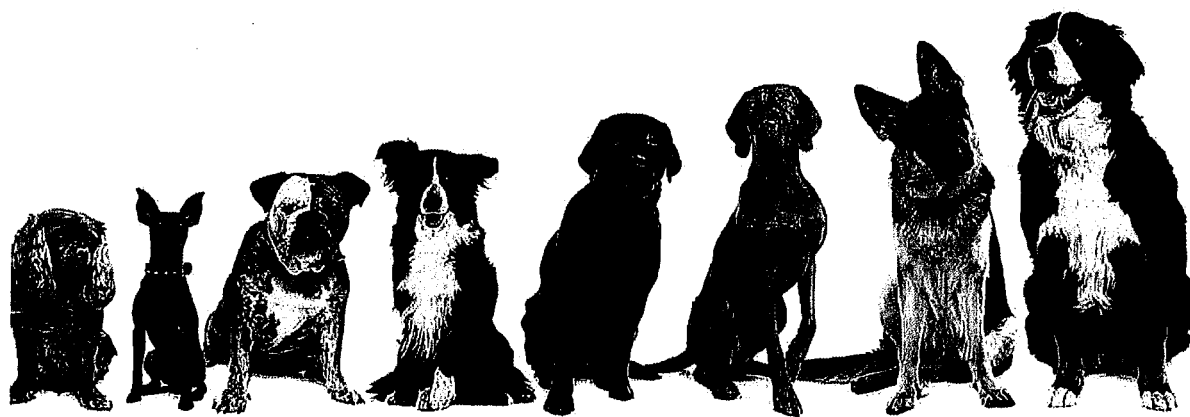
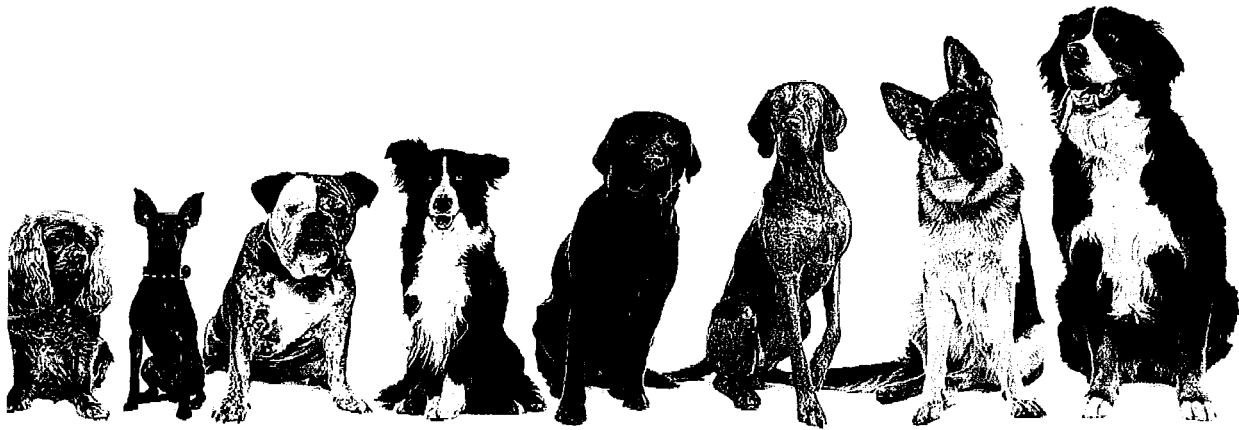


UC
CE

Dogs

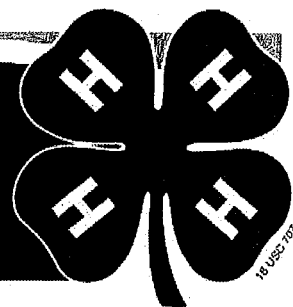


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This We Believe:

- 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 eating 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

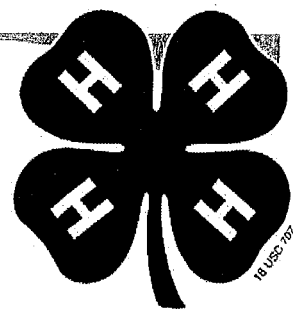
Flex Your Brain

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
- American Kennel Club
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/
- American Red Cross: Pet First Aid/CPR
www.redcross.org/pets
- California State Fair
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.

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

www.4-h.org

www.4-h.org

www.4-h.org

www.4-h.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.4-h.org

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:

	<u>Date Completed</u>	<u>Leader's Initials</u>
<u>PART 1</u>		
1. Member must have met the requirements of the beginning level.	_____	_____
2. Explain the terms: <ul style="list-style-type: none">• 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.	_____	_____
<u>PART 2</u>		
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.	_____	_____

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:

<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
---------------------------------	------------------------------------

PART 1

1. To qualify for the Advanced level, member must have met the requirements of the Beginning and Intermediate levels.
2. Identify three (3) breeds from each of the six groups of dogs recognized by AKC.
3. Explain the terms: angulation, stifle, dew claws, inbreeding, line breeding, outcross.
4. Keep detailed records for three (3) months of expenses (feed, vet bills, grooming supplies).
5. Explain problems of hip dysplasia and the type of dogs affected by it. How can it be detected and can it be prevented?
6. Discuss OFA testing. How it is done (at what age, by whom, etc.) and why it should be part of a conscientious breeding program.
7. Know two types of hereditary eye problems.
8. Tell how you would choose a mate for your dog if it was to be bred. Include a discussion on ethics of "breeding for show only".
9. Know the amount of protein and type of feed best suited for a pregnant dog and for puppies, five to eight weeks old.
10. Show how to fill out a pedigree form and explain how to register a dog with AKC.
11. Know the responsibilities of dog ownership and the problems of producing puppies, finding good homes for them and the expenses of raising a litter of puppies. Discuss the ethnics of "Puppy Farms".

