered some basic knowledge and skills.

### **Ages 7 and 8**

Physical growth can be described as slow and steady. Mastering physical skills is important to self-concept. This includes everything from printing with a pencil to large muscle skills like catching a ball. Activities need to be just that—active! Provide opportunities to practice skills, but use projects that can be completed successfully and quickly by beginners.

Typical second or third graders think in concrete terms. If they have never seen it, heard it, felt it, tasted it, or smelled it, they have a hard time thinking of it. Leaders should show and tell, rather than giving instructions verbally. Early elementary children are learning to sort things into categories. This makes collecting things important and fun at this age. Most are more interested in the “process”—what? why? how?—than in the resulting product.

As children move away from dependence on parents at this age, they need to transfer that dependence to another adult, so the leader may become very important in their eyes. Building friendships occurs easily and generally by the end of this period, boys prefer playing with boys and girls with girls. Peer opinion now becomes very important. Small group activities are effective, but children still need an adult to share approval.

Seven and 8-year-olds need and seek the approval of adults, because they are not yet confident enough to set their own standards. Play or making believe is one way they increase their ability to imagine what other people think and feel. Rules and rituals are important, but it is very hard for children this age to lose. This is why success needs to be emphasized, even if it is small. Failures should be minimized. Cooperative games and activities are especially enjoyable. When an activity fails, the leader should help children interpret the reasons behind the failures, which teaches that failing is not bad. Learning to cope with problems is a skill the 4-H leader can encourage for all members. **The usual practice of awarding competitive ribbons should be minimized or avoided for this age.**



## Ages 9, 10, 11

Physically, most children at this age are in a holding pattern, although puberty may be starting for some very early-maturing girls. Activities should encourage physical involvement, because 9- to 11-year-olds are anything but still and quiet.

Hands-on involvement with objects is helpful. Children this age like field trips, but only if they are not expected to stay confined or to do one thing for a long period of time. Upper elementary children need opportunities to share their thoughts and reactions with others. They are still fairly concrete thinkers and will give more attention if they are seeing and doing things.

Children at this stage are beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider ideas, they think it is either right or wrong, great or disgusting, fun or boring. There is very little middle ground.



The role of the leader is most crucial at this stage, as these children look to the adult for approval and follow rules primarily out of respect for the adult. Individual evaluation by adults is preferable to group competition where only one can be the best. They want to know how much they have improved and what they should do to be better next time. Encouragement from an adult can have remarkable accomplishments.

This is the age of the “joiners.” They like to be in organized groups of others similar to themselves. If you have both boys and girls of this age in your project groups, you will do best if small group work is done in same-sex groups. They generally are concerned with immediate self-reward; however, the satisfaction of completing a project comes from pleasing the leader or parent rather than from the value of the activity itself.

Toward the end of this age range, children are ready to take responsibility for their own actions. Giving these youth opportunities to make decisions should be encouraged. Leaders should move from dictating directions to giving reassurance and support for members’ decisions.

Nine, 10- and 11-year-olds have a strong need to feel accepted and worthwhile. School and other pressures become demanding. Successes should continue to be emphasized. Comparison with the success of others is difficult for these children. It erodes self-confidence. Instead of comparing children with each other, build positive self-concepts by comparing present to past performance for the individual.

### **Ages 12, 13 and 14**

This is a time of developmental variety among peers. Growth spurts beginning with adolescence occur at a wide range of ages, with girls maturing before boys. These rapid changes in physical appearance may make teens uncomfortable. Slower developing teens may also be uneasy about the lack of changes.

Young teens move from concrete to more abstract thinking. Playing with ideas is as much fun as playing sports. Ready-made solutions from adults often are rejected in favor of finding their own solutions. Leaders who provide supervision without interference will have a great influence on these youth.

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Judging of projects is now viewed in terms of what is fair, as well as a reflection of the self-worth of the individual.

These youth enjoy participating in activities away from home as they begin to develop independence. Opinions of peers become more important than opinions of parents or other adults. Close friendships begin to develop, and group experiences provide opportunity for social acceptance.

As puberty approaches, emotions begin a roller coaster ride. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. This period seems to present the biggest challenge to a young person's self-concept. These youngsters face so many changes that they hardly know who they are. Adults can help by providing self-knowledge and self-discovery activities such as the "Dialogue for Critical Thinking" portion of these lesson plans.

Continue to avoid comparing young people with each other, being careful not to embarrass them. They want to be a part of something important that provides opportunity to develop responsibility.

### **Ages 15, 16 and 17**

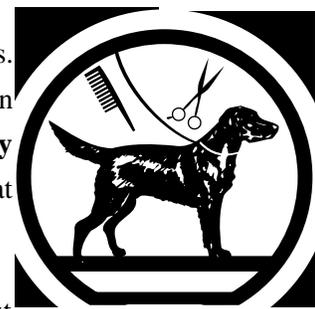
Most teens of this age know their own abilities and talents. In most cases, they have adjusted to the many body changes by now. Many develop athletic talent and devote hours to training and competition. Learning to drive a car further moves the teen from family into the community as independent people.

Mid-teens begin to think about their future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on feelings of personal need and priorities. **Any goals set by others are generally rejected.** As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.

These teens can initiate and carry out their own tasks without supervision. A leader can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from them. Leader-member relations should change from director/follower to that of advisor/independent worker.

Mid-teens tend to be wrapped up in themselves. Relationship skills are usually well-developed. Dating increases and acceptance by members of the opposite sex is now of high importance. Sports and clubs are important, but these teens now want to be recognized as unique individuals within that group.

Two important emotional goals of the middle-teen years are independence and identity. Time is precious. If activities are perceived as busywork, teens soon will lose patience and interest. Middle teens are learning to cooperate with others on an adult level. They will pride themselves on increased ability to be responsible in the eyes of themselves, peers, and adults.





## Ages 18 and 19

These young adults are completing their 4-H careers and moving on to college, jobs, marriage, and other adult responsibilities. If continuing involvement at the local level, they will be self-directed learners or assume adult leadership roles.

This information on child development has been taken from the North Central Regional Extension Publication No. 292, *Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders*, written by Jeanne Karns, graduate assistant and Judith Myers-Walls, Extension Specialist, Human Development, Purdue University.

## YOUTH DEVELOPMENT

Some child development specialists and educators have noted every child is vulnerable because of the complex social forces affecting our country since the early 1950s. In 1991, The National Commission on Children estimated that fully one-quarter of all children are “at severe risk” in relation to substance abuse, school failure, delinquency, etc., and another quarter are “moderately at risk.” H. Stephen Glenn and Jane Nelsen document these changes in their book, *Raising Self-Reliant Children in a Self-Indulgent World*. Four major factors necessary for the development of capable young people have been identified that are generally missing from our culture—networks, meaningful roles, on-the-job training, and parenting resources. 4-H project meetings can help restore these vital missing pieces.

Glenn’s definition of a network, in the simplest sense, defines the 4-H project meeting: “two or more individuals who engage in dialogue about the world and the life they are living and who occasionally collaborate to achieve some mutually desirable end.” The dialog for critical thinking portion of these lesson plans directly address this definition.

Many youth today are growing up in families and communities without any significant role to play. They just don’t seem needed until they become an adult. Research indicates that a primary cause of decline in motivation, discipline, and achievement is this perceived lack of need or value. Glenn and Nelsen challenge us to deal with youth actively in ways that affirm their contributions. **We must treat youth as contributors and assets rather than passive objects to be done for or to.** As 4-H project leaders, when we listen to members, we must take them seriously and treat them as significant, we will begin to restore the dialogue and collaboration necessary to link youth with the larger society.

On-the-job training with “hands-on” involvement has been the cornerstone of 4-H project work. It is important for youth to have this opportunity because that is where they learn patience, personal initiative, hard work, and deferred gratification. If they don’t learn about real life in this way, they receive its impressions passively from the media, generally through five hours of television each day.

“Learning by doing” is one of the primary reasons why 4-H has been recognized in the field of informal education. If we, as parents or leaders, think we are helping when we do their work for them, we need to stop and consider that, “The best way to destroy self-esteem and a sense of worth in young people is to do too much for them. This robs them of a sense of personal capability. The greatest gift of all is to help them validate themselves as agents in their own lives.” (Glenn and Nelsen, pg. 47)

Today’s parents need all the help they can get. According to the Ewing Marion Kauffman Foundation report, *Reweaving the Tattered Web—Socializing and Enculturating our Children*, by Basil J. Whiting , “Three generations and extended families in the same house are not so common. Grandparents and aunts and uncles live longer distances away, and often alone (only five percent of American children now see a grandparent regularly)... Divorce is common. Half of those who remarry will experience a second divorce. Half of all children will spend some of their childhood with a divorced parent.” As a 4-H project leader, you become a parent resource, both to the child and the child’s parent.

Today’s parents are concerned and fearful for their children. Why? Dr. Bruce Baldwin, nationally known psychologist and author says, “They wonder if their kids have what it takes to succeed as they have. Parents know that in the future, even menial positions will require well-developed cognitive skills: reading, writing, math, computer literacy, and the ability to process information quickly and efficiently.” (TEAM, *The Early Adolescence Magazine*, Vol. IV, No. 5, May-June 1990)



The same magazine noted that a large metropolitan education trust reported the types of requirements for employees comparing the past with the future:

PAST

Doers  
Single repetitive functions  
Individual piecework  
Autocratic  
Single job in lifetime  
Familiar with simple machines  
Single task orientation

FUTURE

Thinkers  
Quality circle approach  
Team centered  
Participatory  
Flexible learners  
Technology knowledgeable  
Information processors

The January 1990, issue of *Prevention Forum* magazine offers hope for today’s youth when it reports that research on youth who have become healthy adults in spite of adversity have had the opportunity, somewhere in their lives, to experience a caring, nurturing environment that



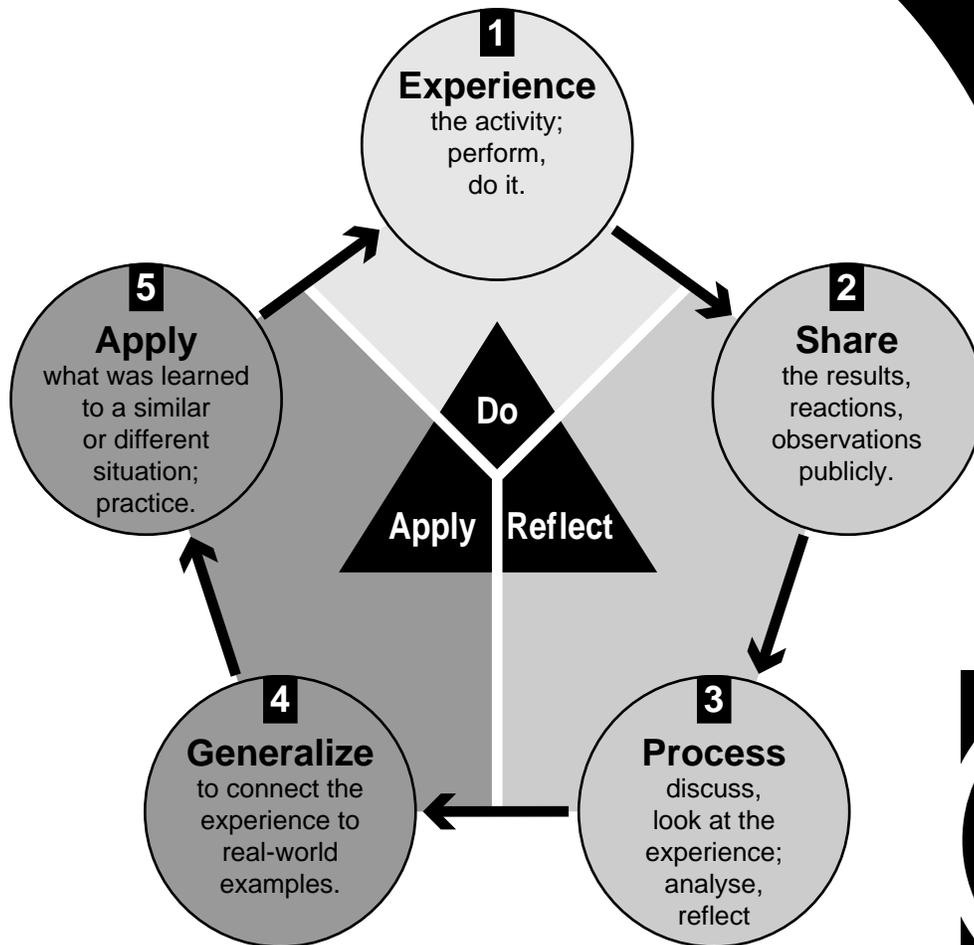
encourages their active participation in problem-solving, decision-making, planning, goal-setting, and helping others in meaningful activities.

According to the Kauffman Foundation report, “child and youth development by natural osmosis is no longer an effective strategy. We can rely no longer on child development to occur as a natural by-product of family and community functioning because too many families and communities no longer function the way they used to.

This means reweaving the web to do what the family and community no longer do, and perhaps no longer can do adequately. It means constructing new institutions and new ways for children and youth to sustain relationships with a variety of caring adults... yet this must be supplementation, not replacement. We dare not leave out strands of parent-strengthening services in the many ways and places where traditional parenting is, at bottom, the still-to-be-preferred approach.”

The project lesson plans contained in this leader’s notebook have been designed to incorporate the components critical to the development of capable, contributing young people. By following these plans, leaders will help prepare their members to function and live productively in the world which they will soon inherit and direct. They are also designed to help you, as the leader, quickly and easily prepare for the lesson, conduct the activity, and facilitate the discussion and dialogue.

# EXPERIENTIAL LEARNING MODEL



## Example questions used to complete the Experiential Learning Model

### A. Share (*what happened*)

1. What did you do?
2. What happened? What did you see? Hear? Touch? Taste?
3. How did you feel?
4. How did it feel to...?
5. What was most difficult? Easiest?

### B. Process (*what's important*)

1. What problems or issues seemed to occur over and over?
2. What similar experiences have you had?
3. What was most important?
4. Why was that significant?
5. Why do you think it happened?
6. What caused you to feel that way?

### C. Generalize (*so what?*)

1. What did you learn about yourself through this activity?
2. What did you learn about a life skill?

3. How do the major themes or ideas relate to real life and not just the activity?
4. How did you go about making your decision?

### D. Apply (*now what*)

1. How can you apply what you learned (life skill) to a new situation?
2. How will the issues raised by this activity be useful in the future?
3. How will you act differently in the future as a result of this activity?
4. How can you do it differently for different results?



## APPLYING THE EXPERIENTIAL LEARNING PROCESS

Hands-on involvement (learning by doing) is the most effective method for learning this material. It helps youth learn personal initiative, hard work, patience and deferred gratification. By doing the work for the youth, parents, teachers and leaders may destroy the young person's self-esteem and sense of worth. They may rob youth of learning by trial and error, practicing skills and becoming competent and capable. The greatest gift leaders can give is to help youth validate themselves as capable people. These lessons were designed using a model known as the *experiential learning process* which has been adopted as the national curriculum development model for Extension Youth Development .

Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.

The experiential learning process encourages youth involvement through dialogue and strengthens adult-child relationships. To enhance the goal of learning an atmosphere of friendliness, trust, and unconditional acceptance is required.

In each lesson, the “Dialogue for Critical Thinking” questions help complete the experiential learning steps. Except for the content review questions, most of these leading questions do not have a “right” or “wrong” answer. In addition to providing feedback to the leader, their purpose is to affirm and validate the perceptions of the members.

Take time to begin to feel comfortable with this process. It may seem awkward at first, but remember, Latin for “to teach” means to draw forth through dialogue and understanding. When the Experiential Learning process is used to help youth share the process of discovery, leaders will be developing them as critical thinkers, concerned for others, with the wisdom to function successfully in their future world.

## FORMAT OF EACH LESSON PLAN

Each lesson plan in this notebook follows the same general outline which includes:

**TITLE**—generally descriptive of the skill to be learned.

**LEVEL**—describes which age level it is written for.

What Members Will Learn...

**ABOUT THE PROJECT**—indicates what subject matter will be learned.

**ABOUT THEMSELVES**—indicates what personal or life skills will be learned. These specific objectives can be used to evaluate if the lesson was successful and learning goals accomplished by the members.

**MATERIALS NEEDED**—tells the leader what equipment, supplies, visuals or handouts will be needed in preparation for the lesson.

**ACTIVITY TIME NEEDED**—gives the approximate time needed to complete the activity. Most lessons can be completed in 30 to 60 minutes.

**ACTIVITY**—information is what the leader needs to know to teach the activity. This portion can be used as a leader’s script for the leader if necessary.

**LEADER NOTES**—give directions or instructions for the leader which go with the “Activity” information. Space is available for leaders to write their own notes also. Member activity sheets or handouts are provided for the leader to copy and give to members to work on at the meeting or take home so parents can reinforce the learning.

**DIALOGUE FOR CRITICAL THINKING**—questions are provided for the leader to help enhance life skill development and generalize the subject information to the real world of the youth participant.

**GOING FURTHER**—ideas such as tours, demonstrations, handouts, and things to do at home, are for the leader and members to consider if they want to learn more about this particular lesson content.

**REFERENCES**—credit the source used to develop this lesson activity in addition to the author.

**AUTHOR**—is the source of information plus names of Kansas State University faculty who reviewed and adapted this lesson including specific ideas from volunteers.

The Dog Care and Training project is one of several Kansas 4-H projects to undergo a major change in the way the project materials have been designed and used. Leaders need to realize that members will no longer receive member resource books or materials through the County Extension Office. Members will receive a “Member Guide





and Annual Report” which outlines how to set learning goals, describes learning opportunities and the recognition system, suggests where they can find more information, and provides a year-end Dog Care and Training summary record. All other printed materials for members will be given to them by their project leader.

In order for members to have a successful project experience, it is **imperative** that a leader meet with members. These lessons work best with an adult and/or teen leader working with a small group of members. Several youth in the group will stimulate the discussion and dialogue, which is so important to the success of this process. If members are unable to meet in a group, the parent may serve as a leader to his/her child by requesting copies of the appropriate lesson plans from the Extension office and completing them at home.

The project has been restructured to feature a series of sequential learning experiences based on members’ age and skill level, which will challenge them with new skills each year they remain in the project. Our goal is to make them knowledgeable of the entire industry rather than specialize in one type of project exhibit. In fact, owning an animal and exhibiting at a show need not be required. It is possible for a member to participate in many group lessons without owning an animal. Owning, caring for, and exhibiting an animal should be considered a special bonus to the total project experience.

The project exhibit should be decided by the member, parent and leader, based on member’s age, skill level, facility and financial needs, and what local exhibit opportunities have been identified. Most counties provide county fair classes for showmanship and obedience. This approach to the materials provides maximum flexibility for counties to establish exhibits that meet the needs of their members. Statewide opportunities offer showmanship and obedience classes, plus quiz bowl opportunities.

Ideally, members should progress through all levels in order, but it is not necessary. If project members vary in age and skill levels and the group is large enough, splitting into like age groups with additional leaders is recommended. Older members might be used as assistant leaders with beginning levels which then allows teens to be self-directed learners for advanced skills, or teens might meet together as a multi-club or county-wide group.

# ROLE OF THE 4-H PROJECT LEADER

Your major roles are that of teacher, facilitator and encourager.

## Your Role as Teacher:

- Help members set goals.
- Share your knowledge of the project through meetings, tours and home visits. Having five to 10 meetings works well. Set meeting dates and times with the participants. Remind participants of upcoming meetings.
- Invite and involve parents and other leaders when appropriate.
- Keep your skills current through trainings, consultations, and reading. Ask for help or advice as needed.

## Your Role as Facilitator:

- Use techniques to facilitate (assist) learning. See “Teaching with Discussion.”
- Be sensitive and respond to individuals’ needs, beliefs and family circumstances. Do not judge.
- Help members find additional learning opportunities and resources. (Using “Going Further” in the lessons.)
- Relate project to everyday life and career possibilities.



## Your Role as Encourager:

- Recognize the personal growth of members and help them celebrate their successes.
- Lead (not push) participants into new skills and new ways of thinking. Encourage and challenge them to become better persons, yet always accept them and love them as they are now.

Your classroom is wherever the member must be in order to learn—in the home, meeting room, or on a field trip. Your subject matter, what you teach, is Dog Care and Training plus youth development.



# TEACHING WITH DISCUSSION

## Why Use Discussion?

Discussion is part of every lesson. Discussion questions appear in the “Dialogue for Critical Thinking” section. Discussion is most effective when you want to:

1. Give participants practice thinking in terms of the subject matter.
2. Help participants evaluate their beliefs.
3. Stimulate participants to apply principles.
4. Help participants learn to anticipate or solve problems.
5. Use the resources of the group members.
6. Gain acceptance of new information.
7. Develop motivation for further learning.
8. Get feedback on how well participants learned the material.

## How Can I Get People to Talk?

Discussion can be difficult at first simply because few participate. Sometimes, all that is necessary to improve the situation is time, your smiles and encouragement, and practice. Many participants are used to being talked **at**, not **with** in educational situations. The fear of being embarrassed is another major factor. Not knowing the other participants, being unsure of one’s idea, being afraid of sounding silly—these make participants feel that the safest thing to do is remain silent.

## How Can I Help Them Overcome Their Fear?

The first step is making sure participants become acquainted with each other and with you. Begin by having get-acquainted activities at the organizational meeting. Continue by providing games, refreshments, time to talk, and other opportunities for friendship building throughout the project meeting period. Get to know each participant personally. Take a special interest in them; they will come to trust you.

When asking a question, call on participants by name. This seems to promote freer communication.

Sitting in a circle encourages exchange.

Eliminate the fear of being wrong. (This is a tremendous barrier to discussion.) Avoid questions where there is only one right answer. Do not judge participants’ answers about beliefs and preferences. Do not allow any participant to make unkind comments about another’s answer.

At times, give participants opportunities to talk in small groups to work out answers together. If your group seems to have difficulty responding to questions, allow them to write out their answers first. This seems to give them added confidence to share their thoughts

with others. As much as possible, ask questions that can have no wrong answers: How do you feel about this? What do you think?

### **What if Someone Talks Too Much?**

There are several effective ways to work with a person who monopolizes the discussion. You might ask this person and at least one other to observe the discussion and report their observations to the group; for example: Did we solve the problem? Did everyone get a chance to participate? Another option is to divide into smaller discussion groups. Ask one person from each group to report the results of the discussion. Do not choose the monopolizer to report. You also could talk to this person privately. Explain that you appreciate the participation and insights, but you believe other people also should be given the opportunity to learn how to talk in a group. Ask this participant to help the group by allowing others more time for discussion and perhaps saving personal insights for more difficult questions.

Reference: *Teaching Tips* by Wilbert J. McKeachie

## **THE FIRST MEETING**

The first meeting is usually an organizational one to plan for the project year. It is a good idea to have parents attend this first meeting with the members. Parents should be encouraged to take part in any or all activities.

As members arrive, plan something for them to do. Perhaps a teen leader can be prepared with a get-acquainted game or activity. Make sure every member knows everyone else. Do not assume this is the case. Taking time now to build group trust will have payoffs later in commitment, discipline and encouraging discussion. Share some of the broad objectives you have for the project. Set dates with members and parents for future meetings. Schedule any demonstrations with members and discuss other special activities for the entire year. Discuss your expectations for recovering costs of materials, copying, etc.

Young people deserve to be treated as contributors and assets instead of passive objects to be done for or to. Your job is to involve your participants and challenge them toward learning and personal growth. They should be involved in the planning and preparation of meetings. A map helps to give us direction, keep us on track and know when we've reached our destination. We've designed a MAP—Member Achievement Plan—to help you and your members plan, as a group and as individuals, what they want to learn, make and do in this project. This is called goal-setting. It also teaches decision-making.





## ■ MAP STEP 1

At the project meeting, or at home with their family, members identify two things they would like to learn in their Dog Care and Training project this year.

## ■ MAP STEP 2

List three to five steps that will help you complete your first goal.

## ■ MAP STEP 3

List a date or deadline that shows when you plan to complete each step toward your goal.

## ■ MAP STEP 4

As you complete a step or meet a deadline, give yourself a boost, energizer or reinforcer for your success. List one energizer for each step accomplished toward a goal.

## ■ MAP STEP 5

After finishing a step, record the “date completed.”

## ■ MAP STEP 6

Repeat Map Steps 2 through 5 for your second goal.

## ■ MAP STEP 7

Share with a project friend what you have planned. Talking helps generate new ideas to improve your plans. After explaining your goals ask your friend to sign your plan as well as your leader. This will help confirm your plans and be a source for assistance.

## ■ MAP STEP 8

Take notes in the journal to help remember your project experiences. Tell what you did, what you learned, and how you felt about each project activity (meeting, trip, demo, etc.). Note: Leader may want to keep journals and plan for each member to make an entry as part of each activity. Journals may be kept on a computer, calendar, notebook, diary, or other convenient form.

## ■ MAP STEP 9

At the end of the year take time to reflect with your project friend and leader. Record your thoughts and ideas. How did the goals work? What was learned? What needs to be accomplished next? Members may not have accomplished what they set out to do, but they may have learned many things in the process. Setting a goal to reach a partial number of total goals isn't a bad idea, since it enables the younger member to feel successful.

The member and the leader, or in the case of the parent leader, the member and the parent, should complete Step 7 of the MAP as soon as the member has completed his/her short-term plans. All members who complete this step should be given immediate recognition

for their project goal-planning accomplishments. The Kansas Recognition Model provides for recognition for: participation, progress toward goals, standards of excellence, peer competition, and team cooperation efforts.

When properly used, incentives can be an effective way to encourage good project work and enhance personal development of the members. One of the strongest human incentives is that inner feeling of accomplishment and achievement.

Public recognition in news articles or at meetings, a word of encouragement or pat on the back from leaders are also effective in promoting desirable performance.

Group recognition should be used at the end of the project to recognize the accomplishments of each member who completed the project, attended a certain number of meetings, demonstrated certain acquired skills, etc. Recognize not only the member who might have won the championship, but use your imagination to recognize the most helpful member, the most reliable, the most prompt, the most improved trainer, etc.

## REFERENCES

Portions of this introduction section have been adapted from the *Beef Cattle Leader Guide* published by the Texas Agricultural Extension Service, and from *Celebration!*, Nebraska Cooperative Extension Service, 4-H publication 262.

*Reweaving the Tattered Web—Socializing and Enculturating our Children*, by Basil J. Whiting, is published by Ewing Marion Kauffman Foundation, 4900 Oak, Kansas City, MO 64112-2776.

*Raising Self-Reliant Children in a Self-Indulgent World*, by H. Stephen Glenn and Jane Nelsen, Ed. D., is published by Prima Publishing and Communications, P.O. Box 1260SR, Rocklin, CA 95677, (916) 624-5718, and can be ordered from St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 (212) 674-5151.

A video presentation by Stephen Glenn, which summarizes much of *Raising Self-Reliant Children in a Self-Indulgent World*, can be requested through your county Extension office. Ask for the video, *Developing Capable Young People*, available from Kansas State University, Department of Communications, Production Services/Instructional Media.





## PLANNING HELPS

The following forms may be used by the leader to help in planning for their Dog Care and Training project experience.

- Project Member Enrollment Record
- Project Leader Meeting Record
- List of Members and Their Goals
- Volunteer Support Form
- Project Meeting Checklist



# PROJECT LEADER MEETING RECORD

Name of Project		Phase(s)								Project Leader	
Project Members		Attendance at Project Meetings								Presentations Made by Members	
Name	Phone	1	2	3	4	5	6	7	8	Demonstrations	Talks
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											

# LIST OF MEMBERS AND THEIR GOALS

1. **Name** \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

2. **Name** \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

3. **Name** \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

4. **Name** \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

5. **Name** \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

6. **Name** \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

7. **Name** \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

# VOLUNTEER SUPPORT FORM

Volunteer I name \_\_\_\_\_

Volunteer II name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Home phone \_\_\_\_\_

Volunteer I Occupation \_\_\_\_\_ Business phone \_\_\_\_\_

Volunteer II Occupation \_\_\_\_\_ Business phone \_\_\_\_\_

Other Volunteer obligations \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## I would be willing to assist the 4-H program by:

**Volunteer I**

**Volunteer II**

Helping members with demonstrations.

Helping members with project talks or public speaking.

Helping provide transportation to project meetings.

Assisting members with project records.

Helping provide transportation for project tours or field trips.

Assisting with project meetings when needed.

Special skills I have \_\_\_\_\_ .

Help bring refreshments.

Develop a "calling tree" for meeting reminders.

Making my home available for a project meeting if needed.

Helping provide special supplies if needed.

Others, please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

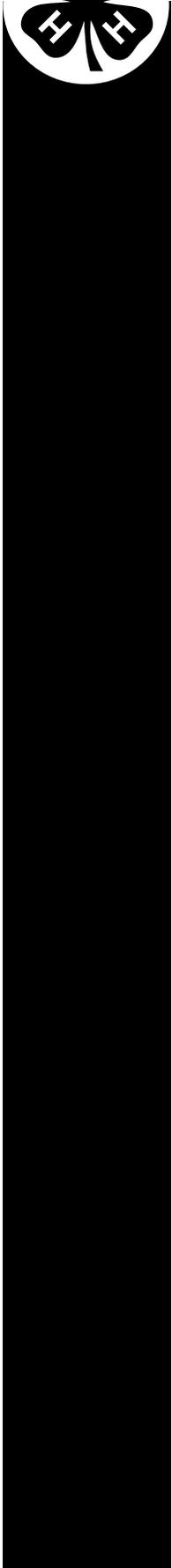
# PROJECT MEETING CHECKLIST

## *A Meeting Evaluation Instrument*

After your project meeting, take a few minutes to consider each of the following questions. This checklist should also serve as a reminder of ideas to incorporate in future project meetings.

	Meetings Held					
	1st	2nd	3rd	4th	5th	6th
1. Were the objectives of the meeting clear to members?						
2. Did I give each member a chance to actively participate? (sharing ideas, assisting, presentations)						
3. Did I commend or encourage each youth in some way?						
4. Did I plan for differences in ages, abilities, and interests of members?						
5. Did I observe progress of individual members:						
6. Did I involve other volunteers in some way? (planning, leadership assistance, transportation, refreshments)						
7. Did I give members a chance to assume responsibility when it was appropriate?						
8. Did I incorporate some fun activity or game into the project meeting?						
9. Did I summarize the new information shared and skills learned at the close of the meeting?						
10. Most of all, did I enjoy working with the young people involved?						

*\*Seven or more positive responses denotes an excellent meeting rating!*





# DOG CARE AND TRAINING MEMBER GUIDE AND ANNUAL REPORT

Welcome to the 4-H Dog Care and Training Project! The purpose of this Member Guide and Annual Report is to help you journey through your project. This guide will:

- Identify how to set goals on things to learn and begin your project,
- Identify 4-H learning opportunities,
- Identify 4-H recognition system,
- Provide you with an annual summary for your project.

## EXAMPLES OF GOALS ON THINGS TO LEARN

- Level I - How to select a dog  
- How to groom a dog
- Level II - How to train a dog  
- How to travel with a dog
- Level III - How to share dogs with others  
- How to prevent pet over-population
- Level IV - How to conduct a dog show  
- How to determine body condition score

In addition, there is a note to your parents/guardian at the bottom of this page, so that they can help you with your project.

## LEARNING OPPORTUNITIES IN 4-H

- Attending project meetings with your friends
- Learn record-keeping skills
- Giving dog care and training presentations at club and county 4-H Days, State Fair, school or civic groups
- Attending shows and contests to observe, evaluate and make decisions
- Exhibiting at local, county, state or national shows.

## 4-H RECOGNITION SYSTEM

4-H's Recognition System is diverse and provides you with many learning opportunities:

- Participation: attending project meetings, helping others at project meetings, show and share at State Fair
- Progress toward goals: meeting deadline you set on MAP sheet (see page 2)
- Standards of excellence: meeting a high percentage of learning goals for each level of the project
- Peer competition: obedience and showmanship contests at shows and fairs
- Team/cooperative efforts: community service activities

## NOTES TO PARENTS/GUARDIANS:

The Dog Care and Training Project is one of several projects in the Animal Sciences Division of Kansas 4-H projects. It is an ideal project for both rural and urban youth, as well as all age groups. Dogs are a good beginning project because they adapt to many different environments, require moderate investment and teach responsibility.

If your youth does not have a group leader, check with your Extension Office to see if your youth can participate in a neighboring club. If this is not available, you will need to act as the leader or helper. The Extension Office has a copy of the "Dog Care and Training Leader's Notebook" that you may wish to use.

Insert all member handouts and activity sheets in the 4-H Record Book after this Member Guide and Annual Report. These "records" are a recording of what was done. List costs, hours spent, etc. on your journal page created in MAP STEP 8.

# HOW TO SET GOALS AND BEGIN YOUR DOG CARE AND TRAINING PROJECT USING THE MEMBER ACHIEVEMENT PLAN—MAP

This is your **Member Achievement Plan—MAP**. This plan will help you begin to decide what goals, deadlines, and energizers you want to use for the upcoming year.

## MAP STEP 1

Identify as goals two things you would like to learn this year. Your leader will give you a list that might help you think about what you want to learn in your dog care and training project.

Goal 1: \_\_\_\_\_

Goal 2: \_\_\_\_\_

## MAP STEP 2

After you identify each goal, let's break them into steps. You can list 3 to 5 steps for each one of your goals.

Steps for Goal 1:	MAP STEP 3 Deadline	MAP STEP 4 Energizer	MAP STEP 5 Date Completed
1st _____	_____	_____	_____
2nd _____	_____	_____	_____
3rd _____	_____	_____	_____
4th _____	_____	_____	_____
5th _____	_____	_____	_____

## MAP STEP 3

Now that you've put Goal 1 into steps, go back and put a deadline next to each step. The deadline shows when you plan to complete the step. Every step should have a different deadline or date.

## MAP STEP 4

Sometimes goals are hard to stick to. It takes a long time to see results. So as you complete a step and meet a deadline you need to give yourself a boost. Let's call this boost an energizer or reward. An energizer can be anything that you like and enjoy: going to a movie with a friend, talking on the phone, listening to a CD, taking your dog for a walk, eating a healthy snack, playing ball, etc.

What are other things that you might use as energizers? List them here: \_\_\_\_\_

---

Now, place one energizer for each step under the column marked, "Energizer."

## MAP STEP 5

When you've finished a step in your goal, place the date completed in the column marked, "Date Completed."

## MAP STEP 6

Now that you've identified your steps, deadlines, and energizers, do the same for Goal 2.

Steps for Goal 2:	MAP STEP 3 Deadline	MAP STEP 4 Energizer	MAP STEP 5 Date Completed
1st _____	_____	_____	_____
2nd _____	_____	_____	_____
3rd _____	_____	_____	_____
4th _____	_____	_____	_____
5th _____	_____	_____	_____

## MAP STEP 7

Your goals, steps, deadlines, and energizers are written. It's time to share with one of your project members. When we talk to others about our goals, it helps us get a better idea of what we are going to do. Sometimes talking will help us get a better idea, so don't worry about changing any part of your MAP if you want to. After you've explained your goal to a project friend, have them sign and date it in the space provided below.

Project Friend's Signature \_\_\_\_\_ Date \_\_\_\_\_

Have your project leader sign below:

Project Leader's Signature \_\_\_\_\_ Date \_\_\_\_\_

## MAP STEP 8

Keep a journal of everything you do in the project to help you remember these experiences. (Create a page with these headings and add it to this record.)

Date	What you did, learned, how you felt, costs, time spent, etc.
Ex. Nov 5	Attended a project meeting and learned how to select a dog.
Dec. 6	Purchased materials to build a dog house at a cost of \$50.

## MAP STEP 9

You've spent a whole year on your project. You should have learned many new things. Take some time to think back and review your journal (STEP 8). Write one or two main things you learned about dogs. What is something you learned about yourself while studying dogs? (Add a page if you need more space.)

# KANSAS 4-H DOG CARE AND TRAINING SUMMARY

Showmanship: Junior \_\_\_\_\_ Senior \_\_\_\_\_

Obedience: Pre-Novice \_\_\_\_\_ Novice (A or B) \_\_\_\_\_ Graduate Novice \_\_\_\_\_

Open (A or B) \_\_\_\_\_ Utility (A or B) \_\_\_\_\_ Agility I \_\_\_ II \_\_\_ III \_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_

Club \_\_\_\_\_ County \_\_\_\_\_

Breed of dog \_\_\_\_\_ Name \_\_\_\_\_

Color \_\_\_\_\_ Date of Birth \_\_\_\_\_

## IMMUNIZATION RECORD

Date	Item
	Rabies
	Hepatitis
	Leptospirosis
	Distemper Immunization
	Parainfluenza
	Parvovirus
	Coronavirus
	Bordetella



## SUMMARY OF EXPENSES BY QUARTER

Months	Feed	Equipment	Vet Services	Show Fees	Other Items	Amount	Quarterly Total
Oct.–Dec.							
Jan.–March							
April–June							
July–Sept.							

Total Cost

## EXHIBIT RECORD

Date	Name of Show	Show Fee	Name of Judge	Placing

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

MG36

October 2000

It is the policy of Kansas State University Agricultural Experiment Station and Cooperative Extension Service that all persons shall have equal opportunity and access to its educational programs, services, activities, and materials without regard to race, color, religion, national origin, sex, age or disability. Kansas State University is an equal opportunity organization. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, Marc A. Johnson, Director. File code: 4-H and Youth-2



# Kansas 4-H Dog Care and Training Project Leader Notebook

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# Choosing a Type and Breed of Dog

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Factors to consider when selecting a dog

#### **ABOUT THEMSELVES:**

- Evaluating information to make sound decisions

#### **Materials Needed:**

- Member Handout #1, Matching Cards—Dog Breeds and Descriptions
- Chalkboard and chalk, markerboard, or newsprint and marker
- Member Handout #2, Dog Problem Stories
- Activity Sheet #1, Family Questionnaire

#### **ACTIVITY TIME NEEDED:** 45 MINUTES

### **ACTIVITY**

#### **MATCHING GAME**

There are over 200 different breeds of dogs in addition to all kinds of mixed breed dogs. Each breed has differences that set it apart from the others. Today we will be matching cards with pictures of dogs with descriptions of dogs. The person who has the card that matches yours will be your partner for today.

When you find your partner, learn their name and then find out the answers to these two questions:

1. What kind of a dog do you have or would like to have?
2. Why are you in the Dog Project?

Now that you know a bit about your partner, please introduce them to us.

### **Leader Notes**

#### **Matching Game**

This is a get acquainted and warm-up activity. Distribute the Matching Game dog picture cards to half of the members and the corresponding descriptions to the other half. Then either have a member read the description to the group to find their partner or have the members check the descriptions and pictures with each other. When each member has found the card that matches their card they should interview their partner to find out their name, the kind of dog they have (if any), and why they are in the Dog Project. Have the members introduce each other to the group, including the answers given to the questions.

### Leader Notes

#### Brainstorming

Use sheets of newsprint, a chalkboard or a marker board to write down the member's responses so they all can see. In true brainstorming you do not pass value judgments on the contributions—just write them down. Some responses for the positive may include: good friend, watchdog. Some responses for the negative side may include: biting, urinating in the house, costs money for food, gets house dirty, and barking. The members will likely have a much longer list of negatives than positives. This is an excellent opportunity to point out how important is the role of good friend/companion. It can outweigh all of the negatives, in fact, it must in order for the dog to be a success in the family.

#### Dog Problems

This is actually a nature vs. nurture discussion. Make another chart with categories of CANNOT BE CHANGED, CAN BE CHANGED, and a middle category of HARD TO CHANGE. Some characteristics, like size, cannot be changed. Some problems, like jumping up on people, can be changed with training. Other problems, depending on the breed of dog, can be very difficult to change. A terrier has been bred to dig, therefore, it will be very difficult to train one not to dig. The problems in the HARD TO CHANGE category are subject to debate. The discussion is an important part of this activity. The concept that some complaints people may have about their dog could have been avoided by thinking ahead and considering the breed of dog before purchase is also important.

#### Possible answers:

CANNOT BE CHANGED: Too much time to groom (longcoat), too big, too small, eats too much

May be HARD TO CHANGE: Won't settle down, digs up the yard, barks too much, gets hair all over the house,

### ACTIVITY

#### BRAINSTORMING

Getting a dog is a big decision. Many people don't realize that they are committing to 12 or 14 years of responsibility for the puppy that they buy. Sometimes they only think of the positive side of owning a dog and do not consider the negative things. Let's see if we can get some ideas of the things people might like about having a dog and also think of some of the things people might not like about having a dog. Probably the best thing about owning a dog is the way it is a good companion to you. What are some other ideas?

#### DOG PROBLEMS

Let's consider the complaints people may have about a dog. Some of the things people complain about cannot be changed and some things can be changed with training. Let's decide if these complaints can be changed or solved: Takes too much time to groom, too big, too small, jumps up on people, chews the rugs, won't settle down, gets hair all over the house, urinates in the house, bites, pulls on the leash, chases the cat, eats too much, has fleas, digs up the yard, barks too much, fights with other dogs.

## ACTIVITY

### DOG STORIES

Listen to these stories about dogs whose owners are giving up on them. Decide if the problem Cannot Be Changed, Can Be Changed, or may be Hard to Change.

### THE DOG FOR YOU

This activity is for you to take home. Interview your family to learn their opinions on getting a dog. If you already have a dog pretend that you will be looking for a new one. Consider why you want a dog? Companion? Hunting? Stock dog for farm? etc.

### DIALOGUE FOR CRITICAL THINKING:

#### Share:

1. What is one good thing about owning a dog?
2. What might be a problem with owning a dog?

#### Process:

3. What is a problem you have had with a dog?
4. What could have been done differently to prevent or solve the problem?

#### Generalize:

5. Why is it important to consider good points and bad points when making a decision?

#### Apply:

6. What are some strategies to use when making a decision?
7. When are some times that you need to make decisions?

### GOING FURTHER:

1. Attend a dog show to view different breeds of dogs.
2. Visit the local dog shelter or Humane Society.
3. Start a scrapbook of dog photos and descriptions cut from magazines.
4. Interview a dog owner to find out what is involved in owning a dog.
5. Visit a library and look at some books about dogs.
6. Watch a professional dog show on TV.

## Leader Notes

chases the cat, fights with other dogs.  
CAN BE CHANGED: Jumps up on people, chews rugs, urinates in the house, pulls on the leash, has fleas.

### Dog Stories

Read the dog stories from Member Handout #2 and have the members decide if this problem could be solved.

Possible Answers:

1. Cannot Be Changed—Shadow will always have a long coat. She needs someone who will groom her regularly or will have her groomed regularly.
2. Can Be Changed—Champ needs to be properly housetrained so he can stay with the family.
3. Hard to Change—It will help when Champ is housetrained so he can stay with the family and get more attention.
4. Cannot Be Changed—Lucky will always be small.
5. Can Be Changed—Goldie needs to be trained to not jump up.
6. Can Be Changed—Mrs. Case needs to get rid of the fleas in her house and yard and Spot's bed as well as killing the fleas on Spot.

Use Activity Sheet #1, "Family Questionnaire" to find out how your family feels about getting a dog.

**Leader Notes**

**ACTIVITY**

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**REFERENCES:**

Author:

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS Kennel Club

James P. Adams, Extension Specialist, 4-H and Youth Programs, Kansas State University

Reviewed by:

Dog Care and Training Design Team

**CHOOSING A TYPE AND BREED OF DOG  
DOG CARE AND TRAINING, LEVEL I**

**Member Handout #1, Matching Games—Dog Breeds and Descriptions**

 <p><b>BEAGLE</b></p>	<ol style="list-style-type: none"><li>1. Medium dog (12–15 inches)</li><li>2. Short hair</li><li>3. Long ears and tail</li><li>4. Rabbit hunter</li></ol>
 <p><b>GOLDEN RETRIEVER</b></p>	<ol style="list-style-type: none"><li>1. Large dog (20–25 inches)</li><li>2. Medium length hair, gold color</li><li>3. Short ear, long tail</li><li>4. Hunting dog—loves water</li></ol>
 <p><b>LABRADOR RETRIEVER</b></p>	<ol style="list-style-type: none"><li>1. Large dog (22–25 inches)</li><li>2. Short hair, yellow, brown or black</li><li>3. Short ears, long tail</li><li>4. Hunting dog—loves water</li></ol>
 <p><b>WEST HIGHLAND WHITE TERRIER (WESTIE)</b></p>	<ol style="list-style-type: none"><li>1. Small dog (10–11 inches)</li><li>2. Short white hair</li><li>3. Erect ears, medium tail</li><li>4. Hunts down tunnels</li></ol>
 <p><b>BICHON FRISE</b></p>	<ol style="list-style-type: none"><li>1. Small dog (9–12 inches)</li><li>2. Curly white hair, needs special trimming</li><li>3. Drop ears, curled tail</li><li>4. Bred to be a companion</li></ol>

**CHOOSING A TYPE AND BREED OF DOG**

**DOG CARE AND TRAINING, LEVEL I**

**Member Handout #1, Matching Games—Dog Breeds and Descriptions, *continued***

 <p><b>MINIATURE POODLE</b></p>	<ol style="list-style-type: none"><li>1. Medium dog (10–15 inches)</li><li>2. Curly hair, needs special trimming</li><li>3. Drop ears</li><li>4. Very smart, used to be a hunting dog</li></ol>
 <p><b>POMERANIAN</b></p>	<ol style="list-style-type: none"><li>1. Toy size dog (3–7 pounds)</li><li>2. Long hair, needs brushing</li><li>3. Erect ears, curled tail, short body</li><li>4. Larger sizes were sled dogs or Arctic hunting dogs</li></ol>
 <p><b>SHETLAND SHEEPDOG (SHELTIE)</b></p>	<ol style="list-style-type: none"><li>1. Medium dog (13–16 inches)</li><li>2. Long hair, needs brushing</li><li>3. Semi prick ears, long tail</li><li>4. Sheep herder</li></ol>
 <p><b>COCKER SPANIEL</b></p>	<ol style="list-style-type: none"><li>1. Medium dog (13–16 inches)</li><li>2. Long hair, needs haircuts</li><li>3. Long ears, short tail</li><li>4. Hunting dog but mostly good friend</li></ol>
 <p><b>DACHSHUND</b></p>	<ol style="list-style-type: none"><li>1. Small dog (5–10 inches)</li><li>2. Usually short hair</li><li>3. Long ears, long tail, long body</li><li>4. Hunts down tunnels</li></ol>

**CHOOSING A TYPE AND BREED OF DOG**

**DOG CARE AND TRAINING, LEVEL I**

**Leader's Key, Member Handout #1, Matching Games—Dog Breeds and Descriptions**

<ol style="list-style-type: none"> <li>1. Medium dog (12–15 inches)</li> <li>2. Short hair</li> <li>3. Long ears and tail</li> <li>4. Rabbit hunter</li> </ol> <p style="text-align: right;"><b>BEAGLE</b></p>	<ol style="list-style-type: none"> <li>1. Medium dog (10–15 inches)</li> <li>2. Curly hair, needs special trimming</li> <li>3. Drop ears</li> <li>4. Very smart, used to be a hunting dog</li> </ol> <p style="text-align: right;"><b>MINIATURE POODLE</b></p>
<ol style="list-style-type: none"> <li>1. Large dog (20–25 inches)</li> <li>2. Medium length hair, gold color</li> <li>3. Short ear, long tail</li> <li>4. Hunting dog—loves water</li> </ol> <p style="text-align: right;"><b>GOLDEN RETRIEVER</b></p>	<ol style="list-style-type: none"> <li>1. Toy size dog (3–7 pounds)</li> <li>2. Long hair, needs brushing</li> <li>3. Erect ears, curled tail, short body</li> <li>4. Larger sizes were sled dogs or Arctic hunting dogs</li> </ol> <p style="text-align: right;"><b>POMERANIAN</b></p>
<ol style="list-style-type: none"> <li>1. Large dog (22–25 inches)</li> <li>2. Short hair, yellow, brown or black</li> <li>3. Short ears, long tail</li> <li>4. Hunting dog—loves water</li> </ol> <p style="text-align: right;"><b>LABRADOR RETRIEVER</b></p>	<ol style="list-style-type: none"> <li>1. Medium dog (13–16 inches)</li> <li>2. Long hair, needs brushing</li> <li>3. Semi prick ears, long tail</li> <li>4. Sheep herder</li> </ol> <p style="text-align: right;"><b>SHETLAND SHEEPDOG (SHELTYE)</b></p>
<ol style="list-style-type: none"> <li>1. Small dog (10–11 inches)</li> <li>2. Short white hair</li> <li>3. Erect ears, medium tail</li> <li>4. Hunts down tunnels</li> </ol> <p style="text-align: right;"><b>WEST HIGHLAND WHITE TERRIER (WESTIE)</b></p>	<ol style="list-style-type: none"> <li>1. Medium dog (13–16 inches)</li> <li>2. Long hair, needs haircuts</li> <li>3. Long ears, short tail</li> <li>4. Hunting dog but mostly good friend</li> </ol> <p style="text-align: right;"><b>COCKER SPANIEL</b></p>
<ol style="list-style-type: none"> <li>1. Small dog (9–12 inches)</li> <li>2. Curly white hair, needs special trimming</li> <li>3. Drop ears, curled tail</li> <li>4. Bred to be a companion</li> </ol> <p style="text-align: right;"><b>BICHON FRISE</b></p>	<ol style="list-style-type: none"> <li>1. Small dog (5–10 inches)</li> <li>2. Usually short hair</li> <li>3. Long ears, long tail, long body</li> <li>4. Hunts down tunnels</li> </ol> <p style="text-align: right;"><b>DACHSHUND</b></p>

## **CHOOSING A TYPE AND BREED OF DOG**

### **DOG CARE AND TRAINING, LEVEL I**

#### **Member Handout #2, Dog Problem Stories**

Many times the reasons people have for not wanting to keep their dog are not the dog's fault. It may be the way the dog was born or it may be that the dog was not trained. Decide what the problem is in each of these stories.

1. Shadow is a two-year-old Shetland Sheepdog (Sheltie). The Smiths loved playing with her when she was a puppy but since she has grown up they don't like to have her in the house because her long hair sheds and gets all over. The Smiths are too busy to keep her brushed so she wouldn't shed so much. Since she now spends most of her time in the backyard her coat has become matted and she smells. The Smiths are looking for a new home for Shadow.
2. Champ, a West Highland White Terrier (Westie), was not housetrained. No matter how often the Browns yelled at him for urinating in the house and spanked him with a newspaper he just would not learn. Soon they quit letting him in the house. Champ is a lonely dog now.
3. Now Champ (the West Highland White Terrier) is finding ways to keep himself busy. He barks a lot which is causing the neighbors to complain and is really digging up the yard. The Browns are looking for a new home for Champ.
4. Mr. Jones gets very irritated at Lucky, the Pomeranian. He complains that she is always underfoot. "I don't know why we didn't get a bigger dog that I could take jogging," he says.
5. Goldie, the Golden Retriever, is always excited to see his family at the end of the day. He jumps up and tries to lick their faces. One day he knocked Wendy, the little girl, down and made her cry. "That dog has got to go!" exclaimed Wendy's mother.
6. "Fleas again!" complained Mrs. Case. "No matter how many times we have Spot get a flea dip we get fleas in the house. I guess we will have fleas as long as we have a dog."

**CHOOSING A TYPE AND BREED OF DOG**  
**DOG CARE AND TRAINING, LEVEL I**  
**Activity Sheet #1, Family Questionnaire**

Your Name: \_\_\_\_\_

Before you bring a dog into your family you should consider everyone's opinions. Interview your family to find out their opinions.

Name \_\_\_\_\_

Do you think we should get a dog?

Yes  No

How big of a dog should we get? \_\_\_\_\_

\_\_\_\_\_

Should the dog have long or short hair?

Long  Short

Name \_\_\_\_\_

Do you think we should get a dog?

Yes  No

How big of a dog should we get? \_\_\_\_\_

\_\_\_\_\_

Should the dog have long or short hair?

Long  Short

Name \_\_\_\_\_

Do you think we should get a dog?

Yes  No

How big of a dog should we get? \_\_\_\_\_

\_\_\_\_\_

Should the dog have long or short hair?

Long  Short

Name \_\_\_\_\_

Do you think we should get a dog?

Yes  No

How big of a dog should we get? \_\_\_\_\_

\_\_\_\_\_

Should the dog have long or short hair?

Long  Short

**Questions to discuss with your family:**

1. Where will the dog sleep?
2. How can we keep the dog from running away?
3. Who will feed the dog?
4. Who will brush the dog and trim its nails?
5. Who will clean up messes in the house?
6. Who will pick up messes in the yard?
7. Who will pay for the dog food?

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## CHOOSING A TYPE AND BREED OF DOG

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# Where Do I Get a Dog?

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Considerations when choosing a dog

#### **ABOUT THEMSELVES:**

- To make decisions based on information

#### **Materials Needed:**

- Marker board or chalk board (optional)
- A stuffed dog
- Activity Sheet #2, Dog's I Know
- Member Handout #3, Purchasing a Dog—Role Plays

#### **ACTIVITY TIME NEEDED: 60 MINUTES**

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### **ACTIVITY**

Now that you have considered the kind and size of dog you want to get, there are still other decisions. These include: male or female; purebred or mixed breed; puppy, young dog, adult; and where to get the dog.

#### **MALE OR FEMALE?**

Males may be a little larger than females. They will usually want to roam more and may be hard to control when they are around a female in season. Males urinate to mark their territory - sometimes in the house. Long-haired dogs may be harder to keep clean as they urinate on themselves when they lift their leg. However, most of these problems are eliminated when you have your male dog neutered and he will be healthier, too. You will also not be adding to the problem of unwanted dogs.

Females will usually come into season twice a year. Each season will last about one month. During this time you will need to keep her shut up so she doesn't become pregnant. She will also leave blood spots all over the house so you'll need to have her wear a diaper, keep her in a crate, or keep her outside. You may not compete in 4-H dog events while she is in season and may not be allowed to bring her to training class. All of these problems are solved when you have her spayed, plus she will be healthier and you will not be adding to the problem of unwanted dogs.

One other consideration when choosing the sex of your dog is that often two

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### **Leader Notes**

If a board is available write the questions, male or female?, mixed breed or purebred?, etc. Then mark the number of members deciding each choice. Include a column for undecided or "makes no difference."

Technically, a female is a bitch and a male is a dog. This is the terminology used by the American Kennel Club. However, both the United Kennel Club and the Canadian Kennel Club designate the sexes as male and female which you may decide are more appropriate terms to use, especially in the company of non-dog-oriented people.

When the members discuss their choice of male or female they may choose female so they can breed her. Aside from the tremendous responsibility of breeding puppies and the fact that thousands of unwanted dogs are euthanized every

## Leader Notes

year, the years of companionship with a dog should be of more consideration than her productivity as a breeder.

It is a myth that mixed breed dogs are healthier than purebred dogs. Provided that the purebred dog is from a reputable breeder who carefully screens the dogs he or she breeds, the purebred dogs should be healthier.

It is also a myth that purebred dogs are smarter or mixed breed dogs are smarter. The type of "smart" that a dog is will differ according to breed or mix of breeds but neither purebred or mixed breed should be considered smarter. Sporting, herding and working breeds which have been bred for years to work closely with people may be more trainable than hounds and terriers which have been bred to work independently.

Although puppies are so appealing and often the first choice when choosing a new dog, they do need lots of attention and early training to become the best dog they have the potential to become. In many situations getting a puppy is just not fair to the puppy or the family.

People may think that an older dog will not bond to the family. Except in very rare cases this is not true. Consider the dogs that are raised by one family and then trained to be a service dog for a blind or physically handicapped person. Few would question the devotion of these dogs.

## ACTIVITY

dogs of opposite sexes will get along better than two dogs of the same sex. Do you already have a dog that your new dog will need to get along with?

Which sex would you prefer, male or female? Why?

### **PUREBRED OR MIXED BREED?**

Purebred dogs have parents both of the same breed. To be sure the dog is purebred you should get registration papers when you get the dog. If the dog is a purebred puppy you will know what it will look like when it grows up and can tell pretty much how it will behave. Purebred dogs will cost more. You can register a purebred dog and show it in American Kennel Club obedience and agility trials.

Mixed breed dogs have parents of different breeds or of unknown breeds. You will not know what your puppy will look or act like when it grows up. Mixed breeds come in all sizes, colors, and coat lengths. You will have a dog like no other. Mixed breed dogs can do everything purebred dogs can except show in American Kennel Club events. Mixed breeds can be in all 4-H activities. Mixed breeds are usually free or inexpensive and if you get a mixed breed dog you are probably saving that dog's life!

Would you choose a purebred or mixed breed dog? Why?

### **PUPPY, YOUNG DOG, OR ADULT?**

A puppy can be a lot of fun but it is also a lot of work. The puppy stage lasts until about 4-5 months. During this time the puppy needs a lot of attention and training and should not be left alone for more than 4 hours at a time. Many families have a lot of love to give a dog but don't have the time for a puppy.

A young dog doesn't need as much time as a puppy but may not be fully trained when you get it. You will need patience but can start teaching it things right away. If it isn't already housetrained it will be old enough to be housetrained now. Its shots should give it enough protection so that you can take it out without worrying about diseases.

An adult dog is ready for your love but usually won't need as much of your time as a puppy or young dog. You will know what its adult temperament will be like. If you get a dog as an adult you are very likely saving its life.

Would you chose a puppy, young dog, or an adult dog? Why?

### **WHERE TO GET A DOG:**

**Shelter or Humane Society:** You can find mostly mixed breeds but also some purebred dogs, puppies, young dogs and adults at a shelter. In some cases you may be saving a dog's life by adopting it from a shelter (some shelters are no-kill). These dogs are usually low-cost but shelters should require that the adopted dogs are spayed or neutered.

## ACTIVITY

**Pet Store:** Pet stores have mostly purebred puppies. Most pet stores ship in puppies and you will not know how the puppies were raised before they came to the store. Often this is the most expensive place to get a dog.

**Friends:** A friend may have a dog or a puppy who needs a home. When you get a dog from a friend you will know how the dog or puppy was raised and, if it is a puppy, you will know what the parents are like.

**Breeders:** This can be a good place to get a dog. They will have purebred dogs of one or two breeds but will not always have puppies or dogs for sale. You may be placed on a waiting list as they do not want to breed puppies unless they are sure there are homes for them. A good breeder will always be trying to raise dogs that are better than the parents and they are concerned about what happens to the dogs they sell. They will ask you questions to be sure you are the right family for the dog you buy and will give you advice on raising the dog.

**Breed Rescue:** Many breeds have a rescue program. People who love the breed rescue unwanted dogs of that breed and usually care for them in their homes until a new home can be found. These dogs are usually adults and have been trained. You may be asked questions to make sure you are the right family for the dog you buy.

## PURCHASING A DOG

Now that you have some ideas of what kind of a dog you'd like to get, let's pretend that you are going to buy one.

## DIALOGUE FOR CRITICAL THINKING:

### Share:

1. Which role play did you do?
2. How did you feel when pretending to buy a dog?

### Process:

3. What are some of the choices you will need to make when you decide to get a dog?
4. Why does it make a difference if your dog is purebred or mixed breed?
5. Why does it make a difference where you purchase a dog?

### Generalize:

6. How can having information about different choices help you to make a decision?
7. How can you get information about different choices?

## Leader Notes

An important concept to develop here is that buying a dog should never be an impulse purchase. Many pet shops count on the impulse purchase—after all, it is hard to resist cute puppies and they have several (or many) breeds to choose from. Sometimes purchasing from friends is also impulse-based. It can be hard to go home without a puppy when you visit a friend's litter, especially if you had already been considering getting a dog. Getting a dog from a shelter or Humane Society can be an impulse purchase but people generally have decided that they want a dog before visiting a shelter. If you find the dog you want on your first visit you may need to decide to get it right away since some shelters are required to euthanize dogs that have been in the shelter a specified time. This may not allow time to consider the purchase. Getting a dog from a breeder or a breed rescue program will usually mean waiting for a dog to be born or for one to be rescued but the waiting period will allow for second thoughts and to properly prepare for the new dog.

Pass out Member Handout #3, Purchasing a Dog.—Role Plays.

This will be a role playing activity. If possible, have some older members take the role of dog seller. If older members are not available, you or another adult should take the role of dog seller. You may decide to have two members role play each situation as a team to allow for greater participation or to give a member more confidence. If stuffed dogs are available use them as props for the activity. The scripts are intended to get each play off to a start. The dialogue may be ad-libbed.

When the role playing activity is completed, or after each segment, talk about what was portrayed.

**Leader Notes**

**ACTIVITY**

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**Apply:**

8. What is a decision you've made recently? Did you have enough information to help you make your decision?

Give each member Activity Sheet, #2,  
Dogs I Know.

**GOING FURTHER:**

1. Interview the owners of several dogs you know. Complete the interview sheets and report back on your findings at the next meeting.
2. Read classified ads in newspaper for available dogs.
3. Visit Humane Society or shelter for dog prospects.

**REFERENCES:**

Author:

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS Kennel Club

James P. Adams, Extension Specialist, 4-H and Youth Programs, Kansas State University

Reviewed by:

Dog Care and Training Design Team

**WHERE DO I GET A DOG?**  
**DOG CARE AND TRAINING, LEVEL I**  
**Activity Sheet #2, Dogs I Know**

Interviews conducted by \_\_\_\_\_ Date \_\_\_\_\_

Dogs' name \_\_\_\_\_

Owned by \_\_\_\_\_

Male  Female

Purebred (What breed?) \_\_\_\_\_

Mixed Breed (What breeds, if known?) \_\_\_\_\_

Age of dog when you got it?

- Puppy (under 12 weeks)     Adult (1 year or more)  
 Young Dog (12 weeks to under 1 year)

Where did you get this dog?

- Shelter/Humane Society     Breeder  
 Pet Shop     Rescue  
 Friends     Other

Dogs' name \_\_\_\_\_

Owned by \_\_\_\_\_

Male  Female

Purebred (What breed?) \_\_\_\_\_

Mixed Breed (What breeds, if known?) \_\_\_\_\_

Age of dog when you got it?

- Puppy (under 12 weeks)     Adult (1 year or more)  
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Male  Female

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Dogs' name \_\_\_\_\_

Owned by \_\_\_\_\_

Male  Female

Purebred (What breed?) \_\_\_\_\_

Mixed Breed (What breeds, if known?) \_\_\_\_\_

Age of dog when you got it?

- Puppy (under 12 weeks)     Adult (1 year or more)  
 Young Dog (12 weeks to under 1 year)

Where did you get this dog?

- Shelter/Humane Society     Breeder  
 Pet Shop     Rescue  
 Friends     Other

## WHERE DO I GET A DOG?

### DOG CARE AND TRAINING, LEVEL I

#### Member Handout #3, Purchasing a Dog—Role Plays

In each role play the member has been studying dogs and has decided that a beagle would be the perfect dog. It has short hair, is small but big enough to go on long walks and to play in the snow, and the ones at the local dog show were very friendly. Price is not a problem since a rich aunt promised to buy whatever dog is chosen. It does not matter if it is male or female. The part of the member includes a decision that must be made. Make up the words for the choice made.

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#### Play 1

**Setting**—at the mall in the store, Puppies Are Us

**Clerk:** Can I show you a puppy? This one is very cuddly.

**Member:** Well, I 'm looking for a beagle.

*(The store does not have any beagles)*

**Clerk:** How about this sheltie pup? It has a champion pedigree. It will be the same size as a beagle. It looks like it really likes you. *(The Clerk continues to try to convince the 4-H member to change to the sheltie pup.)*

**Member:** *(Decide if you will change your mind or if you will walk out of the store without a dog.)*

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#### Play 2:

**Setting**—the animal shelter.

**Worker:** Can I help you?

**Member:** I'm looking for a beagle puppy to adopt.

**Worker:** We had an adult beagle in last week but it has been adopted. There are some very cute puppies in that cage over there that we think are part beagle.

**Member:** Where did they come from?

**Worker:** They were left in a box behind the gas station down the street. They're about five weeks old.

**Member:** They do look like beagles. Any idea how big they will be?

**Worker:** Well, judging from the size of their feet, I'd guess that they'll grow up to be about the size of a purebred beagle.

**Member:** *(You may ask more questions. Then you will need to decide if you will adopt a beagle mix puppy or leave the shelter without a dog.)*

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#### Play 3

**Setting**—At a friend's house.

**Friend:** Come in and see Annie's puppies. She had eight, seven boys and 1 girl!

**Member:** What kind are they?

**Friend:** Annie is a Cock-a-Poo and we think the father is a beagle. You can pick them up.

**4-H:** Which one is the girl?

**Friend:** It's the white one with the brown spots and curly hair.

**Member:** That one over there is cute.

**Friend:** He was the runt of the litter. We call him Tiny. He looks like the beagle we think is the father. Here, you can hold him.

## WHERE DO I GET A DOG?

### DOG CARE AND TRAINING, LEVEL I

#### Member Handout #3, Purchasing a Dog—Role Plays, *continued*

**Member:** He looks like a beagle except for the curly hair on his ears.

**Friend:** You can have him if you want him. My mom says we can keep one and I want the all-black one. They are six weeks old and eating dog food so you could take him now.

**Member:** *(Decide if you will take the puppy today, or later, or not at all. Think of a way to tell your friend your decision.)*

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#### Play 4

**Setting**—At the kennel of a beagle breeder.

**Member:** My name is \_\_\_\_\_, and my mom called about seeing some of your beagles.

**Breeder:** Well, as I told her over the phone, I don't have any puppies right now. We should have two litters in about a month. Most of those are already sold.

**Member:** Could you put me on the waiting list?

**Breeder:** Maybe. Are you sure that you want a beagle? Would you like to see some of the older dogs?

**Member:** Sure.

**Breeder:** Actually, I have two older dogs that need good homes. I was going to show them but one's teeth are not quite right and the other one got its tail caught in a door and it didn't heal straight. If you're interested in getting a beagle you do need to know that they like to run after rabbits. Do you have a plan to keep a beagle from running away?

**Member:** *(Tell what you would do)*

**Breeder:** Have you had a dog before? What happened to it?

**Member:** *(answer)*

**Breeder:** How does the rest of your family feel about getting a beagle?

**Member:** *(answer)*

**Breeder:** What would happen to the dog while you're in school?

**4-H Member:** *(answer)*

**Breeder:** It sounds like you have given some thought to getting a beagle. I think you'd be happy with one of these older dogs. One is a male and he is 1 year old and one is a female, 9 months old. Or I could put you on the waiting list for a puppy. You would need to pay part of the price for a puppy now, though, for me to save one for you. Or, I could give you the names of two other breeders that I would recommend in the state who may have puppies right now.

**Member:** *(Decide if you will buy one of the older dogs, go on the waiting list for a puppy, ask to think about it and visit again, or not get a dog from this breeder. You may ask more questions.)*





# Beginning to Set Goals in Your Dog Care and Training Project

*Dog Care and Training, Level I*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- How to set project goals

### ABOUT THEMSELVES:

- The importance of setting goals

### Materials Needed:

- Chalkboard or flip chart
- Dog Care and Training Member Guide and Annual Report (MG-36)
- Member Handout #4, Learning Topics

**ACTIVITY TIME NEEDED:** 30 MINUTES

## ACTIVITY

Each year you will set several goals to accomplish during the project year. Goals help you get where you want to go.

If this is your first year, you may want to have just one goal to select your project dog. Remember that before you select a dog, you must make several decisions covered in the first two lessons.

List one or two goals (MAP Step 1) on page 2 for this project year.

Breaking a goal into steps (MAP Step 2) helps you better understand the action needed to make that goal a reality. Some goals have many steps, some have few.

With each step you need to set a deadline (MAP Step 3). Deadlines are when you expect to have that step of your goal done. As you meet the deadline you set for each step, you need to use an energizer (MAP Step 4). Energizers encourage you to move toward your goals by offering a small reward for meeting your deadline.

Now complete MAP Steps 6 to 7. You have set your goals for Year 1 of your Dog Care and Training project.

## Leader Notes

Put participants into groups of three or four. Mix new project members with youth who have had some experience with dog care and training or other animal projects. Hand out Member Guide and Annual Report (MG-36) plus Member Handout #4, Learning Topics. Let them help each other decide what their goals for the year will be.

Allow time for them to share their goals with a project friend and sign each other's MAP Worksheets.

**Leader Notes**

**ACTIVITY**

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**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What is your first goal for the project year?
2. What goal do you like best? Why?

**Process:**

3. Why are these goals important?
4. Why is it important to set goals?

**Generalize:**

5. What are the advantages of working in a group when setting goals?

**Apply:**

6. What other groups have you worked in where you needed to set goals to help you make a decision?

**GOING FURTHER:**

1. Use the goal setting process to set group goals.

**REFERENCES:**

Author:

James P. Adams, Extension Specialist, 4-H and Youth Programs, Kansas State University

Reviewed by:

Dog Care and Training Design Team

**BEGINNING TO SET GOALS IN THE DOG CARE AND TRAINING PROJECT**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #4, Learning Topics**

Place a check mark next to five of the most interesting topics you would like to learn about in your Dog Care and Training Project.

- Where Do I Keep My dog?
- Attention Training
- Muzzles and Flews - Dog parts
- Pre-Novice Obedience Lessons
- House Manners for Your Dog
- Your Best Friend
- Feeding Your Dog
- Selecting Dog Equipment
- Have Dog - Will Travel
- Basic Grooming
- Introduction to Showmanship
- Handling the Lead
- Showmanship Training Patterns
- Posing the Dog for Individual Examination
- Preparing for the Show

**Think Back:**

Please write one or two things you have learned about dogs to far. What is something you have learned about yourself while studying dogs?

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BEGINNING TO SET GOALS IN YOUR DOG CARE AND TRAINING PROJECT

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# Where Do I Keep My Dog?

*Dog Care and Training, Level I*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- How to provide housing for your dog

### ABOUT THEMSELVES:

- How to plan ahead to meet needs

### Materials needed:

- Dog crates of several types and sizes (if available)
- Stuffed dog(s)
- Catalogs from dog supply companies
- Paper, pencils, markers, scissors, glue
- Member Handout #5, Sample Dog House Plan

### ACTIVITY TIME NEEDED: 45 MINUTES

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## ACTIVITY

Where will your dog live? The best place for a dog to live is in the house with your family. Sometimes, however, it is necessary for your dog to live outside. One reason to keep a dog outside is when someone in your family has allergies to dogs.

**Outside:** If your dog will be living outside it will need a weatherproof house. If you get a dog that has been kept indoors or get a puppy in the late fall or winter it will need to stay inside until the weather gets warmer. Don't keep a dog outside in the cold weather if it has been used to staying inside a warm house. If you have a good warm dog house many dogs can stay outside if they get used to it gradually. If your dog is kept outside you will need to make a special effort to give it lots of attention. Dogs are social animals and you need to provide the companionship they would get from their pack.

What are some characteristics of a dog (or breed) that would enable it to adapt to living outside? What are some characteristics of a dog (or breed) that would make it less able to live outside?

**Inside:** Your dog will need an accident-proof place to stay until it is housebroken. Plan to keep it in a small area where the floor is easily cleaned. This may mean blocking off a corner of a laundry room or kitchen. This area should be where it can be part of the family. A dog crate is very helpful for training your dog. It should be large enough to be

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## Leader Notes

Note: Consider the type and breed of dog as to best location. Some breeds must be kept outside, while others are strictly house dogs. Have members make a list of "Inside" and "Outside" dogs.

## Leader Notes

## ACTIVITY

a bedroom but not so large that it is a bedroom and a bathroom! Your dog should not be left in the crate for more than 4 hours at a time during the day—how long can you last without going to the bathroom? Once your dog is completely housetrained you may decide to get a special dog bed and to let it sleep in other places. Many people like to have their dog sleep in their bedroom, but letting your dog sleep on your bed may lead to problems. A dog that sleeps on your bed may feel that it is in charge of you, that it is the boss. Also, if your dog should get fleas or ticks it may leave them in your bed. Not only may you get fleas, you will have to clean and spray your bedding as well as your dog's bedding.

**Your yard:** You should have an escape-proof fenced yard for your dog. Another choice is to have a smaller area fenced in for a dog run. This can be a good choice for a dog that lives outdoors and also for dogs that climb fences. A dog run can be fenced over the top for a dog that tries to climb out. Your dog should not be tied out for long periods of time. A dog left tied without supervision is in danger from other dogs attacking it or teasing it. They can get their chain tangled and not be able to get to shade or water. Dogs tied out often become problem barkers and diggers. Some people, those who live in apartments for example, keep dogs without having a yard for them. These people must be very committed to walking their dog two to four times every day (more often with puppies) for the dog's exercise and time to relieve itself.

**Doghouses:** Big enough for your adult dog to stand up and turn around in. Should be insulated against cold and heat and waterproof. The roof should be sloping. The floor needs to be raised off of the ground for air circulation in the summer. A door flap is needed in the winter. The house should be placed out of the summer sun and turned so the door is facing away from winds. You will need to be able to open the house to clean and disinfect it. Hay or straw will provide warm bedding in the winter—a thin layer will do in the summer.

**Dog Run:** A dog run will keep your dog safe. You will need to be able to go into it easily to clean it out daily. The ideal surface is concrete which is easily cleaned off. Gravel is the second best choice. It is important that your dog is not left in the mud! There also needs to be shade for the dog.

**Dog Crate:** For almost every dog a crate is an invaluable tool. If your dog stays in the house the crate is a safe place for it when you can't watch it. It will help in housetraining your dog since dogs will avoid relieving themselves in their den. If you have guests who don't like dogs or have little children, your dog can stay in the crate. If you travel with your dog, a crate is a safe way for your dog to ride (just like a carseat is a safe way for an infant to ride). If you stay at a motel your dog will be more welcome if you bring a crate. If your dog has to stay at the veterinary hospital it will be more at ease if it is comfortable staying in a crate. There are three main types of crates: plastic, wire, and fabric. Let's look at these kinds of crates.

Pass out Member Handout #5, Sample Dog House Plan.

**Dog Crates:** Try to have examples of different sizes and types of dog crates. A crate should be large enough for the dog to lie down. Use the stuffed dog as an example of size. Most likely the crate will be too large for your stuffed dog.

## ACTIVITY

1. Which would give your dog the most protection: when riding in the car? from small children’s fingers? from insects?
2. Which would keep your dog the coolest? (Never leave a dog in a crate in the hot sun!) the warmest?
3. Which is the lightest to carry?
4. Why would you not want a plastic crate? a wire crate? a fabric crate?

**Dog Bed:** A dog bed gives your dog a place of its own, especially if you do not have a crate set up all of the time. It needs to be washable or have a washable cover. It also needs to be made of something that your dog won’t chew. Decide where you want your dog to sleep. It should be out of drafts, away from heat like a furnace or fireplace, and out of the path of traffic so you won’t have to step around the dog when it is in bed. You will be able to train your dog to “go to bed” on command.

## DIALOGUE FOR CRITICAL THINKING:

### Share

1. Where do you keep your dog? Why?
2. Do you use or plan to use a crate? What type do you use? Why?

### Process

3. Why would the things shown in your picture be good choices for your dog?
4. What are reasons to have your dog stay outside?
5. When and why are dog runs important?
6. What other considerations did you think about when deciding on housing for your dog?

### Generalize

7. When was the last time you had to plan before making a purchase?
8. What things did you have to think about before making the purchase?

### Apply

9. What major decisions will your family have to plan for in the future? Why?

## GOING FURTHER:

1. Visit a neighbor or dog breeder to view their dog housing.

## Leader Notes

Answers to questions:

1. The plastic crate is safest for travel. The fabric crate is finger-proof and insect-proof. A plastic crate is the second-best choice to keep fingers out of your dog’s mouth.
2. Wire and fabric are the coolest crates due to good ventilation. The plastic crate, which is more enclosed, will be warmer.
3. Fabric crates are the lightest and most compact to carry. Plastic crates are not heavy but are very bulky and awkward. Wire crates fold down to a compact size but are heavy.
4. Generally, if only one crate will be purchased, the plastic is the best. A drawback to the fabric crate is that some dogs will attempt to chew their way out. The fabric crate may also be more difficult to clean.

Have member create on a sheet of paper a design for their dog’s housing. They can draw their yard, doghouse, dog run, crate, dog bed (and areas where the crate and bed will be located). If you have product catalogs the members could cut out pictures of the doghouse, crate, and dog bed they would choose for their dog. These could be pasted onto their drawing. When they have finished they can tell the others what they have chosen and why it is a good choice for their dog. Put the design sheet in their record book.

**Leader Notes**

**ACTIVITY**

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**REFERENCES:**

Charles R. Self. "Making Pet Houses, Carriers and Other Projects."  
c1991.

Author:

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS Kennel  
Club

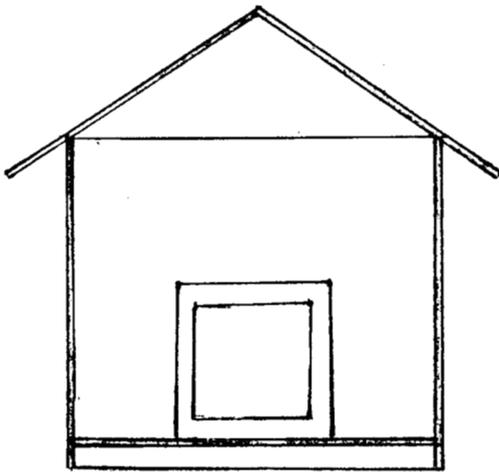
James P. Adams, Extension Specialist, 4-H and Youth Programs, Kansas  
State University

Reviewed by:

Dog Care and Training Design Team

**WHERE DO I KEEP MY DOG?**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #5, Sample Dog House Plan**

Front View

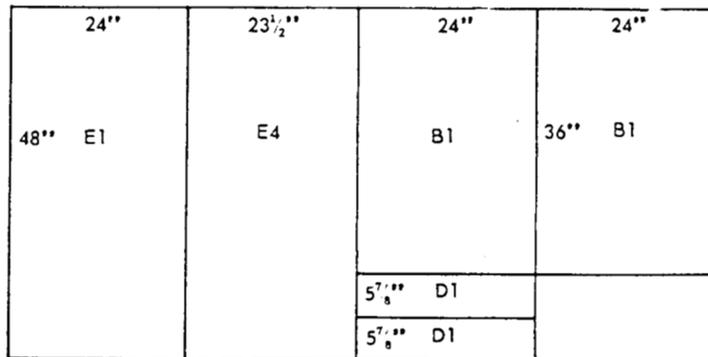
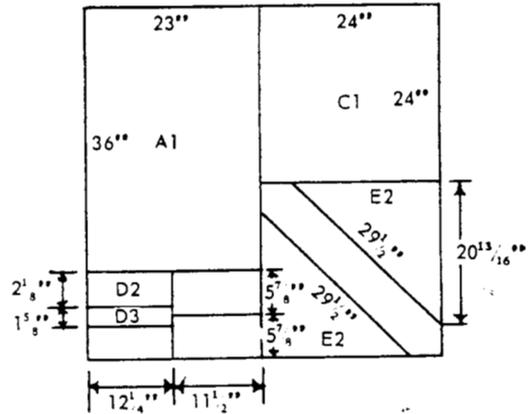


**MATERIALS:**

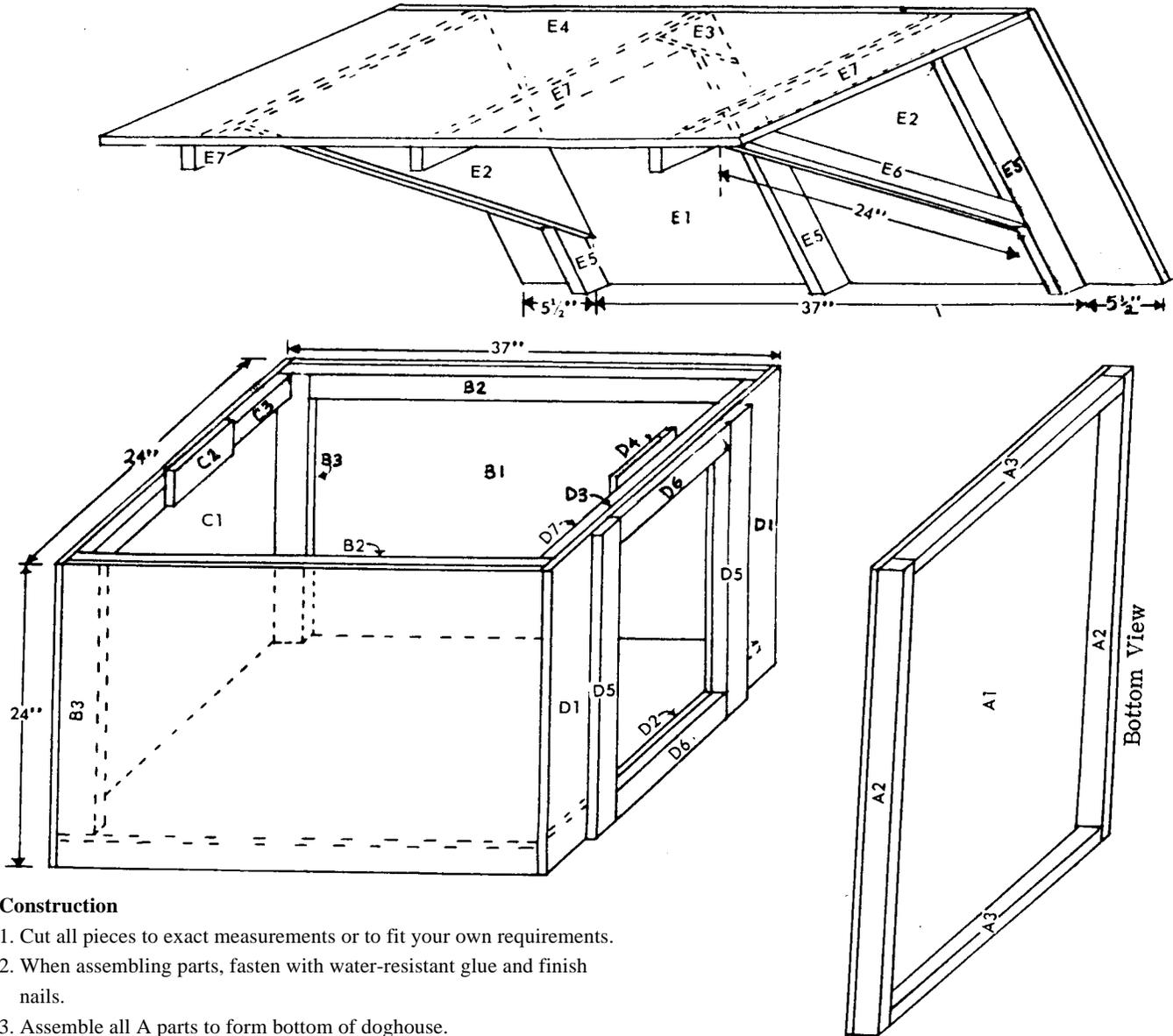
- 1 pc 4' x 8' x 1/2" exterior grade fir plywood
- 1 pc 4' x 4' x 1/2" exterior grade fir plywood
- 5 pc 1" x 2" x 10' pine s4s
- (Parts Identification...over...)

**PARTS IDENTIFICATION:**

- A2 - 1" x 2" x 36" (2)
- A3 - 1" x 2" x 21 1/2" (2)
- B2 - 1" x 2" x 32 3/4" (2)
- B3 - 1" x 2" x 21 7/8" (4)
- C3 - 1" x 2" x 21 1/2" (1)
- D5 - 1" x 2" x 23 1/2" (2)
- D6 - 1" x 2" x 12 1/4" (2)
- D7 - 1" x 2" x 21 1/2" (1)
- E5 - 1" x 2" x 23 1/2" (3)
- E6 - 1" x 2" x 24" (2)
- E7 - 1" x 2" x 21 7/8" (3)



**WHERE DO I KEEP MY DOG?**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #5, Sample Dog House Plan**



**Construction**

1. Cut all pieces to exact measurements or to fit your own requirements.
2. When assembling parts, fasten with water-resistant glue and finish nails.
3. Assemble all A parts to form bottom of doghouse.
4. Assemble all B parts to form the sides of the house.
5. Assemble all C parts to form the back of the house.
6. Fasten the sides to the bottom.
7. Fasten the back to the bottom and sides.
8. Fasten the D parts to the sides and bottom in the following order: D7, D1's, D2, D3, D5's, D6's, D4.
9. Assemble the E parts to form the detachable roof. Note that the rafters meet at right angles at the peak of the roof, and that pieces E6 are cut at a 45 degree angle.
10. The roof is held in place by cleats C2 and D4, and should be left loose to permit easy removal when cleaning or painting the house.

11. Round off exposed edges of plywood to prevent splintering, and sand all joints to a smooth finish.



## **Attention Training**

### *Dog Care and Training, Level I*

#### **What Members Will Learn . . .**

##### **ABOUT THE PROJECT:**

- How to keep their dog's attention focused on them.
- How to turn their dog "On" and "Off"

##### **ABOUT THEMSELVES:**

- Patience
- Importance of concentration
- Importance of repetition and detail

##### **Materials Needed:**

- A well-trained dog that demonstrates attention to its handler. At least three different types of collars, i.e. buckle, fabric choke, chain choke, pinch/prong, that fit the demo dog and that the dog has become accustomed to.
- Each member needs to have their dog equipped with a well-fitting obedience training collar and lead.

**ACTIVITY TIME NEEDED:** 45 TO 60 MINUTES

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## **ACTIVITY**

## **Leader Notes**

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Without a doubt the biggest mistake that is made today in training classes is that the first things dogs are taught is to heel, sit, down and come. Then, months later, when the member expresses a desire to show and compete with the dog, they come to the unanimous conclusion that they had better get the dog's attention! Showmanship cannot be accomplished without the dog's attention. Proper heeling in obedience cannot be done without the dog's attention. So, it is strongly recommended that you have the dog's attention BEFORE you even attempt to teach the dog to heel.

The more attention the handler has from the dog, the easier it is to train the dog and the better it will perform. You can teach the dog attention with gimmicks but in the long run it must be enforced with correction. If every aspect of training is done with the dog's attention it passes back up the lead to having a very accomplished and confident handler.

None of us—humans or dogs—work all the time. We all like to play and relax. In order for the dog to become reliable and accurate in obeying our commands the dog must give us its undivided attention. It is not fair for us to demand such concentration from the dog for long periods of time.

**Leader Notes****ACTIVITY**

So, we have to create an “On” and “Off” switch which lets the dog know when it is working and when it is not. It is very important that the handler know when the dog is on a command and make sure to enforce the command.

We have all observed handlers at shows or at practice turn to their dog and say “Heel” and then proceed to walk leisurely toward the bathroom, water fountain or friends while the dog ranges back and forth at the end of a six-foot leash lagging, sniffing and goofing off. Did the handler really mean “heel” or maybe he meant “Let’s go over here”? “Heel” should mean only one thing to the dog and that would be “Walk at my left side dog of mine.”

Think about what you say and only say what you mean, and then enforce. If your dog jumps up on you, do you say “Get Down”? Do you really mean “down” (as in lay “down” on the floor) or would “Off” have been more appropriate? When you leave your house, do you turn to your dog and say, “Now you Stay home, honey”? Is that the same “Stay” command that you will use in the ring? How is the dog going to know the difference?

**“OFF” Switch Command**

Let’s teach the “Off” switch command with a demo dog first. With the demo dog in a sit or stand at your left side give the command “Okay” or “Free,” throw your hand up over your head and yell, cheer, laugh and play with your dog in a friendly loving manner. Throwing your hands up over your head draws the dog’s attention toward your face. Encourage the dog to come toward you for Praise. Praise loudly for about 10 seconds then gradually calm the dog and demonstrate the “Off” switch. Command “Okay” or “Free” again followed by about 10 seconds of Praise.

This “Off” switch command will be very easy to teach and the handlers will be proud of themselves and their dogs for learning so quickly. The handlers will now look forward to learning how to teach the “On” switch command. What the handlers do not realize is that the most difficult thing that they have to teach their dog is how to concentrate and pay attention to what the handler is doing.

**“ON” Switch Command**

With a demo dog in a sit or stand at your left side command attention by saying the dog’s name in a normal, happy tone and volume. As soon as the dog looks up at the handler Praise the dog with your voice and a smile. Wait for about five seconds and then release with the “Off” switch command of “Okay” or “Free.” Demonstrate the “On” switch again for about five seconds and release and Praise the demo dog.

Before you can even begin to expect the dog to give you its attention it had to know that it is possible to sit or stand and look up at its handler, and you must have a dog that has learned to accept eye contact. This may

Position all of the handlers at least 15 feet apart and have them do the “Off” switch command when the leader instructs: “Release and Praise your dogs.”

Encourage enthusiasm and good jobs of praising by the handlers.

**DO NOT hurry through this lesson.**

Return to it whenever you realize that some of the handlers do not have their dog’s attention. It not only teaches the dogs attention—it also makes the handler realize that they have to pay attention to their dog and the instructor or leader.

**ACTIVITY**

sound silly but a lot of breeds of dogs are developed to act independently and will have to be trained to give eye contact to their handler. This can be accomplished by using patience and praising the dog every time it looks at you. Any time that you come in contact with your dog in daily contacts in the house or yard and it looks at you, you must respond with a smile and Praise.

Encourage the dog to come to you every chance you get and get it to look into your eyes as you talk, Praise, pet, brush, smile and simply let it know that you think it is special. Get down on the floor or ground with your dog and establish eye contact on the dog's level—make it positive. Dogs usually like this kind of behavior and bonding takes place quickly. Avoid staring or glaring as this could be misinterpreted to be a challenge. Do not roughhouse or allow the dog to bite or chew on you. It is simply to help the dog want to maintain eye contact with you.

Puppies learn eye contact and attention rather quickly. Older dogs usually require more time in training to give attention but it is achievable with all ages and breeds.

All leads are to be held with your left hand close to your dog's head and your dog will be sitting at your left side in Heel Position. After you command attention by saying your dogs name, since you really mean "Dog—Sit and pay attention to me," you must enforce the attention part. You may find that simply talking to your dog will get it to look up at you. If this works, Praise it as soon as it looks up, and then release it with your "Okay" or "Free" ("Off" switch).

Follow up with seconds of Praise and happy time.

A lot of the dogs gave attention but some did not. This is how we will deal with not giving attention.

We will reward any attention with Praise and enforce any lack of attention by touching the top of the dog's head with your left hand, baiting with food treats or a dog toy, or reaching down and giving a gentle pull on the dog's whiskers to encourage it to look up. Anything goes to get the dog's attention except for mean or very loud commands. You will find out that pleasant, normal tones of your voice and a smile will work wonders. You know that is is very hard to smile and sound anything but pleasant.

Let's try the "On" switch command again using a different way to get the dog to look up at you. Do two repetitions of the "On" switch and "Off" switch commands. Work to get your dog to give you 2 seconds of attention while sitting in Heel Position and then release it with your "Off" switch for 5 seconds of Praise and petting.

Your goal this next week will be to get your dog to give you its undivided attention for five seconds in an area with little or no distraction. Always

**Leader Notes**

Solicit ideas from the handlers on how to keep their dog's attention focused on them such as using treats, smiling, holding a toy, hand signals, and / or holding the dog's head up.

Teaching the "On" switch command. Handlers are to be spaced approximately 15 feet apart with the dogs equipped with obedience collars and leads.

Watch other handlers and dogs around you so that the dogs do not interfere with each other.

Practice two repetitions of "On" switch and "Off" switch commands.

## Leader Notes

Practice this at least five times during each training session. It's the best thing that you will ever teach your dog.

Incorporate attention work into every aspect of the training. Review this lesson any time that the handler / dog team does not demonstrate attention.

Encourage the handlers to work up to 30 seconds of attention without distractions, (This is usually attainable with 3 to 4 weeks of training.) Then add mild distractions for proofing.

Corrections for not giving attention will be quick tugs on the lead followed by Praise as soon as the dog makes eye contact. If the correction is not effective, have the handler put a different collar on the dog and try again until they get attention. There's always a way to make it work.

If food or toys are used for attention try to wean them away rather quickly or the dog will be focusing its attention on the food or toy instead of the handler's face, eyes or body.

However, food treats held in the handler's mouth seem to work great for most dogs. Our mouth is where the commands come from.

## ACTIVITY

use the dog's name as your "On" switch command and follow your "Off" switch release command of "Free" or "Okay" with at least five seconds of Praise and play time.

Some dogs may be very stubborn about learning this. You will find that you may even have to lift a dog's eyes up toward you by reaching under its chin and turning its head up toward you.

Do not allow your dog to lean on you or put its foot on your foot.

### DIALOGUE FOR CRITICAL THINKING:

#### Share:

1. What did you need to do to get your dog to look at you?
2. If the method you used failed to work, what else could you try?

#### Process:

3. Why is teaching the dog to give you attention important?

#### Generalize:

4. When your teacher or someone else is working with you or your class, what are some ways they use to get your attention?
5. How does the teacher let you know when you do not need to pay attention?

#### Apply:

6. What are some ways that you could use to train yourself to pay better attention?

### REFERENCES:

"Beyond Basic Dog Training." Howell, c1991

Author:

Diane L Bauman—Adapted by Keith Neuway

James P. Adams, Extension Specialist, 4-H and Youth Programs, Kansas State University

Reviewed by:

Dog Care and Training Design Team



## Muzzles and Flews—Dog Parts

*Dog Care and Training, Level I*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- The body parts of the dog

#### ABOUT THEMSELVES:

- Communicating with others. Knowing correct terminology increases the ability to express oneself precisely.

#### Materials Needed:

- Activity Sheet #3, Dog Anatomy Poster Labels
- Activity Sheet #4, Dog Anatomy
- Leader’s Key, Activity Sheet #4, Dog Anatomy
- Dog anatomy poster and labels
- Live dog (optional)
- Reference materials which include dog anatomy

**ACTIVITY TIME NEEDED:** 30 MINUTES

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### ACTIVITY

Do you know the names of the body parts of a dog? Using more precise words will help you to communicate better with others about dogs. As an example of not communicating clearly let’s try a quick experiment. Everyone touch your own arm.

Let’s try this again. Everyone touch your elbow.

This second part of the experiment everyone got right. What was different about the direction I gave you? If I said to touch your shoulder, upper arm, forearm, or wrist would you know where to touch? This also applies to parts of a dog. Instead of saying “leg,” others will know more precisely what you mean if you said “forearm,” “pastern,” “elbow,” “stifle” or “hock.”

Let’s take a look at this poster to see the names of some of the parts of the dog.

