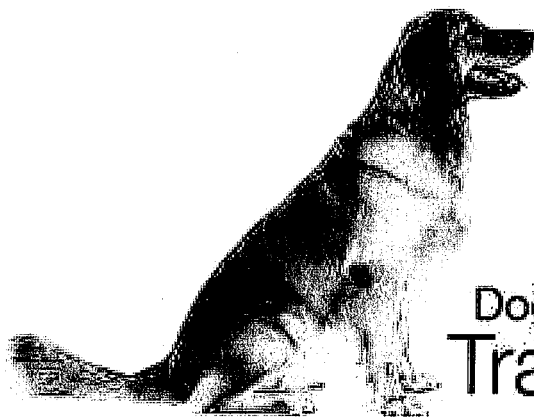


UC  
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# Dog Care and Training



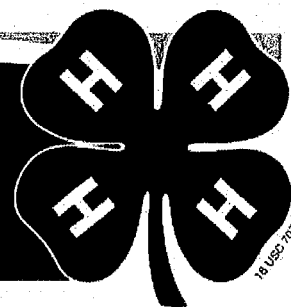
Dog  
Training

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***This We Believe:***

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.



# 4-H DOG PROJECT



*Happiness is a warm puppy.* ~Charles M. Schulz. The dog project helps youth explore what kind of dog fits into their family's lifestyle and how to be an excellent trainer and caretaker of their dog.

- Learn major dog breeds and identify their characteristics.
- Study responsibilities of dog ownership.
- Demonstrate dog care and management in feeding, handling, record-keeping, grooming and fitting.
- Learn dog health regulations, first aid, and simple treatments for ailments.

## 4-H THRIVE

### Help Youth:

#### Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth explore what they love about animals.

#### Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

#### Reach Their Goals

Help youth use the GPS system to achieve their goals.

**Goal Selection:** Choose one meaningful, realistic and demanding goal.

**Pursue Strategies:** Create a step-by-step plan to make daily choices that support your goal.

**Shift Gears:** Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

#### Reflect

Ask project members how taking care of an animal can make them more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character, or establish connections.

### Starting Out *Beginner*

- Gather information and determine the best dog for your family.
- Learn about proper care, grooming, and feeding of your dog.
- Create a plan to prevent your dog from getting lost and/or finding it if it gets lost.
- Purchase and use the appropriate grooming equipment and techniques.
- Train your dog basic commands such as sit, stay, and heel.

### Learning More *Intermediate*

- Prepare for participation in a dog show.
- Make a decision about breeding your dog.
- Compare labels on dog foods to make an informed decision on content & price.
- Keep a diary of your dog's health and feeding habits.
- Research kennel facilities in your area and decide if one is right for your dog.
- Keep records of all costs and management practices.

### Exploring Depth *Advanced*

- Create a trainer's diary to assist you when you work with your dog.
- Interview someone who uses a service dog.
- Create a dog ownership budget.
- Volunteer at an ASPCA Adoption Day at your local pet store.
- Talk to an Animal Control Officer about animal cruelty and neglect.
- Understand the role of scientific research in dog husbandry.

The activities above are ideas to inspire further project development. This is not a complete list.

*Light Your Spark*

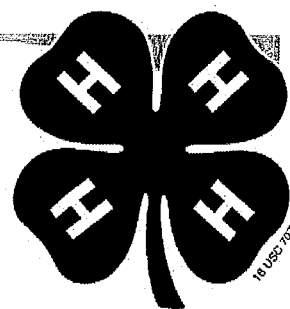
*Flex Your Brain*

*Reach Your Goals*

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*



# Expand Your Experiences!

## Science, Engineering, and Technology

- Create a map highlighting the origin of different dog breeds. How has this impacted their size, fur, and body shape?
- Explore the need for bio-security measures when handling animals. Create a list of recommendations for competitive dog events.

## Healthy Living

- Discuss the necessity of washing your hands before and after handling/grooming your dog.
- Discuss your dog's life expectancy, what to look for when they get older, and how you might feel when they die.
- Create a display or skit on the rules of safety around dogs.

## Citizenship

- Volunteer at a dog kennel or shelter.
- Take a Pet First Aid/CPR course through the American Red Cross.
- Raise a guide dog.

## Leadership

- Teach others the importance of caring for animals.
- Become a role model for others by taking the position of junior/teen leader.
- 

## Resources

- Iowa 4-H Dogs  
[www.extension.iastate.edu/4h/projects/livestock/dogs.htm](http://www.extension.iastate.edu/4h/projects/livestock/dogs.htm)
- American Kennel Club  
[www.akc.org](http://www.akc.org)
- Service Animal  
[//en.wikipedia.org/wiki/Service\\_animal](http://en.wikipedia.org/wiki/Service_animal)
- Animal Assisted Therapy  
[//en.wikipedia.org/wiki/Animal-assisted\\_therapy](http://en.wikipedia.org/wiki/Animal-assisted_therapy)
- Learn About Man's Best Friend  
[www.4-h.org/resource-library/curriculum/4-h-dog/](http://www.4-h.org/resource-library/curriculum/4-h-dog/)
- American Red Cross: Pet First Aid/CPR  
[www.redcross.org/pets](http://www.redcross.org/pets)
- California State Fair  
[www.bigfun.org](http://www.bigfun.org)
- Check out the ANR site for free downloadable curriculum  
[//anrcatalog.ucdavis.edu](http://anrcatalog.ucdavis.edu)

### Connections & Events

### Curriculum

### 4-H Record Book

**Presentation Days** - Share what you've learned with others through a dog presentation.

**Field Days** - During these events, 4-H members may participate in a variety of contests related to their project area.

**County & State Fair** - Enter your dog(s) and show the judge what you have learned in showmanship! Contact your county 4-H office to determine additional opportunities available.

- Wiggles and Wags, Level 1
- Canine Connection, Level 2
- Pointing the Way, Level 3
- HDR Dog Leader Guide

<http://www.ca4h.org/>

<http://www.ca4h.org/>

<http://www.ca4h.org/>

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning, and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit [www.ca4h.org/4hbook](http://www.ca4h.org/4hbook).

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.



University of California Agriculture and Natural Resources

Light Your Spark

Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals

# DOGS

## Sonoma County 4-H

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Guidelines for Project Proficiency Award

#### Beginning:

#### PART 1

1. Identify and describe five breeds of dogs.
2. Know the following parts of a dog and where they are:
  - withers
  - croup
  - shoulders
  - topline
  - loin
3. Discuss the types of dog food available (canned, dry, moist, etc.) and explain the advantages and disadvantages of each.
4. Tell how to choose the right breed of dog for your family, if you were to obtain anew puppy.
5. Know what basic vaccinations are necessary for puppies (dogs) and at what ages are they given.
6. What is Parvovirus? Is it serious and can it be prevented?
7. What does basic grooming consist of? What tools are necessary?
8. Explain internal and external parasites and give example of each.
9. What common test can be done by a veterinarian to determine if worming is needed?
10. What type of housing is necessary for a dog?

Date  
Completed

Leader's  
Initials

#### PART 2

1. Explain the importance of discipline and praise in training your dog.
2. What is the name of the collar used for obedience? Show how to determine the correct size and how to put it on your dog.
3. What does heeling mean?
4. What is the proper length of the training leash? Show how to hold it.
5. Explain the difference between Novice and Sub-Novice classes.
6. What does a figure eight (8) mean and the purpose of it?
7. Describe the difference between obedience and showmanship.
8. Know how to fill out a fair or dog show entry form.
9. Must have shown in two (2) fair or open dog shows (one must be a 4-H class or dog show).
10. Demonstrate the basic commands:
  - Heel
  - Sit
  - Stay
  - Recall
11. Give a demonstration at County Presentation Day.

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# DOGS

## Sonoma County 4-H

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Guidelines for Project Proficiency Award

#### Intermediate:

##### PART 1

1. Member must have met the requirements of the beginning level.
2. Explain the terms:
  - conformation.
  - cowhocked.
  - occiput.
  - feathers.
  - docked tails.
3. Identify three (3) internal parasites and problems arising from them if not taken care of.
4. Tell why fleas must be controlled and some problems they cause.
5. What is the normal temperature of a dog?
6. Explain some basic first-aid helps for minor cuts and injuries.
7. Know the proper protein amounts in feed for puppies and adult dogs.
8. Explain what spaying and neutering mean and why it is sometimes necessary.
9. Tour a veterinary clinic or attend a vet science field day.

Date  
Completed

Leader's  
Initials

_____	_____
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##### PART 2

1. Explain the difference between Novice A and Novice B classes.
2. What is a Graduate Novice class?
3. Describe the two (2) methods of recall finished (moving your dog from recall to heel position).
4. What is the title given for completing novice work (receiving three (3) qualifying scores)?
5. Attend and observe a non 4-H obedience class (dog club or professional class).
6. Be able to take over a project class and teach one (1) phase of obedience.
7. Demonstrate: heel, sit, stay, down, recall.
8. Show how to move or "gait" your dog at the correct speed for a showmanship class.
9. Have shown at three (3) fair or dog shows (two must be 4-H shows or classes).
10. Must have shown in a 4-H Showmanship class.
11. Give a demonstration at County Field Day.

_____	_____
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Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# Program Planning

Each club should have a yearly program. The program provides a logical sequence of educational, social, and recreational experiences for members. Use *Planning a 4-H Club Program* (4-H 0240L) for ideas and help in planning the club program. Your own experiences and imagination will be helpful in developing a meaningful program.

The program guides that follow are suggestions only. How much time you

devote to each phase will depend on your judgment and on the size and progress of the group. Members should have experiences in all areas. Vary the meeting in content and activity.