**BACK**—The portion of the dog between the withers and the croup.

**BODY**—The portion of the dog excluding the head, legs, and tail.

**BRISKET**—The chest or ribcage between and just behind the front legs.

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### Leader Notes

Without identifying the wrist tell each member that is touching their wrist that they are “right,” tell the others they are “wrong.” You could have them guess that the wrist is what you really meant.

Tell everyone that is touching their elbow that they are “right.”

Note: Use this lesson for a few minutes each week by selecting six parts to learn each week. Quiz bowl or skill-a-thon format could also be used.

**Leader Notes**

Divide your group into two or more teams. Each team will select a label for the poster and will, in turn, place it on the correct spot. If a label is incorrect it may be replaced by the correct one. Next, read the list of definitions of the body parts and have the members identify if the poster is labeled correctly or incorrectly. Make changes as needed.

**ACTIVITY**

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- CHEEK**—The fleshy regions at the side of the head.
- CHEST**—The part of the body that is enclosed by the ribs.
- CROUP**—The area where the tail joins the body.
- DEWLAP**—The loose, pendulous skin under the throat and neck.
- EAR LEATHER**—The lobe of the outer ear.
- ELBOW**—The joint between the forearm and the upper arm.
- EYE**—Opening on each side of head at the base of the skull.
- FLEWS**—Pendulous upper lip.
- FOREARM**—The lower arm—between the elbow and the wrist.
- FORECHEST**—Part of the chest below and in front of the shoulder.
- HOCK**—Joint on the hindlimb, between lower thigh and rear pastern.
- LOIN**—The area between the end of the ribcage and the start of the pelvis.
- MUZZLE**—The head in front of the eyes—jaws, lips and nose.
- NECK**—Between the body and the shoulder.
- NOSE**—The external portion of the nose.
- OCCIPUT**—Bump at the top rear of the skull.
- PADS**—Tough paw portion on the underside of the foot.
- PASTERN**—Part of the foreleg between knee and foot (hock and paw).
- PAW**—The foot.
- RUMP**—The upper surface of the pelvic region. Begins at the end of the loins and blends into the croup.
- SHOULDER**—The top section of the foreleg, from withers to the elbow.
- SKULL**—The bony framework of the head.
- STIFLE**—The joint of the hind leg between the upper and lower thighs. The knee.
- STOP**—The area of the head between the eyes and the muzzle where the skull bends.

## ACTIVITY

TAIL (STERN)—Final portion of the spine.

TUCK-UP—Abdomen of dog drawn up to produce a “waist.”

WITHERS—Top of the shoulder blades—just behind the base of the neck. A dog’s height is measured from the withers.

## DIALOGUE FOR CRITICAL THINKING

### Share:

1. Which terms did you already know?
2. Which of the terms were new to you?

### Process:

3. How many dog parts can you name?
4. Why is it important to know the specific parts of a dog?

### Generalize:

5. How does knowing various terms help you understand other subject areas?
6. How do you prefer to learn names of parts?

### Apply:

7. What other learning devices do you like to use?

## REFERENCES:

Authors:

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS Kennel Club

James P. Adams, Extension Specialist, 4-H and Youth Programs, Kansas State University

Reviewed by:

Dog Care and Training Design Team

## Leader Notes

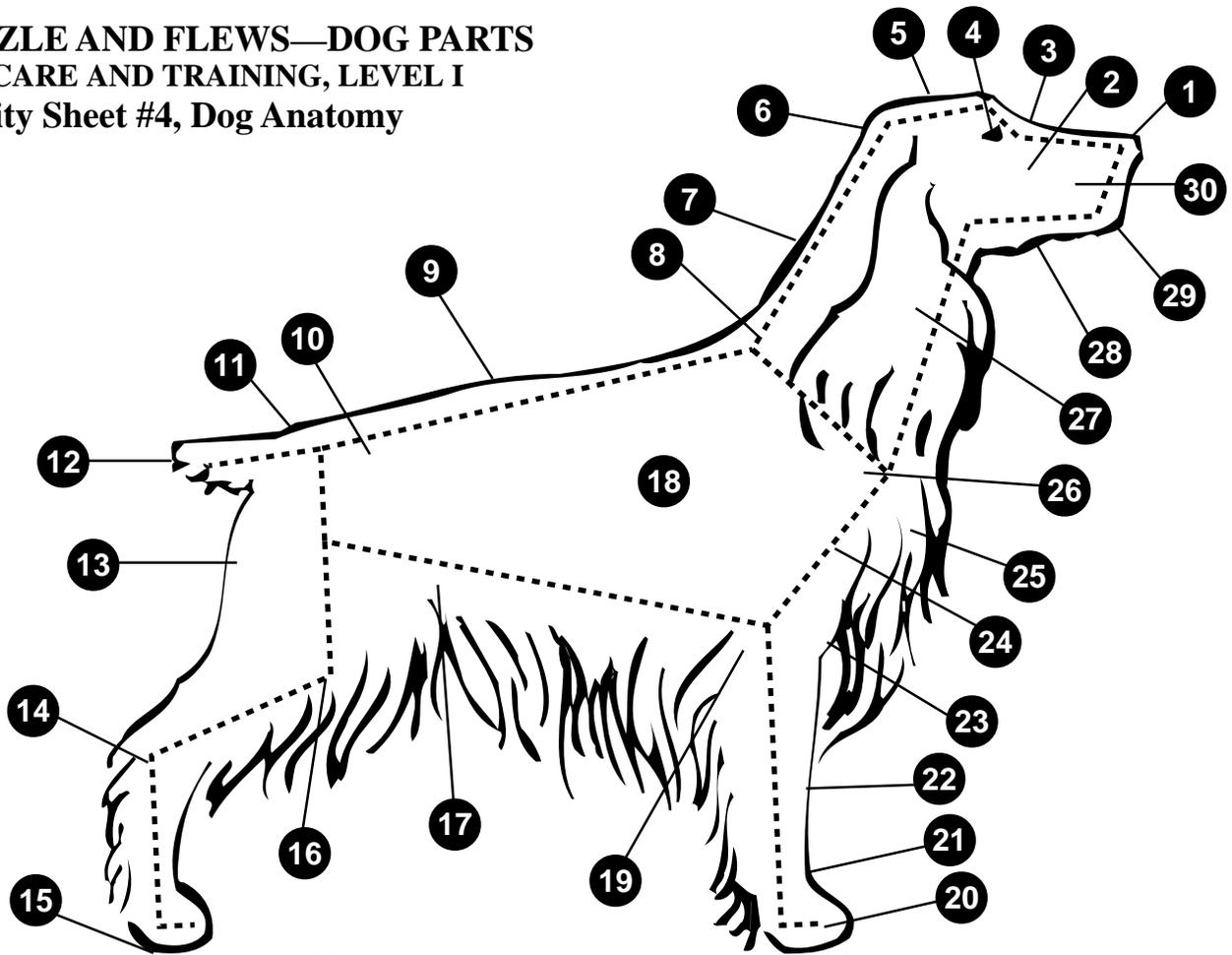
Once the poster is correctly labeled the members may make their own keys by correctly labeling their diagrams. If time allows you can have the members quiz each other over the body parts. A live dog will enhance this activity.

**MUZZLE AND FLEWS—DOG PARTS**  
**DOG CARE AND TRAINING, LEVEL I**  
**Activity Sheet #3, Dog Anatomy Poster Labels**

Cut labels apart and match to the picture on the large poster.

<b>BACK</b>	<b>BODY</b>	<b>BRISKET</b>
<b>CHEEK</b>	<b>CHEST</b>	<b>CROUP</b>
<b>DEWLAP</b>	<b>EAR LEATHER</b>	<b>ELBOW</b>
<b>EYE</b>	<b>FLEWS</b>	<b>FOREARM</b>
<b>FORECHEST</b>	<b>HOCK</b>	<b>LOIN</b>
<b>MUZZLE</b>	<b>NECK</b>	<b>NOSE</b>
<b>OCCIPUT</b>	<b>PADS</b>	<b>PASTERN</b>
<b>PAW</b>	<b>RUMP</b>	<b>SHOULDER</b>
<b>SKULL</b>	<b>STIFLE</b>	<b>STOP</b>
<b>TAIL (STERN)</b>	<b>TUCK-UP</b>	<b>WITHERS</b>

**MUZZLE AND FLEWS—DOG PARTS**  
**DOG CARE AND TRAINING, LEVEL I**  
**Activity Sheet #4, Dog Anatomy**

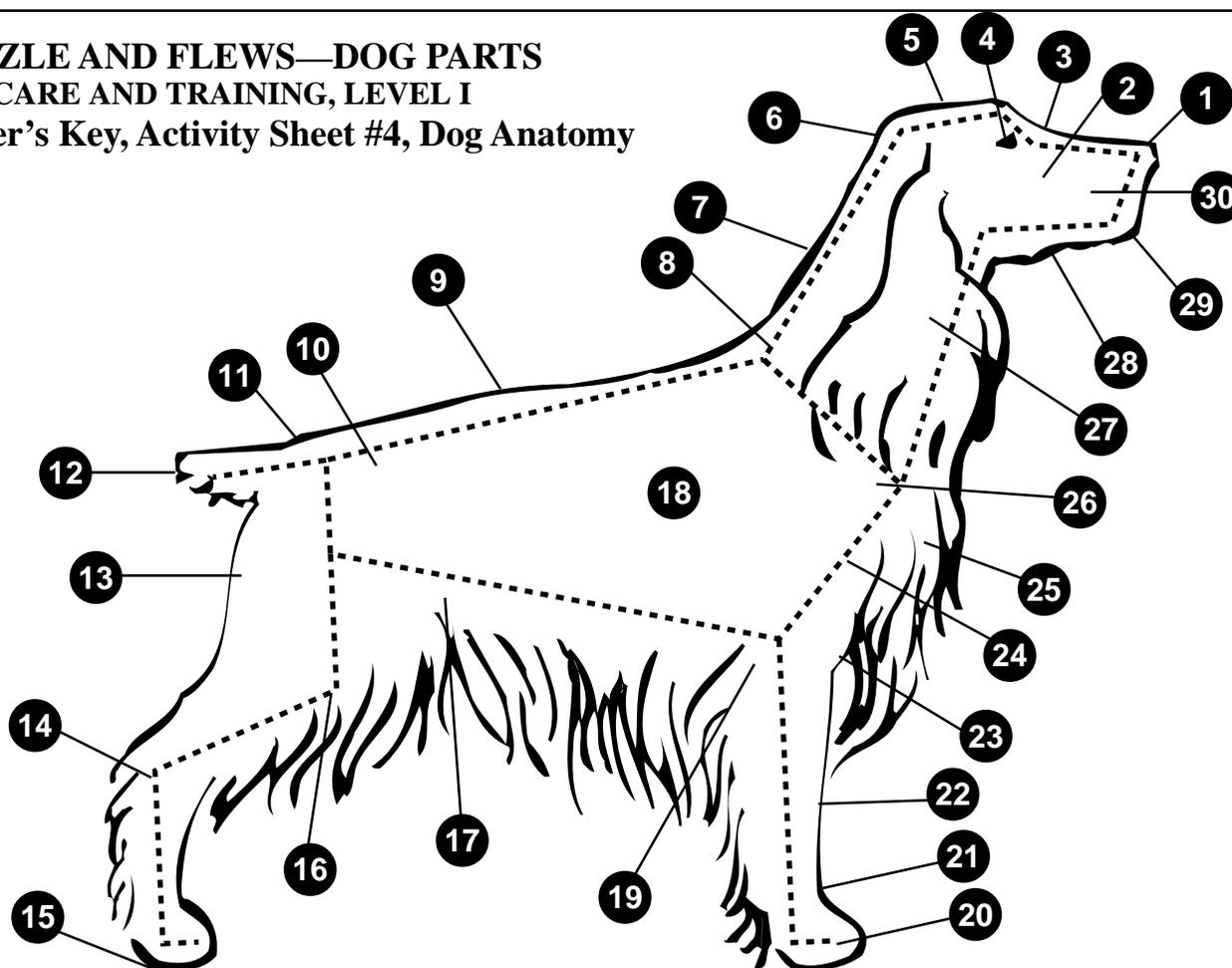


- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 11. _____ | 21. _____ |
| 2. _____  | 12. _____ | 22. _____ |
| 3. _____  | 13. _____ | 23. _____ |
| 4. _____  | 14. _____ | 24. _____ |
| 5. _____  | 15. _____ | 25. _____ |
| 6. _____  | 16. _____ | 26. _____ |
| 7. _____  | 17. _____ | 27. _____ |
| 8. _____  | 18. _____ | 28. _____ |
| 9. _____  | 19. _____ | 29. _____ |
| 10. _____ | 20. _____ | 30. _____ |

**WORD LIST:**

- |              |         |             |          |         |
|--------------|---------|-------------|----------|---------|
| back         | body    | brisket     | cheek    | chest   |
| croup        | dewlap  | ear leather | elbow    | eye     |
| flews        | forearm | forechest   | hock     | loin    |
| muzzle       | neck    | nose        | occiput  | pads    |
| pastern      | paw     | rump        | shoulder | skull   |
| stern (tail) | stifle  | stop        | tuck-up  | withers |

**MUZZLE AND FLEWS—DOG PARTS**  
**DOG CARE AND TRAINING, LEVEL I**  
**Leader's Key, Activity Sheet #4, Dog Anatomy**



- |            |                  |                 |
|------------|------------------|-----------------|
| 1. nose    | 11. croup        | 21. pastern     |
| 2. cheek   | 12. tail (stern) | 22. forearm     |
| 3. stop    | 13. rump         | 23. brisket     |
| 4. eye     | 14. hock         | 24. chest       |
| 5. skull   | 15. pads         | 25. forechest   |
| 6. occiput | 16. stifle       | 26. shoulder    |
| 7. neck    | 17. tuck-up      | 27. ear leather |
| 8. withers | 18. body         | 28. dewlap      |
| 9. back    | 19. elbow        | 29. flews       |
| 10. loin   | 20. paw          | 30. muzzle      |

**WORD LIST:**

back	body	brisket	cheek	chest
croup	dewlap	ear leather	elbow	eye
flews	forearm	forechest	hock	loin
muzzle	neck	nose	occiput	pads
pastern	paw	rump	shoulder	skull
stern (tail)	stifle	stop	tuck-up	withers



# Pre-Novice Obedience—Lesson One

## *Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Introduction to handling a leash, using their voice, placing a dog into a “Sit,” releasing a dog from command, and recalls.

#### **ABOUT HIMSELVES:**

- How to break a task into simple steps

#### **Materials Needed:**

- Demonstration dog
- Collar and leash for each member—ask them to bring their own!
- Samples of treats
- Example of bag to hold treats
- Water bottle and dish
- Plastic bag for clean-up
- Member Handout #6, Choke and Pinch Collars
- Member Handout #7, Control Position
- Activity Sheet #5, Weekly Training Plan and Record
- Member Training Guide (Pre-Novice, Week One)

**ACTIVITY TIME NEEDED:** 45 MINUTES

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## ACTIVITY

Find a place at or near your home where you can train your dog. It should be a familiar place to your dog, also quiet and free from distractions. Do you know what that means, “free of distractions”? Does anyone have an idea of where they could train?

You will also need to decide when is the best time to train. You will need to train 5 to 10 minutes twice a day (or more). When are the times that would work for you to train your dog?

#### **TRAINING TOOLS: TREATS, VOICE, EQUIPMENT**

**Treats:** Small pieces of easily chewed and swallowed food (hot dogs, cheese, dry cereal, dry dog food, etc.). We will use food in several different ways to help train your dog. What is a favorite food of your dog? Would this work for a training treat? You will need something to hold the food. You could keep it in a plastic bag clothespinned to your clothes. A nail apron is useful for holding bait, too. What might be a problem if you had the treats in your pocket?

---

## Leader Notes

During this lesson the members will not need their dogs although you will need one dog for demonstrating. An advanced member could help do demonstrations. Members should bring their training collar and leash for lead-handling practice.

Show examples as appropriate.

Answers might include, it’s messy, too hard to get out quickly, dog only pays attention to the pocket, etc.

## Leader Notes

Have the group practice saying each command with proper tone and inflexion.

Show examples of collars and how they work. Refer to Member Handout #6, Choke and Pinch Collar.

Use Member Handout #7, Control Position as a take home reminder.

Demonstrate the first lesson in teaching “Sit.”

If you have a dog that is large or taller than the child when kneeling, then have the child stand.

Demonstrate a release.

## ACTIVITY

**Voice:** Your voice is the most important training tool that you have. You will be learning to use it in many ways—to command, to praise, to excite, to calm, and to correct. Who can say “Sit” as a command? “Good dog” as praise? “Free” to excite your dog? “Easy” in a calming voice? “Stop It” as a correction?

**Equipment:** A good training collar. Pinch collars are scary- looking but almost everyone will need one. A pinch collar is a great equalizer because it will allow you to control a dog that may outweigh you. Choke collars do look friendlier but they act by choking the dog. A word of caution—never ever leave a pinch (or choke) collar on a dog that you are not working with. These collars could get caught on a fence or other things and your dog could become scared and get hurt. Many dogs have died by strangling when they were tied up with a choke collar.

The leash should be leather, pressed cotton or nylon. Avoid chain leashes since they are too rough on hands and are difficult to hold in one hand. The leash should be 2 to 6 feet long and be as lightweight as possible without having it break.

### HOLDING THE LEASH

Hook the loop of your leash over your thumb (never over your wrist). Close your fingers over the loop, making a fist of your hand.

### CONTROL POSITION

Leash is in your right hand which is on your right thigh. It runs through your left hand to the dog. It should have enough slack that the leash snap hangs straight down.

Get your collar and leash so we can practice holding the leash and control position.

**Sit:** Your dog will sit with your verbal command and the guiding of your hands and remain there for about 15 seconds until you release it. We are trying to teach the dogs what to do when we say “SIT.”

1. Kneel with your dog standing in front of you with its head facing to the right. If your dog is small enough, you may place it on a table with a non-slip surface. Your left hand should be on your dog’s back. Hold the collar at the front of the neck with your right hand. Your right hand is actually on the dog’s chest.
2. As your left hand strokes down the back, over the tail and tucks forward behind the back of the knees, you give the verbal command “SIT.”
3. Gently push with your right hand until the dog sits.
4. Hold gently in place for 15 seconds, Praise and then release.

## **ACTIVITY:**

## **Leader Notes**

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### **FREE**

This is a command used to Release your dog from the previous command. You should give this command in a very upbeat, happy voice. If your dog is sitting or laying down, it can get up.

Demonstrate controlled walking.

### **CONTROLLED WALKING**

Your dog will walk on a leash without “fighting” the leash. We want to be sure that all of the dogs will walk on a leash when you come next week.

Put your dog on a leash of at least 4 feet long. Let your dog go where it wants to go with you following for a little while. When you are ready, coax your dog to go where you want to go. Use a pleasant voice and treats to encourage your dog to go with you. There is no formal command for this exercise. Later we will do a “HEEL” command.

If your demonstration dog will come to other people try a group recall game. Leave the dog on a leash. Members stand or kneel in a circle, each has a dog treat. The first member calls the dog, touches the collar when it comes, and then gives the treat. A member across the circle repeats this. Continue until all members have called the dog. If the dog does not come to a member then that member should gently take the dog by the collar and walk backwards to the place in the circle. The member should praise the dog as a treat is given.

### **RECALL**

Coming to you should always be the BEST THING IN YOUR DOG’S LIFE. This week prepare for later lessons in calling your dog to you. Practice calling your dog to you for no other reason than to give them a treat, some praise and/or a toy. Then let them go back to what they were doing. From now on NEVER call your dog to come to you for anything that he may regard as unpleasant or punishing. (If you need to do something the dog doesn’t like such as give it a bath or giving a pill, you go to the dog and get it.) Use the commands “DOG’S NAME, COME.” Let’s try a recall game that you and one or more of your family can play with your dog.

### **TOUCHING**

This week get your dog used to your touch. Practice handling your dog all over its body, including feet, ears, tail, mouth, and belly. Combine this with your daily grooming sessions. You can also use treats to make this a pleasant experience. Why do you think this is a useful thing for your dog to learn?

### **FEEDING**

Do not feed your dog for 3 to 4 hours before coming to class or starting a training session. If you have been leaving food out for your dog to free-feed, you should now consider switching to a scheduled feeding time or times. You will have greater success with your housebreaking problems and obedience training if you do. Give your dog plenty of time to relieve themselves before you come to class.

Give each member Activity Sheet #5, Weekly Training Plan and Record. Help members outline 10-14 short training periods for the week,

### **HOMEWORK**

Practice at home is what brings success. It is not fair to expect your dog to learn if you don’t take time for practice. Two or more short (5 to 10 minutes) periods of training are better for your dog than one long period. Plan to practice at least 5 days a week. Dogs learn by repetition so repeat each exercise 3 or 4 times. They also learn by what is rewarding for them so make each training session enjoyable. If you get to a point where you

Remind members to use their training outline, handouts and training guide and then place in their record book.

**Leader Notes**

**ACTIVITY**

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or the dog are getting frustrated, stop, do something that the dog already knows, praise, and then end the session.

**NEXT WEEK**

When you come to class next week, use the control position for your dog. Bring treats for your dog and a bag to carry them in. Have a plastic bag with you in case you need to clean up after your dog, and bring water for your dog—learning is thirsty work!

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What commands did we learn in this lesson?
2. What commands does your dog already know?

**Process:**

3. Why might you need to re-teach a command you've already taught to your dog?
4. Why is it important to use your hands to guide your dog into a Sit—even if it already knows the command?
5. What can you do if your dog doesn't come to you when you command "COME"?

**Generalize:**

6. How do you learn to do chores at your house?
7. What happens when you do not understand the directions when learning a new chore?

**Apply:**

8. What can you do to make your household jobs more fun and easier to do?

**GOING FURTHER:**

1. Observe other training methods.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

At this point in the training what the member should do is begin to reteach the command using the instructions in this lesson.

**PRE-NOVICE OBEDIENCE—LESSON ONE  
DOG CARE AND TRAINING, LEVEL I**

Member Handout #6, Choke and Pinch Collars

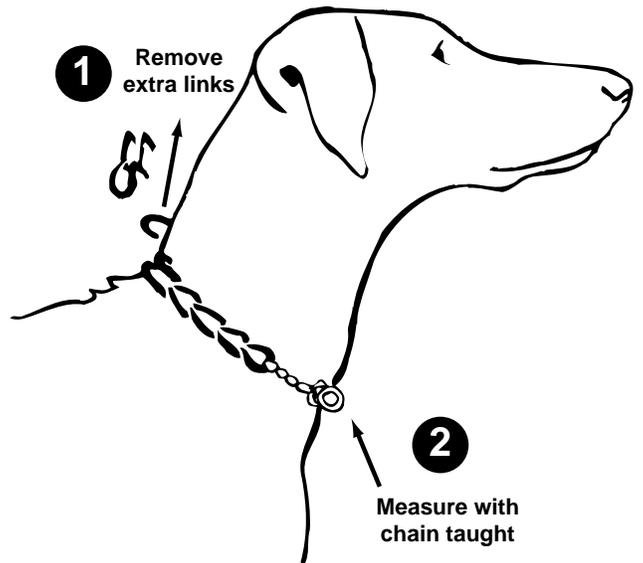
**CHOKE COLLAR**



**PINCH COLLAR**

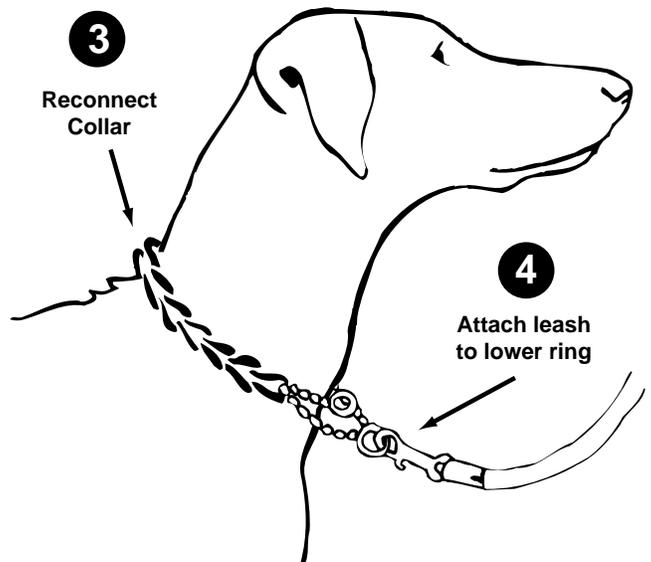


**1** Remove extra links



**2** Measure with chain taught

**3** Reconnect Collar

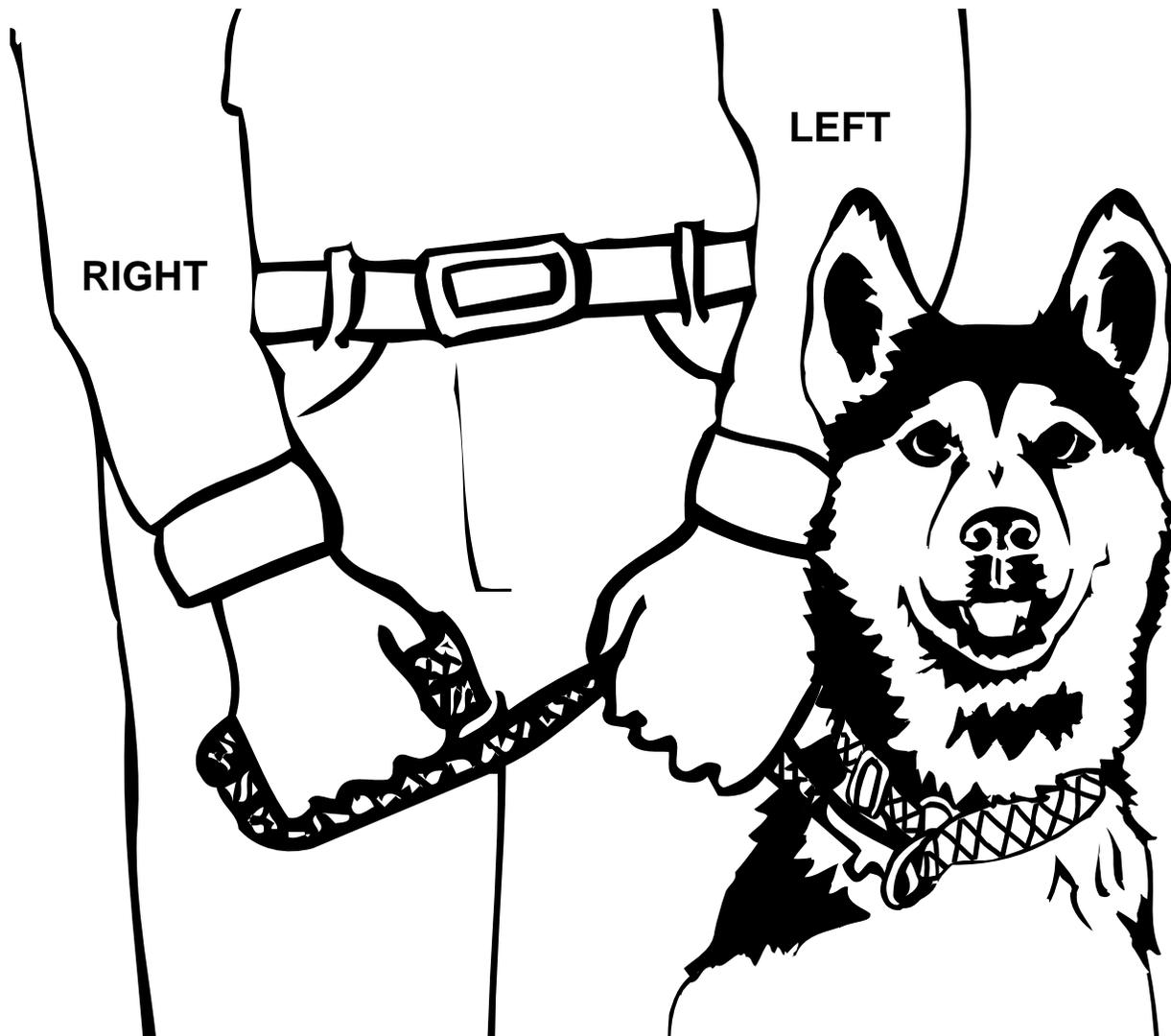


**4** Attach leash to lower ring

**PRE-NOVICE OBEDIENCE—LESSON ONE**  
**DOG CARE AND TRAINING, LEVEL I**

Member Handout #7, Control Position

**CONTROL POSITION**



**PRE-NOVICE OBEDIENCE—LESSON ONE  
DOG CARE AND TRAINING, LEVEL I**

**Activity Sheet #5, Training Plan and Record**

Name \_\_\_\_\_ Dog \_\_\_\_\_

Tuck into "Sit", controlled walking, release, recall, touching. Record date and time to teach each of these commands and the result.

	<b>Day/ Time</b>	<b>What's your plan for this session?</b>	<b>How did it work?</b>
1.			
2. good start			
3.			
4. keep working			
5.			
6. practice brings results			
7.			
8. above average!			
9.			
10. great work			
11.			
12. headed for Super Dog!			
13.			
14. go to the head of the class			

## PRE-NOVICE OBEDIENCE—LESSON ONE DOG CARE AND TRAINING, LEVEL I

### Member Training Guide

During this week find a place in or near your home where you can train your dog. It should be a familiar place to your dog, also quiet and free from distractions.

### Training Tools:

- Treats: Easily chewed and swallowed food (hot dogs, cheese, cereal, dry dog food, etc.) and a bag to carry them in.
- Voice: Your voice is the most important training tool that you have. You will use it in many ways.
- Equipment: A good training collar. Never ever leave a chain training collar on a dog that you are not working with. These collars could get caught on a fence or on other things and your dog could become scared and get hurt.
- The leash should be leather, pressed cotton or nylon. The leash should be 2 to 6 feet long and be as lightweight as possible without having it break.
- Also bring: Plastic bag for picking up after your dog, water and dish for your dog.

### HOLDING THE LEASH

Hook the loop of your leash over your thumb (never over your wrist). Close your fingers over the loop, making a fist of your hand.

### CONTROL POSITION

Leash is in your right hand which is on your right thigh. It runs through your left hand, which is on your left thigh, to the dog. It should have enough slack that the leash snap hangs straight down.

**SIT**—Your goal: Your dog will sit with your command and the guiding of your hands and remain there for about 15 seconds.

1. Kneel with your dog standing in front of you with its head facing to the right. If you have a large dog you may stand. Your left hand should be on your dog's back. Hold the collar at the front of the neck with your right hand. Your right hand is actually on the dog's chest.

2. As your left hand strokes down the back, over the tail and tucks forward behind the back of his knees, you give the verbal command "'Sit'."
3. Gently push with your right hand until the dog sits.
4. Hold gently in place for 15 seconds, Praise and then release.

**FREE**—This is a command used to RELEASE your dog from the previous command. You should give this command in a very upbeat, happy voice.

### CONTROLLED WALKING

**Your goal:** Your dog will walk on a leash without "fighting" the leash.

Put your dog on a leash of at least 4 feet long. Let your dog go where it wants to go with you following for a little while. When you are ready, coax your dog to go where you want to go. Use a pleasant voice and treats to encourage your dog to go with you. There is no formal command for this exercise.

**RECALL**—Coming to you should always be the BEST THING IN YOUR DOG'S LIFE. This week prepare for later lessons in calling your dog to you. Practice calling your dog to you for no other reason than to give them a treat, some praise and/or a toy. Then let them go back to what they were doing. From now on NEVER call your dog to come to you for anything that it may regard as unpleasant or punishing. If you need to, you go to the dog. Use the commands "DOG'S NAME." "COME."

**TOUCHING**—This week get your dog used to your touch. Practice handling your dog all over its body, including feet, ears, tail, mouth, and belly. Combine this with your daily grooming sessions. You can also use treats to make this a pleasant experience.

**FEEDING**—Do not feed your dog for 3 to 4 hours before coming to class or starting a training session. Give your dog plenty of time to relieve itself before you come to class.

### **HOMEWORK**

It is not fair to expect your dog to learn if you don't take time for practice. Two or more short (10 minutes) periods of training are better for your dog than one long period. Plan to practice at least 5 days a week. Dogs learn by repetition so repeat each exercise 3 or 4 times. They also learn by what is rewarding for them so make each training session enjoyable. If you get to a point where you, or the dog, are both getting frustrated, stop, do something that the dog already knows, praise, and then end the session.

### **NEXT WEEK**

Bring your dog on a leash, keeping your dog in control position. Bring treats for your dog and your treat bag. Also have a plastic bag to pick up after your dog (just in case) and water for your dog—training is thirsty work!





# House Manners for Your Dog

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- How to train their dog to be welcome in the house

#### **ABOUT THEMSELVES:**

- How to establish rules
- Sound decision-making

#### **Materials Needed:**

- Stuffed dog
  - Collar and leash
- Activity Sheet #6, Housebreaking/Training Record

**ACTIVITY TIME NEEDED:** 30 MINUTES

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### ACTIVITY

### Leader Notes

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#### **Housetraining**

Housetraining, also called housebreaking, is training your dog to not urinate or defecate in the house. First, try to anticipate when your dog will need to urinate or defecate and to have your dog in its “toilet area” at that time. This will mean that you will need to supervise your dog whenever it is not in its crate or confined area. You will also need to decide where you want your dog to urinate and defecate. You can train your dog to just use one area of the yard which will make cleaning the yard easier for you as well as eliminate having messes all over the yard.

You will need to make a schedule for you (or someone else in the family) to take a puppy on lead to the toilet area at these times:

1. When the puppy wakes up (first thing in the morning as well as after a nap);
2. After the puppy eats and/or drinks;
3. After playing hard;
4. Before going to bed.

This may mean that you carry your puppy to the toilet area but keep it in the area with your leash until it has urinated. This is not playtime—this is

Present and discuss the material. Then get out the stuffed dog, collar and leash. You will have the members act out taking a puppy (from a crate, if available) to the toilet area and giving a command for the puppy to urinate. You can challenge the members to have the best coaxing/praising voices. The purpose of this role-playing is twofold. One is to reinforce the method of housetraining. The second is to have the members practice using their voice as a training tool which will be of benefit when they begin the obedience training.

**Leader Notes**

**ACTIVITY**

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business. Choose a word to use to command your dog to urinate—"potty" is often used. Say the word in a coaching voice as you wait for your dog to urinate. If it shows no interest in doing so, take him back inside to his crate for about 15 minutes and then try again. If it does urinate, praise it, give it a treat and allow it playtime in the yard or in the house. You will need to follow this process, rain or shine, vacations and school days until your puppy is reliable in the house.

If your puppy makes a mistake in the house you may yell "STOP" only if you catch it in the act. Then carry it to the toilet area. Praise it if it urinates there. If you do not catch it in the act DO NOT punish it. It is your fault for not having it in the toilet area when it needed to go. The dog is not bad for urinating (this is a basic life process). It was just in the wrong place. Clean up the mess and promise to do a better job of watching your puppy. Clean the area with a cleaner for urine stains or with a solution of 20% white vinegar and 80% water in a spray bottle .

Housetraining an older dog may be easier since it will have bladder control but may be more difficult since it has had time to practice bad habits. You will need to follow the same procedure as for the puppy but you will not need to take your dog out as frequently. However, it is important that your dog is supervised when loose in the house until it is reliably housetrained.

Give each member Activity Sheet #6, Housebreaking/Training Record to use with their new puppy.

Now, let's pretend that you have a puppy that you are housetraining. Decide a time that you should take your puppy to the toilet area. Take it there and demonstrate giving a "urinate" command and praising the puppy when it is done.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What is your idea for a command for your dog to eliminate?
2. Where do you plan to have your dog's toilet area?

**Process:**

3. Why is it important for a dog to be housetrained?
4. What if it stays outside all of the time?

**Generalize:**

5. Why is it your fault if your dog urinates in the house? How can you prevent this from happening?

**Apply:**

6. Where can you get help in making decisions?
7. Who can help you develop a schedule and make it work?

**ACTIVITY**

**Leader Notes**

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**GOING FURTHER:**

1. Work on this lesson at home. Report back at the next meeting.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**HOUSE MANNERS FOR YOUR DOG**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #6, Housebreaking/Training Record**

Keeping a record of your efforts will help keep you on task as well as indicate successes and areas or times that need more work.

Make a check for each attempt and success.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Take out in morning Praised if did job							
Took out after eats/drink Praised if did job							
Took out at noon Praised if did job							
Took out after playing Praised if did job							
Took out after training/practice Praised if did job							
Took out before going to bed Praised if did job							



## Pre-Novice Obedience—Lesson Two

### *Dog Care and Training, Level I*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Hand signals for Sit and Down
- Use of food as a lure to move the dog, Heel Position
- Long Down

##### **ABOUT THEMSELVES:**

- Communication—ways to communicate when learning a common language

##### **Materials Needed:**

- Demonstration Dog (could be handled by an advanced member)
- Member Handout #8, Teaching the Down with a Food Lure
- Member Handout #9, Right Turn in Place
- Member Handout #10, About Turn
- Activity Sheet #7, Lesson Two Training Plan and Record
- Member Training Guide (Pre-Novice, Week Two)

**ACTIVITY TIME NEEDED:** 60 MINUTES

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## ACTIVITY

### **Reminder:**

All dogs should be in control position when they come into the training area. If this is the first time the dogs have been together watch for problems between dogs. Stress to the trainers to keep their dogs close to them—just because their dog is friendly doesn't mean that the other dogs will welcome attention. Separate dogs that are very interested in each other, friendly or otherwise. Do not allow the trainers to let their dogs play with each other. The dog should be paying attention to its trainer but, just as important, the trainer should be focused on their dog.

### **Reminder:**

Arrange the class in a semi-circle facing you, giving each dog and trainer as much space as possible. The trainers should be sitting on the floor with their dogs beside them on their left side. It will be helpful to have them sit on their leash. They should remain sitting until the first demonstration is presented and they are instructed to try it themselves.

Today's lesson will be building on last week's homework. In fact, each lesson will build on the homework from the lesson before so be sure that

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## Leader Notes

This lesson should follow the lesson on Attention Training. The Attention Training Lesson, or parts of it, will need to be reviewed several times during Pre-Novice Obedience Training)

Do a homework check. How many practiced 10 or more times? etc.

## Leader Notes

## ACTIVITY

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you practice. You are cheating your dog if you don't help it learn at home. The dogs that practiced on being tucked into a Sit will have an easier time learning the Sit with hand signal and the Sit with heeling.

Today we are going to use food to begin to teach our dogs the hand signals for Sit and Down. You will be using the food to get the dog to pay attention to your hand. By following the food the dog should move into position without being forced. The dog is just learning what you want it to do in this lesson.

We will be using the Commands "SIT," "DOWN," "FREE" and "HEEL" in this lesson. "SIT" and "DOWN" are two separate commands—don't confuse your dog by telling him to "Sit Down."

1. Give a command only once—then place your dog into position. Teach your dog that the command is "SIT"—not "SIT,SIT,SIT"
2. Do not use the dog's name with the commands SIT or DOWN (and later Stand and STAY). Using its name is a signal to move.
3. Do use the dog's name when you say "HEEL." Your instruction sheet will say "ROVER, HEEL." Use your dog's name in place of Rover's.
4. Expect your dog to continue to obey your command until you give another command. If you say "SIT," your dog should remain sitting until you give another command such as "DOWN" or "HEEL." In these beginning lessons the time between commands should be short—no more than 10 seconds. When you are done, the release command to give is "FREE."
5. Do not give a command unless you are ready to make the dog follow it. Never let him ignore a command.

Review Sit Command from the Pre-Novice—Week One.

### Part 1—Sit and Down

REVIEW the homework lesson on Sit. Trainers should be kneeling or standing on their leash, not holding it. Trainers with small dogs should be on their knees facing the right side of the dog. Trainers with large dogs may need to stand.

1. Hold the collar at the front of the neck with the right hand.
2. With the left hand stroke down the back, over its tail and tuck forward behind the back of the dog's knees and command "SIT."
3. Gently push with your right hand until the dog sits.
4. Hold in place for 15 seconds, Praise and then Release.

## ACTIVITY:

Have the trainers review the Sit a second time and then sit down with their dogs for the next instructions and demonstration.

### PRAISE VS. PETTING

The rule on praise is that it should be with your voice only—do not pet. Remember that your voice is a training tool—make it work for you.

### SIT/DOWN

**Goal:** Your dog will sit and down on your command when following a lure.

DEMONSTRATE, then instruct class in practice.

1. Leash under trainer's knees or feet, dog is sitting. Trainer's left hand is on shoulders, right hand has a treat. Get the dog's attention on the treat, hold it at the dog's eye level.
2. Command "DOWN" as you bring your right hand with the treat straight down in front of the dog and then out in an "L" shape.
3. As the dog follows the hand with the treat it will lie down. (Use your left hand to prevent it from walking towards the treat.)
4. Praise and give the treat when the dog is down completely—elbows, too!
5. If the dog sits up you have another chance to practice the Down.
6. When the dog is in a down position hold the collar at the back of the neck with your left hand.
7. Have a treat in your right hand, just in front of the dog's face.
8. Command "SIT" as you move the treat toward the dog and up so it will have to sit to follow the treat.
9. When the dog is sitting, Praise and give the treat.

Practice three sets of Down/Sit with Praise and then a treat every time the dog follows your command.

Put the treats away for the rest of the lesson.

## Leader Notes

A dog being petted can become so focused on the pleasurable feeling that he can not attend to the action being reinforced. Save petting until after the Release. At the end of many exercises the trainers should PAUSE (quietly), Praise (verbally), and then release (FREE!) the dog from formal command to relax and yes, be petted.

This is the "induce" stage of teaching the Sit.

Teaching these commands with a lure is also the beginning of teaching hand signals. Although hand signals are not required until the Utility Level of Obedience, they are easy to teach now. Some dogs respond better to signals than to verbal commands and they are impressive for the members to demonstrate to others.

If trainers are using pinch collars have them hold both of the chains so the collar will guide, not correct. Better yet, have a flat buckle collar on the dog in addition to the pinch. The buckle collar to be used to guide, the pinch collar to be used to control. The leash would be attached to the pinch collar.

Refer to Member Handout #8, Teaching the Down with a Food Lure as a review.

## Leader Notes

While this exercise may seem like just a lot of fancy footwork it is an excellent way to teach the dog to find Heel Position no matter where the trainer moves. It also reviews “right” and “left” directions for the trainers.

If possible, divide the class and have assistants hold the dogs so the trainers can practice this footwork and hand position without their dogs.

Pass out Member Handout #9, Right Turn In Place.

If the dog gets up before the trainer releases it then it should be placed back into a “Sit” and then released from a “Sit” position.

Your class should be in one or two straight lines facing the same direction. If a trainer is having problems with their footwork hold their dog and have them practice it without the dog.

Your class should be in the one or two lines all facing the same direction.

Pass out Member Handout #10, About Turn.

## ACTIVITY

### Heeling

Trainers sitting on the floor on the leashes in a semi-circle, dogs on their left side.

Review the homework of holding the dog in control position and demonstrate this.

### HEEL POSITION

**Goal:** The dog will remain in Heel Position when the trainer makes a right or about turn in place. Heel position means that the dog is straight in line with the direction the trainer is facing, on the trainer’s left side, and the area from the dog’s head to shoulder is in line with the trainer’s left hip.

### HEEL POSITION—RIGHT TURN

Demonstration: (Demonstrator should have back to the class.)

Begin with the dog sitting at Heel Position, holding the leash in control position.

1. (Instruct: “Ready for Right”) Take a small step to the right with your right leg only, placing your right foot at right angles to your left foot. Your dog should not move.
2. (Instruct: “Right Turn”) “ROVER, HEEL” Step to the right with your left leg, follow with your right leg, close with left leg. If your leash is in control position your dog will turn and move with you. Praise when it does!
3. Command “SIT” and tuck your dog into aSit. Praise for the Sit, Release “FREE” while the dog is still sitting.

Together practice 4 right turns. Wait for the instructor’s command.

Trainers sit for instructions.

### HEEL POSITION—ABOUT TURN

Demonstration: (Demonstrator with back to the class.)

Begin with dog sitting at Heel Position, trainer holding the leash in control position.

1. (Instruct: “About Turn”) “ROVER, HEEL”
2. Beginning with your left foot take 2 steps forward , Praise for walking with you.
3. Turn 180 degrees away from your dog and take 2 steps back to your starting point.

**ACTIVITY:**

**Leader Notes**

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4. Command “SIT” and tuck your dog into a Sit. Praise for the Sit  
Release “FREE” while the dog is still sitting.

Practice Four About Turns on the instructor’s command.

Trainers sit for instructions.

**HEELING—LOOSE LEAD**

**Goal:** Your dog will heel on a loose lead for 10 steps.

**Demonstrate:** Begin with dog sitting in Heel Position. Trainer has leash over right shoulder. Only touch the leash to move dog back to Heel Position. Pretend that the leash is too hot to hold on to.

1. (Instruct: “Forward”) Command, “ROVER, HEEL.” Step out with left foot and walk forward. Pat your leg to encourage the dog to stay in place. Work to keep your dog’s attention on you. Move quickly.
2. When your dog moves out of Heel Position get its attention by saying its name and patting your leg. Praise when it looks at you and also when / if it moves toward Heel Position. Remember, we are showing it where to be when we are heeling. It is just learning!

If the dog is distracted by everything that is going on and does not give you its attention you will then go to a leash correction—not all dogs will need this!

**Leash Correction**

There **MUST** be slack in the leash for a correction to work! Making sure that you have some slack in the lead, give a very quick jerk or pop (not a pull) of the leash in the direction you want the dog’s head to move. Let up on the leash immediately. Presuming that the correction moved the dog into proper position Praise as soon as the dog is in the position.

When Heeling on a Loose Lead correction is given, you will grab the leash with your left hand, making sure there is slack in it, and give a quick “pop” either forward or back to move the dog into correct position. If one “pop” doesn’t work, put slack in the lead again and give a second “pop.” Let go of the leash immediately and Praise the dog for being in proper position.

3. (Instruct: “Halt”) Stop and “SIT”—tuck your dog into a Sit. Praise.

“Now we will add a little more interest. I will command “About Turn” as you are heeling. When you do an About Turn call your dog’s name, grab the leash, turn away from your dog and keep moving—don’t wait for your dog.

4. (Instruct: “Forward,” “About Turn,” “About Turn,” “Halt”—allow 5–10 steps between each command.) Repeat two times.

If the trainer is using a short leash the end may be tucked into their belt. The idea is to have the leash at hand but not in hand.

If needed, it will be beneficial for the members to practice without a dog, with a leash attached to a chair or to another person.

If a leash correction is not effective, watch the member closely to make sure that their technique is correct. If the technique is correct, then consider escalating the effectiveness of the training collar being used. Step up from a buckle collar to a pinch collar, for example.

Have trainers in a circle, moving clockwise. Dogs will be on the outside of the circle. Have trainers heel about five steps before directing them to halt. Repeat two more times.

**Leader Notes**

**ACTIVITY**

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**Long Down for 30 Minutes**

Demonstrate

**Goal:** To establish you as dominate over your dog. This must be practiced. It is the key to control.

1. Sit on the floor beside your dog. Command “DOWN” and place the dog in the down position.
2. Replace the dog each time it BEGINS to get up. Each time you replace your dog, Praise.
3. Avoid petting the dog. Keep your hands off of the dog if possible.
4. At the end of the 30 minutes, RELEASE and play with your dog for a few minutes.
5. Repeat this lesson three times this week.

Don't get upset during this exercise. The more you have to replace your dog, the more it indicates that you need to do this exercise. If you have to replace your dog 100 times, replace it 100 times with the same tone of voice. Once the dog realizes that you are not going to give up, they begin to accept the fact that you are the boss. You should see some improvement each time you do this exercise throughout the next few weeks.

Help members plan training periods by using Activity Sheet #7, Week Two Training Plan and Record.

Pass out Member Training Guides.

**DIALOGUE FOR CRITICAL THINKING**

**Share:**

1. What part of today's lesson was the easiest for you and your dog? Why?
2. What part of today's lesson was the hardest for you and your dog? Why?

**Process:**

3. Why is it important to teach the Down position?
4. What is significant about heeling?
5. How does your dog learn best? (Lure, praise, etc.) Why?

**Generalize:**

6. Do you learn better by someone telling you what to do or by someone showing you what to do? Why?

**ACTIVITY:**

**Leader Notes**

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**Apply:**

7. Sometimes we are telling someone how to do something but they don't seem to understand. What could you do to make the instructions clearer?

**GOING FURTHER:**

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

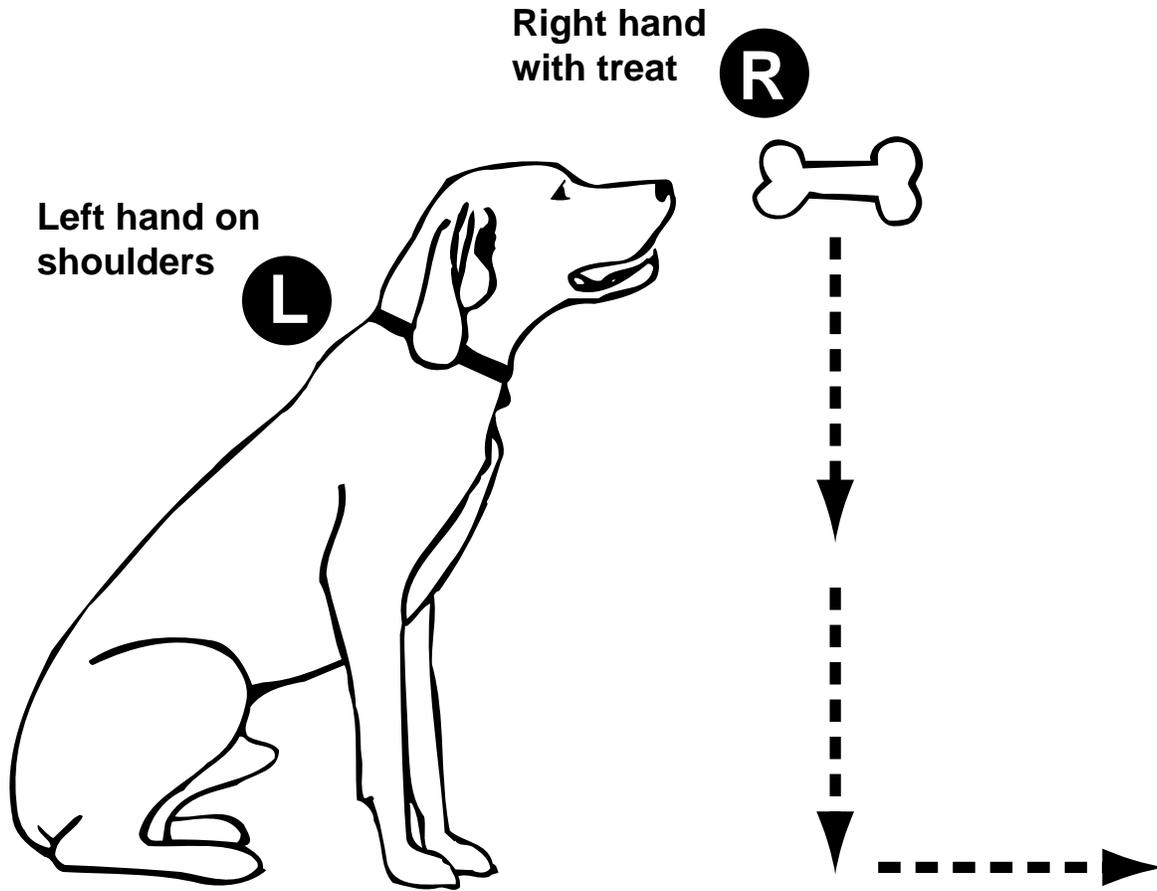
James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

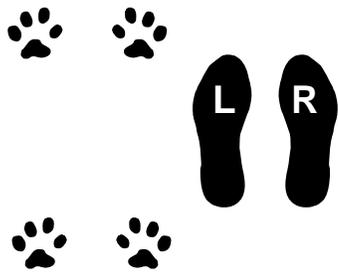
**PRE-NOVICE OBEDIENCE—LESSON TWO**  
**DOG CARE AND TRAINING, LEVEL I**

Member Handout #8, Teaching the “Down” with a Food Lure



**PRE-NOVICE OBEDIENCE—LESSON TWO**  
**DOG CARE AND TRAINING, LEVEL I**  
Member Handout #9, Right Turn in Place

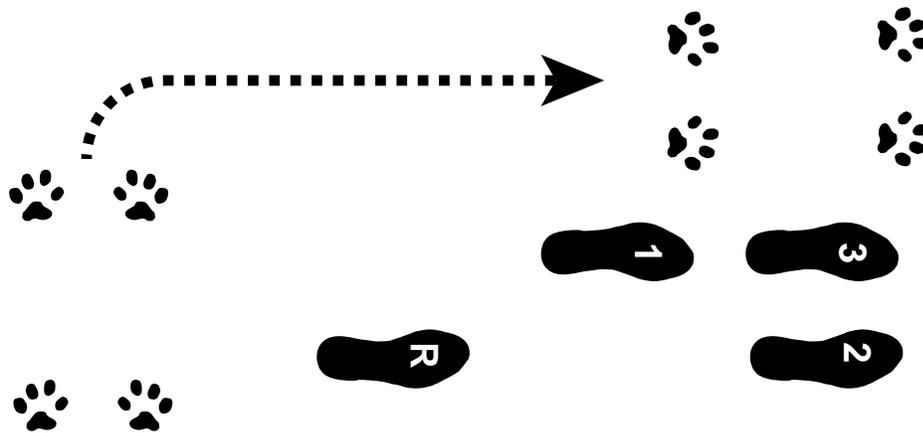
**1 HEEL POSITION**



**2 READY FOR RIGHT TURN**

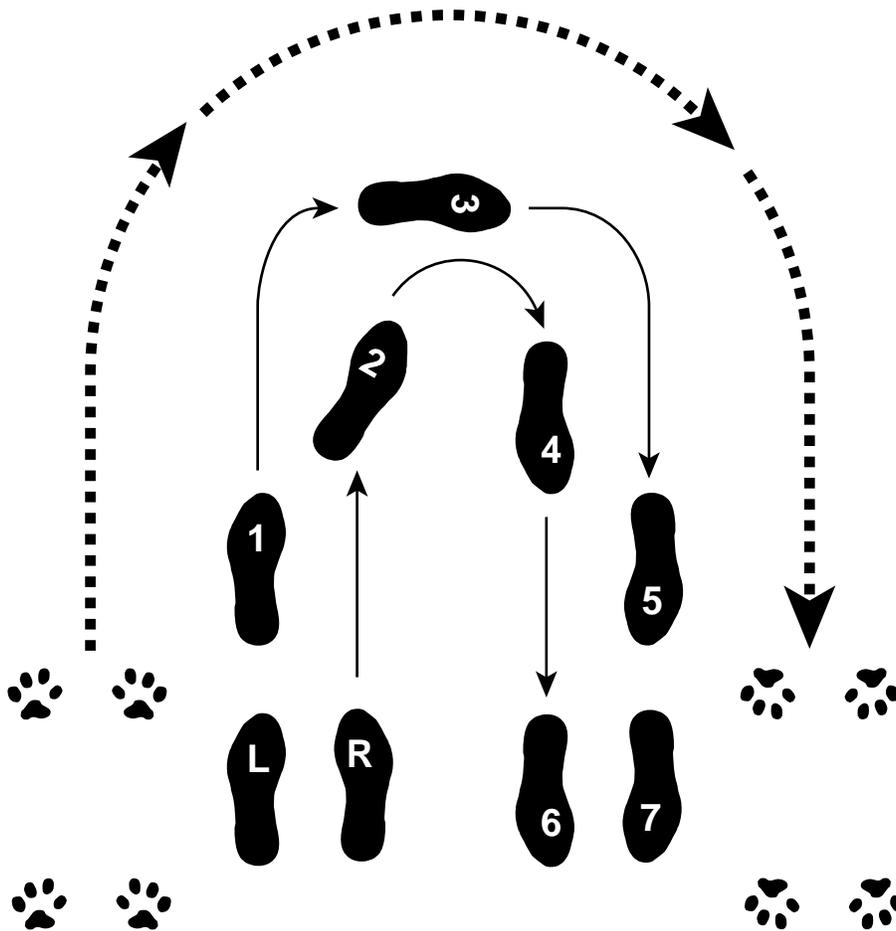


**3 RIGHT TURN**



**PRE-NOVICE OBEDIENCE—LESSON TWO**  
**DOG CARE AND TRAINING, LEVEL I**  
Member Handout #10, About Turn

**FOOTWORK FOR ABOUT TURN**



**PRE-NOVICE OBEDIENCE—LESSON TWO  
DOG CARE AND TRAINING, LEVEL I**

**Activity Sheet #7, Training Plan and Record**

Name \_\_\_\_\_ Dog \_\_\_\_\_

Record date and time to teach each of these commands and the result. "Sit" and "Down" with hand signals, Heel Position: Right and About Turns, Loose Lead Heeling. Reserve three 30-minute sessions for the 30-MINUTE Down.

	Day/ Time	What's your plan for this session?	How did it work?
1.			
2. good start			
3.			
4. keep working			
5.			
6. practice brings results			
7.			
8. above average!			
9.			
10. great work			
11.			
12. headed for Super Dog!			
13.			
14. go to the head of the class			

## PRE-NOVICE OBEDIENCE—LESSON TWO DOG CARE AND TRAINING, LEVEL I

### Activity Sheet #7, Training Plan and Record (Con't.)

Practice at home is what brings success!

#### Location:

- A familiar place in or near your home, quiet and free of distractions.

#### Training Tools:

- Treats, training collar, leash, your dog

**ACTIVITY TIME NEEDED:** 5–10 MINUTES  
AT LEAST 10 TIMES THIS WEEK

#### Commands: “SIT,” “DOWN,” “FREE” and “HEEL”

1. Do give a command only once—then place your dog into position. Teach your dog that the command is “SIT”—not “SIT, SIT, SIT.”
2. Do not use your dog’s name with the commands “SIT” or “DOWN” (and later “STAND” and “STAY”). Using its name is a signal to move.
3. Do use your dog’s name when you say “HEEL.” Your instruction sheet will say “ROVER, HEEL.” Use your dog’s name in place of Rover’s.
4. Do expect your dog to continue to obey your command until you give another command. If you say “SIT” your dog should remain sitting until you give another command such as “DOWN” or “HEEL.” If you are done the release command to give is “FREE.”
5. Do not give a command unless you are ready to make your dog follow it. Never let the dog ignore a command.
6. Do Remember to Praise your dog when it is doing well—don’t pet.

#### SIT and DOWN

**Goal:** Your dog will Sit and Down on your command when following a lure. Practice three sets of Down/Sit using a command and hand signal (with a treat). Praise, then give your dog a treat every time.

#### DOWN

1. Leash under your knees or feet, dog is sitting. Put your left hand on dog’s shoulders, right hand has a treat. Get your dog’s attention on the treat, hold it at your dog’s eye level.
2. Command “DOWN” as you bring your right hand with the treat straight down in front of your dog and then out in an “L” shape.
3. As your dog follows the hand with the treat it will lie down. (Use your left hand to prevent the dog from walking towards the treat.)
4. Praise and give the treat when it is down completely—elbows, too!

#### SIT

5. When your dog is in a DOWN position hold the collar at the back of the neck with your left hand.
6. Have a treat in your right hand, just in front of your dog’s face.
7. Command “SIT” as you move the treat toward your dog and up so it will have to sit to follow the treat.
8. When your dog is sitting Praise and give it the treat.

#### Heeling

##### HEEL POSITION

**Goal:** your dog will remain in Heel Position when you make a right or about turn in place.

Heel Position means that your dog is straight in line with the direction you are facing, on your left side, and that the area from your dog’s head to shoulder is in line with the your left hip.

##### HEEL POSITION—RIGHT TURN: PRACTICE FOUR RIGHT TURNS

Begin with your dog sitting at Heel Position, holding the leash in control position.

1. Take a large step to the right with your right leg only, placing your right foot at right angles to your left foot. Your dog should not move.
2. “ROVER, HEEL.” Step to the right with your left leg, right leg, close with left leg. If your leash is in control position your dog will turn and move with you. Praise when it does!
3. Command “SIT” and tuck your dog into a Sit. Praise for the Sit, Release “FREE” while your dog is still sitting.

### **HEEL POSITION—ABOUT TURN: PRACTICE TWO ABOUT TURNS**

Begin with dog sitting at Heel Position, holding the leash in control position.

1. “ROVER, HEEL.”
2. Beginning with your left foot take two steps forward , Praise for walking with you.
3. Turn 180 degrees away from your dog and take two steps back to your starting point.
4. Command “SIT” and tuck your dog into a Sit. Praise for the Sit, Release “FREE” while your dog is still sitting.

### **HEELING—LOOSE LEAD: PRACTICE THREE TIMES**

**Goal:** Heel with a loose lead for 10 steps.

1. Begin with your dog sitting in Heel Position.
2. Put the leash over your right shoulder. Only touch the leash to move dog back to Heel Position. Pretend that the leash is too hot to hold on to.
3. Command, “ROVER, HEEL.” Step out with your left foot and walk forward. Pat your leg to encourage your dog to stay in place. Work to keep your dog’s attention on you. Move quickly.
4. When your dog moves out of Heel Position first call its name to get its attention and pat your leg

to show it where to be. If this is not effective grab the leash with your left hand, make sure there is some slack in it, and give it a quick “pop” to move your dog back into position. Let go of the leash immediately and Praise your dog for being in proper position.

### **ABOUT TURN**

5. Call your dog’s name and grasp the leash.
6. Turn away from your dog and continue moving in the opposite direction.

### **HALT**

7. Stop. “SIT”—tuck your dog into a Sit. Praise.

### **Long Down for 30 Minutes**

**Goal:** To teach your dog that you are the boss. This must be practiced. It is the key to control. Practice this in an area without distractions. It is not playtime for your dog but you may watch TV or read while you are practicing this.

1. Sit on the floor beside your dog. Command “DOWN” and place your dog in the down position.
2. Replace your dog each time it BEGINS to get up. Each time you replace your dog, Praise.
3. Avoid petting your dog. Keep your hands off of your dog if possible.
4. At the end of the 30 minutes, RELEASE and play with your dog for a few minutes.
5. Repeat this lesson three times this week.

Don’t get upset during this exercise. The more you have to replace your dog, the more you need to do this exercise. If you have to replace your dog 100 times, replace it 100 times with the same tone of voice. Once your dog realizes that you are not going to give up, it will begin to accept the fact that you are the boss You should see some improvement each time you do this exercise throughout the next few weeks.





# Your Best Friend

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Evaluating a dog's Behavior

#### **ABOUT THEMSELVES:**

- Building Relationships with others

#### **Materials Needed:**

- Activity Sheet #8, Dog Behavior Chart
- Activity Sheet #9, Dog Owner Behavior chart

**ACTIVITY TIME NEEDED:** 30 MINUTES

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## ACTIVITY

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## Leader Notes

What is it about dogs that makes them important to you? Think about a dog that is special to you—your own or someone else's.

Complete the Behavior Chart for this dog. What are some other ways a dog can show it likes you?

What are some ways an owner can show a dog that it is wanted and liked?

What three words would you use to describe the feelings you have about this dog?

You may need behavior charts for more than one dog for each member. Pass out Activity Sheet #8, Dog Behavior Chart.

Pass out Activity Sheet #9, Dog Owner Behavior Chart.

Have members bring behavior activity sheets to next meeting to show and discuss.

**Leader Notes**

**ACTIVITY**

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**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. Why do you like dogs?
2. Why is having a dog important to you?
3. Describe the dog's behavior.

**Process:**

4. Why are dogs so easy to like?
5. What makes a dog a good friend?

**Generalize:**

6. What are two ways a friend or family member helps you and shows you that he or she cares for you?

**Apply:**

7. How can you be a better friend?

**GOING FURTHER:**

1. Make a display of pictures of dogs relating to people.
2. Write a story about a time a dog made you feel better.

**RESOURCES:**

“Wiggles ‘n’ Wags”: Dog 1. 4-H Skills for Life Animal Science Series.  
North Central Region Extension Publication 415-1993. c1993. pp. 8-9

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

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**Reviewed by:**

Dog Care and Training Design Team

**YOUR BEST FRIEND BEHAVIOR CHART**  
**DOG CARE AND TRAINING, LEVEL I**  
**Activity Sheet #8, Dog Behavior Chart**

Dog's Name \_\_\_\_\_ Owner \_\_\_\_\_

<b>BEHAVIOR</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
pays attention to me			
licks me			
obeys me			
shows it is happy to be with me			
lets me pet it			
sleeps near me			
protects me			
other			

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**YOUR BEST FRIEND  
DOG CARE AND TRAINING, LEVEL I  
Activity Sheet #9, Dog Owner Behavior Chart**

Owner \_\_\_\_\_ Dog's Name \_\_\_\_\_

Check ways that you show your dog that it is important and you like it.

BEHAVIOR	ALWAYS	SOMETIMES	NEVER
Feeding your dog			
Playing with your dog			
Taking dog out to "potty"			
Yelling at your dog			
Praising your dog			
Hitting your dog			
Grooming your dog			
Tolerating dog scared of storm			
Tolerating dog scared of fireworks			
Exercising your dog			



# Pre-Novice Obedience—Lesson Three

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- How to train their dog to Stand, to Stay and to Recall (Come).

#### ABOUT THEMSELVES:

- Concern for others, communication.

#### Materials Needed:

- A demonstration dog with treats
- Activity Sheet #10, Lesson Three Training Plan and Record
- Member Training Guide (Pre-Novice, Week 3)
- Long Line—light line about 20 feet long with a clip on one end

**ACTIVITY TIME NEEDED:** 60 MINUTES

### ACTIVITY

#### STAND

**Goal:** Your dog will stand on your command when following a lure.

Demonstrate then instruct trainers to do this twice.

1. Kneel or stand on the leash. Begin with your dog sitting at your side, left hand in the collar at the back of the neck. Have a treat ready in your right hand.
2. (Instruct: “Stand Your Dog”) Command “STAND” and move the treat from in front of the dog’s nose straight forward. The dog should stand as it follows the treat.
3. Put your left hand in front of the stifles (back legs) to stop the forward movement.
4. Praise, give the treat and RELEASE, “FREE.”

Practice twice more individually. Try to lengthen the PAUSE between your Praise and giving the treat before the RELEASE.

### Leader Notes

Check homework, grooming, equipment (water bowl, plastic bag, training equipment). Review information from first two weeks with emphasis on: How and when to give a command, Praise, Don’t Pet, Heel Position, Control Position.

Trainers in a semi-circle, sitting on their leashes during explanation and demonstration

The left hand is only to keep the dog in place. You cannot lift the dog by the collar into a stand position. Beware of grabbing at the dog’s belly. Again, the left hand is only to keep the dog in position—to stop the forward movement.

**Leader Notes**

**ACTIVITY**

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**SIT AND DOWN**

**Goal:** Your dog will Sit and Down on your command/ hand signal while following a lure and with you in front of him.

Demonstrate then instruct trainers in doing three sets of Sit and Down.

**DOWN**

1. Begin with your dog sitting. Hold its collar with your left hand under the chin. Kneel in front of your dog.
2. Hold the treat in your right hand in front of your dog's nose.
3. (Instruct: "Down Your Dog") Command "DOWN" move the treat down and gently pull down with your left hand on the collar.
4. Praise, give treat.

**SIT**

5. Begin with your dog down. Hold the collar with your left hand at the back of the neck. Kneel in front of your dog.
6. Hold the treat in your right hand in front of its nose.
7. (Instruct: "Sit Your Dog") Command "SIT," move the treat up and gently pull up with your left hand on the collar.
8. Praise and give treat.

**SIT-STAY**

**Goal:** Your dog will Sit and Stay for one minute while you are standing directly in front of it.

Today we will be teaching the command "STAY." This means don't move from this position. If your dog is sitting it must remain sitting. Do not use your dog's name with this command but you will always be able to say "STAY" plus give a hand signal so we'll learn and practice them together.

**DEMONSTRATE:** Then lead the trainers in practicing this twice.

1. Your dog should be in Heel Position. Hold the leash in your left hand, a little above the snap, at the back of the dog's neck. The leash should be directly above the dog's head with slight tension.
2. (Instruct: "Leave Your Dogs") Give the Stay hand signal, right hand, palm flat, in front of the dog's nose as you give the command "STAY."
3. Step forward with your right foot. Turn and stand directly in front of your dog—toe to toe. Place both hands on the leash, if desired.

Be sure that the trainers are applying collar pressure, even when the dog doesn't need it, because next week you'll eliminate the treats for this exercise.

**ACTIVITY:**

**Leader Notes**

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4. Do not hold the leash too tightly—you should not be holding the dog up.
5. After the dog has remained in this position for a short period (start for 10 seconds and work up to 1 minute), pivot back to Heel Position. Wait 5 seconds, release the pressure on the leash, wait 5 seconds, Praise, RELEASE, “FREE.”

**WHEN YOUR DOG BREAKS THE STAY (STANDS UP, LAYS DOWN, ETC.)**

6. Keep your eyes on your dog and replace it as soon as it begins to move.

Remember, it is still learning.

7. If the dog is already standing or laying down you must return to Heel Position and replace them into the sit .
8. As soon as the dog is sitting again, Praise for the Sit and Command “STAY.”

**SIT FOR EXAMINATION**

**Goal:** Your dog will sit beside you when someone comes to pet it.

Sit for examination is a safety exercise. It is what you should have your dog do when someone comes to pet it. You should never pet a strange dog without asking permission, but many people, especially little children, don't follow that rule. This exercise allows you to tell your dog what to do and that it is all right for this person to pet it.

DEMONSTRATE then lead the trainers in practice.

1. Begin with dog in Heel Position. Hold leash in left hand at the back of the dog's neck.
2. An examiner will come up to you and ask “May I pet your dog?”
3. Tell them “Yes” and signal and command “STAY.”
4. The examiner will pet your dog. Your dog should not stand up, jump up, or try to get away. Replace it into the Sit if it moves. If it accepts the petting, PRAISE, PAUSE, RELEASE,, “FREE”!

Outside of this class you do not have to let people pet your dog. You can politely tell people no.

Most dogs will drop their head when moving out of the Sit into the Down or Stand, so correct if you see the dog start to drop it's head. The correction is the same as discussed last week for heeling: let some slack into the leash, give a quick “pop” in the direction you want the dog's head to move—in this case, up—release the tension, and Praise the dog for now being in the desired position.

The adult doing the petting should ask each trainer, “May I pet your dog.” This is the cue for the trainer to prepare their dog to accept being petted. This week the “petting” (or examination) need only be a touch on the head. Beware of dogs that act shy and do not push them into acceptance of petting. Work with them in small steps beginning with sniffing you or even with you just standing near them to build their confidence. In later lessons the trainers will learn a Stand for Examination which they will perform in Obedience and Showmanship ( a modified version) Competitions.

**Leader Notes**

**ACTIVITY**

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Your class should be in one or two straight lines facing the same direction.

**Heeling**

**HEEL POSITION—RIGHT TURN AND ABOUT TURN**  
DEMONSTRATE (with back to the class)

**RIGHT TURN**

REVIEW of the lesson from Week 2. Lead the trainers in making 4 Right Turns. Then explain the next progression and lead the class in making 4 more Right Turns.

1. Begin with your dog in Heel Position, your leash in Control Position.
2. (Instruct: “Ready for Right”) Take a small step to the right with your right foot, pointing that foot to the right. Your dog should not move.
3. (Instruct: “Right Turn”) “ROVER, HEEL” Step with your left foot, bringing it next to the right and stop.
4. Command “SIT” and tuck your dog into a Sit. Praise for the Sit.

**ABOUT TURN**

REVIEW the lesson from Week 2. Lead the trainers in making 2 About Turns as review.

Present next progression and lead the trainers in making 2 more About Turns.

5. Dog in Heel Position, leash in Control Position.
6. (Instruct: “About Turn”) Command “ROVER, HEEL.”
7. Take one step forward, turn, and take one more step forward.
8. Stop. Command “SIT” and tuck dog into Sit. Praise.

**HEELING—LOOSE LEAD**

PRACTICE Lesson from Week 2.

Begin with dogs sitting in Heel Position. Trainers have their leashes over their right shoulder. Only touch the leash to move dog back to Heel Position.

1. (Instruct: “Forward”) Command, “ROVER, HEEL” Step out with left foot and walk forward. Move quickly.
2. When the dog moves out of Heel Position grab the leash with your left hand and give it a quick “pop” to move the dog back into position. Let go of the leash immediately and praise the dog for being in proper position.

Have trainers in a circle, moving clockwise. Dogs will be on the outside of the circle. Have trainers heel about 20 steps before directing them to halt. Repeat once.

**ACTIVITY:**

**Leader Notes**

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3. (Instruct: “Halt”) Stop and “SIT” —tuck your dog into a Sit. Praise.
4. (Instruct: “Forward,” “About Turn,” “About Turn,” “Halt”—allow 5—10 steps between each command.)

**HEELING—AUTOMATIC SIT**

**Goal:** When heeling, your dog will sit when you stop.

Demonstrate:

Begin with dog sitting in Heel Position. Hold leash in your right hand, with your right arm across your body.

1. (Instruct: “Forward”) Command “ROVER, HEEL” and walk straight ahead.
2. (Instruct: “Halt”) Stop. Command “SIT.” “Pop” straight up on the leash with your right hand and tuck your dog into a Sit with your left. Praise.
3. Repeat once.
4. Repeat a third time and do not say “SIT.”

Have the trainers moving in a clockwise circle. Only have them heel about five steps before they Halt. The first two times they should command “SIT” once, and then make their dog Sit. The third time there is no command given for the dog to Sit.

**Recalls**

**COME-FORE**

Demonstration: Dog is in Heel Position, Leash is in Control Position.

1. (Instruct: “Forward”) Command “ROVER, HEEL.”
2. (Instruct: “Call Your Dog”) Let some slack into the leash. Begin to walk backwards.
3. Command “ROVER, COME.”
4. When your dog catches up to you stop and Praise.

Trainers should be moving clockwise. Allow about five steps of Heeling before trainers call their dog. Watch that they don’t trip over backward. Lead the trainers in practicing this three times.

**RECALL FROM A STAY**

1. Heel your dog about 12 feet straight out from the line and turn and face the space you left.
2. Sit the dog. Remove the lead. Instructor holds the collar.
3. Command and signal “STAY.”
4. Return to your place in line. Turn and face your dog.
5. Get down on your knees. Hold out your hands, palms up. Smile.

Have trainers line up along one side of the training area. This is an off-lead exercise. If your area is not escape-proof attach a long line to the collar. You will control this line.

## Leader Notes

If the dog does not come to its trainer catch it with as little fuss as possible and walk it to the trainer. The trainer is to Praise the dog for being back. Instruct the parents and others in the room to ignore the dog if it comes to them. Give this trainer another turn, but this time the trainer will have food. Put a long line on the dog so if he bolts again it won't get the reward of racing around the room.

Skip around the line when calling the trainers for their turn to practice so there aren't two in a row calling/praising their dogs.

Help members plan training periods by using Activity Sheet #10, Week Three Training Plan and Record.

Pass out Member Training Guides.

## ACTIVITY

6. Command "ROVER, COME." (Leader—Let go of the collar.)
7. Coach your dog to you. When he gets all the way to you Praise and Pet. Make this wonderful for your dog!

### LONG DOWN FOR 30 MINUTES

**Goal:** To teach your dog that you are the boss. If you didn't have too much trouble continue with this weeks lesson, otherwise stay with last week's lesson until there is obvious improvement.

1. Sit in a chair beside your dog. Command "DOWN" and place the dog in the down position. You may either sit on the end of the leash or keep your foot on it.
2. Replace the dog each time it BEGINS to get up. Don't repeat Down Each time you replace your dog, Praise.
3. Avoid petting the dog. Keep your hands off of the dog if possible.
4. At the end of the 30 minutes, RELEASE and play with your dog for a few minutes.
5. Repeat this lesson three times this week.

### DIALOGUE FOR CRITICAL THINKING:

#### Share:

1. What happened when you tried this week's new commands? STAND? STAY? COME? (Do each separately.)

#### Process

2. How long should your dog stay?
3. What are some things that you did this week to get your dog to come to you without forcing it to come? Why?
4. What would your dog learn if someone began petting it when it ran away from you?
5. What could happen if your dog didn't know to Sit and Stay when someone came up to pet it?

#### Generalize

6. We try to let the dog know that it is doing what we want by praising it. What are some ways that you know that you are doing something right?
7. How do you learn to change when you do something wrong?

#### Apply:

8. Which way do you think you learn more—doing it right the first time or learning by correcting a mistake? Why?

**ACTIVITY:**

**Leader Notes**

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**GOING FURTHER:**

1. Study positive use of errors.
2. Observe these commands at a show.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

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**PRE-NOVICE OBEDIENCE—LESSON THREE**  
**DOG CARE AND TRAINING, LEVEL I**  
**Activity Sheet #10, Training Plan and Record**

Name \_\_\_\_\_ Dog \_\_\_\_\_

Record date and time to teach each of these commands and the result. "Sit" and Down with hand signals, STAND, "Sit"-Stay, "Sit" FOR EXAM,HEEL POSITION: Right and About Turns, Loose Lead HEELING, AUTOMATIC "Sit", COME-FORE, 30-MINUTE Down.

	Day/ Time	What's your plan for this session?	How did it work?
1.			
2. good start			
3.			
4. keep working			
5.			
6. practice brings results			
7.			
8. above average!			
9.			
10. great work			
11.			
12. headed for Super Dog!			
13.			
14. go to the head of the class			

## PRE-NOVICE OBEDIENCE—LESSON THREE

### DOG CARE AND TRAINING, LEVEL I

#### Member Training Guide

#### Training Tools:

- Treats
- Training collar
- Leash
- Your dog
- A helper to examine your dog

**ACTIVITY TIME NEEDED:** 30 MINUTES  
THREE TIMES THIS WEEK, 5-10 MINUTES  
AT LEAST SEVEN TIMES THIS WEEK

**COMMANDS:** “SIT.” “DOWN.” “STAND.”  
“STAY.” “HEEL.” “COME.” “FREE.”

#### SIT/DOWN/STAND/STAY

REVIEW SIT and DOWN with a lure (from Lesson Two)

#### STAND

**Goal:** Your dog will stand on your command when following a lure.

1. Kneel or stand on the leash. Begin with your dog sitting at your side, left hand in the collar at the back of the neck. Have a treat ready in your right hand.
2. Command “STAND” and move the treat from in front of your dog’s nose straight forward. your dog should stand as it follows the treat.
3. Put your left hand in front of the stifles (back legs) to stop the forward movement.
4. Praise, give the treat and RELEASE, “FREE.”

Try to lengthen the pauses between Praise, giving the treat and the RELEASE.

#### SIT AND DOWN

**Goal:** Your dog will Sit and Down on your command/ hand signal while following a lure and with you in front of it.

#### DOWN

1. Begin with your dog sitting. Hold the collar with your left hand under the chin. Kneel in front of your dog.
2. Hold the treat in your right hand in front of your dog’s nose.
3. Command “DOWN,” move the treat down and gently pull down with your left hand on the collar.
4. Praise, give treat.

#### SIT

5. Begin with your dog down. Hold the collar with your left hand at the back of the neck. Kneel in front of your dog.
6. Hold the treat in your right hand in front of its nose.
7. Command “SIT,” move the treat up and gently pull up with your left hand on the collar.
8. Praise and give treat.

#### SIT-STAY

**Goal:** Your dog will Sit and Stay for one minute while you are standing directly in front of it.

1. Your dog should be in Heel Position. Hold the leash in your left hand, a little above the snap, at the back of your dog’s neck. The leash should be directly above your dog’s head with slight tension.
2. Give the Stay hand signal, right hand, palm flat, in front of your dog’s nose as you give the command “STAY.”
3. Step forward with your right foot. Turn and stand directly in front of your dog—toes to toes. Place both hands on the leash, if desired.
4. Do not hold the leash too tightly—you should not be holding your dog up.

5. After your dog has remained in this position for a short period (start for 10 seconds and work up to 1 minute during the week, pivot back to Heel Position.
6. Wait 5 seconds, relax the leash, wait 5 seconds, PRAISE, RELEASE, "FREE."

### **WHEN YOUR DOG BREAKS THE STAY (STANDS UP, LAYS DOWN, ETC.)**

7. Keep your eyes on your dog and replace it as soon as it begins to move.

Remember, it is still learning.

8. If your dog is already standing or laying down you must return to Heel Position and replace them into the Sit.
9. As soon as your dog is sitting again, Praise for the Sit and Command "STAY."

### **SIT FOR EXAMINATION**

**Goal:** Your dog will sit beside you when someone comes to pet it.

1. Begin with dog in Heel Position. Hold leash in left hand at the back of your dog's neck.
2. An examiner will come up to you and ask "May I pet your dog"?
3. Tell them "Yes" and signal and command "STAY."
4. The examiner will pet your dog. Your dog should not stand up, jump up, or try to get away. Replace it into the Sit if it moves. If it accepts the petting, PRAISE, PAUSE, RELEASE, "FREE"!

## **Heeling**

### **HEEL POSITION—RIGHT TURN AND ABOUT TURN**

#### **RIGHT TURN**

REVIEW of the lesson from Week 2. Make 4 Right Turns.

1. Begin with your dog in Heel Position, your leash in Control Position.
2. Take a small step to the right with your right foot, pointing that foot to the right. Your dog should not move.
3. "ROVER, HEEL" Step with your left foot, bringing it next to the right and stop.
4. Command "SIT" and tuck your dog into a Sit. Praise for the Sit.

#### **ABOUT TURN**

REVIEW the lesson from Week 2.

5. Dog in Heel Position, leash in Control Position.
6. Command "ROVER, HEEL."
7. Take one step forward, turn, and take one more step forward.
8. Stop. Command "SIT," and tuck dog into Sit. Praise.

#### **HEELING—LOOSE LEAD**

PRACTICE Lesson from Week 2.

Begin with dog sitting in Heel Position with your leash over right shoulder. Only touch the leash to move dog back to heel position.

1. Command, "ROVER, HEEL" Step out with left foot and walk forward. Move quickly.
2. When your dog moves out of Heel Position grab the leash with your left hand and give it a quick "pop" to move your dog back into position. Let go of the leash immediately and Praise your dog for being in proper position.
3. Stop and Sit—tuck your dog into a Sit. Praise.

**HEELING—AUTOMATIC SIT**

**Goal:** When heeling, your dog will Sit when you stop.

Begin with dog sitting in Heel Position. Hold leash in your right hand, with your right arm across your body.

1. Command “ROVER, HEEL” and walk straight ahead.
2. Stop. Command “SIT.” “Pop” straight up on the leash with your right hand and tuck your dog into a sit with your left. Praise.
3. Repeat once.
4. Repeat a third time and do not say “SIT.”
2. Replace your dog each time it BEGINS to get up. Don’t repeat “DOWN.” Each time you replace your dog, Praise.
3. Avoid petting your dog. Keep your hands off of your dog if possible.
4. At the end of the 30 minutes, RELEASE and play with your dog for a few minutes.
5. Repeat this lesson three times this week.

**Recalls****COME-FORE**

Dog is in Heel Position, Leash is in Control Position.

1. Command “ROVER, HEEL”
2. Let some slack into the leash. Begin to walk backwards.
3. Command “ROVER, COME.”
4. When your dog catches up to you stop and Praise.

**LONG DOWN FOR 30 MINUTES**

**Goal:** To teach your dog that you are the boss. If you didn’t have too much trouble continue with this weeks lesson, otherwise stay with last week’s lesson until there is obvious improvement.

1. Sit in a chair beside your dog. Command “DOWN” and place your dog in the Down position. You may either sit on the end of the leash or keep your foot on it.





## Feeding Your Dog

### *Dog Care and Training, Level I*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- How to feed a dog

##### **ABOUT THEMSELVES:**

- The importance of responsibility

##### **Materials Needed:**

- Samples of food
  - Dry (kibble) in one or more sizes
  - Canned
  - Semi-moist
- Three bowls
- Can opener
- Measuring cup, teaspoon
- Samples of good and bad choices of training treats
- Dry dog food and human cereal box ingredient labels
- Activity Sheet #11, Food Label Quiz

**ACTIVITY TIME NEEDED:** 30 MINUTES

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## ACTIVITY

Since our dogs can't run to the grocery store and purchase their own food it is up to us to choose what they will eat. You should consider these things about the food you give your dog:

1. Is it healthy?
2. Does it taste good?
3. What does it cost?
4. Age of dog (puppy, mature, old).
5. Dog breed and appropriate weight.

We basically have three types of food to choose from:

**CANNED FOOD** is the most expensive, but it is also the most palatable (tastes the best to dogs). It has no preservatives but it will spoil if left

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## Leader Notes

Note: Have members weigh their dog and bring that weight to this lesson.

Types of food: Show the types of food as you present the information.

After you present the information have members determine the suggested amount to feed a dog weighing \_\_\_ pounds and then measure out that amount into one of the bowls. Check before the lesson to determine a dog's weight to use that would be fed one can or less of food so you'll have enough for this activity. The members may struggle with the can opener and they might consider that to be a disadvantage of canned food.

**Leader Notes**

Give each group of two to three members a dry dog food label and a human cereal box label. Use Activity Sheet #6, Food Label Quiz, to compare ingredient amounts, then discuss.

**ACTIVITY**

sitting out. It is the messiest to feed. Since it is very soft it is the easiest for a dog with bad or no teeth to eat. The high water content may cause feces to be very soft.

SEMI-MOIST FOOD is moderately priced and is average in palatability. It does have preservatives but can be left unrefrigerated. It is not very messy and is easy to chew. Because of the high salt content it is important that the dog has access to plenty of fresh water.

DRY FOOD (kibble) is the least expensive food and is average in palatability. It does have preservatives, but can spoil if left out in humid weather. It is important that your dog has plenty of fresh water to drink since it will not get much moisture in the food. Many people feel that crunching the kibble helps keep the dog's teeth clean but this has not been proven. It does exercise the chewing muscles. Kibble is made in many different sizes.

**What kind of food do you feed your dog?**

When you choose your dog's first food it is a good idea to keep feeding the same food as it had before you got it. If you decide to change foods do it gradually. Some dogs do not adjust to changes in food very well. On the first feeding add just a little of the new food to the old brand. Continue feeding more of the new and less of the old until you have switched completely. Try to keep your dog eating the same food all of the time. Watch how the food seems to affect your dog. If its energy level is not right, if the skin is dry or the coat dull or if the stools are very hard or very soft then it could be time for a change in the food. Ask your veterinarian or breeder for a recommendation.

**HOW MUCH TO FEED?**

Most foods recommend a certain amount to feed your dog determined by how much your dog weighs. Can you find that information on these packages? What is your dog's weight in pounds? How much do these packages indicate we should feed of each kind? Measure that amount into one of these bowls so we can compare. Of course, these amounts are just suggestions to begin with. Your dog may need more or less but we can use these amounts for comparison.

With these foods, which do you need the most of to feed your dog? How might this be a problem?

Although we found the "recommended" amount of food to feed a dog according to its weight, many dogs will require a different amount. Some dogs are termed "easy keepers" which implies that they don't eat a lot, while others are so active that they seem to eat a great deal. One way to tell if your dog is getting enough food is to check the body. With most breeds, when they are at a proper body weight you should be able to feel their ribs without "digging around" but not be able to see them. You can

## ACTIVITY

also do the 15 minute check. Give the dog its food. After 15 minutes pick up and measure what is left. At the next feeding give it that much less. If it eats it all in 15 minutes and acts constantly hungry you may need to increase the amount of food you give. There are some dogs, however, that seem to be “bottomless pits”—always hungry. Do not increase the amount you feed them too rapidly or else they may become too heavy.

Feeding puppies (under 6 months) requires special care. If they become fat their bones may not be able to adequately carry the extra weight. Not getting enough to eat may cause poor growth. Check the body condition of a puppy every week and adjust the amount you feed accordingly.

## HOW SHOULD YOU FEED YOUR DOG?

### FREE CHOICE FEEDING

With this method you would keep food out all of the time for your dog to eat when it wants and as much as it wants.

#### Advantages:

- the least amount of work

#### Disadvantages:

- dog may overeat
- you can't tell if a dog is not eating
- other animals (pets, birds, insects, squirrels) may eat the food
- the food may spoil
- houstraining will be more difficult
- may encourage picky eating

### TIME RESTRICTED FEEDING

With this method unlimited food is given to the dog for a limited amount of time, usually 10 to 15 minutes, usually twice a day.

#### Advantages:

- May put less stress on the digestive system
- You can tell if a dog isn't eating
- May make housebreaking easier
- Dog will look to you as a source of food
- Discourages picky eaters

#### Disadvantages:

- May lead to eating more
- You must be available to feed your dog

### MEAL RESTRICTED FEEDING

With this method the dog is given a measured amount of food.

#### Advantages:

- If you have one dog and if other animals can't get into the food you know if your dog is eating and how much it eats

## Leader Notes

Puppies should gain 1–2 grams per day per pound of anticipated adult weight. Puppies need more calories and nutrients than adult dogs. Divide their day's food into 3–4 feedings. They will not be able to eat enough at one time to meet their needs.

**Leader Notes****ACTIVITY****Disadvantages:**

- May encourage picky eating
- May make housebreaking more difficult

**TIME-AND-MEAL-RESTRICTED FEEDING**

A measured amount is offered for a limited time, usually 10 to 15 minutes, twice a day.

**Advantages:**

- You know exactly how much your dog is eating
- Will make housebreaking easier
- Discourages picky eaters
- Your dog views you as the source of food

**Disadvantages:**

You must be available to feed your dog

**ALL FEEDING METHODS**

Throw out leftover food after each meal. Wash the bowl. Empty, wash, and refill the water bowl daily. **Water bowls can become contaminated by saliva and some dogs will not drink from them and become dehydrated.**

Which way do you feed your dog? Why?

**SNACKS**

Do not let your dog train you to share your food with it. Dogs can learn to be a great nuisance by begging for food. If you use treats in your training consider them as part of your dog's meal, not as extra food. It would not take too much extra food to make your dog gain weight. Some ideas for training treats are small pieces of kibble, dry cereal, slices of low-salt hotdog, bites of cooked liver or other meat or "string" cheese. A training treat should be small and easily carried and given to the dog. Treats that you can buy at the grocery store for dogs are okay once in a while but they are usually expensive and many are not nutritionally balanced. **NEVER FEED YOUR DOG CHOCOLATE AS IT IS TOXIC (POISON) TO DOGS.**

Look at this sampling of foods that might be chosen for training treats. Choose one and tell why it would or would not be a good choice for a training treat.

**DIALOGUE FOR CRITICAL THINKING****Share:**

1. What are the types of food you can buy for dogs?
2. What type of food do you feed your dog? Why?

Set out a variety of training treats. Try to have at least one choice per member. Have some poor choices such as chocolate, a large dog biscuit, and something hard to handle such as potato chips. Have the members answer in terms of their own dog—a Labrador Retriever needs a larger size treat than a Pomeranian.

**ACTIVITY**

**Leader Notes**

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**Process:**

3. What is an example of a good training treat?
4. What did you learn about a feeding schedule?

**Generalize:**

5. When do you get snacks?
6. What are some healthy snacks for you?
7. What are unhealthy treats for you?

**Apply:**

8. What do you think your parents consider when planning meals for the family?

**GOING FURTHER:**

Go to the grocery store and look at labels of food. How much would you need to feed your dog? How expensive is it? What is the main ingredient?

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**FEEDING YOUR DOG**  
**DOG CARE AND TRAINING, LEVEL I**  
**Activity Sheet 11, Food Label Quiz**

Answer the questions by comparing a dry dog food label and a human cereal box label.

1. What are the percentages of each ingredient?

	Dog Food	Cereal
Protein	_____ %	_____ %
Fat	_____ %	_____ %
Fiber	_____ %	_____ %
Calcium	_____ %	_____ %
Salt/Sodium	_____ %	_____ %
Vitamin A	_____ %	_____ %

2. What are the top three ingredients?

Dog Food	Cereal
_____	_____
_____	_____
_____	_____

3. How are the ingredients on these two labels alike?

\_\_\_\_\_

\_\_\_\_\_

4. How are the ingredients on these two labels different?

\_\_\_\_\_

\_\_\_\_\_



## Pre-Novice Obedience—Lesson Four

### *Dog Care and Training, Level I*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Loose lead heeling cannot happen until the dog is paying attention and the handler allows slack in the lead.

##### **ABOUT THEMSELVES:**

- Mistakes are wonderful opportunities to learn.

##### **Materials Needed:**

- A demonstration dog with treats
- Member Handout #11, Loose Lead/Sit with Hand Signals
- Activity Sheet #12, Lesson Four Training Plan and Record
- Long Line—light line about 20 feet long with a clip on one end
- Member Training Guide (Pre-Novice—Week Four)

**ACTIVITY TIME NEEDED:** 60 MINUTES

#### **ACTIVITY**

##### **SIT/DOWN/STAND/STAY**

##### **SIT AND DOWN WITH HAND SIGNALS**

**Goal:** Your dog will begin to respond to your hand signal with voice command.

1. REVIEW Lesson #3, Sit and Down with member kneeling in front of dog, left hand guiding with collar, right hand with treat.
2. Kneel in front of your dog again, left hand in collar.
3. (Instruct: “Down Your Dog”) Raise your right hand straight up, Command “DOWN” and swing your arm down as you apply pressure to the collar to move the dog down. Praise.
4. With your dog still down, stand up in front of it.
5. Hold the leash in your left hand. It should be without slack but not tight.
6. (Instruct: “Sit your Dog”) Command “SIT,” step toward your dog with your right foot and hit the leash with the upswing of your right hand. Praise.

#### **Leader Notes**

The repetition and review of previous lessons each week before adding new command is essential to the training process.

Provide Member Handout #11, Loose Lead/Sit with Hand Signals

## Leader Notes

The dog should be in the Sit position from previous steps.

The purpose of distractions is to entice the dog into making a mistake. The dog that “goofs” and is corrected will learn that Stay means Stay even if there is a distraction. The dog that makes no mistakes during this part of the lesson has learned nothing. This is a very hard concept for the trainers—they want their dogs to be right—but it is learning by trial-and-error on the dog’s part.

This session will use very mild distractions. Walk behind the dogs and/or stand in the center and call “puppy, puppy, puppy.” If the dog glances at the distraction but returns its attention to the trainer it should be quietly praised.

## ACTIVITY

REPEAT steps 2–6.

### STAND

Your dog will stand and stay for 30 seconds while you stand beside it.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar. Have a treat ready in your right hand.
2. (Instruct: “Stand Your Dog”) Command “STAND” and move the treat from in front of your dog’s nose straight forward. The dog should stand as it follows the treat.
3. Put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise, give the treat.
5. Command and signal “STAY.”
6. Drop your left hand and stand up straight beside your dog.
7. Count to 10 (silently), Praise again, and RELEASE, “FREE.”