Your program guide is designed to give specific suggestions for most topics that might be included in a 4-H dog club meeting. It is simple to use. As you plan your meeting, you need to select a general topic that you wish to teach. Suggestions are shown in the column on the lefthand side. Column two lists the suggested skills or new ideas for that topic. After you choose the skill or ideas you wish to teach, go

to column three and decide the teaching method that would be most effective for you.

A word of caution: There are several ideas and skills shown in each major topic. Don't try to cover all the ideas in one meeting. It is best to cover one idea well. Keep in mind the variety of teaching methods and topics to be covered, as well as whether the meeting will be indoors or outside. The content included will take several years to cover.

The ideas shown are only suggestions. There are many ideas that you will be able to add to this list.

4-H Member Objective	Subject	What to teach	Suggested learning activities
To increase knowledge about dogs	The story of the dog	How the dog was developed	Members give reports on the development of the dog.
	The dog breeds	Groups and breeds of dogs	Members give reports on breed of dog, including description, use, and history. Conduct field trips to kennels to learn about breeds. Study breeds by groups. Use identification cards or charts. Show films and slides. Judge dogs. Study registrations of dogs. Responsible pet ownership.
To learn about career opportunities in the dog field	Dog ownership responsibilities	Legal and moral	
	Career opportunities	Acquaint members with career opportunities	Refer to section on careers in this publication. Visit or have speakers on: professional handlers kennels judges veterinarians field training dog training writers dog food and equipment grooming (pet and supply store). Members research and give reports on these visits.
To have fun and explore new opportunities	Show others what we have learned		Make educational display covering some phase of the program. Make display on 4-H and dog project for school, window, etc. Participate in fun match, contest, or demonstration at rest homes and shopping centers. Show others the tricks your dog can do. Pet or costume parade. Let other members research and present topics to club and other groups.
	Tricks and costumes	How to teach dog tricks, originality, and safety.	
	Research	Assist in opportunity for research or more advanced study	



4-H Member Objective	Subject	What to teach	Suggested learning activities
To learn basic knowledge on health, grooming, and feeding of the dog.	Feeding	Feeding your dog	Members discuss the feeds they are using and bring labels and containers. Visit feeds store. Invite a feed company representative to visit the club.
	Health of the dog	The diseases of dogs; how to treat a dog	Have members give reports on diseases, parasites, and illnesses. Have members visit veterinary clinic. Demonstrations on treating a dog. First aid.
	Grooming the dog	Maintaining proper health of a dog	Members demonstrate bathing, combing, clipping toenails, and trimming hair. Visit a grooming parlor.
To learn about the anatomy of a dog.	Parts of the dog	The location and names of the parts of the dog	Use teaching aid 4-H 1206. Members identify parts of their animal. Members complete an outline of animals to identify parts.
	Internal anatomy, skeletal anatomy	The internal parts of the dog and skeletal structure	Members look up materials in library. Visit with veterinarian. Members complete an outline of animals to identify internal and skeletal parts.
	Nervous, digestive, and respiratory systems.	The parts that make up these systems	Visit a veterinarian. Members give reports based on materials in library. Use veterinary science 4-H materials. Members complete a drawing that identifies the parts.
To learn dog obedience training techniques	Dog obedience	Sit—from heel —from down —comefore	See <i>Leader Training Manual</i> .
		Heel Long Sit Long down Stand for examination Recall The Figure 8 Heel free Drop on recall Retrieve on flat Long sit (out of sight) Long Down (out of sight) Recall over high jump Retrieve over high jump Broad jump Directed retrieve Scent discrimination	Show how; let members practice.  Invite a trainer to attend the meetings to show how. Older or more advanced members work with younger members.  Participate in fun matches and shows.  Attend dog shows or field trials.
	Showmanship	The techniques of showmanship	Refer to <i>Leader Training Manual</i> .





4-H Member Objective	Subject	What to teach	Suggested learning activities
To learn proper recordkeeping methods	Keeping 4-H records	What records to keep, how to keep, why to keep, and how to evaluate Record members should keep: 4-H dog record, 4-H permanent record, and 4-H notes.	Schedule regular meetings for keeping records.  Use an overhead projector to help members see how to keep records. Members share their records with other members. Review records periodically to see if the member needs help. Junior leaders can assist. Members keep score sheets from obedience matches and contests for evaluation.
Making a family pet	Preparing for a dog	How members should prepare for a dog	Visit kennels and/or pet homes. Study and evaluate different kinds of feed dishes. Make a bed box for the puppy.
	Housebreaking a dog Corrective training	How to housebreak a dog Methods of corrective training	Members demonstrate methods. Members give talks or demonstrate various types of corrective training.

## Project Work

### Use of time

Break the time set aside for project work during the meeting into three segments: group training of the dogs, teaching, and informal training. It is recommended that you conduct these segments in this order: the group training segment demands a lot of energy from dogs and members, which helps to minimize distractions during the teaching segment.

Training is for the whole group during the first segment. This allows members to work together and experience not only their own but other members' mistakes and strengths. It also allows the leader to help all members work through common exercises as a group.

The teaching segment provides the opportunity to cover the "book work" of the dog project. This "book work" can include: demonstrations, discussions, slides, movies, and 4-H judging (decisionmaking). Some important topics to cover during the course of a project year are:

- breeds of dogs and their uses
- parts of a dog
- types of equipment
- parts of equipment
- care of equipment
- nutrition
- safety precautions

- first aid
- animal health
- judging
- recordkeeping
- principles of judging

Set aside time for informal training. This is the time when you can give individualized attention. Answer questions informally; give junior leaders the opportunity to work with a small group of younger members.

### Class guidelines

1. Never feed a dog just before coming to class. Feed at least 3 to 4 hours earlier so that the dog does not become carsick or upset from the excitement of training.
2. If your dog relieves itself, you are responsible for cleaning up.
3. Never attach tags, baubles, etc., to the training collar.
4. Use the training collar (slip-chain) only when practicing at home or in class. *Never* tie your dog or leave it unattended wearing a slip-choke collar—it could become entangled and choke to death.
5. The leash should be soft leather or webbing, 6 feet in length. Never use a chain leash; it will hurt your hands and correction of your dog will be weak and inconsistent.
6. Help prevent dog fights. *Never* leave your dog unattended or on a loose leash in class.

7. Give the dog a rest during break period.

8. *Do not* bring any dog to class that appears to be ill, or any female in heat. In these circumstances, you can attend without the dog to keep up with topics.

9. Practice at least 15 minutes every day. Dogs learn by doing the same thing over and over. Practice is serious business, and no play time should be allowed until *after* the practice session is over. If you have practiced regularly and followed instructions, your dog should accomplish all of the exercises and score well at the fair.

10. Wear tennis shoes or rubber-soled shoes. Do not wear sandals. Slacks and jeans are best to wear; however, floppy slacks that interfere with the dog are not acceptable.

11. Everyone must comply with the rules covering the use of the building or grounds.

12. Remember the four "P's" of obedience training—practice, patience, praise, and perseverance. Use these words often because they are so important to success in training a dog.



## Obedience problems

This section discusses some of the more common problems and offers suggestions. There are *no exact answers* to the problems because of individual differences. Define the problem and suggest a solution based on the experience and capabilities of the handler-dog team. Observe the trainees closely to be certain they understand and execute the training method properly. Emphasize the need for proper technique with the dog to avoid development of training problems. Correct poor techniques immediately.

### The Sit

- **Handler's voice tone:** Make sure a command is given in a firm, sharp—but not loud—manner. Watch for tones that tend to ask rather than command.
- **Dog moves front feet:** Dog is excited and needs calming. Handler must hold collar firmly.
- **Poor timing:** Make certain the dog is given the command only once and simultaneously with the forced sitting action.
- **Slow sit:** Handler is not forcing the dog into the sit position quickly enough.
- **Dog rocks to sit:** Trainer is allowing dog's front feet to move. Firm up grip on the collar.
- **Dog swings rear end:** Pressure on the rear quarters is not straight down.

### The Down

- **Dog struggles from fear:** Handler must calm (but not baby) dog by talking to it in a calm, reassuring manner, gently stroking it at the same time.

- **Dog struggles in play:** Correction required. Demand the dog accepts the command with no fooling around.
- **Lack of firm voice command:** Discuss with handler.
- **Won't go down:** To obtain the down position, use the left elbow to exert pressure to tip the dog toward you.
- **Slow response:** Handler needs to exert stronger and quicker pressure on the dog's shoulders *with the left arm*.

### The Stand

- **Moves front feet:** Handler needs firm control of the collar with the right hand.
- **Dog fails to stand:** Exert forward pressure on the collar with the right hand while simultaneously exerting an upward pressure on the dog's stomach with the back of the right hand.
- **Dog moves rear feet:** Block any movement with the side of the left hand pressing on the dog's stifle.

### Heeling on a Leash

- **All heeling errors stem from poor heel position.** Emphasize the importance of proper heel position at all sessions and continually insist that the handler try for the correct position.
- **Adapting pace:** Make sure handlers work at a *brisk* pace.
- **Pulling on leash rather than snapping corrections:** Using the trainee to act the part of the dog, the instructor demonstrates the use of the lead. With trainee holding one end of the lead, show what happens with a steady pull versus the leash snapped properly. (Give slack and snap.)
- **Handler uses voice correction, "Stop this!":** The voice is used to encourage and praise.
- **Dog forges:** Give slack on leash and snap back. With extreme forges, a series of two or three jerks in succession may be required. Never let the leash get tight.
- **Dog is wide:** Sidestep right, snap and praise.
- **Dog lags:** Use voice encouragement and pat left leg to manipulate the dog into the proper position. Any leash correction must be with short snaps; do not haul the dog into position.
- **Dog crowds:** Bump with left leg. Step into the dog when it crowds.
- **Slow sit:** Handler stopped pushing the dog into the sit position too soon. Return to sit corrections.