In your practice add more time until you can count to 30.

If your dog begins to sit put your left hand in front of the stifles again to remind it of the stand position. DO NOT lift it into position. If it sits completely go back to the start and stand it again.

### SIT-STAY

**Goal:** Your dog will Sit and Stay with mild distractions while you are standing directly in front of it.

Begin with the rings of the collar at the back of the dog’s neck.

1. (Instruct: “Sit Your Dogs”) Command your dog to “SIT.”
2. (Instruct: “Leave Your Dogs”) Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, and pivot in front of your dog, toes to toes.
4. Introduce mild distractions. When your dog breaks, replace it and praise when it is back in the proper position.
5. (Instruct: “Return to Your Dog”) Pivot back to your dog.
6. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.

**ACTIVITY:**

**Leader Notes**

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**SIT-STAY**

**Goal:** Your dog will Sit and Stay for one minute while you are 2-3 feet in front of it. The dog will remain sitting until you return to Heel Position and release it.

Begin with the rings of the collar under the dog's chin.

1. (Instruct: "Sit Your Dogs") Command your dog to "SIT."
2. (Instruct: "Leave Your Dogs") Command and signal your dog to "STAY."
3. Step out briskly on your right foot, and go 2-3 feet and turn and stand directly in front of your dog.
4. The leash should be without slack, but not tight. When the dog attempts to get up, step toward the dog and snap up on the lead to correct. This correction is the same way we are using to teach the Sit hand signal.
5. Face your dog and remain for 10 seconds. ( Work up to one minute during the week. If you reach the one-minute goal, begin to introduce mild distractions.) Replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position.
6. (Instruct: "Return to your Dog") Return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace the dog.
7. (Instruct: Exercise Finished") PAUSE, PRAISE, RELEASE, "FREE."

Stress stepping out briskly—beginning trainers typically will tip-toe or back away from their dog.

**SIT FOR EXAMINATION**

**Goal:** Your dog will sit beside you when someone comes to pet it.

1. Begin with dog in Heel Position. Hold leash in left hand at the back of the dog's neck.
2. An examiner will come up to you and ask "May I pet your dog?"
3. Tell them "Yes" and signal and command "STAY."
4. The examiner will pet your dog. Your dog should not stand up, jump up, or try to get away. Replace it into the Sit if it moves. If it accepts the petting, PRAISE, PAUSE, RELEASE, "FREE."

This week the "petting" (or examination) should be a touch on the head, a touch on the shoulders, and a touch on the lower back. Again, beware of dogs that act shy and do not push them into acceptance of petting. Work with them in small steps beginning with sniffing you or even with you just standing near them to build their confidence. If possible, have each dog examined by two people.

**DOWN—STAY**

**Goal:** Your dog will remain in a Down-Stay for one minute while you stand in front of it.

**Leader Notes**

**ACTIVITY**

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Begin with your dog sitting at your left side.

1. (Instruct: “Down Your Dog”) Command “DOWN” and place your dog into a down position by guiding with the collar. You may wish to use food to lure the dog down. Praise quietly once the dog is Down.
2. Stand up straight beside the dog and hold the lead in your left hand.
3. (Instruct: “Leave Your Dog”) Place your right hand, palm flat, in front of the dog’s nose as you give the command, “STAY.”
4. Step forward on your right foot, turn and stand directly in front of the dog (toes to toes).
5. After you and your dog have remained in this position for a short period (begin with 10 seconds and work up to one minute), pivot back to Heel Position.
6. PAUSE 5 seconds, PRAISE, and RELEASE, “FREE.”

**WHEN YOUR DOG BREAKS THE STAY**

Replace the dog into the down position by pushing on its shoulders. If needed, return to Heel Position and guide the dog down with the collar. When the dog is down praise verbally to let it know that it is now correct.

**Heeling**

**HEEL POSITION—RIGHT TURN AND ABOUT TURN**

**RIGHT TURN**

REVIEW of the lesson from Week 3. Make 2 Right Turns. Then explain the next progression and make 4 more Right Turns.

1. Begin with your dog in Heel Position, your leash in Control Position.
2. (Instruct: “Right Turn”) Command “ROVER, HEEL.” Take a step to the right with your right foot, bring up your left foot and halt.
3. Command “SIT” and tuck your dog into a Sit. Praise.

**ABOUT TURN**

REVIEW Lesson from Week 3. Make 2 About Turns.

**HEELING—LOOSE LEAD**

REVIEW Lesson from Week 3 with leash over shoulder.

(Instruct: “Forward.” “About Turn.” “Halt.” etc.)

**ACTIVITY:**

**Leader Notes**

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**EVALUATE THE TRAINERS.**

If a trainer is keeping their dog’s attention without constantly gripping the leash—one or two corrections are ok—then they have “graduated” to holding the leash. They should now heel with the leash held in Control Position. It must be loose when the dog is in Heel Position—the snap should hang down and there will be a “loop” in the leash. If the trainer regresses and begins holding the leash without slack then they must go back to having it over their shoulder. Continue to check progress on this every week. Heeling with a loose leash is required for obedience competition and is a prerequisite for training off-lead heeling in the Novice class.

After EVALUATION practice Heeling with a Loose Lead for 2 minutes.

**HEELING CIRCLES LEFT AND RIGHT**

**Goal:** Your dog will remain in Heel Position when you change speed and direction.

DEMONSTRATE, then lead trainers in practice.

Now we’re going to add something new to the heeling. Since this is new we’ll have everyone have their leash in Control Position. Pretend that your left hand is glued to your leg.

Begin with the dog sitting in Heel Position.

1. (Instruct: “Circle Left”) Command “ROVER, HEEL.” Begin with your left foot and take a step forward and then walk in a large circle to the left. Take very exaggerated slow steps—your dog will have to go even slower to stay in Heel Position.
2. When you have completed your circle stop, Command “SIT” and Sit your dog. Praise.

DEMONSTRATE, then lead trainers in practice.

3. (Instruct: “Circle Right”) Command “ROVER, HEEL.” Begin with your left foot and take a step forward and then trot in a large circle to the right. Take short choppy steps—your dog will have to go even faster to stay in Heel Position.
4. When you have completed your circle, stop. Command “SIT” and Sit your dog. Praise.

(Instruct two circles right. Trainers must be facing clockwise to do a Circle Right.)

This exercise has three purposes. It will give some variety to the heeling practice, it is a practice of changes of pace, and it is an introduction to Figure 8 Heeling.

Instruct two circles left. Each trainer will be making their own circle, about 5 feet in diameter. If the trainers are arranged in a large circle they must be facing counterclockwise to do a Circle Left.

Have the trainers moving in a clockwise circle. Only have them heel about 5 steps before they Halt. The first two times they should command “SIT” once, and then make their dog Sit. The third time there is no command given for the dog to Sit.

## Leader Notes

This week the tuck into a Sit is eliminated. If needed, some trainers may need to continue with the tuck and they will need to hold the leash in their right hand.

Allow about five steps of Heeling before trainers call their dog. Watch that they don't trip over backward. Lead the trainers in practicing this three times.

Have trainers line up along one side of the training area. This is an off-lead exercise. If your area is not escape-proof attach a long line to the collar. You will control this line. Trainer needs a treat—don't show it to the dog until it gets to you and you are luring it into a Sit. The food is being used as a lure for the Sit—not a bribe for the recall.

## ACTIVITY

### HEELING—AUTOMATIC SIT

**Goal:** When heeling, your dog will sit when you stop.)

Begin with dog sitting in Heel Position. Hold leash in your left hand.

1. (Instruct: "Forward") Command "ROVER, HEEL" and walk straight ahead.
2. (Instruct: "Halt") Stop. Command "SIT." "Pop" straight up on the leash with your left hand.
3. Repeat once.
4. Repeat a third time and do not say "SIT."

## Recalls

### COME-FORE (USING A TREAT TO LURE INTO A SIT)

1. (Instruct: "Forward") Command "ROVER, HEEL."
2. (Instruct: "Call Your Dog") Let some slack into the leash. Begin to walk backwards.
3. Command "ROVER, COME."
4. When your dog catches up to you stop. Using the treat as a lure Command "SIT."
5. When the dog sits, Praise and give the treat. Your dog should now be sitting in front of you. Pivot yourself to Heel Position. Praise.
6. (Instruct: "Exercise Finished") RELEASE, "FREE."

### RECALL FROM A STAY WITH SIT IN FRONT

1. Heel your dog about 12 feet straight out from the line and turn and face the space you left.
2. Sit the dog. Remove the lead. Instructor holds the collar.
3. Command and signal "STAY."
4. Return to your place in line. Turn and face your dog. Smile.
5. (Instruct: "Call your dog.") Command "ROVER, COME." (LEADER—Let go of the collar.)
6. Coach your dog to you. When it gets all the way to you Command and signal (with lure) "SIT." Praise and give treat. RELEASE, "FREE." Pet your dog and make this wonderful for your dog!

## **ACTIVITY:**

## **Leader Notes**

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**RECALL RULE:** If you command “COME,” your dog has to come and it must be rewarding for it to be with you once it gets there. Do not call your dog unless you can make it come to you.

### **LONG DOWN FOR 30 MINUTES**

**Goal:** To establish you as boss.

1. Command your dog to “DOWN.” You may move about the room, but do not leave your dog’s sight.
2. Replace the dog each time it **BEGINS** to get up. Don’t repeat **DOWN**. Each time you replace your dog, Praise. If you need to replace twice, then stay beside your dog.
3. At the end of the 30 minutes, **RELEASE** and play with your dog for a few minutes.
4. Repeat this lesson three times this week.

Help members plan training periods by using Activity Sheet #12, Week Four Training Plan and Record.

Pass out Member Training Guide. (Pre-Novice - Week Four)

### **DIALOGUE FOR CRITICAL THINKING**

#### **Share:**

1. What is the most difficult command for your dog to remember? Why?
2. What do you think you need to do to correct your dog’s most common error? Why?

#### **Process:**

3. What would be an example of a distraction?
4. Why do we use distractions when training our dogs?
5. Why is it important for your dog to heel with a loose lead?

#### **Generalize:**

6. How can your dog learn when it makes a mistake? Why?
7. How can making mistakes help you learn?

#### **Apply:**

8. What will you do differently the next time you make a mistake? Why?

### **GOING FURTHER:**

**Leader Notes**

**ACTIVITY**

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**REFERENCES:**

**Authors:**

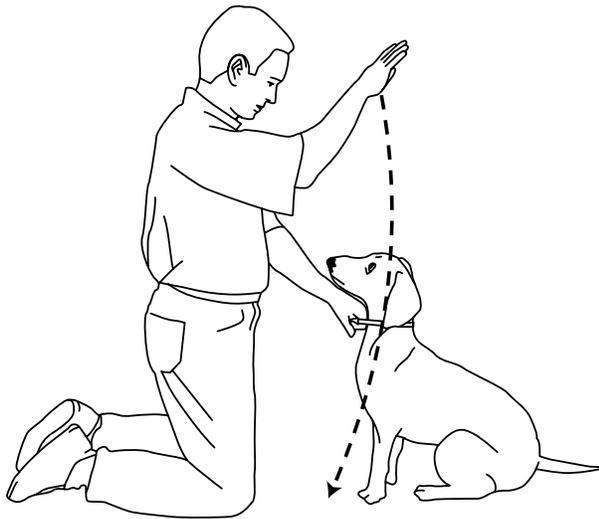
Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

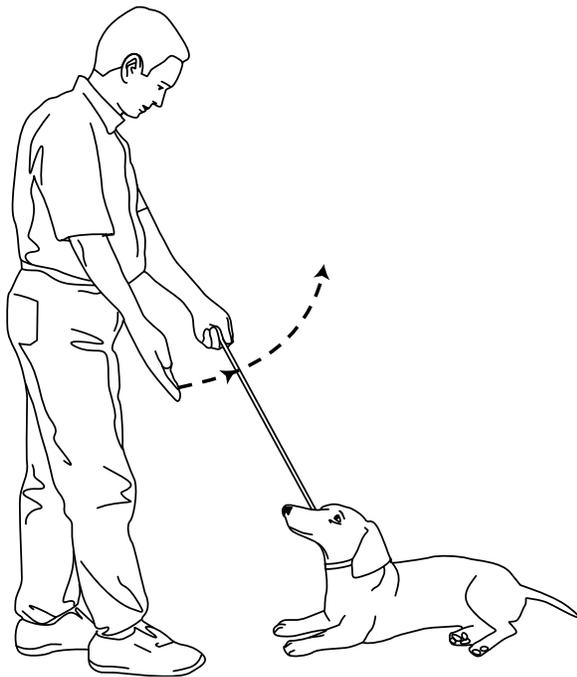
Dog Care and Training Design Team

**PRE-NOVICE OBEDIENCE—LESSON FOUR**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #11, Loose Lead/Sit with Hand Signals**



**Down With Hand Signal**

Note: Left hand holds collar, right hand signals.



**Sit With Hand Signal**

Step forward on right foot, swing right hand up, hitting leash.

Note: Leash is in left hand—taut.

**PRE-NOVICE OBEDIENCE—LESSON FOUR**

**DOG CARE AND TRAINING, LEVEL I**

**Activity Sheet #12, Lesson Four Training Plan and Record**

Name \_\_\_\_\_ Dog \_\_\_\_\_

Sit and Down with hand signals, Stand, Sit-Stay, Sit For Exam, Heel Position: Right and About Turns, Loose Lead Heeling, Automatic Sit, Come-Fore, 30-MINUTE Down

	Day/ Time	What's your plan for this session?	How did it work?
1.			
2. good start			
3.			
4. keep working			
5.			
6. practice brings results			
7.			
8. above average!			
9.			
10. great work			
11.			
12. headed for Super Dog!			
13.			
14. go to the head of the class			

## **PRE-NOVICE OBEDIENCE—LESSON FOUR**

### **DOG CARE AND TRAINING, LEVEL I**

#### **Member Training Guide**

#### **Location:**

- Practice at least two times this week in a different place with no distractions. Try an empty parking lot or playground.

#### **Training Tools:**

- Treats
- Training collar
- Leash
- Your dog
- A helper to examine your dog

**ACTIVITY TIME NEEDED:** 30 MINUTES  
THREE TIMES THIS WEEK, 5-10 MINUTES  
AT LEAST SEVEN TIMES THIS WEEK

**COMMANDS:** “SIT.” “DOWN.” “STAND.”  
“STAY.” “HEEL.” “COME.” “FREE.”

#### **SIT/DOWN/STAY/STAND**

##### **SIT AND DOWN WITH HAND SIGNALS**

**Goal:** Your dog will begin to respond to your hand signal with voice command.

1. REVIEW Lesson Three, Sit and Down with handler kneeling in front of dog, left hand guiding with collar, right hand with treat.
2. Kneel in front of your dog again. Left hand in collar.
3. Raise your right hand straight up, Command “DOWN” and swing your arm down as you apply pressure to the collar to move your dog down. Praise.
4. With your dog still down, stand up in front of it.
5. Hold the leash in your left hand. It should be taut but not tight.
6. Your right hand should be at your right side, palm facing your dog.

7. Command “SIT,” step toward your dog with your right foot and hit the leash with the upswing of your right hand. Praise.

**STAND—**Your dog will Stand and Stay for 30 seconds while you stand beside it.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar. Have a treat ready in your right hand.
2. Command “STAND” and move the treat from in front of your dog’s nose straight forward. your dog should stand as it follows the treat.
3. Put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise, give the treat.
5. Command and signal “STAY.”
6. Drop your left hand and stand up straight beside your dog.
7. Count to 10 (silently), Praise again, and RELEASE, “FREE.”

In your practice add more time until you can count to 30.

If your dog begins to sit, put your left hand in front of the stifles again to remind it of the stand position. DO NOT lift it into position. If it sits completely, go back to the start and stand it again.

##### **SIT-STAY**

**Goal:** Your dog will Sit and Stay with mild distractions while you are standing directly in front of it.

Begin with the rings of the collar at the back of your dog’s neck.

1. Command your dog to “SIT.”
2. Command and signal your dog to “STAY.”

3. Step out briskly on your right foot, and pivot in front of your dog, toe to toe.
4. Introduce mild distractions. When your dog breaks, replace it and Praise when it is back in the proper position.
5. Pivot back to your dog.
6. PAUSE, PRAISE, RELEASE.

### **SIT-STAY**

**Goal:** Your dog will Sit and Stay for one minute while you are 2-3 feet in front of it. Your dog will remain sitting until you return to Heel Position and release it.

Begin with the rings of the collar under your dog's chin.

1. Command your dog to "SIT."
2. Command and signal your dog to "STAY."
3. Step out briskly on your right foot, and go 2-3 feet and turn and stand directly in front of your dog.
4. The leash should be without slack, but not tight. When your dog attempts to get up, step toward your dog and slap up on the lead to correct. This correction is the same way we are using to teach the Sit hand signal.
5. Face your dog and remain for 10 seconds. (Work up to one minute during the week. If you reach the one-minute goal, begin to introduce mild distractions.) Replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position.
6. Return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace your dog.
7. PAUSE, PRAISE, RELEASE, "FREE."

### **SIT FOR EXAMINATION**

**Goal:** Your dog will sit beside you when someone comes to pet it.

1. Begin with dog in Heel Position. Hold leash in left hand at the back of your dog's neck.
2. An examiner will come up to you and ask "May I pet your dog"?
3. Tell them "Yes" and signal and command "STAY."
4. The examiner will pet your dog. Your dog should not stand up, jump up, or try to get away. Replace it into the Sit if it moves. If it accepts the petting, PRAISE, PAUSE, RELEASE, "FREE"!

### **DOWN—STAY**

**Goal:** Your dog will remain in a Down-Stay for one minute while you stand in front of it.

Begin with your dog sitting at your left side.

1. Command "DOWN" and place your dog into a Down position by guiding with the collar. You may wish to use food to lure your dog down. Praise quiet once your dog is down.
2. Stand up straight beside your dog and hold the lead in your left hand.
3. Place your right hand, palm flat, in front of your dog's nose as you give the command, "STAY."
4. Step forward on your right foot, turn and stand directly in front of your dog (toes to toes).
5. After you and your dog have remained in this position for a short period (begin with 10 seconds and work up to one minute), pivot back to Heel Position.
6. PAUSE 5 seconds, PRAISE, and RELEASE, "FREE."

### **WHEN YOUR DOG BREAKS THE STAY**

Replace your dog into the down position by pushing on its shoulders. If needed, return to Heel Position and guide your dog down with the collar. When your dog is down Praise verbally to let it know that it is now correct.

## **Heeling**

### **HEEL POSITION—RIGHT TURN AND ABOUT TURN**

#### **RIGHT TURN**

REVIEW of the lesson from Week 3. Make 2 Right Turns.

1. Begin with your dog in Heel Position, your leash in Control Position.
2. Command “ROVER, HEEL.” Take a step to the right with your right foot, bring up your left foot and halt.
3. Command “SIT” and tuck your dog into a Sit. Praise.

#### **ABOUT TURN**

REVIEW lesson from Week 3. Make 2 About Turns.

### **HEELING—LOOSE LEAD**

REVIEW Lesson from Week 3 with leash over shoulder.

### **HEELING CIRCLES LEFT AND RIGHT**

**Goal:** Your dog will remain in Heel Position when you change speed and direction.

Begin with your dog sitting in Heel Position.

1. Command “ROVER, HEEL.” Begin with your left foot and take a step forward and then walk in a large circle to the left. Take very exaggerated slow steps—your dog will have to go even slower to stay in Heel Position.
2. When you have completed your circle stop, Command “SIT” and Sit your dog. Praise.

3. Command “ROVER, HEEL.” Begin with your left foot and take a step forward and then trot in a large circle to the right. Take short choppy steps—your dog will have to go even faster to stay in Heel Position.
4. When you have completed your circle, stop. Command “SIT” and Sit your dog. Praise.

### **HEELING—AUTOMATIC SIT**

**Goal:** When heeling, your dog will Sit when you stop.

Begin with dog sitting in Heel Position. Hold leash in your left hand.

1. Command “ROVER, HEEL,” and walk straight ahead.
2. Stop. Command “SIT.” “Pop” straight up on the leash with your left hand.
3. Repeat once.
4. Repeat a third time and do not say “SIT.”

## **Recalls**

### **COME-FORE (USING A TREAT TO LURE INTO A SIT.)**

1. Command “ROVER, HEEL,” and heel forwards.
2. Let some slack into the leash. Begin to walk backwards.
3. Command “ROVER, COME.”
4. When your dog catches up to you stop. Using the treat as a lure, Command “SIT.”
5. When your dog sits, Praise and give the treat. Your dog should now be sitting in front of you. Pivot yourself to Heel Position. Praise.
6. RELEASE, “FREE.”

**RECALL RULE:** If you command “COME,” your dog has to come and it must be rewarding for it to be with you once it gets there. Do not call your dog unless you can make it come to you.

### **LONG DOWN FOR 30 MINUTES**

**Goal:** To establish you as boss.

1. Command your dog to “Down.” You may move about the room, but do not leave your dog’s sight.
2. Replace your dog each time it **BEGINS** to get up. Don’t repeat “Down.” Each time you replace your dog, Praise. If you need to replace twice, then stay beside your dog.
3. At the end of the 30 minutes, **RELEASE** and play with your dog for a few minutes.
4. Repeat this lesson three times this week.



# Selecting Dog Equipment

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Products available for dogs and criteria for evaluation

#### **ABOUT THEMSELVES:**

- Consumer skills
- Decision Making

#### **Materials Needed:**

- Dog supply catalogs
- Paper, scissors and glue
- If available, samples of dog toys, collars, leashes, dishes, clean-up equipment, etc.
- Dog or stuffed dog
- Measuring tape

**ACTIVITY TIME NEEDED:** 60 MINUTES

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### ACTIVITY

### Leader Notes

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There are all sorts of products available for you to buy for your dog. Some are essential, some are nice to have, and some are just “frills.” In addition, there are many types of products—some are better than others.

#### **LET’S TAKE A LOOK AT DOG COLLARS.**

**Everyday:** You will need a flat or rounded buckle-type collar for your dog. The main reason for this collar is to hold dog tags. It also gives you something to hold on to when you need to hold your dog. With trained dogs and dogs that are calm, this is the collar you will use to lead the dog. This is the collar to use if you absolutely must tie up your dog. Look for a buckle collar that is easy to fasten. Plastic “quick release” buckles are a good idea, although a dog that lunges against the collar may break a plastic buckle. A nylon collar is useful for dogs that often go swimming since it is not good for leather to get wet too often. The color on some collars may rub off on your dog if it gets wet. Some collars are for fun or dress-up but are not for everyday use. To get the right size of collar measure your dog’s neck and then add 2 inches. It should be tight enough so your dog cannot slip out of it but loose enough so you can easily slip your fingers through. If you have a puppy be certain to check the collar as the puppy grows so it doesn’t become too tight.

If you can get many examples of equipment for this lesson then first present the information and then have the members (working alone or in pairs or small groups) select examples and explain why they are or are not suitable. An alternative would be for you to preselect 3–4 items, put them into a paper bag, and have each group select a bag. Their rationale is the important part. For example, a collar may be just right for a Pomeranian making a nursing home visit, but all wrong for obedience training a Cocker Spaniel. A toy may be fine for supervised play with a “non-chewer” but deadly for the dog that is a toy destroyer and not supervised. A dog shampoo may be appropriate in all cases.

If you do not have access to samples of equipment you may want to have each member bring items (five or more).

## Leader Notes

Another choice would be to prepare cards with pictures and descriptions of items that you have found in catalogs or have the members cut out pictures of appropriate equipment from a catalog.

A chain training collar should never be left on the dog when it is not being trained. This means when the dog is loose in the yard or if it is left tied up. Emphasize this to the members—it could save a dog's life and a child's heartbreak. Pinch collars are emphasized over choke collars for several reasons—the main one is that it is “power steering” for the child. A child can manage a dog on a pinch that would be impossible on a choke collar. There are disadvantages to a pinch collar, however. First, it looks cruel. (It is not. A pinch is kinder than a choke.) It is not allowed at a dog show but by the time you get to the show the dog should be trained. Another disadvantage is that once a trainer begins to use the pinch collar they do not want to stop using it. Beware—do not put a pinch collar on a dog that is aggressive. If absolutely necessary you can stop an aggressive dog with a choke collar (by strangling) but you can't stop one with a pinch collar.

If you have a willing dog (or a stuffed dog) you can have the members practice measuring the neck for a collar and/or putting collars onto the dog.

A narrower leash will be easier for a child to gather up in his or her hand so it is a better choice if it is strong enough to control the dog. However, it does need to be wide enough to hold on to without hurting their hands. Avoid leashes with big heavy snaps, especially on smaller dogs.

## ACTIVITY

Some people use a harness for their dog. Generally, a harness is used when you want your dog to pull such as pulling a sled or when your dog is tracking. Sometimes it is useful for small dogs with very short necks such as Pugs. It should not be used for obedience training.

**Training:** You will need a chain link slip collar (also known as a choke collar) to show your dog in Obedience. There are also choke collars made of nylon. This type of collar used to be the only collar used for training a dog. However, some dogs would pull against this type of collar enough so they no longer paid attention to their handler. Some handlers would jerk hard enough on the choke collar that the dog would have neck injuries. A choke collar can be tightened enough to strangle and kill a dog so it needs to be used with care. To fit a choke collar you may need to try it on your dog. It should be the shortest possible length that will fit over the dog's head.

A pinch collar is useful for training a dog that pulls on a leash. A mother dog puts her mouth or teeth on the pup to make him behave. A puppy instinctively knows what that sensation means. A pinch collar lets you put teeth on the dog. Pinch collars come in 4 sizes. The mini or micro size is for toy breeds. Most other breeds will use a small size. Dogs the size of a Labrador Retriever will probably need a medium size. Some giant breeds may need the large size. A smaller size will work better, but if the dog pulls too hard on it the links may pull apart. The pinch collar does not slide over the dog's head but is put on by unfastening the links. Links can be added or removed to adjust the length of the collar. It should fit snugly enough that the two chains are straight. A training collar should never be left on a dog when it is not being trained.

**Dog tag:** You will need an identification tag attached to the buckle collar. (No tags should be attached to the chain training collar.) If your dog gets lost it can't tell its name and phone number so you need to be sure the information is available. A flat tag is a good choice since it is quiet and not likely to get caught in a fence, etc. If you have a small dog try to get a small tag. Discuss with your parents what information to put on the tag. A phone number (or two) is the most important information to have on it. If you are vacationing with your dog you may want to have a special tag with a friend's phone number on it. Be sure to get new tags if you move!

**Leash (also called a lead):** You will need a 6 foot leash to show your dog in pre-novice but you may need a shorter (two to 4 foot) for training. It should be made of leather, cotton webbing, or nylon webbing. A width of  $\frac{3}{8}$  to  $\frac{1}{2}$  inch will work well for most dogs. If a large dog is being trained a wider leash may be needed. A very small dog will need a smaller leash—maybe as small as a leather shoelace. Do not use a chain leash. You can't coil it up in your hand, it may hurt your hand, and it is noisy.

A long line (20 to 30 feet long) can be made from a lightweight cord. This will be used to keep control of your dog when you are more than 6 feet

## ACTIVITY

away. A flexi-lead (a long leash that rolls up inside a plastic handle) could also be used for long distance control.

A very short leash or tab, 6 inches or less, can be very useful for advanced obedience training and agility training.

For showmanship you may need a one-piece collar and leash called a show lead. For larger dogs you will want a fine-link choke chain and a narrow leash.

There are many fancy and special leashes that you can buy. These are fun to use when showing off your dog. However, use a plain leash for training your dog and for showing it in obedience and conformation. Fancy equipment will not impress the judge!

**Dishes:** Choose food dishes large enough to hold one meal’s worth of food. A water dish should not be so large that the dog can get into it but should be large. Metal dishes work well since they are easily cleaned and not as attractive to chew as plastic dishes. Also, some dogs are allergic to plastic dishes. Pottery dishes are also a good choice although you do need to replace them if they get cracks which could be a hide-out for germs! Get separate food and water dishes—the one-piece sets get water in the food and food in the water which is not very sanitary. Many dogs need water dishes that are resistant to tipping over. Tipped-over water dishes give you wet floors or muddy yards as well as a thirsty dog.

**Clean-Up:** You should always carry bags to clean up after your dog. To pick up your yard you may want to get “poop scoops,” a small shovel and a scoop on long handles. It will make cleaning up much easier.

**Grooming Supplies:** You will need a comb and some type of a brush for your dog. These will depend on the type of hair your dog has. Nail clippers are needed for all dogs. Blunt-pointed scissors are good to use to trim hair from between your dog’s pads and to trim off the whiskers for showmanship. You may need other types of scissors or clippers for grooming your dog. A toothbrush can be used to keep your dog’s teeth healthy. There are brushes that fit on your finger, pads to wipe off teeth, and pads on handles for cleaning teeth. You can get special dog tooth-paste or just use water. You will need dog shampoo for bathing. Most “people” shampoo is too strong for dogs. There are shampoos designed to improve the color of the dog’s coat and shampoos to kill fleas. You will probably want a cream rinse/conditioner for long-haired dogs.

**Toys:** You can use toys to play with your dog and to train it. Toys are also used for your dog to play with by itself. There are two types of toys—those that are made to be eaten and those that aren’t. Some dogs, however, consider all toys to be edible so you need to supervise your dog when it has a toy that is destructible. Good choices for toys that you will supervise are balls (be sure that they are not small enough to swallow),

## Leader Notes

Flexi-leads can be dangerous and you may want to restrict their use to outside of class. It is easy for a dog to get to the end of the lead and then be out of control. The line can get wrapped around people and dogs causing injuries.

A lead for showmanship should be of the type used for the breed (or the breed most like the member’s dog) in conformation shows such as AKC. This may take some research on the member’s part. For example, a one-piece lead which would be used for a Cocker Spaniel is generally not used for an English Springer Spaniel—the handler would not be able to show the Springer to its best advantage.

Emphasize the importance of always picking up the dogs feces—unless it is in their own yard and they don’t care. Closable sandwich (or larger) bags are very handy. Teach the members to slide the bag over their hand, pick up the feces, and then pull the bag inside out over their hand. Member with large dogs may need two bags if their hands are small. Check to see if the members have their bags when they bring their dogs to classes.

Grooming supplies, aside from toothbrushes and nail clippers, are fairly individual according to the breed of dog. These will be discussed further in the lesson on grooming. Baby nail scissors may be recycled for use on dog whiskers.

Good toys are individual to the dog. Some dogs eat tennis balls while others will carry them around waiting for someone to throw them. Of course a toy should not have parts that are easily pulled off and eaten.

**Leader Notes****ACTIVITY**

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flying saucer-discs, stuffed chew toys and knotted rope (cotton, not nylon). These would also be safe for many dogs to play with alone. Squeaker toys are a lot of fun for dogs but you will need to limit their play since many dogs will destroy them and try to get the squeaker. Hard plastic bones such as Nylabones may be too hard for some dogs' teeth but many dogs get along with them fine and they do come in many sizes and shapes. A softer plastic bone (Gummibone) is an alternative. A "kong" toy of hard rubber is another choice for play both with and without supervision.

Many people provide beef bones to keep their dogs busy. Sterilized bones can be purchased as a dog toy or you could get 6-inch or longer beef leg bones and sterilize them yourself. With a piece of hotdog or a little peanut butter inside your dog will keep occupied for a long time. Rawhide bones are often chosen as toy/treats for dogs and most dogs will like them. Look for "Made in the U.S.A." rawhides since other countries may use harmful chemicals in making them. If your dog swallows pieces of rawhide (instead of chewing on it) it can make him sick. Either buy larger size rawhides or don't get them at all for a rawhide swallower.

**DIALOGUE FOR CRITICAL THINKING:****Share:**

1. What pieces of dog equipment do you use? Why?
2. What is one piece you would like to get? Why?

**Process:**

3. Why are some products only suitable for a specific dog?
4. When is a buckle collar appropriate?
5. Why is there a different type of collar for obedience training?

**Generalize:**

6. What are some items that you purchase that would not be suitable for a parent? Why?

**Apply:**

7. What are the differences between popular brand name products and most generic names?
8. How can you determine which is best?

**GOING FURTHER:**

1. Pick one or two items that your dog needs and price them at two or three different stores. Decide how you will earn the money to pay for the items.

**ACTIVITY**

**Leader Notes**

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**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team





# Pre-Novice Obedience—Lesson Five

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Training your dog to be comfortable around strangers when you tell him it is okay.

#### **ABOUT THEMSELVES:**

- The value of repetition and planning.

#### **Materials Needed:**

- A demonstration dog with treats
- Activity Sheet #13, Lesson Five Training Plan and Record
- Long Line—light line about 20 feet long with a clip on one end
- Member Training Guide (Pre-Novice—Week 5)

**ACTIVITY TIME NEEDED:** 60 MINUTES

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## ACTIVITY

## Leader Notes

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### **SIT/DOWN/STAND/STAY**

#### **SIT AND DOWN WITH HAND SIGNALS**

**Goal:** Your dog will begin to respond to your hand signal with voice command.

1. REVIEW Lesson Four, Sit and Down.
2. Stand 3 feet in front of your dog. Have the leash taut and in your left hand.
3. (Instruct: “Down Your Dog”) Command and signal “DOWN” as you step toward your dog with your right foot and slap down on the leash. Praise.
4. With your dog still down, stand up in front of him.
5. Hold the leash in your left hand. It should be taut but not tight.
6. (Instruct: “Sit your Dog”) Command “SIT,” step toward your dog with your right foot and hit the leash with the upswing of your right hand. Praise.

Do each signal three times

Continue to review lessons from previous weeks. If teams have not mastered previous lessons, do not continue with new commands!

## Leader Notes

The purpose of distractions is to entice the dog into making a mistake. The dog that “goofs” and is corrected will learn that Stay means Stay even if there is a distraction. The dog that makes no mistakes during this part of the lesson has learned nothing. This is a very hard concept for the trainers—they want their dogs to be right—but it is learning by trial-and-error on the dog’s part. To reinforce the idea that “mistakes are marvelous,” you could award a gold star to the trainers that got to teach their dog the meaning of the word “STAY” at this lesson (they got to correct their dog when he broke the stay).

This session will use mild distractions. Bounce a ball in the center of the room or walk a dog by the trainers. If the dog glances at the distraction but returns their attention to the trainer it should be quietly praised.

## ACTIVITY

**STAND**—Your dog will stand and stay for 30 seconds while you stand in front of it.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar. Have a treat ready in your right hand.
2. (Instruct: “Stand Your Dog”) Command “STAND” and move the treat from in front of your dog’s nose straight forward. The dog should stand as he follows the treat.
3. Put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise, give the treat.
5. Command and signal “STAY.”
6. Drop your left hand and step in front of your dog.
7. Count to 10 (silently).
8. Pivot back to Heel Position. PAUSE, PRAISE, RELEASE, “FREE.”

In your practice add more time until you can count to 30.

### SIT-STAY

**Goal:** Your dog will Sit and Stay with mild distractions while you are standing three feet in front of it.

Begin with the rings of the collar under the dog’s chin. Leash in your left hand.

1. (Instruct: “Sit Your Dogs”) Command your dog to “SIT.”
2. (Instruct: “Leave Your Dogs”) Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, and go 3 feet in front of your dog.
4. Introduce mild distractions. If your dog breaks, correct by stepping forward on your right foot and slapping up on the leash with your right hand. (the Sit signal.)
5. (Instruct: “Return to Your Dog”) Walk around behind your dog to get to Heel Position.
6. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.

### SIT-STAY

**Goal:** Your dog will Sit and Stay for one minute while you are 6 feet in front of it. The dog will remain sitting until you return to Heel Position and release it.

**ACTIVITY:**

**Leader Notes**

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Begin with the rings of the collar under the dog’s chin.

1. (Instruct: “Sit Your Dogs”) Command your dog to “SIT.”
2. (Instruct: “Leave Your Dogs”) Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, go to the end of your leash, and turn and face your dog.
4. Replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position.
5. (Instruct after one minute: “Return to your dog”) Return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace the dog.
6. (Instruct: Exercise Finished”) PAUSE, PRAISE, RELEASE, “FREE.”

**SIT FOR EXAMINATION**

**Goal:** Your dog will sit beside you when someone comes to pet it. This time we are going to have the examiner come up to greet you first and then ask to pet your dog.

1. Begin with dog in Heel Position. Hold leash in left hand at the back of the dog’s neck.
2. An examiner will come up to you and ask “May I pet your dog?”
3. Tell them “Yes” and signal and command “STAY.”
4. The examiner will pet your dog. Your dog should not stand up, jump up, or try to get away. Replace it into the Sit if he moves. If it accepts the petting PRAISE, PAUSE, RELEASE, “FREE”!

**DOWN—STAY**

**Goal:** Your dog will remain in a Down-Stay for one minute while you stand 6 feet in front of it.

Begin with your dog sitting at your left side.

1. (Instruct: “Down Your Dog”) Command “DOWN” and place your dog into a down position by guiding with the collar.
2. Stand up straight beside the dog and hold the lead in your left hand.
3. (Instruct: “Leave Your Dog”) Command and signal “STAY.”
4. Step forward with your right foot and go to the end of your leash.

Use your judgment, depending on the dog as to how much you’ll do on this exercise. This is not only to prepare for the Novice Stand for Examination exercise, but is also training for the Canine Good Citizen Test. This time the examiner could wear a hat or sunglasses—just to add a new dimension. Approach the trainer and dog from the front, with noisy steps and loud voice. Greet the trainer and shake hands, then ask to pet the dog. When the trainer tells the dog to Stay it means that the dog will be safe—so the dog should not be allowed to bark, shy away, etc. Be gentle, not boisterous, when actually petting, however.

**Leader Notes**

**ACTIVITY**

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5. (Instruct after 30 seconds: “Return to your dogs”) Return back around your dog to Heel Position.
6. PAUSE 5 seconds, PRAISE, RELEASE, “FREE.”

**WHEN YOUR DOG BREAKS THE STAY**

Step forward on your right foot, giving the Down hand signal and hitting the leash downward. If needed, return to Heel Position and guide the dog down with the collar. When the dog is Down, praise to let it know that it is now correct.

Add more time until your dog will stay for one minute.

**Heeling**

**HEEL POSITION—RIGHT TURN, ABOUT TURN AND LEFT TURN**

**RIGHT TURN**

REVIEW of the lesson from Week 4.

**ABOUT TURN**

Practice 2 About Turns. (Instruct: “About Turn”)

**LEFT TURN**

Dog in Heel Position, Leash in Control Position.

1. (Instruct: “Prepare for Left Turn”) Place your left foot directly in front of your dog’s feet.
2. (Instruct: “Left Turn”) Command “ROVER, HEEL,” and step with your right foot past your left and then step with your left.
3. Stop. Command “SIT.”

Repeat three times.

**HEELING—CIRCLES LEFT AND RIGHT**

REVIEW from Week 4, Circles beginning from a stationary position.

**HEELING—AUTOMATIC SIT**

Goal: When heeling, your dog will Sit when you stop.

Begin with dog sitting in Heel Position. Hold leash in your left hand.

1. (Instruct: “Forward”) Command “ROVER, HEEL,” and walk straight ahead.

Remember to have trainers facing counterclockwise for the slow left circle and facing clockwise for the fast right circle.

## ACTIVITY:

2. (Instruct: "Halt") Stop. "Pop" straight up on the leash with your left hand. If the dog is already sitting he will not feel the correction.
3. Praise for the "Sit."

## HEELING—LOOSE LEAD

Heeling for 3 minutes.

(Instruct: "Are you Ready?") Trainers respond, "Ready."

(Instruct: "Forward") Command "ROVER, HEEL."

(Instruct other directions: "About Turn," "Circle Left," "About Turn," "Halt," "Forward," "Circle Right," "Halt," etc.)

## Recalls

### COME-FORE AND FINISH (USING A TREAT TO LURE INTO A SIT.)

This is an introduction to the FINISH. This is a way to get your dog back to Heel Position after a recall. First let's try it first without the recall.

1. Sit your dog and step directly in front of it. Leash in Control Position.
2. Command "ROVER, HEEL," and step forward with your right foot just to the right of your dog and keep on walking for several steps.
3. As your dog turns to come with you, PRAISE and RELEASE, "FREE."

Now let's put it all together.

1. (Instruct: "Forward") Command "ROVER, HEEL."
2. (Instruct: "Call Your Dog") Let some slack into the leash. Begin to walk backwards.
3. Command "ROVER, COME."
4. When your dog catches up to you stop. Using the treat as a lure, Command "SIT."
5. When the dog sits, Praise and give the treat. Your dog should now be sitting in front of you.
6. (Instruct: "Forward") Command, "ROVER, HEEL." Starting on your right foot heel straight forward past the right side of the dog.

## Leader Notes

Have the trainers heel about six steps before the HALT.

Continue to evaluate trainers on using a loose lead. Trainers who are holding their leads tightly will need to go back to having their leash over their shoulder. Include About turns, Circle Right (when heeling clockwise), Circle Left (when heeling counterclockwise), and Automatic Sit. (If the dog does not sit automatically then instruct the trainer to hold onto the leash, heel forward three steps, halt and "pop" up on lead.

Begin with this lesson to ask "Are you ready?" before the start of the heeling pattern. The trainers should respond with "Ready." This is what the judge asks before the start of judging and the dogs can learn this as an extra cue. It also gets everyone listening to you.

It is very helpful to give a treat at this point, not only to reward the Come and lure into a Sit, but also to reinforce the Sit in Front. Sometimes dogs will automatically come to Heel Position which is not allowed in competition.

## Leader Notes

Work one dog at a time. You distract the dog with treats but the dog does not get a treat from you.

Help members plan training periods by using Activity Sheet #13, Week Five Training Plan and Record.

Distribute Member Training Guide.

## ACTIVITY

Repeat three times.

### RECALL

**Goal:** Your dog will come to you when you call, even if it is walking away from you.

1. Walk with your dog on a 6 foot leash. Use “LET’S GO.” Let the dog get distracted and move away from heel position.
2. When your dog is not paying attention to you, stop, command “ROVER, COME,” followed by a leash pop, and back up 5-6 steps as quickly as you can. Encourage the dog to come to you, but do not repeat the “COME!” command. Do not “reel” the dog into you.
3. Continue coaching your dog to you until it touches you. **MAKE SURE THE DOG TOUCHES YOU FIRST, DO NOT REACH OUT TO GRAB YOUR DOG.** Once the dog has touched you, you may Praise and pet it and give a treat.
4. If your dog comes toward you, but goes past you, turn and give another lead pop. Your dog should feel that the only safe place is by you. Do not repeat the “COME” command.

### LONG DOWN FOR 30 MINUTES

**Goal:** Your dog will remain in a down position for 30 minutes while you remain in the room. Medium distractions may be added.

1. Command your dog to “DOWN.” You may move about the room, but do not leave your dog’s sight.
2. Replace the dog each time it **BEGINS** to get up. Don’t repeat “DOWN.” Each time you replace your dog, Praise. If you need to replace twice, then stay beside your dog.
3. At the end of the 30 minutes, **RELEASE** and play with your dog for a few minutes.
4. Repeat this lesson three times this week.

### DIALOGUE FOR CRITICAL THINKING

#### Share:

1. What has happened as you repeat all of the commands every week?
2. How do you feel about having to repeat so much?

#### Process

3. Why do you think it is important to repeat the commands so often?
4. What can you do if your dog wants to jump up on someone who is petting it?

**ACTIVITY:**

**Leader Notes**

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5. Where should your dog be after it has come to you? Why?
6. When would be a good time to practice the 30 minute long down? Why?

**Generalize:**

7. Why should you plan out a training session before you get your dog ready?
8. When do you use repeating to learn something? (At school, home, etc.)

**Apply:**

9. Why should you plan your work before starting?

**GOING FURTHER:**

1. Visit a dog trainer and observe their methods.
2. Watch how these commands are used at a dog show.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**PRE-NOVICE OBEDIENCE—LESSON FIVE**

**DOG CARE AND TRAINING, LEVEL I**

**Activity Sheet #13, Lesson Five Training Plan and Record**

Name \_\_\_\_\_ Dog \_\_\_\_\_

"Sit" and Down with hand signals, STAND, SIT-STAY, SIT FOR EXAM, DOWN-STAY, HEEL POSITION: Right and About Turns, Loose Lead HEELING, AUTOMATIC SIT, COME-FORE, RECALL, 30-MINUTE DOWN

	Day/ Time	What's your plan for this session?	How did it work?
1.			
2. good start			
3.			
4. keep working			
5.			
6. practice brings results			
7.			
8. above average!			
9.			
10. great work			
11.			
12. headed for Super Dog!			
13.			
14. go to the head of the class			

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## PRE-NOVICE OBEDIENCE—LESSON FIVE

### DOG CARE AND TRAINING, LEVEL I

#### Member Training Guide

#### Training Tools:

- Treats
- Training collar
- Leash
- Your dog
- A helper to examine your dog

**ACTIVITY TIME NEEDED:** 30 MINUTES  
THREE TIMES THIS WEEK, 5-10 MINUTES  
AT LEAST SEVEN TIMES THIS WEEK

**COMMANDS:** “SIT.” “DOWN.” “STAND.”  
“STAY.” “HEEL.” “COME.” “FREE.”

#### SIT/DOWN/STAND/STAY

##### SIT AND DOWN WITH HAND SIGNALS

**Goal:** Your dog will begin to respond to your hand signal with voice command.

1. REVIEW Lesson Four, Sit and DOWN.
2. Stand 3 feet in front of your dog. Have the leash with slight tension.
3. Command and signal “DOWN” as you step toward your dog with your right foot and slap down on the leash. Praise.
4. With your dog still down, stand up in front of it.
5. Hold the leash in your left hand. It should be taut but not tight.
6. Command “SIT,” step toward your dog with your right foot and hit the leash with the upswing of your right hand. Praise.

PRACTICE each signal three times

**STAND**—Your dog will Stand and STAY for 30 seconds while you stand in front of it.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar. Have a treat ready in your right hand.

2. Command “STAND” and move the treat from in front of your dog’s nose straight forward. your dog should stand as it follows the treat.
3. Put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise, give the treat.
5. Command and signal “STAY.”
6. Drop your left hand and step in front of your dog.
7. Count to 10 (silently).
8. Pivot back to Heel Position. PAUSE, PRAISE, RELEASE, “FREE.”

In your practice add more time until you can count to 30.

##### SIT-STAY

**Goal:** Your dog will Sit and Stay with mild distractions while you are standing three feet in front of it.

Begin with the rings of the collar under your dog’s chin. Leash in your left hand.

1. Command your dog to “SIT.”
2. Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, and go 3 feet in front of your dog.
4. Introduce mild distractions. If your dog breaks, correct by stepping forward on your right foot and slapping up on the leash with your right hand. (the Sit signal.)
5. Walk around behind your dog to get to Heel Position.
6. PAUSE, PRAISE, RELEASE.

### **SIT-STAY**

**Goal:** Your dog will Sit and Stay for one minute while you are 6 feet in front of it. Your dog will remain sitting until you return to Heel Position and release it.

Begin with the rings of the collar under your dog's chin.

1. Command your dog to "SIT."
  2. Command and signal your dog to "STAY."
  3. Step out briskly on your right foot, go to the end of your leash, and turn and face your dog.
  4. Replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position.
  5. After one minute return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace your dog.
  6. PAUSE, PRAISE, RELEASE, "FREE."
1. Command "DOWN" and place your dog into a down position by guiding with the collar.
  2. Stand up straight beside your dog and hold the lead in your left hand.
  3. Command and signal "STAY."
  4. Step forward with your right foot and go to the end of your leash.
  5. After 30 seconds return back around your dog to Heel Position.
  6. PAUSE 5 seconds, PRAISE and RELEASE, "FREE."

### **SIT FOR EXAMINATION**

**Goal:** Your dog will sit beside you when someone comes to pet it.

1. Begin with dog in Heel Position. Hold leash in left hand at the back of your dog's neck.
2. An examiner will come up to you and ask "May I pet your dog?"
3. Tell them "Yes" and signal and command "STAY."
4. The examiner will pet your dog. Your dog should not stand up, jump up, or try to get away. Replace it into the Sit if it moves. If it accepts the petting, PRAISE, PAUSE, RELEASE, "FREE"!

### **DOWN—STAY**

**Goal:** Your dog will remain in a Down-Stay for one minute while you stand 6 feet in front of it.

Begin with your dog sitting at your left side.

### **WHEN YOUR DOG BREAKS THE STAY**

Step forward on your right foot, giving the Down hand signal and hitting the leash downward. If needed, return to Heel Position and guide your dog down with the collar. When your dog is Down, praise to let it know that it is now correct.

Add more time until your dog will stay for one minute.

### **Heeling**

#### **HEEL POSITION—RIGHT TURN, ABOUT TURN AND LEFT TURN**

#### **RIGHT TURN AND ABOUT TURN**

Practice Four Right Turns and Four About Turns..

#### **LEFT TURN**

Dog in Heel Position, Leash in Control Position.

1. Place your left foot directly in front of your dog's feet.
2. Command "ROVER, HEEL" and step with your right foot past your left and then step with your left.
3. Stop. Command "SIT."

Repeat three times.

### **HEELING—AUTOMATIC SIT**

**Goal:** When heeling, your dog will sit when you stop.)

Begin with dog sitting in Heel Position. Hold leash in your left hand.

1. Command “ROVER, HEEL,” and walk straight ahead.
2. Stop. “Pop” straight up on the leash with your left hand. If your dog is already sitting it will not feel the correction.
3. Praise for the Sit.

### **HEELING—LOOSE LEAD**

Heeling for 3 minutes. Include Circle Right, Circle Left, About Turns and Halts.

## **Recalls**

### **COME-FORE AND FINISH (USING A TREAT TO LURE INTO A SIT.)**

This is an introduction to the finish. This is a way to get your dog back to Heel Position after a RECALL. Now let’s put it all together.

1. Command “ROVER, HEEL.”
2. Let some slack into the leash. Begin to walk backwards.
3. Command “ROVER, COME.”
4. When your dog catches up to you stop. Using the treat as a lure, Command “SIT.”
5. When your dog sits, Praise and give the treat. Your dog should now be sitting in front of you.
6. Command, “ROVER, HEEL.” Starting on your right foot heel straight forward past the right side of your dog.

Repeat three times.

### **RECALL**

**Goal:** Your dog will come to you when you call, even if it is walking away from you.

1. Walk with your dog on a 6 foot leash. Use “LET’S GO” (this is not a Heeling exercise). Let your dog get distracted and move away from heel position.
2. When your dog is not paying attention to you, stop, command “ROVER, COME,” followed by a leash pop, and back up 5-6 steps as quickly as you can. Encourage your dog to come to you, but do not repeat the “COME!” command. Do not “reel” your dog into you.
3. Continue coaching your dog to you until it touches you. **MAKE SURE YOUR DOG TOUCHES YOU FIRST, DO NOT REACH OUT TO GRAB YOUR DOG.** Once your dog has touched you, you may Praise and pet it and give a treat.
4. If your dog comes toward you, but goes past you, turn and give another lead pop. Your dog should feel that the only safe place is by you. Do not repeat the “COME” command.

### **LONG DOWN FOR 30 MINUTES**

**Goal:** Your dog will remain in a down position for 30 minutes while you remain in the room. Medium distractions may be added.

1. Command your dog to “DOWN.” You may move about the room, but do not leave your dog’s sight.
2. Replace your dog each time it **BEGINS** to get up. Don’t repeat “DOWN.” Each time you replace your dog, Praise. If you need to replace twice, then stay beside your dog.
3. At the end of the 30 minutes, **RELEASE** and play with your dog for a few minutes.
4. Repeat this lesson three times this week.

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PRE-NOVICE OBEDIENCE—LESSON FIVE

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## Have Dog—Will Travel

### *Dog Care and Training, Level I*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Traveling with their dog—problems and solutions

##### **ABOUT THEMSELVES:**

- Thinking through a problem, considering solutions

##### **Materials Needed:**

- Whiteboard or flip chart
- Paper and pencils

**ACTIVITY TIME NEEDED:** 45 MINUTES

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#### **ACTIVITY**

#### **Leader Notes**

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When do you travel with your dog?

Short trips (1 hour or less)

Day trips

Long trips (Overnight or longer)

There are many hazards to taking a dog on a trip. Which of these would be a problem for short trips, day trips, long trips?

1. Your dog gets car sick.
2. Your dog escapes and is injured or lost.
3. A motel or hotel will not allow pets.
4. Changes in food or water result in vomiting or diarrhea.
5. Your dog is sick or injured and you're unable to locate a veterinarian.
6. Your dog cannot be left in the car in hot weather.
7. Your dog may be exposed to diseases.
8. Dog not kenneled when riding in a pickup or left in parking lot.

What are some solutions to these potential problems?

Solicit ideas from the members. Make three columns, each headed by the length of a trip. List their ideas in the appropriate column. Short trips may include trips to training classes, to the veterinarian, to the groomer, running errands. Day trips may include going to dog shows. Long trips may include vacations. Once the members have listed trips that they may take with their dog, have them decide why they would take their dog. Identify the trips where they must take their dog and the trips where taking their dog is a choice. Any time that you take your dog on a trip you are risking its safety. Before taking your dog with you you should consider if your reasons are more important than the risks. Then consider how you can minimize the risks, because traveling with your dog can be fun.

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**Leader Notes**

You could solicit ideas from the members for solutions and then fill in with the ideas in “Planning Ahead,” or you could present the items in “Planning Ahead,” and ask the members to identify the problem that would be solved.

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**ACTIVITY****Planning Ahead**

1. Train your dog to ride in the car, get it used to riding by taking short trips for fun.
2. Train your dog to ride in a dog crate. It is not only safer but your dog may feel more secure. If there is no room for a crate consider a seat belt / harness to keep it safe.
3. Check with your veterinarian about tranquilizers for long trips. You should not plan on showing your dog until the effects of the tranquilizer have worn off.
4. Be sure you are up-to-date on vaccinations and that your dog is healthy. Ask your veterinarian about special precautions if you plan to go to dog shows or for the area you are traveling to.
5. Keep a certificate of vaccination for rabies with you when you travel with your dog. Will you need a health certificate?
6. Your dog should be wearing a collar (NOT A CHOKE OR PINCH COLLAR) with a rabies tag and an identification tag on it. This tag should have your phone number and/or the phone number of someone who can be reached if you are on vacation. If your dog has a micro-chip you may also have a tag giving that information. A micro-chip is implanted between the dog’s shoulders and carries permanent identification for your dog which is listed with a national registry. You may also choose to have your dog tattooed with an identification number which can be listed with a national registry.
7. Call ahead for reservations at dog-friendly motels / hotels. Books are available of places where dogs are allowed but policies can change without notice so check before you arrive. Some will not allow dogs to be left in the room while you are gone. Confining your dog to a crate will be appreciated.
8. Pack your dog’s regular food and water. If it won’t drink strange water on longer trips you may need to buy bottled water.
9. Plan your trip so you won’t need to leave your dog alone in a hot car. Will you need to pack lunches? What will you do if you want to go shopping or sight-seeing?
10. Do not let your dog loose at rest stops or picnic areas. There is too great a danger from traffic and other dogs. Also, your dog could easily get into garbage left by other visitors.
11. On long trips you will need to make safe plans for your dog to exercise. This may mean longer and more frequent walks—be sure to pick up after your dog!

## ACTIVITY

Make a packing list of things you'll need when taking your dog on a long trip.

### DIALOGUE FOR CRITICAL THINKING:

#### Share:

1. What types of trips does your dog take? Why?
2. What is one hazard of traveling with your dog?

#### Process:

3. Why is it important to plan for long dog trips?
4. What is the difference between needing to travel with your dog and wanting to travel with your dog? Examples?
5. What conditions would make you avoid taking your dog on a trip?
6. What supplies will you need to take a dog on a trip? Why?

#### Generalize:

7. Why is it important to plan ahead for things you want to do?

#### Apply:

8. When have you given up something you have wanted to do because of another's needs?

### GOING FURTHER:

1. Give a talk to your class or group about traveling with your dog .

### REFERENCES:

Dr. Bill Fortney DVM, Department of Clinical Sciences, Kansas State University

#### Authors:

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

#### Reviewed by:

Dog Care and Training Design Team

## Leader Notes

This list may be constructed as a group, with partners, or individually. A group list could be copied and distributed to members at a later meeting. Some items that could be included are food, water, dishes, medications, toys, leash, long leash, collar with tags, training collar, rabies certificate, health record, veterinarian's phone number, grooming equipment, towel for the dog to sleep on, crate, seat belt, photo of your dog (in case he gets lost).





## **Pre-Novice Obedience—Lesson Six**

*Dog Care and Training, Level I*

### **What Members Will Learn . . .**

#### **ABOUT THE PROJECT:**

- Training the dog to heel with attention as the member changes pace.

#### **ABOUT THEMSELVES:**

- Communication is through body language as well as spoken language.

#### **Materials Needed:**

- A demonstration dog with treats
- Activity Sheet #14, Lesson Six, Training Plan and Record
- Long Line—light line about 20 feet long with a clip on one end—one per trainer.
- Member Training Guide (Pre-Novice Week 6)

**ACTIVITY TIME NEEDED:** 60 MINUTES

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### **ACTIVITY**

### **Leader Notes**

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#### **Part 1—SIT/DOWN/STAND/STAY**

##### **SIT AND DOWN WITH HAND SIGNALS**

**Goal:** Your dog will begin to respond to your hand signal.

1. REVIEW Lesson Five, Sit and Down with hand signal and command, 3 feet in front of the dog. (review the sequence once)
2. Stand 3 feet in front of your dog. Have the leash in your left hand.
3. (Instruct: “Down Your Dog”) (signal only) “DOWN” as you step toward your dog with your right foot. Slap down on the leash with the downsweep of your signal with your right hand. Praise.
4. With your dog still down, stand 3 feet in front of it.
5. Hold the leash in your left hand. It should be without slack but not tight.
6. (Instruct: “Sit your Dog”) Step toward your dog with your right foot and hit the leash with the upswing of your right hand as you make the Sit signal. Praise. Repeat this sequence.

**Leader Notes**

**ACTIVITY**

**STAND**—Your dog will Stand and Stay for 30 seconds while you stand 3 feet in front of it.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar.
2. (Instruct: “Stand Your Dog”) Command “STAND” and signal by moving your right hand, palm down, from in front of your dog’s nose straight forward. Use your left hand to guide into a stand if needed,
3. Put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise. Stand up straight.
5. (Instruct: “Leave your Dog”) Command and signal “STAY” and step three feet in front of your dog and face it.
6. Count to 10 (silently).
7. Return around behind your dog to Heel Position. PAUSE, Praise, RELEASE, “FREE.”

In your practice add more time until you can count to 30 while you are 3 feet in front.

**STAND FOR EXAMINATION:** Your dog will Stand and Stay while being examined.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar.
2. (Instruct: “Stand Your Dog and leave when ready”) Command and signal “STAND.”
3. Put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise.
5. Stand up straight.
6. Command and signal “STAY.”
7. Step in front of your dog.
8. The Instructor will examine your dog by touching the head, shoulder, and rump.
9. (Instruct: “Back to Your Dog.”)

**ACTIVITY:**

**Leader Notes**

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10. Pivot back to Heel Position. PAUSE, PRAISE, RELEASE, “FREE.”

**SIT-STAY**

**Goal:** Your dog will Sit and Stay with mild distractions while you are standing six feet in front of it.

Begin with the rings of the collar under the dog’s chin. Leash in your left hand.

1. (Instruct: “Sit Your Dogs”) Command your dog to “SIT.”
2. (Instruct: “Leave Your Dogs”) Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, and go to the end of your leash.
4. Introduce mild distractions. If your dog breaks, correct by stepping forward on your right foot and slapping up on the leash with your right hand. (the Sit signal.)
5. (Instruct: “Return to Your Dog”) Walk around behind your dog to get to Heel Position.
6. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.

**SIT-STAY**

**Goal:** Your dog will Sit and Stay for one minute while you are 15 feet in front of it. Your dog will remain sitting until you return to Heel Position and release it.

Place your dog on a light line. Remove the regular leash.

1. (Instruct: “Sit Your Dogs”) Command your dog to “SIT.”
2. (Instruct: “Leave Your Dogs”) Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, go to the end of the line, and turn and face your dog.
4. Return and replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position. If it gets up two times only go 6 feet away.
5. (Instruct after one minute: “Return to Your Dog”) Return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace the dog.
6. (Instruct: Exercise Finished”) PAUSE, PRAISE, RELEASE, “FREE.”

The dog cannot be corrected with a light line. It is being used to enable the trainer to catch the dog if he gets up from the Sit. It has a minor function as an “anchor” to give the dog the impression that it is still on leash.

## Leader Notes

## ACTIVITY

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### DOWN—STAY

**Goal:** Your dog will remain in a Down-Stay for three minutes while you stand 15 feet in front of it.

Begin with your dog sitting at your left side. Put the dog on a light line.

First REVIEW DOWN- STAY at 6 feet. If a dog is not successful at 6 feet DO NOT have them progress to 15 feet.

1. (Instruct: “Down Your Dog”) Command “DOWN” and place your dog into a down position by guiding with the collar.
2. Stand up straight beside the dog.
3. (Instruct: “Leave Your Dog”) Command and signal “STAY.”
4. Step forward with your right foot and go out 15 feet.
5. (Instruct after 1 minute: “Return to Your Dogs”) Return back around your dog to Heel Position.
6. PAUSE 5 seconds, PRAISE, RELEASE, “FREE.”

Add more time until your dog will Stay for three minutes.

### Heeling

#### HEEL POSITION—RIGHT TURN, ABOUT TURN AND LEFT TURN

RIGHT TURN and ABOUT TURN: Practice Four Right Turns and Two About Turns.

#### LEFT TURN

Dog in Heel Position, Leash in Control Position: REVIEW from Week 5

1. (Instruct: “Prepare for Left Turn”) Place your left foot directly in front of your dog’s feet.
2. (Instruct: “Left Turn”) Command “ROVER, HEEL” and step with your right foot past your left and then step with your left.
3. Stop. Command “SIT.”

Repeat three times.

## ACTIVITY:

## Leader Notes

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### HEELING—AUTOMATIC SIT

**Goal:** When heeling, your dog will Sit when you stop.

Begin with dog sitting in Heel Position. Hold leash in your left hand. Try to have your left hand directly above the dog's neck.

1. (Instruct: "Forward") Command "ROVER, HEEL," and walk straight ahead.
2. (Instruct: "Halt") Stop. "Pop" straight up on the leash with your left hand. If the dog is already sitting it will not feel the correction.
3. Praise for the "SIT."

Have the trainers heel about five steps before the HALT.

Instruct, then lead practice.

### HEELING—CHANGES OF PACE

**Goal:** Your dog will remain in Heel Position no matter what speed you are moving.

1. (Instruct: "Forward") Command "ROVER, HEEL."
2. (Instruct: "Slow") Gradually change pace. Take slower, not shorter, steps. Work to keep your dog's attention.
3. (Instruct: "Normal") Step up to normal pace.
4. (Instruct: "Fast") Gradually change pace to a slow run.
5. (Instruct: "Normal" ) Gradually slow to normal pace.
6. (Instruct: "Halt") Stop and Sit your dog.

Changes of pace as well as starting and halting should not be abrupt "stop on dime" changes. Trainers may take a couple of steps to make the change which also allows the dog a chance to respond. "Fast" and "Slow" are always followed by "Normal."

Continue to evaluate trainers on using a loose lead. Trainers that are holding their leads tightly will need to go back to having their leash over their shoulder. Include About turns, Circle Right (when heeling clockwise), Circle Left (when heeling counter-clockwise), Changes of Pace and Automatic Sit. If the dog does not sit automatically then instruct the member to hold onto the leash, heel forward three steps, halt and "pop" up on lead.

### HEELING—LOOSE LEAD

Heeling for 3 minutes.

(Instruct: "Are you Ready?") Members respond, "Ready"

(Instruct: "Forward") Command "ROVER, HEEL."

(Instruct other directions: "About Turn," "Circle Left," "About Turn," "Fast," "Normal" "Halt," "Forward," "Slow," "Normal," "Circle Right," "Halt," etc.)

## Recalls

### COME-FORE AND FINISH (USING A TREAT TO LURE INTO A SIT.)

1. (Instruct: "Forward") Command "ROVER, HEEL"
2. (Instruct: "Call Your Dog") Let some slack into the leash. Begin to walk backwards.

**Leader Notes**

**ACTIVITY**

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3. Command “ROVER, COME.”
4. When your dog catches up to you stop. Using the treat as a lure, Command “SIT.”
5. When the dog sits, Praise and give the treat. Your dog should now be sitting in front of you.
6. (Instruct: “Forward”) Command, “ROVER, HEEL.” Starting on your left foot heel straight forward past the right side of the dog.

Repeat three times.

Arrange the trainers in one or two lines.

**RECALL FROM A SIT WITH HAND SIGNAL**

**Goal:** Your dog will stay until called.

Demonstrate the Recall Hand Signal. It is given with your left arm. Reach out with your left arm and scoop back toward your chest. This is like a “come here” sign you may give to a friend.

It is likely that the dogs will exhibit some confusion during this exercise and will anticipate the recall. They will improve!

1. (Instruct: “Sit your Dogs”) Command “SIT.”
2. (Instruct: “Leave your Dogs”) Command and Signal “STAY.”
3. Go to the end of your lead, turn and face your dog.
4. Hold your lead in your right hand with your hand at your side. It should be without slack.
5. Command and signal “COME” and pop back on the leash.
6. Take 3 steps backwards as the dog is coming to you.
7. Command and signal “SIT.” PAUSE, PRAISE, RELEASE, “FREE” and step backwards.

If the dog is being difficult about sitting don’t require a Sit this week. The COME needs to be positive.

**LONG DOWN FOR 30 MINUTES**

**Goal:** Your dog will remain in a down position for 30 minutes while you remain in the room. Medium distractions may be added.

1. Command your dog to “DOWN.” You may move about the room, but do not leave your dog’s sight.
2. Replace the dog each time it BEGINS to get up. Don’t repeat DOWN. Each time you replace your dog, Praise. If you need to replace twice, then stay beside your dog.
3. At the end of the 30 minutes, RELEASE and play with your dog for a few minutes.
4. Repeat this lesson three times this week.

Help members plan training periods by Using Activity Sheet #14, Week Six Training Plan and Record.

Pass out Member Training Guide.

**ACTIVITY:**

**Leader Notes**

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**DIALOGUE FOR CRITICAL THINKING**

**Share:**

1. How is it working to move farther away on Sit and Down?
2. How are the hand signals you have taught your dog working?

**Process:**

3. Why do you think the recall signal is given with your left hand?
4. Why might the dogs become confused when you teach the recall from a Stay exercise?

**Generalize:**

5. What kinds of signals do you use in communicating with other people?
6. When are some good times to use a signal instead of speaking?

**Apply:**

7. What might be a problem when you attempt to communicate by using a signal?

**GOING FURTHER:**

1. Practice giving hand signals without dogs.
2. Have members observe each other giving commands and critique.
3. Video the training teams so members can observe themselves.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**PRE-NOVICE OBEDIENCE—LESSON SIX**

**DOG CARE AND TRAINING, LEVEL I**

**Activity Sheet #14, Lesson Six Training Plan and Record**

Name \_\_\_\_\_ Dog \_\_\_\_\_

Sit and Down with hand signals, Stand, Stand for Exam, Sit-Stay, Down-Stay, Heel Position: Right, Left and About Turns, Automatic Sit, Loose Lead Heeling, Come-Fore, Recall, 30-minute Down

	Day/ Time	What's your plan for this session?	How did it work?
1.			
2. good start			
3.			
4. keep working			
5.			
6. practice brings results			
7.			
8. above average!			
9.			
10. great work			
11.			
12. headed for Super Dog!			
13.			
14. go to the head of the class			

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## PRE-NOVICE OBEDIENCE—LESSON SIX

### DOG CARE AND TRAINING, LEVEL I

#### Member Training Guide

#### Training Tools:

- Treats
- Training collar
- Leash
- Your dog
- A long line
- A helper to examine your dog.

**ACTIVITY TIME NEEDED:** 30 MINUTES  
THREE TIMES THIS WEEK, 5–10 MINUTES  
AT LEAST SEVEN TIMES THIS WEEK

**COMMANDS:** "SIT." "DOWN." "STAND."  
"STAY." "HEEL." "COME." "FREE"

#### SIT/DOWN/STAND/STAY

#### SIT AND DOWN WITH HAND SIGNALS

**Goal:** Your dog will begin to respond to your hand signal.

1. REVIEW Lesson #5 Sit and Down with hand signal and command, 3 feet in front of your dog.
2. Stand 3 feet in front of your dog. Have the leash in your left hand.
3. Signal(only) "DOWN" as you step toward your dog with your right foot. Slap down on the leash with the downsweep of your right hand as you give the signal. Praise.
4. With your dog still down, stand 3 feet in front of it.
5. Hold the leash in your left hand. It should be without slack but not tight.
6. Step toward your dog with your right foot and hit the leash with the upswing of your right hand as you make the Sit signal. Praise.

Practice each signal three times.

**STAND**—Your dog will stand and stay for 30 seconds while you stand 3 feet in front of it.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar.
2. Command "STAND" and signal by moving your right hand, palm down, from in front of your dog's nose straight forward. Use your left hand to guide into a stand if needed,
3. Put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise. Stand up straight.
5. Command and signal "STAY" and step 3 feet in front of your dog and face it.
6. Count to 10 (silently).
7. Return around behind your dog to Heel Position. PAUSE, PRAISE, RELEASE, "FREE."

In your practice add more time until you can count to 30 while you are 3 feet in front.

**STAND FOR EXAMINATION:** Your dog will Stand and Stay while being examined.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar.
2. Command and signal "STAND."
3. Put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise.
5. Stand up straight.
6. Command and signal "STAY."
7. Step in front of your dog.
8. Your helper should examine your dog by touching the head, shoulder, and rump. Your dog should not move its feet.
9. Pivot back to Heel Position. PAUSE, PRAISE, RELEASE, "FREE."

### **SIT-STAY**

**Goal:** Your dog will Sit and Stay with mild distractions while you are standing 6 feet in front of it.

Begin with the rings of the collar under your dog's chin. Leash in your left hand.

1. Command your dog to "SIT."
2. Command and signal your dog to "STAY."
3. Step out briskly on your right foot, and go to the end of your leash.
4. Introduce mild distractions. If your dog breaks, correct by stepping forward on your right foot and slapping up on the leash with your right hand. (the Sit signal.)
5. After 30 to 60 seconds walk around behind your dog to get to Heel Position.
6. PAUSE, PRAISE, RELEASE.

### **SIT-STAY**

**Goal:** Your dog will Sit and Stay for one minute while you are 15 feet in front of it. Your dog will remain sitting until you return to Heel Position and release it.

Place your dog on a light line. Remove the regular leash. If you believe your dog will Stay and if you are in a fenced area where it cannot get away you may skip the light line.)

1. Command your dog to "SIT."
2. Command and signal your dog to "STAY."
3. Step out briskly on your right foot, go to the end of the line, and turn and face your dog.
4. Return and replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position. If it gets up two times only go 6 feet away.
5. After one minute return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace your dog.
6. PAUSE, PRAISE, RELEASE, "FREE."

### **DOWN—STAY**

**Goal:** Your dog will remain in a down-stay for three minutes while you stand 15 feet in front of it.

Begin with your dog sitting at your left side. Your dog should be on the light line.

First, REVIEW Down-Stay at 6 feet. If your dog is not successful at 6 feet, do not add more distance but continue to work at 6 feet.

1. Command "DOWN" and place your dog into a down position by guiding with the collar.
2. Stand up straight beside your dog.
3. Command and signal "STAY."
4. Step forward with your right foot and go out 15 feet.
5. After one minute return back around your dog to Heel Position.
6. PAUSE 5 seconds, PRAISE, and RELEASE, "FREE."

Add more time until your dog will stay for 3 minutes.

### **HEELING**

#### **HEEL POSITION—RIGHT TURN, ABOUT TURN AND LEFT TURN**

RIGHT TURN and ABOUT TURN: Practice four of each.

#### **LEFT TURN**

Dog in Heel Position, Leash in Control Position: REVIEW from Week 5.

1. Place your left foot directly in front of your dog's feet.
2. Command "ROVER, HEEL" and step with your right foot past your left and then step with your left.
3. Stop. Command "SIT."  
Repeat three times.

### **HEELING—AUTOMATIC SIT**

Goal: When heeling, your dog will Sit when you stop.)

Begin with dog sitting in Heel Position. Hold leash in your left hand.

1. Command “ROVER, HEEL” and walk straight ahead.
2. Stop. “Pop” straight up on the leash with your left hand. If your dog is already sitting it will not feel the correction.
3. Praise for the Sit.

Practice three Automatic Sits.

### **HEELING—LOOSE LEAD**

Practice Forward, Halt, Circle Left, Circle Right, About Turn, Fast, and Slow.

Heeling for three minutes.

## **Recalls**

### **COME-FORE AND FINISH (USING A TREAT TO LURE INTO A SIT.)**

1. Command “ROVER, HEEL,” and heel forward.
2. Let some slack into the leash. Begin to walk backwards.
3. Command “ROVER, COME.”
4. When your dog catches up to you stop. Using the treat as a lure, Command “SIT.”
5. When your dog sits, Praise and give the treat. Your dog should now be sitting in front of you.
6. Command, “ROVER, HEEL.” Starting on your left foot heel straight forward past the right side of your dog.

Repeat three times.

### **RECALL FROM A SIT WITH HAND SIGNAL**

Goal: Your dog will Stay until called.

The recall hand signal is given with your left arm. Reach out with your left arm and scoop back toward your chest. This is like a “come here” sign you may give to a friend.

1. Command “SIT.”
2. Command and Signal “STAY.”
3. Go to the end of your lead, turn and face your dog.
4. Hold your lead in your right hand with your hand at your side. It should be without slack.
5. Command and signal “COME” and pop back on the leash with your right hand.
6. Take three steps backwards as your dog is coming to you.
7. Command and signal “SIT.” PAUSE, PRAISE, RELEASE, “FREE” and step backwards.

### **LONG DOWN FOR 30 MINUTES**

Goal: Your dog will remain in a down position for 30 minutes while you remain in the room. Medium distractions may be added.

1. Command your dog to “DOWN.” You may move about the room, but do not leave your dog’s sight.
2. Replace your dog each time it BEGINS to get up. Don’t repeat DOWN. Each time you replace your dog, Praise. If you need to replace twice, then stay beside your dog.
3. At the end of the 30 minutes, RELEASE and play with your dog for a few minutes.
4. Repeat this lesson three times this week.





## Basic Grooming

*Dog Care and Training, Level I*

### What Member Will Learn . . .

#### ABOUT THE PROJECT:

- How to groom their dog

#### ABOUT THEMSELVES:

- The importance of responsibility
- The importance of good grooming

#### Materials Needed:

- Sturdy table with a no-slip surface (such as a grooming table)
- Nail clippers
- Comb(s)
- Slicker brush
- Pin brush
- Hound glove
- Spray bottle with water
- Blunt-end scissors (baby nail scissors will work)
- Cotton balls
- Soft toothbrush
- Dog toothpaste (optional)
- Examples of dog shampoo
- Cream rinse
- Blow dryer (for dogs, if possible)
- Towels
- Dog to be groomed (optional)
- Member Handout #12, Fitting Your Dog
- Activity Sheet #15, Grooming Schedule
- Activity Sheet #16, Grooming Tools and Supplies
- Product catalogs
- Flip chart or board and markers

**ACTIVITY TIME NEEDED:** 55 MINUTES WITH DEMONSTRATION, 30 WITHOUT

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### ACTIVITY

### Leader Notes

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#### QUESTION 1:

Why should you groom your dog?

List group answers on flip chart or board and discuss.

Answers may include: It makes the dog look good, it keeps the dog clean, it helps to control shedding, it allows you to examine the dog for burrs,

**Leader Notes**

List group responses on flip chart or board.

Pick a dog to be checked as a demonstration.

Pass out Member Handout #12, Fitting Your Dog.

Consider requiring that all dogs be ready for a grooming check every time they come to class and make surprise checks of all or some of the dogs whenever time allows—you could even give a gold star or post a list of “purple ribbon groomers.” Note that this does not mean that the dogs get a bath before each class—they can be kept quite clean with regular brushing/combing and occasional baths. This grooming requirement will also help keep your training/meeting area cleaner—especially when dogs are blowing coat (shedding a lot).

**ACTIVITY**

fleas and ticks, lumps, and cuts or scrapes, it gets the dog used to being handled, it is like a massage for the dog—it will make him feel good. Also, for longer haired dogs, regular grooming helps the coat function as insulation against heat and cold. Grooming and handling long haired dogs helps to determine physical condition and weight.

**QUESTION 2:**

What are the things you need to do when you groom a dog?

Answers may include: Giving him a bath (and drying), combing/brushing, trimming his toenails, cleaning his teeth, trimming his hair, cleaning his ears, checking for fleas and ticks.

Basic grooming involves the following, let’s check this dog for:

- Hair and Coat: clean, natural, not scaly, not matted, free from loose hair
- General Absence of Parasites: fleas, lice, mites and ticks
- Ears: clean inside
- Toenails: not excessively long
- Teeth: clean, free of tarter
- Eyes: clean, free of matter

This is what a judge will look for when you enter in Showmanship. It is also what we will look for each time you bring your dog to class. You will get a list to help you remember what to check each week.

Unlike you, your dog cannot groom itself. You should groom your dog every day. Every time you groom it improves the bond between you and your dog and makes it nicer to be around. Not all dogs like to be groomed at first, but most can be trained to enjoy most parts. It may take a lot of work on your part so be patient if your dog hasn’t yet learned to be groomed.

Always brush and comb your dog before a bath. Check your dog for fleas and ticks when you groom. A tick will feel like a bump that can be moved since only the tick’s mouth parts are attached to the dog. Have an adult help with the removal of ticks since they can carry disease. Sometimes you can see fleas when you comb your dog, but often the fleas are hiding. To check for them roll your dog onto its back and check the area where hair is sparse on the belly. You still may not see fleas but look for specks of dirt. If you see some specks wipe them off with a damp cloth or cotton ball and smear them. If they look brownish red then you have found flea dirt (actually flea feces with undigested blood in it) and your dog does have fleas! Be sure to let your parents know since it is time to get involved in the fight against fleas.

Daily grooming is ideal for all dogs, but it is a **MUST** if you have a dog with long-and-fine hair. If these coats are neglected they quickly become

**ACTIVITY**

matted messes. Yorkshire Terriers and Afghan Hounds have this type of coat. Mist the coat with water to keep down static electricity and then brush out with the pin brush. Use a comb to tidy the coat.

Daily grooming is strongly recommended for dogs with medium to long coats. However, if you miss a day or two it will not be a total disaster. Be certain to thoroughly groom your dog after it has been out in the field or in weeds since they can easily collect burrs, ticks and other debris in their hair. Cocker Spaniels, Golden Retrievers, and Shetland Sheepdogs have this type of coat. Mist the coat with water, then use a pin brush to brush a small section of the coat at a time from the skin up to the ends of the hair. Be sure that you are not just smoothing out the hair on top—mats form at the skin. After brushing comb through the tangly places, working out mats with your fingers and the comb.

Dogs with double coats have a soft undercoat beneath the long fur. Weekly brushing will prevent tangles in the soft undercoat and will also help to keep the hair from matting down. If it gets matted it cannot insulate from heat and cold. German Shepherds, Chow Chows, Pomeranian, and Samoyeds have this type of coat.

Dogs with curly coats such as Poodles and Bichons can be brushed every other day but will need daily attention if you want to keep the coat in a fluffy style. Use a slicker brush.

Dogs with short coats can be groomed (brushed) once a week and will look very tidy. This includes Beagles, Labrador Retrievers, and Whippets as well as the wire-haired terriers. Use a stiff bristle brush or a hound glove (a mitt with bristles) on these coats.

If you find a mat that you can't work out of the coat, get an adult to cut it out. Mats are so close to the skin that it is very easy to cut your dog when trying to remove them. If the hair has tar or sap in it rub some mineral oil into the hair, let it sit until the next day, and then try to work it out. If your dog's coat has become a hopeless mess take it to a groomer to get it fixed and promise that you'll keep it in good condition after that.

**BATHING YOUR DOG**

Give your dog a bath when it is dirty (check skin for dirt), when it smells, when it has rolled in something smelly, when it has been swimming in polluted or salt water, or before going to a show. Some dogs (especially those that live outside) only get one bath a year while others get a bath every week. Generally, once a month is more than enough for any dog unless there are special circumstances (such as allergies).

Be sure there are no tangles or mats in the coat before you begin.

Try to find a place with warm water to bathe your dog. Small dogs may be bathed in a utility sink. Many people bathe their dogs in the bathtub. A washtub will work if it won't tip over. As a last resort you can use a hose outside if the weather is warm.

**Leader Notes**

If you have a dog then demonstrate this on a grooming table, if available. A sturdy table with a mat such as an old rubber bath mat will do fine. Members may groom their large dogs with the dog on the floor. Show the tools used for different coats. Give the members Activity Sheet #15, Grooming Shedule and Activity Sheet #16, Grooming Tools and supplies to complete as you demonstrate. If there is a coat type that is not represented among your members skip it for this lesson.

Talk through the bathing steps unless your meeting area has bathing facilities. If so, go ahead and demonstrate!

Parasite control will be included in another lesson.

**Leader Notes****ACTIVITY**

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You will get wet so dress accordingly! Put a mat or towel in the tub so your dog won't slip, get shampoo, rinse, and towels ready and then get your dog. (Unless your dog likes taking baths do not call your dog to the tub. If it hates baths that would be punishment for coming.) Use a collar and leash to keep him in place if needed.

Wet your dog all over by using a gentle spray or by pouring water over it. Put some shampoo in your hands, work into a lather and soap the dog, massaging the shampoo through the coat. Begin with the neck, making a collar of soap, then work backward and down. Go to the chest, front legs, shoulders, back, sides, belly, rear legs and tail.

If you are using a flea shampoo you will need to leave it on the dog for the time specified on the container.

Be very careful not to get soap in your dog's eyes or ears. More important than the type of shampoo that you use is to be sure you get all of the soap rinsed out. Begin again at the neck and work backward and down. Rinse several times until you feel that all of the soap is out, then rinse once more. If you are using a cream rinse (for a longhaired dog) apply it after the first water rinse and then rinse it out, too. Soap left in the dog's coat will dry the skin and may make the hair look dull.

The dog has probably already shaken several times to try to dry off. Now dry your dog off with towels to get off excess water. This may be a good time to wipe out the ears with a damp cloth or cotton ball. To finish drying you can let it air dry—but don't let the dog roll in the mud. You can also use a people hair dryer on "Low," moving it frequently so you don't burn heat sensitive skin. If your dog's coat is supposed to lay flat you can let it air dry with a towel pinned around the body.

Some dogs need haircuts to keep them neat and looking like the breed that they are. A Poodle becomes a mass of hair if it is not clipped. For the average owner, however, a fancy "show" haircut is too much work. Many owners of Poodles and other dogs that have elaborate "show" haircut choose to have their dog get a "utility" haircut. Poodles, Bichon Frises, Cocker Spaniels, Yorkshire Terriers, Maltese, Pekingese, Shih Tzus, Lhasa Apsos, Old English Sheepdogs, Pulik, and Afghan Hounds are breeds that frequently get a utility haircut to help the owners deal with grooming. However, dogs do not need "summer haircuts" if the owner can keep them well-groomed so the hair can act as an insulator. It is dangerous for a dog to be "shaved down" close to the skin since they can actually get sunburn!

If, after all the work of brushing and bathing your dog the coat still seems dry and in poor condition it is time to see your veterinarian. A poor coat can be an indication of poor health which may be caused by poor nutrition.

**ACTIVITY****Leader Notes**

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**EARS**

Your dog's ears should look clean and smell clean. Use a damp cloth or cotton ball to clean the parts of the ear that you can see. Never stick a cotton swab into your dog's ear—even veterinarians are very careful about probing into an ear! If your dog's ears smell bad or have a great deal of dark brown wax in them or if your dog acts like its ears hurt, (They may rub them on the floor, shake their head frequently and hard, scratch at their ears, or not want you to touch them.) then it is time for a trip to your veterinarian. Dogs with long ears (such as spaniels) are at a high risk of ear infections and they should be treated without delay. When you see your veterinarian ask what is recommended regarding an ear cleaning solution. If your dog has a great deal of hair on the inside of its ears (like Poodles) ask if you should remove it and how to do that.

**TOENAILS AND FEET**

Trimming toenails can be a scary thing for dogs but few dogs wear their toenails down so their owners must trim them. If you are lucky your dog was trained as a puppy to accept its toenails being trimmed. If not, have an adult help with this step.

Use nail clippers made for dogs. There are two types: one is a scissors-style. The other is called a guillotine style. They have an opening that you slide over the tip of the nail and the blade cuts off the nail.

To train your dog to have its nails trimmed chose a time when it is calm. Get your clippers ready and have some treats close by. If it "fights" you at any step try to distract it with food while you do that step and then end the session. Start again after an hour or the next day and keep working on that step until it accepts and then move to the next step. Be patient. It will not help to get mad or yell at your dog but neither should it be allowed to bite you.

1. Begin by lifting up the feet and touching the pads and toenails. You may reward the dog for not fussing. You may use a command such as "paw" to indicate that it is to lift the foot and let you hold it.
2. Touch the toenails and pads with the clippers and reward.
3. Cut a tiny bit off of one nail and reward.
4. Cut a tiny bit off of one nail on each foot and reward with praise, a treat and play.
5. Cut two nails on each foot, reward with praise, a treat and play.

Continue until your dog will accept all toenails being trimmed. If the breeder failed to have the dewclaws removed be sure to trim those nails, too.

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**Leader Notes**

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**ACTIVITY**

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If your dog has long hair you should trim the hair that grows and the bottom of the foot around the pads. Have an adult help with this since it is easy to cut a pad or cause a puncture wound on the foot. Blunt-end scissors will be safer to use. Trimming this hair helps prevent mud balls and ice balls from packing in between the toes and also helps prevent mats from forming and burrs from sticking to the feet.

**EYES**

Your dog's eyes should be clean of matter. Use a damp cloth to clean your dog's face around the eyes. A daily deposit of matter is normal and often includes debris such as dirt and hair that has been washed out of the eye. However, if your dog's eyes get red and you observe a change in the amount of matter collecting at the corners of the eyes it is time to take your dog to the veterinarian. The eye may have been injured in some way or may have a weed seed irritating it. If you have a young dog the eye-lashes may be turning in towards the eye as it grows and causing scratches on the eye every time it blinks. Be especially observant of the eyes if you have a dog such as a Pekingese or a Pug which have protuberant eyes with little protection.

**TEETH**

Your dog's teeth should look white and the breath should smell sweet—or at least, it should not smell bad. If your dog has yellow teeth it is time to take it to the “dog dentist” (your veterinarian) for a thorough cleaning. You will be able to start with your dog having a clean mouth.

To keep the teeth in good condition you should brush them about twice a week to prevent plaque from building up and becoming tartar (the yellow stuff). You can use a soft human-type toothbrush or a soft cloth. Wipe (or brush) the outside surface of each tooth, using water or a dog toothpaste. Your veterinarian can prescribe a special dog food that has research-proven dental benefits.

Bad breath can be a sign of infected teeth or gums or other poor health. Also watch for broken teeth, red or swollen gums, your dog avoiding your touch on one side of the mouth, or not wanting to eat. See your veterinarian if you observe any of these problems that last for several days. An infected tooth can lead to infection throughout the body.

**DIALOGUE FOR CRITICAL THINKING:****Share:**

1. What are some of the steps in grooming a dog?
2. What are three tools you will need to groom your dog?

**Process:**

3. Why is it beneficial to regularly groom your dog?
4. When might you need to bathe your dog?

**ACTIVITY**

**Leader Notes**

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**Generalize:**

5. How can being well-groomed make a difference in your life?
6. What grooming practices are required at school? Why?

**Apply:**

7. What grooming practices do you need to do better? Why?

**GOING FURTHER:**

1. Visit a groomer or a dog breeder and watch the steps they follow to groom a dog.
2. Attend a dog show and observe the grooming practices.
3. Read a book from library or buy a magazine on dog grooming.
4. Learn to groom dog for others or pet sit to earn money for dog activities.

**REFERENCES:**

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**BASIC GROOMING**

**DOG, LEVEL I**

**Member Handout #12, Fitting Your Dog**

Have your dog well-groomed at each meeting. Grooming is judged in Showmanship but is important in Obedience and in being a Canine Good Citizen! It shows that you care for your dog.

**HAIR AND COAT**

Is the coat clean, natural (no hair spray!), not scaly, not matted, free from loose hair?

**GENERAL ABSENCE OF PARASITES**

Is your dog free of fleas, ticks, lice and mites?

**EARS**

Are your dog's ears clean? Are they free from odor?

**TOENAILS AND FEET**

Are your dog's toenails cut short enough that they do not "click" on the floor or make his feet spread when he stands? Is the hair trimmed from the bottom of his feet between his pads?

**TEETH**

Are his teeth clean and free from yellowish tarter? Does his breath smell good?

**EYES**

Are his eyes and the area around them free from matter?

**BASIC GROOMING**  
**DOG, LEVEL I**  
**Activity Sheet #15, Grooming Schedule**

**Dog's Name** \_\_\_\_\_

What to do?	When to do it?				
	Daily	Twice a Week	Weekly	Monthly	Never
Comb and Brush					
Give a Bath					
Go to groomer for special haircut					
Trim toenails					
Trim hair on feet					
Brush Teeth					
Clean Ears					

**BASIC GROOMING****DOG, LEVEL I****Activity Sheet #16, Grooming Tools and Supplies**

<b>ITEM</b>	<b>DO I NEED IT?</b>	<b>DO I HAVE IT?</b>
Grooming Table	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Slicker Brush	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pin Brush	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hound Glove or Short Bristle Brush	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Spray Bottle	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fine Tooth Comb	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Wide Tooth Comb	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Scissors	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dog Shampoo	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Shampoo to Kill Fleas	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Cream Rinse	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hair Dryer	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Towels	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Nail Clippers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Toothbrush	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dog Toothpaste	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Cotton Balls	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Ear Cleansing Solution	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No



# Pre-Novice Obedience—Lesson Seven

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- More advanced performances in all exercises, teaching two types of finishes.

#### **ABOUT THEMSELVES:**

- Mastery of the fundamentals can make more advanced skills easier to learn.

#### **Materials Needed:**

- A demonstration dog with treats
- Member Handout #13, Swing Finish/Around Finish
- Activity Sheet #17, Lesson Seven, Training Plan and Record
- Long Line—light line about 20 feet long with a clip on one end—one per trainer.
- Member Training Guide

**ACTIVITY TIME NEEDED: 60 MINUTES**

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### ACTIVITY

### Leader Notes

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#### **Sit/Down/Stand/Stay**

Continue to review past lessons and do not teach new commands until previous ones are learned well.

#### **"SIT" AND DOWN WITH HAND SIGNALS**

**Goal:** Your dog will respond to your hand signal.

REVIEW Lesson Six, Hand Signals, 3 feet in front of dog.

**STAND**—Your dog will Stand and Stay for 1 minute while you stand 6 feet in front of it.

1. Begin with your dog sitting at your left side, left hand in collar.
2. (Instruct: “Stand Your Dog”) Command “STAND” and signal by moving your right hand, palm down, from in front of your dog’s nose straight forward. Use your left hand to guide into a stand if needed,
3. If needed, put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise. Pick up your leash. Stand up straight in Heel Position.

**Leader Notes**

**ACTIVITY**

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5. (Instruct: “Leave Your Dog”) Command and signal “STAY,” step six feet in front of your dog (about one leash-length) and face him.
6. (Instruct: after 30 seconds, “Return to Your Dog.”)
7. Return to Heel Position behind your dog.
8. (Instruct: “Exercise Finished”)
9. PAUSE, PRAISE, RELEASE, “FREE.”

In your practice add more time until your dog will stay 1 minute while you are 6 feet in front.

**STAND FOR EXAMINATION:** Your dog will Stand and Stay while being examined.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar.
2. (Instruct: “Stand Your Dog and leave when ready”) Command and signal “STAND.”
3. If needed, put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise. Pick up your leash. Stand up straight in Heel Position.
5. Command and signal “STAY,” step 3 feet in front of your dog, and face it.
6. Your dog will be examined by touching its head, shoulder, and rump.
7. (Instruct: “Back to Your Dog.” )
8. Walk around your dog to Heel Position.
9. PAUSE, PRAISE, RELEASE, “FREE.”

Do not have the dogs stand until the examiner is ready to examine. This is not a contest for the longest Stand—Stay. In competition the time between Stay and FREE will be about 30 seconds.

This week the distractions will be more intense. It is a good time to remind the trainers that their dogs are learning when they make mistakes.

**SIT-STAY**

**Goal:** Your dog will Sit and Stay with distractions while you are standing 6 feet in front of it.

**THE DISTRACTIONS (TRAINERS AT THE END OF THEIR LEASH, IN FRONT OF THEIR DOG.)**

- A. Trainers all take a giant step or leap to the left. Take a step back to center.
- B. Trainers all take a giant step or leap to the right. Take a step back to center.

**ACTIVITY:**

**Leader Notes**

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- C. Trainers all take a giant step or jump toward the dog (be careful of its toes). Take a step or jump away from the dog.
- D. With the leash clipped to the buckle collar or through both rings of a chain collar apply gentle pressure on the leash—just enough so the dog will brace against it. Release the pressure and praise. Repeat two times.
  1. (Instruct: “Sit Your Dogs”) Command your dog to “SIT.”
  2. (Instruct: “Leave Your Dogs”) Command and signal your dog to “STAY.”
  3. Step out briskly on your right foot, and go to the end of your leash.
  4. Introduce distractions. If your dog does not get up Praise to let it know it made the right choice. If your dog does get up, calmly replace it (with your Sit signal from in front, if possible), and try again. The dog is learning!
  5. (Instruct: “Return to Your Dog”) Walk behind your dog to get to Heel Position.
  6. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.

**SIT-STAY**

**Goal:** Your dog will Sit and Stay for 1 minute while you are 20 feet in front of it. Your dog will remain sitting until you return to Heel Position and release it.

Place your dog on a light line. Remove the regular leash.