• **Crooked sit:** Handler did not push straight down on dog's croup when teaching the sit or did not use the hand correction for a sufficient length of time. He or she may have tried to get the dog to sit with a leash correction alone. Return to sit correction.

• **Dog leans against handler on sit:** Bump dog with left leg. Use a straight-up, vertical leash correction.

• **Rocking into the sit:** Dog is heeling too far back. Improper leash corrections on the sit may have been made by pulling back instead of up. The handler's stepping quickly will cause the dog to forge slightly and help correct this.

• **Inattention:** Sharp snap on lead the instant the dog looks away, coupled with a "Watch me!" command.

• **Forging on the slow pace:** Snap back of the leash as the handler starts to slow the pace along with the "Watch me" command.

• **Poor slow pace:** Handler is adapting to dog rather than insisting the dog maintain heel position.

• **Lag on fast:** Same as other lags. Insist on proper heel position. The handlers sprinting can help correct this problem.

• **Timing of commands:** Make sure the handler gives the "Heel" command before starting to move. Warn against a jerk or correction unless the dog does not start on command.

• **Poor turns:** Poor turns result from poor heel position. Suggest ways to maintain proper heel position, and the dog's turn will improve.

### The Sit Stay (Preliminary)

- **Handler too far away:** Insist that the handler remain right in front of the dog, a position from which he or she can make any necessary correction.
- **Movements:** Jerk up and toward the dog accompanied by a "No!" voice command.
- **Dog rolls over on hip:** Tap the low hip with the toe accompanied with a "Sit" command. *Do not kick.* (May cause the dog to break.)
- **Moving front feet:** Brush dog's toes with the toe of the shoe and at the same time give a "sit" command. (Do not put pressure on the dog's feet; this may cause injury or the dog to break.)
- **Whining:** Grasp muzzle firmly, shake, and command, "No!"

### The Sit (at the end of the leash)

- Dog not in correct position: The handler should not go to the end of the leash. This could develop a habit that is difficult to break. Practice Lesson 1.
- Dog lies down: An upward, toward-the-dog pull on the leash, giving the voice command at the same time.
- Dog moving as handler returns: Upward pressure (no jerk) on the leash, with a steady voice in conversation.
- Dog whining: Immediate return, muzzle correction, and voice command "No!"

### The Down Stay

- Dog starts to rise: Immediate downward force on the withers.
- Dog creeps: Brush front feet with handler's shoe, accompanied by the "No!" command.
- Dog rises as handler returns: Dog may have been given too much praise in practice session. Practice walking around dog when returning, instead of always going directly to heel position. Inside dog stays down until handler gives release command.
- See The Sit Stay as many errors and corrections are the same.

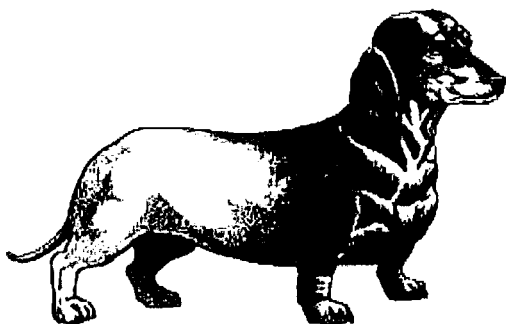
### Stays (in general)

Many stay problems are caused by the handler's failure to give full attention to the dog during practice or to make necessary corrections. The handler must correct immediately any movement, no matter how small, by leash and/or voice command.

Handlers err if they believe that practicing the stay exercise is an opportunity to relax and if they fail to observe small movements that must be corrected. When training, the handler's undivided attention must be *on the dog*.

### The Stand for Examination

Any problems in this exercise undoubtedly are the result of insufficient training, or poor execution of the *stand* and/or *stay* (Lessons 1 and 3).



Trainee must go back and perfect these lessons.

- Dog shies away: Judgment is called for in making corrections so the dog does not break the stand. Correction is best accomplished by further practice of *sit for examination* until the dog is steady on examination... then progresses to *stand for examination*. (Correct immediately the slightest movement in *sit for examination*.)
- Dog moves toward examiner: Same correction as for the shy dog.
- Dog moves as handler returns: The cause is pattern training or too much praise. Practice different types of returns and train the dog not to move until released by the handler. Praise by patting with the hand rather than excessive vocal praise.

### The Front Position

- Handler turns: Insist the handler step straight back about three steps. The dog must do the turning.
- Dog sits out: Leash correction by snapping the dog close to the handler's feet. *Do not* reach for the dog or touch it with the hands.
- Dog sits crooked: Step back as the dog *starts* the crooked sit and brush the crooked hip with the toe while guiding with the leash. *Do not kick*.
- Handler fails to give the command: Make correction or give sufficient praise. Insist on all three.