1. (Instruct: “Sit Your Dogs”) Command your dog to “SIT.”
2. (Instruct: “Leave Your Dogs”) Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, trailing the line through your hand and dropping it as you go 20 feet away. Turn and face your dog.
5. Return and replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position. If it gets up two times only go 6 feet away.
6. (Instruct after one minute: “Return to your Dog.”) Return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace the dog into the SIT.
7. (Instruct: Exercise Finished”) PAUSE, PRAISE, RELEASE, “FREE.”

The dog cannot be corrected with a light line. It is being used to enable the trainer to catch the dog if it gets up from the Sit. It has a minor function as an “anchor” to give the dog the impression that it is still on a leash.

## Leader Notes

## ACTIVITY

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### DOWN—STAY

**Goal:** Your dog will remain in a Down-Stay for 3 minutes while you stand 20 feet in front of it.

Begin with your dog sitting at your left side. Put the dogs on light lines.

First, REVIEW Down-Stay at 6 feet. If a dog is not successful at 6 feet Do Not have them progress to 20 feet.

1. (Instruct: “Down Your Dog”) Command “Down.” If needed, place your dog into a down position by guiding with the collar.
2. Stand up straight beside the dog.
3. (Instruct: “Leave Your Dog”) Command and signal “STAY.”
4. Step out briskly on your right foot, trailing the line through your hand and dropping it as you go 20 feet away. Turn and face your dog.
5. (Instruct after 1 minute: “Return to Your Dogs”) Return back around your dog to Heel Position.
6. (Instruct: “Exercise Finished”) PAUSE 5 seconds, PRAISE, and RELEASE, “FREE.”

Add more time until your dog will stay for 3 minutes.

## Heeling

### HEEL POSITION—RIGHT TURN, LEFT TURN AND ABOUT TURN

Practice 4 Right Turns, 2 About Turns, and 4 Left Turns.

### HEELING—LOOSE LEAD

Heeling for 3 minutes.

(Instruct: “Are you Ready?”) Trainers respond, “Ready.”

(Instruct: “Forward”) Command “ROVER, HEEL.”

(Instruct other directions: “About Turn.” “Circle Left.” “About Turn.” “Fast.” “Normal” “Halt.” “Forward.” “Slow.” “Normal.” “Circle Right.” “Halt.” etc.)

Continue to evaluate trainers on using a loose lead. Trainers that are holding their leads tightly will need to go back to having their leash over their shoulder. Include About turns, Circle Right (when heeling clockwise), Circle Left (when heeling counterclockwise), Changes of Pace (Remember : “Fast” and “Slow” are always followed by “Normal.”), and Automatic Sit. (If the dog does not sit automatically, then instruct the trainer to hold onto the leash, heel forward three steps, halt and “pop” up on lead.

**ACTIVITY:**

**Leader Notes**

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**Recalls**

**COME-FORE AND FINISH (USING A TREAT TO LURE INTO A SIT.)**

1. (Instruct: “Forward”) Command “ROVER, HEEL.”
2. (Instruct: “Call Your Dog”) Let some slack into the leash. Begin to walk backwards.
3. Command “ROVER, COME.”
4. When your dog catches up to you stop. Using the treat as a lure, Command “SIT.”
5. When the dog sits, Praise and give the treat. Your dog should now be sitting in front of you.
6. (Instruct: “Forward”) Command, “ROVER, HEEL.” Starting on your left foot, heel straight forward past the right of the dog (the dog’s left shoulder).

Repeat twice.

**FINISH—SWING**

Begin with your dog sitting directly in front of you, toe-to-toe. This is where the dog will be at the end of a recall. The FINISH is when your dog returns to Heel Position.

Demonstrate twice: facing the trainers and with your back to the trainers. Then have the trainers practice three swing finishes.

1. Leash and treat in left hand. Left hand should be centered in front of your body, dog’s attention on the treat.
2. (Instruct: “Finish”) Command “ROVER, SWING” as you move your left hand in a circle out to your left, behind your body, and back to your hip and take two steps forward. Sit your dog in Heel Position and give the treat.
3. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE, “FREE.”

**OPTION: FINISH—AROUND**

Some trainers prefer to have their dogs return to Heel Position by walking around behind them and getting into their place. This is an allowable way to have the dog finish and can be an advantage with a long-bodied dog that has difficulties in getting straight with the SWING FINISH. In addition, you may wish to teach this finish for variety—many dogs know both. Then you can choose which way you want your dog to finish each

This signal is given parallel to the floor and is the path the dog’s nose should take when doing a SWING FINISH. The two steps forward are to get the rest of the dog’s body in place. Trainers with large dogs may need to take three steps, those with small dogs may only need one.

Do not practice the finish with the recall from a Sit. The dogs will quickly learn to anticipate the finish command and in competition the dogs must sit in front until the judge instructs, “FINISH.” However, you may continue to have the dogs FINISH as was taught with the come-fore and the trainers may begin to give the Command “Rover, Swing” , in place of “Rover, Heel,” to get the dog back in place for more heeling.

## Leader Notes

Use Member Handout #13, Swing Finish/Around Finish to further illustrate.

## ACTIVITY

time.

Practice the COME-FORE and FINISH—but this time practice with an Around FINISH. Step 6 will be different.

1. (Instruct: “Forward”) Command “ROVER, HEEL.”
2. (Instruct: “Call Your Dog”) Let some slack into the leash. Begin to walk backwards.
3. Command “ROVER, COME.”
4. When your dog catches up to you stop. Using the treat as a lure, Command “SIT.”
5. When the dog sits, Praise and give the treat. Your dog should now be sitting in front of you.
6. Transfer the leash to your right hand.
7. (Instruct: “Forward”) Command, “ROVER, AROUND.” Starting on your left foot heel straight forward past the left of the dog (the dog’s right shoulder).
8. Keep walking, passing the leash behind you from your right to left hand and guiding the dog to Heel Position.
9. Praise the dog for getting to Heel Position.

Repeat two times before HALT and AUTOMATIC Sit.

Now set up for teaching the Around FINISH. Dog is sitting, you are in front of the dog, toe-to-toe. Lead and treat are in your right hand which is centered on your body.

1. (Instruct: “Finish”) Command “ROVER, AROUND,” and signal by moving your right hand out to your right, then around behind your back where you will switch the leash to your left hand. During this maneuver you will walk 2–3 steps forward, passing by the dog’s right shoulder. Keep the treat in your right hand.
2. As the dog comes around you to Heel Position, bring your right hand with the treat across the front of your body to lure into a Sit. Give the treat.
3. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE, “FREE.”

Practice three times.

## ACTIVITY:

### RECALL FROM A SIT WITH HAND SIGNAL

**Goal:** Your dog will Stay until called.

Demonstrate the Recall Hand Signal. It is given with your left arm. Reach out with your left arm and scoop back toward your chest. This is like a “come here” sign you may give to a friend.

Arrange the trainers in one or two lines.

1. (Instruct: “Sit your Dogs”) Command “SIT.”
2. (Instruct: “Leave your Dogs”) Command and Signal “STAY.”
3. Go to the end of your lead, turn and face your dog, both hands at your sides.
4. Hold your lead in your right hand with your hand at your side. The lead should be without slack.
5. Command and signal “COME” with your left hand and pop back on the leash with your right hand.
6. Take three steps backwards as the dog is coming to you.
7. Command and signal “SIT.”
8. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE, “FREE.” stepping backwards.

Repeat with voice command only.

Repeat with signal only.

### LONG DOWN FOR 30 MINUTES

Continue working on the 30 minute down. Gradually increase the distance and the distractions until your dog will remain down when you are eating dinner, etc. Remember, when you give a command you have to be ready to replace your dog as many times as it gets up. Your dog isn’t allowed up until you RELEASE.

### DIALOGUE FOR CRITICAL THINKING

#### Share:

1. What happened when you tried to distract your dog?
2. What was the difference in your dog at 20 feet compared to 6 feet away? Why?
3. (If you had the members learn both the SWING and AROUND FINISHES) Which FINISH was easier to teach to your dog? Why?

## Leader Notes

It is likely that the dogs will exhibit some confusion during this exercise and will anticipate the recall. They will improve!

If the dog is being difficult about sitting don’t require a Sit this week. The “come” needs to be positive.

In competition the trainer may give a verbal command or a signal, not both. Their hands must be at their sides except when giving a signal.

Help members plan training periods by using Activity Sheet #17, Week Seven Training Plan and Record.

Pass out Member Training Guide.

**Leader Notes**

**ACTIVITY**

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**Process:**

4. What does it mean when a dog does a FINISH?
5. How does using food make teaching the SWING FINISH or AROUND FINISH hand signals easier?
6. What was done in earlier lessons that prepared the dog to learn the FINISH?

**Generalize:**

7. If you needed to learn something complicated what could you do to make it easier to learn?

**Apply:**

8. How can you make large jobs seem like several small jobs? Why is this helpful?

**GOING FURTHER:**

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

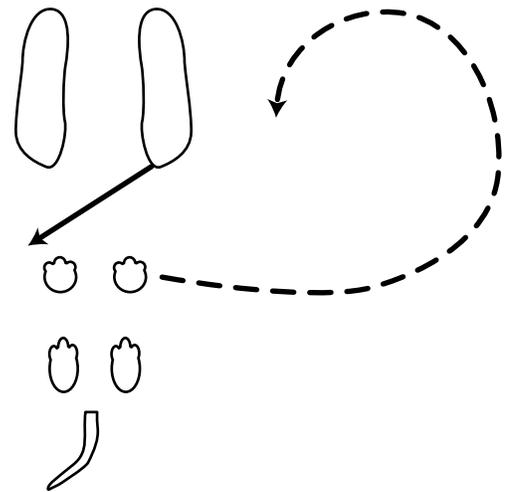
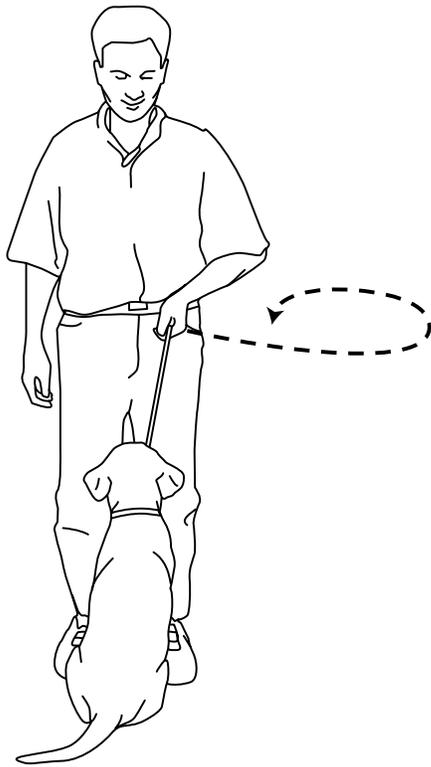
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**Reviewed by:**

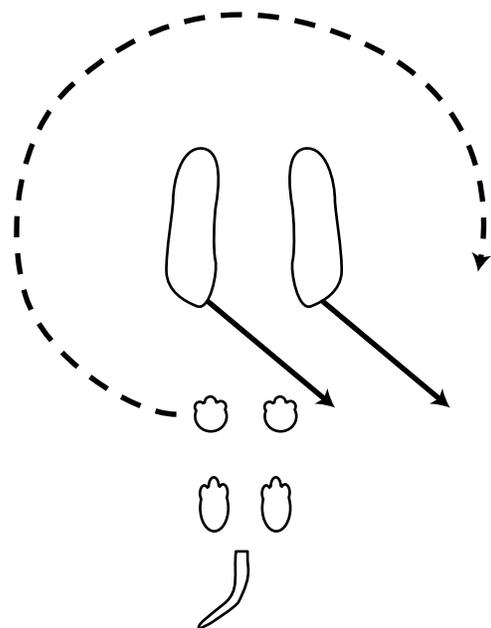
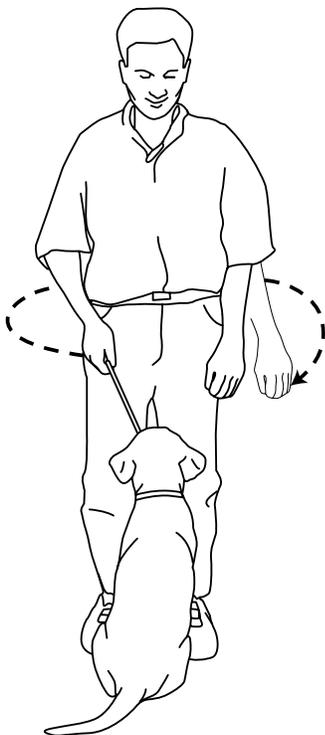
Dog Care and Training Design Team

**PRE-NOVICE OBEDIENCE—LESSON SEVEN**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #13, Swing Finish/Around Finish**

**Swing Finish**



**Around Finish**



**PRE-NOVICE OBEDIENCE—LESSON SEVEN**

**DOG CARE AND TRAINING, LEVEL I**

**Activity Sheet #17, Lesson Seven Training Plan and Record**

Name \_\_\_\_\_ Dog \_\_\_\_\_

Sit and Down with hand signals, Stand, Stand for Exam, Sit-Stay, Down-Stay, Heel Position: Right, Left, About Turns, Loose Lead Heeling, Come-Fore, Finish: Swing and/or Around, Recall, 30-minute DOWN

	Day/ Time	What's your plan for this session?	How did it work?
1.			
2. good start			
3.			
4. keep working			
5.			
6. practice brings results			
7.			
8. above average!			
9.			
10. great work			
11.			
12. headed for Super Dog!			
13.			
14. go to the head of the class			

---

## **PRE-NOVICE OBEDIENCE—LESSON SEVEN**

### **DOG CARE AND TRAINING, LEVEL I**

#### **Member Training Guide**

#### **Training Tools:**

- Treats
- Training collar
- Leash
- Your dog
- A long line
- A helper to examine your dog.

**ACTIVITY TIME NEEDED:** 30 MINUTES  
THREE TIMES THIS WEEK, 5–10 MINUTES  
AT LEAST SEVEN TIMES THIS WEEK

**COMMANDS:** “SIT.” “DOWN.” “STAND.”  
“STAY.” “HEEL.” “COME.” “FREE.”  
“SWING.” “AROUND”

#### **SIT/DOWN/STAND/STAY**

##### **SIT AND DOWN WITH HAND SIGNALS**

**Goal:** Your dog will respond to your hand signal.

REVIEW Lesson Six, Hand Signals, 3 feet in front of dog.

**STAND**—Your dog will stand and stay for 1 minute while you stand 6 feet in front of him.

1. Begin with your dog sitting at your left side, left hand in collar.
2. Command and signal “STAND.” Use your left hand to guide into a stand if needed.
3. If needed, put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise. Pick up your leash. Stand up straight in Heel Position.
5. Command and signal “STAY.” step six feet in front of your dog (about one leash-length) and face it.
6. After 30 seconds return around behind your dog to Heel Position.
7. PAUSE, PRAISE, RELEASE, “FREE.”

In your practice add more time until your dog will stay 1 minute while you are 6 feet in front.

**STAND FOR EXAMINATION:** Your dog will stand and stay while being examined.

1. Stand on the leash. Begin with your dog sitting at your left side, left hand in collar.
2. Command and signal “STAND.”
3. Praise. Pick up your leash. Stand up straight in Heel Position.
4. Command and signal “STAY.” Step 3 feet in front of your dog and face it.
5. Your dog will be examined by touching its head, shoulder, and rump.
6. Walk around your dog back to Heel Position.
7. PAUSE, PRAISE, RELEASE, “FREE.”

#### **SIT-STAY**

**Goal:** Your dog will Sit and Stay with distractions while you are standing 6 feet in front of it.

**THE DISTRACTIONS (START AT THE END OF YOUR LEASH IN FRONT OF YOUR DOG.)**

- A. Take a giant step or leap to the left. Take a step back to center.
- B. Take a giant step or leap to the right. Take a step back to center.
- C. Take a giant step or jump toward your dog. Take a step or jump away from your dog.
- D. With the leash clipped to the buckle collar or through both rings of a chain collar apply gentle pressure on the leash—just enough so your dog will brace against it. Release the pressure and Praise. Repeat two times.

1. Command your dog to “SIT.”
2. Command and signal your dog to “STAY.” Step out briskly on your right foot, and go to the end of your leash.
3. Introduce distractions. If your dog does not get up, Praise to let it know it made the right choice. If your dog does get up, calmly replace it (with your Sit signal from in front, if possible), and try again. Your dog is learning!
4. Walk around behind your dog to get to Heel Position.
5. PAUSE, PRAISE, RELEASE.

### **SIT-STAY**

**Goal:** Your dog will Stay for one minute while you are 20 feet in front of it. Your dog will remain sitting until you return to Heel Position and release him.

Place your dog on a light line. Remove the regular leash.

1. Command your dog to “SIT.”
2. Command and signal your dog to “STAY.” Step out briskly on your right foot, trailing the line through your hand and dropping it as you go 20 feet away. Turn and face your dog.
3. Return and replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position. If it gets up two times, only go 6 feet away.
4. After one minute return to Heel Position by walking around behind your dog. If your dog gets up as you are moving around, replace your dog into the Sit.
5. PAUSE, PRAISE, RELEASE, “FREE.”

### **DOWN—STAY**

**Goal:** Your dog will remain in a Down-Stay for three minutes while you stand 20 feet in front of it.

Begin with your dog sitting at your left side. Put the dog on a light line.

First REVIEW Down-Stay at 6 feet. If your dog is not successful at 6 feet Do Not progress to 20 feet.

1. Command “DOWN.” If needed, place your dog into a down position by guiding with the collar.
2. Stand up straight beside your dog. Command and signal “STAY.”
3. Step out briskly on your right foot, trailing the line through your hand and dropping it as you go 20 feet away. Turn and face your dog.
4. After 1 minute return back around your dog to Heel Position.
5. PAUSE 5 seconds, PRAISE, and RELEASE, FREE.

Add more time until your dog will stay for three minutes.

## **Heeling**

### **HEEL POSITION—RIGHT TURN, LEFT TURN AND ABOUT TURN**

Practice 4 right turns, 2 about turns, 4 left turns.

### **HEELING—LOOSE LEAD**

Heeling for 3 minutes.

Include Forward, Circle Right, Circle Left, About Turn, Fast, Slow, Halt.

## **Recalls**

### **COME-FORE AND FINISH (USING A TREAT TO LURE INTO A SIT.)**

1. Command “ROVER, HEEL,” and begin heeling forward.
2. Let some slack into the leash. Begin to walk backwards.
3. Command “ROVER, COME.”
4. When your dog catches up to you stop. Using the treat as a lure, Command “SIT.”

5. When your dog sits in front of you Praise and give the treat.
6. Command, "ROVER, HEEL." Starting on your left foot, heel straight forward past your dog's left shoulder.

Repeat twice.

### **FINISH—SWING**

Begin with your dog sitting directly in front of you, toes-to-toes. This is where your dog will be at the end of a recall. The FINISH is when your dog returns to Heel Position.

1. Leash and treat in left hand. Left hand should be centered in front of your body, dog's attention on the treat.
2. Command "ROVER, SWING" as you move your left hand in a circle out to your left, behind your body, and back to your hip and take two steps forward. Sit your dog in Heel Position and give the treat.
3. PAUSE, PRAISE, RELEASE, "FREE."

### **OPTION: FINISH—AROUND**

Practice the COME-FORE and FINISH—but this time practice with an AROUND FINISH. Step 6 will be different.

1. Command "ROVER, HEEL"
2. Let some slack into the leash. Begin to walk backwards.
3. Command "ROVER, COME."
4. When your dog catches up to you stop. Using the treat as a lure, Command "SIT."
5. When your dog sits, Praise and give the treat. Your dog should now be sitting in front of you.
6. Transfer the leash to your right hand.
7. Command, "ROVER, AROUND." Starting on your left foot heel straight forward past your dog's right shoulder (to the left of your dog).

8. Keep walking, passing the leash behind you from your right to left hand and guiding your dog to Heel Position.

9. Praise your dog for getting to Heel Position.

Repeat two times before HALT and AUTOMATIC Sit.

Now set up for teaching the AROUND FINISH. Your dog is sitting, you are in front of your dog, toe-to-toe. Lead and treat are in your right hand which is centered on your body.

1. Command "ROVER, AROUND" and signal by moving your right hand out to your right, then around behind your back where you will switch the leash to your left hand. During this maneuver you will walk 2 - 3 steps forward, passing by your dog's right shoulder. Keep the treat in your right hand.
2. As your dog comes around you to Heel Position bring your right hand with the treat across the front of your body to lure it into a Sit. Give the treat.
3. PAUSE, PRAISE, RELEASE, "FREE."

Practice three times.

### **RECALL FROM A SIT WITH HAND SIGNAL**

**Goal:** Your dog will stay until called.

1. Command "SIT." Command and signal "STAY."
2. Go to the end of your lead, turn and face your dog, both hands at your sides.
3. Hold your lead in your right hand with your hand at your side. The lead should be without slack.
4. Command and signal with your left hand COME and pop back on the leash with your right hand.
5. Take three steps backwards as your dog is coming to you.
6. Command and signal "SIT."

7. PAUSE, PRAISE, RELEASE, “FREE,” stepping backwards.

Repeat with voice command only.

Repeat with signal only.

**LONG DOWN FOR 30 MINUTES**

Continue working on the 30 minute down. Gradually increase the distance and the distractions until your dog will remain down when you are eating dinner, etc. Remember, when you give a command you have to be ready to replace your dog as many times as it gets up. Your dog isn't allowed up until you RELEASE.



# Introduction to Showmanship

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- What is involved in 4-H Dog Showmanship

#### **ABOUT THEMSELVES:**

- How to gain confidence and poise by working in front of an audience

#### **Materials Needed:**

- Grooming or examination table (if your demonstration dog or any dog in the class is 12 inches high or less)
- Chalkboard or Whiteboard, etc.
- Sample armbands

**ACTIVITY TIME NEEDED:** 30 MINUTES FOR A DEMONSTRATION. 50 MINUTES FOR MEMBERS PARTICIPATING WITH THEIR DOGS

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## ACTIVITY

### **ENTER THE SHOW RING**

When the judge gives the signal, enter the ring and move your dog at its natural gait in a counter-clockwise circle around the ring. Always keep the dog between you and the judge, even if the judge asks you to reverse directions.

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## Leader Notes

This lesson is intended as a brief introduction to Ring Procedure and to build their anticipation for the actual showmanship lessons. It can be presented in two ways. You could have one or two older members experienced in showmanship demonstrate as you (or they) explain the procedures. A second member could play the role of "Judge." This would allow the members to see the "big picture" of how all the parts of Showmanship Training will fit together and maybe to decide if they want to participate in that phase of the dog project.

The second way to use this lesson is as a pre-lesson to showmanship training. The members would bring their dogs and actually try these procedures. This will be too much information for them to process in one session, but it will give them a chance to get their dogs used to the training site and you a chance to

## Leader Notes

informally evaluate their dogs. You will be letting them learn by experience. If you use the lesson in this way you can have the members contribute to a list of “things we need to learn.” This will give them a goal for the Showmanship Training lessons.

If the members are participating stop now to ask some leading questions such as: Did you see any problems with entering and lining up? Did any of the dogs seem to get bunched up? Why did that happen?

If the members are participating be very careful on the Examination. If a dog does not want to be touched don't push it this time—just make a mental note for future sessions. This member should be instructed to practice handling the dog all over—and to have family members do the same.

The members will likely experience frustration in getting their dog to stack. This is a normal feeling. Leading question: “Does anyone see anything we may need to work on here”?

You could make a quick grooming assessment (dog needs a bath, teeth need some work, brushing would make the coat look much better, etc.) as you examine the dogs.

## ACTIVITY

### LINE UP

While gaiting your dog around the ring, the judge will direct you to stop. Leave no less than three feet between your dog and the dog ahead of you. Stack your dog while waiting for your turn at the individual examination. As each dog is examined, the entire line of dogs move up a space toward the judge.

### STACK

Dogs 12 inches or under may be stacked for individual examination on an examination or grooming table. Dogs over 12 inches are shown on the ground or on a table at the member's option.

Set your dog up on the table or the ground so the judge gets a side view of the dog at its best according to its breed standard. If your dog is a mixed breed, it should be shown by the standards of the breeds it most resembles. When stacking a dog start with the front legs, move them into place by cupping your hand around the elbow joint. The hind legs are moved into place by cupping the hand around the stifle joint by grasping the hock joint.

You can now use the stand/stay command as you hold the head high and make the dog look alert. You can do this with the collar or by holding the head with your right hand.

### INDIVIDUAL EXAMINATION

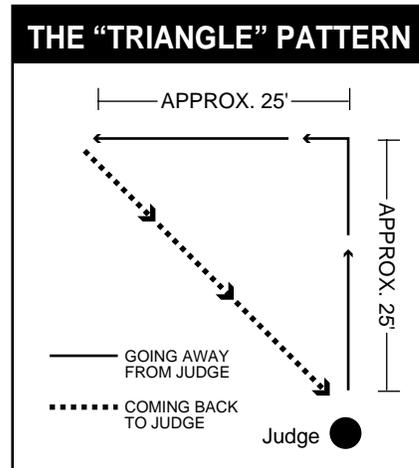
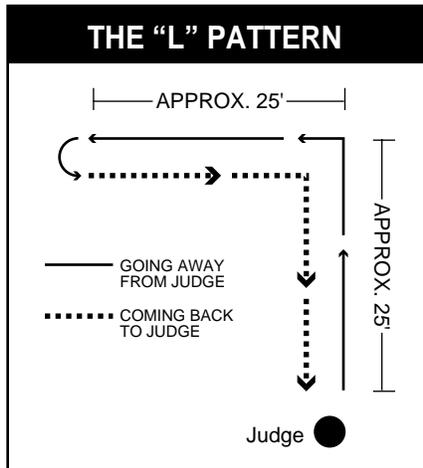
After your dog is stacked, each dog will have a hands-on examination by the judge with particular attention paid to the head, eyes, ears and teeth. The judge is looking for a clean, well-groomed dog in good condition that has been trained to stand calmly.

The judge will ask you to show the dog's teeth. Place your hand over the muzzle and with thumb and fingers, gently pull the lips back and up. When the judge examines the hindquarters you may move in front of the dog to encourage it not to step forward.

## ACTIVITY

### GAIT

After the examination is completed, the judge will ask you to gait your dog using a specific pattern. The “L” and “Triangle” patterns are frequently used. The triangle left pattern allows the dog to remain on your left side at all times. It does not require changing the lead from the left to the right hand. The “L” pattern is trickier. You will need to move your dog from your left side to your right at least once (and change the hand your lead is in).



## Leader Notes

If the members are participating keep this part upbeat with positive comments. You are intentionally creating a frustration level to make the members eager for more training but you do not want to make them discouraged. Comments that may be appropriate: “Look at how the dog is watching its handler,” “That was a good way to do that turn,” “This dog has a nice gait,” “Your speed is just right for this dog.”

### RETURNING TO THE JUDGE

Upon returning to the judge, present your dog in a natural pose (not stacked). Return to the end of the line when the judge dismisses you from the individual portion of the judging.

### KEY POINTS

Use a lighter weight show collar and lead than you would use in obedience training. It should give you control of your dog but not attract attention.

Wear your armband identification on your left arm.

Always have your dog under control and keep your composure. Smile.

Watch the judge and know where your dog is at all times.

Keep the dog between yourself and the judge at all times. This may mean you move around the stationary dog or change the hand from the left to the right as you turn corners while moving the dog.

Do not drape yourself over the dog’s back when stacking.

Do not step over the dog.

Stay alert. Keep your dog posed as best as you can the entire time you are in the ring.

## Leader Notes

Make a list of member's ideas.

Refer to lessons on Grooming Basics, Selecting Dog Equipment, Attention, Dog Show Procedures—Basic and the Showmanship Lessons for more information.

## ACTIVITY

Keep the part of the lead not needed to control your dog neatly folded up in your hand.

We will be doing some more work with showmanship. What are some of the things that you see we'll need to work on?

### DIALOGUE FOR CRITICAL THINKING

#### Share:

1. What happened when you first tried to show your dog?
2. What was most difficult? Easiest?

#### Process:

3. Why do you take the dogs around the ring in a counter-clockwise direction?
4. When a judge is evaluating a dog he or she wants to see the dog's movement from four different views. What are these views?
5. What are some things you could do to get your dog used to being examined by a judge?

#### Generalize:

6. What can you do to keep from being nervous when doing something in front of other people?

#### Apply:

7. What will you do differently the next time you are in front of a group?

### GOING FURTHER:

1. Attend a dog show to watch the handlers in conformation and the showmanship classes. Observe how they move and how their dogs move.
2. Watch a dog show on television to observe the showmanship.

**ACTIVITY**

**Leader Notes**

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**REFERENCES:**

“Bounding Ahead: Dog 2. 4-H Skills for Life Animal Science Series.”

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pp. 22-23

Kansas 4-H Dog Show Rule Book. Kansas State Cooperative Extension Service, February, 2000. (S-46)

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**Reviewed by:**

Dog Care and Training Design Team





# Pre-Novice Obedience—Lesson Eight

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Polishing for competition
- Learning the Figure 8 Heeling Pattern.

#### **ABOUT THEMSELVES**

- Teaching is hard work but fun!

#### **Materials Needed:**

- A demonstration dog with treats
- Member Handout #14, Figure 8
- Activity Sheet #18, Lesson 8 Eight, Training Plan and Record
- Long Line—light line about 20 feet long with a clip on one end—one per member.
- Member Training Guide

**ACTIVITY TIME NEEDED:** 45 MINUTES

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## ACTIVITY

## Leader Notes

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### **SIT/DOWN/STAND/STAY**

#### **SIT AND DOWN WITH HAND SIGNALS**

**Goal:** Your dog will respond to your hand signal.

REVIEW Lesson Six, Hand Signals, 3 feet in front of dog.

**STAND FOR EXAMINATION:** Your dog will stand and stay while being examined.

1. Drop the leash. Begin with your dog sitting at your left side, left hand in collar.
2. (Instruct: “Stand Your Dog and Leave When Ready”) Command and signal “STAND.”
3. If needed, put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise. Pick up your leash. Stand up straight in Heel Position.

Continue to review past training lessons and do not teach new commands until previous ones are learned well!

Remember - Members and dogs are NOT competing against each other. They are working to achieve a standard of excellence available to everyone.

**Leader Notes**

**ACTIVITY**

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5. Command and signal “STAY.” Step 6 feet in front of your dog, and face it.
6. Your dog will be examined by touching its head, shoulder, and rump.
7. (Instruct: “Back to Your Dog.” )
8. Walk around your dog back to Heel Position.
9. (Instruct: “Exercise Finished”)
10. PAUSE, PRAISE, RELEASE, “FREE.”

**SIT-STAY WITH DISTRACTIONS**

**Goal:** Your dog will Sit and Stay with distractions while you are standing 6 feet in front of it, holding the leash.

**WEEK 8 DISTRACTIONS**

- A. Any distractions from Lesson Seven.
- B. Instructor play “fetch” with a dog behind the members.
- C. Instructor standing at least 6 feet from any dog calling out “FREE.”
- D. Knock on the door, “Who’s there?”
- E. Have spectators clap.
- F. Have spectators and members clap.
1. (Instruct: “Sit Your Dogs”) Command your dog to “SIT.”
2. (Instruct: “Leave Your Dogs”) Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, and go to the end of your leash.
4. Introduce distractions. If your dog does not get up, Praise to let it know it made the right choice. If your dog does get up, calmly replace it (with your Sit signal from in front, if possible) and try again. Your dog is learning!
5. (Instruct: “Return to Your Dog”) Walk around behind your dog to get to Heel Position.
6. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.

**ACTIVITY:**

**Leader Notes**

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**SIT-STAY WITH DISTANCE**

**Goal:** Your dog will Sit and Stay for one minute while you are 20 feet in front of it. Your dog will remain sitting until you return to Heel Position and release it.

Place your dog on a light line. Remove the regular leash.

1. (Instruct: "Sit Your Dogs") Command your dog to "SIT."
2. (Instruct: "Leave Your Dogs") Command and signal your dog to "STAY."
3. Step out briskly on your right foot, trailing the line through your hand and dropping it as you go 20 feet away. Turn and face your dog.
4. Return and replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position. If it gets up two times only go 6 feet away.
5. (Instruct after 1 minute: "Return to Your Dog") Return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace the dog into the Sit.
6. (Instruct: Exercise Finished") PAUSE, PRAISE, RELEASE, "FREE."

**Optional Extra Challenge:** Have all of the members go 20 feet away from their dogs, leave the room (or go out of sight behind a van, etc.) and immediately return.

**DOWN-STAY WITH DISTRACTIONS**

**Goal:** Your dog will down and stay with distractions while you are standing six feet in front of it, holding the leash.

Follow same procedure as for Sit-Stay with Distractions.

**DOWN-STAY WITH DISTANCE**

**Goal:** Your dog will remain in a Down-Stay for 3 minutes while you stand 20 feet in front of it.

Follow the same procedure as for Sit-Stay with Distance.

**Heeling**

**HEEL POSITION—RIGHT TURN, LEFT TURN AND ABOUT TURN**

Practice: 4 Right Turns, 2 About Turns, Four Left Turns.

## Leader Notes

Continue to evaluate members on using a loose lead. Members that are holding their leads tightly will need to go back to having their leash over their shoulder. Include About turns, Circle Right (when heeling clockwise), Circle Left (when heeling counterclockwise), Changes of Pace (Remember : “Fast” and “Slow” are always followed by “Normal.”) AUTOMATIC SIT and COME-FORE.

For the training you will be using two members and their dogs as the posts for the Figure 8. They will be standing facing each other with their dog in a Sit-Stay beside them. In actual competition the posts will be two people without dogs. For training you will have the members do an exaggerated slow and fast with their dogs. In competition the member keeps the same pace—the dog must change pace to keep up as it is on the inside or outside curves. Although the member is allowed to begin the Figure 8 by going around the left or the right post, the left is what will be taught as it generally will result in a better performance.

Use Member Handout #14, Figure 8 to further illustrate.

Have members switch places so all will have practice.

The steps forward after the SWING are eliminated in this lesson. Return to Lesson Seven for those dogs that are not getting their whole body into Heel Position. This also applies to the AROUND FINISH.

## ACTIVITY

### HEELING—LOOSE LEAD

Heeling for 3 minutes.

(Instruct: “Are you Ready?”) members respond, “Ready”

(Instruct: “Forward”) Command “ROVER, HEEL.”

(Instruct other directions: “About Turn.” “Circle Left.” “About Turn.” “Fast.” “Normal” “Halt.” “Forward.” “Slow.” “Normal.” “Circle Right.” “Call Your Dog.” etc.

### HEELING—FIGURE 8

Goal: Your dog will Stay in Heel Position as you change direction and speed.

Set up for the Figure 8. Posts 8 feet apart, member and dog about 2 feet back from the center of the “8.”

1. (Instruct: “Forward”) Command, “ROVER, HEEL.” Heel with exaggerated slow steps around the post to your left.
2. Change to a normal pace as you get around the post.
3. Heel with exaggerated fast steps once you get to the center and around the right post.
4. Normal pace as you get around the right post.
5. Slow pace as you begin to go around the left post.
6. (Instruct: “Halt”) Stop. Your dog should do an AUTOMATIC SIT.

In competition you will have 2 “halts” and you must halt when directed.

### RECALLS

#### FINISH—SWING

Begin with your dog sitting directly in front of you, toe-to-toe.

1. Leash and treat in left hand. Both hands should be at your sides, dog’s attention on your face.
2. (Instruct: “Finish”) Command “ROVER, SWING,” as you move your left hand to the front of of your body (above the dog’s nose), in a circle out to your left, behind your body, and back to your hip. Sit your dog in Heel Position and give the treat.
3. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE, “FREE.”

Practice three times.

**ACTIVITY:**

**Leader Notes**

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**OPTION: FINISH-AROUND**

Begin with your dog sitting directly in front of you, toe-to-toe.

1. Leash and treat in right hand. Both hands should be at your sides, dog's attention on your face.
2. (Instruct: "Finish") Command "ROVER, HEEL" and signal by moving your right hand up toward your stomach (above your dog's nose), out to your right, then around behind your back where you will switch the leash to your left hand. Keep the treat in your right hand.
3. As the dog comes around you to Heel Position, bring your right hand with the treat across the front of your body to lure into a Sit. Give the treat.
4. (Instruct: "Exercise Finished") PAUSE, PRAISE, RELEASE, FREE.

Practice three times.

**RECALL FROM A SIT WITH HAND SIGNAL**

**Goal:** Your dog will stay until called.

Arrange the members in one or two lines.

1. (Instruct: "Sit your Dogs") Command "SIT."
2. (Instruct: "Leave your Dogs") Command and Signal "STAY."
3. Go to the end of your lead, turn and face your dog, both hands at your sides.
4. Hold your lead in your right hand with your hand at your side. The lead should be without slack.
5. Command and signal "COME" and pop back on the leash with your right hand. (Notice that the dog will not feel the correction if it is already moving toward the member.)
6. If your dog does not sit in front switch the leash to your left hand and give the Sit signal/correction.
7. (Instruct: "Exercise Finished") PAUSE, PRAISE, RELEASE, "FREE." stepping backwards.  
Repeat with voice command only. Repeat with signal only.
8. Test the dog. Will it sit in front if you do not command or signal Sit? You will not be allowed to Command Sit in competition.

**Leader Notes**

**ACTIVITY**

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**DISTRACTIONS FOR RECALL:**

- A. “Accidentally” give a slight pull on the leash as you turn to face your dog.
- B. When facing your dog, reach up and scratch your nose with your left hand.
- C. When facing your dog, open your mouth and take a breath as if you were going to say “ROVER, COME.”

Praise your dog if it recognizes that you weren’t really calling it. Replace it gently if it thought you were calling. Repeat until it learns to discriminate.

**RECALL with FINISH**

Call the dog from 6 feet away, on lead. FINISH. Only do this twice. For every recall with a finish you should do 2 RECALLS without a FINISH and 2 FINISHES without a RECALL. Try to keep these two parts separate! In competition your dog must remain sitting in front of you until the judge instructs you to FINISH.

- 1. (Instruct: “Are You Ready?”) Make sure your dog is sitting in Heel Position before you answer “Ready.”
- 2. (Instruct: “Leave Your Dog”) Command and Signal “STAY.” step out with your right foot, go 6 feet, and turn and face your dog.
- 3. (Instruct: “Call Your Dog”) Keep your hands at your sides unless you are giving a signal. Command or signal, “ROVER, COME.” Your dog should come to sit in front of you with no extra help.
- 4. (Instruct: “Finish”) Give a Signal or Command for the FINISH “ROVER, SWING” or “ROVER, AROUND.” Hands at your sides unless giving a signal.
- 5. (Instruct: “Exercise Finished”) PRAISE, RELEASE, “FREE.”

**LONG DOWN FOR 30 MINUTES**

Continue working on the 30 minute down. Gradually increase the distance and the distractions until your dog will remain down when you are eating dinner, etc. Remember, when you give a command you have to be ready to replace your dog as many times as it gets up. Your dog isn’t allowed up until you RELEASE.

Help members plan training periods by using Activity Sheet #18, Week Eight Training Plan and Record.

Pass out Member Training Guide.

**ACTIVITY:**

**Leader Notes**

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**DIALOGUE FOR CRITICAL THINKING**

Share:

1. What are three of the exercises your dog has learned?
2. What was the hardest exercise to teach your dog? Why?

**Process:**

3. What is different in the Figure 8 from what your dog has already learned?
4. Some dogs seemed to do better in class than others. What could be some of the reasons?
5. Which of these reasons would a member have control over?

**Generalize:**

6. When a lesson is presented at school what are some reasons some students might do better than others?

**Apply:**

7. How can you make learning fun?

**GOING FURTHER:**

1. Observe a Pre-Novice Obedience class at a show.
2. Watch a Novice Obedience class to see what is next.

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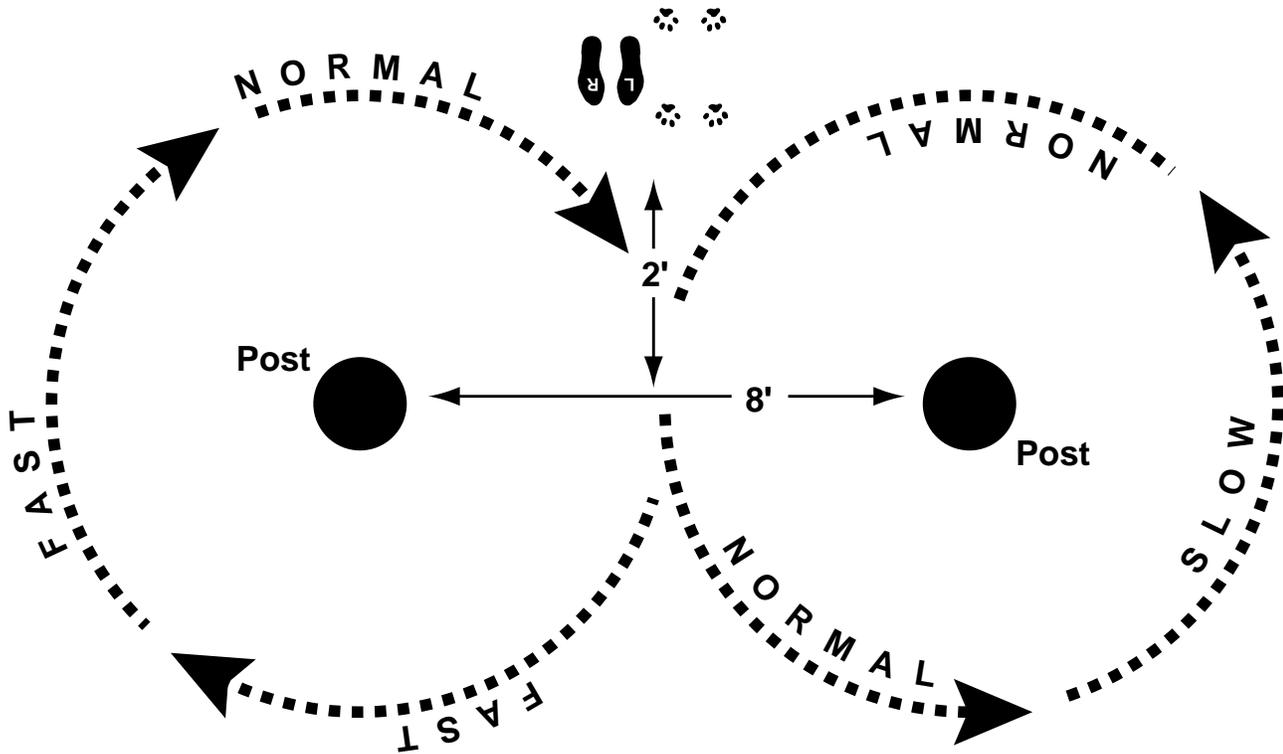
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Dog Care and Training Design Team

**PRE-NOVICE OBEDIENCE—LESSON EIGHT**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #14, Figure 8**



**PRE-NOVICE OBEDIENCE—LESSON EIGHT**  
**DOG CARE AND TRAINING, LEVEL I**  
**Activity Sheet #18, Lesson Eight Training Plan and Record Sheet**

Name \_\_\_\_\_ Dog \_\_\_\_\_

Sit and Down with hand signals, Stand for Exam, Sit—Stay, Down—Stay, Heel Position: Right, Left, About Turns, Loose Lead Heeling, Come-Fore, Finish: Swing &/or Around, Recall, 30-minute Down

	Day/ Time	What's your plan for this session?	How did it work?
1.			
2. good start			
3.			
4. keep working			
5.			
6. practice brings results			
7.			
8. above average!			
9.			
10. great work			
11.			
12. headed for Super Dog!			
13.			
14. go to the head of the class			

## PRE-NOVICE OBEDIENCE—LESSON EIGHT

### DOG CARE AND TRAINING, LEVEL I

#### Member Training Guide

#### Training Tools:

- Treats
- Training collar
- Leash
- Your dog
- A long line
- A helper to examine your dog and people or objects for Figure 8 posts.

**ACTIVITY TIME NEEDED:** 30 MINUTES  
THREE TIMES THIS WEEK, 5—10 MINUTES  
AT LEAST SEVEN TIMES THIS WEEK

**COMMANDS:** “SIT.” “DOWN.” “STAND.”  
“STAY.” “HEEL.” “COME.” “FREE.”  
“SWING.” “AROUND.”

#### SIT/DOWN/STAND/STAY

##### SIT AND DOWN WITH HAND SIGNALS

**Goal:** Your dog will respond to your hand signal.

REVIEW Lesson Six, Hand Signals 3 feet in front of dog.

**STAND FOR EXAMINATION:** Your dog will Stand and Stay while being examined.

1. Drop the leash. Begin with your dog sitting at your left side, left hand in collar.
2. Command and signal “STAND.”
3. If needed, put your left hand in front of the stifles (knees) to stop forward movement.
4. Praise. Pick up your leash. Stand up straight in Heel Position.
5. Command and signal “STAY.” Step 6 feet in front of your dog, and face it.
6. Your dog will be examined by touching its head, shoulder, and rump.
7. Walk around your dog back to Heel Position.
8. PAUSE, PRAISE, RELEASE, “FREE.”

#### SIT-STAY WITH DISTRACTIONS

**Goal:** Your dog will Sit and Stay with distractions while you are standing 6 feet in front of it, holding the leash.

1. Command your dog to “SIT.”
2. Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, and go to the end of your leash.
4. Introduce distractions. If your dog does not get up, Praise to let it know it made the right choice. If your dog does get up, calmly replace it (with your Sit signal from in front, if possible) and try again. Your dog is learning!
5. Walk around behind your dog to get to Heel Position.
6. PAUSE, PRAISE, RELEASE.

#### SIT-STAY WITH DISTANCE

**Goal:** Your dog will Sit and Stay for 1 minute while you are 20 feet in front of it. Your dog will remain sitting until you return to Heel Position and release it.

Place your dog on a light line. Remove the regular leash.

1. Command your dog to “SIT.”
2. Command and signal your dog to “STAY.”
3. Step out briskly on your right foot, trailing the line through your hand and dropping it as you go 20 feet away. Turn and face your dog.
4. Return and replace your dog when it breaks. Praise each time you replace your dog once it is again in the correct position. If it gets up two times only go 6 feet away.
5. Return to Heel Position by walking quickly around behind your dog. If your dog gets up as you are moving around, replace your dog into the Sit.
6. PAUSE, PRAISE, RELEASE, “FREE.”

### **DOWN-STAY WITH DISTRACTIONS**

**Goal:** Your dog will down and stay with distractions while you are standing 6 feet in front of it, holding the leash.

Follow same procedure as for Sit-Stay with Distractions.

### **DOWN-STAY WITH DISTANCE**

**Goal:** Your dog will remain in a Down-Stay for three minutes while you stand 20 feet in front of it.

Follow the same procedure as for Sit-Stay with Distance.

## **Heeling**

### **HEEL POSITION—RIGHT TURN, LEFT TURN AND ABOUT TURN**

Practice Four Right Turns, Two About Turns, Four Left Turns.

### **HEELING-LOOSE LEAD**

Heeling for 3 minutes.

Practice Forward, Halt, About Turn, Circle Right, Circle Left, Come-Fore, Fast, Slow.

### **HEELING-FIGURE 8**

**Goal:** Your dog will stay in Heel Position as you change direction and speed.

For training you will do an exaggerated slow and fast with your dog. In competition you will keep the same pace—your dog must change pace to keep up as it is on the inside or outside curves. Set up for the Figure 8. Posts 8 feet apart, you and your dog about 2 feet back from the center of the “8.”

1. Command, “ROVER, HEEL.” Heel with exaggerated slow steps around the post to your left.
2. Change to a normal pace as you get around the post.
3. Heel with exaggerated fast steps once you get to the center and around the right post.
4. Normal pace as you get around the right post.

5. Slow pace as you begin to go around the left post.
6. Stop. Your dog should do an AUTOMATIC SIT.

In competition you will have 2 “halts” and you must halt when directed.

## **Recalls**

### **FINISH—SWING**

Begin with your dog sitting directly in front of you, toe-to-toe.

1. Leash and treat in left hand. Both hands should be at your sides, dog’s attention on your face.
2. Command “ROVER, SWING,” as you move your left hand to the front of your body (above your dog’s nose), in a circle out to your left, behind your body, and back to your hip. Sit your dog in Heel Position and give the treat.
3. PAUSE, PRAISE, RELEASE, “FREE.”

Practice three times.

### **OPTION: FINISH-AROUND**

Begin with your dog sitting directly in front of you, toe-to-toe.

1. Leash and treat in right hand. Both hands should be at your sides, dog’s attention on your face.
2. Command “ROVER, HEEL,” and signal by moving your right hand up toward your stomach (above your dog’s nose), out to your right, then around behind your back where you will switch the leash to your left hand. Keep the treat in your right hand.
3. As your dog comes around you to Heel Position, bring your right hand with the treat across the front of your body to lure into a Sit. Give the treat.
4. PAUSE, PRAISE, RELEASE, “FREE.”

Practice three times.

### RECALL FROM A SIT WITH HAND SIGNAL

**Goal:** Your dog will stay until called.

1. Command “SIT.”
2. Command and Signal “STAY.”
3. Go to the end of your lead, turn and face your dog, both hands at your sides.
4. Hold your lead in your right hand with your hand at your side. The lead should be without slack.
5. Command and signal “COME” and pop back on the leash with your right hand. (Notice that your dog will not feel the correction if it is already moving toward the you.)
6. If your dog does not sit in front, switch the leash to your left hand and give the Sit Signal/Correction.
7. PAUSE, PRAISE, RELEASE, “FREE” ,stepping backwards.

Repeat with voice command only.

Repeat with signal only.

8. Test your dog. Will it sit in front if you do not command or signal Sit? You will not be allowed to Command “SIT” in competition.

### DISTRACTIONS FOR RECALL:

- A. “Accidentally” give a slight pull on the leash as you turn to face your dog.
- B. When facing your dog, reach up and scratch your nose with your left hand.
- C. When facing your dog, open your mouth and take a breath as if you were going to say “ROVER, COME.”

Praise your dog if it recognizes that you made a mistake and weren't really calling it. Replace it gently if it thought you were calling. Repeat until it can tell the difference.

### RECALL WITH FINISH

Call your dog from 6 feet away, on lead. FINISH. Only do this twice. For every recall with a finish you should do 2 recalls without a finish and 2 finishes without a recall. Try to keep these two parts separate! In competition you must wait for the judge's instruction before having your dog finish.

1. Make sure your dog is sitting in Heel Position before you answer “Ready.”
2. Command and signal “STAY.” step out with your right foot, go 6 feet, and turn and face your dog.
3. Keep your hands at your sides unless you are giving a signal. Command or Signal, “ROVER, COME.” Your dog should come to sit in front of you with no extra help.
4. Give a Signal or Command for the FINISH “ROVER, SWING” or “ROVER, AROUND.” Hands at your sides unless giving a signal.
5. PRAISE, RELEASE, “FREE.”

### LONG DOWN FOR 30 MINUTES

Continue working on the 30 minute down. Gradually increase the distance and the distractions until your dog will remain down when you are eating dinner, etc. Remember, when you give a command you have to be ready to replace your dog as many times as he gets up. Your dog isn't allowed up until you RELEASE.



# Handling the Lead

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- How to handle a lead in showmanship

#### **ABOUT THEMSELVES:**

- How to divide tasks into parts
- Importance of practice

#### **Materials Needed:**

- One lightweight lead per member (you could have members bring theirs, but be sure to have extras just in case. For this activity you could also use 6 foot pieces of cord with a loop in one end for a handle.)
- Objects 1-2 feet high to be the pretend “dogs” (2-liter bottles filled with water work well—the object needs to have some weight to it.)
- Member Handout #15, Showmanship Leads/Collars

#### **ACTIVITY TIME NEEDED: 45 MINUTES**

### **ACTIVITY**

The way that you handle the lead (for some reason it is always called a lead, not a leash, in showmanship / conformation) is an important part in presenting your dog in the best possible manner. In handling the lead you will need to learn: 1. How to keep the lead from being a distraction, and 2. How to best use it to control your dog. Practice with your lead until you won't even need to think about what to do with it—it will just be natural. This will be one less thing you'll need to think about when you are competing.

The lead you use in showmanship should be lightweight—too lightweight for obedience training. It is a signaling device—not a tow chain. It may be in one piece with a collar or may be separate. Larger breeds and dogs that can be hard to control will usually do best with a separate collar. A separate collar should be either a martingale, a lightweight chain collar of either fine link chain or “snake chain.” or a nylon choke collar. This equipment should be different than what you use for obedience training or for daily use. Keep it special for showmanship. If possible, your showmanship equipment should match the color of your dog. You want it to be as close to invisible as possible. Be sure it is clean and that the lead is not frayed.

### **Leader Notes**

Although this lesson is Handling the Lead, it actually encompasses much more than that. This is the foundation for training the handler part of the dog-handler team in showmanship. If the members master these first steps to the point that they are automatic then they will be able to concentrate more fully on their dog.

Provide Member Handout #15, Showmanship Leads/Collars as a take home review for their record book.

**Leader Notes**

It is important for the lead to come out of the bottom of the fist. This gives the member a stronger grip when needed to hold the dog.

These steps should be practiced enough that they become automatic. Although they won't always have their hands in this position it is a very good start. For this lesson you could be the judge that they keep their attention on or they could take turns being the judge. They could work in pairs to critique each other. At a later meeting you could have them compete for the smoothest lead handling.

Line up the members side-by-side with the end of the lead in hand. Have them walk to the end of your training area, gathering up the lead as they go. Remember: posture, hands, smile, watch the judge and the dog. Have the members repeat this on the way back to you.

**ACTIVITY**

Now, everyone get out your leads. Most leads will be about 6 feet long which is more than what you will usually need. You need to be sure that the extra length is not flopping about which will distract the judge's attention from the dog and may also distract the dog.

Attach the lead to the "dog" and stand up with the "dog" on your left side.

Take the lead in your left hand. Some people like to hook the loop of the lead over their thumb but this may cause problems when you need to quickly switch the lead to your right hand. It is recommended to simply gather up the excess by folding the lead back on itself. Never hold the lead by putting the loop around your wrist!

Gather up the lead in your left hand until it is taut. You should end up with excess in your fist with the end attached to the "dog" coming out from the bottom of your fist. Now let it out a little at a time. Repeat this twice. Try it with your eyes closed!

We are going to add a couple more parts to lead handling. Hold your left elbow at your side and your left forearm out to your left between waist level and chest level. This is a good place to hold this hand during much of the gaiting. To keep your right hand from waving around, hold it on your stomach. Smile—you're proud of your dog and confident that you'll do a good job. Even if you're not, you can act like it! Finally, keep shifting your gaze from your dog to the judge since you need to watch both at all times. Are you ready? Gather up your leads! Stand up straight, hands in place, smile, watch the judge and your dog. Repeat this twice. Practice this at home in front of a mirror.

Of course, there is more to showmanship than standing in one place—even before we add the dogs. You will be gaiting your dogs (walking/trotting them around) and will still need to follow all of the steps you just learned. Now we will add gaiting to this leash handling. Everything will be the same except you will be moving (and for today, you will need to leave your "dog" behind—these "dogs" just don't move that well).

First, you will just add walking to all of the steps you've just learned.

The next step is to learn to move a little faster. Usually the judge will have the dogs move together around the ring in a counter-clockwise direction. Start lined up with your left side toward the center of the ring. The judge will say something like "take them around." The first member in line should make sure the person behind them is ready before taking off. It is rude to leave the other exhibitors behind. Your dog will not be heeling so do not Command "Heel." Instead, use a Command such as "LET'S GO" to let your dog know it is time to move out. Today, begin practicing the command as you practice lead handling. You will usually move at a pace appropriate to your dog. Today practice at a slow run. Be sure not to crowd the person ahead of you—leave a space of about one dog between you and the next person. Practice gathering up the lead and

**ACTIVITY:**

**Leader Notes**

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then letting it out as you move around the ring. You should learn to handle the lead smoothly at all speeds. The judge will tell the first person when or where to stop. When you stop you will be stacking the dog so today turn and face the center of the ring. If you have a smaller dog you will need to kneel. Again, when you stop do not crowd the person in front of you. Practice this twice, remembering hand positions, smile, watch both the dog and the judge.

**DIALOGUE FOR CRITICAL THINKING**

**Share**

1. What type of lead did you choose for showmanship? Why?
2. What did this activity include besides handling the lead?

**Process**

3. What is significant about your hand positions?
4. Why is it important for you to learn the steps before involving the dog?

**Generalize:**

5. Why do we divide jobs into steps?
6. Why is it important to practice the steps of a skill?

**Apply:**

7. What is something you do at home or school that could be broken into parts to help you learn it better?

**GOING FURTHER:**

1. Watch a showmanship class at a dog show.

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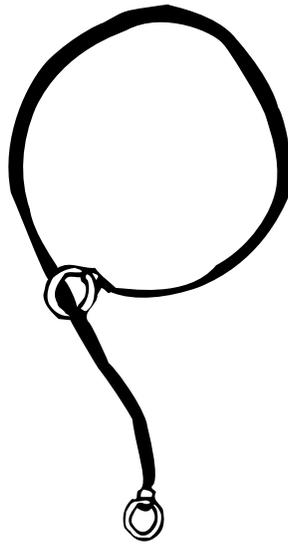
Dog Care and Training Design Team

**HANDLING THE LEAD**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #15, Showmanship Leads/Collars**

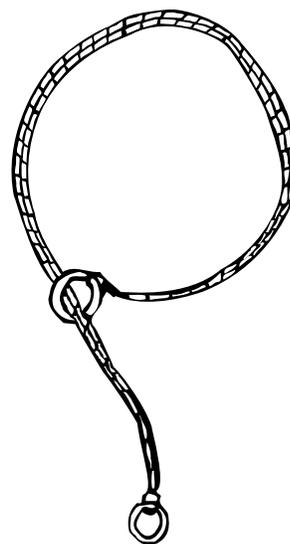
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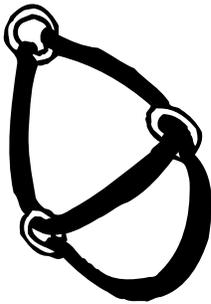
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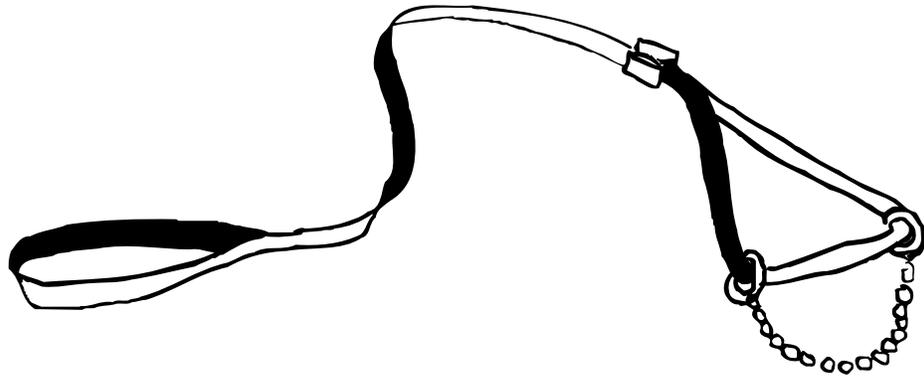
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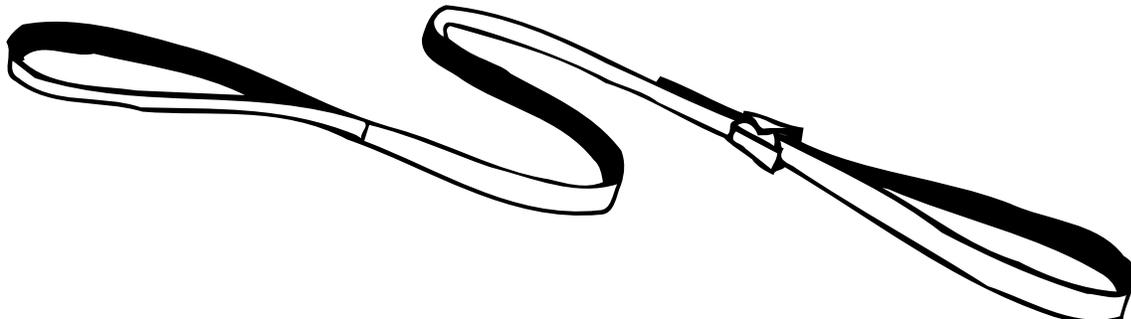
**MARTINGALE COLLAR**



**MARTINGALE LEAD**



**SIMPLICITY LEAD**





# Showmanship Training Patterns

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Different patterns used in showmanship and how to gait the dog in each of them.

#### **ABOUT THEMSELVES:**

- Developing confidence and poise to work as a team with the dog in showmanship.

#### **Materials Needed:**

- Members with their dogs and their showmanship collars/leads.
- Define a “ring” in some way. This could be a rope strung around poles or chairs, or even laid out on the ground. You could make a chalk line on the pavement.
- Colored pencils or fine line markers.
- Member Handout #16, Gaiting (5 pages, figures A-J)
- Optional: Video equipment

**ACTIVITY TIME NEEDED:** 45–90 MINUTES FOR THE ENTIRE LESSON: 30–45 MINUTES PER PART IF DIVIDED INTO THREE PARTS.

### **ACTIVITY:**

#### **Part 1—Gaiting and Patterns**

Gaiting is moving your dog so the judge can check its movement and structure. In Showmanship the way you handle the dog during the gaiting is being judged. It is important that you are able to communicate with your dog and have it in control without having a tight lead. You and your dog need to work as a team.

Generally, dogs are gaited at a speed where they are trotting, which, of course, is a different speed for different-sized dogs. You will need to determine the speed you will need to go to get the correct movement for your dog. If different-sized dogs are being “moved” (gaited) together you may need to go slower than your perfect speed, but you will get a chance to gait individually, too. (Note: some breeds are best shown at other than a trot. Ask someone that shows your breed about the best speed, observe your breed being shown, or try out different speeds and evaluate which looks best—a video camera can be a big help with this.)

### **Leader Notes**

All dogs should be walking on lead before they attempt this lesson. A description of one way to teach this is in Pre-Novice Lesson in the section on “Controlled Walking.” This lesson should also be preceded by the Showmanship Lesson on “Handling the Lead” and it would be useful to have had the Level I Lesson #13, “Showmanship Introduction.” If possible, break this lesson into three parts, covering two patterns per session. Learning one or two patterns per lesson will make things much less confusing for the member and their dog!

Try video taping the gaiting from a judge’s view. If the members brought a blank tape they could have their own copy of their gaiting to take home for a self critique.

**Leader Notes**

Use the appropriate page of Member Handout #16, Gaiting as a visual aid.

**ACTIVITY**

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Today we will begin to learn the patterns that a showmanship judge may ask you to use when gaiting your dog. Remember your lead handling—always keep your lead in the hand that is beside the dog. Always keep your dog between you and the judge. Use the entire ring unless the judge tells you otherwise. If the ring is matted let your dog have the center of the mat.

**GAITING IN A GROUP (FIGURE A)**

Generally, the judge will have all of the dogs in the class gait around the ring at the start of the judging and again at or near the end of the judging. The judge is encouraged to put the larger dogs at the front of the group. However, size doesn't always correspond to speed so you will need to be careful that you don't run your dog into the one ahead of you. Leave about 3 feet between dogs. Be considerate of slower dogs and only pass a dog that is refusing to move.

Usually this group gaiting will be in a counter-clockwise direction so your dog will be on your left and the lead in your left hand. A judge may choose to reverse this direction so be sure to practice with your dog on both sides.

Once the judge indicates that the dogs should be gaited in the group it is a courtesy for the first person in the line to check to see that at least the next in line is ready before starting the group gaiting (also referred to as "Taking Them Around"). Choose a gaiting command that you can use to signal your dog to gait with you. This should not be a command you use in obedience. Suggestions are "Gait," "Let's Go," "Show" or "Show Time." This command should signify to your dog that it will be trotting with you, that he may move slightly ahead of you. You may verbally encourage your dog to gait with you, especially during the learning stages, but make it subtle—don't chatter all the time.

As you move around the ring with your dog you should go in a straight line—moving in more of a rectangle than a circle, using as much of the ring as possible. Remember what you have learned about handling the lead.

Practice moving clockwise, too, with your dog on your right and the lead in your right hand.

After the group has gaited around the ring one or more times the judge will signal to the first person in line to stop the gaiting. Be careful not to run into the dog ahead of you. You may give your dog a quiet command to stop but once it learns to watch you this should not be needed. Your dog should be standing, not sitting, when you stop. A command to "Stand" will be useful. In competition you may not position your dog with your feet.

**ACTIVITY:****Leader Notes**

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**DOWN-AND-BACK (FIGURE B)**

This is a very common pattern in conformation showing and gives you good practice in gaiting your dog in a straight line. The judge may be standing in a corner of the ring and direct you to go down along one side of the ring and back, or direct you to go to the opposite corner and back or may be in the middle of one side and direct you straight across the ring. This pattern gives the judge a good opportunity to see the dog's movement from the front and back and is the simplest pattern for the handler.

An individual gaiting pattern ends with a stop in front of the judge with you in front, or slightly in front of the dog. (FIGURE C) The judge will watch your dog and will indicate for you to go to the end of the line. You are still being judged at this time. Usually you will gait your dog around the ring until you get to the end of the line.

**Part 2—Patterns: “L’s” and Triangles****“L”**

To use the “L” pattern (Left), move with the dog under control in a straight line away from the judge briskly to the corner of the ring. Make a square turn to the left and continue the next corner. Stop the dog, keeping it still. Turn and face the dog, smoothly changing the lead from the left to the right hand. At the next corner let the dog go ahead of you and switch the lead to your left hand. Turn the dog (now on your left) and yourself to gait back to the judge. (FIGURE D). Practice this so that it will look effortless and the stopping / starting hardly noticeable. Always make a square corner and trot your dog in straight lines. Now bring the dog straight toward the judge.

Study (FIGURE E) for the less common “L” pattern (Right).

**“TRIANGLE”**

Study FIGURE F. The Triangle patterns (Left and Right) allow you to work your dog on the “judge” side without needing to switch hands. The Left Triangle requires you to gait your dog on the left. The Right Triangle requires you to gait your dog on the right. If you have a fast or a large dog a circle at the second corner of the triangle will give you a straighter, more controlled approach to the judge. The circle may be made by having the dog circle in either direction and changing the lead to the other hand, then taking the dog straight to the judge. Use verbal commands to the dog, such as “Circle” or “Circle Out” to control the corner.

## Leader Notes

The “T” and the “I” patterns are more complex, requiring change of pace, change of direction, and at least two side changes. However, members who have mastered the “L” pattern should learn the “T” and the “I” without too much confusion. Study FIGURES G and H to see the position of the handler and the dog in each pattern. Refer to FIGURE I to see a variety of methods of making corners. As long as the handler and dog are moving smoothly and the handler is not blocking the judge’s view of the dog any type of corner may be used.

Make up a set of cards with the name of each pattern. When playing Pick-a-Pattern you may want to have members working in pairs. The object of this game is to help the members learn the patterns by name. This can be used as a separate activity once the members have learned all of the patterns. It can also be practiced without the dogs, with members playing the role of “dog.”

## ACTIVITY

### Part 3—Patterns: “T’s” and “I’s”

Practice the “T” and “I” patterns. Determine the best way to make smooth corners with your dog.

Use the handouts of the gaiting patterns. With two colors of markers trace the dog’s path with one color when the dog is on the handler’s left side. Use the second color to trace the path of the dog when he is on the handler’s right side.

#### PICK-A-PATTERN:

Draw a card with the name of a pattern. Demonstrate this pattern.

#### DIALOGUE FOR CRITICAL THINKING:

##### Share:

1. Which pattern did you find the most difficult? What could you do to make it easier?
2. What position should the dog be in whenever you are gaiting it?
3. What are some other things to remember about all patterns of gaiting?

##### Process:

4. What things could you do without your dog that would make you a better handler?

##### Generalize:

5. How does repeating things help you feel better about what you do?
6. How does working with a friend to finish a job help you get more done?

##### Apply:

7. How can teamwork help you do things at home or school?

#### GOING FURTHER:

1. Watch a dog show on TV or attend a dog show or match. Observe the patterns used. Do these handlers follow the guidelines you have learned?
2. Talk to someone involved in showing your breed. Do they have any specific suggestions on the best way to show your dog?

**ACTIVITY:**

**Leader Notes**

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**REFERENCES**

- Jeff Brucker. "Preparation and Presentation of the Show Dog." Denlinger, c1982.
- LaVerne Buechting. "Kennelwood's Conformation Training." Kennelwood Village, c1986.
- Robert & Jane Forsyth. "Forsyth Guide to Successful Dog Showing." Howell, c1975.
- Lynn Hall. "Dog Showing for Beginners." Howell, c1994.
- Joel M. McMains. "Dog Training Projects for Young People." Howell, c1995.
- Mario Migliorini. "Secrets of Show Dog Handling." Prentice-Hall, c1982.
- Connie Vanacore. "The New Guide to Junior Showmanship." Howell, e.

**Authors:**

- Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club
- James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**SHOWMANSHIP TRAINING PATTERNS**

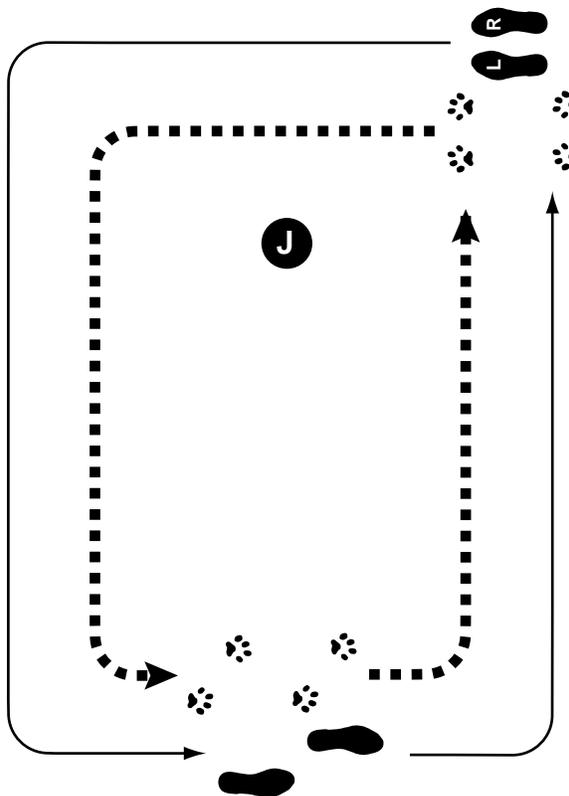
**DOG CARE AND TRAINING, LEVEL I**

**Member Handout #16, Gaiting**

**A GAITING IN A GROUP WITH JUDGE IN THE CENTER**

Leave space between dogs. Only bypass dogs that refuse to move. Be considerate of dogs that have slowed or stopped.

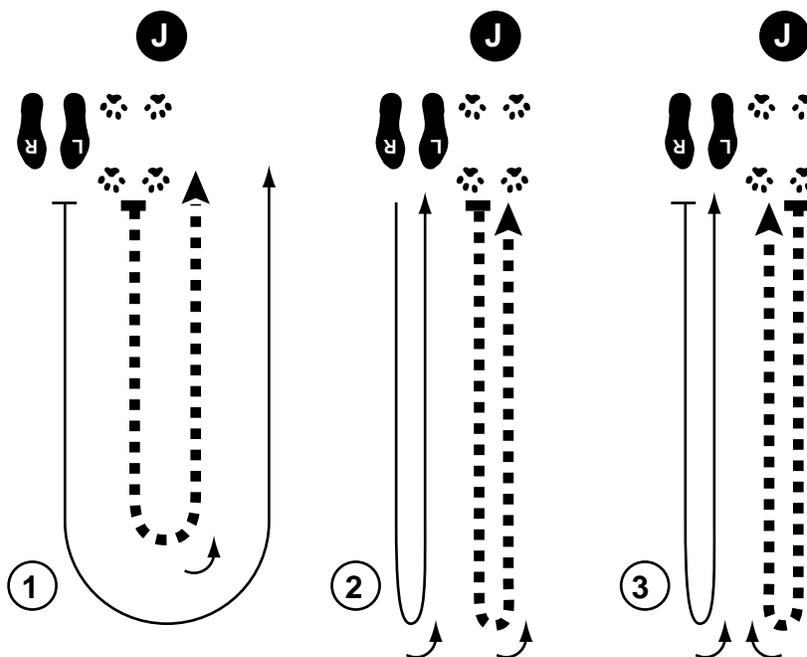
**J** = Judge



**B GAITING STRAIGHT OUT AND BACK WITH ABOUT-TURNS**

Be sure the dog is gaited away from and to the judge in a straight line. The dog should not stop moving in the about-turn. Pattern 1 is nice for small or slow-moving dogs. Patterns 2 and 3 are for large or fast-moving dogs, or when it is necessary to change sides.

**J** = Judge

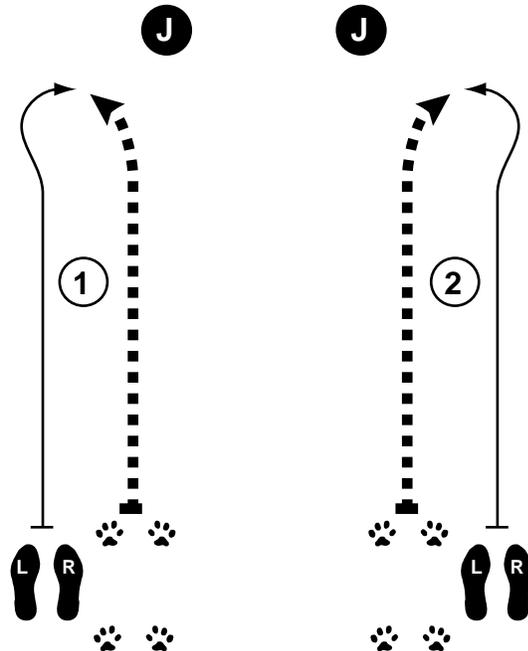


**SHOWMANSHIP TRAINING PATTERNS  
DOG CARE AND TRAINING, LEVEL I**

**Member Handout #16, Gaiting (cont'd.—Figures C and D)**

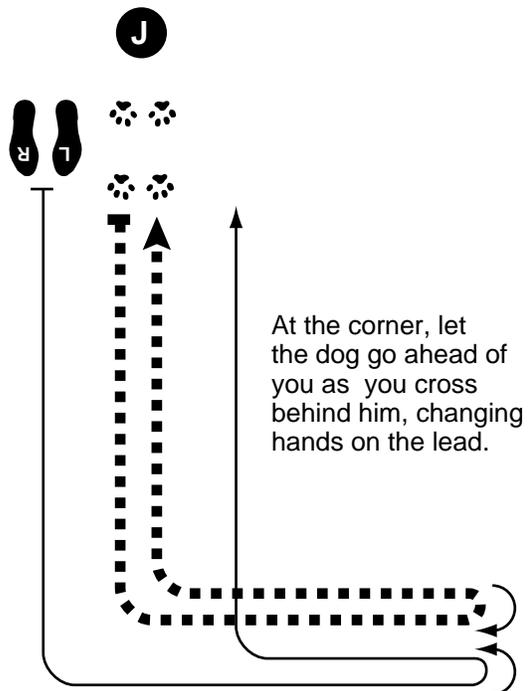
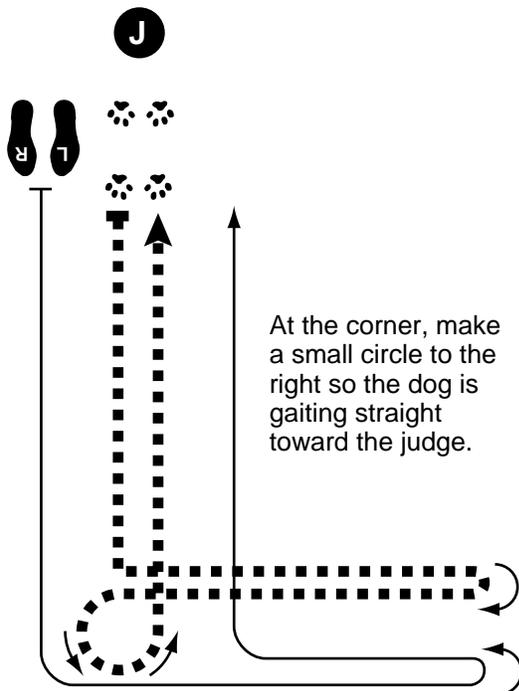
**C FRONT STOP**

Stop the dog about 3 to 4 feet from the judge. Stop the dog on a slight angle, with the handler completely in the front (1) or slightly to the front (2). Allow a natural stop (don't set the dog up). Stand with the dog. If the judge moves around your dog, move around the dog to keep the dog between the judge and you.



**D GAITING THE LEFT CORNER "L"**

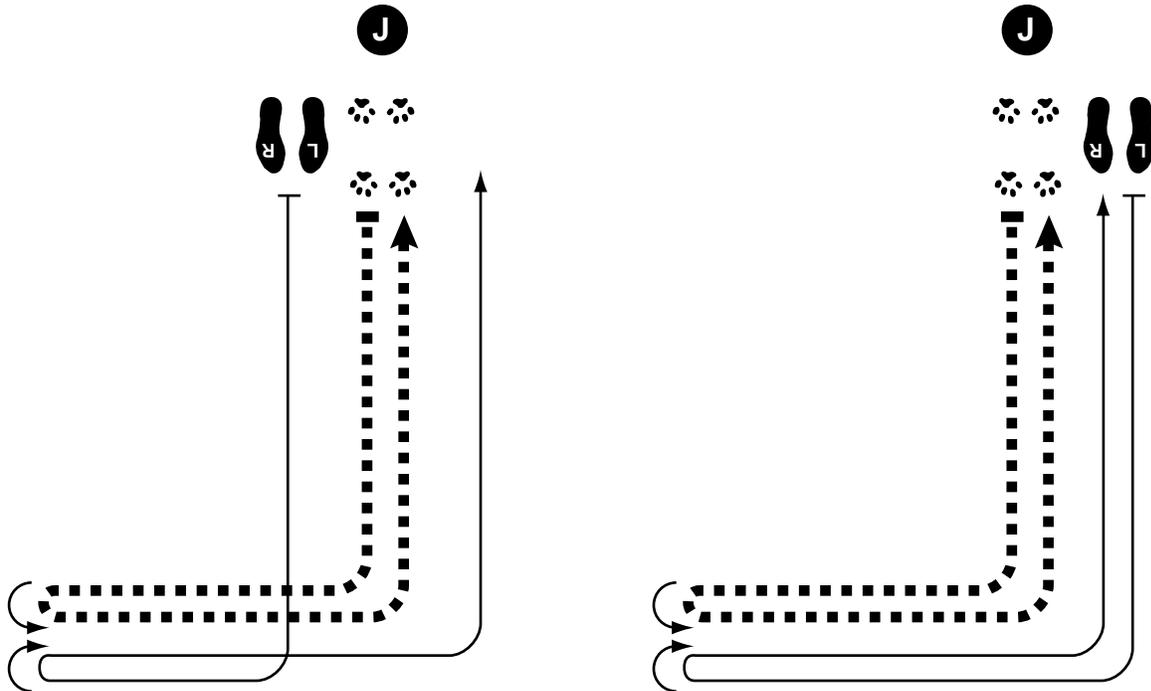
Make a smooth left turn. Change dog to the right side at the end. Cross behind dog to put dog on left when returning to the judge.



**SHOWMANSHIP TRAINING PATTERNS**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #16, Gaiting (contd.—Figure E)**

**E** **GAITING THE RIGHT CORNER “L”**

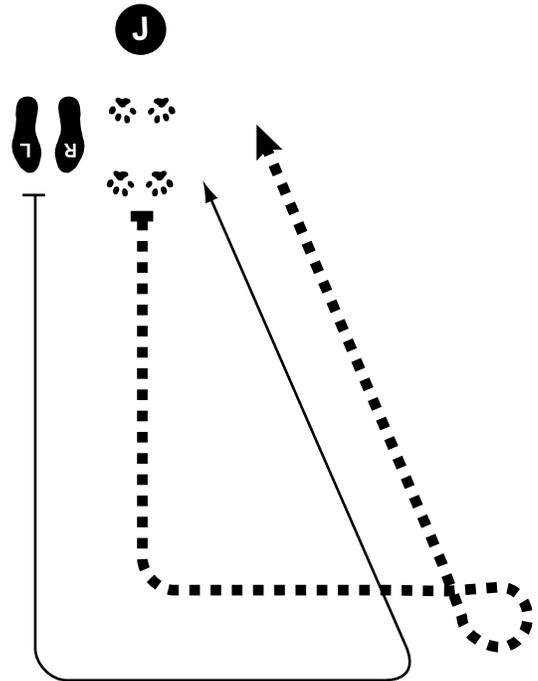
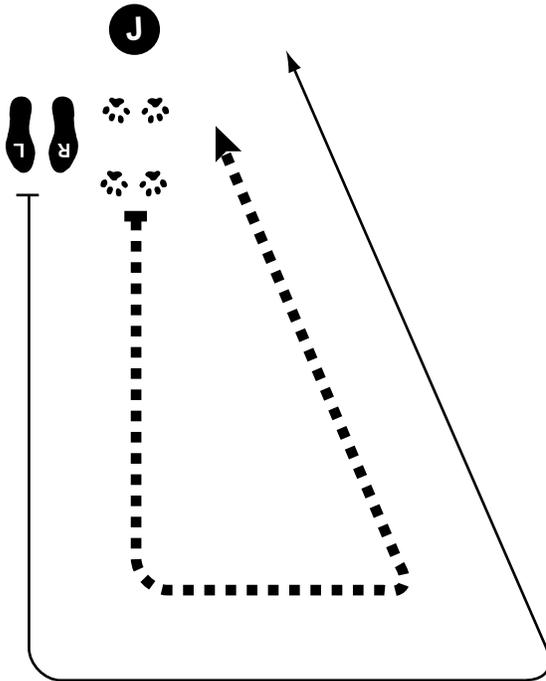
Cross in front of dog at the turn. At the end, change dog to left side. Complete smooth left turn.



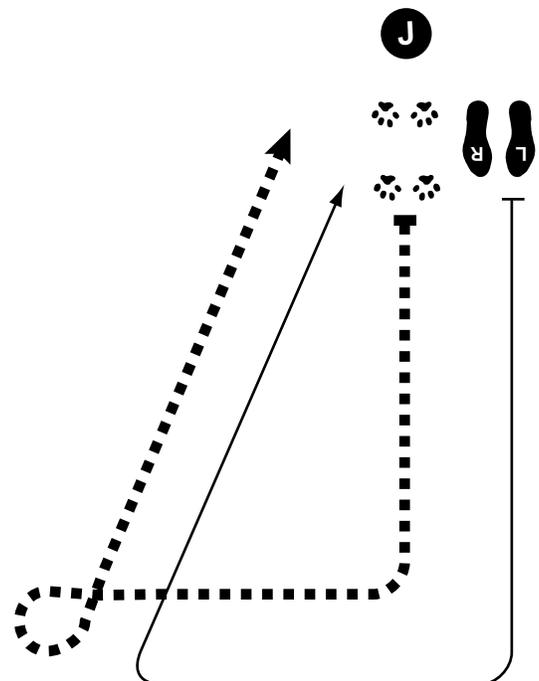
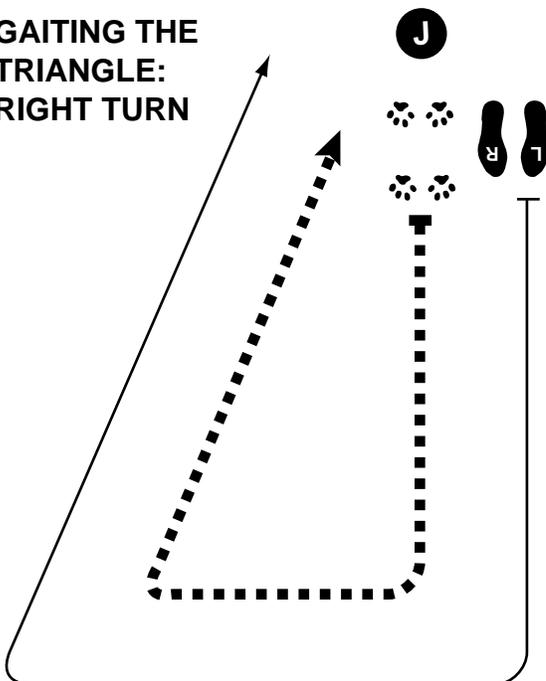
**SHOWMANSHIP TRAINING PATTERNS  
DOG CARE AND TRAINING, LEVEL I**

**Member Handout #16, Gaiting (contd.—Figures F and G)**

**F** GAITING THE TRIANGLE: LEFT TURN  
SMOOTH CORNERS



**G** GAITING THE TRIANGLE:  
RIGHT TURN







# Posing the Dog for Individual Examination

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- How to pose a dog to show it to its best advantage

#### **ABOUT THEMSELVES:**

- Developing poise and self confidence

#### **Materials Needed:**

- Member Handout #17, Posing Your Dog
- Sturdy table for examining dogs (if any dog in class is 12 inches or shorter)
- OPTIONAL—large mirrors or a video camera

**ACTIVITY TIME NEEDED:** 45 MINUTES

### **ACTIVITY**

Once you have entered the show ring with your dog and have gaited around the ring with all of the others in your class, the judge will usually have the first person pose their dog for an individual examination. This is also called “setting up” or “stacking” the dog. The goal is to pose your dog smoothly and quickly—this should take less than 30 seconds once you and your dog have learned what to do. If you are not first in line you should also pose your dog although you will probably be moving up in line and posing again before the judge examines your dog.

Dogs are posed with their head pointed to your right, with their left side toward the center of the ring. Dogs 12 inches or shorter are to be examined on a table; dogs taller than 12 inches may be posed for examination on a table. If your dog is too big for you to easily lift onto the table and is taller than 12 inches, you should only show it on the ground. If you will be using the table for the judge’s examination when you show your dog, then you will need to practice stacking your dog on the table as well as on the ground. When posing your dog on the ground you will need to kneel if you have a small dog and will probably kneel and stand with a larger dog. If you have a giant breed (its head is above yours when you kneel) you will do best by standing when you pose your dog.

Your dog should be stacked according to the custom of its breed or the breed it looks most like. Refer to books on dog breeds or a book about your breed or attend a dog show to see how your breed is posed.

### **Leader Notes**

This lesson should be preceded by Level I, Lesson #13, Showmanship Introduction. It would also be beneficial to have had Level I, Lesson Eight, Grooming Basics and Showmanship Lesson, Handling the Lead.

Posing the dog in front of a mirror is the best way to see what the judge is seeing. A video camera is a second choice and even photographs will help in visualizing the judge’s view.

Use Member Handout #17, Posing Your Dog.

## Leader Notes

This lesson is an introduction to posing—it will take a lot of practice. If you teach the lesson(s) on patterns in three parts, you could work on posing as well as patterns in the same session. It may be necessary to go back to the Pre-Novice obedience lessons beginning with Lesson #3, to teach the dogs to Stand-Stay although in showmanship the handler will not be leaving the dog.

You should enlist a variety of adults to examine the dogs when they are posed. This will help to train the dog, as well as give the member practice in moving so as not to block the judge's view of the dog.

## ACTIVITY

**Front:** Begin with the dog in a stand—a “Stand -Stay” command is appropriate here. Keep control of your dog's head with the lead or by holding under the dog's chin. Pose the front end first. The leg should be perpendicular to the ground, solidly under the dog, and should not turn out at the elbows. Move the front leg into position by picking it up at the elbow and placing it where you want it. It is a good idea to start with the leg on the judge's side first. Place the second leg the same way. Don't put it ahead of or behind the other foot and be sure the toes point straight ahead.

**Back:** Continue to keep control of your dog's head when you are posing the rear legs. Grasp the stifle joint and place each leg so the hocks are perpendicular to the ground. The toes should be pointed straight ahead. The rear feet will be further apart than the front feet. When you are positioning the left leg reach over the dog if possible. If your dog is large you may need to position by reaching under your dog.

**Posing on a Table:** If you use a table when showing your dog it will only be used when you are posing your dog for examination by the judge. These smaller dogs will need to learn to pose on a table as well as on the ground. Always lift your dog onto and off of the table. The dog should be posed on the upper left corner of the table (closest to the judge).

### EXAMINATION BY THE JUDGE:

It is important that the judge have as little trouble as possible when examining your dog. After taking a good look at the dog the judge will usually begin by examining the head. When the judge has the head you should move your hand away from it to keep out of the judge's way. Remember to stay on the opposite side of the dog from the judge. The judge will generally ask you to show the dog's teeth. Pull the lips back from the teeth and open the mouth. Be sure to keep your head out of the way of the judge's view. When the judge moves toward the rear of the dog you should move toward the front and may stand in front of the dog to encourage it not to move forward.

Once the individual examination has taken place the judge will ask you to gait your dog in the pattern directed. Generally all dogs will be gaited in the same pattern but listen to the judge's instructions carefully—the pattern may be changed.

### DIALOGUE FOR CRITICAL THINKING:

#### Share:

1. What happened when you first tried to pose your dog? Why?
2. What was the most difficult thing to teach your dog when posing?
3. What part of the dog should you always control when posing? Why?

**ACTIVITY:**

**Leader Notes**

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**Process:**

4. Where should you be when the judge is examining your dog?
5. Sometimes people refer to the dog's "show side." What side of the dog do you think this is?
6. What obedience skills would help when you are posing your dog?

**Generalize:**

7. What should you do to prepare yourself for dog showmanship? Why?
8. What people skills do you use at school and other public places? Why?

**Apply:**

9. How can you feel good about what you do and also help others feel good about what they do?

**GOING FURTHER:**

1. Go to the library to find books on your breed or all breeds. Study the way the dogs are posed
2. Attend a dog show or watch one on TV. Study the way your breed is posed. Are other breeds posed the same way?
3. Watch for strategies that the handler uses to keep the judge's attention on the dog.

**REFERENCES:**

- "The Complete Dog Book : Official Publication of the American Kennel Club." Howell, c1992.
- "The Complete Dog Book for Kids: Official Publication of the American Kennel Club." Howell, c1996.
- Jeff Brucker."Preparation and Presentation of the Show Dog." Denlinger, c1982.
- Lynn Hall. "Dog Showing for Beginners." Howell, c1994.
- Joel M. McMains. "Dog Training Projects for Young People." Howell, c1995.
- Connie Vanacore. "The New Guide to Junior Showmanship." Howell, c1994.

**Authors:**

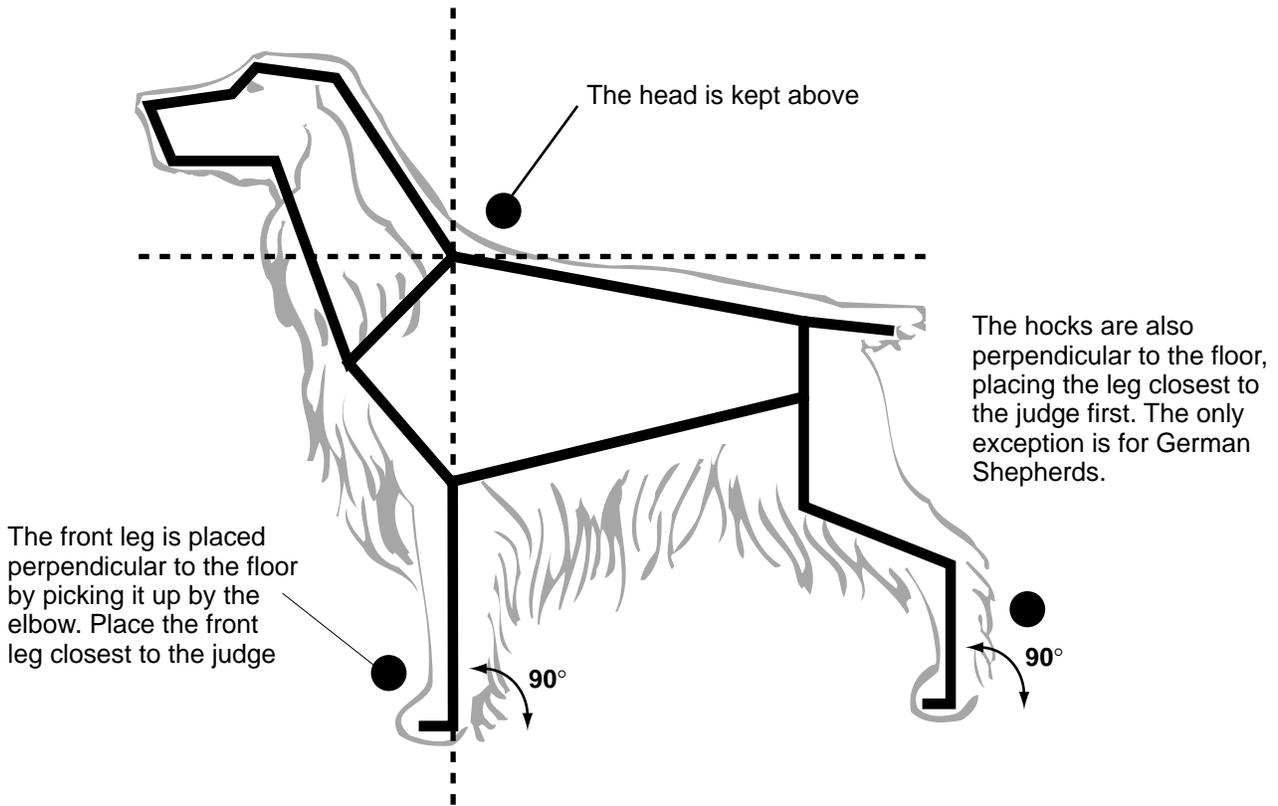
- Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club
- James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**POSING THE DOG FOR INDIVIDUAL EXAMINATION**  
**DOG CARE AND TRAINING, LEVEL I**  
**Member Handout #17, Posing Your Dog**

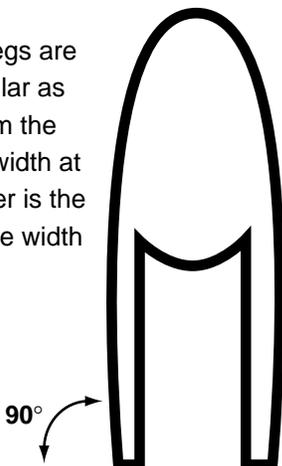
**POSING YOUR DOG (side view)**



**POSING YOUR DOG (front view, rear view and feet)**

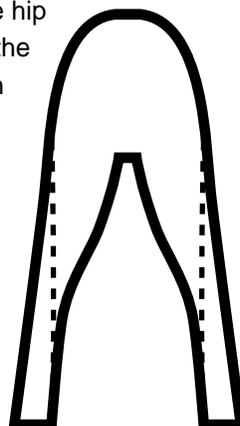
**FRONT**

The front legs are perpendicular as viewed from the front. The width at the shoulder is the same as the width



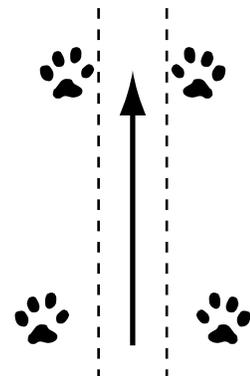
**REAR**

The width at the hip is the same as the spread between



**FEET**

All four feet should





# Preparing for the Show

## *Dog Care and Training, Level I*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- How to enter and prepare for a 4-H Dog Show

#### **ABOUT THEMSELVES:**

- The importance of making good decisions
- Preparation can help your confidence

#### **Materials Needed:**

- Samples of 4-H Dog Show entry forms
- Activity Sheet #19, Entering a Dog Show
- Flip chart and markers

**ACTIVITY TIME NEEDED:      60 MINUTES**

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## ACTIVITY

### **Entering a Show**

You think your dog is ready to go to a show and you've heard that there is a show coming up soon. What will you need to know about it before you make plans to attend?