### Recall (Preliminary)

- Dog fails to respond: The cause is generally failure to snap the leash at the same time the command, "(Name), come," is given.
- Dog slows down as it approaches handler: Usually a handler's fault because he or she has grabbed the dog on the *front* or *recall*. Make all corrections with the leash or the toes. Never grasp a dog with the hands; it will confuse the dog because hands are associated with petting.
- Dog anticipates "Come!" command: If the dog starts before the handler notices, the handler must call it in. A correction here would denote to the dog that it is not supposed to come to the handler. Return the dog to the starting position, give a collar correction, leave, and return. Repeat, but the second time call the dog: "(Name), come!" (This is really a *stay* fault, not one on the *recall*.)

• Slow recall: Dog is confused, lacks confidence or incentive to come. Dog has not been snapped properly when trained the *recall*. Possibly the dog has been hauled in on a tight lead and holds back to resist the pressure. To correct, leave the dog on a *stay* and go to the end of the leash; turn, call, and snap, all at the same time. As the dog approaches, snap the lead again, and repeat until the dog is close to the handler. Then the handler praises profusely. No sit in front at this point as the intent is to correct the slow recall. Never let the lead get tight. Praise abundantly. (If food treats are used for rewards, use boiled liver, pieces of hot dogs, etc., rather than biscuit-type treats that the dog must chew.)

### Recall Off Lead

- A dog may have been corrected repeatedly when it came to the handler, so it hesitates to come. The trainer must overcome this.
- Perform no off-lead recalls until the dog is 100 percent correct on-lead.
- Correct most problems by going back on the leash.
- Long lines sometimes help, but generally the problem is apparent on-lead, if the trainee or instructor recognizes it.
- First off-lead recalls should be only 6 to 8 feet long.
- Never allow the handler to grasp the dog.
- If the dog fails to come when off-lead, return to use of the lead in order to correct. (No double commands.) Correct and praise recalls, using the lead.

### Figure 8

Errors in the Figure 8 are caused by the dog's not maintaining proper heel position.

- Handler adapts pace: Insist the handler maintain the same pace around both posts.
- Dog bumps: Correct by heeling and making *left* U turns. Bump dog by bringing the right knee across the body and contacting the dog's shoulder.
- Dog lags on outside turn: The handler cannot correct this with hard jerks on the lead. Correct with voice praise, short snaps, and patting. Make sure handler doesn't slow the pace, which tends to aggravate the problem. Speeding up may help.

## Teaching Aids

Put sparkle in your 4-H program by using teaching aids. A teaching aid is anything that will make learning fun and inspire the 4-H member to retain new information. It can be the spark that captures interest and holds it steady throughout the project. Teaching aids eliminate misconceptions and make instructions clear. They can be the key to involvement—that magic ingredient that can increase by perhaps as much as 90 percent, the knowledge members retain.

When boys and girls are doing project work, they are actively involved. But what about the information available from project books that they may not read? Teaching aids such as puzzles, quiz contests, relay and action games, flash card contests, and project word games stimulate the desire to learn and remember while providing recreation and socialization. These aids cost little to make and can be prepared by leaders, junior leaders, or members.

Other teaching aids include films, slides, field trips, demonstrations, talks, pictures, charts, diagrams, and resource persons.

Carefully select the best teaching aid for your purpose, one that will provide a direct experience and develop meaning. Keep in mind time available, expense, preparation needed, and distance. A field trip can be a wonderful teaching aid, but it's not always possible. You might use a film instead, to condense time, eliminate distance, cut expenses, and still bring into focus the knowledge club members are seeking.

Demonstrations can change a failing effort into successful achievement. We draw from past experience to apply meaning until a broader knowledge is achieved. Through the steps of a demonstration the newer meaning becomes clear. For example, a dog club member, told to correct a dog for improper heeling, might hit the dog or shame it, but a demonstration showing the quick snap of the loose lead would make the intended communication clear. Members who know how should be encouraged and allowed to show how, for this will also enrich their learning experience.

Pictures, charts, and diagrams can make hazy word images crystal clear. Is the hot dog a panting pooch or a wiener sizzling over the fire? The picture will clear up any misconceptions.

Use a variety of methods during the year or at a single meeting. This makes it more interesting to members; therefore you can accomplish more. It would be a mistake to have all movies, all outside speakers, or all lectures.

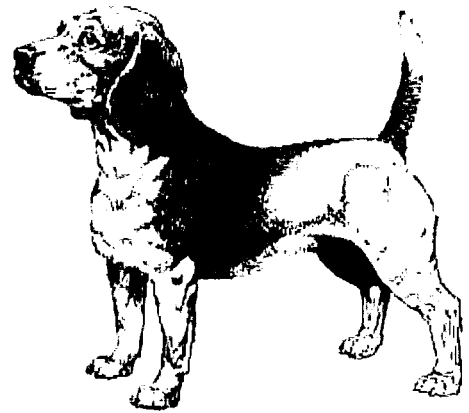
Teaching aids make minds receptive and put "I love 4-H" in the total program.

## Demonstrations

A demonstration is showing and telling how to do something. This teaching method is particularly applicable in dog care training. You can teach much of the subject matter in this program only by demonstrations, followed by supervised practice. *As 4-H members master each phase of their training, wise leaders provide them the opportunity to conduct presentations themselves.* By so doing, members develop poise, initiative, and the ability to impart knowledge to others. They can then assist the leader in training less experienced members.

Whenever the subject matter of the meeting permits action, a demonstration adds interest. Demonstrations in a public presentation will encourage better understanding by the audience. The topic or the information to be discussed will be influenced by the ages and the experience of the 4-H members. Note that younger members may be uncomfortable with the formal approach to "demonstrations" but may do quite well *sharing* knowledge with other club members. Approach the area of demonstrations subtly and gradually. Here are suggested demonstrations that members may give as age and experience permit:

- How to make a box for a new puppy.
- How to lift and carry a puppy.
- How to construct a kennel for outdoor use.
- How to make and use an outdoor kennel and fenced run.
- How to erect and use a wire run for a dog.
- Explain nutritional value of a dry commercial dog food, a canned or wet-type commercial dog food, and table scraps. Show examples.



- With a scale, show quantity of dry dog food weighing ½ ounce and canned (wet) commercial dog food weighing 1 ½ ounces. Show the quantity of each needed for a 15-pound dog (toy), a 50 pound dog (for example, a pointer) and a 75-pound dog (for example, German shepherd).

- How to apply powders to control fleas, ticks, and mites.
- How to aid shedding.
- How to cut out hair mats.
- Bathing a dog using dry bath and soap and water.
- Grooming, toenail trimming.
- How to give dog liquid medicine; how to give dog a pill.
- How to tie dog's jaws so it cannot bite while being examined and treated for injuries.

- Dog judging. (Motion picture and standards for dachshund, boxer, and cocker spaniel may be obtained from the International Kennel Club of Chicago, 4300 S. Halsted St., Chicago, Ill. 60609).

- Training for any one of the five basic obedience commands.
- Training for tricks: sit up, play "catch," carry, fetch, roll over, jump, don't touch it.
- Training dog for show: moving for judge's inspection, posing for inspection, showing teeth to judge.
- Use of hand signals in advanced obedience training.

## Tests

"Agree or disagree" questions are popular. Use those that relate directly to dogs, their training, and the dog owner's responsibilities. Another name for this type of exercise is "true or false" test. In a few minutes you can make up a set of questions from any chapter in the members' manual.

Here is a sample:

- Horse meat provides a complete dog food. (F)
- Dogs should be fed three times a day, at our meal times. (F)
- A dog should be fed ½ ounce of a dry dog food per pound of dog weight each day. (T)
- The same quantity of canned commercial dog food should be fed daily as for dry commercial dog food. (F)
- Chicken and turkey bones are good for dogs to chew. (F)
- Vitamin supplements are needed even when feeding a well-balanced ration. (F)

If you wish, you can ask members to write down their answers, then exchange and correct each others' papers. Another method is to read a statement and ask members who agree to raise their hands. Then ask members who disagree to raise their hands. Compare the count. Invite a few members to give reasons why they agreed or disagreed before giving the correct answer.

A third variation would be to divide the members into two groups. Give one group a few minutes to make up questions from a chapter in the members' manual that is under discussion. The other team attempts to answer the questions. This is an excellent method for teaching as it involves the young people and makes learning fun.

## Tours and field trips

Trips to kennels, dog shows, obedience training classes, field trials, and various aspects of the dog industry available in your community are valuable in opening the eyes of club members to the impact of the "world of dogs" on community activities.

Field trips provide a variety in the training techniques, and members find them enjoyable. Prior arrangements for tours and field trips are important. Carry through what you hope to accomplish on a tour or field trip in an educational manner.

Inexpensive insurance is available. This insurance covers members on all 4-H activities. Discuss this with your county Extension agent.

## Workshops

At various times during the club year, you might organize workshops on the state or county level that would be of interest to you and your members. You will receive newsletters or other communication from your county Extension office about these activities that are sponsored by other clubs. Workshops can enrich and add interest to your local club program.

## Other devices

Word Scramble: Select any number of words from any chapter under discussion for scrambling. Present them to members on paper or on a blackboard.

Puzzle	Solution
MEZLUZ	Muzzle
WEHITSR	Withers
FAREHTES	Feathers
SUDHEOLR	Shoulder
PESARTN	Pastern

Crossword Puzzles: A crossword puzzle is available to use as a teaching aid. It is based on parts of the animal. This is discussed further under 4-H Materials. Develop your own crossword puzzles to make learning fun for the members.

The Dog Breeds Wall Chart: Each club should have a copy of this excellent aid in teaching the various breeds and groups. Check with your county Extension service 4-H agent.

Slides and movies are available from dog associations, Oregon State University, public libraries, and other sources. It is important that you preview these ahead of time so that you are familiar with the content and satisfied that they are up to date.

Talks by special resource persons such as trained nutritionists for feed firms, veterinarians, or dog breeders make excellent club features.