When you make your plans you need to get an entry form to get some information about the show. See what you can find out about this show.

### **PACKING FOR THE DOG SHOW**

Now that you've entered the show you'll need to get ready. Check to be sure that you have the equipment you'll need to take with you. Get a bag or other container for all of your dog show supplies. Remember, you don't need to take everything you own to the dog show—just what you'll use there. What would you need to take if you were entered in Showmanship and Pre-Novice?

### **PREPARING FOR THE SHOW**

You will need to plan what you will be wearing to show your dog. Check the entry form for the dress code and follow it. If you have a choice dress like a winner! Choose clothes that are dressy but comfortable. Do not wear clothes that call attention to you—the judge is looking at your dog. In Showmanship try to wear a color different from your dog. A black dog doesn't show up very well if you are wearing black pants. In obedience a girl should not wear a skirt unless she has trained her dog when she was

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## Leaders Notes

Solicit answers from the group about what they would need to know about a show.

Then hand out sample entry forms and have the members work in groups of two or three to find the information for Activity Sheet #19, Entering a Dog Show. If possible, obtain actual entry forms. It would be even better if you had forms from several different shows for comparison. Be aware that there may not be answers for all of the questions. If time allows, have the members share what information they found or didn't find.

Lead the members in making up a "packing list" for the show. Be sure they include water and a dish for their dog and plastic bags for picking up after their dog. They might include drinks or lunch for themselves if there are no concessions and something to sit on. It is a good idea to bring copies of shot records—required if they are entering at the show.

## Leader Notes

You could plan a meeting where the members would wear their “show clothes.” For this lesson you could invite older members to come dressed in “what to wear” or “what not to wear” and have the Level I members identify what is wrong or right. To help members practice good grooming you can make it a practice to check their dogs at every meeting/lesson with dogs. An older member could do this or they could check each other’s dogs. This grooming should also be done for the obedience-only dogs.

Divide members into small groups. Let them generate ideas for each topic. List group responses on a flip chart and discuss.

## ACTIVITY

wearing a skirt. Wear quiet shoes with good traction, such as sneakers. Sandals or boots are not recommended.

You will also need to prepare your dog for the show. You will probably need to plan on giving your dog a bath. How long does it take for its coat to dry—can you give it a bath the night before a show or will you need to plan further ahead? The coat is to be clean, natural, not scaly, not matted and free from loose hair. Check for fleas and ticks before you go to the show. Not only will you lose points but other dogs could get fleas from yours. Clean the ears and teeth. Get the toenails trimmed and cut the excess hair from the bottom of the feet. Just before showing, give your dog another good brushing and clean off the corners of its eyes.

### TRAVELING TO SHOWS

How well does your dog ride in the car? Dogs are much safer if they can ride in a crate—it is their “safety seat.” If this is not possible you will need to train it to stay in the back seat or on the floor. When you get to the show you cannot leave your dog in the car unless it is cold outside and the sun isn’t shining on the car. Dogs can die very quickly from being in a hot car. It is up to you to protect the dog since it can’t roll down the windows! This may mean that the whole family can’t go into a restaurant to eat when you have your dog with you—plan ahead.

### ETIQUETTE AT SHOWS

Etiquette is manners—both yours and your dog’s. You are responsible for both. Others will remember you much longer for your behavior than they will remember you for whether or not you won your class!

Do not let your dog:

- Urinate on buildings
- Bark and threaten other dogs
- Go up to other dogs
- Bark in its crate
- Jump up on people

Your show manners include:

- Picking up your dog’s feces and any hair you’ve combed out
- Do not pet other people’s dogs without their permission
- Be on time for the show
- Be on time for your class—watch for your turn
- If possible, enter the show early, not on the day of the show
- Do not criticize another dog or handler
- Do not criticize the judging
- Thank the judge after you have shown
- Congratulate the winners

## ACTIVITY

## Leader Notes

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- Take your ribbons home—do not throw them away at the show
- Before you leave the show, thank the people running it—it is a lot of work!
- Write a thank you note—especially if you received a trophy

### IMPORTANT PEOPLE AT THE SHOW

**Judge**—The judge (or judges) was selected by the club giving the show. Judges are chosen because they have experience in judging or showing dogs and the club respects their opinion.

**Stewards**—Stewards are like the judge’s secretaries. They make sure the right people are ready for the ring at the right time. In obedience they also help the judge in the ring. Often stewards are club members. Stewards are volunteers.

### DIALOGUE FOR CRITICAL THINKING:

#### Share:

1. What do you need to know about a show before you enter it?
2. What are three of the things you need to be sure to pack when you go to a dog show?

#### Process:

3. What are some reasons you would not enter a show even if you and your dog are ready?
4. Why do you have to have proof of a rabies vaccination to enter a dog show?

#### Generalize:

5. What are some events you have to prepare for?
6. Why is it necessary to prepare for special events?
7. How does preparation help you make decisions?

#### Apply:

8. What decisions do you need to prepare for in the near future?

### GOING FURTHER:

1. Attend an American Kennel Club (AKC) or United Kennel Club (UKC) Dog Show. Observe what is different in Showmanship and Obedience.
2. Ask a professional dog showperson to visit your group to share how they prepare for a show.

**Leader Notes**

**ACTIVITY**

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**REFERENCES:**

**Authors:**

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**Reviewed by:**

Dog Care and Training Design Team

**PREPARING FOR THE SHOW  
DOG, LEVEL I**

**Activity Sheet #19, Entering a Dog Show**

**Can you find this information about a 4-H Dog Show?**

Who is holding this show? \_\_\_\_\_  
\_\_\_\_\_

Is there a phone number to call for more information? \_\_\_\_\_  
\_\_\_\_\_

What town is it in? \_\_\_\_\_  
\_\_\_\_\_

Will it be indoors or outdoors? \_\_\_\_\_  
\_\_\_\_\_

What is the date of the show? \_\_\_\_\_  
\_\_\_\_\_

What time is check-in? \_\_\_\_\_  
\_\_\_\_\_

What time does the show begin? \_\_\_\_\_  
\_\_\_\_\_

Are there any special qualifications to enter this show such as the county you live in, your age, the points your dog has earned, etc.? \_\_\_\_\_  
\_\_\_\_\_

Are there any health requirements for your dog? \_\_\_\_\_  
\_\_\_\_\_

What is the dress code for you? \_\_\_\_\_  
\_\_\_\_\_

How much does it cost to enter one class? \_\_\_\_\_  
\_\_\_\_\_

Is there a deadline for entries? \_\_\_\_\_  
\_\_\_\_\_

What SHOWMANSHIP Class could you enter? \_\_\_\_\_  
\_\_\_\_\_

What OBEDIENCE Class could you enter? \_\_\_\_\_  
\_\_\_\_\_

What information would you want to know that is not on the form? \_\_\_\_\_  
\_\_\_\_\_





# Graduation Games/ Pre-Novice Obedience

*Dog Care and Training, Level I*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- Practice of skills learned in obedience training

### ABOUT THEMSELVES:

- Learning can be in the form of a game

### Materials Needed:

- Chairs, one per member
- Chalk or string
- Tape or CD player with a music tape or CD
- Stopwatch

**ACTIVITY TIME NEEDED:** 45 MINUTES

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### Leader Notes

After your dog/handler teams have mastered the pre-novice commands, it is time for a graduation. You can have older members judge the teams using the pre-novice scoresheet (available from Extension Office) or you can use this lesson of graduation games.

Remind members that this is a game and they should not put down or criticize others! Make it fun or DO NOT USE!

## Leader Notes

Of course, this game tests how well the members listen to your instructions!

This can be very difficult to get the handlers “Out”—they can surprise you by listening well.

Begin with the distractions as practiced in the Pre-Novice lessons. Add more distractions such as having the handlers turn their backs on the dogs, sitting down in front of the dog, laying down in front of the dog, and eating a cookie standing in front of the dog. Use your imagination but it is not fair to the dog to use its name or to use distractions that would frighten or panic the dog.

## ACTIVITY

**Instructor Says!** This game is played like the “Simon Says!” that you probably played when you were younger. The leader will give you instructions for heeling and other activities with your dog. If the instruction begins with “Instructor says” then you should follow that instruction. If the instruction does not begin with the words “Instructor says” do not follow that command—just continue the previous command. If you follow an instruction without “Instructor says” then you will take your dog and practice a Sit-Stay in the center of the area. But remember, this is still training and you may correct your dog if it makes a mistake. For example, if the Instructor says to have your dog Sit-Stay and your dog gets up you may replace it without penalty. Before we begin, does anyone know what this game is testing?

### LONGEST DOWN AND / OR LONGEST SIT

We will do a Sit-Stay and / or Down-Stay and will see which dog has the best stay. We’ll add distractions to see if the dogs will be tempted into getting up. You will go to the end of your lead (6 feet) for this game. If your dog does get up then you will return to your dog, heel it to the center, and continue to practice the stay with the dog right in front of you.

### MUSICAL CHAIRS

Set up a double row of chairs, placed with the backs together, one for each participating handler. With string or chalk mark a line around the chairs about 4 feet out from them.

Begin with the dogs on a Sit-Stay outside of the line with the members sitting in the chairs holding their leashes. Start the music and the members will step outside the line and begin to heel their dogs in a clockwise direction. Remove one of the chairs. When the music stops the members are to sit their dogs, tell them to stay, and race for a chair. They do not need to continue to hold the leash but the member may only sit down if their dog is sitting. If their dog gets up they will need to stand up (and replace their dog) until the dog is sitting again which may mean they lose their chair. The member ending up without a chair is out of the game. Start the music and the game again.

### RECALL RELAY

Divide the members into two or more teams. Each member will have their dog on lead. On the command, “Go.” the first member in line will run to the target at the far end of the area, place their dog on a Stay (Sit or Down) and race back to the start-finish line. If the dog does not remain staying the member has to return to the dog and replace it into a Stay. However, there is a helper option. Once the member has their dog at the target they may call “help” and another member of their team can run down to hold the dog in a Stay position. The member will call their dog and as soon as their dog crosses the line the next team member will take their dog to the far line. The first team to complete the recall with all of their members is the winner.

**ACTIVITY:**

**Leader Notes**

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**FASTEST RECALL**

Each member will take a turn at taking their dog to the start line and have their dog Sit. A helper will hold the dog for the Stay as the member returns to the finish line. An assistant will be ready to time the dog. The time starts as soon as the member says “COME” and ends as the dog crosses the finish line. The member can do anything to get their dog coming to them fast—short of pulling them in with a lead. You may decide to let everyone have a second try and use their fastest time. If you are giving out prizes (such as dog treats) you could also give an award for the slowest dog.

**Share:**

1. Which game did you and your dog enjoy the most? Why?
2. Which game was the most difficult? Why?

**Process:**

3. What skills do you think were being practiced in these games?

**Generalize:**

4. Why might playing games help you learn skills better than a regular lesson?
5. What games have helped you to learn or practice a skill?

**Apply:**

6. What other games might you play to help you or your dog learn new skills? Why?

**GOING FURTHER:**

1. Begin novice obedience training.
2. Take the Canine Good Citizen test.
3. Enter a local dog show.

**RESOURCES:**

Hunter. “Fun and Games with Dogs.” c1993.  
Terry Ryan. “Games people Play...To Train Their Dogs.” c1994.

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club  
James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team





# Kansas 4-H Dog Care and Training Project Leader Notebook

## *Level II*

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# Setting Goals for Your Dog Care and Training Project

*Dog Care and Training, Level II*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- How to set goals

### ABOUT THEMSELVES:

- Importance of setting goals

### Materials Needed:

- Paper and pencils
- Dog Care and Training Member Guide and Annual Report (MG-36)

**ACTIVITY TIME NEEDED:** 30 MINUTES

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## ACTIVITY

Goals should indicate growth in the project as well as the member's learning. Each year the goals should include at least one new skill to learn.

The MAP Worksheet defines the steps that members must go through to set their goals for Level II.

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## Leader Notes

Have each member tell what goals he or she met or accomplished during the last year in this project.

Hand out a "Dog Care and Training Member Guide and Annual Report" to each member.

Ask the members for some suggestions of things they might want to learn during the project year. Possible ideas might be suggested from lesson titles in Level II.

After they have developed a good list, have the members write their goals for the year on their MAP.

Have the members share their goals for the year with each other and the group. With these goals in mind, you can plan the project meetings so that the members will be able to accomplish many of their goals.

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## **DIALOGUE FOR CRITICAL THINKING:**

### **Share:**

1. What is one skill that you learned from your dog care and training project last year?
  
2. What is the goal that you have for your project this year?

### **Process:**

3. What problems did you have in your dog care and training project last year?
  
4. Why do you think you had those particular problems?

### **Generalize:**

5. Does setting goals help you solve dog problems?
  
6. Does setting goals help you solve your own problems?

### **Apply:**

7. How will you use goal setting the next time you plan an activity?

## **REFERENCES:**

### **Author:**

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

### **Reviewed by:**

Dog Care and Training Design Team



# DOG CARE AND TRAINING MEMBER GUIDE AND ANNUAL REPORT

Welcome to the 4-H Dog Care and Training Project! The purpose of this Member Guide and Annual Report is to help you journey through your project. This guide will:

- Identify how to set goals on things to learn and begin your project,
- Identify 4-H learning opportunities,
- Identify 4-H recognition system,
- Provide you with an annual summary for your project.

## EXAMPLES OF GOALS ON THINGS TO LEARN

- Level I - How to select a dog
- Level II - How to train a dog
- Level III - How to share dogs with others
- Level IV - How to conduct a dog show
- How to groom a dog
- How to travel with a dog
- How to prevent pet over-population
- How to determine body condition score

In addition, there is a note to your parents/guardian at the bottom of this page, so that they can help you with your project.

## LEARNING OPPORTUNITIES IN 4-H

- Attending project meetings with your friends
- Learn record-keeping skills
- Giving dog care and training presentations at club and county 4-H Days, State Fair, school or civic groups
- Attending shows and contests to observe, evaluate and make decisions
- Exhibiting at local, county, state or national shows.

## 4-H RECOGNITION SYSTEM

4-H's Recognition System is diverse and provides you with many learning opportunities:

- Participation: attending project meetings, helping others at project meetings, show and share at State Fair
- Progress toward goals: meeting deadline you set on MAP sheet (see page 2)
- Standards of excellence: meeting a high percentage of learning goals for each level of the project
- Peer competition: obedience and showmanship contests at shows and fairs
- Team/cooperative efforts: community service activities

## NOTES TO PARENTS/GUARDIANS:

The Dog Care and Training Project is one of several projects in the Animal Sciences Division of Kansas 4-H projects. It is an ideal project for both rural and urban youth, as well as all age groups. Dogs are a good beginning project because they adapt to many different environments, require moderate investment and teach responsibility.

If your youth does not have a group leader, check with your Extension Office to see if your youth can participate in a neighboring club. If this is not available, you will need to act as the leader or helper. The Extension Office has a copy of the "Dog Care and Training Leader's Notebook" that you may wish to use.

Insert all member handouts and activity sheets in the 4-H Record Book after this Member Guide and Annual Report. These "records" are a recording of what was done. List costs, hours spent, etc. on your journal page created in MAP STEP 8.

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**HOW TO SET GOALS AND BEGIN YOUR DOG CARE AND TRAINING  
PROJECT USING THE  
MEMBER ACHIEVEMENT PLAN—MAP**

This is your **Member Achievement Plan—MAP**. This plan will help you begin to decide what goals, deadlines, and energizers you want to use for the upcoming year.

**MAP STEP 1**

Identify as goals two things you would like to learn this year. Your leader will give you a list that might help you think about what you want to learn in your dog care and training project.

Goal 1: \_\_\_\_\_

Goal 2: \_\_\_\_\_

**MAP STEP 2**

After you identify each goal, let's break them into steps. You can list 3 to 5 steps for each one of your goals.

Steps for Goal 1:	MAP STEP 3 Deadline	MAP STEP 4 Energizer	MAP STEP 5 Date Completed
1st _____	_____	_____	_____
2nd _____	_____	_____	_____
3rd _____	_____	_____	_____
4th _____	_____	_____	_____
5th _____	_____	_____	_____

**MAP STEP 3**

Now that you've put Goal 1 into steps, go back and put a deadline next to each step. The deadline shows when you plan to complete the step. Every step should have a different deadline or date.

**MAP STEP 4**

Sometimes goals are hard to stick to. It takes a long time to see results. So as you complete a step and meet a deadline you need to give yourself a boost. Let's call this boost an energizer or reinforcer. An energizer can be anything that you like and enjoy: going to a movie with a friend, talking on the phone, listening to a CD, taking your dog for a walk, eating a healthy snack, playing ball, etc.

What are other things that you might use as energizers? List them here: \_\_\_\_\_

---

Now, place one energizer for each step under the column marked, "Energizer."

**MAP STEP 5**

When you've finished a step in your goal, place the date completed in the column marked, "Date Completed."

**MAP STEP 6**

Now that you've identified your steps, deadlines, and energizers, do the same for Goal 2.

Steps for Goal 2:	MAP STEP 3 Deadline	MAP STEP 4 Energizer	MAP STEP 5 Date Completed
1st _____	_____	_____	_____
2nd _____	_____	_____	_____
3rd _____	_____	_____	_____
4th _____	_____	_____	_____
5th _____	_____	_____	_____

**MAP STEP 7**

Your goals, steps, deadlines, and energizers are written. It's time to share with one of your project members. When we talk to others about our goals, it helps us get a better idea of what we are going to do. Sometimes talking will help us get a better idea, so don't worry about changing any part of your MAP if you want to. After you've explained your goal to a project friend, have them sign and date it in the space provided below.

Project Friend's Signature \_\_\_\_\_ Date \_\_\_\_\_

Have your project leader sign below:

Project Leader's Signature \_\_\_\_\_ Date \_\_\_\_\_

**MAP STEP 8**

Keep a journal of everything you do in the project to help you remember these experiences. (Create a page with these headings and add it to this record.)

Date	What you did, learned, how you felt, costs, time spent, etc.
Ex. Nov 5	Attended a project meeting and learned how to select a dog.
Dec. 6	Purchased materials to build a dog house at a cost of \$50.

**MAP STEP 9**

You've spent a whole year on your project. You should have learned many new things. Take some time to think back and review your journal (STEP 8). Write one or two main things you learned about dogs. What is something you learned about yourself while studying dogs? (Add a page if you need more space.)

# KANSAS 4-H DOG CARE AND TRAINING SUMMARY

Showmanship: Junior \_\_\_\_\_ Senior \_\_\_\_\_

Obedience: Pre-Novice \_\_\_\_\_ Novice (A or B) \_\_\_\_\_ Graduate Novice \_\_\_\_\_

Open (A or B) \_\_\_\_\_ Utility (A or B) \_\_\_\_\_ Agility I \_\_\_ II \_\_\_ III \_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_

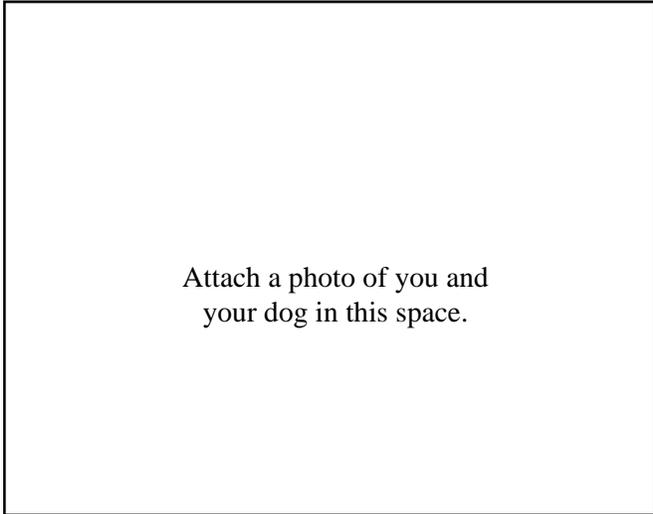
Club \_\_\_\_\_ County \_\_\_\_\_

Breed of dog \_\_\_\_\_ Name \_\_\_\_\_

Color \_\_\_\_\_ Date of Birth \_\_\_\_\_

## IMMUNIZATION RECORD

Date	Item
	Rabies
	Hepatitis
	Leptospirosis
	Distemper Immunization
	Parainfluenza
	Parvovirus
	Coronavirus
	Bordetella



## SUMMARY OF EXPENSES BY QUARTER

Months	Feed	Equipment	Vet Services	Show Fees	Other Items	Amount	Quarterly Total
Oct.–Dec.							
Jan.–March							
April–June							
July–Sept.							

Total Cost

## EXHIBIT RECORD

Date	Name of Show	Show Fee	Name of Judge	Placing



# Different Foods for Different Dogs

## *Dog Care and Training, Level II*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Choosing the proper dog food

#### **ABOUT THEMSELVES:**

- Becoming a good consumer
- Analyzing data
- Communication

#### **Materials Needed:**

- Activity Sheet #1, Dog Food Type Comparisons
- Materials to create display (if activity is completed at the meeting): markers, posterboard, scissors, glue, etc.

**ACTIVITY TIME NEEDED:** 30 MINUTES RESEARCH, 30-45 MINUTES ANALYSIS, 5 MINUTES PRESENTATION TO OTHERS

### **ACTIVITY**

---

You may have noticed or actually used different types of dog foods. There are foods for puppies (sometimes called growth), for maintenance (for normally active dogs), for high performance (working dogs, including show dogs), for overweight dogs (diet foods), for geriatric (older) dogs, for dogs with special health problems, as well as foods based on a particular ingredient (such as lamb and rice) or made without a specific ingredient (such as soy). Is there really a difference in these foods or are all of these “special” foods just ways to sell more? If there is a difference, can you tell from the information panel what it is?

You will be gathering data on foods to meet four different nutritional needs: puppy, maintenance, high performance, and your choice of a low calorie or a geriatric food. Many companies make foods to meet different nutritional needs. Choose three different companies / brands and try to find examples of their foods made to meet the four nutritional needs we are focusing on. Use the information you find on the labels to fill out the Activity Sheet.

Once you have collected data on various types of foods use this information to make generalizations about different foods. For example, you may find that puppy foods range from XX to XXX% of an ingredient or that

### **Leader Notes**

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The members will need to go to a grocery store or pet supply store to observe different dog foods and to gather data from the labels. You may want them to gather this information at the same time they do previous lesson or you could make this a take-home assignment. Of course, you can also make a trip just for this lesson. You may want the members to work in teams of two or three.

Pass out Activity Sheet #1, Dog Food Type Comparisons.

### Leader Notes

You may wish to assign the members to create their visual / display at home to present at the next meeting. This activity requires higher level thinking skills as well as the ability to communicate data to others.

### ACTIVITY

geriatric foods are all low in fat. Check these generalizations with another group if possible to be sure they hold true. Chose three or more generalizations to present visually in a display or presentation.

#### **DIALOGUE FOR CRITICAL THINKING:**

##### **Share:**

1. How did you decide which foods you would use for this study?
2. How did you and your partner determine the way you would divide the work?

##### **Process:**

3. What was the most significant difference between the four types of dog food? Why?
4. What did you notice about the generalizations made about foods for different nutritional needs?

##### **Generalize:**

5. Why are exclusive statements (using terms such as “never, always, all, every”) often proved to be wrong?
6. How can you express an opinion / generalize without making an exclusive statement?

##### **Apply:**

7. When stating your opinion, what kinds of statements will most likely make others disagree or challenge what you’ve said?
8. Give an example of a statement using exclusive terms and then restate it without the exclusive terms.

#### **GOING FURTHER:**

1. Talk to your veterinarian about the different nutritional needs of dogs. How can you tell when the needs of your dog have changed?
2. Talk to a nutritionist or dietitian to learn about the different nutritional needs of humans. How do they plan meals or diets to meet these needs? What do they consider other than the nutrition of the food? Is this something that you would also need to consider when choosing a dog food?

#### **REFERENCES:**

##### **Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

##### **Reviewed by:**

Dog Care and Training Design Team

*10-Dog Care and Training, Level II*

**DIFFERENT FOODS FOR DIFFERENT DOGS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #1, Dog Food Type Comparisons**

<b>Dry Food</b>	<b>Brand 1</b>	<b>Brand 2</b>	<b>Brand 3</b>
<b>PUPPY FOOD</b>			
Brand Name (Company)			
Product Name			
Guaranteed Analysis			
Crude Protein—not less than			
Crude Fat—not less than			
Crude Fiber—not more than			
Moisture—not more than			
Other			
1st 3 Ingredients			
<b>MAINTENANCE</b>			
Brand Name (Company)			
Product Name			
Guaranteed Analysis			
Crude Protein—not less than			
Crude Fat—not less than			
Crude Fiber—not more than			
Moisture—not more than			
Other			
1st 3 Ingredients			

**DIFFERENT FOODS FOR DIFFERENT DOGS**

**DOG CARE AND TRAINING, LEVEL II**

**Activity Sheet #1, Dog Food Type Comparisons (cont'd.)**

Dry Food	Brand 1	Brand 2	Brand 3
<b>HIGH PERFORMANCE</b>			
Brand Name (Company)			
Product Name			
Guaranteed Analysis			
Crude Protein—not less than			
Crude Fat—not less than			
Crude Fiber—not more than			
Moisture—not more than			
Other			
1st 3 Ingredients			
<b>DIET OR GERIATIC</b>			
Brand Name (Company)			
Product Name			
Guaranteed Analysis			
Crude Protein—not less than			
Crude Fat—not less than			
Crude Fiber—not more than			
Moisture—not more than			
Other			
1st 3 Ingredients			



## Poisons

### *Dog Care and Training, Level II*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- What items are dangerous to dogs if eaten?

##### **ABOUT THEMSELVES:**

- The importance of prevention
- How to identify potentially dangerous situations

##### **Materials Needed:**

- Examples of poisonous substances (see lesson)
- Activity Sheet #2, Poison Checklist
- Chalkboard, white board, etc. to write member ideas
- Member Handout #1, Poison Symptoms and Prevention

**ACTIVITY TIME NEEDED:** 30 MINUTES

#### **ACTIVITY**

In some ways taking care of a dog is like taking care of a baby—you have to protect them from doing things that might hurt them. Something that you need to protect dogs (and small children) from is poison. Unfortunately there are many substances that smell and taste good to dogs but can kill them if eaten. Since your dog doesn't know this it is up to you to provide protection by keeping these things out of their reach.

What are some signs that a dog has been poisoned?

1. Repeated vomiting or trying to vomit
2. Breathing hard
3. Diarrhea
4. Excessive drooling
5. Weakness
6. Convulsions (shaking, falling, legs thrashing)

#### **Leader Notes**

If your community has a “Poison Control Awareness Week,” you may want to present this lesson at that time.

Write member suggestions and ideas on flip chart or white board and discuss.

Member Handout #1, Poison Symptoms and Prevention can be used as a review and reminder.

**Leader Notes****ACTIVITY**

Use telephone book to look for the telephone number of a poison control center and write it on the handout. Ask members to list their ideas on a flip chart before discussing these.

If you have a story of a dog that has suffered from poisoning you may wish to relate it to the members.

Ask members if there are preschoolers at home. Have them consider the precautions someone needed to take to protect them from poisoning.

Ask members to list their ideas on a flip chart before discussing these.

You could have members report back on Activity Sheet #2, Poison Checklist. Did any of them find an unsafe situation that they were able to correct?

7. Dilated pupils (the black part of the eye is very large, even in bright light)

8. You see the dog eating poison or discover a chewed-up container.

Time is critical with poisoning. The longer the poison is in the system, the more damage it can do. Call your veterinarian for advice on treatment you could start and be prepared to take your dog to the veterinarian's office immediately.

If you think your dog has been poisoned:

1. Call your veterinarian or Poison Control Center IMMEDIATELY!
2. Prepare to take your dog to the veterinarian.
3. Try to find evidence of the poison—the box or bottle the poison was in or a sample of the poison itself.
4. If your dog is vomiting or has had diarrhea, collect samples to take to the veterinarian.

Your veterinarian may have an antidote, which is a remedy that can help counteract the effects of the poison. Treatment also includes inducing vomiting to get the poison out of the system. The second step is usually to slow down the absorption of the poison.

One poison that kills many dogs every year is automobile antifreeze. If someone has a leaky radiator or if they are cleaning out their radiator the antifreeze may end up on the pavement or it may be stored in an open container where its sweet smell will entice dogs to drink it. With many poisons such as antifreeze, it is important to get your dog to the veterinarian as soon as possible. If the poison has not had a chance to get into the dog's system there is a chance it may be saved. Do not waste time! There is an antidote available for antifreeze poisoning but again, time is very important.

How can you protect your dog from poisons?

1. Search your house, garage and yard for poisons and make sure they are out of your dog's reach. Safely dispose of poisons no longer needed.
2. Keep your dog in your yard or on a leash at all times—do not allow it to run loose.
3. Watch your dog when you have it on a leash. Do not let it pick up or eat objects it finds.
4. Discuss with your parents using an animal-safe antifreeze in their car.

## ACTIVITY

## Leader Notes

---

This next week you should do a search of your house to make sure that any poisons are out of your dog's reach. Read the labels. If the label says "Keep out of the reach of children" or "Harmful if swallowed" then that substance is a danger to your dog. Even if it doesn't seem like something you'd think your dog would actually eat like shoe polish, your dog could accidentally eat some, if it was chewing on the container.

## DIALOGUE FOR CRITICAL THINKING

### Share

1. Have you ever seen a poisoned dog? When? Where? Why?
2. Was the dog able to be treated? How?

### Process

3. What are three poisons that you have at your house?
4. What is a sign that your dog has been poisoned?
5. What is one reason that a dog might eat poison?

### Generalize

6. What types of projects are hazardous to young children?
7. What can you do to prevent young children from gaining access to poisons?

### Apply:

8. Where would be a safe place at your home to keep poisons so they would be out of the reach of young children?
9. Why would it not be possible to just get rid of all the poisons at your house so it would be safe for pets and children? (Or why would it be possible?)

## GOING FURTHER

1. Invite someone from a poison control center to speak to your group.
2. Ask a veterinarian to speak to your group.

### RESOURCES:

"The Complete Dog Book for Kids: Official Publication of the American Kennel Club." Howell, 1996, pp. 240-41.

"Kansas Veterinary Medical Association Guide to Pet Emergencies" (chart).

### Authors:

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4–H Youth Programs, K-State Research and Extension

### Reviewed by:

Dog Care and Training Design Team

## **POISONS**

### **DOG CARE AND TRAINING, LEVEL II**

#### **Member Handout #1, Poison Symptoms and Prevention**

##### ***What are some signs that a dog has been poisoned?***

1. Repeated vomiting or trying to vomit
2. Breathing hard
3. Diarrhea
4. Excessive drooling
5. Weakness
6. Convulsions (shaking, falling, legs thrashing)
7. Dilated pupils (the black part of the eye is very large, even in bright light)
8. You see the dog eating poison or discover a chewed-up container.

##### ***If you think your dog has been poisoned:***

1. Call your veterinarian or Poison Control Center IMMEDIATELY!
2. Prepare to take your dog to the veterinarian.
3. Try to find evidence of the poison—the box or bottle the poison was in or a sample of the poison itself.
4. If your dog is vomiting or has had diarrhea collect samples to take to the veterinarian.

##### ***How can you protect your dog from poisons?***

1. Search your house, garage and yard for poisons and make sure they are out of your dog's reach. Safely dispose of poisons no longer needed.
2. Keep your dog in your yard or on a leash at all times—do not allow it to run loose.
3. Watch your dog when you have it on a leash. Do not let it pick up or eat objects.
4. Ask your parents to use animal-safe antifreeze in their car.

## **PHONE NUMBERS**

VETERINARIAN \_\_\_\_\_

VETERINARIAN EMERGENCY \_\_\_\_\_

POISON CONTROL CENTER \_\_\_\_\_

**POISONS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #2, Poisons Checklist**

Check your home for these poisons. Store them in a dog-safe place or throw them out!

Read the label—If it says “Keep out of reach of children” or “Harmful if swallowed” then you should keep it out of your dog’s reach, too.

***In the Medicine Cabinet***

- Deodorant
- Nail Polish Remover
- Prescription Medicine
- Rubbing Alcohol
- Sleeping Pills
- Pain Killers
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***Under the Sink***

- Boric Acid
- Cleaning Fluid
- Deodorizers
- Disinfectants
- Drain Cleaner
- Furniture Polish
- Mothballs
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***In the Laundry Room***

- Bleach
- Detergent

***In the Kitchen***

- Chocolate
- Matches
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***In the Garage***

- Antifreeze
- Engine Oil
- Gasoline
- Kerosene
- Windshield Fluid
- Pest Poisons (ant, rat, mole, snail, etc.)
- Insecticides
- Weed Killer
- Fertilizer
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





# Dog Food—Making a Sale

## *Dog Care and Training, Level II*

### What Members Will Learn . . .

#### About the project:

- Comparing Dog Foods and Marketing Techniques

#### ABOUT THEMSELVES:

- Making decisions based on gathering information and research.
- Becoming an informed consumer.

#### Materials Needed:

- Activity Sheet #3, Dry Dog Food Brands
- Activity Sheet #4, Dog Food’s Appeal to Human Buyer
- Calculator
- Chalkboard or whiteboard

**ACTIVITY TIME NEEDED:** 30 MINUTES DATA GATHERING, 30–60 MINUTES ANALYZING DATA

---

### ACTIVITY

Retailing is the art and science of selling products to people for a profit. Retailers work hard to get more customers to choose their products. Companies spend hundreds of thousands of dollars each year trying to attract your attention. As a smart consumer you must train yourself to overlook the strategies that are used to sell you a specific brand and instead look at what is actually contained in the bag. The first part of this activity is to gather data and the second is to analyze the information. Go to a grocery store or pet supply store and compare the prices of different brands of dog food.

You will research information in two ways. The first is comparing differently priced dry dog foods, considering the content of the food and the marketing. On the second, you will consider the marketing strategy of making dog food appeal to the human buyer due to its shape, color, or odor. Find three to four examples of food or treats that you think are marketed to appeal to people.

This is the data-gathering part of the assignment. You will have facts to work with instead of just making estimates.

Complete the Activity Sheets with the information you find.

---

### Leader Notes

This activity would work perfectly with a field trip to a large grocery store or pet supply store or a veterinary hospital or clinic. You may want to have the members gather data for this lesson and the next (Different Foods for Different Dogs) on the same visit or you may make the data-gathering a “homework” assignment to be prepared before the two lessons.

You may choose to have members work in teams of two or three. Pass out Activity Sheet #3, Dry Dog Food Brands and Activity Sheet #4, Dog Food’s Appeal to Human Buyer.

## Leader Notes

Before the members begin gathering the information, have them make predictions about what they will find. Ask questions such as which price of food would they expect at eye level and which would have the most attractive package. Write down their predictions to check against their research.

## ACTIVITY

Figure out the price per ounce of each of the dry dog foods that you researched and add this to your chart. Also figure the price per ounce of the foods / treats you found that you think were designed to appeal to human taste (even though they aren't meant for people to actually eat).

Study the information you gathered on Activity Sheet #3, Dry Dog Food Brands. What is one observation you can make regarding the differences between the brands you researched? Compare this observation with the information gathered by the other teams. Did everyone have the same results? If the data from the other teams gives different results what do you think is the reason for the difference? Are there any conclusions that everyone can agree with?

Consider the brands of dog food designed to appeal to human buyers. Share with the others the types you found. Do you think there is any relation between the shape of the food and the price of the food?

## DIALOGUE FOR CRITICAL THINKING

### Share

1. What were the common brands of dry dog food?
2. What brands of dog food seemed to be marketed to the human buyer? Why?

### Process:

3. What kinds of marketing techniques did the manufacturers use to encourage you to buy their brands?
4. What differences were significant between **Total Cost** of package and cost per ounce?
5. Why is the guaranteed analysis of protein, fat, fiber and moisture necessary for dog food products?

### Generalize:

6. What other things influence your decisions about things you might buy such as jeans? Music tapes?
7. What is the difference between a want and a need when making a buying decision?

### Apply:

8. Why is it important to make your own buying decisions based on your needs rather than your wants?

**ACTIVITY:**

**Leader Notes**

---

**GOING FURTHER:**

1. Repeat this activity using canned food.
2. Collect ads for dog food. What does each claim? What strategies do the companies use? Make a chart comparing the brands advertised and the strategies they use or graph the times a particular strategy is used.
3. Take notes on dog food commercials on television. Keep track of the time of day the commercial is shown and what program or type of program it is shown with. Present your observations in a visual form.

**REFERENCES:**

“Bounding Ahead,” Dog Level 2, 4-H Animal Science Series. North Central Region Extension Publication 416-1993.

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**DOG FOOD—MAKING A SALE**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #3, Dry Dog Food Brands**

<b>Dry Food</b>	<b>Brand 1</b> Basic, generic, or store brand— the lowest priced food available	<b>Brand 2</b> Moderately priced dog food	<b>Brand 3</b> The most expensive brand you can find
Brand Name (Company)			
Product name			
Total Cost of Package			
Cost per Ounce (oz.)			
Weight			
Location on shelf (above eye-level, at eye-level, or below eye-level)			
<b>ON THE LABEL:</b> Guaranteed Analysis			
Crude Protein: not less than			
Crude Fat: not less than			
Crude Fiber: not more than			
Moisture: not more than			
Color and appearance of package			

**DOG FOOD—MAKING A SALE**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #4, Dog Food's Appeal to Human Buyer**

	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>	<b>Example 4</b>
Brand				
Product Name				
Type of food: canned, semi-moist dry, treats				
Total Cost of Package				
Cost per Ounce (oz.)				
Package Weight				
Shape/Color				

Add more examples if desired!





## Dog Roots

### *Dog Care and Training, Level II*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Understanding breed origins

##### **ABOUT THEMSELVES:**

- Appreciating cultural heritage

##### **Materials Needed:**

- Book of dog breeds
- Atlas
- Large map or small maps for each member or each pair of members.
- Optional: Photocopied pictures of each of the dog breeds.
- Activity Sheet #5, Dog Origins
- Activity Sheet #6, World Map
- Globe or World Map
- Colored pencils, crayons or markers

**ACTIVITY TIME NEEDED:** 45 MINUTES

#### **ACTIVITY**

Modern dog breeds come from many different countries. The breeds are often named for the country or region of a country that was their original home. For example, the Afghan Hound is originally from Afghanistan. The Kerry Blue Terrier comes from Kerry County in Ireland.

Match each breed of dog with its country of origin. Number and color each country on your map.

#### **DIALOGUE FOR CRITICAL THINKING:**

##### **Share**

1. Which breed of dog had the most unique connection to a country? Why?
2. What did you learn about dogs from this activity?

##### **Process**

3. Pick two dog breeds. Why do you think they were developed in their particular country?
4. Why is it important to know where dogs came from?

#### **Leader Notes**

Ask members to match the dog breed and country on the Activity Sheet #5, Dog Origins.

On Activity Sheet #6, World Map, place the number of the breed on the map and color in the country.

The members can look up the breeds in the dog books. For an added challenge give the members a picture of the breed (photocopy) and have them identify the breed and the country of origin. You may need an atlas (or an extra map with the countries identified) for success in locating the countries. The members can draw lines from the breed to the appropriate country. If you have a larger map for the group to use and have pictures of the breeds they could put the picture in the appropriate location.

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**Leader Notes**

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**ACTIVITY**

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**Generalize**

5. Why is it important that we know where we as people come from?
6. What countries did your ancestors come from?

**Apply**

7. How might where your ancestors came from make a difference in the way you live today?

**GOING FURTHER:**

Every family has a favorite dog story. Ask an adult to tell you a favorite story about a dog. (This story might come from a photo of people and dogs.) Write a brief summary of the story or record the person telling the story on cassette or video tape. Share with your group.

**REFERENCES:**

“Dog 2: Bounding Ahead”: 4-H Animal Science Series. North Central Region Extension Publication 416-1993. c1993. pp 8–9.  
“The Complete Dog Book for Kids: Official Publication of the American Kennel Club.” Howell, 1996,  
David Alderton. “Dogs.” Dorling Kindersley, c1993.  
Bruce Fogle. “The Encyclopedia of the Dog.” Dorling Kindersley, c1995.  
and any other book of dog breeds.

**Authors:**

Adapted from “Dog 2: Bounding Ahead”: 4-H Animal Science Series.  
North Central Region Extension Publication 416-1993 by Chris O’Dell  
and James P. Adams, Specialist, 4-H and Youth Programs, K-State  
Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**DOG ROOTS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #5, Dog Origins**

Match the dog breed by writing in the number of the country of its origin. Some countries may be used more than once.

<b>Breeds</b>	<b>Countries</b>
___ Afghan Hound	1. Afghanistan
___ Australian Cattle Dog	2. Australia
___ Basset Hound	3. Canada
___ Beagle	4. China
___ Bichon Frise	5. Dalmatia
___ Border Collie	6. Egypt
___ Boxer	7. France
___ Brittany	8. Germany
___ Bulldog	9. Great Britain
___ Chihuahua	10. Malta
___ Chow Chow	11. Mexico
___ Collie	12. Norway
___ Dachshund	13. Russia
___ Dalmation	14. Spain
___ German Shepherd	15. Switzerland
___ Golden Retriever	
___ Great Dane	
___ Greyhound	
___ Labrador Retriever	
___ Maltese	
___ Norwegian Elkhound	
___ Pekingese	
___ Poodle	
___ Siberian Husky	
___ St. Bernard	

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**DOG ROOTS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Leader Key, Dog Origins**

Match the dog breed by writing in the number of the country of its origin. Some countries may be used more than once.

<b>Breeds</b>	<b>Country</b>
<u>1</u> Afghan Hound	1. Afghanistan
<u>2</u> Australian Cattle Dog	2. Australia
<u>7</u> Basset Hound	3. Canada
<u>9</u> Beagle	4. China
<u>14</u> Bichon Frise	5. Dalmatia
<u>9</u> Border Collie	6. Egypt
<u>8</u> Boxer	7. France
<u>7</u> Brittany	8. Germany
<u>9</u> Bulldog	9. Great Britain
<u>11</u> Chihuahua	10. Malta
<u>4</u> Chow Chow	11. Mexico
<u>9</u> Collie	12. Norway
<u>8</u> Dachshund	13. Russia
<u>5</u> Dalmation	14. Spain
<u>8</u> German Shepherd	15. Switzerland
<u>9</u> Golden Retriever	
<u>8</u> Great Dane	
<u>6</u> Greyhound	
<u>3</u> Labrador Retriever	
<u>10</u> Maltese	
<u>12</u> Norwegian Elkhound	
<u>4</u> Pekingese	
<u>8</u> Poodle	
<u>13</u> Siberian Husky	
<u>15</u> St. Bernard	

**DOG ROOTS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #6, World Map**

Use a globe or world map to find the countries of origin for the dog breeds on the Dog Origins Activity Sheet. Color the countries and label them with their breeds.







## **Dog Breed Groups**

### *Dog Care and Training, Level II*

#### **What Members Will Learn . . .**

##### **ABOUT THE PROJECT:**

- Become familiar with the variety of dog breeds and how they can be classified.

##### **ABOUT THEMSELVES:**

- Classification can be a useful tool for organizing information.
- How to interpret data

##### **Materials Needed:**

- Member Handout #2, Kennel Club Breed Groups
- Activity Sheet #7, AKC Dog Groups
- Books of Dog Breeds (if available)

**ACTIVITY TIME NEEDED:** 20 MINUTES

#### **ACTIVITY**

Depending on who is doing the counting there are 300 to 400 recognized breeds of dogs today. Many of these were developed in different areas for similar purposes. As a way of organizing all of these breeds, different organizations have divided them into categories.

Look at a chart of the way different dog organizations have divided dogs into groups. What observations can you make?

#### **Leader Notes**

This lesson will give the members an opportunity to look at the variety of dog breeds and one way of organizing them. If you have access to a collection of dog pictures you could have the members organize them into categories that they invent. Let members do this in groups of two or three.

Give members Handout #2, Kennel Club Breed Groups.

## Leader Notes

Pass out Activity Sheet #2, AKC Dog Groups.

## ACTIVITY

Now look at the American Kennel Club groups. See if you can match the description of the group with the name of the group.

What things should you consider if you were training a dog from each of these groups?

If you know of a mixed-breed dog, tell which of the descriptions matches it the best. Why?

## DIALOGUE FOR CRITICAL THINKING

### Share

1. What breed group does your dog fit? Why?
2. If you had to choose a dog from each AKC Breed Group, which breed would you select and why?

### Process:

3. What is the significance of each breed group?
4. Although organizing breeds of dogs into groups can be useful, can you think of some reasons why grouping may not be beneficial?

### Generalize:

5. What are some things you classify or put into groups in your life?

### Apply:

6. What are the advantages and disadvantages of the groups you listed?

## GOING FURTHER:

Challenge: Try to meet a dog from each Breed Group. Does the description of that breed group apply to the dog you met?

## REFERENCES:

David Alderton. "Dogs." Dorling Kindersley, c1993.

"The Complete Dog Book: Official Publication of the American Kennel Club," 18th edition. Howell, c1992

"The Complete Dog Book for Kids: Official Publication of the American Kennel Club." Howell, c1996.

Bruce Fogle. "The Encyclopedia of the Dog." Dorling Kindersley, c1995.

### Authors:

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### Reviewed by:

Dog Care and Training Design Team

**DOG BREED GROUPS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Member Handout #2, Kennel Club Breed Groups**

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<b>Organization:</b>	<b>AKC</b>	<b>UKC</b>	<b>KC</b>	<b>FCI</b>
<b># Breeds:</b>	<b>140+</b>	<b>212+</b>	<b>188</b>	<b>329</b>
	Sporting	Gun Dogs	Gundog	Setters English Hunting Dogs
	Hounds	Scenthounds	Hounds	Hounds for Larger Game Hounds for Smaller Game Dachshunds
		Sighthounds		Greyhounds
	Working	Guardian Dogs	Working	Guard Dogs, Defense and Work Dogs
		Northern Breeds		
	Herding	Herding Breeds		Shepherds
	Terriers	Terriers	Terrier	Terrier
	Toy	Companion Dogs	Toy	Pet Dogs
	Non-Sporting		Utility	

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AKC—American Kennel Club

UKC—United Kennel Club

KC—The Kennel Club (of Great Britain) [www.the-kennel-club.org.uk](http://www.the-kennel-club.org.uk)

FCI —International Cynological Federation [www.fci.be](http://www.fci.be)

**DOG BREED GROUPS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #7, AKC Dog Groups**

Match the AKC dog group with its description.

What might be something to consider when training a dog from each of these groups?

\_\_\_ SPORTING DOGS

**A.** These dogs were bred to hunt such varied animals as lions, wolves, wild boar, and rabbits. They have a strong hunting instinct were selected to hunt independently, moving ahead of the hunters to find the prey. Many times they hunted in pairs or in packs. Some of this group hunted with their noses. Others hunted by sight and would chase down the prey.

\_\_\_ HOUNDS

**B.** These dogs were bred to hunt birds such as ducks and pheasant. Many will retrieve from water or from land. They had to be able to work all day finding birds. These dogs usually worked side by side with people and needed to pay attention and learn fast.

\_\_\_ WORKING DOGS

**C.** These dogs were bred to perform many types of jobs. Many of these large independent breeds have served as guard dogs and others have used their great strength to pull sleds or carts. These dogs needed to be independent, not always relying on a person to tell them what to do next.

\_\_\_ TERRIERS

**D.** These dogs were bred to dig for and catch vermin such as rats. Although most of them are small, they are quite independent and determined. Their favorite activity is digging and exploring underground.

\_\_\_ TOY DOGS

**E.** Most of these dogs were bred to work at jobs such as guarding and retrieving but now their main job is to be companions. This group has the greatest variety of dogs in terms of size, coat types, temperament, and background.

\_\_\_ NON-SPORTING DOGS

**F.** These dogs were bred to control the movements of sheep and cattle. They are excellent learners that look to their owner for instruction, although many will try herding without training. These breeds can easily become bored and do have lots of energy.

\_\_\_ HERDING DOGS

**G.** These dogs were bred to be loyal companions and pets. All of these breeds are small and many have other puppy-like characteristics such as large heads and eyes, short noses, and lots of energy.

**DOG BREED GROUPS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Leader Key, AKC Dog Groups**

Match the AKC dog group with its description.

What might be something to consider when training a dog from each of these groups?

- |                                    |   |
|------------------------------------|---|
| <p><u>B.</u> SPORTING DOGS</p>     | <p><b>A.</b> These dogs were bred to hunt such varied animals as lions, wolves, wild boar, and rabbits. They have a strong hunting instinct were selected to hunt independently, moving ahead of the hunters to find the prey. Many times they hunted in pairs or in packs. Some of this group hunted with their noses. Others hunted by sight and would chase down the prey.</p> |
| <p><u>A.</u> HOUNDS</p>            | <p><b>B.</b> These dogs were bred to hunt birds such as ducks and pheasant. Many will retrieve from water or from land. They had to be able to work all day finding birds. These dogs usually worked side by side with people and needed to pay attention and learn fast.</p>   |
| <p><u>C.</u> WORKING DOGS</p>      | <p><b>C.</b> These dogs were bred to perform many types of jobs. Many of these large independent breeds have served as guard dogs and others have used their great strength to pull sleds or carts. These dogs needed to be independent, not always relying on a person to tell them what to do next.</p>   |
| <p><u>D.</u> TERRIERS</p>          | <p><b>D.</b> These dogs were bred to dig for and catch vermin such as rats. Although most of them are small, they are quite independent and determined. Their favorite activity is digging and exploring underground.</p>   |
| <p><u>G.</u> TOY DOGS</p>          | <p><b>E.</b> Most of these dogs were bred to work at jobs such as guarding and retrieving but now their main job is to be companions. This group has the greatest variety of dogs in terms of size, coat types, temperament, and background.</p>  |
| <p><u>E.</u> NON-SPORTING DOGS</p> | <p><b>F.</b> These dogs were bred to control the movements of sheep and cattle. They are excellent learners that look to their owner for instruction, although many will try herding without training. These breeds can easily become bored and do have lots of energy.</p>   |
| <p><u>F.</u> HERDING DOGS</p>      | <p><b>G.</b> These dogs were bred to be loyal companions and pets. All of these breeds are small and many have other puppy-like characteristics such as large heads and eyes, short noses, and lots of energy.</p>  |





# Taking Your Dog to the Veterinarian

## *Dog Care and Training, Level II*

### What the Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- What you should expect from your veterinarian.
- What your veterinarian should expect from you.

#### **ABOUT THEMSELVES:**

- Taking responsibility
- Interpersonal relations

#### **Materials Needed:**

- Area-wide phone directories, one per two members or photocopies of the yellow page sections of veterinarians
- Small sturdy table such as a grooming table
- Stuffed dog for “veterinarian exam”
- Demonstration dog for table training

**ACTIVITY TIME NEEDED:** 30 MINUTES, 45 MINUTES IF MEMBERS HAVE DOGS

### **ACTIVITY**

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When you first get your dog you should take it to the veterinarian as soon as possible to be sure it is healthy. If your family does not already have a veterinarian for your animals try to choose a veterinarian that works with small animals. This is a veterinarian that works mostly with pets such as dogs and cats. A “large animal” veterinarian works mostly with farm livestock such as cattle and hogs. Although all veterinarians learned to take care of both large and small animals when they were in school, one that specializes in small animals can spend all of his or her time learning more about dogs and cats. You may also find a veterinarian that has a “mixed practice” which means that he or she doesn’t specialize in small animals or large animals but works with both.

Let’s look in the phone book to see what we can find out about veterinarians in this area. Can you find a “small animal” veterinarian? Can you find a “large animal” veterinarian? What about a veterinarian that has a “mixed practice? Can you find a clinic or hospital that has more than one veterinarian? What is another way to find a veterinarian besides looking in the phone book?

### **Leader Notes**

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Begin by having each member share an experience with their dog at the veterinarian.

In learning about visiting the veterinarian the members can also learn the consumer skills of searching for a service by using the phone book.

You may be able to find an advanced member to portray a veterinarian conducting an exam. Use a reliably trained dog or a stuffed one.

People often unintentionally train their dog to be afraid at the veterinarians. If you talk to your dog in a praising voice and pet it when he is whining, shaking and trying to get away, then you are rewarding that behavior. This is a very easy mistake to make in many situations.

### Leader Notes

Use a live dog to demonstrate training the dog to stand on a table. If the members have their dogs, you could have them all practice.

Incorporate training the stand for veterinary examination with training the obedience and showmanship stand for examination.

### ACTIVITY

On this first visit you can begin training your dog to be a good patient. Take some treats with you to help make this a happy visit. It is important to not “baby” your dog if it seems scared. Instead, give it praise and treats for doing what you want such as walking through the door or standing on the table. Ask the veterinarian and the assistants to give your dog some treats.

Your veterinarian may ask you questions about your dog. This is known as taking a health history. You may be asked your dog’s age, what you feed it and how often and if it is eating normally, if you have other pets, if you are having problems with your dog, or if you have noticed anything unusual. You may want to take a sample of feces (the size of a nickel, collected while it is fresh) to be checked for worms.

The veterinarian will look at your dog’s ears and teeth, listen to its heart and lungs, and will check for lumps or sore spots. Your dog’s weight will be taken. Your dog will probably need immunizations on this first visit and your veterinarian will schedule the next immunizations. Depending on the season and the age of your dog the veterinarian will take some blood for a heartworm test and will recommend medication to give for the prevention of heartworm. Often you will receive a record form to keep track of shots given. You may receive a receipt for the rabies vaccination which is required for all dogs in some counties.

This is the time to ask the veterinarian questions about the care and feeding of your dog. Be sure to listen to the answers.

### **TRAINING YOUR DOG FOR YOUR NEXT TRIP TO THE VETERINARIAN.**

If your first visit to the veterinarian was right after you got your dog you didn’t have much of a chance to start training for a visit. It is not too late to begin now. Your dog will get a much better examination if you have trained it to behave. Teach your dog to stand and stay. This will not only be useful at the veterinarian’s but will help you when grooming your dog and is part of showing your dog in obedience and showmanship.

To teach a Stand-Stay for the veterinarian, you should have a sturdy table or platform to practice on. If the top is slippery you should use a piece of carpet or mat on it. Use a buckle collar on your dog. Lift your dog onto the table. If your dog is large first put its front paws onto the table and then lift its back end onto the table. Once the dog is on the table it may not get down until you let it. The dog should not be allowed to jump down from the table. Hold your dog by the collar and talk to it until it is relaxed. Don’t baby your dog if it is scared—you don’t want to reward it for being scared. Once the dog is relaxed you can offer a treat. If your dog was nervous about being on the table, this may be enough for the first lesson. Lift it down from the table. If you have a large dog hold the collar and guide the front end down as you lift down the back end. For your next session get your dog relaxed on the table and then hold the collar under

**ACTIVITY****Leader Notes**

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the chin with your right hand, pull forward and command “Stand.” Stop the motion with your left hand in front of the back leg. Be sure your dog has room to stand so it doesn’t feel that you are pulling it off the table. If you have trouble getting your dog to stand try having a helper entice it with a treat as you command “Stand.” Once your dog is standing it can have the treat. Give praise. Once your dog has learned to stand with you placing it into the stand position you can work on the exam. Practice touching the dog all over, feet, legs, tail, stomach, ears, etc. Also practice holding the tail up or to the side as if taking its temperature. You or a helper may need to keep the dog’s attention with a treat while you are getting it used to being examined. Practice looking at the teeth. You may need to begin by just lifting the lip and then praising. Once your dog will allow you to examine it, then practice holding it while someone else examines. Use lots of praise.

Now that your dog is trained you are ready in case it gets sick. As soon as you suspect your dog is not feeling or acting “normal” start to write down unusual behavior such as acting “worn out” or whining or limping. Also record amount of food and water consumed, the amount of feces and if they are runny, bloody, etc., time and amount of vomiting, etc. Remember, your dog can’t tell the veterinarian if it hasn’t felt like eating or if it feels tired. You will need to give that information.

**DIALOG FOR CRITICAL THINKING:****Share:**

1. What happened when you first put your dog on a table?
2. What was the most difficult part of teaching your dog to stand for examination?

**Process:**

3. What might you expect a veterinarian to do on your first visit?
4. What are the advantages of training your dog to be examined by the veterinarian?
5. Why should your dog not get off of a table by himself?
6. What information do you have to provide for the veterinarian?

**Generalize:**

7. What other responsibilities do you have at home besides taking care of your dog?
8. How important is it for you to know people you do business with? Why?

**Apply:**

9. How do you think your parents choose other people that they may need to do business with? (doctor, dentist, banker, mechanic, etc.)

**Leader Notes**

**ACTIVITY**

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**GOING FURTHER:**

1. Practice the examinations at home.
2. Have a “Visit to the Veterinarian” demonstration at a meeting where members practice handling their dogs on a simulated visit.
3. Go on a “field trip” to a veterinary clinic.

**REFERENCES:**

**Authors:**

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James P. Adams, Specialist, 4–H Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team



## Rabies

### *Dog Care and Training, Level II*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- The importance of rabies vaccinations
- Signs of a rabid animal
- How to protect against rabies

##### **ABOUT THEMSELVES:**

- Taking responsibility to protect themselves, their dog, and the public from rabies.

##### **Materials Needed:**

- Member Handout #3, State 4-H Dog Show Immunization Record—MG-34 (Revised May 2000)

**ACTIVITY TIME NEEDED:** 45 MINUTES

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## ACTIVITY

Rabies is a disease that any mammal, including humans, may get. Skunks, coyotes, raccoons, foxes and bats are most often infected. Usually it is spread by the bite of an animal that has rabies or by some of its saliva getting into an open cut or sore.

If an animal is bitten by a rabid animal it may take two weeks to two years for symptoms to develop. Then their behavior begins to change and the animals may stop eating or drinking. The affected animals then either show signs of paralysis or become vicious.

“Dumb” rabies is when the animal acts depressed or ill. They will probably drool a lot and have trouble swallowing. A wild animal may act especially tame. Sometimes people think the animal has something stuck in its throat or is hurt and needs help and they become exposed when they investigate. The animal will die in 3 to 10 days.

“Furious” rabies is when the animal acts vicious and violent. It will snap and bite at imaginary objects and may roam for miles, attacking anything in their path. The animal will die in 4 to 7 days.

Once a dog has been bitten by a rabid animal it will die unless it has had rabies vaccinations.

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## Leader Notes

Begin lesson by having members share what they know about rabies. Use lesson to clarify and dispel rumors.

Rabies can also be transmitted through the air, such as in caves infested with bats, but generally it is transmitted by a bite. If all dogs and cats were vaccinated then there would be an immunological barrier between infected wildlife and human populations. Although there has been some experimental work done with vaccinating wildlife there are no vaccines currently approved for use in wildlife which includes ferrets, wolves, and dog-wolf mixes.

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**Leader Notes**

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**ACTIVITY**

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**TO PROTECT YOUR DOG FROM RABIES:**

1. Make sure that it is up-to-date on rabies vaccinations. Depending on the type of vaccine used and the regulations in your county this could mean having it vaccinated every year. Always follow your veterinarian's guidelines. This vaccination must be given by a veterinarian in order to obey the law.
2. To protect your dog from stray or wild animals do not allow it to run loose. Do not leave your dog chained in the yard alone because it has no chance of escaping if attacked by a rabid animal.
3. Report animals acting sick or strangely.
4. Do not encourage wild animals such as raccoons to come close to your house.

**TO PROTECT YOURSELF FROM RABIES:**

1. Make sure that your dog and cat are up-to-date on their rabies vaccinations.
2. Do not touch a wild animal, even if it seems injured. Try especially to avoid contact with raccoons, bats, skunks, foxes, and groundhogs.
3. If your dog is fighting with another animal do not try to stop them yourself. Get a responsible adult.

**IF YOU ARE BITTEN BY A WILD ANIMAL:**

1. Immediately wash the wound with soap and hot water. Scrub the area well continuously for 30 minutes. Soap helps to kill the virus.
2. Get help from your doctor or emergency room right away.
3. A responsible adult should try to capture the animal, being careful not to get bitten. Call animal control or the police to remove the animal. It should be euthanized. A segment of its brain must be examined to determine if it had rabies. If it did have rabies you will need to have vaccines to keep you from getting rabies.

**IF YOU ARE BITTEN BY A PET DOG OR CAT:**

1. Immediately wash the wound with plenty of soap and hot water for at least 30 minutes.
2. Get help from your doctor or emergency room right away.
3. If you have proof that the dog or cat has been vaccinated for rabies then the pet should be confined and watched for 10 days just to be sure it is healthy.

**ACTIVITY**

**Leader Notes**

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4. If the pet develops signs of rabies then it must be euthanized. Everyone who has been bitten or scratched or in contact with the animal's saliva will need to be vaccinated against the disease.

**IF YOUR DOG IS BITTEN BY A RABID ANIMAL:**

1. Any dog that is bitten or scratched by a bat or other wild animal that is not available for testing is regarded as having been exposed to a rabid animal.
2. Contact local health authorities and get your dog to your veterinarian.
3. If the dog has already been vaccinated it should have a rabies booster shot immediately. Confine the dog at home for 3 months, only leaving for walks on a leash.
4. If the dog has not been vaccinated it will need to be euthanized or kept isolated in a secure pen for six months.

Rabies is a scary disease but we can protect our dogs and cats by having them vaccinated. If all cats and dogs were vaccinated and if people did not contact wild animals then people would be safe from rabies, too.

Depending on where you live there may be several laws or ordinances that may affect the spread of rabies. How could each of these laws make a difference?

1. Laws requiring dogs to be licensed.
2. Laws requiring dogs to be on a leash or in a fenced yard.
3. Laws forbidding people to keep wild animals as pets.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. Is your dog or cat vaccinated for rabies? Why? Why not?
2. Have you ever seen a rabid animal? How did it act?

**Process:**

3. What are the two types of rabies reactions? Give symptoms.
4. Why should you not make a pet of a wild animal?
5. Why might a stray dog be dangerous?

Discuss local rabies laws before asking what else is needed or how the proposals would impact where you live.

In discussing the activity questions about laws, try to lead the members to a conclusion that laws are established to protect even though they often seem to restrict.

In some areas of the world, Hawaii, Great Britain, and Australia, for example, there are very strict quarantine laws restricting the importation of dogs. These areas do not have rabies. You may want to share that information when discussing Question 5.

**Leader Notes**

**ACTIVITY**

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**Generalize**

6. Have you ever had a vaccination? How could a vaccination that you would get protect other people?
7. Why are some vaccinations required by law before you can go to school?

**Apply:**

8. What laws do you think are needed that we do not have? Why?

**GOING FURTHER:**

1. Make posters to campaign for people to have their dogs and cats vaccinated against rabies.
2. Give a talk to your class or other groups about how to prevent rabies.

**REFERENCES**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**RABIES**  
**DOG CARE AND TRAINING, LEVEL II**  
**Member Handout #3, State 4-H Dog Show Immunization Record (Sample)**

**IMMUNIZATION RECORD** *The State of Kansas Companion Animal Health Certificate is acceptable in lieu of this form.*

4-H Member's Name: \_\_\_\_\_ County: \_\_\_\_\_  
Dog's Name: \_\_\_\_\_ Sex: M M (neutered) F F (spayed)  
Predominant Breed: \_\_\_\_\_ Height at Shoulders: \_\_\_\_\_  
Color/Markings: \_\_\_\_\_ Weight: \_\_\_\_\_  
Required: Rabies Vaccination Expiration Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_  
**Signature** of the veterinarian who administered the rabies vaccine

Phone: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

**Expiration Date**

**Vaccinations (\* Required)**

_____ / _____ / _____ * Distemper	_____ / _____ / _____ Leptospirosis
_____ / _____ / _____ * Hepatitis	_____ / _____ / _____ Coronavirus
_____ / _____ / _____ * Parvovirus	_____ / _____ / _____ Bordetella
_____ / _____ / _____ * Parainfluenza	

\_\_\_\_\_  
**Signature** of person who administered the above vaccinations

Phone: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

We certify that the above information is accurate and complete:

\_\_\_\_\_  
4-H Member **signature**

\_\_\_\_\_  
Parent/Guardian **signature**





# Vaccinations

## *Dog Care and Training, Level II*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Preventative Health Programs for your Dog

#### **ABOUT THEMSELVES:**

- Responsible citizens practice preventive health

#### **Materials Needed:**

- Activity Sheet #8, Veterinarian Interview
- Member Handout #4, Disease Chart
- Activity Sheet #9, Sample: State 4-H Dog Show Immunization Record

**ACTIVITY TIME NEEDED:** 45 MIN. PLUS REPORT ON INTERVIEWS

### ACTIVITY

Your dog should be seen by a veterinarian at least once a year. During this visit your dog should receive a physical examination. The veterinarian should also carry out preventative health measures such as giving vaccines, checking a fecal sample for worms, testing for heartworm and prescribing a prevention, and checking for external parasites such as fleas and ticks. An ideal time for this annual examination is when you have your dog get its vaccinations and boosters.

#### **VACCINATIONS**

One of the most important things you can do to prevent serious diseases is to keep your dog current on all vaccinations. Most of the diseases for which vaccines are available are highly contagious, and a vaccine is the best, and sometimes only significant, protection.

Vaccinations are given to “teach” a dog’s immune system about a disease bacteria or virus. The body’s defenses are “taught” about the disease and make antibodies which are ready to fight the real disease virus or bacteria when it is encountered. Vaccinations allow the dog to have the antibody present and ready to fight instead of having to become sick and recover in order to have that antibody present. Vaccines are used to prevent diseases, not to cure them.

### Leader Notes

You may wish to have a veterinarian present this lesson. Otherwise, present the information on vaccinations.

List diseases on a flip chart that are required and/or recommended to be vaccinated for in your area. Compare that list to Page 49, and discuss.

**Leader Notes****ACTIVITY****INCUBATION PERIODS**

The incubation period is the time that lapses between exposure to an infectious disease and the first signs or symptoms of the disease. No disease organism will produce symptoms immediately. The bacteria or viruses settle in the body and begin multiplication (the incubation period). After the bacteria or virus have multiplied to a critical number the dog will begin to show symptoms.

If a dog is vaccinated after the disease has entered its body (during the incubation period) it is a race between the vaccination and the disease. Usually the disease will progress before the vaccination has created the antibodies to fight it. This can lead people to believe that the vaccination caused the disease when, in fact, this is extremely rare.

**PUPPIES**

Puppies receive antibodies against disease from their mother's milk provided that the dam was vaccinated against the disease. As long as these antibodies are present a vaccination will not be effective. However, since it is not possible to tell exactly when the antibodies from the mother are no longer effective and since puppies are very susceptible to infectious diseases it is necessary to schedule a series of injections to protect the puppy. Follow the schedule recommended by your veterinarian. A typical immunization schedule is every four weeks beginning at 5 to 8 weeks continuing to 1 year.

**VACCINATION OF ADULT DOGS**

Generally, adult dogs will need yearly "booster" shots of most vaccines. Sometimes, depending on your situation, the diseases in your area, and the laws regulating vaccinations you will need more frequent immunization. If an adult dog was not vaccinated as a puppy or if you don't know if it was, it should receive a booster in about 2 -3 weeks after the first vaccination.

**ACTIVITY:**

A Sample Immunization Schedule for Adult Dogs—  
Always follow your veterinarian’s recommendations.

---

Rabies	every 1–3 years, depending on the vaccine and the laws
Distemper	annual
Bordetella	annual and/or 1 week before exposures—boarding, dog shows, etc.
Parvovirus	annual
Corona virus	annual (on recommendation of veterinarian)
Leptospirosis	annual (on recommendation of veterinarian)
Lyme Disease	annual (on recommendation of veterinarian)
Parainfluenza	annual (on recommendation of veterinarian)

---

**VACCINATION FAILURE**

Sometimes vaccines may not be effective. A dog may be receiving a drug (such as cortisone) which will prevent antibody production. Run-down or malnourished dogs may not be capable of developing antibodies. These dogs may need to be revaccinated when they are in a better state of health. Vaccine failure may also occur due to improper handling and storage of the vaccines or incorrect administration. Attempting to save money by buying discount vaccines or stretching vaccines by dividing one dose between two dogs will put your dog at risk.

Remember, your veterinarian is the best source of information about which vaccinations your dog needs and what schedule you should follow for vaccinations. Before our next meeting you will be gathering information about the recommendations from your veterinarians. Let’s look at the questions for the veterinarians. Would you predict that we’ll get the same recommendations from everyone? Why or why not?

This form is for you to complete for your dog. It is primarily to keep track of your dog’s immunizations although you can record other reasons for visits to your veterinarian. Many veterinarians will keep records for your dog and will even send you reminders when vaccinations are due. However, if you should move or change veterinarians you will want to have this information. Reminders may also get lost in the mail. Above all, it is your responsibility to make sure your dog is vaccinated—not your veterinarian’s. As far as they know, if you do not come in to the office you may have changed veterinarians or have moved.

**Leader Notes**

Organize the members in teams of two or three. Provide each team with the Member Handout #4, Disease Chart, cut into pieces, and have them attempt to reconstruct it by lightly taping the information in the proper categories. Then discuss their answers and have the members correct their charts.

Distribute the Activity Sheet #8, Veterinarian Interview. Check with the members to see which ones visit the same veterinarian. Group these members to complete the interview together so a single veterinarian does not have to answer the same questions numerous times. Alternatively, ask for a volunteer for each veterinarian who will complete the interview and report back to the other members.

Distribute Activity Sheet #9, State 4-H Dog Show Immunization Record.

You may wish to have the members complete the Record for their dog or you could challenge them to create their own form on the computer (or by hand). They could practice record-keeping with this and bring it back to a meeting in several months for your evaluation.

**Leader Notes**

**ACTIVITY**

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**DIALOGUE FOR CRITICAL THINKING**

**Share**

1. What do you now know about vaccinations that you didn't know before this lesson?
2. Describe what happened when you last took your dog to the veterinarian. Did your dog receive any vaccinations? How did your dog react to the visit?

**Process**

3. What diseases do you vaccinate your dog for? Why?
4. Why do puppies not have to be vaccinated until they are 5-8 weeks old?

**Generalize:**

5. Why is it important to you that others have their dogs vaccinated?

**Apply:**

6. What immunizations should humans receive?
7. Vaccinating a dog may be a requirement for licensing or for entering a show or attending a training class. Are vaccinations required by law for humans? When?

**GOING FURTHER:**

**Research:**

1. Visit your local veterinary clinic.
2. Visit a diagnostic library
3. Visit a university where veterinarians are trained.
4. Give a talk about necessary vaccinations.

**REFERENCES:**

Stephen I. Bistner. "Kirk and Bistner's Handbook of Veterinary Procedures & Emergency Treatment." Saunders, c1995.  
Delbert G. Carlson. "Dog Owner's Home Veterinary Handbook." Howell, c1992.  
William J. Kay. "Complete Book of Dog Health." Howell, c1985.

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club  
James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team  
*50-Dog Care and Training, Level II*

## VACCINATIONS

### DOG CARE AND TRAINING, LEVEL II

#### Member Handout #4, Disease Chart

Disease	Symptoms	Transmission	Prevention—Vaccination is the best prevention	Caused by	Incubation
Distemper	Fever, loss of appetite, watery discharge from eyes and nose. Discharge changes to thick, yellow, & sticky in a few days	Air-borne particles or direct contact with infected animal or contaminated object. Other species can spread distemper to the dog.	Avoid contact with unvaccinated or sick dogs. Disinfect all objects that have been in contact with unvaccinated dogs.	virus	3-15 days
Hepatitis	Acute: fever, bloody diarrhea, may vomit blood, painful movement, light may hurt eyes. Mild: Lethargy and loss of appetite.	Contact with sick dog or its urine, feces, or saliva. Can also be spread by wild animals.	Avoid contact with unvaccinated dogs	virus	few days
Canine Parvo Virus	Enteritis: depression, loss of appetite, vomiting, extreme pain. High fever, profuse diarrhea. Myocarditis: Usually in young puppies—affects heart muscle.	Contact with contaminated feces or droplets. Can be carried on hair and feet, on cages, shoes, etc.	Avoid contact with infected dogs. Disinfect kennels, crates, etc. that have come in contact with unvaccinated dogs.	virus	3-12 days
Canine Corona Virus	Depression, loss of appetite, vomiting. Diarrhea: yellow-orange, foul-smelling, watery. Dehydration.	Contact with oral and fecal secretions.	Avoid contact with infected and unvaccinated dogs. Only kennel your dog where vaccinations required.	virus	
Leptospirosis	Fever, listlessness, loss of appetite, depression. Later vomiting and diarrhea, pain in kidneys, brown coating on tongue.	Drinking water or eating food contaminated by urine of infected animal. Wading in contaminated water.	Keep food supply safe from other animals. Bathe your dog after being in possibly contaminated water.	bacteria	5-15 days
Bordetella (kennel cough)	Dry, hacking cough, nasal discharge	Bacteria introduced into respiratory passages.	Only kennel with vaccinated dogs, with adequate ventilation.	bacteria	5-7 days
Parainfluenza—combines with Bordetella virus to cause “kennel cough”				virus	5-7 days
Lymes Disease	Lameness, tender, swollen joints, weakness, fever.	Carried by ticks.	Check your dog regularly for ticks / tick bites. Remove ticks as soon as found. Use a tick preventative.	bacteria	
Rabies	First signs are changes in personality. Then the dog seeks seclusion and resists handling. The disease then goes to the furious and/or the paralytic form.	Contact with saliva of infected animal—usually through a bite.	Do not allow your dog to run loose. Report any strange animal that allows you to approach.	virus	usually 3-8 weeks, can be 1 week—1 year

**VACCINATIONS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #8, Veterinarian Interview**

Veterinarian \_\_\_\_\_

Date Interviewed \_\_\_\_\_

Interviewed by \_\_\_\_\_

What vaccines do you recommend for dogs? How frequently should they be given?

Do you recommend?

How often?

Rabies \_\_\_\_\_

Distemper \_\_\_\_\_

Bordetella \_\_\_\_\_

Parvovirus \_\_\_\_\_

Corona virus \_\_\_\_\_

Leptospirosis \_\_\_\_\_

Lyme Disease \_\_\_\_\_

Parainfluenza \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VACCINATIONS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #9, Sample: State 4-H Dog Show Immunization Record**

**IMMUNIZATION RECORD** *The State of Kansas Companion Animal Health Certificate is acceptable in lieu of this form.*

4-H Member's Name: \_\_\_\_\_ County: \_\_\_\_\_  
Dog's Name: \_\_\_\_\_ Sex: M M (neutered) F F (spayed)  
Predominant Breed: \_\_\_\_\_ Height at Shoulders: \_\_\_\_\_  
Color/Markings: \_\_\_\_\_ Weight: \_\_\_\_\_  
Required: Rabies Vaccination Expiration Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
\_\_\_\_\_ Phone: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

**Signature** of the veterinarian who administered the rabies vaccine

<b>Expiration Date</b>	<b>Vaccinations (* Required)</b>
_____ / _____ / _____	* Distemper _____ / _____ / _____ Leptospirosis
_____ / _____ / _____	* Hepatitis _____ / _____ / _____ Coronavirus
_____ / _____ / _____	* Parvovirus _____ / _____ / _____ Bordetella
_____ / _____ / _____	* Parainfluenza

\_\_\_\_\_ Phone: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_  
**Signature** of person who administered the above vaccinations

We certify that the above information is accurate and complete:

\_\_\_\_\_  
**4-H Member signature**

\_\_\_\_\_  
**Parent/Guardian signature**

\*This member Guide (MG-34) should be ordered in card form from K-State Research and Extension Distribution, via your local Research and Extension office, for use at Kansas 4-H Dog Shows.





# Medications

## *Dog Care and Training, Level II*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- How to give oral medications to a dog.

#### **ABOUT THEMSELVES:**

- The responsibility associated with medications.

#### **Materials Needed:**

- Soft food to hide a “pill”
- Plastic medicine dropper
- A willing dog (optional)

#### **ACTIVITY TIME NEEDED: 20 MINUTES**

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### **ACTIVITY**

Sometimes it is necessary to give your dog medication prescribed by your veterinarian. Just like with people, when the doctor prescribes medicine it is important to take it on schedule and to take it all. Unlike people, we can't explain to our dogs that the medicine will help them, even if it does taste different, so it is up to us to make sure they get what they need.

Some dogs won't even notice that they are taking a pill if you give it to them as a “special treat.” Often heartworm preventative and vitamins are flavored so the dog will eat them from your hand without making a fuss. If this is the case with your dog consider yourself lucky but do make sure your dog eats it all and doesn't spit it out when you're not looking. A trick that you can use is to wrap the pill in a favorite food and offer it to your dog. Ask your veterinarian for advice when the medication is prescribed. Cheese works well for this or a small “doughball” of bread. Peanut butter, butter, and other foods have also been tried successfully but again, be sure your dog does not spit out the pill. Dogs have such an acute sense of smell that they can tell that a pill is hidden in the food but many won't care. However, there are those that will not accept a pill hidden in food and these will need to be given the pill by itself.

To give a pill directly to a dog begin by putting your hand over the muzzle and lifting up the sides of the mouth. Place the pill all the way back in the mouth, then close the dog's mouth, hold the muzzle up and stroke the throat until you see it swallow. Again, watch to see that it doesn't spit the pill out. If the pill is very large ask your veterinarian if you can split it (capsules generally need to be taken in one swallow). You

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### **Leader Notes**

Survey members as to how many like to take medicine? Discuss what has been done in recent years to make medicine taking more pleasant.

Demonstrate or have an experienced member demonstrate giving “medication” to a dog. If you have a very cooperative dog you could have the members practice with it also.

**Leader Notes**

**ACTIVITY**

can prepare your dog for pill-taking by practicing putting bits of a treat (such as cheese or a doughball) in the mouth.

To give liquid medication place a dropper into the corner of the mouth between the back teeth and squirt it into the mouth. Hold the mouth shut and stroke the throat until you see a swallow. You could practice this with diluted honey or corn syrup so your dog will look forward to having you squirt liquids into their mouth!

**EAR MEDICATION**

Ear medication is generally in an ointment or liquid. Often it is in a tube or a bottle with a nozzle. Hold the ear flap up and insert the nozzle pointing toward the nose. Squeeze in a small amount of ointment or 3-4 drops of liquid. Hold your dog so the nozzle does not accidentally injure the inside of the ear. Don't let it shake its head yet! It is important that the medicine reaches deeper into the ear. Massage the outside of the base of the ear to move the medicine down. If it sounds "squishy" then you've done it right. Then step back, because your dog will most likely want to shake! Your veterinarian may instruct you to tape your dog's ears up over his head to allow air to circulate.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What happened when you tried to give medicine to a dog? Why?
2. Which type of medicine is harder to give: pill or liquid? Why?

**Process:**

3. What are two ways you could give a pill to a dog?
4. Of the methods presented for giving a pill to a dog which way gives you the best guarantee that the dog has actually swallowed all of the medication?
5. Why is it important that a dog gets all of the medication prescribed?

**Generalization:**

6. Who are some of the people (other than dog owners) that may need to give medications to others?
7. Can you think of some other cases (besides dogs) where a patient may have to be forced to take medication?

**Apply:**

8. Why should you follow the doctor's instruction when medicine is prescribed for you?

**ACTIVITY**

**Leader Notes**

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**GOING FURTHER**

1. Practice giving your dog a pill by placing a small ball of cheese (or something similar) in the back of its throat and having it swallow.
2. Practice giving liquid medications using corn syrup or something similar.
3. Visit a veterinary clinic to observe medications being given.

**RESOURCES:**

“The Complete Dog Book for Kids: Official Publication of the American Kennel Club.” Howell, 1996. p228.

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team





## Bugs Inside!

### *Dog Care and Training, Level II*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Check for parasites

##### **ABOUT THEMSELVES:**

- Learning to utilize experts

##### **Materials Needed:**

- Activity Sheet #10, Fecal Sample Worksheet
- Zip-lock bag
- Pictures of internal parasites (at least four common)

##### **ACTIVITY TIME NEEDED:** 30 MINUTES

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## ACTIVITY

## Leader Notes

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Have you heard the phrase “My dog has worms”? What people are referring to are those parasitic worms that live in the dogs intestinal tract. Common dog intestinal parasites include hookworms, roundworms, whipworms and tapeworms. These adult parasites live and reproduce in the dogs intestinal tract feeding off the host’s blood and/or digested food. The common symptoms of “worms” are associated with the damage to the intestinal tract.. Some species of roundworms, hookworms and tapeworms can even infect people—especially young children.

Most dogs with mild infections will appear clinically normal (no symptoms) but are sources of parasite infection to other dogs and possibly you. Depending on the animals age and immune system, intestinal parasites can cause minimal problems, can cause mild symptoms, or can develop into very serious conditions if left untreated. Young animals or debilitated animals are most at risk from the effects of internal parasites. The symptoms of parasite infection are usually associated with the damage to the gastrointestinal tract. Those symptoms would include one or more of the following: a “pot belly,” periodic vomiting, loose stools or diarrhea, weight loss, unthrifty appearance, scooting, and/or anemia (hookworms).

Where do dogs get their intestinal parasites from? Puppies can be born with parasites or receive them in their mothers milk. In adults, the parasites are usually spread from dog to dog by infected stools or fecal contaminated soil. Adult parasites live and reproduce in the dogs intestinal tract with each female parasite laying thousands of microscopic eggs

Show picture of the common kinds of worms that occur in dogs. See if members can match names with pictures. Talk about how they might be identified. Your local veterinarian may have actual samples to use.

**Leader Notes**

Attach Activity Sheet #10, Fecal Sample Worksheet to the zip-lock bag and take to your veterinarian. Keep a copy for your records.

**ACTIVITY**

that are eliminated in the hosts stool. These environmentally resistant eggs are a source of infection to any dog that comes in contact with the infected stool or contaminated soil. This type of transmission dog to dog is called a DIRECT life cycle. Tapeworms are exceptions to this transmission method. An intermediate host is required for the completion of their life cycle. Depending on type of tapeworm, the tapeworm eggs are ingested by either a flea or small rodent that act as the intermediate host. When the dog ingests the infected flea or small rodent, the tapeworm's INDIRECT life cycle is now completed within the new host.

Occasionally you might see worms in your pet's stool but it is rare and it is impossible to visually detect the parasite eggs because of their small size. To confirm your pet has worms requires a special analysis of the stool by your veterinarian. The fecal examination does not check for the adult worms but rather the presence of the microscopic parasitic eggs. To insure accurate parasite detection, place a fresh stool sample in a clean container or zip-lock bag, and take to a veterinarian for fecal analysis. This simple and very accurate test takes about 15 minutes.

Prevention of intestinal parasites involves periodic fecal examination checking for the presence of parasites, avoidance of infected stools and/or contaminated soil, and deworming medication when necessary. This strategy is especially important in pregnant females and nursing puppies.

**DIALOGUE FOR CRITICAL THINKING:****Share:**

1. How did you do this activity?
2. What was the result of the analysis?

**Process:**

3. What intestinal parasites are common in your area? Why?
4. What is the difference between a direct and indirect life cycle?
5. Why does it take a microscope and a veterinarian to determine the test results?

**Generalize:**

6. What expertise does a veterinarian have that makes him / her a good resource?
7. What other experts do you and your family use?

**Apply:**

8. What are the characteristics of an expert? Consider experts such as an expert cook, builder, dancer, as well as teachers, lawyers, doctors.

**ACTIVITY**

**Leader Notes**

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**GOING FURTHER:**

1. Ask your veterinarian to let you view the sample slide from your dog under the microscope.
2. Conduct a parasite testing program for dogs in your neighborhood.

**REFERENCES:**

“Dog 2: “Bounding Ahead.” North Central Region Extension Publication 416-1993, c1993. p. 20.

**Authors:**

Dr. William Fortney, Assistant Professor, Clinical Sciences, Kansas State University School of Veterinary Medicine  
James P. Adams, Specialist, 4-H Youth Programs, K-State Research and Extension





# Canine Good Citizen Test

## *Dog Care and Training, Level II*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- What is the Canine Good Citizen Test?

#### **ABOUT THEMSELVES:**

- Characteristics of a good citizen

#### **Materials Needed:**

- Current requirements for the Canine Good Citizen Test
- Long lines (20 foot)—1 per handler
- Comb or brush—members bring their own
- Dogs on 2–6 foot leads with training collars
- Flip chart and markers

#### **ACTIVITY TIME NEEDED: 45 MINUTES**

### **ACTIVITY**

Today we are going to practice the things you and your dog will need to know to pass the Canine Good Citizen Test. This is a test of your dog's manners when out in public.

First of all, you will need to prove that your dog has been vaccinated against rabies (and any other locally required inoculations) and that he has the required license tags (many counties do not require licensing—most larger towns do). This shows that you are being a responsible dog owner.

When you actually take the test you must have your dog on a buckle collar or a choke chain. AKC will not allow the pinch collar to be used in their test. You may talk to your dog and give extra commands but not jerk the leash. You should have your dog on a loose leash. Food and toys cannot be used.

#### **TEST 1: ACCEPTING A FRIENDLY STRANGER**

One of the things that is tested is your dog's reaction to a friendly stranger. We are going to practice this and then practice having your dog sitting politely for petting. When (the evaluator) comes to you and your dog it is a good idea to command your dog to "SIT" and to "STAY." This can be a signal to your dog that the situation is safe and that he doesn't need to worry about this person. You may repeat these commands if needed, however, they should not become a chant!

### **Leader Notes**

Have members generate a list of what they would consider "Good Citizen" dog behaviors. List on flip chart and discuss before taking the test.

All dogs—pets, working dogs, show-manship dogs, obedience dogs, etc.—should be trained to the point that they can pass the American Kennel Club's (AKC) Canine Good Citizen Test (CGC). This 10-step test can be administered by 4-H clubs as well as Kennel Clubs and obedience trainers. It is open to mixed-breed and purebred dogs alike. The references at the end of this lesson have the address to contact for information and/or to purchase test kits. The kits include score cards and the official CGC certificates to be awarded those passing the test. As this is a relatively new program, the specific requirements of the test may change, so be sure to have up-to-date materials.

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**Leader Notes**

This activity is a group introduction to the CGC test. It may also be used as practice for the test. The participating dogs need to have had some prior training in walking on lead, etc. The practice/training segments of this lesson may be repeated as an entire lesson or a particular segment may be added to another lesson where the members have their dogs.

When conducting this test (or practicing) be sure to watch the dogs carefully. Beware of “pushing” into the space of a fearful dog which may feel threatened to the point of biting. If these dogs have been involved in your obedience or showmanship training you will know which dogs to watch. If you have others helping you, let them know where to be cautious or you can work with the potential problems first. Be safe.

Since this is practice you can allow the members to train with pinch collars, leash corrections, food, etc. as needed. There is no reason to practice things with the dog doing them wrong. This is where some of your members may still be in the training phase and others are in the practice phase. Those in the practice phase will be closely simulating actual test behaviors.

Have the members arranged facing clockwise in a circle with their dogs on lead. The dogs should be on their left sides, on the outside of the circle.

This activity will be most effective if you actually do have others help you greet and pet. This will give each dog more practice with a variety of “strangers.” You can do the two parts separately, first greeting the handler and then returning to pet the dog or they may be combined. You will approach each from the front, going counterclockwise around the circle. Practice at least two greetings and two pettings per member. Use all the help you can get to go around the circle—you could start with a helper greeting the handler followed by one petting the dog, etc.

**ACTIVITY**

---

**TEST 2: SITTING POLITELY FOR PETTING**

First the stranger will come up to you, ignoring your dog. The stranger will speak to you and you will shake hands. Your dog should remain at your side and not attempt to go to the stranger.

Next, a stranger will ask, “May I pet your dog?” While your dog is sitting the stranger will pet the dog’s head and body, then will circle around behind you and your dog. Your dog should not show shyness or resentment and should not jump up on the stranger.

## ACTIVITY:

### TEST 3: APPEARANCE AND GROOMING

Now we'll practice grooming and examinations. You will begin with your own dog. You will need your comb or brush for this activity. When you take the actual test you may want to bring your own comb or brush. Today we will begin by you examining your own dog. Touch it all over—head, chin, back, sides, tail, chest, legs. Handle both ears. Handle both front feet and lightly hold each one. Although the test does not include the back feet, in practice it is useful for your dog to have its back feet handled, too. Next take your comb or brush and lightly groom your dog.

This test is often given with the examiner sitting in a chair or kneeling on the floor. However, in the real world many dogs are examined on a table (except for very large dogs) as at the veterinarian's office or at the groomer. To help your dog at these places try to find a sturdy table to practice this examination. Very small dogs may be examined in someone's lap—if you have a very small dog, practice this.

Now we'll practice having a "stranger" examine and groom your dog. Please warn the "stranger" of any problem spots where your dog does not like to be touched.

### TEST 4: OUT FOR A WALK AND TEST 5: WALKING THROUGH A CROWD

Test 4 is to show that you are in control of your dog and Test 5 shows that you are in control of your dog around other people. For practice we will combine these two tests. We will have everyone standing about with their dog sitting beside them. One of you will do the test. You will heel forward through the crowd. You will be instructed to do at least one left turn, right turn, about turn and at least two halts. Go around someone if they are in your way. Your dog doesn't need to be in perfect alignment with you and it does not need to sit when you stop. The dog should not strain on the leash, be shy of the people in the crowds or try to jump up on them. You may give extra commands and coaching to your dog, if necessary.

### TEST 6: SIT AND DOWN ON COMMAND/STAYING IN PLACE AND TEST 7: COMING WHEN CALLED.

We'll practice these tests with everyone lined up side-by-side. Of course, like with all of the other tests we are practicing, during the real test just one dog is tested at a time.

This test is done with the 20 foot line on the dog. When instructed you will command your dog to "SIT" and to "DOWN." You may give many commands but may not force your dog into position. HINT: It is easier to have your dog sit from a standing position than to Sit from a Down position. However—you will probably want to practice the Sit from both the Stand and the Down to avoid having to mess with making him stand.

## Leader Notes

This is another opportunity to use your helpers as the "strangers" examining the dogs. If you have a grooming table or other sturdy table you may choose to have some dogs be examined-groomed on the table. Try to have each dog examined by two persons other than the member. If you feel you know your dogs and members you may choose to have selected members exchange dogs for the exam.

If a dog seems to be particularly sensitive to touch in one area—the ears or muzzle for example—it may be a clue that there is something wrong. Check the dog yourself to see if the area seems to be painful or point this out to the member. A trip to the veterinarian may be in order.

In the actual test, Test 4 includes the heeling pattern with a left turn, a right turn, an about turn and at least one stop in between and another at the end. This may be tested without a crowd. Test 5 has the dog and handler walk around and pass close to at least three people. Combining these in practice not only saves time but allows the other members to practice a Sit-Stay with their dogs. If there is a dog that you feel would have an adverse effect on the others walking by it you should have the member practice the sit-stay off to the side. In the actual test the "crowd" does not include dogs.

Arrange the members in a line if there is room for at least 3 feet between dogs. If there is not then have two lines facing each other and during the Stay command have just one side practice at a time.

You or a helper will be petting the dog and holding it in a stay. If you have help, several dogs may be tested at once but do not do two dogs next to each other. Try to have each dog practice this twice, but not consecutively.

## Leader Notes

If you have a potentially unreliable dog, put them on the outside (clockwise) circle. If you have time for more practice have every other pair of handlers switch places, clockwise/ counter-clockwise and continue the practice.

Have the members line up about four abreast (if you have enough room) to practice this. They will walk with their dog to the other side of the training area. The distractions should occur at least 10 feet from the dogs as they are walking. If possible, a bicyclist, skate boarder, or roller-blader crossing in front of the dogs would be great. A jogger could pass from behind (to the handler's right) or from in front. A board or metal pan could be dropped behind the dog. If a dog panics then try to get them used to that distraction. Let them "check it out". Be sure that the handler does not unintentionally train the dog to panic by petting the dog to reassure it.

## ACTIVITY

To practice, everyone Sit your dog. If your dog does not sit when you command it to, then you may go into "training mode" and place it into a sit. Now, Down your dog. Another "SIT." Another Down. The Stay is next. It is your choice if you have your dog do a Down-Stay or a Sit-Stay. When instructed you will tell your dog to stay and go to the end of the long line. Then turn, face your dog and return. Those of you in the obedience classes may have dogs that do not need to be on the line for this test; however, you should follow these directions for the CGC practice. Some dogs may be confused about the long line and the quick return. This practice shows your dog that this is still a Stay.

For practice everyone will first do a Down-Stay. Down your dogs. Leave your dogs—hold onto the long line. When you get to the end of the line turn, face your dog, and return. Your dog must stay in place until you have returned to it.

We'll now practice the Sit-Stay. Remember, it is your choice in the test if your dog does a Sit-Stay or Down-Stay. Sit your dogs. Leave your dogs. When you get to the end of your line turn, face your dog, and return.

For the Coming When Called Test, you will leave your dog and call it to you from 10 feet away. The evaluator will provide mild distractions. We will practice this twice—once when you take the long line with you and once with the evaluator holding the long line. The distraction will be petting the dog. You do not need to tell your dog to "STAY." Your dog may be in a Sit, Down or Stand when you leave. When you call your dog you may call and encourage and use body language to get your dog to come.

Leave your dog when ready. Walk about 10 feet away, turn and face your dog, call your dog.

### TEST 8: REACTION TO ANOTHER DOG

You and your dog will approach and meet another handler and their dog. You will stop, greet each other, shake hands, and then move on. The dogs should not attempt to go to each other or to the other person. You may talk to your dog and have it sit. Although a sit is not required it is a very good position to have your dog for control.

For practice we'll have you work in two circles. Half of the dogs/handlers will be on the outside moving clockwise. The other half will be on the inside, moving counterclockwise. When instructed, you and your dog will walk forward to meet the next dog and handler. Sit your dogs, shake hands and talk with each other. Your dog should remain by your side. When instructed, go forward to the next dog and handler.

### TEST 9: REACTIONS TO DISTRACTIONS

As you are walking or heeling with your dog a distracting situation will occur. When you practice this at home do not keep adding distractions in a single session. You do not want to frighten the dog or to create high

**ACTIVITY:**

stress. Today we will practice with two distractions. The distractions should be common—an automobile horn would be common, a blast from a bugle or a gunshot would probably not be common. The distractions should be at least 10 feet from the dog.

On the instruction forward, begin walking your dog. You may praise your dog for remaining steady during the distraction. Be sure you do not pet or praise for panic, trying to run away, showing aggression, or barking.

**TEST 10: SUPERVISED SEPARATION.**

Often there are times when you must leave your dog with a friend while you go into a store, or into a restroom, or any other place you cannot take a dog. Your dog should be confident that you will be back and not bark, whine, howl, or pace while you are gone. You will give your leash to an evaluator and will leave your dog for three minutes. They will ask something like “Would you like me to hold your dog?” And you may encourage your dog to stay with them as you leave. You will be gone for three minutes.

**DIALOGUE FOR CRITICAL THINKING:****Share:**

1. What areas do you think you need to work on before taking the CGC Test?

**Process:**

2. Why is it important that your dog can pass the CGC Test?
3. What would be the benefits of having all dogs required to pass a CGC Test?
4. What would be the drawbacks of a law requiring that all dogs must pass a CGC Test?

**Generalize:**

5. If CGC stood for Child Good Citizen, what things would you put on the test?

**Apply:**

6. The CGC is a test of dog manners. When do manners count in your life?

**GOING FURTHER:**

1. Participate in a CGC Test and earn the CGC certificate.
2. Help give a CGC test.

**Leader Notes**

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You may have as many helpers as possible to help practice this. The dog-holders should not continually pet or talk to the dog but may interact to some extent. One person should not be holding two dogs. If a dog is misbehaving try to find a time when he is behaving to call back the handler—before or after the 3 minutes is up. For example, if he is barking, wait until he takes a breath and call back the handler or distract him into not barking. Try to not reward the misbehavior with the return of the handler.

More information on the CGC:

These tests do not need to be given in any specific order and some may be combined as Tests 1 and 2 could have been combined in the activity above. Test 1 is almost always given first followed by Test 2 as these can weed out dogs that are too aggressive to be safe. Test 10, as a matter of practicality, is almost always last. To pass the CGC the dog needs to pass all 10 tests given in the same session. Each test is pass/fail. A dog may continue to complete all of the tests even though it has failed one. The exception is that dogs showing aggression may be excused. A dog that urinates or defecates in the testing area (“fouls” the area) will not pass. Passing all 10 tests once entitles the dog to a CGC certificate. There may be a small fee associated with the test.

**Leader Notes**

**ACTIVITY**

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**REFERENCES:**

The American Kennel Club, Attn: CGC, 5580 Centerview Drive, Suite 200, Raleigh, NC 27606. (919) 233-9780.

AKC's Canine Good Citizen Department at (212) 696-8322.

Jack Volhard. "The Canine Good Citizen: Every Dog Can Be One." Howell, c1994.

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**Reviewed by:**

Dog Care and Training Design Team



# Novice Obedience—Lesson 1

## *Dog Care and Training, Level II*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Off -lead heeling, drop on recall

#### **ABOUT THEMSELVES:**

- The importance of patience and practice

#### **Materials Needed:**

- Leash tabs for each member- these can be purchased leather tabs or a piece of cord looped through the ring of the collar. With small dogs a loop may not be needed. It is important that the dog won't be able to get its foot caught in the tab.
- High jump

**ACTIVITY TIME NEEDED:** 60 MINUTES

### **ACTIVITY**

In Pre-Novice, your dog learned to heel by your side on a loose lead as you changed pace (fast and slow), made an about turn, and heeled around posts for the Figure 8. Your dog automatically sit when you halted. Your dog learned to stand for examination while you were 6 feet away, holding the leash. You could leave your dog on a Sit-Stay (on lead), go 6 feet away, and call your dog to you. Your dog would sit in front of you and FINISH on your command. Your dog will Sit-Stay for 1 minute and Down-Stay for 3 minutes while you are at least 20 feet away from it with a long line attached.

In Novice, you will add these skills: making turns while heeling on-lead, right turn and left turn, heeling off-lead with right turns, left turns, about turns, fast, slow, automatic sits, stand for examination off-lead, off-lead recall from at least 35 feet, off-lead Sit-Stay for 1 minute and Down-Stay for 3 minutes with the handler about 35 feet away.

### **Leader Notes**

The Novice lessons are intended to be an extension of the Pre-Novice instruction. Advancing from Pre-Novice to Novice is chiefly polish and practice, although these Novice lessons will also deal with the additional instruction needed to advance to Novice competition. If the members have not worked through the Pre-Novice lessons you should start training with the Pre-Novice lessons and continue on to work through the Novice lessons. If it has been as long as three months since the last Pre-Novice, then you will likely want to do Pre-Novice Lesson 8 as your first Novice lesson. If there has not been a long break since Pre-Novice or if you are sure that the members have been practicing regularly, then you can begin the Novice lessons right away.

There will not be trainer's guides for Novice. These lessons will focus on polish and practice, with only a few new exercises added.

## Leader Notes

In addition to preparing for 4-H Novice competition, these lessons are also preparation for American Kennel Club (AKC) Novice Competition. Members with AKC-registered dogs are eligible to compete in AKC Obedience Trials. Also included is training for United Kennel Club (UKC) Novice Competition exercises. Almost all dogs, including mixed-breed dogs, can be registered with the UKC and are eligible to compete in UKC Obedience Trials. These exercises will add variety to the training, will help build rapport between the member and their dog, will provide a foundation for advanced 4-H obedience training and agility, and can open up new areas of competition for the members.

Assign partners before beginning the training.

## ACTIVITY

### PART 1—SIT / DOWN / STAND / STAY

#### SIT AND DOWN WITH HAND SIGNALS

**Goal:** Your dog will respond to your hand signal when you are 6 feet away holding the lead.

REVIEW the Sit and Down signals from 6 feet in front of your dog. If the dog moves toward you then step toward the dog as you give the signal. Practice three of each signal.

#### STAND FOR EXAMINATION

**Goal:** Your dog will stand and stay while being examined.

1. (Instruct: “Stand Your Dog and Leave When Ready”) Command and Signal “STAND.” Let the leash “string out” in front of the dog.
2. Stand up straight, command and signal “STAY.”
3. Leave the leash on the floor, step out 6 feet and turn and face your dog.
4. Your dog will be examined by touching the head, shoulder, and rump. The leash is for you to prevent it from running away but it is not effective to correct with the lead. You will need to return to your dog to replace into a stand.
5. (Instruct: “Return to your Dog”) Return around your dog to Heel Position. Your dog should not sit or move its feet. PAUSE, PRAISE RELEASE!

**Troubleshooting:** Did anyone have a problem with this exercise? There are actually several parts of the stand for examination and we need to decide which part your dog is having problems with in order to correct it.

*Dog moves to you*

*Dog moves to the examiner*

*Dog acts frightened of examiner*

*Dog moves when you are returning.*

Which of these best describes your problem?

If your dog moves toward you, you may need more Stand-Stay work when you are standing toe-to-toe. If you feel that you have practiced quite a lot when you are right in front of it, try lifting its head with your hand under the chin or, at home practice the Stand-Stay with your dog at the top of a staircase or even on a curb. Sometimes the dog just doesn't

**ACTIVITY:**

**Leader Notes**

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understand the Stand-Stay and this may make it more aware of what its feet are doing.

If your dog acts frightened of the examiner practice with it right by your side and have many people come to pet it, even offering food. Practice some sit-stays for examination as well as stand-stays. At first, ask the examiner to not look at your dog when they come to pet. As your dog becomes more relaxed they can look (not stare) at your dog.

If your dog moves to the examiners practice both of the strategies above.

If your dog sits as you return to it make a “sling” of a leash to correct it as it begins to sit. Don’t use it to suspend the dog—just to correct.

**SIT-STAY, DOWN-STAY**

Line up along one side of the training area.

1. (Instruct: “This will be the group stay exercise. Is everybody ready? Sit your dogs.”)
2. Command your dogs to sit.
3. (Instruct: “Leave your Dogs.”) Drop your leads, command and signal “STAY,” and step out on your right foot, going about 15 feet away and turn and face your dog.
4. If their dog is staying the member should join the others to “mill about” in the area 15–25 feet in front of the group of dogs.
5. At the end of 1 minute the members should line up across from their dogs.
6. (Instruct: “Return to your Dogs”) the members should return around their dogs, going to Heel Position.
7. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.
8. The members should line up for another Sit-Stay on the same side of the area but rearranged so they are not beside the same dogs. If the dog stayed during the first Sit-Stay then the member may quietly detach the lead from the collar.
9. Drop the lead. (Instruct: “This is the LONG Sit. Is everybody ready? SIT your dogs.”)
10. Command “SIT.”
11. (Instruct: “Leave your Dogs.”) Command and signal “STAY,” step out on your right foot and go across the area from your dog.

**Leader Notes**

If there is time, repeat this exercise with the Down or if there is time later in the session, practice the Down. The dogs should be moved to another part of the training area and again line up between different dogs.

In preparation for other exercises and for variety, you may wish to add circle right, circle left, come-fore, and the moving drop to the on-lead heeling pattern. Beginning with Novice Lesson 2 you may also wish to add these to the off-lead heeling pattern.

First practice the on-lead heeling.

Begin with the members heeling in a counter-clockwise circle.

There must be distractions in order for the members to return their dog back to Heel Position. Since each member will be releasing their dog following a distraction (and bringing the dog back into position, Praising and heeling a few steps with dog back into Heel Position) it is likely that the releases will not be all at the same time which will provide added distractions. Have the members release their dogs toward the center of the area and remain their until all members have had a chance to replace their dogs into Heel Position.

**ACTIVITY**

12. Stand across from your dog in a manner that does not look like a recall. You do not need to be absolutely still but moving may be mistaken by the judge as signaling to your dog so be as steady as possible. If your hands are straight at your sides your dog may think you are preparing to call it, so try to hold them in a different position. Many handlers fold their arms in front of them.
13. After about 3 minutes (Instruct: “Return to your Dogs.”) Handlers return.
14. (Instruct: “Exercise finished.”) PAUSE, PRAISE, replace the lead, RELEASE.

**PART TWO—HEELING**

As you prepare for Novice exhibition you will practice Heeling both on-lead and off-lead. Your dog does know when you do and do not have the lead on. If you have been able to keep your dog’s attention when you’ve been heeling with the leash over your shoulder or with slack in your leash when you’ve been holding it then you are ready to progress to working the dog off-lead. Your dog is not dependent on your tugging on the lead to tell it where you are—it is watching you.

Heeling practice on lead: Practice responding to these commands: Forward, Halt, Fast, Slow, Normal, Left Turn, Right Turn, About Turn.

**OFF-LEAD HEELING**

Tie the lead around your waist. Attach the tab to your dog’s collar. The lead will keep your dog from leaving you, the tab is what you will use to make corrections. Do not make corrections with the leash!

1. (Instruct: “Are you ready? Forward.”) Command “Rover, HEEL.”
2. Step out with your dog. When your dog gets out of Heel Position, reach slowly with your left hand and, while still heeling take the tab and move your dog back into Heel Position.
3. While still heeling let go of the tab and praise your dog for now being in Heel Position. Heel a few more steps and RELEASE!

## ACTIVITY:

### TURNS IN MOTION

Train these turns on a snug lead.

#### RIGHT TURN

(Instruct: “Forward.” “Right Turn”) Command “Rover, HEEL.” As you continue heeling begin your turn with your left foot. Command “HURRY” as you pull it around. PRAISE as your dog finishes the turn and is in Heel Position.

#### LEFT TURN

(Instruct: “Forward.” “Left Turn”) Command “Rover HEEL.” As you continue heeling begin your turn with your left foot. Command “EASY” as you hold your dog back in Heel Position. PRAISE as the turn is completed and the dog is in Heel Position.

#### DROP-IN-MOTION

(Instruct: “Forward.” “Drop Your Dog.”) Command “ROVER, HEEL.” As you are heeling command “DROP.” Drop on your left knee, slide your left hand down the leash to the collar and push straight down to the floor. PRAISE when the dog is down. RELEASE.

## PART 3—RECALLS

Line all dogs up along one side of the training area.

1. (Instruct: “This is the LONG DOWN. Are You Ready? Down Your Dogs.) Command “DOWN.”
2. (Instruct: “Leave Your Dogs”) Command and signal “STAY” and leave your dogs, going across the training area, turning and facing your dogs from about 20 feet away.
3. (Instruct: One handler to return to their dog and heel him out of line to set up for the recall. The path of the recall will pass between the handlers and their dogs in the Down-Stay.)
4. (Instruct: “This is the recall. Are you ready? Leave your dog.”) Remove your lead. Command and signal “STAY” and leave your dog, stepping off with your right foot and going to the opposite side of the area. Turn and face your dog.
5. (Instruct: “Call your Dog”) Standing straight with hands at your sides, command “ROVER, COME.”
6. (Instruct: “Finish”) Command or signal for the finish.
7. (Instruct: “Exercise Finished”) PRAISE and RELEASE.

## Leader Notes

The dogs have had practice in turns in motion, following the member’s footwork. They have also been heeling as a group around the training area and have made rounded turns. However, in competition the turns are expected to be square, but not “military,” without the handler pausing.

Begin with the members lined up abreast across one side of the area.

This exercise will add variety to on-lead heeling practice and is the beginning of Drop-on-Recall training for graduate novice.

Send this handler and dog back to the Down-Stay line and have a second handler setup for the recall. All of the dogs are practicing a Down-Stay, honoring, and recalls. After the last dog has completed the recall, send all handlers back to their dogs to PAUSE, PRAISE and RELEASE.

## Leader Notes

This exercise will progress most efficiently if the dogs are lined up in order of height. Don't be tempted to have the dogs jump too high too soon. The maximum height dogs would jump in the Recall over a High Jump is the height of their shoulder.

## ACTIVITY

### RECALL OVER A JUMP

Set the high jump to the height of the dog's elbow. A person, without a dog, will stand by each side of the jump. Leave your dog in a Sit-Stay, off-lead, about 3 feet away from the jump. Step over the jump and stand directly on the other side of the jump. Tap the top board of the jump, call your dog and back up. PRAISE and RELEASE.

### DIALOGUE FOR CRITICAL THINKING:

#### Share:

1. Which of these exercises was the most difficult for you and your dog? Why?
2. Which exercise do you feel the most confident about? Why?

#### Process:

3. Drop-on-recall, recall over a jump, and honoring are not part of the Novice competition. Why are we spending time on them?
4. Should all dogs have obedience training?
5. Are there exercises that you think would not be useful for all dogs? Why?

#### Generalize:

6. What can you learn from training your dog?
7. How important is patience when working with dogs and people?

#### Apply:

8. How will patience and practice help you at home, school and other times in your life?

### GOING FURTHER:

### REFERENCES:

#### Authors:

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#### Reviewed by:

Dog Care and Training Design Team



## Novice Obedience—Lesson 2

### *Dog Care and Training, Level II*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Distractions to use for training

##### **ABOUT THEMSELVES:**

- How to accept and plan for distractions in their life.

##### **Materials Needed:**

- Leash tabs for each member
- High jump

**ACTIVITY TIME NEEDED:** 60 MINUTES

#### **ACTIVITY**

##### **PART 1- SIT / DOWN / STAND / STAY**

SIT and DOWN with hand signals. Walk 6 feet away, leave the lead on the floor between you and your dog.

##### **STAND FOR EXAMINATION (AND HONORING):**

If you have been practicing to solve the Stay problems we discovered at the last session then tonight you'll be ready to practice with no lead on your dog. We will do this exercise with partners. Ones will take their dogs to one side of the area while the twos wait on the opposite side.

1. (Instruct: "Ones, this is the LONG DOWN exercise. "DOWN your dogs.") Command (only) "DOWN." Place your dog down if needed.
2. (Instruct: "Leave your Dogs.") Signal and command "STAY," step off with your right foot, and go to your partner.
3. (Instruct: "Twos, Give your leash to the steward.") Remove your lead and hand it to your partner. Hold on to the dog's collar. Ones place the lead on the floor.
4. (Instruct: "This is the Stand for Examination Exercise. Stand your dog and leave when ready.) Command "STAND" and place your dog into a stand. Stand up straight, command and signal "STAY," and pivot in front of your dog.

#### **Leader Notes**

Continue to review past training lessons and do not teach new commands until previous ones are learned well!

Assign new partners for this lesson (ones and twos). If possible, pair off members who have dogs similar in size and behavior.

**Leader Notes**

**ACTIVITY**

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5. Ones approach the dog from the front and touch the head, shoulders and rump and continue around the dog and handler.
6. (Instruct: “Return to your Dog.”) Twos will walk around their dog to return to heel position. Ones will return to their dogs.
7. (Instruct: “Exercise finished.”) The handler will have their dog under control (put the lead back on their dog) before PAUSE, PRAISE, RELEASE!
8. Reverse roles between partners.

**SIT-STAY**

All members will line up along one side of the training area.

1. (Instruct: “This is the Sit exercise. Are you ready?”) (“SIT your dogs. Leave your dogs.”)
2. Command and signal “STAY.” As you hold the leash, step to its end, turn and face your dog.
3. Continue to hold your leash, walk forward until you are 6 feet behind your dog, turn and face your dog’s back. If your dog moves any part of its body other than the head return and replace it in the spot you left it.
4. After 1 to 2 minutes return to 6 feet in front of your dog, turn and face it.
5. (Instruct: “Return to your Dogs.”) Return around your dog to Heel Position.
6. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.
7. The members should line up for another Sit-Stay on the same side of the area but rearranged so they are not beside the same dogs. If the dog stayed during the first Sit-Stay, then the member may detach the lead from the collar and very obviously place it behind their dog.
8. (Instruct: “This is the LONG Sit. Is everybody ready?”) Command “SIT.”
9. (Instruct: “Leave your Dogs.”) Command and signal “STAY,” step out on your right foot and go across the area from your dog.

**ACTIVITY:**

10. Stand across from your dog in a manner that does not look like a Recall. You do not need to be absolutely still but moving may be mistaken by the judge as signaling to your dog so be as steady as possible. If your hands are straight at your sides your dog may think you are preparing to call it so try to hold them in a different position. Many handlers fold their arms in front of them.
11. After about 3 minutes (Instruct: “Return to your Dogs.”) Handlers return.
12. (Instruct: “Exercise finished.”) PAUSE, PRAISE, replace the lead, RELEASE.

**PART TWO—HEELING**

**ON-LEAD HEELING**

Heeling practice on lead: Practice responding to these commands: Forward, Halt, Fast, Slow, Normal, Left Turn, Right Turn, About Turn.

**OFF-LEAD HEELING**

Tie the lead around your waist. Attach the tab to your dog’s collar. The lead will keep your dog from leaving you, the tab is what you will use to make corrections. Do not make corrections with the leash!

1. (Instruct: “Are you ready? Forward.”) Command “Rover, HEEL”.
2. Step out with your dog. When your dog gets out of Heel Position, reach slowly with your left hand and, while still heeling take the tab and move your dog back into Heel Position.
3. While still heeling let go of the tab and praise your dog for now being in Heel Position. Heel a few more steps and RELEASE!

**Leader Notes**

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If there is time you may repeat this exercise with the down or if there is time later in the session you could practice the down. The dogs should be moved to another part of the training area and again line up between different dogs.

In preparation for other exercises and for variety, you may wish to add circle right, circle left, come-fore, and the moving drop to the on-lead heeling pattern.

Begin with the members heeling in a counter-clockwise circle.

There must be distractions in order for the members to return their dog back to Heel Position. Since each member will be releasing their dog following a distraction (and bringing the dog back into position, Praising and heeling a few steps with dog back into Heel Position) it is likely that the releases will not be all at the same time which will provide added distractions. Have the members release their dogs toward the center of the area and remain there until all members have had a chance to replace their dogs into heel position and then release.

## Leader Notes

The dogs have had practice in turns in motion, following the member's footwork. They have also been heeling as a group around the training area and have made rounded turns. However, in competition the turns are expected to be square, but not "military," without the handler pausing.

Begin with the members lined up abreast across one side of the area.

Plan the direction the members will be heeling so as to not instruct them to heel into a wall.

## ACTIVITY

**Heeling Off-Lead:** Practice Forward, Halt, Circle Right, Circle Left, About Turn, Left Turn, Right Turn, Fast, Slow. When a dog moves out of Heel Position replace it as above. Return to the verbal "SIT" command, placing the dog into a Sit if needed. Remember to correct slowly.

### TURNS IN MOTION

Train these turns on a snug lead.

#### RIGHT TURN

(Instruct: "Forward". "Right Turn") Command "Rover, HEEL". As you continue heeling begin your turn with your left foot. Command "HURRY" as you pull him around. PRAISE as your dog finishes the turn and is in Heel Position.

#### LEFT TURN

(Instruct: "Forward". "Left Turn") Command "Rover HEEL". As you continue heeling begin your turn with your left foot. Command "EASY" as you hold your dog back in Heel Position. PRAISE as the turn is completed and the dog is in Heel Position.

Practice again with the members lined up behind one another.

### DROP-IN-MOTION—RANDOM DROPS

RELEASE your dog and get it up and moving about. (Instruct: "Drop your Dog"). Immediately command and signal "DOWN" and slide your hand down the leash to the collar and push straight down to the floor. When your dog is down, praise and release.

You are working on very fast responses to your command.

## PART 3—RECALLS

Line up the dogs and handlers in two lines facing each other, 6–10 feet apart. They will form a "chute" for the recall. Chose one dog for the first recall. The others will simply stand with their dogs in a sit-stay.

1. (Instruct: "This is the recall. Are you ready? Leave your dog.") Remove your lead. Command and signal "STAY," and leave your dog, stepping off with your right foot and going to the opposite side of the area. Turn and face your dog.
2. (Instruct: "Call your dog") Standing straight with hands at your sides, command "ROVER, COME".
3. (Instruct: "Finish") Command or signal for the finish.
4. (Instruct: "Exercise Finished") PRAISE and RELEASE.

## **ACTIVITY:**

## **Leader Notes**

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### **RECALL OVER A JUMP**

Set the high jump to the height of the dog's elbow plus 2 inches. A person, without a dog, will stand by each side of the jump. Leave your dog in a Sit-Stay, off-lead, about 3 feet away from the jump. Step over the jump and stand directly on the other side of the jump. Call your dog and back up. PRAISE and RELEASE.

This exercise will progress most efficiently if the dogs are lined up in order of height. Don't be tempted to have the dogs jump too high too soon. The maximum height dogs would jump in the Recall over a High Jump is the height of their shoulder.

### **DIALOGUE FOR CRITICAL THINKING:**

#### **Share:**

1. Which exercise in this lesson did your dog do best? Why?
2. Which exercise was the hardest? Why?

#### **Process:**

3. Why is it important to make the off-lead corrections slowly?
4. What is an example of good posture for you when your dog is doing a sit-stay?
5. Which of these exercises do you think would only be valuable in competition? Why?
6. Which of these exercises do you think is most important for all dogs to learn? Why?

#### **Generalize:**

7. What things do you have to learn that you feel will not be useful in your life? Why?
8. What are some common distractions that you have to learn to avoid? Why?

#### **Apply:**

9. How can you plan for the distractions in your life?

### **GOING FURTHER:**

1. Observe a specialty dog and how they avoid distractions.

### **REFERENCES:**

#### **Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

#### **Reviewed by:**

Dog Care and Training Design Team





## **Novice Obedience—Lesson 3**

### *Dog Care and Training, Level II*

#### **What Member Will Learn . . .**

##### **ABOUT THE PROJECT:**

- Control of dog when heeling toward other dogs.

##### **ABOUT THEMSELVES:**

- Automatic safety responses they have been taught

##### **Materials Needed:**

- High jump
- Light lines for each pair of members

**ACTIVITY TIME NEEDED:** 60 MINUTES

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#### **ACTIVITY**

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#### **Leader Notes**

##### **PART 1—SIT DOWN / STAND / STAY**

Review previous lessons before learning new commands.

##### **SIT AND DOWN WITH HAND SIGNALS**

Work with your partner. Ones leave your dogs in a Down-Stay on one side of the area. Twos will be on the other side, dogs in Heel Position, facing the center.

Assign partners—different from the last two sessions if possible.

1. Remove your lead and put on the long line. Let the long line trail behind your dog. Your partner will stand on the line to prevent your dog from moving toward you as you give signals.
2. Signal (only) “STAY” and go 6–10 feet in front of your dog.
3. Signal (only) “DOWN.” If your dog will not down on your signal then place it into the DOWN.
4. Signal (only) “SIT.” If your dog will not sit then go forward and place it into a sit with the collar.
5. Repeat, doing a total of three sets of Sit/Down.
6. Both members return to their dogs. (Instruct: “Exercise Finished”)

##### **STAND FOR EXAMINATION**

REPEAT NOVICE LESSON TWO with the handler standing 3 feet away while the dog is being examined.

**Leader Notes****ACTIVITY****SIT-STAY, DOWN-STAY**

Line up along one side of the training area.

1. (Instruct: "This will be the GROUP Stay exercise. Is everybody ready? SIT your dogs.")
2. Command your dogs to SIT.
3. (Instruct: "Leave your Dogs.") Command and signal "STAY," and step out on your right foot, dropping your lead as you go past its end, continuing to about 20 feet away, and turn and face your dog.
4. For about 3 minutes the instructor will direct members in taking turns returning to their dog. The member will approach their dog from the front, praise, and return to the line. The purpose of this is to accustom dogs to some activity in the group exercise line and not to be apprehensive when you return.
5. (Instruct: "Return to your Dogs.") The members should return around their dogs, going to Heel Position.
6. (Instruct: "Exercise Finished.") PAUSE, PRAISE, RELEASE.
7. The members should line up for another Sit-Stay on the same side of the area but rearranged so they are not beside the same dogs. If the dog stayed during the first Sit-Stay then the member may detach the lead from the collar.
8. (Instruct: "This is the LONG Sit. Is everybody ready? SIT your dogs.")
9. Command "SIT."
10. (Instruct: "Leave your Dogs.") Command and signal "STAY," step out on your right foot and go across the area from your dog.
11. After about 3 minutes (Instruct: "Return to your Dogs."). Handlers return.
12. (Instruct: "Exercise finished.") PAUSE, PRAISE, replace the lead, RELEASE.

If there is time, repeat this exercise with the down or if there is time later in the session, practice the down. The dogs should be moved to another part of the training area and again line up between different dogs.

Begin with the members heeling in a counter-clockwise circle.

**ON-LEAD HEELING**

Heeling practice on lead: Practice responding to these commands: Forward, Halt, Fast, Slow, Normal, Left Turn, Right Turn, About Turn, Circle Right, Circle Left and Come-Fore.

**OFF-LEAD HEELING**

Tie the lead around your waist. Attach the tab to your dog's collar. The lead will keep your dog from leaving you, the tab is what you will use to make corrections. Do not make corrections with the leash!

## ACTIVITY:

## Leader Notes

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1. (Instruct: "Are you ready? Forward.") Command "Rover, HEEL."
2. Step out with your dog. When your dog gets out of Heel Position, reach slowly with your left hand and, while still heeling take the tab and move your dog back into Heel Position.
3. While still heeling let go of the tab and praise your dog for now being in Heel Position. Heel a few more steps and RELEASE!

Have the members release their dogs toward the center of the area and remain there until all members have had a chance to replace their dogs into Heel Position and then Release.

Heeling Off-Lead: Practice Forward, Halt, Circle Right, Circle Left, About Turn, Left Turn, Right Turn, Fast, Slow. When a dog moves out of Heel Position replace him as above. Return to the verbal "SIT" command, placing the dog into a Sit if needed. Remember to correct slowly.

## URNS IN MOTION

1. (Instruct: "Forward." "Ones, Left Turn." ) All Command, "ROVER, HEEL." Ones will make a left turn, cutting across the entire area and making a second left turn as they merge with the Twos.
2. (Instruct: "Twos, Left Turn.")
3. (Instruct: "About Turn.")
4. (Instruct: "Ones, Right Turn.")
5. (Instruct: "Twos, Right Turn.")

Train these turns on lead. If you have eight or more members training have them number off into ones and twos. Begin with heeling in a counter-clockwise direction.

## DROP IN MOTION (ON-LEAD)

(Instruct: "Forward," "Fast," "Drop Your Dog") Command "ROVER, HEEL," heel forward and then change pace to fast. On the "DROP" instruction, Command "DROP," DOWN your dog, and continue to the end of your lead and turn and face your dog. Return to Heel Position and Release.

The next step is to DROP your dog and your leash as you continue about ten feet beyond your dog.

## PART 3—RECALLS

Line up the dogs and handlers in two lines facing each other, 6-10' apart. They will form a "chute" for the RECALL. Choose one dog for the first RECALL. The other handlers will kneel beside their dogs. If the recall dog performed with little problem last session then this week have the line of handlers attempt to make eye contact with the recall dog.

1. (Instruct: "This is the recall. Are you ready? Leave your dog.") Remove your lead. Command and signal "STAY" and leave your dog, stepping off with your right foot and going to the opposite side of the area. Turn and face your dog.

**Leader Notes**

This exercise will progress most efficiently if the dogs are lined up in order of height. Don't be tempted to have the dogs jump too high too soon. The maximum height dogs would jump in the Recall over a High Jump is the height of their shoulder.

**ACTIVITY**

2. (Instruct: "Call your dog") Standing straight with hands at your sides, command "ROVER, COME." If your dog goes to another handler walk slowly to it, take it by the collar and back up to the place it should have come to when you called. Set it up again for a second attempt at the recall. If the problem persists use your lead or a long line to practice distraction recalls.
3. (Instruct: "Finish") Command or signal for the finish.
4. (Instruct: "Exercise Finished") PRAISE and RELEASE.

**RECALL OVER A JUMP**

Set the high jump to the height of the dog's elbow plus 2 inches. A person, without a dog, will stand by each side of the jump. Leave your dog in a Sit-Stay, off-lead, about 6 feet away from the jump. Step over the jump and stand 6 feet on the other side of the jump. Call your dog and back up. PRAISE and RELEASE.

**DIALOGUE FOR CRITICAL THINKING:****Share:**

1. What did you see that another member was doing that you'd like to compliment?
2. What command does your dog still need help with?

**Process:**

3. Why do you think that "Stand for Exam" partners are switched every lesson?
4. Why is off lead work important?
5. How could the Drop in Motion be considered a safety exercise?

**Generalize:**

6. When do you need to have a quick response to a command or instruction? How can you become quicker?

**Apply:**

7. What automatic commands or reactions do you have at your house or school? Why?

**GOING FURTHER:**

1. Observe a specialty dog for automatic or safety responses.

**ACTIVITY:**

**Leader Notes**

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**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team





## **Novice Obedience—Lesson 4**

### *Dog Care and Training, Level II*

#### **What Members Will Learn . . .**

##### **ABOUT THE PROJECT:**

- Progressions in practice and polishing for Novice Obedience and beyond.

##### **ABOUT THEMSELVES:**

- Sometimes small steps are needed to progress toward a goal.

##### **Materials Needed:**

- Leash tabs for each member
- High jump

**ACTIVITY TIME NEEDED:** 60 MINUTES

#### **ACTIVITY**

##### **PART 1—SIT / DOWN / STAND / STAY**

##### **SIT AND DOWN WITH HAND SIGNALS:**

Repeat Lesson 3, including the honoring by your partner's dog.

##### **SIT AND FOR EXAMINATION:**

Repeat Lesson 3 but go 6 feet away from your dog.

##### **SIT-STAY, DOWN-STAY**

Members should have simulated arm bands to practice placing them behind their dogs. Line up along one side of the training area. Allow 6–10 feet behind the line of dogs.

1. (Instruct: "This will be the group stay exercise. Remove your leads and arm bands and place them behind your dogs. Are you ready? SIT your dogs.")
2. Command "SIT."
3. (Instruct: "Leave your Dogs.") Command and signal "STAY," and step out on your right foot, dropping your lead as you go past its end, continuing to about 20 feet away, and turn and face your dog.
4. During this exercise a member (or adult) with a reliable dog will practice recalls behind the line of dogs. Other "traffic" (nonthreaten-

#### **Leader Notes**

Continue to review past training lessons and do not teach new commands until previous ones are learned well.

Assign new partners before beginning training.

**Leader Notes**

If there is time, repeat this exercise with the down or if there is time later in the session, practice the down. The dogs should be moved to another part of the training area and again line up between different dogs.

**ACTIVITY**

ing but tempting) such as a person walking by with food may walk behind the line of dogs

5. After about 3 minutes (Instruct: “Return to your Dogs”) the members should return around their dogs, going to Heel Position.
6. (Instruct: “Exercise Finished”). PAUSE, PRAISE, RELEASE.

**ON-LEAD HEELING**

Heeling practice on lead: Practice responding to these commands: Forward, Halt, Fast, Slow, Normal, Left Turn, Right Turn, About Turn.

**OFF-LEAD HEELING**

This session work without the lead. If your dog runs away replace the lead, tied around your waist. Attach the tab to your dog’s collar.

Heeling Off-Lead: Practice Forward, Halt, Circle Right, Circle Left, About Turn, Left Turn, Right Turn, Fast, Slow. When a dog moves out of Heel Position replace it as above. Return to the verbal “SIT” command, placing the dog into a Sit if needed. Remember to correct slowly.

**TURNS IN MOTION****On-Lead:**

Number off the members (Ones and Twos) to practice the turns while heeling on lead.

**Off-Lead:**

Place chairs or other markers to indicate corners to make square left turns (when heeling counter-clockwise) and square right turns (when heeling clockwise).

**DROP-IN-MOTION**

(Instruct: “Forward.” “Drop your Dog”) Command, “ROVER, HEEL,” and begin heeling. Command “DROP” and pivot in front of your dog as you signal down. At this time your signal will end up with your hand on your dog’s neck, either petting if it is already down, or placing it Down if it is not already down. PRAISE and RELEASE.

**PART 3—RECALLS**

Line up the dogs and handlers in two lines facing each other, 6–10 feet apart. They will form a “chute” for the recall. Chose one dog for the first recall. The other handlers will kneel beside their dogs. If the recall dog performed with little problem last session then this week have the line of handlers distract by A. Playing with their own dog, B. Playing with a ball, squeak toy, or other toy, or calling, “puppy, puppy.”

1. (Instruct: “This is the RECALL. Are you ready? Leave your Dog.”) Remove your lead. Command and signal “STAY” and leave your

**ACTIVITY:**

**Leader Notes**

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dog, stepping off with your right foot and going to the opposite side of the area. Turn and face your dog.

2. (Instruct: "Call your Dog") Standing straight with hands at your sides, command "ROVER, COME." If your dog goes to another handler walk slowly to it, take it by the collar and back up to the place it should have come to when you called. Set it up again for a second attempt at the RECALL. If the problem persists use your lead or a long line to practice distraction recalls.
3. (Instruct: "Finish") Command or signal for the FINISH.
4. (Instruct: "Exercise Finished") PRAISE and RELEASE.

**RECALL OVER A JUMP**

Set the high jump to the recommended height, based on height of dog at the withers. A person, without a dog, will stand by each side of the jump. Leave your dog in a Sit-Stay, off-lead, about 6 feet away from the jump. Walk around the jump and stand 6 feet on the other side of the jump. Call your dog and back up. PRAISE and RELEASE.

This exercise will progress most efficiently if the dogs are lined up in order of height. Don't be tempted to have the dogs jump too high too soon. The minimum height of the high jump is determined by Table A on page 10 of the Kansas 4-H Dog Show Rule Book (S-46).

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What Novice exercise have you and your dog made the most progress? Why?
2. What Novice exercise do you still need to work on? Why?

**Process:**

3. Why did we use pretend arm bands for this lesson?
4. How do we measure the height of a dog?
5. What might have happened if we began the recall over the high jump with the jump set at the dog's height?
6. Can you see any difference in the progress your dog makes when you practice a lot as compared to when you don't practice at all?

**Generalize:**

7. How do you learn new things?
8. How important is practice in the things you learn?
9. How important is it to divide large goals into a series of small steps? Why?

**Apply:**

10. What will you do differently the next time you attempt a large task? Why?

**Leader Notes**

**ACTIVITY**

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**GOING FURTHER:**

1. Watch a Graduate Novice obedience class.
2. See what agility trials your dog may be capable of doing.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team



## Specialty Dogs

### *Dog Care and Training, Level II*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Types of specialty dogs

##### **ABOUT THEMSELVES:**

- To appreciate the assistance dogs can provide for people

##### **Materials needed:**

- Activity Sheet #11, Types of Helping Dogs
- Leader Key, Types of Helping Dogs
- Magazines for pictures, scissors, poster board, glue, markers, etc. (if completing activity at the meeting)

**ACTIVITY TIME NEEDED:** INTRODUCTION—10 MINUTES, PROJECT—20 TO 60 MINUTES, PRESENTATIONS AND DIALOGUE—30 MINUTES.

#### **ACTIVITY**

We all have a need to be connected with others. Sometimes those “others” are people. Sometimes, they may be animals. Dogs give us love and companionship. They also help people in valuable ways.

Work with a friend to find five or more pictures showing how dogs can help humans. Once you’ve found the pictures use them to:

1. Create a poster showing examples of specialty dogs, or
2. Make a matching game with the picture on one card and the description on a second card.

Share your project with other members.

To give you some ideas of kinds of dogs to look for, complete the matching activity for some of the types of helping dogs.

##### **DIALOGUE FOR CRITICAL THINKING:**

###### **Share:**

1. Which activity did you do? Poster or card set? Why?
2. How do you plan to share your poster or card set with others?

#### **Leader Notes**

This activity may be a take-home assignment or you may wish to complete it at a meeting. The pictures could be cut from magazines, drawn, or photographed by the members.

Have members use the poster to give talks to other groups or display in a window or at a fair.

Pass out Activity Sheet #11, Types of Helping Dogs. This could also be used as a pre- and post-test for the lesson.

**Leader Notes**

**ACTIVITY**

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**Process:**

3. What do you know about each type of dog listed in the matching activity?
4. How do you think the owners feel about each of these dogs?
5. What is the difference between having a dog for companionship and having a dog as a work partner?

**Generalize:**

6. When might a dog or other pet be a good choice for companionship needs?

**Apply:**

7. When is it better to go to people for companionship?

**GOING FURTHER:**

1. Talk to a person who uses a guide dog, a hearing dog or an assistance dog. How does he or she feel about the dog? What makes these dogs so special?

**REFERENCES:**

“Wiggles ‘n’ Wags”: Dog 1. 4-H Animal Science Series. North Central Region Extension Publication 415-1993, c1993. pp12–13.  
American Kennel Club. “Best Friends.” VHS video, 15 min.

**Authors:**

Adapted from above references by Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club and James P. Adams, Specialist, 4–H Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**SPECIALTY DOGS**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #11, Types of Helping Dogs**

Match the types of dogs on the left to the correct definition on the right.

Police Dogs

Help farmers and ranchers by herding and guarding cattle and sheep.

Hearing Dogs

Make life enjoyable by being a friend and playmate.

Drug-Sniffing Dogs

Are eyes and guides for their owners.

Wheelchair Assistance Dogs

Are ears, alarm clocks and smoke detectors for their owners.

Search and Rescue Dogs

Help ill or older people by offering companionship in a hospital or nursing home.

Canine "Therapists"

Are trained to protect their human partners and help them find drugs, weapons, explosives, and / or suspects.

Dog Guides

Pets/Companionship Dogs

Often work at international airports "nosing" around for illegal items like drugs.

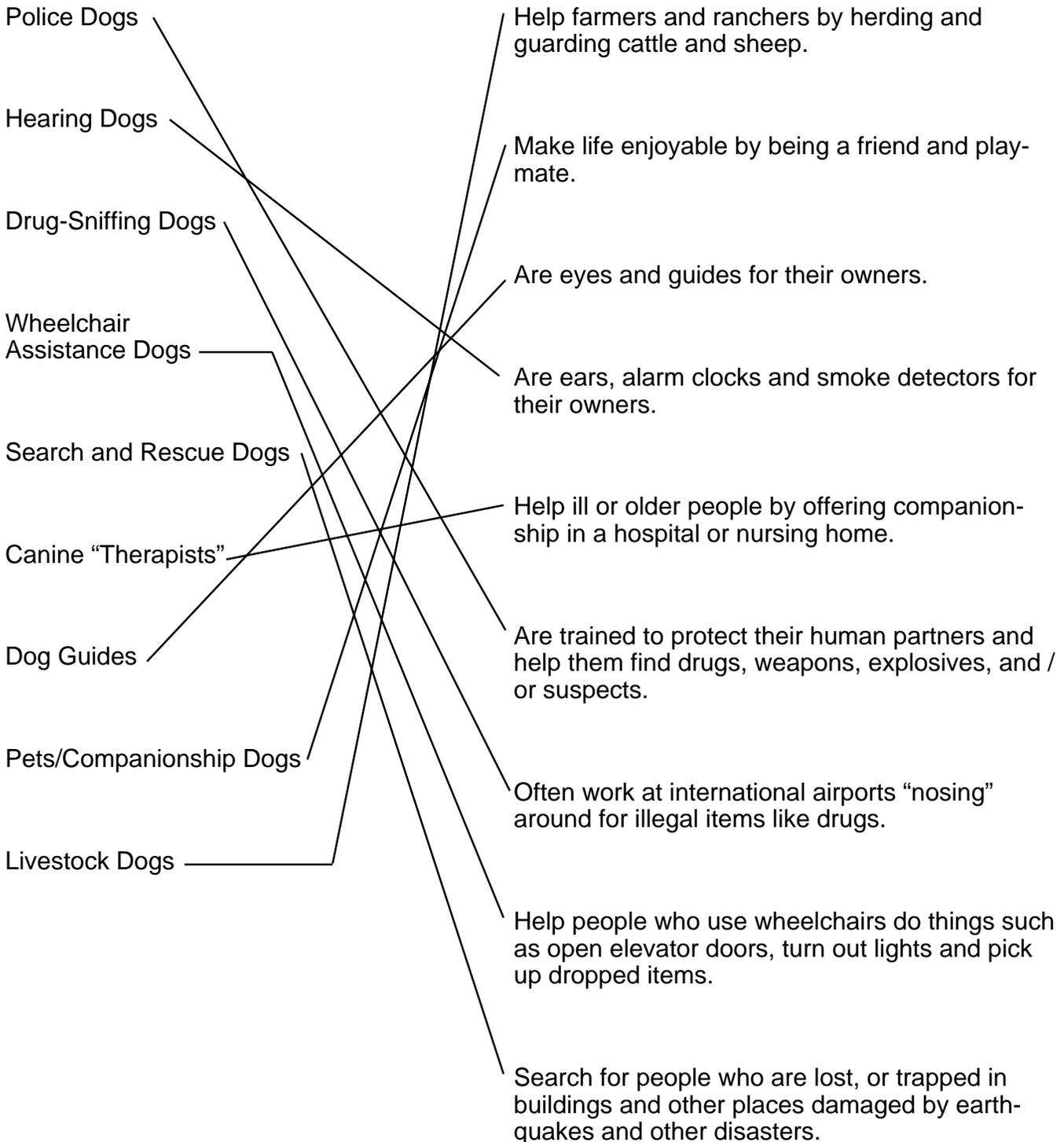
Livestock Dogs

Help people who use wheelchairs do things such as open elevator doors, turn out lights and pick up dropped items.

Search for people who are lost, or trapped in buildings and other places damaged by earthquakes and other disasters.

**SPECIALTY DOGS****DOG CARE AND TRAINING, LEVEL II****Leader's Key, Activity Sheet #11 Types of Helping Dogs**

Match the types of dogs on the left to the correct definition on the right.





## Loss of a Pet

### *Dog Care and Training, Level II*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Learning about the stages of grieving

##### **ABOUT THEMSELVES:**

- Communicating with others

##### **Materials needed:**

- Activity Sheet #12, Mary’s Story, Part 1, and Mary’s Story Part 2
- Scissors
- Glue or tape

##### **ACTIVITY TIME NEEDED:** 30 MINUTES

#### **ACTIVITY**

People are often sad and shocked when their pets die. Most people seem to go through certain feelings. These feelings are called grieving. Grieving is a sign of caring. It is normal to grieve. Knowing about grieving can help us help others who have lost a pet or other things in their lives.

It is not good to try to hide feelings, It only slows down the healing that grieving brings. Sharing feelings with others helps people heal. People grieve in different ways. Still there are certain feelings that nearly everyone seems to go through.

##### **THE STORY:**

While Mary was at school, her dog, Muffin, slipped out the open front door, ran into the street and got hit by a car. Mary’s mother rushed Muffin to the veterinarian’s office, but she died an hour later. Her mother told Mary and held her while she cried.

Some of Mary’s feelings during the next week are listed on the handout. Put the story in order. Notice that there are headings on the first page. These are the stages of grief that many people, such as Mary, go through. Mary’s story has examples of each of these stages.

#### **Leader Notes**

Begin this lesson by asking members if they would share experiences they have had in losing a pet. What did they do? How did they deal with the loss, etc.?

Note: Do not force sharing or do this if a member has recently lost a pet.

Provide each member with Activity Sheet #12, Mary’s Story, Part 1 and Mary’s Story Part 2. Individually or in groups have the members cut apart the Story Part 2 and put in order on the first page.

If you have more time you could expand this activity. Give each group one of the stages of grief to act out for the other members to identify. They could use Mary’s Story or create their own scenario.

**Leader Notes**

In small groups, let members discuss or plan how they might conduct a memorial service for a future pet loss.

Example: Dig a deep hole in the garden. Have each family member share a special memory of the pet. Bury pet's collar or special toy with it.

**ACTIVITY****DIALOGUE FOR CRITICAL THINKING****Share**

1. What grieving steps for Mary seemed to pass more quickly? Why?
2. What grieving steps for Mary took longer? Why?

**Process**

3. What is the normal sequence of the grieving process?
4. Why is grieving important?

**Generalize**

5. How did this activity help you understand how you and others would feel in the case of the death of a friend, family member or close relative?

**Apply:**

6. What are some things you might say or ways you might act to show a grieving person you care?

**GOING FURTHER:**

1. Talk with and support a friend or family member who is grieving over the death of a pet or the loss of something else.
2. Visit a pet cemetery and discuss the possibilities.

**REFERENCES:**

"Dog 1: Wiggles 'n' Wags" , 4-H Animal Science Series. North Central Region Extension Publication 415-1993. c1993. pp. 30-31.

**Authors:**

Adapted from above references by Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club and James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**LOSS OF A PET**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #12, Mary's Story—Part I**

While Mary was at school, her dog, Muffin, slipped out the open front door, ran into the street and got hit by a car. Mary's mother rushed Muffin to the veterinarian's office, but she died an hour later. Her mother told Mary and held her while she cried.

**Put the rest of Mary's Story in order here:**

1. **DENIAL**

2. **ANGER AND BLAME**

3. **SADNESS**

4. **DEPRESSION**

5. **ACCEPTANCE AND ABILITY TO REMEMBER THE GOOD TIMES**

**LOSS OF A PET**  
**DOG CARE AND TRAINING, LEVEL II**  
**Activity Sheet #12, Mary's Story—Part II**

Cut apart the sections of this part of the story and arrange them in proper order on the first page.

-----  
*That evening Mary could not stop thinking about Muffin. She was very unhappy.*  
-----

-----  
*When Mary first heard the news about her dog, she could not believe it. She kept saying to herself that it just wasn't true.*  
-----

-----  
*By the end of the week, Mary felt better. She still thought of Muffin often, but she wasn't quite so sad. It made her feel good to think about all the good times they had shared. Her mother told her that, although she felt sad now, time helps heal this kind of pain. Mary began to think she may even feel like getting another dog.*  
-----

-----  
*For a few days, Mary was unhappy, but then it became worse. She had a hard time paying attention in school. She cried every time anyone said anything about pets. She thought she would never be happy again.*  
-----

-----  
*Mary became very angry at everyone, including herself. Surely, something could have been done to keep the dog safe. Who left the door open? She blamed her brother, who must have left the door open when he went to get the newspaper. Why didn't her mother stop Muffin from leaving the house? She refused to speak to anybody in the family.*  
-----



# Dog Show Disqualifications and Dismissals

## *Dog Care and Training, Level II*

### What Members Will Learn . . .

#### About the project:

- What are the show disqualifications and dismissals

#### ABOUT THEMSELVES:

- You need to know the rules before you “play the game”

#### Materials Needed:

- Copies of Kansas 4-H Dog Show Rule Book, S-46 (for each member, if possible)

**ACTIVITY TIME NEEDED:** 60 MINUTES

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### ACTIVITY

There are rules for almost every sport you can think of and 4-H dog shows are no exception. In order for a rule to be effective there must be consequences for breaking it. In the case of dog shows the consequence is a dismissal or a disqualification.

The rules with this consequence are:

1. No abuse of dogs on the grounds or in the ring.
2. No female in season is allowed on the grounds.
3. No dog with a contagious, communicable, or infectious disease or condition, is allowed on the grounds.
4. Good sportsmanship shall be observed at all times.

Each team will have up to 10 minutes to create a presentation about these rules to help members remember. You may use any props available but you must cover all of the rules.

#### DIALOGUE FOR CRITICAL THINKING:

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### Leader Notes

Divide the members into groups of three or four for this activity. Give each group 10 minutes and a list of dog show disqualifications and dismissals. The groups are to develop a presentation of these to the rest of the members. You may wish to give them some ideas such as presenting a “rap,” a play, a news report or a speech. They will have 90 seconds to present. They should try to include all of the disqualifications. (Refer to Page 3, Kansas 4-H Dog Show Rule Book.)

**Leader Notes**

**ACTIVITY**

---

**Share**

1. Which of the rules regulate the behavior of a member?
2. Which of the rules regulate the behavior of a dog?

**Process:**

3. Why are female dogs in season not allowed at the dog show?
4. Why are dogs with ringworm or mange not allowed at the dog show?

**Generalize**

5. Why does there need to be a consequence for not following a rule?

**Apply:**

6. What are some rules that you encounter in your life?

**GOING FURTHER:**

1. Ask a dog show judge to share the need for basic rules.
2. Visit a major dog show and observe how rules are enforced.

**REFERENCES:**

Kansas 4-H Dog Show Rule Book, S-46

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team



# Keeping Your Dog Healthy

## *Dog Care and Training, Level II*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- General care of a dog

#### **ABOUT THEMSELVES:**

- The importance of prevention

#### **Materials Needed:**

- Dogs in a variety of body conditions or members can bring their dogs.
- Grooming supplies
- Activity Sheet #13, Dog Health Check List

**ACTIVITY TIME NEEDED:** 30 MINUTES

---

### **ACTIVITY**

### **Leader Notes**

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As dog owners it is your responsibility to practice preventative health strategies that will keep your dog well for as long as possible.

You can help prevent many infectious diseases by making sure that your dog is up-to-date on all recommended vaccinations and by limiting its contact with unvaccinated dogs and wild animals. By taking your dog to a veterinarian for these vaccinations you will also be getting an annual checkup which can identify other health problems.

Good nutrition is essential. Learn to read the labels on dog food and feed a good-quality food. Regularly do “body checks” to make sure your dog is not too fat or too thin. Do a body check by standing behind your dog and placing your thumbs along its spine above the chest and spread your fingers over the ribs. Slide your hands gently backward and forward with your fingers on the ribs. You should feel a thin layer of fat. Visible bones generally indicate that the dog is too thin, a cushion of fat that give only a wavy feel to the chest generally indicates that the dog is too fat. If necessary, reduce or increase the amount you are feeding your dog or use a higher or lower calorie level dog food.

#### **EXERCISE:**

The amount of exercise that dogs need varies according to their size and genetic makeup. It also depends on the activities that the dogs participate in. A dog that will be doing hard physical work will need to be condi-

Have the members attempt to evaluate the body condition of the demonstration dogs.

## Leader Notes

## ACTIVITY

tioned for it. Be sure that you do not exercise your dog within 2 hours after it eats. If you are beginning a vigorous exercise routine a dog should have a veterinary exam to be sure it is healthy. Begin a training program gradually, do not start doing long runs all of a sudden. Be sure to watch for signs of fatigue such as excessive panting, pale lips, and/ or a vacant stare. Some dogs will continue until they collapse.

Some small dogs have a very high activity level, running around almost continuously. This activity can easily constitute enough daily exercise. Large dogs may have very low indoor activity levels and will need a great amount of outdoor exercise. Generally, dogs that were developed for hunting, herding or other work (the breeds of the Sporting, Hound, Terrier, Working and Herding groups) will have a high level of energy and will need a great deal of daily exercise to stay in shape and to work off excess energy.

Dogs needing moderate exercise can usually get enough with a couple of short, brisk walks each day. Larger and more energetic dogs will need longer walks or runs. Teaching a dog to play fetch is an excellent way to give it exercise.

Put members in small groups to discuss safe exercise. Have each group report back to the entire group.

Whatever you choose for your dog's exercise it must be safe for you and your dog. Opening the door and letting your dog "out for a run" is not safe for your dog.

What are some "dog-safe" ways your dog can get exercise?

## GROOMING

Regular grooming gives you an excellent opportunity to check your dog for parasites, cuts, lumps, etc. It will help keep the dog clean and free from snarls and mats and helps keep a dog's skin and coat healthy. The time you spend grooming your dog provides togetherness between you and your dog.

As you groom your dog also gently clean around the eyes with a damp washcloth. Also clean the inside of the ears with a damp cloth. Brush your dog's teeth at least twice a week.

## WHAT TO LOOK FOR WHEN GROOMING YOUR DOG

Check for external parasites, such as fleas, ticks or lice. Check the stomach / groin area for dirt specks which is all the evidence you may find of fleas. Moisten some of these dirt specks and rub. If a brownish-red color appears the dirt specks are actually flea feces, which contains undigested blood. It is time for a flea bath!

Check for lumps, rashes, wounds, sores or sore or tender areas. Lift the dog's tail and look at the anal area for soreness or redness or dried fecal matter. Long-haired dogs often have problems with feces caught in their hair. Wash the area with warm water or cut out the dried matter. Trim the fur in this area.

**ACTIVITY:**

**Leader Notes**

---

Check the feet by running a finger between each pad to check for mats, stuck material, or sore spots. Foot pads should be hard and leathery. If the spaces between the pads look sore gently rinse the feet with warm water and baking soda. Be sure to rinse off any chemicals your dog has walked through such as those used to melt ice or the chemicals used on lawns.

Your dog's eyes should be clear with little discharge. Neither the upper or the lower eyelashes should be rubbing or even touching the surface of the eye. Long-haired dogs may need to have the hair around the eyes trimmed.

The dog's ears should not be red or tender. Check the edge of the ears for fly bites or irritations. Check the inside of the ear for brown or yellow discharge. A dirty ear usually means an ear problem. Check the pinna (ear flap) for any thickening or swellings. This could indicate an aural hemotoma which must be treated by a veterinarian.

The dog's gums should be pink and firm and the teeth free from bad stains. Gums that are pale or bleed when touched, or broken or cracked teeth need to be seen by a veterinarian. A dog's permanent teeth begin erupting at about 2 months and should be completely erupted by about 7 months. Check to be sure that the deciduous ("baby") teeth have not been retained.

If the members have their own dogs they may practice grooming and checking their dogs. Hand out Activity Sheet #13, Dog Health Check List, to each member.

**DIALOGUE FOR CRITICAL THINKING**

**Share**

1. What was the most difficult thing to do when checking your dog's general health?
2. What aspect of your dog's health needed further attention? Why?

**Process:**

3. What are the steps to follow to keep your dog healthy?
4. What are the benefits of grooming your dog?

**Generalize:**

5. What are some of the things you do to keep your dog healthy that are the same as those that keep a person healthy?

**Apply:**

6. Who is responsible for the preventive strategies for you?
7. How old should a person be before they take responsibility for their own health?
8. Who are some people that can help to keep you healthy?

**Leader Notes**

**ACTIVITY**

---

**GOING FURTHER**

1. Observe a veterinarian doing a dog health check.
2. Assist with health checks or grooming at a local animal shelter.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**KEEPING YOUR DOG HEALTHY  
DOG CARE AND TRAINING, LEVEL II  
Activity Sheet #13, Dog Health Check List**

**Dog's Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Item</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Notes</b>
General Body Condition				
Hair and Coat				
Internal Parasites				
Lumps, Rashes, Cuts, Sores				
Anal Area				
Eyes				
Ears				
Teeth				
Gums				
Foot Pads				
Toenails				



# Kansas 4-H Dog Care and Training Project Leader Notebook

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# Advancing in the Dog Care and Training Project by Reaching Goals

*Dog Care and Training, Level III*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- To set goals for their project
- To explore various areas for dog care and training projects

### ABOUT THEMSELVES:

- Understanding the importance of overcoming barriers

### Materials Needed:

- Flip chart and markers or chalkboard and chalk
- Dog Care and Training Member Guide and Annual Report (MG-36)
- Activity Sheet #1, Barriers to Reaching My Goals (Two copies)

**ACTIVITY TIME NEEDED:** 40 MINUTES

## ACTIVITY

As you become older, you can branch out into a variety of areas related to the dog care and training project. This lesson is prepared to guide members into different areas of interest through a goal-setting process.

Some lesson suggestions might be:

- Preparing a grooming demonstration
- Understanding dog behavior
- Selecting dogs for specific purposes
- Controlling dog populations
- Sharing dogs with others
- Relating to the physically challenged

### Goal setting

After having had time to see all the topics that can be addressed when raising dogs, it is time to make some goals for the year.

Let's think about possible barriers that might prevent us from reaching our goals.

### Barriers

It is important to know how to cope with and eliminate barriers that might stop you from reaching your goals. Some major barriers to reaching goals can include time, money, resources, knowledge or ability.

When you have completed question 1, fill out your Dog Care and Training

## Leader Notes

Ask the members what different things they would like to learn about dogs. List these on the board.

Hand out Dog Care and Training Member Guide and Annual Report MG-36.

Member Guide and Annual Report, for MAP STEPS 1-3.

The best way to deal with barriers is to design strategies of how you will overcome the barrier.

For each step that you've listed on your Dog Care and Training Member Guide and Annual Report, identify a barrier that you think could possibly prevent you from reaching your goal.

Now identify with two or three group members some ways of overcoming those barriers in question 3.

For question 4 identify what you think will be the biggest personal barrier you will encounter this year and how you plan to overcome it.

Now using your Dog Care and Training Member Guide and Annual Report, complete MAP STEPS 4-7. Use a second copy of Activity Sheet 1, "Barriers to Reaching Goals," to analyze your second major goal.

### **DIALOGUE FOR CRITICAL THINKING:**

#### **Share:**

1. What is a barrier to reaching goals that has to do with time?
2. What is a barrier to reaching goals that has to do with money?

#### **Process:**

3. Why is it important to know possible barriers that might prevent you from reaching your goals?
4. How will you overcome barriers that prevent you from reaching your goals?

#### **Generalize:**

5. What frustrations occurred when you discussed barriers? Why?
6. How do you deal with the frustrations that result from working with barriers?

#### **Apply:**

7. What are some barriers that you may face in the future?

**GOING FURTHER:**

- Teach this goal-setting process to other 4-H members or groups.

**REFERENCES:**

**Author:**

James P. Adams, Specialist 4-H and Youth Programs, K-State Research  
and Extension

**Reviewed By:**

Dog Care and Training Design Team

**ADVANCING IN THE DOG CARE AND TRAINING PROJECT BY  
REACHING GOALS  
DOG CARE AND TRAINING, LEVEL III  
Activity Sheet #1, Barriers to Reaching My Goals**

1. BARRIER: What might be a barrier to reaching a goal that could include:

time? \_\_\_\_\_ knowledge? \_\_\_\_\_  
money? \_\_\_\_\_ ability? \_\_\_\_\_  
resources? \_\_\_\_\_ other barriers? \_\_\_\_\_

2. OVERCOMING BARRIERS: What are some barriers that you might encounter when reaching your goals?  
(For MAP STEP 2)

Barrier 1: \_\_\_\_\_ Barrier 4: \_\_\_\_\_  
Barrier 2: \_\_\_\_\_ Barrier 5: \_\_\_\_\_  
Barrier 3: \_\_\_\_\_

3. STRATEGIES FOR OVERCOMING BARRIERS: How will you overcome the barriers that might prevent you  
from reaching your goal? (For MAP STEP 2)

Strategy 1: \_\_\_\_\_ Strategy 4: \_\_\_\_\_  
Strategy 2: \_\_\_\_\_ Strategy 5: \_\_\_\_\_  
Strategy 3: \_\_\_\_\_

4. YOUR PRIMARY BARRIER: What do you think will be your biggest barrier to overcome during the next  
year for your dog care and training project and how do you plan to overcome it?

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## Translate “Label Latin”

*Dog Care and Training, Level III*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- How to interpret dog food labels

#### ABOUT THEMSELVES:

- Communication and decision making

#### Materials Needed:

- Poster board, markers or crayons
- Samples of dog food packaging: at least one dog food bag, package, or can label for each member. Try to include labels from discount brands as well as premium brands such as those available from a veterinary clinic.
- Member Handout #1, Dog Food Package Design Guidelines
- Activity Sheet #2, Label Scavenger Hunt

**ACTIVITY TIME NEEDED:** 45 MINUTES

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### ACTIVITY

### Leader Notes

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Have you ever gone to a grocery store and tried to read labels on different food items? Food labels provide valuable information that helps us make wise decisions about what we eat.

Dog food has labels too. When you go to a grocery or pet supply store or veterinary clinic look at the packages and cans of the different dog foods. After a while, you will probably notice that even though the specific information may be different, the types of information on the labels seem to be the same. For example, all the labels have sections to show ingredients and guaranteed analysis.

#### DISPLAY PANEL

1. Brand Name
2. Product Vignette—Often a drawing or photograph of the product or a dog, it draws attention to the product.
3. Product Name
4. Designator—Who is the product for?

Distribute the dog food packages among the members. Have them locate the information listed below from the Display Panel and the Information Panel.

**Leader Notes**

If the Guaranteed Analysis does not specify whether it is determined by an “As Fed” or a “Dry Weight Basis” then you should assume that it has been calculated on the “As Fed” basis. However, it is impossible to compare foods of different moisture content unless you are comparing on the Dry Weight Basis (DWB). This comparison is especially important for dogs that require strict monitoring of their diet, such as a reduced protein or a low-fat diet.

**SCAVENGER HUNT ACTIVITY**

You may wish to have a Label Latin Scavenger Hunt. Sample items to be located are included with this lesson, but if you have the labels ahead of time you may wish to customize the items to be located to correspond with the labels that you have available. This may be presented to the group, with each member searching their label for the designated item as you read it from a list. Another approach is to divide the members into groups of 2–4. Distribute the available labels among the groups and give each group a copy of Activity Sheet #2, Label Scavenger Hunt. Allow the groups to search their labels for a set amount of time (such as 5 minutes). If they find an item they should write the name of the dog food on the appropriate space on the list. When the time is up the groups will move to a different set of labels to repeat the process until each group has examined all of the labels. Check their lists by having the groups read their answers.

**ACTIVITY**

5. Net Weight Statement:
6. Universal Product Code
7. Nutrition Claim—such as “100% nutritious,” or “complete and nutritious”
8. Bursts and Flags—designed to highlight information: “New,” “New and Improved”

**INFORMATION PANEL**

1. Guaranteed Analysis—required to include minimum percentages for crude protein and crude fat, and maximum percentages for crude fiber and moisture. Normally expressed on an “As Fed” or “As Is” basis, rather than “Dry Weight” basis.\*
2. Ingredient List—ingredients listed in descending order by weight.
3. Nutritional Statement—tells whether or not it is a complete and balanced diet.
4. Feeding Guidelines.

\*To convert the Guaranteed Analysis to a Dry Weight Basis, first determine the dry-matter fraction by subtracting the moisture percentage from 100. Then divide the percentage of crude fat, crude protein, crude fiber, etc. by the dry-matter fraction to obtain the DWB analysis.

**PACKAGE DESIGN AND IDENTIFYING PARTS OF A LABEL**

Make a poster or enlarged replica of a dog food package, designing the front, back and both sides. Use it to give an illustrated talk to a group. Identify and label all the major pieces of information. You can get ideas from the grocery store, but use your imagination and design your own packaging. Make it attractive so people will want to buy it, and include all the necessary information that we have discussed.

## **ACTIVITY:**

## **Leader Notes**

### **DIALOGUE FOR CRITICAL THINKING**

#### **Share**

1. What labels did you find most interesting? Why?
2. What was most exciting about your food package? Why?

#### **Process**

3. What did you discover about labels that will help you become a more responsible pet owner?
4. What was the most significant aspect of product labels? Why?
5. How do you think the poster affected how well your audience understood the messages you were trying to get across?

#### **Generalize**

6. How do product labels help you make decisions when purchasing food for your family?
7. How will giving an illustrated talk help you become a better communicator?

#### **Apply**

8. How will the issues raised in this lesson be useful to you in the future?

### **GOING FURTHER**

1. Make a collage using the guaranteed analysis and ingredients lists of three actual dog food labels for puppies, the active working dog, and the older dog. Compare the nutritional value of each. How are they different? How are they the same?

### **REFERENCES:**

“Dog 3: Pointing the Way,” 4-H Animal Science Series. North Central Region Extension Publication 417-1993. c1993. pp. 24-25.

#### **Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

Sue Berryhill, Hills Vet. Affairs

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

#### **Reviewed by:**

Dog Care and Training Design Team

Have the members design a dog food package at home, bringing it to share at the next meeting. Use Member Handout #1, Dog Food Package Design Guidelines. The members could also share their package design with a younger group. They should be able to explain all of the parts that they have included.

**TRANSLATE “LABEL LATIN”**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #2, Label Scavenger Hunt**

1. A picture of a dog
2. A food listing beef as the first or second ingredient
3. A food labeled as a “DINNER,” “PLATTER,” “ENTREE,” or “FORMULA”
4. A food with a money-back guarantee
5. A food with fish or fish-meal as an ingredient
6. A food with more than 25% moisture
7. A picture of the food
8. A food with 25 to 50% protein (Dry Weight Basis)\*
9. A food with over 5% Crude Fiber (Dry Weight Basis)\*
10. A food “recommended by veterinarians”
11. A food listing rice or rice flour as an ingredient
12. A food identified as “Maintenance”
13. A food which lists a phone number to call if you have questions
14. A food made outside of the United States
15. A food which lists calorie content
16. A food which was tested in animal feeding tests or trials (look for a statement that Association of American Feed Control Officials—AAFCO procedures were used)

\*Figure the actual guaranteed analysis using the Dry Weight Basis (DWB). It is the only way to compare foods with differing moisture content. First determine the dry-matter fraction by subtracting the moisture percentage from 100. Then divide the percentage of crude fat, crude protein, crude fiber, etc. by the dry-matter fraction to obtain the DWB analysis.

**TRANSLATE “LABEL LATIN”  
DOG CARE AND TRAINING, LEVEL III  
Member Handout #1, Dog Food Package Design Guidelines**

Make a poster or enlarged replica of a dog food package, designing the front, back and both sides. You can get ideas from the grocery store, but use your imagination and design your own packaging. Make it attractive so people will want to buy it. Include all the necessary information that we have discussed. Identify and label all the major pieces of information.

Information to include:

**DISPLAY PANEL**

1. Brand Name
2. Product Vignette—Often a drawing or photograph of the product or a dog, it draws attention to your product.
3. Product Name—may be cute and easy to remember, or may sound like a food people would like, or may sound scientific
4. Designator—Who is the product for?
5. Net Weight Statement:
6. Universal Product Code
7. Nutrition Claim—such as “100% nutritious,” or “complete and nutritious”
8. Bursts and Flags—designed to highlight information: “New,” “New and Improved”

**INFORMATION PANEL**—This information may be copied from an actual label.

1. Guaranteed Analysis\*—required to include minimum percentages for crude protein and crude fat, and maximum percentages for crude fiber and moisture. Normally expressed on an “As Fed” or “As Is” basis, rather than “Dry Weight” basis.
2. Ingredient List—ingredients listed in descending order by weight.
3. Nutritional Statement—tells whether or not it is a complete and balanced diet.
4. Feeding Guidelines

Use your package to give an illustrated talk to a group about interpreting dog food labels,

\* If the Guaranteed Analysis does not specify if it is determined by an “As Fed” or a “Dry Weight Basis” then you should assume that it has been calculated on the “As Fed” basis. However, it is impossible to compare foods of different moisture content unless you are comparing on the Dry Weight Basis (DWB).

To figure the DWB, first determine the dry-matter fraction by subtracting the moisture percentage from 100. Then divide the percentage of crude fat, crude protein, crude fiber, etc. by the dry-matter fraction to obtain the DWB analysis.





# Preparing a Grooming Demonstration

*Dog Care and Training, Level III*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- Demonstrating Good Dog Grooming Skills

### ABOUT THEMSELVES:

- Communicating Through Demonstrating

### Materials Needed:

- Activity Sheet #3, Grooming Demonstration Outline

**ACTIVITY TIME NEEDED:** 30 MINUTES

## ACTIVITY

Good grooming is important to the good health of a dog. In this activity you will prepare and give a demonstration before a group about basic dog grooming. Grooming helps dogs stay healthy. It:

Prevents matting of the dog's coat

Removes dead hair from the coat

Is good for the skin, increases circulation

Helps the dog look great!

You will be planning, preparing, and presenting a demonstration on basic dog grooming skills.

To help you get started, list at least five important things to do in dog grooming. If you need help, get a book on dog grooming or ask a pet groomer. Review all of the kinds of grooming tools. Choose one grooming activity you would like to demonstrate before a group. Outline your demonstration and use the outline to help deliver your demonstration.

The three parts of a good demonstration include: 1. The Introduction, 2. The Body, 3. The Summary.

Arrange with your project leader to present this to a younger group.

## Leader Notes

Have the group brainstorm and list (on flip chart) dog grooming practices and tools needed for each.

Have each member pick a grooming practice to demonstrate. Schedule each member to give their demonstration to the group, civic groups or club days.

**Leader Notes**

**ACTIVITY**

---

**Grooming Tips to consider:**

- Always try to groom the dog on a table, using a rubber mat for traction. Dogs don't move around so much on a table. Having the dog on a table when you give a demonstration lets the audience see what you are doing. It also helps the dog get used to being on a table for visits to the veterinarian. Be sure to practice on a table before giving your presentation.
- Be patient and understanding with the dog. Train it to behave while being groomed. In the beginning, work for short periods of time until the dog is used to grooming. How often do you need to do each grooming task?
- To remove hair deep in the coat, use a toothed rake and brush all the way to the skin.
- Trim the toenails. Be careful not to cut into the quick.
- Many dogs get mats behind their ears and on their buttocks. Brush these areas all the way to the skin.

**DIALOGUE FOR CRITICAL THINKING:**

**Share**

1. How did you prepare for your presentation?
2. How did you feel when you gave your demonstration before the group?

**Process:**

3. What did you learn about giving a demonstration?
4. How did outlining your demonstration help you?

**Generalize:**

5. Now that you have done one, what advice would you give to someone else about planning and giving demonstrations?

**Apply:**

6. What would you do differently or change if you gave your demonstration again?

**GOING FURTHER:**

1. Offer to help younger members groom their dogs for Showmanship or Obedience competition.
2. Ask your veterinarian about expressing anal glands and plucking hair from your dog's ears. If these need to be done regularly learn how to do them yourself.
3. If you have a breed that is often professionally trimmed (such as a terrier, poodle, or spaniel) visit with a professional groomer. Try to make arrangements for a grooming lesson, perhaps with the groomer doing one side and you doing the other!

**ACTIVITY:**

**Leader Notes**

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4. Offer to help bathe and/or groom dogs at a shelter or for someone who can't do it themselves. As well as providing a much-needed service you will gain experience working with dogs.

**REFERENCES:**

“Wiggles ‘n’ Wags”: Dog 1. North Central Region Extension Publication  
415-1993, c1993. pp32-34,

**Authors:**

Adapted from above reference by Chris Odell, Obedience and Agility  
Instructor, Hutchinson Kansas Kennel Club and James P. Adams,  
Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**PREPARING A GROOMING DEMONSTRATION**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #3, Grooming Demonstration Outline**

**Introduction**

(List at least three reasons why it is important to know why and when dogs need to be groomed.)

- 1.
- 2.
- 3.

**Body**

(List the steps to tell people to follow when grooming dogs. Put them in order.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Summary**

(Include the main points you want the audience to remember. List at least two points you will use in your summary.)

- 1.
- 2.
- 3.



# Dog Breeds: What's Behind My Pet?

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- The characteristics of a particular breed of dog.
- How inherited traits offset dog training.

#### **ABOUT THEMSELVES:**

- Talents can be inherited.

#### **Materials Needed:**

- Books of dog breeds (if available)
- Member Handout #2, Dog Report Outline

**ACTIVITY TIME NEEDED:** 15 MINUTES FOR INTRODUCTION. ONE OR TWO WEEKS LATER, 3 MINUTES PER MEMBER FOR PRESENTATIONS.

### **ACTIVITY**

---

Dogs have been selectively bred by man for hundreds of years (thousands of years in the case of the more ancient breeds). This means that humans decided what they wanted a dog to do and bred from the dogs that could do it best. For example, if they wanted a dog that was good at hunting otters they looked for dogs that were tough, good swimmers, and could spend long days in cold water. They bred the dogs that best met those requirements and kept the best pups and continued to breed for their requirements until the Otterhound was developed. The Otterhound is large, has webbed feet, and has a water-resistant oily coat. A dog needed to hunt without direction from his owner so listening to commands was not important. A person owning an Otterhound today should expect a large, strong, water-loving dog that needs lots of exercise and doesn't always listen to commands—pleasing you would not be particularly important to him.

What would this mean? It means that this dog would need lots of exercise. He will want to get into the water every chance he gets. In training you would need to make things fun and interesting for him - perhaps using lots of food treats and games. He would not do well at practicing the same thing over and over. This is not his fault or yours - it was the way an Otterhound was bred to be!

How would you expect an Otterhound to act?

### **Leader Notes**

---

After you present this introduction share the outline for the breed report. You may want to give the members the option of turning this oral report into a mini-demonstration where they could show examples of the behavior typical of their breed.

## Leader Notes

Pass out Member Handout #2, Dog Report Outline

## ACTIVITY

How would this make a difference in the way you trained an Otterhound?

Your assignment is to look up information on your breed. If you have a mixed breed dog determine which breed your dog seems like and look up information about it. Report your findings to the club.

### **DIALOGUE FOR CRITICAL THINKING:**

#### **Share:**

1. How did you prepare for this report?
2. What did you learn about giving a report?

#### **Process**

3. How did you feel when giving your report?
4. How did outlining your report help you?

#### **Generalize**

5. What advice would you give to someone else about preparing a report?

#### **Apply**

6. What would you do differently if you gave this report again?

### **GOING FURTHER:**

1. Write a description of your dog based on its behaviors. Post it with the descriptions written by the other members. Have a contest to match the dog with its description.

### **REFERENCES:**

David Alderton. "Dogs." Dorling Kindersley, c1993.

"The Complete Dog Book: Official Publication of the American Kennel Club, 18th edition." Howell, c1992

"The Complete Dog Book for Kids: Official Publication of the American Kennel Club." Howell, c1996.

Bruce Fogle. "The Encyclopedia of the Dog." Dorling Kindersley, c1995.

#### **Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

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#### **Reviewed by:**

Dog Care and Training Design Team

**DOG BREEDS: WHAT'S BEHIND MY PET?**  
**DOG CARE AND TRAINING, LEVEL II**  
**Member Handout #2, Dog Report Outline**

**Introduction:**

Tell what breed of dog you own.

**If possible, find out:**

The country where your breed was developed

When your breed was developed

Why was it developed?

**Body:**

What are the characteristics of this breed?

How does your dog compare with these breed characteristics?

**Summary:**

What difference will this make in your training? How does this help to explain a problem that you had (or are having) in training?





# Graduate Novice Obedience—Lesson 1

## *Dog Care and Training, Level III*

### What Member Will Learn. . . .

#### ABOUT THE PROJECT:

- Long sits and downs with handler out of sight

#### ABOUT THEMSELVES:

- The importance of variety in routine tasks

#### Materials Needed:

- Long lines

**ACTIVITY TIME NEEDED:** 60 MINUTES

### ACTIVITY

There are three differences between Novice and Graduate Novice. Does anyone know what one of them is?

Answers:

1. The Figure 8 is part of the heel-off-lead exercise instead of the heel-on-lead exercise.
2. The handler will have their dog drop during the recall.
3. The group exercises will consist of a three-minute Sit-Stay and a five-minute Down-Stay)

#### FIGURE 8—OFF LEAD

Members acting as posts will stand eight feet apart, arms folded, facing each other. The member working their dog will practice the Figure 8 with their lead over their shoulder. Either the instructor or one of the posts should give the commands: “Ready,” “Forward,” “Halt,” “Forward,” “Halt.” After the second halt the member should set up to repeat the Figure 8 from the opposite side of the posts.

One of the posts should trade places with the member heeling their dog and the exercise should be repeated. Switch places again so each member has a chance to practice the Figure 8.

### Leader Notes

All of the graduate novice exercises have been introduced in the Novice Lessons. The Graduate Novice lessons will help to reinforce and polish the learning and will add the final steps of the Drop on Recall and the Stays with the handler out of sight.

Continue to practice Novice heeling both on and off-lead, including changes of pace, turns and the Automatic Sit. Also practice the stand for examination.

Divide the members into groups of three. Two members will have their dogs on a Down-Stay while the members act as posts for the figure eight.

Remember: members and dogs are not competing against each other! They are working together to obtain a standard of excellence available to everyone.

## Leader Notes

Try not to practice Down-Stays immediately following the Sit-Stays. Some dogs may begin to anticipate the “down” when they should be sitting. Breaking these two exercises apart may help avoid this problem although occasionally you will want to practice them together. Try to practice the Sit-Stay and Down-Stay in different locations. Also arrange the members so they can practice with different dogs beside them. If you have a dog that you do not trust being alone with other dogs either line up the dogs so you can tie this dog to a fence or other solid object or plan to stand on its lead when the members go out-of-sight.

## ACTIVITY

### SIT AND DOWN OUT-OF-SIGHT (GROUP EXERCISES)

Members and their dogs line up along one side of the training area, facing the middle.

(Instruct: “This is the Out-of-Sight Sit for 3 minutes.” “Remove your leashes and armbands and place them behind your dogs”) For this lesson you will leave the leash on your dog but place the end of it behind your dog. The dog should already be sitting.

(Instruct: “Is everyone ready?” “Sit Your dogs.”) At this point, assuming your dog is still sitting, you have a choice of the command you will give your dog. You may choose to command, “Sit,” “Stay,” or to praise, “Good dog” or “Good Sit.” The first command reinforces the sit but some dogs may offer other behaviors since they are already sitting. “Stay” would be an allowable second command for the Sit-Stay and may serve as reinforcement for the Sit-Stay. Praise would reinforce the Sit, but some dogs may get too excited and attempt to get up.

(Instruct: “Leave your dogs.”) You may signal and command “Stay” to your dog and immediately walk across the ring. Turn and face your dog when you get across the ring.

The members should go to a place where their dogs cannot see them. This session each member should talk in a voice loud enough that their dog could hear them, but not saying the dog’s name or any commands. Some dogs get distracted if they hear their owner’s voice so this can be a good distraction. After 30 seconds all handlers should return to their places across from their dogs.

(Instruct: “Return to Your Dogs.”) Return to heel position—your dog should not get up. Be sure to smile while you’re returning—your dog should not be worried about your return.

(Instruct: “Exercise Finished.”) Pick up your leash, praise your dog, and release.

### TROUBLESHOOTING THE STAYS

If a dog changes position—lays down during the Sit, Sits during the Down, or standing up: The member should slowly approach their dog from the front. **IMPORTANT**—even if your dog gets into proper position on its own you must go to it and correct. Your dog will not get a second chance in competition. Correct the dog from the front by gently lifting it into the sit by the collar or by gently guiding it down with the collar. The “SIT” or “DOWN” command may be repeated. When the dog is in proper position stand up straight in front of it, hands off, and praise the proper position: “GOOD” or “GOOD SIT” . Return back to your out-of-sight position or to your position across from your dog. Continue the Stay or, if the others have completed the exercise, pause before returning to your dog. If you repeat the Stay exercise with no changes (between the same

**ACTIVITY:****Leader Notes**

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dogs, leaving for the same amount of time or less, no extra distractions, etc.) and your dog changes position again you will do the same correction but not so gently. You will still praise the proper position before leaving again. You may slowly escalate the corrections as long as you have not added to the difficulty of the exercise.

If your dog is leaving the spot where you left it and is coming to you be careful not to scold it for coming to you. After all, if it is not staying in place the next best thing for it to do is to be with you. If it is coming to you, walk toward it slowly before it gets all the way to you, take it gently by the collar and replace it in the original place. Try to replace your dog without returning to its side—work from in front. Once your dog is in place, stand up straight in front of it, praise it for now being correct, and leave again. As with the dog that is changing position, you may escalate your corrections if your dog continues to get up. Follow the same procedure for a dog that gets up and wanders around. Other members should consider this a good distraction for their dogs and praise their dogs for ignoring the dog that is wandering.

If the dog is changing position or leaving position after a certain amount of time then correct for changing or leaving position and decrease the amount of time you leave the next time you practice. Gradually increase the time you are away until your dog is reliable for 4 minutes on the sit and 6 minutes on the down.

**DROP ON RECALL**

Begin by practicing random downs as a warm-up. The members walk around randomly until the Instructor commands “DROP.” The members instantly command and/or signal their dogs to “DOWN,” placing them into a Down if the dog is slow to go down and giving them a treat once they are down.

Until now you have been dropping your dog at your side although you’ve moved in front of it after it has dropped. This lesson you will begin dropping your dog as it is coming to you.

Begin by heeling with your dog. You will be doing a Come-Fore and as your dog comes to you, you will command “DOWN” and give the Down signal, finishing with your hand on the neck. Sometimes back up several steps before having your dog down and other times command/signal “down” as soon as your dog begins to come to you.

1. (Instruct: “Forward,”) Command “ROVER, HEEL”
2. (Instruct: “Call Your Dog.”) Begin to walk backwards and Command “ROVER, COME”

**Leader Notes**

**ACTIVITY**

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3. (Instruct: “Drop Your Dog.”) Command and signal “DOWN,” finishing with your hand on the neck. PRAISE and RELEASE, stepping backwards.

Repeat three times and then on the fourth time do not have your dog Drop but just have him come straight to you.

**PROBLEM-SOLVING FOR THE DROP-ON-RECALL:**

The dog does not drop straight down but rolls onto one hip or rolls over onto its back: Practice calling your dog to you as soon as it drops, giving a leash “pop” toward you. If your dog is preparing to come to you quickly it is more likely to go down straight.

If the dog begins to drop before you command it to “DOWN,” practice Come-Fores without Drops.

**DIALOGUE FOR CRITICAL THINKING:**

**Share**

1. What happened when you left your dogs sight?
2. Were time increments harder or easier when out of sight? Why?

**Process**

3. What are the differences between Novice and Graduate Novice?
4. Why would your dog begin to drop before your command on the Drop on Recall?
5. Why might the Drop on Recall be considered a “depressing exercise” for some dogs?
6. What could you do to keep it from becoming “depressing” for your dog?

**Generalize**

7. What do you do when forced to do things that are not fun?
8. How do you make routine things more interesting?

**Apply:**

9. What can you do to make household chores or school homework more fun?

**GOING FURTHER:**

1. Read the regulations for Open Obedience.

**ACTIVITY:**

**Leader Notes**

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**REFERENCES:**

**Authors:**

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**Reviewed by:**

Dog Care and Training Design Team





# Understanding Dog Behavior

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Socializing your dog

#### **ABOUT THEMSELVES:**

- Relating to others

#### **Materials Needed:**

- Activity Sheet #4, Dog Behaviors

**ACTIVITY TIME NEEDED:** AS A TAKE-HOME AND REPORT BACK ACTIVITY—15 MINUTES INTRODUCTION, 30 MINUTES TO PRESENT SOLUTIONS. AS A GROUP ACTIVITY—ABOUT 1 HOUR.

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### ACTIVITY

For a variety of reasons, many people behave and think differently than we do. Social behaviors are one way of noticing these differences. The same is true for dogs. For thousands of years, dogs lived like the wolves of today, with groups of other dogs in packs. Many behaviors associated with pack living make dogs good pets. Instinctively dogs are social animals and like to be around other dogs. Humans are good substitutes.

Some dog behaviors carried over from their ancestors are not so good and are a nuisance. You can avoid some nuisance behaviors by taking a few precautions, and correct others with training.

Work with another person and describe what precaution or training would help overcome each nuisance behavior. Try to agree on one answer between the two of you.

### DIALOGUE FOR CRITICAL THINKING

#### **Share:**

1. How would you train the dog to solve each problem?
2. Where could you (or did you) go to find other solutions?

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### Leader Notes

This activity could be a take-home activity for individuals or partners or it could be a group activity. You may choose to assign a few of the behaviors to one member to research or use them all. If your group has had experience in working with dogs they may be able to generate their own solutions or they may need to look up ideas in training books or ask adults who work with dogs for ideas. You could also have the members discuss their ideas and then have a dog trainer tell what they would do.

Assign behaviors from Activity Sheet #4, Dog Behaviors.

**Leader Notes**

**ACTIVITY**

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**Process**

3. What are the differences between possible solutions to each problem—what might make you choose one over the other?

**Generalize**

4. These situations would not be viewed by the dog as a problem—for it they are just normal behavior. Describe a time when you considered something you did as normal, but someone else might have seen it as a problem.

**Apply**

5. What are some problem-solving steps that you could use with a problem you might have?

**GOING FURTHER**

Read and research about wolves. What wolf behaviors have you observed in your dog? Report your observations to the other members.

**REFERENCES:**

- Dogs 2: Bounding Ahead. 4-H Animal Science Series. North Central Region Extension Publication 416-1993, c1993. pp. 12-13.
- Gwen Bohnenkamp. *Manners for the Modern Dog*. Perfect Paws, San Francisco, c1990.
- Brian Kilcommons. *Child-Proofing Your Dog: A Complete Guide to Preparing Your Dog for the Children in Your Life*. Warner Books, c1994.

**FOR LEADERS AND SERIOUS TRAINERS:**

- William E. Campbell. "Behavior Problems in Dogs." American Veterinary Publications, c1992.
- Nicholas Dodman. "The Dog Who Loved Too Much: Tales, Treatments, and the Psychology of Dogs." Bantam, c1996.
- Jean Donaldson. "The Culture Clash." James & Kenneth, c1996.
- Myrna Milani. "The Weekend Dog."
- Gary Wilkes. "A Behavior Sampler." Sunshine Books, c1994.

**Authors:**

Adapted from "Dogs 2: Bounding Ahead. 4-H Animal Science Series." North Central Region Extension Publication by Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club and James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**UNDERSTANDING DOG BEHAVIOR**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #4 Dog Behavior**

29-Dog Care and Training, Level III

<b>BEHAVIOR</b>	<b>RELATION TO WOLF BEHAVIOR</b>	<b>DESCRIBE TRAINING SOLUTION OR PRECAUTION</b>
1. <b>Digging Up the Yard</b>	Related to shelter-building behavior of dogs in the wild and to hunting behaviors. Dogs also dig holes to bury a reserve food supply or to crawl into when the weather is hot.	
2. <b>Dog Fights</b>	Related to attacking animals for food, showing dominance in the pack, determining mating privileges and asserting territorial rights.	
3. <b>Submissive Wetting</b>	A way to show submission or fear.	
4. <b>Rooting through Garbage</b>	Relating to hunting instincts.	
5. <b>Jumping on People</b>	Related to highly developed social instincts of wolves and wild dogs. Dogs often jump up to greet the dominant member of the pack or household, normally licking the person's chin.	

**UNDERSTANDING DOG BEHAVIOR**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #4 ,Dog Behavior (cont'd.)**

30-Dog Care and Training, Level III

BEHAVIOR	RELATION TO WOLF BEHAVIOR	DESCRIBE TRAINING SOLUTION OR PRECAUTION
6. <b>Urinating Indoors (Marking)</b>	Related to marking or identifying territory of dominant animals in a pack of wolves or dogs. A dog that believes your house is his/her territory may mark it with urine.	
7. <b>Excessive Barking</b>	Wolves or wild dogs howl to protect territory, show dominance or express a need. Barking in domestic dogs might mean loneliness, playfulness, anger, aggression or a demand.	
8. <b>Jumping on Furniture</b>	Related to needing a high place to look out in the wild and to protecting their backs. The higher the place the higher the wolf in the social order. Domestic dogs just might like to be in a soft place with their master's scent.	
9. <b>Stealing Food</b>	Related to the need to snatch food whenever it is available. Wild dogs gorge themselves because they don't know when the next meal will come.	

UNDERSTANDING DOG BEHAVIOR

**UNDERSTANDING DOG BEHAVIOR**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #4, Dog Behavior (cont'd.)**

<b>BEHAVIOR</b>	<b>RELATION TO WOLF BEHAVIOR</b>	<b>DESCRIBE TRAINING SOLUTION OR PRECAUTION</b>
10. <b>Begging</b>	Related to care-seeking behavior puppies and young dogs learn from their mothers. To survive, pups must aggressively impose themselves on their mothers for safety, warmth and food.	
11. <b>Chasing the Cat</b>	Related to the hunting instinct. Wolves often hunt small animals and one that runs is an invitation to chase it.	
12. <b>Escaping</b>	Related to survival. If a wolf fell into a hole or was trapped in a cave and didn't find a way out it would die. However, a wolf would not try to escape from a place where it felt safe, such as its den.	





# Graduate Novice Obedience—Lesson 2

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Training the dog to obey a command even when they are out of sight.
- Working with distractions.

#### **ABOUT THEMSELVES:**

- How to handle stress

#### **Materials Needed:**

- Long line
- Collar tabs
- Radio or tape player with music or a recording of dog show noises.

**ACTIVITY TIME NEEDED:** 60 MINUTES

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### ACTIVITY

Continue to practice Novice heeling both on and off-lead, including changes of pace, turns and the automatic sit. Also practice the stand for examination.

#### **FIGURE 8—OFF LEAD**

The working dog should be wearing a collar tab. This is a piece of leash or rope 5–6 inches long which is attached to the collar.

Members acting as posts will stand eight feet apart, arms folded (but also holding their leash), facing each other. The member working their dog will practice the Figure 8 with the leash tied around their waist. Strive to have no leash corrections—the leash is to keep the dog from running away. If the dog is out of place slowly reach the collar tab and “pop” the dog forward or back to the correct position and then drop the tab, praising the dog when it is in the right place.

Either the instructor or one of the posts should give the commands: “Ready,” “Forward,” “Halt,” “Forward,” “Halt.” After the second halt the member should set up to repeat the Figure 8 from the opposite side of the posts so that the post that was on the right is now on the left.

After completing the Figure 8 exercise a second time one of the posts should trade places with the member heeling their dog and the exercise should be repeated. Switch places again so each member has a chance to practice the Figure 8.

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### Leader Notes

Any of the Novice Obedience exercises may be included in the Graduate Novice training. Graduate Novice includes all of the Novice exercises.

Divide the members into groups of three. Two members will have their dogs on a Sit-Stay at their side while the third is doing the Figure 8.

**Leader Notes**

Try not to practice Down-Stays immediately following the Sit-Stays. Some dogs may begin to anticipate the “down” when they should be sitting. Breaking these two exercises apart may help avoid this problem although occasionally you will want to practice them together as part of ring routine—more for the sake of the members than for the dogs. Try to practice the Sit-Stay and Down-Stay in different locations. Also arrange the members so they can practice with different dogs beside them. If you have a dog that you do not trust being alone with other dogs either line up the dogs so you can tie this dog to a solid object or plan to stand on its lead when the members go out-of-sight.

Even the member with the runaway dog will remove the lead and place it behind their dog. However, they will have already placed a lightweight long line on the dog which is attached to something sturdy or trailing behind the dog for you to stand on.

**ACTIVITY****SIT AND DOWN OUT-OF-SIGHT (GROUP EXERCISES)**

Members and their dogs line up along one side of the training area, facing the middle.

(Instruct: “This is the Out-of-Sight Sit for 3 minutes.” “Remove your leashes and armbands and place them behind your dogs.”) The dog should already be sitting.

When you put the leash behind your dog make a little noise with it. It is now time for your dog to realize that it is off-lead.

(Instruct: “Is everyone ready?” “Sit Your dogs.”) Command or signal your dog to “Sit.”

(Instruct: “Leave Your dogs.”) You may signal and command “STAY” to your dog and immediately walk across the ring. Turn and face your dog when you get across the ring.

The members should go to a place where their dogs cannot see them. This session the members should be very quiet but the audience can be noisy (play loud music or a tape of dog-show). After 30 seconds all handlers should return to their places across from their dogs.

(Instruct: “Return to Your Dogs.”) Return to Heel Position—your dog should not get up. If it does replace it. Be sure to smile while you’re returning—your dog should not be worried about your return.

(Instruct: “Exercise Finished.”) Pick up your leash, praise your dog, but do not release. You are going to repeat this Sit-Stay immediately.

(Instruct: “This is the out-of-sight sit for three minutes. Place your leashes and armbands behind your dogs.”)

(Instruct: “Sit Your Dogs.”) Give your “SIT” command or signal.

(Instruct: “Leave Your Dogs.”) Signal and / or command “STAY,” walk across the arena and turn and face your dog.

If possible, have the members go to a different area this time or, if possible, have them enter from a different place than where they exited. (From the other side of the building, for example.)

Leave to go to the designated “out-of-sight” area. Be as quiet as possible. Return after 1 minute.

(Instruct: “Return to Your Dogs.”) Return to your dog quickly but actually go around behind your dog very slowly as a test of its Stay. When returning to your dog, smile.

**ACTIVITY:**

**Leader Notes**

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(Instruct: “Exercise Finished.”) Put the leash on your dog. Stand up straight. PAUSE, PRAISE, RELEASE.

Follow the same procedure for the Out-of-Sight Down-Stay except leave for 1 minute the first time and 2 minutes the second time. In competition the Down-Stay is 5 minutes.