## Judging and identification

4-H judging teaches decision making. This is accomplished by drawing together "classes" of items. A class normally consists of four similar items within a particular situation. For example bring four kinds of collars; a braided rope collar, a buckled leather collar, a slip chain collar, and a plastic snap-on collar. Describe a training situation and ask the members to rate the four collars from best to worst for use in the circumstances you have described. To simplify the activity for younger members, you may want to use three or two choices rather than four.

Identification of various items of equipment, and parts and anatomy of the dog can also be included in these club activities. County and statewide contests usually include identification sections as well as judging of classes.

Obedience and showmanship score sheets are available from your county Extension office for use in orienting yourself and your members to what a judge looks for in the show ring. These can be very helpful if your members decide to show their dogs.

## Make your own

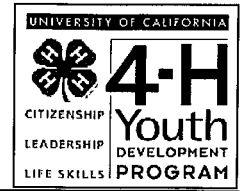
Make up your own crossword puzzle. Print clues, or picture the subject with numbered arrows pointing to the part to be identified. This is a good way to learn to identify parts of an animal, types of material, kinds of equipment, or names of breeds.

Quiz questions are met with enthusiasm if presented as a game. Divide into



# CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES  
ENVIRONMENTAL HEALTH AND SAFETY



#9

## SAFE CARE AND HANDLING OF DOGS

*Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.*

Dogs were first domesticated more than 10,000 years ago and since that time have become companions to humans. This relationship developed through a fostered process of humane treatment and friendship. Although dogs are companionable, they still may attack and harm humans. Information available from the U.S. Centers for Disease Control and Prevention indicates about 180,000 children 19 years and younger received emergency room treatment for dog bites during 2001. Approximately 80% of these dog bites were caused by a family or neighbor's dog and most frequently included bites to arms/hands, legs/feet, and heads/necks.



*Photograph Courtesy  
University of California 4-H  
Archives*

### Safe Dog Care

- Young dogs require more frequent daily feedings (up to four times daily) of commercial puppy food than older dogs. Older dogs should be fed a 90% diet of high quality dry food mixed with water, broth, or canned food. Never feed a dog chocolate and avoid feeding dogs table scraps.
- Dogs require at least one hour of outdoor exercise a day. During warm weather make sure outdoor dogs have adequate shade and water.
- Brush dogs frequently and during warm months check for ticks and fleas.
- Assure that your dog has a warm and dry place to rest.
- Dogs should be examined annually by a veterinarian. If a dog appears to be sick, take it to a veterinarian for an evaluation.
- Return the friendship and love that your dog shows you.

### Safe Dog Handling

- Never hit, kick, poke, pinch, or tease a dog. Treat dogs with respect.
- Lift dogs by placing one arm and hand under their chest and the other arm and hand beneath their hindquarters.
- Never leave infants or young children alone with dogs.
- Do not approach unfamiliar dogs or enter their territories such as yards.
- Avoid forcing a dog into a corner. Always leave an escape route for a cornered dog.
- Remain motionless with your hands at your sides when allowing unfamiliar dogs to approach. Let an unfamiliar dog smell you by sniffing the back of your hand.
- Do not attempt to pet a dog without letting them first see and sniff you.
- Do not kiss or hold your face close to a dog.
- Dogs that show their teeth, snarl and bark, lay their ears back, and/or raise their tails are showing aggressive behavior and should not be approached. Instead, slowly and calmly walk or back away from the aggressive dog while avoiding direct eye contact.
- Stay away from dogs that are sleeping or feeding. Likewise, maintain a safe distance from a mother dog with puppies.
- When in public areas, keep your dog on a leash.
- If you are injured by a dog during a 4-H activity, tell your 4-H YDP volunteer, parent, or guardian and promptly seek medical attention.
- Always wash your hands with soap and water after handling a dog or any other animal.

## **I'm a 4-H Project Leader: Now What Do I Do?**

### **How do I know who is in my project?**

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

### **How often should I hold project meetings?**

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

### **When do I start?**

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

### **How do I cover the cost of project meetings?**

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

### **How do I establish a project meeting schedule?**

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

### **Where do I hold project meetings?**

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

### **What safety precautions do we need to consider?**

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

### **How do I let others in my club or other clubs know I am a project leader?**

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

### **How do I prepare for the first meeting?**

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

### **What should I do at the initial project meeting?**

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.



- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

### **What does a typical project meeting look like after the initial orientation?**

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

#### **Do**

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

#### **Reflect**

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

#### **Apply**

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

### **What resources are available to help me?**

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
  - County Staff
  - Older youth who have been involved in the project
- 
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
  - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at [www.uwex.edu/ces/4h/onlinepro/](http://www.uwex.edu/ces/4h/onlinepro/). You may wish to check out websites from other state 4-H programs also.
  - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
  - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
  - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
  - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

### **How can I incorporate activities not included in the project guide?**

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

### **What is the relationship between project work and the county fair?**

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

### **Who can I go to if I need someone to help me during the project meetings?**

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.