**DROP ON RECALL**

Begin by practicing random downs as a warm-up. The members walk around randomly until the Instructor commands “DROP.” The members instantly command and/or signal their dogs to “DOWN,” placing them into a Down if the dog is slow to go down and giving them a treat once they are down.

Begin by heeling with your dog. You will be doing a Come-Fore and as your dog comes to you, you will command “DOWN” and give the Down signal, finishing with your hand on the neck. Sometimes back up several steps before having your dog down and other times command/signal “DOWN” as soon as your dog begins to come to you.

1. (Instruct: “Forward.”) Command “ROVER, HEEL”
2. (Instruct: “Call Your Dog.”) Begin to walk backwards and Command “ROVER, COME”
3. (Instruct: “Drop Your Dog.”) Command and signal “DOWN,” finishing with your hand on the neck.
4. With your dog still in a down slowly back up to the end of the lead. Your dog’s attention should remain on you. If it looks away give a leash pop immediately toward you. If it keeps watching you, when you get to the end of the leash command “COME.” When it gets to you praise it—make getting to you very rewarding!

Practice 3 “Drop on Come-Fores” and then practice several Come-Fores without a Drop.

**DIALOGUE FOR CRITICAL THINKING:**

**Share**

1. What was difficult about this lesson? Why?

**Process**

2. Why are you to be silent while you are out of your dog’s sight during the stays this week? Why was your dog supposed to hear your voice last week?
3. Some dogs may show signs of stress when they are left when you do the Out-of-Sight Stays. What are some signs of stress in dogs?

**Leader Notes**

**ACTIVITY**

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4. What is a productive way to deal with dog stress?

**Generalize:**

5. How do you know when you are stressed? What happens?

**Apply:**

6. What are some productive ways to deal with your stress?

**GOING FURTHER:**

1. Attend an Obedience trial and watch an entire graduate novice or open class. Keep statistics on the exercises that are not passed. Determine which exercises have the highest failure rate. Would this mean that these are the hardest exercises? What can you do in your training to ensure success in these exercises?

**REFERENCES:**

**Authors:**

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**Reviewed by:**

Dog Care and Training Design Team



# Preparing Puppies for Advanced Skills

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Environmental factors that influence dog behavior.

#### **ABOUT THEMSELVES:**

- The importance of environment in determining the way a person develops.

#### **Materials Needed:**

- Copies of the following information on critical periods in a puppy's development.
- Activity Sheet #5, Critical Periods Summary

#### **ACTIVITY TIME NEEDED:**

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### **ACTIVITY**

Behavior is never totally inherited or acquired but is developed with the combined influences of inheritance and environment. In order to help a puppy grow to its full potential as companion, guide dog, guard dog, therapy dog, etc. puppy training is essential. The trainer of a puppy can lay the foundation for a puppy to succeed in many areas as an adult.

#### **CRITICAL PERIODS**

Designing a good environment for the development of a puppy depends upon knowledge of the periods of development known as critical periods. There is evidence that the breaks between these critical periods are distinct although they vary by a day or so due in part to the length of time the female carried the puppies.

#### **BIRTH TO 49 DAYS**

Evidence has shown that environment, provided that adequate nutrition and climate is provided, makes no difference on the social development of a puppy for the first 21 days of life.

##### **Neonatal Period (birth to 12 days)**

This period is devoted to eating and staying warm. There is no difference between the brain waves when the puppy is awake or asleep.

##### **Transition Period (13 to 20 days)**

Although the puppy's eyes open they are undeveloped and it will be

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### **Leader Notes**

At the meeting prior to this assign the members to work in small groups to present the Critical Periods to the rest of the members at this meeting. They should give examples and may choose to act out the period.

An alternative activity which you may want to use especially if you have a small group is to have the members design a lesson for puppies at a particular critical stage.

Have members list the key developments for each period or age of puppy. Keep the lists for your project record.

**Leader Notes**

**ACTIVITY**

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unable to see objects until about 21 days. The puppies begin to crawl and then to walk. At the end of this period the first teeth will erupt and the puppy should also begin to react to sounds.

**Awareness Period (21 to 28 days)**

This period marks the first week that the puppy can see and hear. This week the puppy needs a stable environment since the change in sensory perceptions occurs in such a short period. The litter should not be weaned or moved during this period.

**Canine Socialization Period (21 to 49 days)**

What happens during the next 28 days is essential for the puppy to become a “normal” dog. During this time it is essential that the puppy remain with its mother and litter mates. The puppies learn to communicate with other dogs—body postures, biting, barking. Most important is that they learn bite inhibition, how to temper their bite so that their bites don’t cause damage to each other. The puppies are disciplined by their mother, learning to be submissive to her leadership which will teach them to accept discipline. Puppies will also, if their nesting area is properly designed, learn to relieve themselves away from the sleeping area. This is the foundation of later house training.

During the 28 to 49 day stage, in addition to learning from their mother and litter mates, there are some things the breeder can do to enrich the environment and to begin socialization with humans. The goal is to broaden the puppy’s range of experiences while it still has the “support” of its mother and litter mates. Puppies in this period should become accustomed to being handled. This should include being picked up and carried away from the litter for short cuddle and play periods, being held on their backs, and being held with their legs unsupported. Handle their ears, mouth and toes. If possible, people with different voices—men, women and children—should be heard by the puppies. Occasional loud noises can be introduced such as dropping a metal food pan. A radio or television can introduce them to more sounds. Household noises such as a vacuum cleaner and blender should be introduced. The puppies should spend some time in an area where they can see objects at a distance. If the weather is conducive, the litter may be put outdoors in an exercise pen for short periods. This has the added benefits of introducing new sounds, smells and a new surface. Let the puppies walk on grass, slick floors, carpet, rubber mats, etc. Some sources even advocate very briefly (1 minute or less) putting a puppy into different temperatures such as a quick trip outside in the winter or into the hot sun in the summer.

If a puppy misses out on these seven weeks of training by its mother and litter mates you will never be able to make up what it has missed. Puppies taken from their mothers before 49 days may never learn to communicate with other dogs and may not be reliable around other dogs. They have also missed out on learning to accept discipline and may be more difficult to train. If they have not been kept in an area where the sleeping and

**ACTIVITY****Leader Notes**

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bathroom areas are separate they will be much more difficult to housetrain. Dogs born in puppy mills and /or found in pet shops have often been taken from the litter as soon as they have been weaned which could be as early as 4 weeks. In addition, they may have been raised on wire in stacked pens which forces the puppies to eliminate in their sleeping area.

**HUMAN SOCIALIZATION PERIOD ( 49 TO 84 DAYS)**

(note that another critical period, The Fear Imprint Period 56—77 days is included in the Human Socialization Period. See below)

The best time to bring a puppy into a new home is during this period, between 7 to 12 weeks of age. If the puppy has not yet gone to a new home the breeder will need to separate the litter for the greater portion of each day and work with each puppy independently for the puppies to become socialized to people as opposed to socialized primarily to other dogs.

Learning during this period is permanent. It is during this time that the puppy needs to be exposed in a non-threatening way to everything it may need to deal with as an adult. Give it the broadest range of experiences you can think of. You are now training for two reasons—one is to build your dog's confidence by teaching it to be comfortable in many difference situations and the second is to teach your puppy some manners.

During this period the puppy is continuously learning but that doesn't mean that it is learning what you intended. The attention span is short but a puppy can learn incredibly fast, sometimes with just one incident. It is your responsibility to make sure it learns the "right" things. Do not force your puppy into a situation it perceives as frightening as this can increase fear, but also do not pet or talk in a soothing tone since it will not accept that as reassurance but as praise for a fearful reaction. It is very easy to end up reinforcing the very behavior that you wish to eliminate. For example, your puppy is barking in its crate. If you pay attention to it you are rewarding the barking—even "bad" attention such as yelling or hitting can be rewarding for a dog craving attention. Instead, you need to ignore the behavior (Provided that you don't want to reward the barking—if smoke is curling under the door it is a situation where you would probably reward.) and reward when it is quiet. In some cases, such as chronic barking in a crate, you will need to rethink your training. Although you don't want to reward the behavior you can set up the situation so it is less likely to occur. For example, you could introduce being in a crate for shorter periods and reward the puppy for being quiet before it begins to bark. Considering the situation where the puppy is frightened of an object, bag of trash, for example. Be very matter of fact in your voice (not coaxing) and walk around the object at a safe distance with your puppy. Walk up to the object without your puppy and touch it. Encourage your puppy to investigate it too. If your puppy is frightened of a person ask that person to sit or kneel and to not make eye contact as you walk the puppy

**Leader Notes**

**ACTIVITY**

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past several times. When your puppy is not pulling away from the person ask the person to offer a treat, still not making eye contact, or you could give a treat, holding it very near the person. Finally, have the person toss a treat to the puppy and / or call the puppy to them for a treat and/ or petting.

Continue to expose your puppy to different people—children, elderly, large people, men with beards, people of different races, people wearing big hats, people wearing perfume, people in uniforms, etc., all in a friendly, non threatening manner, having all of these people pet your puppy while you or they give it treats.

Introduce your puppy to other animals such as cattle, sheep, horses, cats, chickens, and pet birds that it may encounter as an adult. Remember that this must be a non threatening introduction and that you are also teaching manners. Don't just turn your puppy loose with a cat. If the cat would attack the puppy or the puppy learns that cats are to be chased you have not taught the lesson that was intended. When introducing animals to your puppy the puppy should be on a leash and, if possible, the other animal should be dog-friendly and restrained. Do not force them on each other but let them get used to each other's presence and praise your puppy for appropriate reactions such as leaning forward to sniff, friendly tail wags, or ignoring the other animal.

Teach your puppy to walk on different surfaces such as grass, slick floors, and carpet. Practice going up and down stairs—including stairs that are open. Teach it to accept being in a crate. Teach it to ride in a car. Ideally, dogs should be confined in a crate when riding in a car but some dogs will need to learn to ride loose due to their adult size or to their adult "jobs" such as guide dogs.

If you are raising a puppy with a specific adult job in mind you will want to get it used to the special situations it may encounter in that job.. A puppy that will grow up to herd or guard livestock will need to become used to the sound of farm machinery and to respect it. A puppy that will be a hunting dog can be taken on walks in the terrain it will typically hunt in—woods, fields, heavy cover, marshes—and a puppy that will grow up to be a therapy dog or an assistance dog will need to become used to wheelchairs, walkers, and crutches. A dog being trained for search and rescue work will need to learn to walk and climb over all types of surfaces both in town and in the country. Persons raising puppies to become guide dogs for the blind or assistance dogs for disabled persons receive special identification for the puppy so it can, with permission from the business, be taken into stores to experience escalators, elevators, narrow aisles, shopping carts, cash registers, etc.

The rule for teaching manners to a puppy is to ask yourself, do I want my puppy to act like this when it is full grown? Some behaviors you may find yourself tolerating from a puppy but do you want a full-grown dog to

## ACTIVITY

## Leader Notes

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jump on you when you are wearing your good clothes, do you want your full-grown dog sitting in your lap, do you want your full-grown dog lounging on your new sofa, or do you want your full-grown dog chewing on your hand? Some behaviors you don't want your puppy exhibiting include: stealing food, jumping on you when you're feeding it, and charging out the door or gate when it is opened.

### **Fear Imprint Period (56 to 77 days)**

During this period a frightening or traumatic experience will have a greater impact on your puppy than at any other period. This doesn't mean that you stop training your puppy and taking it to different places but you try to avoid stressful situations. As an example, don't avoid going to the veterinarian, but praise and treat your puppy for being brave. Do postpone elective procedures such as hernia repair, however.

### **SENIORITY CLASSIFICATION PERIOD (94 TO 112 DAYS)**

During this period the puppy may test you to establish pack dominance. Once your puppy gets to this period any attempts to bite you or the leash is an attempt to dominate. No biting should be tolerated at all. As you assume the role of pack leader it is time to begin serious training.

### **FLIGHT INSTINCT PERIOD (4 TO 8 MONTHS)**

This period may vary according to the size of dog. It will last from several weeks to a month. During this period you should not place your dog in a position where it can run away from you, especially once you have called "COME." Consider this time to be like when you first taught the "COME" command. Only call when you know you will be successful such as when it is on a long line or leash or when you are in the same room and reward the puppy for coming to you.

### **SECOND FEAR IMPRINT PERIOD (6-14 MONTHS)**

This period may not be well-defined but you may notice the dog suddenly fears something familiar or is reluctant to approach something new. Be patient through this period and continue your training.

## **DIALOGUE FOR CRITICAL THINKING**

### **Share**

1. What period of development did you study? Why?
2. What was the most critical period in your dog's life? Why?

### **Process**

3. What types of experiences can build a puppy's confidence?

### **Generalize**

4. What are some things that could affect a child's confidence? What about the way a person feels about thunderstorms? Heights? Dogs? How was this learned?

**Leader Notes**

**ACTIVITY**

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**Apply:**

5. What are some early experiences you had that affected your confidence in different situations?

**GOING FURTHER**

1. Arrange to view and record the development of a litter of puppies for a year. Keep a diary and compare their development to the norm.
2. Give presentations on puppy development to your class at school or a civic group.

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**PREPARING PUPPIES FOR ADVANCED SKILLS  
DOG CARE AND TRAINING, LEVEL III  
Activity Sheet, #5, Critical Periods Summary**

**As critical periods are studied and presentations given,  
use this outline to list the key points.**

A. Birth to 49 Days

1. Neonatal
2. Transition
3. Awareness
4. Canine Socialization

B. Human Socialization

C. Seniority Classification Period (94 to 112 Days)

D. Flight Instinct Period (4 to 8 months)

E. Second Fear Imprint Period (6 to 14 months)





# Graduate Novice Obedience—Lesson 3

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Training the dog to obey when under stress from distraction.

#### **ABOUT THEMSELVES:**

- How to handle distractions in everyday life.

#### **Materials Needed:**

- Long line
- Collar tabs
- Radio or tape player with music or a recording of dog show noises.

**ACTIVITY TIME NEEDED:** 45 MINUTES

### **ACTIVITY**

Continue to practice Novice heeling both on and off-lead, including Changes of Pace, Turns and the Automatic Sit. Also practice the Stand for Examination.

#### **FIGURE 8—OFF LEAD**

The working dog should be wearing a collar tab. If the dog is reliable at off-lead heeling the leash around the member's waist is not needed this time. However, do not hesitate to put it back on if the dog begins to shy away from the corrections made with the collar tab.

Members acting as posts will stand 8 feet apart, hands in their pockets as an added distraction. (Persons acting as posts should never stand with their hands in their pockets in a competition situation.)

Either the instructor or one of the posts should give the commands: "Ready," "Forward," "Halt," "Forward," "Halt." If the dog is out of place slowly reach for the collar tab and "pop" forward or back to the correct position and then drop the tab, praising the dog when it is in the right place. After the second halt the member should set up to repeat the Figure 8 from the opposite side of the posts so that the post that was on the right is on the left.

After completing the Figure 8 exercise a second time one of the posts should trade places with the member heeling their dog and the exercise should be repeated. Switch places again so each member has a chance to practice the Figure 8.

### **Leader Notes**

Any of the Novice Obedience exercises may be included in the Graduate Novice training. Graduate Novice includes all of the Novice exercises.

Divide the members into groups of three. Two members will have their dogs on a Sit-Stay away from them while the third is doing the Figure 8.

## Leader Notes

Try not to practice Down-Stays immediately following the Sit-Stays. Some dogs may begin to anticipate the “down” when they should be sitting. Breaking these two exercises apart may help avoid this problem although occasionally you will want to practice them together as part of ring routine—more for the sake of the members than for the dogs. Try to practice the Sit-Stay and Down-Stay in different locations. Also arrange the members so they can practice with different dogs beside them. If you have a dog that you do not trust being alone with other dogs either line up the dogs so you can tie this dog to a solid object or plan to stand on its lead when the members go out-of-sight.

Even the member with the runaway dog will remove the lead and place it behind their dog. However, they will have already placed a lightweight long line on the dog which is attached to something sturdy or trailing behind the dog for you to stand on.

## ACTIVITY

### SIT AND DOWN OUT-OF-SIGHT (GROUP EXERCISES)

Members and their dogs line up along one side of the training area, facing the middle.

(Instruct: “This is the Out-of-Sight Sit for 3 minutes.” “Remove your leashes and armbands and place them behind your dogs”) The dog should already be sitting.

When you put the leash behind your dog make a little noise with it. It is now time for your dog to realize that it is off-lead.

(Instruct: “Is everyone ready?” “Sit Your Dogs.”) Command or signal your dog to “SIT.”

(Instruct: “Leave Your Dogs.”) You may signal and command “STAY” to your dog and immediately walk across the ring. Turn and face your dog when you get across the ring.

The members should go to a place where their dogs cannot see them. This session the members may talk while they are out-of-sight, the audience can be noisy and music or a tape of dog-show may be played. After 30 seconds the instructor will begin to call individual members back to their dogs. One member at a time will return, walk to the front of their dog, smiling. Praise and / or pet the dog, then go out of sight again. Continue until each member has returned and left again. All of the members should return after each one has returned and left their dog or after 3 minutes, whichever is longer.

(Instruct: “Return to Your Dogs.”) Return to Heel Position quickly. When returning to your dog, smile.

(Instruct: “Exercise Finished.”) As a test of the Stay, walk around your dog before picking up your leash and putting it on your dog. Stand up straight. PAUSE, PRAISE, RELEASE.

Follow the same procedure for the Out-of-Sight Down-Stay except leave for 5 minutes.

### DROP ON RECALL

Begin by practicing random downs as a warm-up. The members walk around randomly until the Instructor commands “DROP.” The members instantly command and/or signal their dogs to “DOWN,” placing them into a Down if the dog is slow to go down and giving them a treat once they are down.

Begin by heeling with your dog. You will be doing a Come-Fore and as your dog comes to you you will continue to back up and teach the dog to listen.

**ACTIVITY:**

**Leader Notes**

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1. (Instruct: “Forward.”) Command “ROVER, HEEL”
2. (Instruct: “Call Your Dog.”) Begin to walk backwards and Command “ROVER, COME.”
3. (Instruct: “Drop Your Dog.”) Continue to back up and now say words other than “down” such as “coconuts,” “chocolates,” “barbecue,” and finally command “DOWN.” If your dog begins to drop before you command “DOWN” keep on moving backwards. Only use the signal if you have no response to the command.
4. Step back from your dog and call it to you.
5. Practice the Come-Fore Drop using the random words prior to the commands until you can no longer “trick” your dog into dropping before you say “DOWN.”

Practice several Come-Fore Drops using just a signal for the Drop. Then do a Come-Fore and, as you back up, move your shoulders, move your arms, and finally do a “DOWN” signal. If the dog begins to drop before you actually do the “DOWN” signal just keep moving backwards.

**DIALOGUE FOR CRITICAL THINKING:**

**Share**

1. What happened when you added extra distractions? Why?
2. What was difficult about this lesson?

**Process**

2. Why are you trying to “trick” your dog into dropping?
3. Why would you have only one person at a time return from out of sight?
4. How can training with distractions improve your dog’s performance?

**Generalize**

5. Could practicing with distractions help your performance in an area such as sports? Why?

**Apply:**

6. What are other times that you should plan for distractions? Why?

**GOING FURTHER:**

1. Watch an Agility Show and list distractions.

**Leader Notes**

**ACTIVITY**

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# Form and Function—Dog Anatomy

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- How a dog's conformation can affect its performance.

#### ABOUT THEMSELVES:

- Drawing conclusions

#### Materials Needed:

- Video, *Gait: Observing Dog in Motion*, American Kennel Club (see References)
- Book of breed standards
- Member's dogs that will gait on loose lead

**TIME NEEDED:** VIDEO—45 MINUTES. EVALUATION OF DOGS, ABOUT 30 MINUTES.

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### ACTIVITY

You can learn a lot about the structure of a dog by analyzing its gait since it is structural variations that influence the gait. The ability to recognize correct and incorrect gait is an essential element of every dog fancier's knowledge. The best way to develop this ability is through experience.

Let's watch a video to begin learning about gaits or how dogs move.

Observe the dogs at different gaits. Can you see how the pattern of footfall differs at different gaits?

- **Walk**—each foot moves one at a time
- **Amble**—legs on each side move almost as a pair—usually a large dog's gait
- **Pace**—legs on each side move as a pair (two-beat gait)
- **Trot**—opposite legs move together (right front, left rear)—(two-beat gait)
- **Hackney**—trot with high flashy action in front and rear (two-beat gait)
- **Canter/ Lope**—two legs move separately, two as a pair (three beat gait)
- **Gallop**—all four legs suspended twice each complete stride (four-beat gait)

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### Leader Notes

This is a Level III lesson. However, it can be repeated for Level IV if the activity described in "Going Further" is completed by the members.

Begin by viewing the video tape, *Gait: Observing Dog in Motion*. Test members over the dogs presented at the end of this video tape.

**Leader Notes**

**ACTIVITY**

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Gait the dogs one at a time at a trot. Can you spot the types of movement described in the video?

Proper angulation will lead to a smoother stride. Ideal angulation will include hip and shoulder joints of 90 degrees. The shoulder blade should be 45 degrees off the horizontal and the pelvis 30 degrees off horizontal. Check the angulation of the dogs present.

Balance is present in dogs of proper proportion. These dogs will have the same angulation at shoulder and hip.

Use the book of dog breeds. Can you determine angulation from the illustrations?

**DIALOGUE FOR CRITICAL THINKING**

**Share**

1. What did you learn about gait?
2. What gaits are most common for your dog? Why?

**Process**

2. What determines the structure of a dog?
3. What difference does faulty structure make in the value of your dog?
4. What difference would it make in the way a dog is managed/ trained?
5. How would structure affect a dog's capabilities?

**Generalize**

6. In what ways can human structure affect capabilities?
7. What determines human structure?

**Apply**

8. What human activities / careers are dependent on having a particular structure?
9. Think of several jobs that can be done equally well by persons of different structure?

**GOING FURTHER:**

1. Work with someone who has experience in evaluating a dog's gait or movement such as a conformation judge, an experienced breeder who shows dogs in conformation, or a professional handler. Create an informative video about gait. You could illustrate different gaits or different faults. You could also make a "you be the judge" video where you show two or three dogs and ask the viewer to choose between them. Then you would show the dog chosen by the judge and explain why it was chosen.

**ACTIVITY**

**Leader Notes**

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2. How can the way a dog is handled in the conformation ring affect the appearance of its gait (and structure)? Prepare a demonstration or a video illustrating how handling can camouflage a less-than-perfect gait or make an average gait look faulty.

**REFERENCES:**

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# Graduate Novice Obedience—Lesson 4

## *Dog Care and Training, Level III*

### What Member Will Learn . . .

#### **ABOUT THE PROJECT:**

- Training the dog beyond the minimum performance required in competition.

#### **ABOUT THEMSELVES:**

- Progress is difficult, if not impossible, without a strong foundation in the basics.

#### **Materials Needed:**

- Long line
- Collar tabs
- Radio or tape player with music or a recording of dog show noises.

**ACTIVITY TIME NEEDED:** 60 MINUTES

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### **ACTIVITY**

Continue to practice Novice heeling both on and off-lead, including changes of pace, turns and the automatic sit. Also practice the stand for examination.

#### **FIGURE 8—OFF LEAD**

The working dog should be wearing a collar tab. If the dog is reliable at off-lead heeling the leash around the member's waist is not needed this time. However, do not hesitate to put it back on if the dog begins to shy away from the corrections made with the collar tab.

Members acting as posts will stand nine feet apart with their arms folded. (In competition the posts should be 8 feet apart.)

Either the instructor or one of the posts should give the commands: "Ready," "Forward," "Halt," "Forward," "Halt." If the dog is out of place slowly reach for the collar tab and "pop" forward or back to the correct position and then drop the tab, praising the dog when it is in the right place. After the second halt the member should set up to repeat the Figure 8 from the opposite side of the posts so that the post that was on the right is now on the left. This time the posts should be 7 feet apart.

After completing the Figure 8 exercise a second time one of the posts should trade places with the member heeling their dog and the exercise

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### **Leader Notes**

Any of the Novice Obedience exercises may be included in the Graduate Novice training. Graduate Novice includes all of the Novice exercises.

Divide the members into groups of three. Two members will have their dogs on a Sit-Stay or a Down-Stay while the third is doing the Figure 8.

## Leader Notes

Try not to practice Down-Stays immediately following the Sit-Stays. Some dogs may begin to anticipate the “down” when they should be sitting. Breaking these two exercises apart may help avoid this problem although occasionally you will want to practice them together as part of ring routine—more for the sake of the members than for the dogs. Try to practice the Sit-Stay and Down-Stay in different locations. Also arrange the members so they can practice with different dogs beside them. If you have a dog that you do not trust being alone with other dogs either line up the dogs so you can tie this dog to a solid object or plan to stand on its lead when the members go out-of-sight.

Even the member with the runaway dog will remove the lead and place it behind their dog. However, they will have already placed a lightweight long line on the dog which is attached to something sturdy or trailing behind the dog for you to stand on.

## ACTIVITY

should be repeated. Switch places again so each member has a chance to practice the Figure 8.

### **SIT AND DOWN OUT-OF-SIGHT (GROUP EXERCISES)**

Members and their dogs line up along one side of the training area, facing the middle. Allow 5–6 feet of space behind the dogs.

(Instruct: “This is the Out-of-Sight Sit for 3 minutes.” “Remove your leashes and armbands and place them behind your dogs”) The dog should already be sitting.

When you put the leash behind your dog make a little noise with it. It is now time for your dog to realize that it is off-lead.

(Instruct: “Is Everyone Ready?” “Sit Your Dogs.”) Command or signal your dog to “SIT.”

(Instruct: “Leave Your Dogs.”) You may signal and command “STAY” to your dog and immediately walk across the ring. Turn and face your dog when you get across the ring.

The members should go to a place where their dogs cannot see them. This session the members may talk while they are out-of-sight, the audience can be noisy and music or a tape of a dog show may be played.

While the dogs are in a Stay another dog should be worked behind them. Practice Fast pace Heeling, Recall, Drop on Recall, and Retrieve for distractions, provided the distraction dog is reliable in these exercises.

After 4 minutes have passed the members should be called back.

(Instruct: “Return to Your Dogs.”) Return to Heel Position quickly. When returning to your dog, smile.

(Instruct: “Exercise Finished.”) As a test of the Stay walk around your dog before picking up your leash and putting it on your dog. Stand up straight. Pause, Praise, Release.

Follow the same procedure for the Out-of-Sight Down-Stay except leave for 6 minutes.

### **DROP ON RECALL—WARM-UP**

Begin by practicing random downs as a warm-up. The members walk around randomly until the Instructor commands “DROP.” The members instantly command and/or signal their dogs to “DOWN,” placing them into a Down if the dog is slow to go down and giving them a treat once they are down.

**ACTIVITY:**

**Leader Notes**

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**DROP ON RECALL—OFF-LEAD**

Begin by doing a full distance Recall (no drop). Before adding the Drop you need to have a Fast Recall.

Call your dog and command “DOWN” when it is 6 feet from you. As soon as you give the command raise your arm in the first part of the Down signal and walk toward your dog. When you meet your dog bring your hand down onto the neck to either place it into a down or to pet it. Finish this exercise with a release “FREE.” When your dog is responding to your voice and is down before you can get to it for praise, then it is time to add some distance. Repeat this exercise, dropping the dog at 8 feet, 10 feet and 15 feet, working at each distance until your dog is dropping quickly at your first command.

Practice Drop-on-Recalls and Regular Recalls, alternating them so your dog will do both quickly.

**DIALOGUE FOR CRITICAL THINKING:**

**Share**

1. What happened when you stayed out of sight for 4 minutes? 6 minutes?
2. What happened when you first did Drop on Recall off-lead?

**Process**

3. How long will your dog need to do an Out-of-Sight Sit-Stay? Down-Stay?
4. Name the Graduate Novice exercises in the order they are done in competition.
5. What is a way that the Drop-on-Recall can be considered a life-saving exercise?
6. In what ways is your dog a better pet as a result of obedience training?

**Generalize**

7. What skills have you learned while training dogs?

**Apply:**

8. How will these skills help you at school, home or work?

**GOING FURTHER:**

1. Have a professional dog trainer visit your rroup to share ideas.
2. Attend an upper level AKC or UKC show.

**Leader Notes**

**ACTIVITY**

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# Selecting Dogs for Specific Purposes

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Characteristics and capabilities of different breeds of dogs - the inherited factors.

#### **ABOUT THEMSELVES:**

- How inherited characteristics can determine success in various areas of life.

#### **Materials Needed:**

- Part 1 - Dog Breed information from books (store, library, internet)
- Books of dog breeds
- Part 2
- Activity Sheet #6, Puppy Aptitude Test
- litter of puppies 49 days old to be tested or an older small dog to demonstrate the tests
- testing supplies: metal pan and spoon, wad of paper, a towel on a string, an umbrella

**ACTIVITY TIME NEEDED:** PART 1—30 MINUTES AS A WHOLE-GROUP ACTIVITY OR 45–60 MINUTES AS A SMALL GROUP OR INDIVIDUAL ACTIVITY. PART 2—AS A DEMONSTRATION WITH AN OLDER DOG, 30 MINUTES. IF ACTUALLY TESTING A LITTER, 30 MINUTES PLUS 10 - 15 MINUTES PER PUPPY.

### **ACTIVITY**

### **LEADER NOTES**

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#### **PART 1**

#### **BACKGROUND:**

Most dog breeds were developed for a specific purpose. Decades of concentrated efforts by breeders have produced dogs with physical and behavioral characteristics to fulfill a purpose. Dogs that did not meet the standards required for the job were not allowed to reproduce. This led to the development of the different breeds to fulfill the different purposes.

Today in the United States most dogs no longer do the work that their breed was developed to do but function instead as companions. Although our dogs are seldom called upon to hunt wild boar, protect sheep from bears, drive cattle to market, fight bulls, pull a sled through Arctic lands, or even rid the yard of rats, the physical characteristics developed for the dogs to fulfill their historical purpose have been maintained. Breed standards, written by national breed clubs, attempt to describe the physical characteristics necessary to carry out the breed's original purpose. In order to perpetuate these characteristics, responsible breeders work to breed puppies that will conform to these standards as much as possible. By understanding the historical function of a breed you can make conclusions regarding the suitability of the breed for your purposes.

List breeds of dogs that members are interested in. let them research their breed of choice in pairs or triads.

### Leader Notes

This activity may be done as an entire group activity, in small groups, or independently. You may want to have everyone complete the first two steps together and then divide into small groups to choose a specific breed.

If small groups or individuals completed step 3 then have them present their choices along with their reasoning to the rest of the members. If the whole group completed Step 3 together then have everyone repeat Steps 1–3, selecting a different job for a dog to do.

Ideally you would have someone who has experience in puppy testing who can explain the reactions of the puppies to the various tests. The very best way to do this activity is to discuss the puppy test and then have the members observe a litter of puppies being tested. The second best way is to have the members watch a video tape of a litter being tested. If neither of these is possible then it is still possible to demonstrate with a small older dog what the tests would look like although it should be stressed that it is not an accurate predictor of adult behavior since the dog is beyond the ideal age for testing.

### ACTIVITY

In addition to physical characteristics, behavior (instinct) is also important to consider. Although behavior is a combination of inheritance and environment, inheritance plays the major part. It can be modified somewhat by the way a puppy is raised once it is selected, but choosing the puppy carefully will give the best possible chance to have an adult dog that will meet your needs.

#### THE BEST BREED FOR THE JOB:

1. Choose a job that a dog might be trained to do. Some suggestions are a hearing ear dog, guide dog for a blind person, an assistance dog for a person in a wheelchair, a search and rescue dog, a drug detection dog, a therapy dog that lives in a nursing home, a therapy dog that works with disturbed children, etc.
2. What characteristics of a dog would make it a good choice for the job? Consider such things as size, activity level, tendency to bark, sniffing ability, adaptability to different weather conditions, sensitivity to pain, trainability, health, and care of coat.
3. Now that you have a list of characteristics to look for, browse through the breed books to select breeds that might be suitable for the job. You can make some generalizations about groups of dogs. Herding dogs need to be more attentive to their master's commands than the dogs that are left out alone to guard the flocks. A bird dog needs to work closer to the hunter than a hound that hunts in a pack or individually to track their quarry. Terriers that were bred to hunt rats, etc. tend to be independent. Sled dogs like to pull - a lot. Some heavily-coated breeds may not function well if they need to go from inside to outside during Kansas summers. Some breeds have coats which take a good deal of upkeep which may make them unsuitable for some jobs.

### PART 2

#### PUPPY TESTING

Now that you've chosen a breed suitable for the job you'll need to choose the best puppy of the litter. When picking a puppy you will want verification that the parents were free of defects that are hereditary such as canine hip dysplasia, deafness, and eye problems. Although some defects do not show up until a dog is older, you do need to assess the conformation and health of the puppy. Meet the parents of the litter. Do they possess the characteristics that you are looking for?

Although behavioral characteristics can be breed-specific and sometimes even specific to a particular line within the breed, each dog is an individual and may exhibit traits not usually ascribed to its breed but will likely be similar to its parents. There are several tests published that can be used to help predict how the puppy will act as an adult. The Puppy Aptitude Test is one example. This test is generally considered reliable if

## ACTIVITY

## Leader Notes

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given to puppies when they are 49 days old - old enough to exhibit inherited behaviors but young enough that they have not been greatly influenced by their environment. Remember that breed-specific behaviors will express themselves in this test.

The person doing the tests should be a stranger to the puppies and the test should take place in an area that is new to the puppies. Each puppy should be isolated from the others during the test. Attempt to eliminate as many distractions as possible —the best place for spectators is behind a window or barrier.

As the tester completes a test on a puppy a recorder marks the scoresheet. Each member could complete a scoresheet.

Hand out Activity Sheet #6, Puppy Aptitude Test to each member.

## EVALUATING THE SCORESHEETS

The first five tests evaluate the dog's compatibility with people.

- A dog with mostly 1's will not accept human leadership easily, being both dominant and aggressive. This dog will need a very experienced trainer. It will also need to be with an experienced handler and may have a future as a guard dog or area guard. This dog will not be able to function in a household.
- A dog with mostly 2's is dominant and self confident. It will need an experienced trainer and has the potential to become a good working dog with consistent handling by its owner.
- A dog with mostly 3's is an outgoing energetic dog. It will need early obedience training to realize its potential. As an adult it will continue to need an outlet for its high energy.
- A dog with mostly 4's may not be overly confident but wants to please and is easily trained.
- A dog with mostly 5's does not have self confidence and will have trouble adapting to change. It will be shy and perhaps fearful.
- A dog with mostly 6's is independent but will not be responsive to people.

Tests six through ten evaluate the puppy's intelligence and willingness to work. The best working dogs will score 3's and 4's on these tests.

If you tested several puppies discuss the results. What recommendations would you make for future careers for these dogs?

**Leader Notes**

**ACTIVITY**

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**DIALOGUE FOR CRITICAL THINKING**

**Share**

1. What breed of dog do you have? Why?
2. For what purpose was your dog's breed developed?
3. If you did puppy testing, what was the most significant? Why?

**Process**

4. What are some things to look for in choosing a dog for a specific job?
5. What difference does it make as to what a puppy is like before you begin training?

**Generalize**

6. Why might inherited characteristics have a greater influence on adult dogs than on adult humans?

**Apply**

7. Do inherited characteristics make a difference to people? Can you think of some jobs or activities that may be influenced by inherited characteristics?

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**Authors:**

- Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
- James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**SELECTING DOGS FOR SPECIFIC PURPOSES**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #6, Puppy Aptitude Test**

Breed \_\_\_\_\_ Pup's Name \_\_\_\_\_

Test and Purpose	Score	Comments
<b>1. Social Attraction</b> <i>Purpose:</i> Degree of attraction to people. <i>Method:</i> Place pup in testing area 4 feet from tester, who coaxes puppy to her/him.	Comes readily, tail up, jumps, bites at hands .....	1
	Comes readily, tail up, paws, licks at hands .....	2
	Comes readily, tail up .....	3
	Comes readily, tail down .....	4
	Comes hesitantly, tail down .....	5
	Does not come at all .....	6
<b>2. Following</b> <i>Purpose:</i> Degree of willingness to follow people. <i>Method:</i> Stand up and walk away from puppy, encouraging verbally.	Follows readily, tail up, gets underfoot, bites at feet .....	1
	Follows readily, tail up gets underfoot .....	2
	Follows readily, tail up .....	3
	Follows readily, tail down .....	4
	Follows hesitantly, tail down .....	5
	No follow or went away .....	6
<b>3. Restraint</b> <i>Purpose:</i> Degree of dominance or submission. Response to social/physical dominance. <i>Method:</i> Gently roll the pup on its back and hold it for 30 seconds.	Struggles fiercely, flails, bites .....	1
	Struggles fiercely, flails .....	2
	Settles, struggles, settles with eye contact .....	3
	Slight struggle, then settles .....	4
	No struggle, tail tucked .....	5
	No struggle, strains to avoid eye contact ...	6
<b>4. Social Dominance</b> <i>Purpose:</i> Degree of acceptance of human social dominance. How "forgiving" the pup is. <i>Method:</i> Pup sits facing tester at a 45° angle. Tester strokes pup and puts his/her face close to pup.	Jumps, paws, bites, growls .....	1
	Jumps, paws, licks .....	2
	Cuddles up to tester, tries to lick face .....	3
	Sits quietly, accepts petting, nudges/licks hands .....	4
	Rolls over, no eye contact .....	5
	Goes away and stays away .....	6

**SELECTING DOGS FOR SPECIFIC PURPOSES**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #6, Puppy Aptitude Test (cont'd.)**

Test and Purpose	Score	Comments
<b>5. Elevation Dominance</b>	Struggles fiercely, bites .....	1
<i>Purpose:</i> Degree of accepting dominance while in position of no control.	Struggles .....	2
<i>Method:</i> Cradle the pup under its belly, fingers interlaced, and elevated just off the ground for 30 seconds.	No struggle, relaxed, tail wags .....	3
	No struggle, relaxed .....	4
	No struggle .....	5
	No struggle, froze, tail/rear legs tense .....	6
<b>6. Retrieving (Obedience &amp; Aptitude)</b>	Chases object, picks it up and runs away ..	1
<i>Purpose:</i> Degree of willingness to work with humans. High correlation between ability to retrieve and successful guide dogs, obedience dogs, and field trial dogs.	Chases object, stands over it, does not return .....	2
<i>Method:</i> Get puppy interested in wadded up paper ball, then toss it a short distance while puppy is looking at the ball.	Chases object, picks it up and returns to tester .....	3
	Chases object, returns without object to tester .....	4
	Starts to chase, loses interest .....	5
	Does not chase .....	6
<b>7. Touch Sensitivity</b>	9–10 counts before response .....	1
<i>Purpose:</i> Degree of sensitivity to touch.	7–8 counts before response .....	2
<i>Method:</i> Take webbing of one front foot and press between finger and thumb lightly, gradually increasing pressure on a scale from 1–10. Stop as soon as the pup shows discomfort.	5–6 counts before response .....	3
	3–4 counts before response .....	4
	1–2 counts before response .....	5
<b>8. Sound Sensitivity</b>	Locates the sound, walks toward it .....	1
<i>Purpose:</i> Degree of sensitivity to sound.	Locates sound, barks .....	2
<i>Method:</i> Place pup in center of testing and make a sharp noise a few feet away. A large metal spoon struck sharply on a metal pan twice works well.	Locates sound, shows curiosity, walks towards it .....	3
	Locates the sound .....	4
	Cringes, backs off, hides .....	5
	Ignores sound, shows no curiosity .....	6

**SELECTING DOGS FOR SPECIFIC PURPOSES**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #6, Puppy Aptitude Test (cont'd.)**

Test and Purpose	Score	Comments
<b>9. Chase Instinct</b> <i>Purpose:</i> Degree of response to moving object, chase instinct. <i>Method:</i> Tie a string around a towel and drag it in front of the puppy from left to right.	Looks, attacks, bites ..... 1	
	Looks, barks, tail up ..... 2	
	Looks curiously, attempts to investigate .... 3	
	Looks, does not go forward, tail down ..... 4	
	Runs away, hides ..... 5	
	Ignores, shows no curiosity ..... 6	
<b>10. Stability</b> <i>Purpose:</i> Degree of intelligent response to strange object. <i>Method:</i> Place pup in center of testing area. Closed umbrella is held 4 feet away and pointed perpendicular to the direction the pup faces. The umbrella is opened and set down so the pup can investigate.	Walks forward, tail up, bites ..... 1	<b>Note:</b> Puppies frequently startle upon seeing the umbrella open. Score pup's response after umbrella is set down.
	Walks forward, tail up, mouths ..... 2	
	Walks forward, attempts to investigate ..... 3	
	Looks curiously, stays put ..... 4	
	Goes away, tail down, hides ..... 5	
	Ignores, shows no curiosity ..... 6	
<b>11. Energy Level</b> <i>Purpose:</i> Degree of physical energy. <i>Method:</i> Observe pup on the other sub-tests and score according to most frequent activity observed. Check with breeder for confirmation.	Continually runs, pounces, wiggles, paws ..... High	
	Mostly trots, occasionally runs, pounces, wiggles ..... Medium	
	Walks slowly, sits quietly remains in position usually ..... Low	
	Stands rigidly, eyes roll, tail down, ears back ..... Stress	

**Record Total Number of Rankings**

Breed	Dog Name	1's	2's	3's	4's	5's	6's

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## SELECTING DOGS FOR SPECIFIC PURPOSES

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## **Introduction to Agility**

### *Dog Care and Training, Level III*

#### **What Member Will Learn . .**

##### **ABOUT THE PROJECT:**

- Guidelines for working with a dog in Agility.

##### **ABOUT THEMSELVES:**

- Teamwork
- Trust
- Safety

##### **Materials Needed:**

- Dog with buckle collars, on 6-foot leashes
- Leash tabs
- Bring water for your dog
- Plenty of treats and a bag to hold them

**ACTIVITY TIME NEEDED:** INTRODUCTION—15 MINUTES.

#### **ACTIVITY**

Agility can be a lot of fun for you and your dog. This training will help the less confident dog begin to trust you and gain confidence. It will give you another way to work on control with the boisterous dog. When competing in Agility you are allowed to talk to your dog, coaxing it over the obstacles, as much as you want.

##### **SOME GUIDELINES TO BE FOLLOWED WHEN WE ARE WORKING WITH AGILITY**

1. Always be safe with your dog. We will use spotters on the contact obstacles such as the A-Frame, Dogwalk, and Seesaw. One reason is to keep the dogs from developing the bad habit of getting off the obstacle the wrong way but the second reason is to keep the dog from falling off an obstacle and getting hurt or scared.
2. Advance in small steps. A dog may appear to be very confident but if it gets scared on an obstacle it may take weeks to recover.
3. You are teaching your dog to trust you! Do not push it beyond what it is ready for. DO NOT be tempted to ask your dog to do something “just to see if it can do it.” If it gets scared or hurt you may not be able to win back its trust.

#### **Leader Notes**

Please see Leader Notes for Agility in the General Section of this notebook. This lesson is only to introduce the basic guidelines for agility. It should precede the first obstacle work and be reviewed as needed.

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**Leader Notes**

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**ACTIVITY**

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4. Everyone is expected to help set up and take down the obstacles. Everyone is expected to help with spotting, etc.
5. Take turns on the obstacles. Do not allow your dog to do an obstacle unless you give the command.
6. Keep your dog on leash unless instructed to remove it. Work for control of your dog.
7. Alternate working with your dog on the left side and then on your right.
8. Have fun! Use lots of food as lures and rewards. PRAISE, PRAISE, PRAISE when your dog gets it right or when it completes an obstacle that seems scary. Be sure not to praise or pet when it is acting scared.
9. Always PRAISE and TREAT the dog when it is in the contact zone on the A-Frame, Dogwalk and Seesaw. The dog needs to regard this as “the place to be.”
10. Do not assume that your dog “understands” and is confident on an obstacle just because it has been successful with it at a few practice sessions. This will only be accomplished by repetitions over a longer period of time (several months), in different locations, and on different equipment. You will need to continue to watch that your dog doesn’t get scared on the obstacles.

In agility competition the goal is for the dog to complete all of the obstacles in the order determined by the judge and to complete them correctly in the amount of time allowed by the judge. Therefore both speed and accuracy is required to be successful. The handler is allowed to run along with the dog and can command and signal as much as necessary. However, the commands may not be overly loud, nor may they be abusive. The handler may also not touch the dog, who will be competing off-lead. Food or toys are not allowed when competing.

**HOMEWORK**

Some of the things you can do at home to improve your dog’s progress in Agility are:

1. Practice going up and down a flight of stairs—especially if your dog is not used to this!
2. Practice Sit-Stays and Down-Stays with you walking or running around the dog as a distraction.
3. Devise a number of obstacles for your dog to jump over. These should be no higher than the dog’s height at the shoulder. The dog is learning to jump over a variety of strange-looking obstacles—not to jump great heights!

**ACTIVITY:**

**Leader Notes**

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4. Practice tunnels by draping a sheet or blanket over chairs and call your dog through. Be sure your dog doesn't get tangled up and frightened!

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. Which guidelines did your group discuss the most? Why?
2. Which agility guideline do you think will be the most difficult for you to follow? Why?

**Process:**

3. How is teamwork needed when training for agility?
4. Why must you teach your dog to trust you in agility?
5. What is the significance of safety in agility training?

**Generalize:**

6. How important is teamwork, trust and safety in every day activities? (home, school, etc.)

**Apply:**

7. How will these issues be useful as you prepare for a job or career?

**GOING FURTHER:**

1. Check out ways to acquire agility equipment.
2. Watch an agility demonstration or show.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team





# Population Explosion

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- The need for neutering and spaying dogs

#### **ABOUT THEMSELVES:**

- How to work together to solve problems

#### **Materials Needed:**

- Activity Sheet #7, Population Explosion Worksheet
- Member Handout #3, Is Your Dog Breeding Quality?
- Member Handout #4, Know the Facts BEFORE Breeding Your Dog
- Colored pencils or markers

#### **ACTIVITY TIME NEEDED:** 30 MINUTES

### ACTIVITY

Overpopulation of dogs is a serious problem in the United States. To get some idea of how quickly dogs can reproduce, figure out how many dogs would result after just three years from uncontrolled breeding.

Pair up with a partner for this activity.

Assume you are starting with one female dog. Using the dog house pictures, show how many dogs would result if she and her offspring were allowed to mate freely for a period of three years.

Use two colored marking pens. Dots will be put in the dog houses to represent dogs. Use one color marker for male dogs and another color for female dogs.

Assume for the purposes of this activity:

- The average age of sexual maturity of dogs is one year.
- The average litter size is six.
- Half of the puppies will be female; half will be male.
- Each female will whelp two litters a year.

### Leader Notes

Begin this lesson with a discussion about the problem locally. Ask an animal shelter director to speak to your group.

Find out:

1. How many dogs are euthanized each year?
2. How long do they keep a dog before it is euthanized?
3. What are the cost requirements for obtaining a dog from the shelter?
4. How many dogs are abandoned in rural areas?

Give each member Activity Sheet #7, Population Explosion Worksheet.

**Leader Notes**

**ACTIVITY**

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Realize that these assumptions are for the purpose of this activity only. With the great number of dog breeds there is a considerable range of “averages.” Although some breeds are sexually mature as early as 6 months, others mature as late as 2 years. The American Kennel Club rules state that dams must be a minimum of 8 months old and sires at least 7 months. Responsible breeders generally wait until the second or third heat, or when the dam is about 2 years old before breeding for the first time. Of course, this activity is not dealing with responsible breeding!

Average litter size also varies with the breed (or mix of breeds). Pomeranians have an average litter of 2, Dalmatians average 8 to 10 puppies, and Bouvier des Flandres average 1 to 15 puppies.

The average ratio of males to females will vary with breed but in the total population the number of males will be equal to the number of females.

Some breeds will only come into season every 12 to 14 months, but twice a year is most common.

Since one male could sire all of the litters, the population increases will be based on the females.

**YEAR 1**

Put six marks in the dog house to represent the first (Spring) litter born to the original female (three males, three females). Add 6 more marks to represent the second (Fall) litter.

**YEAR 2**

Put marks in the doghouse to represent the Spring litters born to the 3 Spring females plus the original female in Year 1. Add marks to represent the Fall litters born to all of the 6 females born in year one plus the original female. How many more dogs do you have now? How many males? How many females?

**YEAR 3**

Put marks in the year three doghouse to represent the litters born to all 6 of the Year 1 females, all 12 of the Year 2 Spring females, and the original female. Add marks to represent the litters born to all of the Year 1 females, all of the Year 2 females, and the original female. How many more dogs do you have when each of the dogs in Year 2 reproduces?

Year 1 + Year 2 + Year 3 =

**FACT:**

- Of the 12 million dogs and cats brought into humane shelters each year, eight to ten million have to be euthanized.

Review Member Handout #4, Know the Facts Before Breeding Your Dog.

Send Member Handout #3, “Is Your Dog Breeding Quality” home with members for their family to use before breeding a dog.

**ACTIVITY:**

**Leader Notes**

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**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. How did you arrive at the total number of dogs?
2. How did you and your partner work together?

**Process:**

3. What surprised you about this activity?
4. How would an effective program of altering dogs make your community a better place to be?

**Generalize:**

5. How can working together help you solve problems?

**Apply:**

6. What groups should be involved in your community to help solve the pet explosion problem?

**GOING FURTHER**

1. Be creative—make a visual to demonstrate the information you learned in this lesson.
2. Contact a veterinarian or animal shelter about the number of puppies that are euthanized each year in the country and in your area because there are not enough homes for them. Can you find out the number in Kansas? In your county?
3. Survey your 4-H or other obedience class. How many spayed females or neutered males are there? How many are unaltered?
4. In some communities, people pay lower license fees for their dogs if they have been spayed or neutered. Why? Find out if this is true in your community.

**Leader Notes**

**ACTIVITY**

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- Shook. Puppy Report. c1992.
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**Authors:**

- Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas, Kennel Club
- James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**POPULATION EXPLOSION  
DOG CARE AND TRAINING, LEVEL III  
Activity Sheet #7, Population Explosion Worksheet**

Assume you are starting with one female dog. Using the dog house pictures, show how many dogs would result if she and her offspring were allowed to mate freely for a period of three years.

Use two colored marking pens. Dots will be put in the dog houses to represent dogs. Use one color marker for male dogs and another color for female dogs.

To begin, assume:

- The average age of sexual maturity of dogs is one year.
- The average litter size is six.
- Half of the puppies will be female; half will be male.
- Each female will whelp two litters a year.

Since one male could sire all of the litters, the population increases will be based on the females.

**Year 1**

Put six marks in the dog house to represent the first (Spring) litter born to the original female (three males, three females). Add six more marks to represent the second (Fall) litter.



**Year 2**

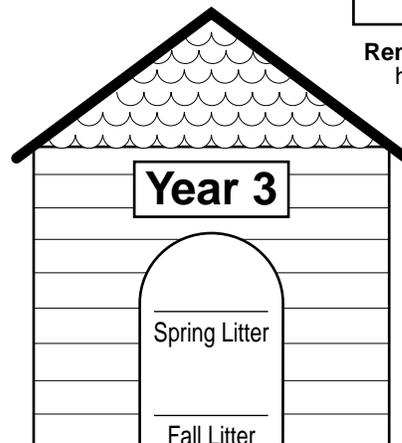
Put marks in the doghouse to represent the Spring litters born to the 3 Spring females plus the original female in Year 1. Add marks to represent the Fall litters born to all of the 6 females born in year one plus the original female. How many more dogs do you have now? How many males? How many females?



**Remember:** Original female has 2 more litters, too!

**Year 3**

Put marks in the year three doghouse to represent the litters born to all 6 of the Year 1 females, all 12 of the Year 2 Spring females, and the original female. Add marks to represent the litters born to all of the Year 1 females, all of the Year 2 females, and the original female. How many more dogs do you have when each of the dogs in Year 2 reproduces?



**Remember:** Original female and each of the year 1 females have 2 more litters, too!

Year 1 + Year 2 + Year 3 =

**Challenge—figure out the totals for year 4!**

## POPULATION EXPLOSION

### DOG CARE AND TRAINING, LEVEL III

#### Member Handout #4, Know the Facts Before Breeding Your Dog

It is extremely important to learn the facts and possible consequences in advance if you are contemplating breeding your dog. In today's overcrowded world, we, the wardens of our domestic pets, must make responsible decisions for them and for ourselves. The following points should be reviewed carefully.

**QUALITY:** AKC registration is NOT an indication of quality. Most dogs, even purebred with papers, should not be bred. Many dogs, though wonderful pets, have defects of structure, personality, or health that should not be perpetuated. Animals used for breeding should be proven free of these defects BEFORE starting on a reproductive career. Breeding should only be done with goal of IMPROVEMENT—an honest attempt to create puppies better than their parents. Ignorance is no excuse—once you have created a life, you can't take it back, even if deaf, crippled, epileptic, or a canine psychopath!

**COST:** Dog breeding is NOT a money-making proposition, if done correctly. Health care and shots, diagnosis of problems of proof of quality, extra food, adequate facilities, stud fees, advertising, etc., are all costly and must be paid BEFORE the pups can be sold. An unexpected Caesarean or emergency intensive care for a sick pup will make a break-even litter become a big liability. And this is IF you can sell the pups.

**SALES:** First-time breeders have no reputation and no referrals to help them find buyers. Previous promises of "I want a dog just like yours" evaporate. Consider the time and expense of caring for pups that may not sell until four months, eight months, or more! What WOULD you do if your pups DID NOT SELL? Send them to the pound? Dump them in the country? Sell them cheap to a dog broker who may resell them to labs or other unsavory buyers? Veteran breeders with good reputations often don't consider a breeding unless the have cash deposits in advance for an average-size litter.

**JOY OF BIRTH:** If you're doing it for the children's education, remember the whelping may be at 3 a.m. or at the veterinarian's office on the surgery table. Even if the kiddies are present, they may get a chance to see the birth of a monster or a mummy, or

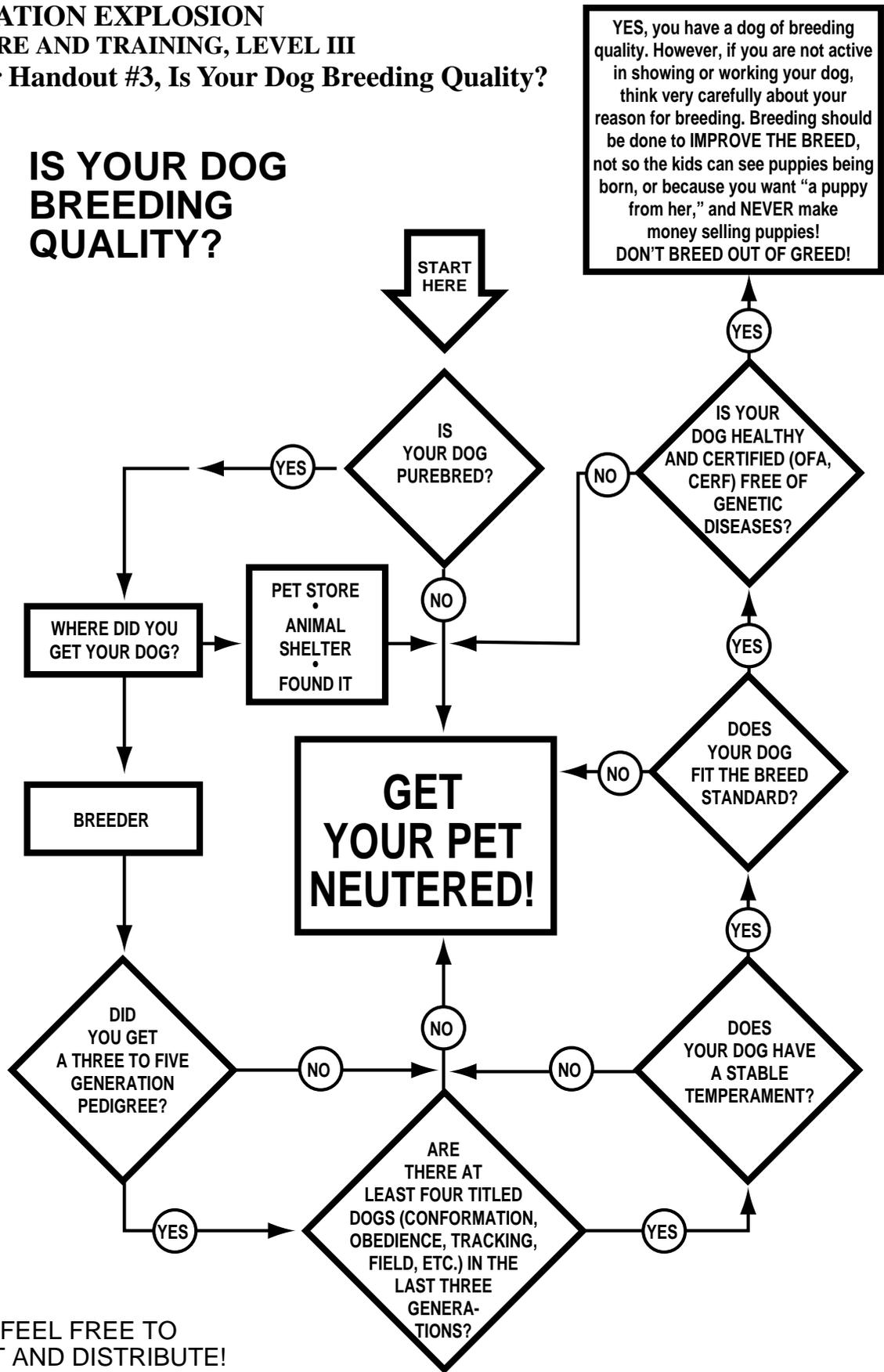
watch the female scream and bite you as you attempt to deliver a pup that is half out and too large. Some females are not natural mothers and either ignore or savage their whelps. Females can have severe delivery problems or even die in whelp—pups can be born dead or with gross deformities that require euthanasia. Of course there can be joy, but if you can't deal with the possibility of tragedy, don't start!

**TIME:** Veteran breeders of quality dogs state that they spend well over 130 hours of labor in raising an average litter. That is OVER TWO HOURS PER DAY, every day! The female CANNOT be left alone while whelping and only for short periods for the first few days after. Be prepared for days off work and sleepless nights. Even after delivery, mom needs extra care and feeding, and puppies need daily checking, weighing, and socialization. Later, grooming and training, and the whelping box needs lots of constant cleaning. More hours are spent doing paperwork, pedigrees, and interviewing buyers. If you have any abnormal conditions such as sick puppies, or a female who can't or won't care for her babes, count on double the time. If you can't provide the time, you will have either dead pups or poor ones that are bad tempered, antisocial, dirty, and/or sickly—hardly a buyer's delight.

**HUMAN RESPONSIBILITIES:** It's midnight—do you know where your puppies are? There are THREE AND A HALF MILLION unwanted dogs put to death in pounds in this country EVERY YEAR, with millions more dying homeless and unwanted through starvation, disease, automobiles, abuse, etc. Nearly a quarter of the victims of this unspeakable tragedy are purebred dogs "with papers." Any breeder who creates a life is responsible for that life. Will you carefully screen potential buyers? Or will you just take the money and not worry if the puppy is chained in a junkyard all of its life or runs in the street to be killed? Will you turn down sales to irresponsible owners? Or will you say "yes" and not think about the puppy that you held and loved now having a litter of mongrels every time she comes in heat, which fills the pounds with more statistics. Would you be prepared to take back a grown puppy if the owners can no longer care for it? Or can you live with the thought that the puppy you helped bring into the world will be destroyed at the pound?

**POPULATION EXPLOSION  
DOG CARE AND TRAINING, LEVEL III  
Member Handout #3, Is Your Dog Breeding Quality?**

**IS YOUR DOG BREEDING QUALITY?**



PLEASE FEEL FREE TO REPRINT AND DISTRIBUTE!





## Agility—A-Frame

### *Dog Care and Training, Level III*

#### What Members Will Learn . . .

##### ABOUT THE PROJECT:

- Teaching the dog a contact obstacle, the A-Frame.

##### ABOUT THEMSELVES:

- A task can be broken down into small steps to achieve success.

##### Materials Needed:

- A-Frame Agility Obstacle which can be spread out flat and raised in increments, support to be placed under the apex of the A-Frame when the angle is very shallow. See “Kansas 4-H Agility Dog Show Rule Book” (S-124) for details.
- Training treats for the dogs

#### ACTIVITY TIME NEEDED: 45 MINUTES

### ACTIVITY

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The competition performance will look like this: on command, the dog will approach the A-Frame straight on, will climb to the top with at least one paw touching the A-Frame in the up-side contact zone, and will climb down the other side with at least one paw touching the down-side contact zone, and will leave the A-Frame straight over the end without cutting corners. It is essential that the dog not leap off the A-Frame but walk down the entire down-side. Leaps can cause severe injury to the dogs as well as cause a competitive performance to be scored zero. Stress safety on this obstacle!

#### A-FRAME LEARNING STEPS:

**1**—Lay the A-Frame flat on the floor. Take the dogs up to see it but do not let them on it. Praise the dog.

**2**—Place A-Frame flat on the ground. Have the dog on leash on the member’s left. A spotter will walk along on the other side. Place a treat on the contact zone. Begin with the dog several steps back from the A-Frame, give the command, “CLIMB” and lead the dog over the A-Frame, letting it get the treat on the far side. Repeat with the dog on the member’s right side. Repeat a third time with the dog on the left.

**3**—A-Frame apex 12-24 inches high (prop up the center of the A-Frame so it will not collapse). Repeat Step 2.

### Leader Notes

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This lesson should be prefaced by the Agility Introduction. This lesson will cover all of the steps to teaching this obstacle. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:

- using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
- a member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle
- learning spread over several lessons will be better retained.
- members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.

**Leader Notes**

**ACTIVITY**

**4**—A-Frame apex 36 inches high. Repeat Step 2.

**5**—A-Frame apex 36 inches high. Repeat Step 2, but send the dog ahead of you. Continue to have a treat on the contact zone.

**6**—A-Frame apex 48 inches high. Use a collar tab, letting go as soon as the dog is on the A-frame. The member should then run to the down side of the A-Frame. The dog will get the treat on the contact zone, the member will give their release command and coach the dog to them

**7**—A-Frame apex 48 inches high. Practice sending the dog from further back. Continue to use a spotter and to have a treat on the contact zone. Continue to alternate working the dog on the right and the left.

**8**—A-Frame apex at competition height. Practice as for Step 7. Do not repeat more than a few times each session. This height will cause most dogs to tire quickly. Spend most of your practice time with the A-Frame at a lower height .

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. How did your dog react to the A-Frame laying flat?
2. What was the most difficult aspect of the A-Frame for your dog? Why?

**Process:**

3. Why is it important to have a spotter?
4. What is the significance of gradually raising the height of the apex?
5. Why is it important to teach dogs in a series of steps?

**Generalize:**

6. Why is it necessary for you to divide certain tasks into steps?
7. How valuable is repetition or practice for you when learning new skills?

**Apply:**

8. When might you use step learning in the future? Why?

**References:**

Kansas 4-H Agility Dog Show Rule Book (S-124)

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team



# Sharing Dogs with Others

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- How to make contacts for setting up visits to institutions with their dog.

#### **ABOUT THEMSELVES:**

- Planning ahead to schedule well-organized visitations or programs.
- How to share what they have with other people.

#### **Materials Needed:**

- Paper, pencils, easel paper, marking pens
- Activity Sheet #8, Guidelines for Therapy Dog Visits

**ACTIVITY TIME NEEDED:** 45 MINUTES

### ACTIVITY

There are many places in our community where people would be very happy if we brought our dogs in to do some demonstrations, mini dog shows, or to just visit and let them pet our dogs. Wouldn't you like to share your dog with someone else if you knew it was going to make them happy? What if you knew that they could no longer have their dog with them such as people in nursing homes?

Now, let's all make a list of places that we can make people happy by taking our dogs to them on a special outing. Take a few minutes to prepare your list of different types of places such as nursing homes and then we will make a list together.

Now, let's all select two locations that you think would be good for us to visit and we'll discuss why those would be good places to visit with our dogs.

#### **DISCUSS AND PLAN**

1. Who would the people be that we would be visiting? Their ages? Would they have problems seeing or hearing us or our dogs? Would they have handicaps that we can deal with? Could we be comfortable in talking with them and letting them touch / pet / love our dogs? Would we have fun being with them with our dogs?

### Leader Notes

As you compile a master list on easel paper some of the locations offered will probably be:

- nursing homes
- preschools
- elementary schools
- day care centers
- hospitals (general and children's)
- rehabilitation centers
- hospice organizations
- prisons and detention camps

There may be other locations that are unique to your community so they should all be listed on the easel paper.

Use a show of hands to select the top two locations.

**Leader Notes**

**ACTIVITY**

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2. What kind of event would we want to do for them? (Put on a mini-show, do dog tricks, give talks, obedience or showmanship demonstrations, show how we train our dogs, costume show, holiday visit, etc.)
3. Would all of our dogs be suitable to take or would some possibly be problems to handle or cause accidents? (Safety for our dogs, the people we are going to visit, and ourselves is the most important thing we can consider.)
4. Could we come up with a requirement or test that every dog and handler would have to pass before they would be qualified to participate? (AKC Canine Good Citizen or our own equivalent)

OK, we have some great ideas on who we would like to visit with our dogs and some of the problems we might have to work out before we go.

Let's talk about what we need to do to set up a visit to each of the two places that we have picked out to visit.

We need to keep in mind that just because we think it would be great to share our dogs and ourselves with a group doesn't mean that we might not have problems making a visit. There are some institutions and organizations that will have existing rules or regulations that might keep us from making the type of visit that we'd like to. Most of the rules can be worked with so some type of a visit can be made.

For example: A hospital may prohibit animals from being brought inside the hospital but they may allow certain patients to go to an outside courtyard to visit with our dogs. Almost anything can be worked out if we just talk with the person or people in charge of the place where we want to visit. Sometimes a small demonstration for the people in charge will answer all questions and will take care of potential problems.

Pass out Activity Sheet # 8, Guidelines for Therapy Dog Visits to each member.

Thank the volunteering Interview / Coordinating Teams and make yourself available to them for helping work out problems.

**ASSIGN TEAMS:**

We'd like to set up two teams with two 4-Hers in each team to make contacts with the places we'd like to visit. Any volunteers to make these contacts? We have guidelines available to help you interview and coordinate the visits. (Pass out copies to all members present.)

**DIALOG FOR CRITICAL THINKING:**

**Share**

1. What locations did you select to visit? Why?
2. What type of event did you select? Why?

**Process**

3. Why would a dog visit be beneficial to people in places where they can't have their own dogs?

**ACTIVITY:**

**Leader Notes**

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4. What are some of the reasons for testing and qualifying our handler / dog teams before going on visits?

**Generalize**

5. Why did you decide to share your dog and yourself?

**Apply**

6. What concerns would you have if you were in the same position as the people you will visit with your dog?

**GOING FURTHER:**

1. Arrange to have a Certified or Registered Therapy Dog and handler give a presentation and demonstration at a meeting.

**REFERENCES:**

Mary R. Burch. "Volunteering with your Dog." Howell,

Kathy Diamond Davis. "Therapy Dogs: Training Your Dog to Reach Others." Howell, c1992.

Canine Good Citizen Test

American Kennel Club

51 Madison Avenue

New York NY 10010

Therapy Dogs Incorporated

2416 East Fox Farm Road

Cheyenne WY 82007

(307) 432-0272

E-mail: [therdog@sisna.com](mailto:therdog@sisna.com) or website: [www.therapydogs.com](http://www.therapydogs.com)

Therapy Dogs International

6 Hilltop Road

Meanham NJ 07945

(201) 543-0888

Annual membership \$20.00 first dog, \$5.00 for each additional dog

Pet Partners

Delta Society

289 Perimeter Road East

Renton WA 98055-1329

(206) 226-7357

annual membership \$35.00 plus Delta Society membership fee

**Authors:**

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**Reviewed by:**

Dog Care and Training Design Team

**SHARING DOGS WITH OTHERS**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #8, Guidelines for Therapy Dog Visits**

**Place to be visited:**

Address: \_\_\_\_\_

Telephone numbers: \_\_\_\_\_

Person in charge of visits: \_\_\_\_\_  
(possibly the Activities Director, Social Services Director, or Director of Volunteer Services)

Their telephone number: \_\_\_\_\_

Either call them or better yet make a personal visit to the institution and discuss what we would like to do if a visit can be arranged.

**Find Out:**

1. The best days of the week and time of day for our visit:
2. The size and location of the area where the visit would take place (inside, outside, meeting room, auditorium, activities room, etc.):
3. What kind of visit would they like (demonstration, talks, individual visits, etc.):
4. Where should we park and how do we get to the meeting area (upstairs, downstairs, elevator, security escort necessary, etc.):
5. Who do we notify in case of accidents?
6. Where can we take our dogs to relieve themselves? We will do our own clean-up!
7. How much time should we plan for our visit?
8. Will any of the people we are visiting have special problems such as physical, medical, or mental?
9. Any special notes or questions?

Thank the people you've interviewed for their time and provide them with your name, address, and telephone number.

The next day mail a Thank You note to your contact person(s) that granted you the interview and let them know that you will share your findings with your fellow 4-Hers and will be back in touch for a group visit if possible.

**SHARING DOGS WITH OTHERS**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #8, Guidelines for Therapy Dog Visits (cont'd.)**

Date of initial contact: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Date Thank You sent: \_\_\_\_\_

Date shared with club members: \_\_\_\_\_

Date of scheduled visit: \_\_\_\_\_

Time of scheduled visit: \_\_\_\_\_





## Agility—Dogwalk

### *Dog Care and Training, Level III*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- How to teach a dog to negotiate the dogwalk.

##### **ABOUT THEMSELVES:**

- The value of small steps in learning.
- The importance of repetition.

##### **Materials Needed:**

- Dogwalk, adjustable to a lower level (about 24 inches)
- Optional: a 12 inch wide board, 8 feet or longer, and 2 cinder blocks

##### **ACTIVITY TIME NEEDED:** 45 MINUTES

#### **ACTIVITY**

NOTE: THE A-FRAME, STEPS 1–6 SHOULD BE LEARNED BEFORE PROGRESSING FURTHER THAN THE DOGWALK FLAT BOARD.

Use a spotter with the dogwalk until you are working on Step 9. The spotter is to help prevent the dog from “bailing off” the dogwalk as well as to prevent the dog from falling and getting injured or scared.

The dog should always wait in the contact zone until it is given a release command (such as “FREE”). To reinforce this the dog is always given a treat for waiting.

##### **ACTIVITY: DOGWALK BOARD OPTIONAL INSTRUCTION.**

If you are able to use this you will be able to teach the dog to walk on a narrow board before attempting to teach it to walk a narrow board that slants. This part of the lesson is much more important for larger dogs that will need to learn careful placement of their feet.

Step 1—Guide the dog onto the board over the end (not the side) using the command, “WALK.” Have your left hand on the collar, treats in your right. A spotter on the dog’s left can help to keep the dog on the board. PRAISE and treat the dog for standing on the board (this is much more important for a timid or large dog). Encourage the dog to walk the length of the board and to wait at the end. Give a treat to the dog for waiting.

#### **Leader Notes**

This lesson should be prefaced by the Agility Introduction and by the A-FRAME LESSON, Steps 1–6. This lesson will cover all of the steps to teaching the dogwalk and should be completed before attempting the seesaw. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:

- using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
- a member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle
- learning spread over several lessons

**Leader Notes**

will be better retained.

- members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.

**ACTIVITY**

Give a release command and lead the dog straight off the end of the board. Repeat with the dog on your right side. Repeat, alternating with the dog on left and the dog on right until the dog gets straight onto the board without hesitation, keeps all four feet on the board while walking over it, and waits for a treat at the end.

Step 2—Repeat Step 1 holding the leash tab. A spotter should be on the side opposite the trainer to help keep the dog on the board. Always have the dog wait for a release command (such as “FREE”) before leaving the dogwalk and reward the dog for waiting by placing a treat on the end of the board. Repeat, alternating with the dog on the left and the right for at least 3 repetitions. The dog is ready for the short dogwalk when it keeps all four feet on the board for the entire length.

**ACTIVITY—DOGWALK INSTRUCTION**

Step 1—Use the short walk. Take the dogs up to the dogwalk to let them see it but do not let them on it. Praise the dog.

Step 2—Use the short walk. With hand in collar guide the dog straight onto and over the dog walk. Use “WALK” as the command. Have a spotter on the dog’s other side to help prevent the dog falling or jumping off. When the dog is in the down contact zone have it wait and give a treat. Give a release command “FREE” to allow the dog to exit the dogwalk. The dog should not leave the dogwalk until you give the “RELEASE” command. The dog should exit off the board straight off the end. Repeat 4 times, twice each with the dog on the left and the dog on the right.

Step 3—Use the short walk. Begin about 3 feet back from the ramp, and use a spotter. Hold the collar tab, command “WALK” and walk the dog up to the ramp and up onto and over the dogwalk. Have the dog wait in the down contact zone and give it a treat as a reward for waiting. Give the release command and lead the dog straight off the dogwalk. Repeat with the dog on the opposite side.

Step 4—Use the short walk and proceed as in Step 3 but let go of the collar tab as soon as the dog is committed to the dogwalk (walking up the up ramp). If the dog does not go straight onto the dogwalk go back to Step 3. Continue Step 4 until the dog will go straight onto the dogwalk when you are on its right or left.

Step 5—Use the full-size dogwalk.

Walk the dog on lead up to the dogwalk to introduce the obstacle but do not let the dog on it. Praise and Release.

Step 6—With your hand in the collar, guide the dog straight onto and over the dogwalk. Give a treat in the down contact zone. Repeat 3 times, working the dog on the left and the right.

**ACTIVITY:**

**Leader Notes**

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Step 7—Use the collar tab. Guide the dog onto and over the dogwalk. Give a treat in the down contact zone. Repeat until the dog seems confident, working the dog on the left and the right.

Step 8—Use the collar tab to guide dog onto dogwalk, let go when dog is on it. Treat on the down contact zone. Practice with dog on left and right.

Step 9—Begin about 3 feet from dogwalk. Dog is off-lead. Walk up to the dogwalk with dog and command it on the walk. The dog should wait for a treat and release in the down contact zone. Practice with the dog on the right and on the left.

Step 10—Increase distance from dogwalk and send dog to it. Increase speed but the dog should continue to wait for a release command in the contact zone.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What parts of the dogwalk were difficult for your dog? Why?

**Process:**

2. Why is it important to have a spotter?
3. Why is it necessary to make the dog go on and off the walk directly over the ends?
4. What is the significance of the release command?
5. Why is it important to teach even a simple obstacle in several small steps?

**Generalize:**

6. Why do you learn things in small increments?
7. How does repetition enhance learning?

**Apply:**

8. When will you use steps and repetition in other learning activities?

**GOING FURTHER:**

1. Observe the dog walk at a show.

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**REFERENCES:**

Kansas 4-H Agility Dog Show Rule Book (S-124)

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team



# Relating to the Physically Challenged

## *Dog Care and Training, Level III*

### What Members Will Learn . .

#### **ABOUT THE PROJECT:**

- Becoming familiar with the role of assistance dogs

#### **ABOUT THEMSELVES:**

- How they can relate to the physically challenged.

#### **MATERIALS NEEDED:**

- Activity Sheet #9, Interview Questionnaire (after developed by group)

#### **ACTIVITY TIME NEEDED: 30 MINUTES**

### **ACTIVITY**

Your interest in dogs offers a lot of opportunities to get to know others with similar interests. Sometimes you may meet physically challenged people who are interested in dogs. People with physical challenges may use a well-trained dog to help them lead full lives. Getting to know physically challenged people who use dogs not only helps you learn more about dogs; more importantly, it helps you learn to appreciate the strengths of individuals who are physically challenged and to make new friends.

Do you know anyone who uses a dog to help deal with a physical challenge? If you are already acquainted with someone you may want to talk with this person or ask for names of someone he or she knows so you can broaden your acquaintances. If you don't know someone, talk with friends or people working in the helping professions such as doctors, nurses, teachers, religious leaders and social workers to learn about people you can spend some time with.

Either on your own or with help from someone else, arrange an interview with a physically challenged person who uses a dog. Find out how the person feels about the dog and how the dog makes day-to-day tasks easier.

#### **DIALOGUE FOR CRITICAL THINKING:**

##### **Share:**

1. What impressed you most about the person and/or dog that you interviewed?

### **Leader Notes**

Depending on the size of your group, decide if each individual will interview a physically challenged person or if the entire group will visit one person.

As a total group or in triads, write questions that you might ask a physically challenged person.

Finalize the questions to form a questionnaire that each individual or the group may use. Use Activity Sheet #9, Interview Questionnaire.

Have each member or group discuss and share the results of the interviews at the next meeting. Do the Critical Thinking questions after the interviews to help stimulate discussion.

**Leader Notes**

**ACTIVITY**

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2. What was the most difficult part of the interview? Why?

**Process:**

3. How does the person overcome the special challenges he/she faces each day?
4. How does the dog change the person's life?

**Generalize:**

5. How did you feel when you talked with the physically challenged person?
6. What did you learn about yourself as a result of this interview?

**Apply**

7. What did you learn that will help you feel more at ease in relating to people who are physically challenged in the future?

**GOING FURTHER:**

1. Prepare and give a talk to a group showing what you learned about physically challenged people and how they use their dogs to enhance their lives.
2. Volunteer some time with an organization that works with people who use helping dogs, such as Canine Assistance, Rehabilitation, Education and Services, Inc. (CARES)
3. Interview a Trainer for Kansas Specialty Dog Service (KSDS) or talk with a puppy raiser. What has their experience been? Does this sound like something you would like to do? Why or why not?

**REFERENCES:**

"Pointing the Way: Dog 3." North Central Region Extension Publication  
417-1993. c1993. pp8-9  
Kansas Specialty Dog Service Inc., P.O. Box 216, Washington, KS 66968  
(785/325-2256)  
Canine Assistance, Rehabilitation, Education and Services, Inc., PO Box  
314, Concordia, KS 66901 (785/ 243-1077)

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club  
James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**RELATING TO THE PHYSICALLY CHALLENGED  
DOG CARE AND TRAINING, LEVEL III  
Activity Sheet #9, Interview Questionnaire**

Date: \_\_\_\_\_ Dog's name and breed: \_\_\_\_\_

Person interviewed: \_\_\_\_\_

(Insert your questions here!)





## Agility—Pause Table

*Dog Care and Training, Level III*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- How to teach a dog to do the pause table.

#### ABOUT THEMSELVES:

- Importance of variety and planning

#### Materials Needed:

- Pause table, 8–10 inches high. See Kansas 4-H Agility Dog Show Rule Book (S-124) for details.

### ACTIVITY

If the dog already has been trained to Down, Sit, and Stay, then half of the training for the pause table has been accomplished.

Step 1—Walk dog up to the pause table to introduce the obstacle.

Step 2—On leash, give command for the table, “UP,” and walk toward table. Encourage dog onto the table and give treat and praise. Release dog (“FREE”) off of table. Repeat 3 times.

Step 3—On leash, have spotter hold dog about 3–5 feet from table. You will be standing on the side opposite the dog. Call the dog, using the table command, “UP.” Give the dog a treat when the dog is up on the table. Repeat 3 times.

Step 4—Repeat Step 3, commanding your dog to “SIT” once it is on the table. Give a treat when it sits and then release.

Step 5—Repeat Step 3, commanding your dog to “DOWN” once it is on the table. Give a treat when it is down and then release.

Step 6—Use the leash tab. Start the dog toward the table, commanding “UP.” Drop the tab. When the dog is on the table command it to “DOWN.” Command “STAY.” Increase the length of the stay to the count of 15, 30, and then to 1 minute. (In competition the dog will need to stay for a count of 5.)

Step 7—Repeat Step 6, with the dog doing a Sit.

### Leader Notes

This lesson should be prefaced by the Agility Introduction. This lesson will cover all of the steps to teaching the pause table. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:

- using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
- a member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle
- learning spread over several lessons will be better retained.
- members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.

**Leader Notes**

**ACTIVITY**

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Step 8—Alternate Steps 6 and 7, alternate having the dog on the left and the right. Increase the time the dog is on the table on a Stay. Increase the distance you go from the dog when it is on the table.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What happened when you first used the “UP” command?
2. How long did it take to get your dog to jump onto the table and stay?

**Process:**

3. Why is it important to practice getting on the table before adding the Stay or Sit?
4. Why do you think it is important to teach your dog several ways to pause on the table?
5. Why would you teach a full minute stay on the pause table when your dog only needs a five count in competition?

**Generalize:**

6. Why do you like variety in your learning activities?
7. When do we sometimes go beyond the minimum standards? Why?

**Apply:**

8. What events are you planning that will benefit from variety and extra effort? Why?

**GOING FURTHER:**

1. When is it important for you to pause, reflect, or take a break? Why?
2. Have someone talk to your group on the value of breaks.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team



# Agility—Open and Closed Tunnels

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- How to teach a dog to negotiate a tunnel.

#### ABOUT THEMSELVES:

- How to use small steps to help overcome a fear.

#### Materials Needed:

- Tunnels, Open and/or Closed. See Kansas 4-H Agility Dog Show Rule Book (S-124) for details.

#### ACTIVITY TIME NEEDED: 45 MINUTES

### ACTIVITY

Steps 1–4 are the same for both the open tunnel and the closed tunnel. If you are teaching the closed tunnel collapse it to about 4'. If you are teaching the open tunnel fold back the cloth to use only the non-collapsed part.

Step 1—Bring the dog on leash up to the tunnel, let it sniff and then walk away.

Step 2—Parent or instructor holds the dog at the entrance of the tunnel. Member is at the exit, letting the dog see them in the opening. A treat may be used and the member may need to hold the treat in the tunnel toward their dog. Call the dog. Praise and give the treat. Repeat 3 times.

Step 3—Instructor holds dog back one foot from entrance of tunnel and member calls through as in step 2. On the 2nd and 3rd repetitions use the command “TUNNEL” as the dog is called through.

Step 4—Use the collar tab. Member gives “TUNNEL” command and walks the dog up to the tunnel. Let go of the tab as soon as the dog begins to enter the tunnel. The member will rush to the exit to meet the dog with treats and PRAISE. The instructor or spotter can step in to block the entrance as soon as the dog gets into the tunnel.

#### OPEN TUNNEL ONLY

Be sure you have worked through steps 1–4 with this tunnel.

### Leader Notes

This lesson should be prefaced by the Agility Introduction. This lesson will cover all of the steps to teaching this obstacle. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:

- using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
- a member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle
- learning spread over several lessons will be better retained.
- members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.

**Leader Notes**

**ACTIVITY**

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Step 5—Tunnel is extended to 6 feet—straight. Dog is held at entrance and called through.

Repeat 3 times.

Step 6—Tunnel is extended to 6 feet—straight. Member sends dog through and meets dog at exit. Repeat 3 times, alternating left and right sides.

Step 7—Tunnel is extended to 10-12 feet—straight. Dog is held at entrance and called through by the member. Repeat 3 times. Then the member will walk the dog up to the tunnel and send him through. Repeat 3 times, alternating sides.

Step 8—Tunnel is full length—straight. Repeat Step 7.

Step 9—Add slight bend to the tunnel. Repeat Step 7.

Step 10—Add a 45 degree bend to the tunnel and repeat Step 7.

**CLOSED TUNNEL ONLY**

Be sure you have worked through steps 1–4 with this tunnel.

Step 5—Fold the fabric so it just hangs over the exit to this tunnel. Dog is held at entrance and member calls dog through. Repeat 3 times.

Step 6—Unfold the fabric so the entire length of the tunnel is about 6 feet. Dog is held at the entrance. The member holds the fabric end open so the dog can see the handler and calls the dog through. Repeat once. Then call the dog through but the member drops the fabric just as the dog reaches the handler. Repeat twice.

Step 7—Unfold the fabric to the full length and repeat Step 6.

Step 8—Repeat Step 7 but drop the fabric when dog is halfway through. repeat 3 times.

Step 9—Repeat Step 7 but drop fabric when dog enters the fabric portion of the tunnel.

Step 10—Dog is held at the entrance to the tunnel. The fabric is dropped. Call dog through. Be prepared to hold it so just a target opening is visible. Repeat 3 times.

Step 11—Member gives “TUNNEL” command and sends dog through tunnel. Repeat three times, working dog on the right and the left.

Step 12—Send dog through tunnel from 1 foot away from entrance. In practice increase distance. Practice working dog on both right and left sides, increasing distance.

**ACTIVITY:**

**Leader Notes**

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**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. How did your dog react to tunnels?
2. Which tunnel was most difficult? Why?

**Process:**

3. Why is it important to gradually increase the length and degree of light at the end of the closed tunnel?
4. How might the breed of dog affect your success in teaching tunnels?
5. What breeds might learn tunnels easier? Why?
6. What did you do to build your dogs confidence in the closed tunnel?

**Generalize:**

7. What do you do to build your confidence when attempting a stressful situation?

**Apply:**

8. What strategies will you use in the future to build confidence and reduce stressful situations?

**GOING FURTHER:**

1. Discuss the value of sight and its relationship to confidence.

**REFERENCES:**

“Kansas 4-H Agility Dog Show Rule Book.” (S-124)

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**Leader Notes**

**ACTIVITY**

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# Judging Showmanship

## *Dog Care and Training, Level III*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- How to judge dogs and handlers in Junior/Senior Showmanship.

#### **ABOUT THEMSELVES:**

- Evaluating a performance based on written criteria.
- Using communication skills to present a critique.

#### **Materials Needed:**

- Copies of Showmanship scoresheets, 1 per member- judge for each dog being judged
- Clipboards (optional)
- Copies of the “Kansas 4-H Dog Show Rule Book.”
- A copy of the “Kansas 4-H Dog Show Judge’s Guidelines.”
- Video camera, blank video tape, monitor for playback
- Ring area marked off by rope or with the corners marked.
- Activity Sheet #10, Showmanship Problem Areas.

#### **ACTIVITY TIME NEEDED:** 10 MINUTES TO 2 HOURS.

Parts 1 and 2 of this exercise can be done separately. You could also incorporate Part 1—Judging of Fittings—into any lesson where the members have their dogs by having several members act as judges and discuss their evaluations. Consider repeating this lesson throughout the year to improve showmanship as well as judging skills.

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#### **Leader Notes**

You will need several Showmanship dogs and handlers to be judged. Do not use potentially aggressive dogs for this lesson. A good way to do this is to invite members preparing for Showmanship to practice their skills while the older members practice judging. The older members could also take turns being judged as handlers. You may want to have the handlers make deliberate errors so the members learning to judge can practice scoring less-than-perfect performances. (As a variation, you could have the handlers draw out slips with possible “problem areas” listed and have them make deliberate mistakes. Depending on the dog you may want to let the handler pass on some of the problem areas such as “crowding another dog” or “extra loud commands.”) Another possibility is

## Leader Notes

to have the parents show the dogs and be judged. Regardless of who is being judged, be sure to have the “judges” practice tact when critiquing the performance. They need to be fair as well as honest.

Before beginning this lesson all members should be familiar with competing in Showmanship and the regulations for Showmanship.

This lesson breaks down the areas of scoring and responsibilities of the judge into two parts : Evaluation of Fittings and Evaluation of Showmanship and Direction of the Ring. This will allow the members to concentrate on one part of judging at a time and also allows you to adapt this lesson into two or more sessions. At the completion of each part stop to compare the “judge’s” evaluations. Each member should be able to discuss their scoring and provide a rationale.

The Kansas Dog Show Rule Book specifies that dogs 12 inches or under may be shown on a table and that dogs over 12 inches are shown on the ground or table at the 4-H'er's option.)

Determine how many “judges” you have and how many dogs to be judged. If possible each “judge” should evaluate the fittings for at least three dogs. You may want to assign dogs so more experienced and confident members are working with the less reliable dogs. Each dog should be evaluated by at least three “judges” so there will be an opportunity to compare results. Complete an evaluation yourself if there is time.

(In Part 2 every judge will evaluate every dog.)

## ACTIVITY

### **PART 1—EVALUATION OF FITTING:**

Today you will practice judging dogs and handlers in Showmanship. Each of you will have a scoresheet to mark for each dog we are judging. After judging the dogs we will compare your evaluations. We will start by evaluating the fitting of each of the dogs. Judges, Handlers, please set up your dogs in a line along the side of our ring. Now, of course there would be only one judge in the ring and this part of the evaluation would usually be done just before each dog completes a pattern.

Who knows which of these dogs could be examined on a table?

Judges, you will now, one at a time, examine the fitting of the dogs being shown to you. Practice being courteous to the handler as well as being gentle with the dog. Complete a scoresheet after judging each dog.

After the judging is complete the judges and handlers should prepare for discussion. Choose a dog and ask one of the judges who evaluated the dog to share their critique. Ask the second and third judges for their opinion—did they disagree on any points and why? Then have the second and/or third judge explain a strength they observed in the area of “Fitting of the Dog.” Once a strength has been identified then any of the judges may offer a suggestion for improvement. Each suggestion, however, should be balanced with a strength.

Choose another dog and repeat the evaluation.

Once all of the dogs have been evaluated then it is the handler’s turn to evaluate the judges. Ask the handlers to contribute positive comments on the judges. What can they say about the way the judge greeted them or handled their dog? What about the suggestions for improvement they received? Did any seem especially helpful or were they given in a friendly way?

**ACTIVITY**

**Leader Notes**

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Encourage discussion on points where the judges differ in their evaluation. The entire group may come to a conclusion on what constitutes a nail that is “excessively long” or teeth that are dirty. Judges should be fair but positive. Members should be able to identify strengths as well as faults. Requiring judges 2 and 3 to identify strengths also means that judge 1 doesn’t do all the talking. Giving suggestions for improvement may increase cooperation within the Club as the members learn to help each other improve their dogs.

## Leader Notes

In Part 2 you will be assigning jobs to the members. As your members become more skilled they will be able to score both areas at once but they learn more if they attempt to master just one area at a time. Rotate the jobs among the members so they all get an opportunity to practice all three of these jobs. If you will be repeating this lesson it is fine if a member only does the Ring Manager job at one of the lessons. Ideally you will have one member act as Ring Manager and will divide the remaining members between scoring showmanship of Handler and Coordination. You should have at least two members scoring each area. If you have a small group they may each score the same area for one dog and then each score the other area for the next dog, etc. At the end of this activity they will be comparing their scoring so you do need at least two scores in the same area for each dog. The scoring component of Part 2 should take about one minute (no more than two minutes) per dog participating. A judge does not have a great deal of time to make decisions and at this time your members are only scoring for one third of the area on the scoresheet.

Videotaping the dog/handler teams for Part 2 will be beneficial. Since this lesson is on judging it should be videotaped from the point of view of the scorers, who are actually the ones doing the judging. If you are teaching this lesson primarily to help members improve their showmanship skills (and it can work for both!) then it should be videotaped from the point of view of the Ring Manager.

Use Activity Sheet #10, Showmanship Problem Areas as a tool to let handlers draw the mistake they are to make.

## ACTIVITY

### PART 2—EVALUATING OF SHOWMANSHIP AND DIRECTION OF THE RING.

Now we'll be judging the Showmanship of the Handlers and the Coordination Between Handler and Dog. Actually, in addition to scoring these two areas the judge has the third task of directing the activity in the show ring. We will divide these jobs—all which a judge must do at the same time—so you will be able to concentrate on each one before putting everything together.

**Ring Manager:** We will need one person to direct the activity in the ring. This person will be in the ring and will be doing everything the judge would do except the scoring. This includes calling the dogs to come into the ring, gaiting the dogs as a group, gaiting the dogs individually, and dismissing them at the end of the class. The individual examination will be brief since this area was dealt with in Part 1.

**Scorer—Showmanship of Handler:** We will have several persons concentrating on the items listed on the scoresheet under Showmanship of Handler. These people will be together outside the ring (which makes for more difficult scoring but everyone should have the same view) and will individually mark a scoresheet for each team being evaluated. They will only mark the area for Showmanship of Handler. Remember, a team can be scored even when they are not being individually examined by the judge.

**Scorer—Coordination Between Handler and Dog:** We will also have several persons concentrating on the items listed on the scoresheet under Coordination Between Handler and Dog. They will score from outside the ring and will only mark their scoresheet for Coordination Between Handler and Dog.

If you are scoring please mark your own opinion—we are not doing team judging this time. At the end of this class (group of dogs) we'll compare scores and will also watch the video tape so we all can see what you saw as you were scoring. You should know that none of these Showmanship teams will merit a purple ribbon—they have all planned to make some mistakes.

We'll chose jobs and those of you acting as handlers please get your dogs ready.

As soon as everyone is in place the Ring Manager Judge may start.

After the first class (group) of dogs has been judged, gather to compare scoresheets and to review the video. As with the comparison of the scoring of the fitting of the dog, do a dog-by- dog comparison of scoring. View the video at appropriate points or at the end. Judges should give each handler praise for areas of strength and then may give suggestions for improvement. After the evaluations have been shared the handlers may critique the Ring Manager Judge. Be sure to give strengths as well as suggestions for improvement.

## ACTIVITY

## Leader Notes

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### DIALOGUE FOR CRITICAL THINKING:

#### Share:

1. What did you learn about scoring a Showmanship performance?
2. How did it feel to be the judge rather than the contestant?

#### Process:

3. In which of the three scoring areas was the greatest disagreement between the scores? Why?
4. Why is it important to judge only one area at a time when learning?

#### Generalize:

5. What is the difference between subjective and objective scoring?
6. Which way do you prefer to be judged?
7. Which way is easier to judge?

#### Apply:

8. Name examples of contests that are judged subjectively and that are judged objectively.
9. What, if anything, do contests judged in each style have in common?

### GOING FURTHER

1. Invite a Showmanship Judge to a meeting. Have him or her discuss some of the things to look for when judging Showmanship.
2. Arrange a Showmanship judging competition. Invite a Showmanship judge to judge the competition and volunteers to show their dogs. The volunteers will be coached to make some mistakes. The Showmanship judge would judge the class along with the members in the judging competition. The judge would then judge the judging, determining which members were most accurate in their judging. This also could be a team event with teams of two or three members deciding the scoring between them!
3. Be a ringside judge. Mentally (or on paper) score dogs that are in a competition. How close did you come to the judge's evaluation? Caution: Be careful about discussing a dog's performance and remember to be tactful. You may be standing next to the competitor's friends or relations who could be hurt by thoughtless remarks. Also, do not be critical of the judge. You are not seeing exactly the same things that he or she is seeing. If you are giving an opinion make it clear that it is "from your view."
4. Be a "ringside judge" at an AKC or UKC Showmanship competition. How is it different from 4H?

**Leader Notes**

**ACTIVITY**

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5. Volunteer to help younger members learn to compete in Showmanship. Serve as a judge if they have a practice night.

**REFERENCES:**

“Kansas 4–H Dog Show Rule Book.” S-46. Cooperative Extension Service, Kansas State University, Manhattan, KS. February 200.

“Kansas 4–H Dog Show Judge’s Guidelines.” S-82. Cooperative Extension Service, Kansas State University, Manhattan, KS. February 200.

Connie Vanacore. “The New Guide to Junior Showmanship.” Howell : New York, c1994.

**Authors:**

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**Reviewed by:**

Dog Care and Training Design Team

**JUDGING SHOWMANSHIP**  
**DOG CARE AND TRAINING, LEVEL III**  
**Activity Sheet #10, Showmanship Problem Areas**

Cut these slips apart and have the members who are handling the dogs draw out one or two to demonstrate errors in Showmanship. The slip lists the desired behavior—the handler will demonstrate the reverse.



<b>Handler is neat and well-groomed.</b>	<b>The handler allows others enough room to be comfortable.</b>
<b>Handler is friendly—smiles!</b>	<b>Commands are given in a normal or soft voice.</b>
<b>The correct collar and leash is used.</b>	<b>The dog is gaited in straight lines where required.</b>
<b>The handler follows instructions.</b>	<b>The dog is gaited at an even pace.</b>
<b>The handler keeps the dog set up.</b>	<b>The dog is guided with the lead without unnecessary jerking or pulling.</b>
<b>The handler keeps the dog between him or her and the judge.</b>	<b>Turns are smooth and practiced.</b>
<b>The handler demonstrates good footwork.</b>	<b>Corners are smooth.</b>
<b>The lead is handled smoothly.</b>	<b>The handler is aware of where the dog is and what he is doing.</b>





## Judging an Obedience Class

*Dog Care and Training, Level III*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- How to judge dog-handler teams in Novice Obedience.

#### ABOUT THEMSELVES:

- Evaluating a performance based on written criteria. Using communication skills to present a critique.

#### Materials Needed:

- Copies of 4-H Dog Obedience Novice Scoresheets, 1 per team being judged.
- Clipboards (optional)
- Copies of the “Kansas 4-H Agility Dog Show Rule Book.”
- Copy of “Kansas 4-H Dog Show Judge’s Guidelines.”
- Video camera, blank video tape, monitor for playback
- Activity Sheet #11, Obedience Problem Areas

#### **ACTIVITY TIME NEEDED:** 10 MINUTE INTRODUCTION PLUS 10–15 MINUTES PER DOG BEING JUDGED

This is based on judging the Novice Obedience classes. This lesson can be repeated a number of times throughout the year. You could combine this lesson with practice for Obedience competition. Members should be familiar with competing in obedience in at least the Pre-Novice level.

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#### Leader Notes

You will need several dog-handler teams, preferably at the Novice level or higher but you could also use Pre Novice dogs. You could invite members preparing for Obedience competition to practice their skills or even adults who have obedience-trained dogs. You may coach the dog-handler teams to deliberately make errors. You could have them pick one or more problem slips which list errors that they will attempt to make so the judges will have less than perfect performances to judge. (Note that the problem slips actually list correct behaviors that are frequently done incorrectly. It is up to the handler to define what the incorrect behavior would look like.)

This lesson covers the judging of all of the Novice exercises. You will have one member be a ring judge who will

## Leader Notes

manage the ring, directing the performance of the dog-handler team within the limits of the regulations. The remaining members will be scoring the performance from outside the ring, backed up by a video camera. The members will be able to concentrate on the actual performance without worrying about directing it. When you have members who become proficient in both areas it is time to let them practice putting them together.

In addition to splitting the direction and the scoring this lesson also requires the members to concentrate on just one exercise at a time. (Heeling is the most difficult to judge and in this lesson, as in the actual obedience ring, it will be covered twice.) The basic outline of this lesson for each exercise will be:

1. Review and discuss the Kansas 4–H Dog Show Rule Book, the Kansas 4–H Dog Show Judge’s Guidelines, and the scoresheet for Novice Obedience.
2. Score one performance of the exercise.
3. Compare, discuss and defend the scores given, viewing the video tape when needed. Make constructive suggestions for improvement to the dog—handler team.
4. Score all of the rest of dog-handler teams on the same exercise.
5. Compare and discuss the scoring for each dog. Why are there discrepancies in the judging? Review the video tape. Make constructive suggestions to the dog-handler team.
6. Once the video tape is reviewed the handlers should contribute positive comments and suggestions for improvement to the member acting as their judge in the ring.

## ACTIVITY

### INTRODUCTION:

Today everyone will have an opportunity to judge one or more obedience performances. We will have one dog—handler team showing at a time and you as judges will score that dog’s performance. To allow you to concentrate on the judging we will have one member call the commands while the rest of you score the performance. At the end of each exercise we will stop and compare scores so keep your scores to yourself until then. You should know that none of these dog—handler teams will be placing in the purple ribbons—everyone is supposed to be making some mistakes.

Before the judging begins let’s look at the “Kansas 4–H Dog Show Rule Book,” and the scoresheets to review what you should be looking for. We will also want to check the “Kansas 4- H Dog Show Judge’s Guidelines.”

## ACTIVITY

### STUDYING THE REGULATIONS:

First we need to look at some of the general regulations. We will consider the *Rule Book* first and then double-check with the *Judge's Guidelines*.

Consider the section on Commands and Signals. You should know that a single command does not mean a single word but that multi-word commands should not have pauses between words and that a single-word command should not be so drawn out as to have pauses between the syllables. It is permitted to use the dog's name immediately before any command (verbal). Again, be careful of pauses between the dog's name and the command. Who can demonstrate a proper command? Demonstrate a command that might be penalized (double command or too loud). Demonstrate an allowable signal and then one that might be penalized. If the guidelines mention a command or signal the handler that does both will be penalized. What are the only times that a command and a signal are allowed in Novice?

Sometimes the signals can be very subtle and the handler may not even be aware that he or she is doing them. This could include a hand movement for the dog to sit at a halt or bending toward the dog on a recall. Be sure to help each other learn not to give these signals as they will be penalized.

Heel Position is frequently mentioned in the *Rule Book*. It defines where the dog is in relationship to where the handler is. Who can demonstrate with a dog what the heel position is? Can you demonstrate what it looks like when your dog is not in heel position? During which Novice exercises is heel position specified in the *Rule Book*?

It is interesting to note that it is usually the dog's responsibility to get into and stay in heel position although the handler can certainly make it easier by being consistent with footwork, etc. However, there are times when it is the handler's sole responsibility and others, such as the start of an exercise, when it is possible to gently guide the dog into the proper heel position by using the collar. Regardless of whose responsibility it is, heel position is scored the same.

### JUDGING HEEL ON LEASH

Let's take a look at the *Rule Book* to see what the Regulations for Heel on Leash say. These Regulations combine regulations for the handler with some regulations for the judge.

Let's read over the first paragraph. Who can summarize and or demonstrate what it says? Any questions? (Continue for each paragraph.) Now take a look at the scoresheet for the Heel on Leash exercise. Although everything directly stated or implied in the *Rule Book* can't fit on the scoresheet, everything on the scoresheet should be in the *Rule Book*. Do you see anything on the scoresheet that you can't find in the *Rule Book*? What about sniffing?

## Leader Notes

The first time you do this lesson and later, if you feel that the members would benefit from a review of the *Rule Book*, review the description of the desired performance of each exercise before each exercise. Do this just for the first dog being judged.

Command only OR Signal only: Heel on Leash and Heel Free—to heel; Recall—to Come, to Finish.

Both Command AND Signal specifically allowed : Stand for Examination—to stay; Recall—to stay; Long Sit and Long Down—to stay.

Both Command and Signal allowed but not specifically mentioned in the *Rule Book*: Stand for Examination—to stand (also the only time the handler may physically place the dog into position beyond guiding by the collar between exercises); Long Sit—to sit; Long Down—to down.

Neither Command or Signal is allowed at other times during an exercise. This includes the sit for halts during Heel and the sit in front and sit after the finish during the Recall.

Heel Position: Heel on Leash and Heel Free—the entire exercise. Stand for Examination—the handler returns to heel position when indicated by the judge. The *Judge's Guidelines* also specify that the handler must be in heel position before giving the command and or signal to stay. Recall—dog goes smartly to heel position when the handler commands or signals to finish.

You may want to read a paragraph aloud or have a member do it, or, if you have ample copies, have each member read to themselves.

## Leader Notes

At this time you have a choice of how to proceed. The preferred course, provided you have the time and several dogs, is to concentrate on judging the Heeling exercise. Switch ring judges and bring in another dog to be judged on heeling. Continue until all of the available dogs have had an opportunity to be judged on the Heel on Leash and Figure 8 Exercise. Switch the ring judges for each dog so as many members as possible get a turn to call the commands. Stop and compare the scoring of all of the dogs. Allow for discussion/debate when there are scoring discrepancies. After the scoring on each dog has been discussed the scoring judges should practice giving suggestions for improvement to the handler.

## ACTIVITY

Now that you know what to look for let's try judging the first team. We will have one person be the ring judge. This person will perform all of the duties of the judge except the actual scoring of the dog. (Actually, in some types of competitive obedience a steward calls the commands and the judge concentrates on the actual scoring.) The rest of you will be judges and score the performance from outside the ring. Be aware that you will not see everything the way the ring judge sees it but that you will be comparing your scores with each other so you should all see about the same thing. We will also video tape the performance from your viewpoint.

As soon as the dog and handler are ready the ring judge may begin.

At the end of the Heel on Leash (and Figure 8) exercise gather together to compare scores. View the video tape. Review the *Rule Book*. The scoring judges should be able to make constructive suggestions for improvement and not just catalog all of the errors they observed.

If you are short on time or have only one or two dogs to judge, after the discussion of scoring of the Heel on Leash and Figure 8 exercise for the first dog, continue on to work with the rest of the exercises with the same dog as directed in the next part of the activity. You will need to switch judges for each exercise. After the first dog you will not review the *Rule Book* for each exercise but you will continue to stop at the end of each exercise to compare scoring.

### JUDGING THE STAND FOR EXAMINATION

Compare the description of the Stand for Examination in the *Rule Book* to what is described in the *Judge's Guidelines*. Notice that the scoresheets and the *Judge's Guidelines* are quite specific about what constitutes a non qualifying performance.

As soon as the judges and the handler is ready the ring judge may direct the handler to begin the exercise. Remember, this is an off-lead exercise in Novice. Pre-Novice dogs may do this on lead.

When this exercise is completed for the first dog stop and compare scoring including discussion of discrepancies, viewing the video, and giving suggestions for improvement.

Continue to judge the rest of the dogs on Stand for Examination, switching judges for each dog. After all have been judged, stop to compare scoring.

### JUDGING THE HEEL FREE EXERCISE

Since we have already discussed the *Rule Book* for the Heel on Leash exercise we won't repeat the discussion for Heel Free. There are two differences between Heel on Leash and Heel Free exercises, however, and both of them are major. What are they?

## ACTIVITY

Since we have discussed scoring of the Heel on Leash exercise and the scoring is the same as the Heel Free, we will score all of the dogs on the Heel Free exercise before we stop to compare. We will continue to rotate the job of ring judge.

As soon as the judges and handler are ready you may begin.

After all dogs have been scored stop and compare scores as before.

### JUDGING THE RECALL EXERCISE

Compare the descriptions of the Recall exercise in the *Rule Book* and in the *Judge's Guidelines* and with the scoresheet. Are there areas which are not clear to you? Can someone demonstrate, without a dog, a proper way to command the dog to come? Can someone demonstrate, without a dog, a performance which would be penalized or even non qualifying? Any questions?

As soon as the first handler and the judges are ready we'll begin.

After scoring the first dog let's compare the scoring. When the handler is done with the recall he or she will be leaving the ring to wait for the judging of the group exercises. What could you as a judge say to this handler as he or she leaves the ring?

We'll continue to judge the rest of the dogs on the recall exercise.

Discuss the scoring of each dog handler team on this exercise.

### JUDGING THE GROUP EXERCISES—THE LONG SIT AND THE LONG DOWN

Review the regulations for the Long Sit and the Long Down in the *Rule Book* and in the *Judge's Guidelines*. Compare these to the scoresheets. If you were judging in the Novice ring what would you do if a dog got up and started to walk over to another dog?

Compare the scoring and discuss differences.

### DIALOGUE FOR CRITICAL THINKING

#### Share:

1. What did you learn about scoring an obedience performance?
2. Which exercise was the hardest to score? Why?

#### Process:

3. Which exercise had the greatest amount of difference in the way different people judged it? Why?
4. What are some of the characteristics that a judge should demonstrate toward a handler and dog?

## Leader Notes

Answer: In the Heel Free exercise the dog is off leash and there is no Figure 8.

If the members who are handling the dogs are the same as the members who are learning to judge, then for this exercise have half of them participate in the long sit exercise while the others judge. Switch groups for the long down exercise. Ring procedure for the group exercises is not difficult to learn so if needed you or a parent could call the commands.

We will do both the Long Sit exercise and the Long Down exercise before stopping to compare scoring. As soon as the judges and handlers are ready we can begin.

**Leader Notes**

**ACTIVITY**

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**Generalize:**

5. In what ways is an obedience judge like a schoolteacher? In what ways are they different?

**Apply:**

6. What will you do differently the next time you judge an obedience class? Why?

**GOING FURTHER**

1. This lesson can be adapted for judging PreNovice, Graduate Novice, Open, and Utility Classes. Once a member is proficient at judging the Novice class he or she will not find it difficult to add the more advanced classes. The difficult part, the judging, has been mastered and it will be primarily a matter of learning the ring procedure and memorizing the regulations to add Graduate Novice, Open and Utility.
2. Be a ringside judge. Score the performances of dogs in the obedience ring at a 4–H or other obedience competition. See how close your evaluation come to that of the judge in the ring or compare your scoring with that of a friend. Before you criticize the judge, however, remember that you are seeing things from a different perspective and the judge can only judge from their perspective. You may even see faults the judge has missed—the judge can't see everything at once! Also be careful when discussing a performance—the handler's mom or best friend might be standing right next to you and may be offended by your constructive criticism.
3. Volunteer to be a ring steward.
4. Volunteer to help younger members prepare to show their dogs in obedience. Serve as a judge at their practice sessions.

**REFERENCES:**

- “Kansas 4–H Dog Show Rule Book.” S-46. Cooperative Extension Service, Kansas State University, Manhattan, KS. February 2000.
- “Kansas 4–H Dog Show Judge’s Guidelines.” S-82. Cooperative Extension Service, Kansas State University, Manhattan, KS. February 2000.
- William A. Oxandale. “Obedience Judging : A Beginner’s Manual.” UUAO Publishing : Crestwood, MO. c1995.

**Authors:**

- Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
- James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**JUDGING AN OBEDIENCE CLASS  
DOG CARE AND TRAINING, LEVEL III  
Activity Sheet #11, Obedience Problem Areas**

These are possible places where errors may be made by handlers in Novice Obedience. Cut the slips apart and have the members draw out one or two to demonstrate errors in Obedience. The slips identify the correct performance—to demonstrate the error the handler will perform the opposite behavior.



<b>Heeling: Leash has slack in it.</b>	<b>Heeling: Handler responds to judge's commands within 2-3 steps.</b>
<b>Heeling: Dog is in heel position.</b>	<b>Heeling: Handler does not praise or pet the dog during the exercise.</b>
<b>Heeling: Handler maintains a steady pace unless "Fast" or "Slow" is commanded.</b>	<b>Commands are not excessively loud.</b>
<b>Heeling: Change pace to slow when commanded "Slow"</b>	<b>Stand: Stand at heel position when giving the command and/or signal to stay.</b>
<b>Heeling: Change pace to fast when commanded "Fast"</b>	<b>Stand: Give only one command and/or signal to stay.</b>
<b>Heeling: Dog sits without extra command when handler halts.</b>	<b>Stand: Handler walks about 6 feet from the dog, then turns and faces the dog.</b>
<b>Heeling: Handler makes smooth turns without halting.</b>	<b>Stand: Return to heel position when commanded "Return to your dog."</b>
<b>Heeling: Handler and dog do not bump into each other.</b>	<b>Recall: Give the stay command and/or signal only once.</b>

**JUDGING AN OBEDIENCE CLASS**

**DOG CARE AND TRAINING, LEVEL III**

**Activity Sheet #11, Obedience Problem Areas**



<b>Recall: Give only one recall command or signal.</b>	<b>Long Sit: Dog sits without being forced into position.</b>
<b>Recall: Stand straight and still with arms at sides as dog is coming and sitting in front.</b>	<b>Long Down: Dog downs without being forced into position.</b>
<b>Recall: Handler gives a single command or signal for the dog to finish.</b>	<b>Repeat.</b>



# Ready to Show!?

## Advanced Dog Show Preparation

*Dog Care and Training, Level III*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- Preparing to show a dog—Proofing

#### ABOUT THEMSELVES:

- Self-evaluation, setting goals and preparing to meet them

#### Materials Needed:

- Dog and the equipment (leashes, etc.) you would use to show it.
- Appropriate scoresheets (showmanship , etc.)
- “Kansas 4-H Dog Show Rule Book” (see References)
- “Kansas 4-H Dog Show Judge’s Guidelines” (see References)
- Video camera, blank video tape, monitor
- Snacks, such as popcorn

**ACTIVITY TIME NEEDED:** INTRODUCTION—15 MINUTES;  
STUDY THE REGULATIONS—30 MINUTES; VIDEO TAPING  
AND CRITIQUE OF PERFORMANCES—15 MINUTES PER  
DOG; INDIVIDUAL PRACTICE —15 TO 30 MINUTE  
SESSIONS.

### ACTIVITY

You’ve done your training and your dog is working well. You have learned to groom your dog and can prepare it to look its best. As you prepare your dog for competition it is time to work on proofing and polishing the performance.

#### STUDY THE REGULATIONS

To prepare you will need to take the *Rule Book* home to study the section that applies to you—Showmanship and/or Obedience. You will also need to write out 5 questions from the *Rule Book*.

Use your questions to conduct a mini quiz bowl to help you learn the rules.

### Leader Notes

This lesson works well in combination with the lessons on judging. However, this lesson is concentrating on the dog’s performance and the judging lessons are emphasizing the judges’ performance so although some of the same skills are being practiced the lessons should be separate. If you are working with very many members you will probably want to schedule separate practice nights for Showmanship and Obedience.

Give each member a copy of *Kansas 4-H Dog Show Rule Book*.

## Leader Notes

Invite a guest judge to help members critique their performance.

Video tape the performance if possible.

Invite a guest judge and videotape performance if possible.

Incorporate distractions into the practice:

- Eat snacks
- Play with dogs near ring
- Play music or dog show sounds

## ACTIVITY

### PRACTICE NIGHT

#### Showmanship

Wear your show clothes to this practice session. One of the goals of this lesson is to proof your dog to be comfortable around as many new people (and new places) as possible. As the judge is evaluating you and your dog, we will videotape so you can view and critique your performance using the scoresheet as your guide. Having someone else critique your performance gives you another point of view—sometimes it is difficult to spot your own mistakes. If time allows, we will show a second time to try to make improvements.

#### Obedience

Wear your show clothes and shoes to this practice session. After you've been judged view the video tape and score yourself. If the judge filled out a scoresheet for you compare it with the videotape to identify places where you need more work. If time allows, show your dogs a second time to try to make improvements.

### INDEPENDENT WORK

Practice your ring routine in as many different places as possible. Be sure the area you choose is safe—no glass, sandburrs, stray dogs, etc. (Do not work your dog off-lead in an open area unless your dog is 100% reliable.) Parking lots, playgrounds, parks, friends' yards, etc. are all places you can work to proof your dog. The purpose is to get your dog comfortable in working in as many different places as possible. If you know the place you'll be showing in next—outside, in a livestock building, on concrete, inside on slick floors—try to practice in a similar area.

Ask as many types of people as possible, particularly adults—men, women, short people, tall people, big people, men with beards, bald men, people with long hair, people with high voices, people with loud voices, etc. to greet (and treat) your dog. Let your dog become comfortable without becoming frightened. Your dog should consider everyone as a friend or at least as someone to be tolerated if you say it is OK. If you know about the judge you will be showing under next try to get your dog used to that type of person.

### DIALOGUE FOR CRITICAL THINKING

#### Share

1. What types of things are most distracting to your dog?

#### Process:

2. What are some places that you could practice with your dog?

#### Generalize:

3. What are things that distract you when you are supposed to be or want to be concentrating on something? (such as at school)

**ACTIVITY**

**Leader Notes**

---

**Apply:**

4. What could be the consequences of a person not being able to ignore distractions?
  
5. What jobs would require a person to ignore distractions.

**REFERENCES:**

- Barbara S. Handler. "Successful Obedience Handling: The New Best Foot Forward." Alpine Publications : Loveland, CO. c1991.
- "Kansas 4-H Dog Show Rule Book." S-46. Cooperative Extension Service, Kansas State University : Manhattan, KS. February 2000.
- "Kansas 4-H Dog Show Judge's Guidelines." S-82. Cooperative Extension Service, Kansas State University : Manhattan, KS. February 2000.
- William A. Oxendale. "Obedience Judging: A Beginner's Manual." UUAO Publishing : Crestwood, MO. c1995.
- Connie Vanacore. "The New Guide to Junior Showmanship." Howell : New York. c1994.

**Authors:**

- Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
- James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

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READY TO SHOW? ADVANCED DOG SHOW PREPARATION

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# Kansas 4-H Dog Care and Training Project Leader Notebook

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# Advancing by Setting Long-Term Goals

## *Dog Care and Training, Level IV*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Setting goals

#### **ABOUT THEMSELVES:**

- The importance of setting goals

#### **MATERIALS NEEDED:**

- Dog Care and Training Member Guide and Annual Report (MG-36)
- Activity Sheet #1, Preparing Long-Term Goals

**ACTIVITY TIME NEEDED:** 60 MINUTES

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## ACTIVITY

Because of your involvement and achievements in past dog care and training projects, you will now be helping other project members by sharing the information and knowledge that you've gained about dogs.

As a junior leader, you also will be reviewing your own goals.

Your progress throughout Level IV is an important part of this project. Sometimes, setting long-term goals is difficult and, therefore, we don't do it. But in Level IV, we have made several places for you to look at your progress.

Setting long-term goals does not need to be intense or elaborate. Rather, it should be simple and to the point. If you take time to review your long-term goals, you will have a better chance of reaching those goals.

Goals can be long-term or short-term. When using the Dog Care and Training Member Guide and Annual Report for Level IV, let's make both goals long-term—something you plan to do in two to five years.

Many of the things you have been learning in this project are skills that are transferable to long-term goals, such as obtaining more education, getting a job, winning a scholarship, or even pursuing a career.

Now that you've completed the activity sheet, let's fill out the Dog Care and Training Member Guide and Annual Report using these two long-term goals.

---

## Leader Notes

Note: the Dog Care and Training Member Guide and Annual Report (MG-36), may be used for the dog related long-term goals or personal goals. Members may wish to select one dog related goal and one personal goal.

Pass out Activity Sheet #1, Preparing Long-Term Goals, and fill in the blanks. (Personal Goal oriented)

Complete MAP STEPS one to seven.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What were your two goals?
2. What did you like most about this activity?

**Process:**

3. Why is it important to review your long term goals?
4. What skills do you have that you can use in other projects, activities or situations?

**Generalize:**

5. What did you learn about yourself from this activity?

**Apply:**

6. How will you apply what you've learned to other situations?

**GOING FURTHER:**

- Develop a job resume.
- Discuss developing a personal portfolio of your skills with a school counselor.

**REFERENCES:**

**Author:**

Gwen Bailey, Consultant  
James P. Adams, Specialist, 4-H and Youth Programs, K-State  
Research and Extension

**Reviewed By:**

Dog Care and Training Design Team

**ADVANCING BY SETTING LONG-TERM GOALS**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Activity Sheet #1, Preparing Long-Term Goals**

Long-term goals define your future. Select two of the following long-term goals that you might work on in Level IV.

CHECK TWO (of your choice)

\_\_\_\_\_ acquire more education

\_\_\_\_\_ get a job

\_\_\_\_\_ win a scholarship

\_\_\_\_\_ select a career path

\_\_\_\_\_ other

\_\_\_\_\_ other

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Now take one of these long-term goals and answer the following questions.  
One of my long-term goals is to:

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I hope to eventually use this long-term goal. How I plan to reach this goal is by:

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To reach this long-term goal I will use my abilities of:

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To reach this long-term goal I will need to improve on:

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When I reach my goal in the future, I will know it's been met by:

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## Call an Expert!

### *Dog Care and Training, Level IV*

#### What members Will Learn . . .

##### **ABOUT THE PROJECT:**

- Possible dog-related careers

##### **ABOUT THEMSELVES:**

- Their interest or desire for dog-related careers
- The value of learning from others experience

##### **Materials Needed:**

- Activity Sheet #2, Dog Career Speaker Worksheet
- Flip chart, markers

##### **ACTIVITY TIME NEEDED: 45 MINUTES**

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## ACTIVITY

One way to learn about dog related careers is to invite outside resource people to speak about topics of interest to your group. It is important to know how to contact and invite a guest speaker.

1. Survey the members to determine the dog careers they are interested in. Check with your Leader. Are there lessons planned that would be enhanced by a speaker? Review the list on Activity Sheet #2, Dog Career Speaker Worksheet. Decide what specifically you would like the speaker to talk about.
2. Use the worksheet to plan who you will try to contact to speak on the chosen subject. Ask members, leaders and others for recommendations.
3. Determine the date, time, and place for the speaker. Have some back-up dates in case the speaker isn't available on the first date
4. Make your first contact by telephone or in person. Introduce yourself as a 4-H member working in the Dog Project. If this person was recommended by a member or by another contact you may wish to mention that fact. Have this information ready: Date, Time, Place, Number of Participants and their approximate ages, Subject, Amount of Time Available. Ask the speaker if he or she will need any special equipment such as a dog, a screen, a room that can be darkened, a VCR, or a projector for their presentation. Ask if the speaker knows where the meeting place is located—explain if they do not. If you do

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## Leader Notes

You could assign this project to members as teams but each member will gain much more if they are in charge of a speaker on their own. If you would like to present this lesson to all of the Level 4 members you could easily have them schedule speakers to present throughout the year. Take advantage of these advanced members. They can essentially make all of the arrangements for a Level 1 or 2 presentation at the same time they are growing in the skills of communicating with professionals and planning for a speaker.

Outline the major points on a flip chart as you discuss. Encourage members to take notes or provide a summary handout.

**Leader Notes**

**ACTIVITY**

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not have an address for the speaker ask for one. Give your name again and your telephone number in case they need to reach you. Thank them for agreeing to speak. If they cannot speak to your group, ask for a recommendation of another speaker. Thank them for the recommendation or just for the time they took to speak with you.

5. When you have a speaker arranged immediately write a letter to them confirming the arrangements. You may wish to include a map if the place they are speaking is not well-known. If the speaker is coming from out-of-town a nice touch is to offer to take him or her to dinner before or after the presentation, since you are the host. Check with your parents and or your leader to see if this would be appropriate.
6. Decide how to make the speaker feel welcome. Let the members know that a special speaker will be coming that they won't want to miss. You want to have a good turn out for the meeting. Make arrangements for any equipment, supplies, etc. needed ahead of time. Have the room set up (will you need to set up chairs?) at least half an hour before the talk is scheduled. If you think the talk will be a question-and-answer format you may want to have the members wear name tags. If the speaker plans to have a dialogue and questions without a lot of visual aids, consider sitting in a circle.
7. Be ready to greet the speaker when he/she arrives. Introduce yourself and your leader and anyone who will be helping you co-host. When it is time for the speaker to begin, introduce him/her and the topic of the talk clearly and lead the members in welcoming applause.
8. During the talk be attentive and encourage others to do the same. This speaker is giving you a gift of knowledge—a gift you asked for. Be ready to help when needed to hand out papers, turn out lights, etc. If the speaker asks for questions be prepared with one or two to get everyone started. If a volunteer is requested be prepared to volunteer. Do everything you can to make this successful.
9. At the end of the talk give a thank you and lead the others in applause again. Help the speaker pack-up any supplies he/she brought and stay nearby unless your leader, co-host, or other person is taking care of the speaker.
10. The day after the talk write a note to the speaker thanking him/her for their time.

**ACTIVITY:**

**Leader Notes**

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**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. How did you decide who would be the best speaker for your group?
2. How did you make the initial contact with the speaker?

**Process:**

3. How did you feel about calling a person you probably did not know to ask if he or she would give a talk before your group?
4. In what ways did it help to have a clear idea of what you wanted the speaker to talk about?

**Generalize:**

5. How might “an expert” help us learn more quickly than we could on our own?
6. How do you determine if a person is an expert?

**Apply:**

7. In what other areas of your life could an expert help you learn things you want to know?

**GOING FURTHER:**

1. Invite another guest speaker to come to different meetings to talk about one of the many unique ways dogs are used such as field trials, fly ball teams, agility, tracking, herding, or search and rescue, to name a few.
2. Take a field trip or tour to an expert’s place of business.

**REFERENCES:**

Dog 2: “Bounding Ahead.” North Central Region Extension Publication 416-1993, c1993. pp. 28-29.

**Authors:**

Chris Odell, Obedience and Agility Instructor,  
Hutchinson Kansas Kennel Club  
James P. Adams, Specialist, 4-H Youth Programs, K-  
State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**CALL AN EXPERT!**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Activity Sheet #2, Dog Career Speaker Worksheet**

Career	Potential Speakers	Phone Number(s)
Veterinarian		
Veterinarian Technician		
Pet therapy Counselor		
Animal Control Officer		
Humane Investigator		
Dog Trainer or Handler		
Kennel Owner/ Manager		
Professional Dog Groomer		
Lawyer Specializing in Animal Issues		
Animal Paramedic		
Animal-Related Retail Sales		
Small Animal Nutritionist		
Teacher of Animal-Related Courses		
Animal Photographer or Artist		
Canine Law Enforcement Officer		
Writer		
Other		

**INITIAL CONTACT:** \_\_\_\_\_ **INFORMATION TO GIVE:** \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Number & age of participants: \_\_\_\_\_ Amount of time available: \_\_\_\_\_

Subject—what you'd like the talk to be about: \_\_\_\_\_

Your name and phone number: \_\_\_\_\_

**INFORMATION TO GET:** \_\_\_\_\_

Equipment / supplies needed: \_\_\_\_\_

Address for further contact: \_\_\_\_\_

Do they know where the meeting will be?  Yes  No



# Conducting Tours and Field Trips

## *Dog Care and Training, Level IV*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- How to prepare for a tour and field trip

#### **ABOUT THEMSELVES:**

- Importance of planning and organizing

#### **Materials Needed:**

- Chalkboard or flip chart
- Calendar
- Activity Sheet #3, Field Trip Planning Worksheet

#### **ACTIVITY TIME NEEDED: ???**

### **ACTIVITY**

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#### **PLANNING**

We are going to plan a field trip to dog-related sites. What are some ideas you have about places to visit?

Now that we have some ideas of places to contact do you see any that are duplicates? Which would require a long trip? Are there any that would have to be scheduled on a specific date? Would any of these have to be scheduled on a specific day?

If we can take field trips this year let's see if we can narrow down our choices. Does anyone know of contact persons for any of the suggested field trips?

What transportation needs would we have for each field trip? What costs may be involved?

Now that we have narrowed down our ideas of places to visit we need to assign members to be Field Trip chair or co-chairs. Each chair now needs to begin filling out the Field Trip Planning Worksheet. Let's look at a calendar to choose a date and an alternate date for each trip. It may be possible to visit several sites on the same day such as several clinics or kennels. If we are visiting several places the time of arrival may be approximate for sites after the first one.

### **Leader Notes**

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You may wish to use this meeting to begin planning an entire year of field trips, assigning responsibilities to various members. In this case, determine before the meeting the actual number of field trips you would want to take and the distance you would be able to travel. These field trips may include younger members as well.

Ideas might include places such as kennels, boarding kennels, animal shelter, veterinary clinic, Kansas State Veterinary School, Kansas Specialty Dog Service, or events such as a dog show, obedience trial, agility trial, field trial, lure coursing event. Greyhound Museum.

Make notations of member's observations. Narrow down choices, including alternate choices. Give each member Activity Sheet #3, Field Trip Planning Worksheet.

### Leader Notes

Assign members to be in charge of different trips. You will know your members. Assign younger members to work with more experienced members. Members with more advanced leadership skills should be able to work independently or could take on the overall position as Field Trip Coordinator for the year, coordinating the efforts of the various chairs.

Give each chair a couple of minutes to practice with another member who will role-play the contact person. Choose a more experienced member to demonstrate first.)

Have the members decide the best method of reporting the results of their contacts—calling you, calling the Field Trip Coordinator, or reporting at the next meeting. The amount of time before the field trip should definitely be a consideration.)

### ACTIVITY

We should indicate to the contact person about how many people to expect—don't forget to include parents that may be driving.

We also need to determine the purpose of the visit—what types of things do we want to find out? We may want to start a list of questions we'd like to find the answers to as a help in determining the purpose of the visit.

What other things might you need to know when you're making a contact?

### MAKING CONTACTS

We will need to have each chair make contacts before our next meeting.

Let's have each chair demonstrate making the phone call.

Did the member give and get all of the necessary information? Are there any things you would suggest to improve this contact? Be sure to leave your name and telephone number as a contact.

Once you have made a successful contact and have had it approved by the Field Trip Coordinator you should write a follow-up letter to confirm the visit, restating the information you have agreed upon. If the date and time you have established is not approved by the club, telephone as soon as possible to let the person you contacted know of the change.

### TAKING THE TRIP

If you have made your contact over a month in advance of the field trip you should telephone about a week prior to the visit just to be sure that you are on their calendar. If you are visiting an animal shelter or similar nonprofit facility you may want to make a donation of supplies such as paper towels or bleach. Ask what they could use and encourage your members to contribute.

If you haven't already decided on some things that the members want to find out on this field trip you should now write down their questions.

Make sure that everyone knows when and where you are meeting. Give all the drivers the itinerary. If some of the drivers don't know where all of the places are be sure they can follow another car.

On the day of the trip be on time. You are asking someone to give you their time—don't waste it. Introduce the host / guide to the group and let them do the talking. Take the lead in asking the questions the group has at appropriate times if none of the other members ask—but don't monopolize the host.

**ACTIVITY:**

**Leader Notes**

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**AFTER THE TRIP**

Be sure to write a thank you note to each of the sites you visited.

You may want to make up a quiz over the trip for the members. Another way to do this is to have each member write several questions as part of a quiz. Be sure to discuss the questions the members wanted to find out before the trip—did you find out the answers?

Where do you want to go next?

Another follow-up activity would be to have each member share something unique and list them on a flip chart for discussion.

**DIALOGUE FOR CRITICAL THINKING**

**Share:**

1. What are several things your group decided on before beginning the field trip activity?
2. What trips did the group decide on together?

**Process:**

3. When/where do individual decisions affect the group?
4. Why was it important for the group to make decisions concerning the field trips?

**Generalize:**

5. What is the significance of group decisions versus individual decisions?
6. How does planning and organizing affect other parts of your life?

**Apply:**

7. How will you act differently in the future as a result of reviewing group and individual discussions and plans?

**REFERENCES:**

Kansas Specialty Dog Service Inc., P.O. Box 216, Washington, KS 66968  
(785-325-2256)

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club  
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**Reviewed by:**

Dog Care and Training Design Team

**CONDUCTING TOURS AND FIELD TRIPS**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Activity Sheet #3, Field Trip Planning Worksheet**

Chairman: \_\_\_\_\_

**PRE-CONTACT INFORMATION:**

Place to contact: \_\_\_\_\_ Phone number: \_\_\_\_\_

Contact person: \_\_\_\_\_ Possible Date(s): \_\_\_\_\_

Time of visit: \_\_\_\_\_ Length of visit (if limited) : \_\_\_\_\_

Number and age of participants: \_\_\_\_\_

Purpose of Visit: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**QUESTIONS TO BE ANSWERED WHEN MAKING THE CONTACT:**

Date of contact: \_\_\_\_\_ Person contacted: \_\_\_\_\_

Specific date and time of visit: \_\_\_\_\_

Mailing address (if needed) \_\_\_\_\_

Directions to the site (if needed) \_\_\_\_\_

Will we need to divide into smaller groups? \_\_\_\_\_

Other : \_\_\_\_\_

**PRE-TRIP PLANNING**

Date of follow-up letter: \_\_\_\_\_ Phone call verification (if needed) : \_\_\_\_\_

Members and others who will be attending: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Transportation arrangements: \_\_\_\_\_

When and where to meet: \_\_\_\_\_

Costs (bus rental, overnight, meals, admission, etc.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Questions we would like to ask: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**AFTER THE TRIP:**

Thank you note sent: \_\_\_\_\_



## Agility—Seesaw/Teeter Totter

*Dog Care and Training, Level IV*

### What Members Will Learn . . .

#### ABOUT THE PROJECT:

- How to teach a dog to negotiate the seesaw

#### ABOUT THEMSELVES:

- How to use small steps to overcome a fear.

#### Materials Needed:

- Seesaw: The seesaw board should be about 12 inches wide and 8-12 feet long. The area from each end to about halfway towards the center (This varies with different agility associations.) is designated the contact zone. For the sake of safety the dog is required to touch each contact zone when maneuvering over an obstacle.

---

### ACTIVITY

Step 1—Take the dog up to the seesaw on lead to introduce the equipment. Caution: The seesaw looks like the up-ramp of the dogwalk. Do not let your dog go up the seesaw without proper training as it could frighten it and set back your training on both the dogwalk and the seesaw.

Step 2—Use 3 spotters. One spotter will be at each end of the seesaw, holding it parallel to the floor. Lift the dog onto the seesaw, right at the midpoint. Have your hand in the dog's collar. You will be on one side of the dog, the third spotter will be on the other side. The dog may sit or stand on the seesaw (or lay down, but that seems quite awkward). The spotters on the ends should raise and lower the seesaw, about 4–6 inches at a time. Praise the dog for staying on the seesaw, for overcoming its fear. Make this very rewarding for the dog. After about 30 seconds or, once the dog relaxes, very gently lower the end of the seesaw the dog is facing to the ground and lead the dog in walking down to the contact zone of the plank. Reward the dog for waiting in the contact zone and then release, leading the dog off the end of the plank. Repeat 3 times.

Step 3—Prop one end of the seesaw so that the board is horizontal. (A pause table or cinder blocks might be used.) Lift the dog onto the supported end. A spotter should control the supported end and another spotter should be working just opposite the owner. Hand in collar, walk the dog down the seesaw. The spotter should control the descent of the board, lowering it very slowly. Have the dog wait in the contact zone and give a treat in the zone. Release the dog and lead straight off the end of the

---

### Leader Notes

This lesson should be prefaced by the Agility Introduction, by the A-FRAME LESSON, Steps 1–6, and by the DOG-WALK LESSON. The dog needs to know how to negotiate a narrow angled board before it needs to negotiate a narrow board that drops out from beneath it. This lesson will cover all of the steps in teaching the seesaw. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:

- Using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
- A member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle

## Leader Notes

- Learning spread over several lessons will be better retained.
- Members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.

## ACTIVITY

board. Repeat until the dog seems confident about “riding” the see saw down (at least two times with the dog on each side.) Alternate working the dog on your right and left. Be very aware of the dog’s reaction. If he seems fearful do not “baby” it but have the board moved even more slowly. Keep rewarding the dog for pausing in the contact zone.

Step 4—Prop up the board as in Step 3. Again lift the dog onto the supported end, with a spotter just opposite the owner and another spotter controlling the descent of the board. Lead the dog down the board, using the collar tab. This time the board should not be lowered until the dog’s weight causes it to begin to move. Continue to control the rate that the board moves. Reward the dog in the contact zone when the board is fully lowered. Release the dog and lead straight off the end of the board. Repeat 3 times, alternating sides.

Step 5—The board is not propped up. Use one spotter to control the descent of the board and another to work just opposite the owner to prevent the dog from jumping or falling off. Lead the dog with the collar tab straight onto the seesaw. As it reaches the center point the spotter will control the rate at which the board descends. Once the board is fully lowered the dog should receive a reward for waiting in the contact zone. Lead the dog straight off the end of the board. Repeat, alternating the side the dog is working on. Slowly increase the rate that the seesaw board is descending. Continue until the dog, controlled with the collar tab, is lowering the board entirely by itself.

If the dog gets scared, trying to jump off or hurry off the end of the board or avoiding going onto the seesaw altogether, then you need to slow down the descent of the board. In some cases it will be necessary to go back to Step 4. However, continue to wait to lower the board until the dog’s forward motion causes the board to begin to descend.

Step 6—Lead the dog up to the board, using the collar tab. Drop the tab as soon as the dog is committed to the seesaw. The dog should walk the board, causing it to lower as it goes to the contact zone. The dog should wait in the contact zone for a reward and a release command. Repeat, working the dog on the left and the right, and gradually increasing the distance the dog starts from the seesaw. Continue to have the dog wait for your release command in the contact zone but phase out the food rewards to once every third completion.

Step 7—Work the dog off-leash, increasing speed but still requiring the dog to wait for your command to leave the seesaw.

**ACTIVITY:**

**Leader Notes**

---

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What happened when your dog was first tilted to go down?
2. What was the most difficult aspect of the seesaw to teach your dog? Why?

**Process:**

3. Why is teaching this lesson in small steps perhaps more critical than other agility skills?
4. What is the significance of trust and confidence between dog and handler in teaching the seesaw?

**Generalize:**

5. How do you develop trust and confidence with your family? Friends?
6. How is the best way for you to overcome fear of something? Why?

**Apply:**

7. How will you plan to approach uneasy or scary situations in the future? Give examples. Add to your goals on MG-36 if important for you.

**GOING FURTHER:**

- List something you are apprehensive about. Plan a series of steps to reduce your apprehension. Share it with a friend. Implement your plan. How successful were you in reducing your apprehension.

**REFERENCES:**

Kansas 4-H Agility Dog Show Rule Book (S124)

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team





# It's Raining Cats and Dogs

## *Dog Care and Training, Level IV*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Exploring the pet overpopulation problem

#### **ABOUT THEMSELVES:**

- Coordinating a tour

#### **Materials Needed:**

- White board or chalkboard
- Activity Sheet #4, Things We Want to Know

**ACTIVITY TIME NEEDED: 15 MINUTE BEFORE THE TOUR, 30 MINUTES AFTER.**

### **ACTIVITY**

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Tragically, across the United States, many animal shelters have become “pet trash cans.” Like some landfills, they are full to overflowing with unwanted and lost pets. Experts believe that about 27 million pets are temporarily housed in animal shelters each year. Of these, over 17 million are humanely put to death (euthanized). For many people, the local animal shelter is the place where a new dog is selected. A visit by your group to a shelter will provide good opportunities to learn about pet care, laws, animal control and adoption of pets. The more you prepare for the visit, the more educational it will be.

#### **BEFORE THE TOUR**

Contact a local animal shelter. Arrange to have your dog group or club tour the facilities to find out more about the pet overpopulation problem faced by many communities. Before making the tour, meet with your group and write some questions you want to be sure to ask. Look at the sample questions for ideas. If you can't go to a shelter, make arrangements to discuss these questions with a veterinarian.

#### **AFTER THE TOUR**

After your group has toured, lead a discussion of the experience. Write the ideas the group suggests so everyone can see them. Possible discussion starters may be:

- What do you think of the way our community is handling the pet overpopulation problem?

### **Leader Notes**

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NOTE: Do lesson on Conducting Tours and Field Trips before this lesson. Have members contact the shelter and perform the other tasks to prepare for the tour.

Assign each of these tasks to a member. Use the Activity Sheet #4, Things We Want to Know to help develop the list of questions. Make sure each member has a list of questions and place to record answers.

Have members do these tasks.

**Leader Notes**

**ACTIVITY**

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- What do you believe we can do to address the problem?
- Who else should know about the problem? How could we “spread the word”?

**DIALOGUE FOR CRITICAL THINKING**

**Share:**

1. What were your experiences in organizing the tour?
2. What did your group discuss?

**Process:**

3. What did you learn about the role of animal shelters in your community? Why?
4. How serious is the pet overpopulation in your community.

**Generalize:**

5. What did you do to make sure the tour was both fun and educational for your group?

**Apply:**

6. What would you do differently next time you organize an activity?

**GOING FURTHER**

1. Organize an event for your dog group that involves leadership or working on a planning committee.
2. Explore the diverse options on how animal shelters should be operated.

**REFERENCES:**

“Pointing the Way”: Dog 3. North Central Region Extension Publication 417-1993, c1993. pp.16-17.

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**IT'S RAINING CATS AND DOGS**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Activity Sheet #4, Things We Want to Know**

Who's responsible for enforcing the animal control laws in our community?

How many animals were picked up last year?

How many were reclaimed?

How many were adopted?

What is the shelter's spay or neuter policy and why?

How many dogs are given up because of behavior problems?

What percentage of dogs at the shelter are purebred dogs?

What is the shelter's euthanization policy?

What is the yearly budget?

What is the cause of overpopulation?

How can pet owners help?





## Agility—Weave Poles

### *Dog Care and Training, Level IV*

#### What Members Will Learn . . .

##### **ABOUT THE PROJECT:**

- A method to teach a dog to do weave poles

##### **ABOUT THEMSELVES:**

- Communication skills.

##### **Materials Needed:**

- Six or more weave poles. (Use an even number of weave poles until the members are confident in working with them. This arrangement allows for the dog to always finish with the last pole on its right—which will help the leader and the member. To teach Weave Poles using the leaning pole method, the weave poles need to be adjustable. If possible, you should be able to lay them flat on the ground and be able to adjust them incrementally to stand perpendicular to the ground. An easy way to achieve this when working on dirt or grass is to have poles that stick in the ground, such as short pieces of rebar with longer (30-36 inches) PVC sleeves to form the poles. In training, you may want to use shorter poles, especially if your members are short. The top of the poles, when vertical, should be higher than the dog's head. Refer to Kansas 4-H Agility Dog Show Rule Book (S-124) for details.
- Member Handout #1, Weave Patterns

**ACTIVITY TIME NEEDED:** Combine working the weaves with other exercises. Estimated time would be about 15 minutes a session, working with four to six members but the time per step will vary according to how quickly the individual dogs “catch on” and how well trained they are prior to agility lessons. Begin each training session with a quick review of the last step accomplished at the prior lesson.

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## ACTIVITY

The weave poles are generally considered an advanced agility obstacle. However, you may wish to begin training on the weave poles at the start of your agility training for several different reasons. The equipment, if you can train on dirt, is simple and inexpensive; the only prerequisite is that the dog will walk on lead; and, for most dogs, it takes a lot of practice to get a good performance on the weaves.

Step 1—Poles (6-12) about 24 inches apart. Lay the first pole flat on the

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## Leader Notes

This obstacle will take many weeks of practice!

## Leader Notes

Refer to Member Handout #1, Weave Patterns.

When using “leaning poles” for instruction the first pole must be leaning to the left, followed by the second pole to the right, alternating sides to the end. This means that you can practice the weave poles with an approach from either end only if you are using an even number of poles. An odd number of poles requires you to always start from the same end when the poles are “leaning”. See figures 2 and 3 of Member Handout #1, Weave Patterns.

NOTE: No matter which side of the member the dog is on and no matter how many poles are in the weave, the dog ALWAYS enters the weave poles with the first pole on ITS left.

## ACTIVITY

ground to the left, the second to the right, alternating to the end. (See figure 1) With the dog on lead and on your left, walk it up the center of the row of poles, giving the command “WEAVE” (you will also be walking up the center of the poles). Repeat with the dog on your right.

Step 2—Poles flat. The dog should be on a collar tab or you may have it on a long line. A spotter will hold the dog at the start of the weave poles. Go to the end of the weave poles and call your dog to you, commanding “COME” or “WEAVE.” The dog should come directly to you. Repeat until the dog comes directly to you, stepping over the poles, when you command, “WEAVE.” PRAISE and give a treat.

Step 3—Repeat Step 1 (walking with the dog “through” the poles) with the poles raised about 15 degrees from the ground. The dog will always enter the weave poles with the first pole on its left.

Step 4—Repeat Step 2 (calling the dog through the poles) with the poles raised about 15 degrees from the ground.

Step 5—Raise poles 30 degrees—walk through with the dog. Allow the dog to be in the center—you will be stepping over the poles or walking outside the line of poles as they are gradually raised. Practice with the dog on your left and on your right. Small dogs may be starting to weave at this height.

Step 6—Raise poles 30 degrees. Have a spotter hold the dog at the start, go to the finish and call your dog to you using the command “WEAVE”. If the dog begins to go around the poles then work with just 6 poles, have the spotter hold the dog closer to the start and you stand at the last pole, extending your hand with a treat. PRAISE and give a treat.

Step 7—Raise poles 45 degrees and repeat Step 5.

Step 8—Raise the poles 45 degrees and repeat Step 6.

Practice Steps 7 and 8 until dogs are performing reliably.

Step 9—Dog is on collar tab. Walk up to the start, command “WEAVE,” and send the dog through the weave poles as you run alongside. Practice with the dog on the left and the right, increasing the distance from the first pole that you start the dog. PRAISE the dog at the end of the poles and give a treat.

Step 10—A spotter will wait at the end of the poles with a treat for the dog. Send the dog through the poles with the command, “WEAVE.” The dog should move through the poles ahead of you. If the dog completes the poles correctly it will get the treat from the spotter. If it does not complete them correctly—no treat—start over. Practice starting with the dog on your right and your left and increase the distance from which you send it.

**ACTIVITY:**

**Leader Notes**

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Up to this point it is likely that most dogs are still just stepping over the weave poles although they may be turning their bodies in some semblance of a weave. Now the poles will be raised to 60 degrees, which is where the majority of the learning and practice will take place.

It may be necessary to add a command at this time to better communicate with your dog. Use the command, "WEAVE" for your dog to go away from you and "HERE" or "COME" for your dog to come toward you. As soon as possible drop the "HERE" command and return to just using the "WEAVE" command for the entire set of poles. You will always want your dog to complete all of the poles. This is a single obstacle like a dogwalk, although it may vary in length, and the dog should not need your direction for each part of it.

Step 11—Dog on lead. Poles are at a 60 degree angle. Command "WEAVE" and lead the dog through the weave poles. Practice with the dog on both your left and right side.

Step 12—Dog on collar tab. Poles at a 60 degree angle. Spotter will be at the end of the line of poles with a treat to be given to the dog if the poles are completed successfully. Walk your dog up to the start and command "WEAVE." You may need to help your dog get started but if he misses several poles go back to Step 11. The object in this step is to have the dog working independently, without looking to you for direction on every pole. Practice starting your dog on your left and your right, always with the first pole at the dog's left shoulder.

Step 13—Dog on collar tab. Poles at a 60 degree angle. Walk up to the poles with your dog, command "WEAVE" and move to the last pole to reward the performance. Practice with the dog on both your left and right sides.

Once the dog is consistently successful on Steps 12 and 13 (and this may take **many weeks** of practice), then the poles should be moved closer, 20 inches apart.

Step 14—Repeat Step 12, poles 20 inches apart, 60 degree angle.

Step 15—Repeat Step 13, poles 20 inches apart, 60 degree angle.

Continue Steps 14 & 15 until dog is reliable.

Step 16—Repeat Step 12, poles 24 inches apart, 75 degree angle.

Step 17—Repeat Step 13, poles 24 inches apart, 75 degree angle.

Step 18—Repeat Step 12, poles 20 inches apart, 75 degree angle.

Step 19—Repeat Step 13, poles 20 inches apart, 75 degree angle.

Most of your practice should be with the poles at the 75 degree angle.

**Leader Notes**

**ACTIVITY**

Alternate setting them up at 20 inches and at 24 inches. Work for speed and gradually increase the distance from which you send the dog. Also practice sending the dog to the weaves when approaching from an angle to the line of poles. Don't forget to work your dog on your left and your right.

Step 20—Repeat Step 13 with the poles vertical. Practice with your dog working on your left and your right side. Practice with poles 24 inches apart and 20 inches apart.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. How quickly were you able to begin raising the poles off the ground?
2. When did your dog begin to go under the poles and start weaving?

**Process:**

3. What was the most difficult aspect of weaving? Why?
4. Why is it important to teach a skill such as weaving to your dog?
5. Why do you think weaving is so difficult?
6. What is the significance of communication between you and your dog during weaving?

**Generalize:**

7. When might you use this skill with your dog in every day life?
8. How important is communication to you at home with your family? With friends? At school?

**Apply:**

9. What can you do to improve your communication skills in the future?

**GOING FURTHER:**

1. Observe an advanced agility show.
2. Practice your communication skills through talks, demonstrations, or other presentations.

**REFERENCES:**

Kansas 4-H Agility Dog Show Rule Book (S-124)

**Authors:**

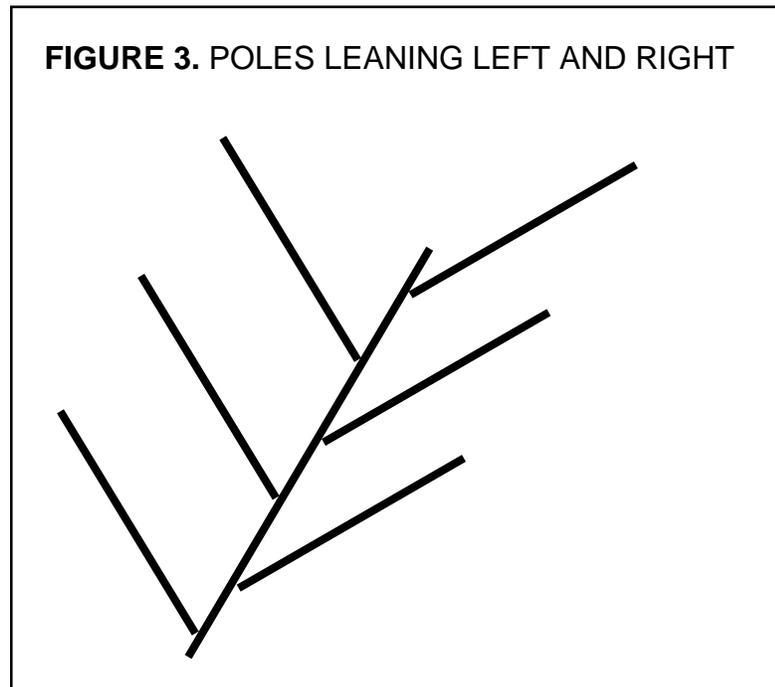
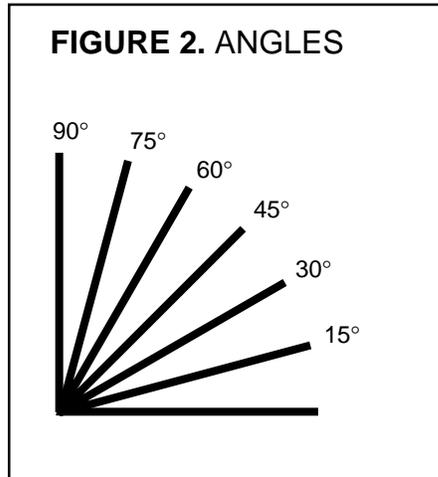
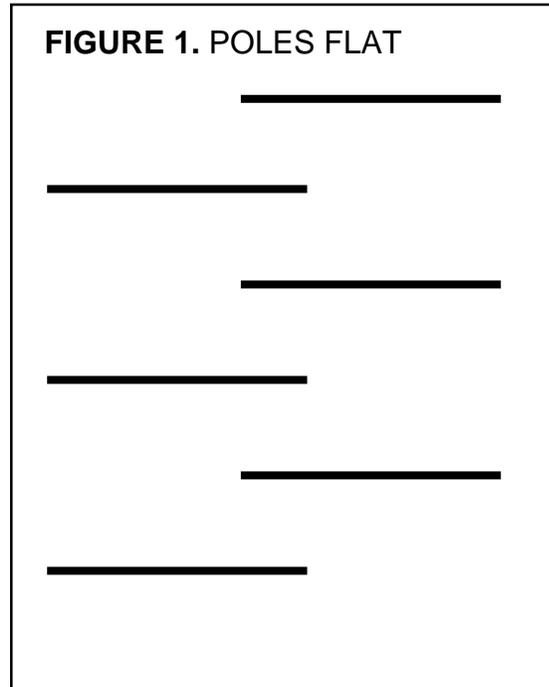
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**Reviewed by:**

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*26—Dog Care and Training, Level IV*

**AGILITY—WEAVE POLES**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Member Handout #1, Weave Patterns**







# Dog Food—Feeding Multiple Dogs

*Dog Care and Training, Level IV*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- Factors to consider when feeding multiple dogs

### ABOUT THEMSELVES:

- Interviewing and communication skills

### MATERIALS NEEDED:

- Activity Sheet #3, Field Trip Planning Worksheet (from previous lesson)
- Activity Sheet #5, Kennel Owner Questionnaire
- Note pad, pencil
- Tape recorder, camera (optional)

**ACTIVITY TIME:** 30 MINUTES (INTERVIEW PREPARATION) 15 MINUTES FOR EACH INTERVIEW REPORT

## ACTIVITY

No matter how nutritious a dog food may be, it is worthless if dogs won't eat it. This is one factor that kennel owners need to consider. In this activity you will interview kennel owners to find out their experiences in feeding dogs.

Interview at least four kennel owners. Include two owners of boarding kennels. Ask them questions regarding the factors they consider when choosing a food for their kennel. Also ask about food-related problems they have experienced.

## Leader Notes

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Use Activity Sheet #3, Field Trip Planning Worksheet to set up the interview.

Divide your group into pairs to list questions to ask kennel owners. Work as a total group to finalize a basic set of questions. Add or substitute your questions on Activity Sheet #5, Kennel Owner Questionnaire.

**Leader Notes**

**ACTIVITY**

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**PLANNING YOUR WORK**

How will you define a kennel? Number of dogs? Where the dogs are housed? What are some kennels that you could contact? Ask your veterinarian, your breeder, your project leader for suggestions. How will you contact these kennels? Will you do your interview in person or over the phone? Will you identify these kennels by name in your report (ask their permission first) or will they be anonymous?

What questions will you ask? Will you record the information by taking notes or by using a tape recorder? (Ask their permission before taping—be ready to take notes in case they say no.) Will you take photographs? Video tape?

**CONTACT:**

Remember—these are very busy people. Identify yourself as a 4-H member who is working on the dog project and researching the feeding of multiple dogs. Tell how you decided to call this kennel—referred by veterinarian, etc., ad in phone book, name in show catalog, etc. Ask if this is a good time to set up an interview. If not, ask when would be a good time to call back. Be prepared with your calendar so you could suggest some times. Give them an estimated amount of time that the interview will take. Also be prepared, if you will be doing telephone interviews, to do the interview right away if they suggest it. If you agree on a time to meet for an interview be sure to get directions to their kennel.

**INTERVIEW:**

Show up on time—but be prepared to wait. Remember—these are busy people and you are asking a favor of them. Be prepared with your notebook. If you are using a tape recorder or camera, be familiar with the way they work and be sure to have film or tape and that batteries are charged up. Introduce yourself and thank them for taking time to talk with you. Ask your questions in a friendly way—not like you are giving the third degree. Be sure to listen to their answers. They may answer a later question when you've asked something different. Be sure that you get names spelled correctly if you plan to use them in a report. Thank them again at the end of the interview.

**AFTER THE INTERVIEW:**

Send a thank you to the kennel owners. Prepare the information you've gathered into a report. This may be written, oral, or a video presentation. Share your report with the rest of your group and other groups.

Members may want to do a group visit for an interview if there are not many possibilities in your area.

**ACTIVITY:**

**Leader Notes**

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**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. How did you contact the kennel owners?
2. What was the easiest and most difficult part of the interview? Why?

**Process:**

3. How many kinds or types of food did most kennels feed? Why?
4. Did kennels tend to feed one brand of dog food or several? Why?

**Generalize:**

5. Do you believe that you were given complete answers during the interviews? What might be a reason you might not have all the facts?
6. How might the interview process or technique you used be used when interviewing for other reasons? (News report, feature story, jobs, etc.)?

**Apply:**

7. What would you change if you were doing this same type of interview again? Why?

**GOING FURTHER:**

1. If you owned a kennel what plan would you have for feeding the dogs?
2. Invite a news reporter (paper, magazine, radio, or television) to discuss their process or techniques with your group.
3. Compare the approach of several different media.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

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**DOG FOOD-FEEDING MULTIPLE DOGS  
DOG CARE AND TRAINING, LEVEL III  
Activity Sheet #5, Kennel Owner Questionnaire**

**After using Activity Sheet #3, Field Trip Planning Worksheet to arrange for the interview, use these questions to guide your interview and record the answers.**

1. What food do you use in your kennel?
2. What are the benefits of this food?
3. How long have you used it? How many foods have you used in the last five years?
4. What would make you switch to another food?
5. Have you had any problems when switching to a new food?
6. Do you use the same food for all of the dogs? If not, why would you use a different food?
7. Are different foods used for different ages of dogs? Why?
8. Your questions:



# Determining Body Condition Score

## *Dog Care and Training, Level IV*

### What Members Will Learn . . .

#### **ABOUT THE PROJECT:**

- Determining the condition of a dog by scoring the condition of its body

#### **ABOUT THEMSELVES:**

- Observation and evaluation skills

#### **Materials Needed:**

- Member Handout #2, Body Condition Scoring System (Insert provided by Hills Pet Nutrition, Inc.)
- Dogs (in a variety of body conditions, if possible) to evaluate

**ACTIVITY TIME REQUIRED:** 45 MINUTES

### **ACTIVITY**

The body condition of a dog can give you a good indication of a dog's overall health. Since dogs have such a wide range of adult sizes, it is not possible to create a height vs. weight chart such as are created for humans. The body condition of a dog must be evaluated individually.

If a dog is underweight to very thin, you may at first consider that it has been mistreated, not given enough food. However, you may find that, provided the dog has had sufficient food available that the dog is suffering from some sort of an illness that prevents proper absorption of the food or that the food available is not providing adequate nourishment. A dog that is very thin needs to be checked by a veterinarian to determine the cause.

If a dog is overweight or obese, it is at risk of health problems much as humans would be. These include heart disease, breathing problems, skin problems, arthritis, ruptured ligaments, slipped discs and diabetes. Overweight dogs also may have a poor immune system and, if surgery is needed, are a poorer risk due to anesthetic complications and having to work through fatty tissue. A dog that is obese needs to be seen by a veterinarian to work out a plan for safe weight reduction.

Study the Body Condition Scoring Chart. Compare the dogs we have here tonight to the descriptions on the chart. Can you agree on the body condition of each dog?

### **Leader Notes**

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Contact Hill's Science Diet for additional copies of the Body Condition Scoring System. Request the Body Scoring System Chart from Marilyn Colgan at 1-800-255-449 ext. 5443 or [marilyn\\_colgan@hillspet.com](mailto:marilyn_colgan@hillspet.com).

**Leader Notes**

**ACTIVITY**

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**DIALOGUE FOR CRITICAL THINKING:**

**Share**

1. What did you notice about the body condition of the dogs you evaluated?
2. What would you evaluate the body condition of your own dog to be?

**Process:**

3. Why is it important to evaluate dog body condition?
4. What are the primary reasons dogs are too thin or fat?

**Generalize:**

5. If your dog is not at ideal weight how does this influence the activities you can share with it?
6. What did you learn about the skill of evaluating?

**Apply:**

7. What is the significance of being able to make observations and evaluate possible conclusions in every day life?
8. Where else might you use these evaluation skills?

**GOING FURTHER:**

1. Locate dogs in all of the body conditions shown on the chart. Create a poster with photographs, or a video, or a computer presentation demonstrating the different categories of body conditioning.
2. If you have a dog that is overweight or obese write out a plan to get your dog to ideal body condition, if possible.

**REFERENCES:**

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson, KS, Kennel Club

James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team

**DETERMINING BODY CONDITION SCORE  
DOG CARE AND TRAINING, LEVEL IV  
Member Handout #2, Body Conditioning Score System**





## **Agility—Jumps**

*Dog Care and Training, Level IV*

### **What Members Will Learn . . .**

#### **ABOUT THE PROJECT:**

- How to teach a dog to jump a variety of obstacles.

#### **ABOUT THEMSELVES:**

- The importance of patience and persistence
- The joy of accomplishment

#### **Materials Needed:**

- At least one high jump plus any others available: Check the criteria for the style of agility you will be training for specific dimensions and construction requirements.
- A basic high jump is a crossbar resting on supports. It is beneficial to have at least some jumps with uprights as the supports, with the crossbar adjustable from 4 to 20 inches. The crossbar should be about 4 feet long. An obedience high jump or bar jump can be used. Extra bars should be used to discourage dogs from running under the jump.
- A basic broad jump (also called a long jump). This is 4 boards or pieces of PVC which can be laid out to form a horizontal jump 8 (using 2 boards) to 40 inches long. An obedience broad jump can be used.
- Hoop or tire jump. This can be made from a circle of dryer duct suspended in a frame. A hoop jump can be improvised from a hula hoop. The opening will be approximately 24 inches across.
- Other jumps as available: Picket fence, rail hurdle, double bar, log hurdle, brush hurdle, spread hurdle, etc.

**ACTIVITY TIME NEEDED:** 15–20 MINUTES PER LESSON.  
**MUCH PRACTICE IS NEEDED.**

### **ACTIVITY**

#### **GENERAL INSTRUCTIONS:**

Jumping is a natural motion for many dogs. However, some breeds of dogs as well as dogs that are out of condition or have structural problems will avoid jumping. Other dogs will run around a jump rather than go over it if it looks easier. In teaching jumping you will need to communicate to your dog what it is that it should do as well as be sure that it is physically able to do it.

Most of the training for jumping will be done at low jump heights. Do not

### **Leader Notes**

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This lesson should be prefaced by the Agility Introduction.

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**Leader Notes**

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**ACTIVITY**

let yourself be tempted into seeing how high your dog can jump. Your dog, trying to please you, may attempt a jump that is too high for it. A jump that is too high may result in your dog suffering from stresses to the shoulder, legs, and or back as it ages. If your dog fails to clear a jump and is injured you may need to stop jumping for that lesson or longer. If dog is injured in any way—check with your veterinarian. In addition, in asking your dog to do what it cannot you are destroying the trust it has in you and the confidence it has in doing agility.

As a general guideline, jumping instruction should be done with jumps no higher than a dog's elbows. Drill, after the dog has learned to go over a particular type of jump, should be with jumps no higher than the dog's shoulder height. If the dog is immature (puppy) it can learn about jumps, if you use care not to cause stresses to growing bones. Puppies, elderly dogs, and dogs that are out of condition (overweight) should be restricted to jumps that are half elbow height for practice and a maximum of elbow height for drills. If a dog begins to refuse jumps when it has previously been jumping, it is time to suspect that the dog is tired or hurting. Either lower the jumps for the rest of the session or quit jumping. (Dogs get tired like people do, especially if they are not used to doing a lot of jumping!) If this problem persists it is time to have the dog examined by a veterinarian for structural problems.

In competition, jumps are the obstacle most frequently encountered. In most cases, dogs that fail a jump obstacle do so not because they can't jump high enough but because they go around a jump, jump from the wrong direction, or are too close to the jump to clear it successfully. These problems are almost always caused by the failure of communication between the handler and the dog. In other words, it is not just enough that the dog can jump, but it must jump the correct jump in the correct sequence. This requires practice in having the dog follow your direction.

Jumps, as with all obstacles, should be practiced with the dog working on both your left and right sides. Since dogs are usually trained to work on your left side this may take some extra encouragement and practice for you and your dog to feel comfortable on your right. However, if your dog seems more comfortable working on your left side, have it on your left when you introduce a new obstacle or more advanced step, and then practice on both sides, possibly favoring the right side.

**ACTIVITY**

The same steps will be followed with all types of jumps. A combination of jumps may be used during the instruction, provided that the jumps are set low. For each new type of jump introduced the dogs should be taken through all of the steps of instruction.

Begin to give the command to jump about 5 feet from the jump. Common commands are "JUMP" or "OVER."

**ACTIVITY:****Leader Notes**

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Unless otherwise indicated, when you are instructed to go over the jumps with your dog it means that the dog goes over the jumps as you run alongside the jump. It is helpful, however, for you to step over a jump prior to calling your dog over it as you are giving it a pattern to follow.

Step 1—Dog on leash, jumps set very low. You and your dog will be jumping. Starting about 5 feet back, give command and jog over jump with dog on your left. Praise and give a food treat as soon as the dog goes over. Repeat with dog on your right.

Step 2—Dog on leash. Spotter holds dog about 5 feet back from the jump while you step over it. Turn and face the dog, holding the leash. Call the dog over the jump. Initially you may need to give a “COME” command but switch to the jump command as soon as possible. Back up a few steps as the dog comes over the jump and to you. Praise and give the dog a food treat. Repeat 3 times.

Step 3—Dog on leash or collar tab. Spotter holds dog about 5 feet back from jump.

Step 4—Dog on leash. Command the dog to jump as you jog towards and around the jump and the dog goes over the jump. Praise and give a treat. Practice with the dog on your left and right until the dog does not hesitate to go over the jump (and not around it with you).

Step 5—Dog on leash. Command the dog to jump as you jog toward the jump and drop the leash just before it is at the jump. Go around the jump to meet your dog and praise and give a treat. Repeat with dog on your opposite side.

Step 6—Step 5 with dog off-leash. Repeat training for both sides.

**SEQUENCING JUMPS**

You will need a line of 3 to 5 jumps, 5 to 7 feet apart.

Step 1—Dog on lead. Give jump command and run the sequence of jumps with dog on left. Praise and treat at end. Repeat with dog on right.

Step 2—Dog on collar tab. Spotter is holding. Leave the dog and step over 2 jumps. Stand just beyond the second jump and command dog to jump, coming towards you. As it approaches the second jump step back to allow landing room. Praise and treat. Repeat, going over three jumps (and four and five jumps, if available).

Step 3—Spotter with food treat is beyond the second jump. Dog is off-lead. Give jump commands and run with the dog over the two jumps. If the dog completes all of the jumps, praise it as the spotter gives the treat. (No jump, no treat.) Repeat with the dog on your right. Repeat, with the spotter three jumps away (and four and five jumps, if available.) The dog should begin to work ahead of you as you command it to jump.

If the dog is very reliable it may be left on a Stay when jumps are taught. However, since the dog will not be in a “Stay” when performing agility obstacles—with the exception of the pause table or box—this is not a time to be overly concerned about training a stay. Agility training should be very upbeat but an overemphasis on the stays can distract from this.) Step over the jump and go about 5 feet beyond it. Turn and face dog, command the dog to jump, backing up to encourage the dog to keep up its momentum and come directly to you. Praise and give a food treat. Repeat three times.

**Leader Notes****ACTIVITY**

Step 4—Dog is off-lead. Run with the dog over 2 jumps. Call it toward you, praise and treat. Repeat with dog on right. Repeat over three jumps (and four and five jumps), practicing on left and right.

**JUMPING AT AN ANGLE: “FIND THE JUMP”**

Complete Steps 1-3 at one session.

Consider the jump to be the center of a clock face.

Step 1—Dog on collar tab. Leave your dog 5 to 10 feet back from the jump with a spotter holding it. Step over the jump and go about 5 feet beyond it, turning and facing your dog. Your dog is at the 6:00 position and you are at the 12:00 position. Call the dog to you, using the jump command. Praise and treat.

Step 2—Step 6 with your dog at 6:00 and you at 1:00. Do not hesitate to use a big hand and arm signal and body language to encourage your dog to go over and not around the jump. If it goes around then repeat step 6. Praise and treat when it goes over the jump. Repeat with you at the 11:00, 2:00, and 10:00 positions.

Step 3 -Step 6 with your dog at 7:00 and you at 12:00 position. Praise and treat when it goes over the jump. Repeat with your dog at the 5:00, 8:00 and 4:00 positions.

**MORE JUMPING ACTIVITIES (AFTER YOU HAVE MASTERED THE STEPS ABOVE)**

1. Gradually raise the jumps—no more than shoulder height for each dog.
2. Add new types of jumps—Go through all of the above steps for each new type of jump!
3. Add distractions to current jumps such as a coat draped over the jump or polka dots or vertical stripes.
4. Add wings to the sides of the jumps. In competition you will often encounter these. Chairs, trash cans, hay bales, and coolers are examples of some improvised wings for practice.
5. Add people standing at the sides of the jumps. You would not find this in agility competition but there will be other people on the course.
6. Set up jumps in a staggered line.
7. Set up a row of jumps and practice calling your dog away from them after jumping just one or two or three.

**ACTIVITY:**

**Leader Notes**

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8. Set up jumps in a circle (like a wagon wheel) and send your dog around while you stand in the center. Practice both clockwise and counterclockwise circles.
9. Send your dog over a jump and call it back over the jump. Be sure it only does this on command. It will be required in some trials but merits a penalty if it is not a part of the judge's course.
10. Send your dog over a jump and call it back around the jump (to you). You can step to the side to call it back. Practice sending from longer distances until you can send it over a jump from 15 feet.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. How did your dog first react to jumping?
2. What is your dog's favorite jump? Why?

**Process:**

3. What are the main problems with jumping? Why?
4. Why should jump heights be kept low in training?
5. What are the dangers associated with jumping?

**Generalize:**

6. Why do difficult and demanding activities often bring the most joy?
7. What do you learn from a difficult accomplishment?

**Apply:**

8. How can you make difficult activities easier to accomplish?
9. What is the significance of patience when attempting a difficult task?

**GOING FURTHER:**

1. Study the importance of jumping in various dog groups.
2. Observe various field trials.

**REFERENCES:**

Kansas 4-H Agility Dog Show Rule Book (S-124)

**Authors:**

Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club

James P. Adams, Specialist, 4-H Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team





# Preparing for and Conducting a 4-H Dog Show

*Dog Care and Training, Level IV*

## What Members Will Learn . . .

### ABOUT THE PROJECT:

- How to organize and host a 4-H Dog Show.

### ABOUT THEMSELVES:

- Planning, cooperation and responsibility skills

### Materials Needed:

- Kansas 4-H Dog Show Rule Book
- Calendar
- Samples of flyers from invitational dog shows hosted by other counties
- Member Handout #3, Sample Registration Form
- Member Handout #4, Sample Catalog Page
- Activity Sheet #6, Dog Show Checklist

**ACTIVITY TIME NEEDED:** PORTION OF EACH MEETING  
DURING A SIX MONTH PERIOD.

## ACTIVITY

If your county has a successful group of members who enjoy the Dog Project, showing their dogs at other shows, and are willing to help with the extra responsibilities, it may be time to start an Invitational Dog Show in your county.

An Invitational Dog Show is a great learning tool for all members involved in the Dog Project. It gives the more experienced members a chance to organize and help be a part of the planning. The younger members can help as well and all can participate in one way or another. It gives all of the members a chance to show others in their community, family, and schools what they have taught their dogs and draws attention to the 4-H Dog Care and Training Project.

There are many steps to putting on an invitational show. However, it is an easy process. Many of the activities can be split up among the member families. Form committees for tasks which include all members in the project. Choose a show chairman to give deadlines and ask for feedback from the committees as time moves closer to the show. The key to a successful dog show, however, is planning. Everyone must be willing to go the extra mile to put on a show. Start early so that all details will be arranged before the show date. Attend shows in other counties and ask questions about putting on a show.

## Leader Notes

This lesson is written for clubs and members that have not previously hosted an invitational but will also serve as a planning guide for clubs with more experience. Refer also to Level 1, Lesson "Preparing for the Show."

## Leader Notes

Use Activity Sheet #6, Dog Show Checklist to aid in the planning and preparation of your show.

Of course the parents will play a big factor in getting things done but many youth are ready to assume a major role in putting on the show. Brainstorm the jobs that will need to be done and assign them to committees. If this club has a treasurer it is natural for that member to serve as treasurer of the show. The secretary will probably be the best one to handle the thank you notes, etc. Include these positions/committees: Show Chairman (Youth), treasurer, trophies and ribbons, equipment, judges (including hospitality), advertising (show flyers, posters, contacting the newspaper), registration (day of show), stewards, setup, and cleanup. Some counties offer a concession stand and hold a raffle.)

## ACTIVITY

### FUNDING THE SHOW

One thing that you will need to consider is where will the funds come from to start a show. When deciding how much money will be needed, keep in mind all expenses involved such as trophies, ribbons, judging expenses, mailing expense, ring equipment, etc. When the decision has been made to start a show, the first step will be visiting with your local extension office to see if and what funds may be available to help you with your show. Some counties will pay for all expenses. Some may pay for judges only. When you know what they will pay for, go back to your members and plan how the extra expenses will be funded. Although in most cases you will charge an entry fee for the exhibitors to participate in the show you will not have these funds available before the show and other sources will need to be found.

You may ask businesses in your community to help fund the show. Many merchants are willing to donate money for trophies and other expenses. Brainstorm a list of places to contact and assign members to contact them. Consider dog-related businesses such as pet stores, feed stores, groomers and veterinarians as well as general stores with pet departments. Assign someone to send out “thank you” cards to the contributors. Let all of the members know which businesses contributed to the show so they can thank them themselves.

You may decide to open a bank account for your county dog club if you don’t already have one. This will help you to keep track of expenses and incoming funds.

### TIME LINE FOR THE SHOW:

#### Six Months

1. Appoint committee chairpersons to begin work on the show. If yours is a small club you may need to combine jobs. Work together to make a list of jobs that will need to be handled.
2. Work with your local extension office in establishing a date for your show. Ask your agent to share this date with your area office and others so that it is announced in advance. Make sure no other counties have scheduled a show for the same date.
3. Verify a location for the show. Most counties have fairground facilities available to members at no charge. The facilities need to be large enough to accommodate the number of rings and dogs that may be at your show. You will need to estimate the number of entries you will have. If this is the club’s first invitational you’ll need to consider past entries at the county dog show and the entries at invitationals in nearby counties. Check the Kansas 4–H Dog Show Rule Book for regulations regarding ring size.

## ACTIVITY:

4. Meet at the show site or assign someone to visit to determine the equipment you will need for the rings so you can begin to make arrangements to buy, borrow, rent, or make it. Make a sketch of a possible ring layout. Can you use existing structures such as walls or fences as a side of your rings? If indoors, is the floor slick? If on dirt or grass is it level? Will shade be available for the dogs? Are tables and chairs available or will you need to provide them?
5. Contact possible judges for your show. You may ask other counties for referrals. It is best to use Kansas 4-H certified judges or others that have 4-H judging experience. Former members can make wonderful judges. If your county will pay for the judges' fees and mileage, find out how much so you can share this with the judges at the initial contact. If the county will not pay for the judge's, determine an amount that your club will pay (contact other counties for advice) so you can let the judges know before they agree to judge for you. Ask if the judge needs copies of the Kansas 4-H Dog Show Judge's Guidelines, the Kansas 4-H Dog Show Rule Book, and / or the scoresheets to be used. If needed, obtain these and mail to the judge with your letter confirming the date, time and place of the judging assignment.

### Three months

1. Order ribbons and trophies (awards) for your show. Check out local trophy suppliers or check with your extension office for catalogs that they may use for awards. Consider that trophies do not need to be the standard trophy that sits on a shelf. A trophy can be something functional such as a leash, a pen and pencil set, a book, a magazine subscription, etc. The businesses you contacted for financial support may donate items for trophies as well.
2. Begin to prepare the flyer to announce your invitational show to other counties. Use flyers collected from other Invitationals as a model. Distribute this flyer at 4-H events in your areas such as Regional Club Days, Judging Competitions, and other Invitational Dog Shows. Identify your show rules (guidelines) on this flyer as well as giving information regarding date/ time/ location and registration information. Refer to the Kansas 4-H Dog Show Rule Book or ask other counties for suggestions.
3. Check with your local extension office to see if they have all of the necessary judging supplies available for the show. This would include arm bands, score sheets, the Kansas 4-H Dog Show Rule Book and the Kansas 4-H Dog Show Judge's Guidelines. If you need to supply these you can print out arm bands onto card stock with your computer or you can simply make them from index cards.
4. If needed, assign members to the committees formed earlier.

## Leader Notes

After the club visits the site or gets the report from a representative have the members generate a list of needed items and how they will be acquired. Unless it is an item that the club or a club member owns it is not too early to make plans to buy, borrow, make or rent the equipment needed. Include on the needs list: ring standards, rope, covering for slick floors (tar paper?), non-slip material to go under the jumps if the floor is at all slick, tables, chairs, examination table (one for each showmanship ring), broad jump, high jump and bar jump. If your rings will be on grass you'll want to have a lawn mower (just in case) on set up day. If your rings will be on dirt plan to have rakes and shovels ready for set up and cleanup.

**Leader Notes**

**ACTIVITY**

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5. Contact a local veterinarian to see if they would donate their time to do health and vaccination checks the morning of the show. this job usually takes no more than one hour.

**Six Weeks:**

1. Decide on a date for your mail-in entries to close, generally 10 to 14 days before the show. This will allow the necessary paperwork before the show. Decide if you will allow walk-in entries. This will mean that you'll need someone to take entries at the day of the show and that your paperwork will not be complete before the show begins. Allowing walk-in entries will increase your total entry and most clubs charge extra for entries on the day of the show.
2. Mail flyers with registration forms to all counties you wish to invite to your show. Also send the information to leaders of other counties. Always send a copy of the show announcement to the judges hired for the show.

The flyers should include your show rules, date and time of the show, directions to the show site, show chairman's address, and address where entries are to be sent. Specify the closing date for your entries and if you will allow walk-ins. Specify the exact times that you will allow walk-ins to enter. List your entry fees. Also include specific information to the exhibitor that will apply to your show such as "no concessions available," "outdoors, rain or shine," "bring shade for your dog," etc. Consider having your flyer / entry form printed on white or light-colored paper to make it easier for copies to be made if a club needs more.

3. Call judges to verify that they are coming on the date of your show.
4. Check with all committees to be sure everything is going smoothly.

**Two weeks**

1. Pick up awards for the show. If you have had trophies engraved double check to see that everything is correct on them.
2. Meet with committees to be sure all details are being finalized and that necessary supplies will be available on the date of the show.
3. Contact the local newspaper. They may wish to advertise your show to the public or send a photographer to record your show.
4. Schedule the ring stewards to help with the show. Try not to schedule parents to steward for the ring where their child's class is being held. The absolute minimum stewards needed is one for a showmanship ring and two for an obedience ring. The stewards are there to make the judge's work easier. They can make the difference for a smooth-

Review Member Handout #3, Sample Registration Form.

**ACTIVITY:**

**Leader Notes**

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running show.

5. Record entries as they arrive in the mail. Deposit all incoming money as soon as it is received. Prepare scoresheets for each entry and assign arm band numbers. Organize the information into a show catalog to give to the exhibitors. You will also need a show catalog—updated with all of the day-of- show entries—at each ring.
6. Call and remind the veterinarian of the time and place he or she will be needed for the health check.
7. Make signs for the show. Include signs for registration, vet check, crating areas, exercise areas, “no dogs allowed” areas, ring numbers, etc. Make a poster recognizing all the contributors to the show.

Review Member Handout #4, Sample Catalog Page.

**One day**

1. Set up rings. The whole club should be involved with this. Set up tables for registration, vet check, concessions, and a table at each ring. Have the examination (grooming) table ready at the Showmanship ring and the jumps ready at the Obedience ring.
2. Make sure you have arm bands and scoresheets ready for check in with plenty of blanks for walk-ins. You will need rubber bands (for the arm bands), pencils, clipboards, scotch tape, paper clips, and other office supplies. You will need items for clean—up both inside and outside the ring. Don’t forget a cash box with change if you are taking gate entries and another if you are offering concessions.
3. Put up the signs you have made.

**Day of show**

1. Members should arrive at least one hour before registration begins to finish up all the last minute details. Assign at least two people to registration.
2. When registration closes organize the scoresheets by class to take to the ring. Pull out any exhibitors who are absent (“scratched”), add the exhibitors who have entered that day and adjust your ring and master copies of the catalog accordingly.
3. Meet with your judges and go over your expectations for the show. Determine when will be the best time for lunch breaks.
4. Meet with ring stewards and explain their jobs to them. Make sure they record all scores for their rings and turn in their records to the show chairman or designee at the end of the show.
5. Announce the rings and the judges and begin your show.

**Leader Notes**

**ACTIVITY**

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6. Thank those who participated and helped with your show.

**After the show:**

1. See that the judges are paid as agreed. You may also give them their checks on the day of the show.
2. Send information on scores and placements to the local newspaper. If they did not attend the show send pictures and a write-up of the show.
3. Send thank you cards to anyone that helped with or contributed to your show.
4. Talk about the show as a group and identify areas that may need more work for future shows. Hosting a show is too much work to do wrong twice!
5. List the things that you did well— you definitely want to repeat those things.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. How did you feel about the tasks you did to help plan and host a dog show?
2. What aspects of the show ran smoothly? Not so smooth? Why?

**Process:**

3. What was the most significant thing you learned from the process of conducting a dog show? Why?
4. What is the significance of having a timeline for items to be accomplished?

**Generalize:**

5. What did you learn about yourself as a result of helping with a dog show?
6. How can the skills used in planning and hosting a dog show be helpful for other events?

**Apply:**

7. What can you do differently the next time you plan and conduct a major event?

**REFERENCES:**

**Authors:**

Use Dialogue for Critical Thinking to assist in a post-show evaluation.

**ACTIVITY:**

**Leader Notes**

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**Reviewed by:**

Dog Care and Training Design Team

**PREPARING FOR AND CONDUCTING A 4-H DOG SHOW**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Activity Sheet, #6, Dog Show Checklist**

Item	Planned	Date to accomplish	Completed
<p><b>I. Funding Sources</b>            Extension            Grants            Sponsors            Entry fees            Other</p> <p><b>II. Six Months Ahead</b>            Appoint committee chairs            Establish show date            Verify show location            View show site and plan equipment            Contact judges</p> <p><b>III. Three Months Ahead</b>            Order awards, arm bands, score sheets            Prepare flyer            Check for judge supplies and score sheets            Expand committees, if needed            Contact veterinarian for health checks</p> <p><b>IV. Six Weeks Ahead</b>            Determine entry deadline            Mail flyers and entry forms            Call judges to verify date            Check with committees</p> <p><b>V. Two Weeks Ahead</b>            Check on microphones and speakers            Pick up and check awards            Meet with committees            Contact news media            Secure ring stewards            Record entries and deposit fees as received            Call veterinarian            Make show signs</p> <p><b>VI. Day Before Show</b>            Set up rings, registration table, veterinarian check, etc.            Secure supplies (arm bands, rubber bands, etc.)            Put up signs</p>			

**PREPARING FOR AND CONDUCTING A 4-H DOG SHOW  
 DOG CARE AND TRAINING, LEVEL IV  
 Activity Sheet, #6, Dog Show Checklist (CON'T)**

Item	Planned	Date to accomplish	Completed
<p><b>VII. Show Day</b>            Set up public address system            Members arrive early            Finalize entries by ring            Orient judges            Orient ring stewards            Announce rings and judges            Thank everyone</p> <p><b>VIII After the Show</b>            Pay judges            Send press releases            Send Thank You notes            Evaluate show for next year</p>			

**PREPARING FOR AND CONDUCTING A 4-H DOG SHOW**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Member Handout #3, Sample Registration Form**

Dog show registration \$4.00 per class (\$6.00 Walk-in. No Exceptions)

All entries must be postmarked no later than July 6th or the walk-in price will be charged at the door.

Please fill out one form per dog entered.

Name \_\_\_\_\_ 4-H age (As of Jan 1) \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_  
City, State, Zip \_\_\_\_\_ Leader \_\_\_\_\_  
County \_\_\_\_\_ Breed of Dog \_\_\_\_\_  
Dog's Name \_\_\_\_\_ Height of dog (at withers) \_\_\_\_\_

Obedience Class: Check one

- Pre-Novice A       Novice       Open A       Utility A  
 Pre-Novice B       Graduate Novice       Open B       Utility B

Showmanship Class (All classes are based on 4-H age on January 1): Check one

- Junior A—1st year handlers 11 years and under  
 Junior B—experienced handlers 11 years and under  
 Senior A— 1st year handlers 12 years and over  
 Senior B—experienced handlers 12 years and over

Total classes entered x \$4.00 = \_\_\_\_\_ Total.

PLEASE MAKE CHECKS PAYABLE TO Dog Lover's 4-H Club. Mail to :  
Show Chairman name  
this address  
this city, Kansas

**\*\*REMEMBER TO BRING YOUR DOG'S VACCINATION RECORDS TO THE SHOW!\*\***

**PREPARING FOR AND CONDUCTING A 4-H DOG SHOW**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Member Handout #4, Sample Catalog Page**

**Pre-Novice A      RING 1**      Judged by \_\_\_\_\_

#	NAME	COUNTY	AGE	SCORE
338	Adam First	Meade	8	_____
346	Jake Second	Finney	13	_____
347	Joshua Third	Kearny	8	_____
349	Tanner Third	Kearny	7	_____
350	Taylor Fourth	Scott	9	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**PRENOVICE B      RING 2**      Judged by \_\_\_\_\_

#	NAME	COUNTY	AGE	SCORE
336	Katy Fifth	Wichita	12	_____
337	Tiffany Sixth	Finney	10	_____
339	Jenny Seventh	Finney	8	_____
342	Kyler Third	Kearny	10	_____
344	Ashley Eighth	Finney	12	_____
345	Betsy Ninth	Kearny	7	_____
351	Ryan Tenth	Kearny	10	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**NOTE:** This is an example of how the Invitational Dog Show Book may look. You may add other information such as breed of dog, name of dog, etc. Notice the lines left blank for the addition of walk-ins.

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## PREPARING FOR AND CONDUCTING A 4-H DOG SHOW

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## **Jobs in the Dog Field**

### *Dog Care and Training, Level IV*

#### **What Members Will Learn . . .**

##### **ABOUT THE PROJECT:**

- Career opportunities related to dogs.

##### **ABOUT THEMSELVES:**

- How to plan for the future
- Possible career interests

##### **Materials Needed:**

- Activity Sheet #7, Dog Career Interest Survey
- Activity Sheet #8, Career Research Guide (three per member)
- Member Handout #5, Dog Career Resources

**ACTIVITY TIME NEEDED:** 30 MINUTES TO INTRODUCE, 1 MONTH FOR INDIVIDUAL RESEARCH, 30 MINUTES PER MEMBER TO DISCUSS FINDINGS

#### **ACTIVITY**

Think about the types of dog-related careers that you might be interested in. Complete the Career Interest Survey, adding any other careers you may think of. Choose at least three careers that you will research. Use books, the internet, and/or personal interviews to find out about the careers. When we meet again be prepared to give a summary of what you have learned about each career.

##### **DIALOGUE FOR CRITICAL THINKING**

###### **Share**

1. How did you decide which career to research?
2. How did you find information about the dog-related career in which you might be interested?

###### **Process**

3. What is required to go into the profession you choose?
4. What personal traits should one have for your career choice?

###### **Generalize**

5. Why is it important to think about possible careers now?

#### **Leader Notes**

You may want to use one meeting to assist members with Activity Sheet #7, Dog Career Interest Survey and review questions on Activity Sheet #8, Career Research Guide.

Provide each member with a copy of Member Handout #5, Dog Career Resources as a beginning for their research.

It may take one or more meetings a month later to hear and discuss the possible careers.

**Leader Notes**

**ACTIVITY**

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**Apply**

6. What did you learn from others about careers or jobs that interest you?

**GOING FURTHER**

1. Make a list of jobs you could do now, paid or volunteer, that would let you try out dog related work.
2. Find a job, paid or volunteer, that would give you some experience working with dogs. Keep a journal of your experiences.

**REFERENCES:**

“Pointing the Way:” Dog 3. North Central Region Extension Publication 417-1993, c 1993. pp28-29.

American Kennel Club Incorporated. “Careers in Dogs: Resource Guide.” American Kennel Club, c1997.

**Authors:**

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**Reviewed by:**

Dog Care and Training Design Team

**JOBS IN THE DOG FIELD**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Activity Sheet #7, Dog Career Interest Survey**

<b>Job</b>	<b>Great Deal of Interest</b>	<b>Some Interest</b>	<b>No Interest</b>	<b>Why I Would or Would Not Like</b>
Veterinarian				
Veterinary Technician				
Dog Groomer				
Guide Dog Trainer				
Animal Photographer				
Animal Control Officer				
Humane Investigator				
Dog Trainer				
Kennel Owner/Manager				
Professional Show Dog Handler				
Lawyer Specialized in Animal Issues				
Animal-Related Retail Sales				
Small Animal Nutritionist				
Dog Sitting or Walking Service				
Dog Show Judge				
Dog Show Superintendent				
AKC or UKC Staff				
Animal Behaviorist				
Artist/Craftsman of Animal Related Items				
Animal Research				
Police/Military K-9 Units				
Writer				

**JOBS IN THE DOG FIELD**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Activity Sheet #8, Career Research Guide**

Career \_\_\_\_\_

Source of Information \_\_\_\_\_

What are some of the best things about this job?

What are some of the worst things about this job?

What training is necessary for this job?

What personal traits should one have for this job?

How much would it cost to get started with this job?

About how many people are employed in this field in this county, state, or in the United States?

If I choose this as a future career, what kinds of things should I be doing now to prepare?

**JOBS IN THE DOG FIELD**  
**DOG CARE AND TRAINING, LEVEL IV**  
**Member Handout #5, Dog Career Resources**

Write to the following organizations for information about specific dog-related careers and jobs.

Professional Handlers Association  
15810 Mt. Everest Lane  
Silver Springs, MD 20906

National Animal Control Association  
P.O. Box 480851  
Kansas City, MO 64148

National Dog Groomers Association of  
America  
P.O. Box 101  
Clark, PA 16113

United States Police Canine Association  
8616 Trumps Hill Road  
Upper Marlboro, MD 20072

National Association of Obedience Instructors  
8439 Elphick Road  
Sebastopol, CA 95472

American Society for the Prevention of  
Cruelty to Animals  
424 East 92nd Street  
New York, NY 10128

Animal Behavior Society  
SUNY Department of Psychology  
Potsdam, NY 13676

Professional Photographers of America  
1090 Executive Way  
Des Plaines, IL 60018

National Association of Pet Sitters  
1200 G Street, NW  
Suite 760  
Washington, DC 20005

The Graphic Artists Guild  
90 John Street  
Suite 403  
New York, NY 10038

American Boarding Kennel Association  
4575 Gallery Road 400A  
Colorado Springs, CO 80915

American Veterinary Medical Association  
1931 N. Meacham Road  
Suite 100  
Schaumburg, IL 60173