PART 2

1. Explain Novice, Open and Utility classes.
2. What are the titles given for completing the above classes (receiving three (3) qualifying scores?)
3. What does heel free mean? Drop on recall?
4. Show how an obedience score sheet is filled out.
5. How do you make a training session interesting to your dog so it doesn't become bored?
6. Demonstrate heeling free and a figure eight.
7. Help as a Junior Leader or Teen Leader in your dog project.
8. Demonstrate proper grooming for your breed of dog.
9. Show how to stack your dog for a showmanship class.
10. Show in four (4) fairs or dog shows (3 must be 4-H shows). Show in two (2) showmanship or handling classes.

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____



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.



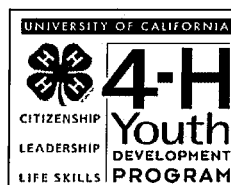
*Photograph Courtesy
University of California 4-H
Archives*

Safe Dog Care

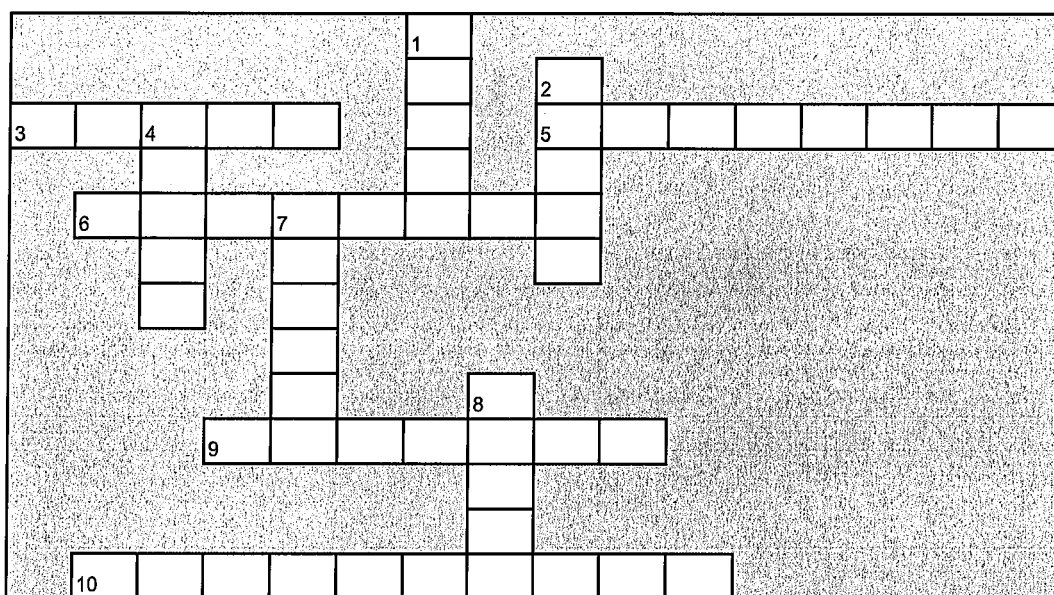
- Young dogs require more frequent daily feedings (up to four times daily) of commercial puppy food than older dogs. Older dogs should be fed a 90% diet of high quality dry food mixed with water, broth, or canned food. Never feed a dog chocolate and avoid feeding dogs table scraps.
- Dogs require at 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.



**SAFE CARE and HANDLING of DOGS
CROSS-WORD PUZZLE**



Across

3. Never _____ a dog.
5. Dogs should be _____ annually by a veterinarian.
6. Do not lift a dog by its _____.
9. Stay away from dogs that are _____.
10. Return the _____ that your dog shows you.

Down

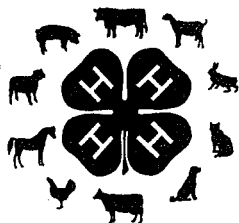
1. Do not hold your face _____ to a dog.
2. When in public areas, keep your dog on a _____.
4. Never leave an infant _____ with a dog.
7. Always leave an _____ route for a cornered dog.
8. During warm months check dogs for _____.

MINNESOTA 4-H PROJECT MEETING GUIDES

DOG



...to develop
project and life skills



DOG

SELECTING 4-H DOG PROJECT MEETING TOPICS

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

IMPORTANCE OF THE TOPIC

This project meeting guide is designed to help you and your 4-H project members identify the topics you will explore at your five or more yearly project meetings. Following each activity is a (1), (2), or (3), to give you an indication of the degree of experience it will usually require for a 4-H'er to be able to demonstrate this skill to others. The higher the number the more experience needed. If your learn-by-doing activities can be sequenced so your members may build on what they already know, a better learning experience will result. You will find a line preceding each topic for you to write in the date of the meeting at which your members will explore that particular topic. Check with your extension agent for the availability of project meeting guides for the topics you and your members choose.

The project meeting guide "Planning The Project Group's Yearly Program" will help your group get off to a good start.

Selection & Judging

- ___ Identifying Breeds Of Dogs
- ___ Identifying Groups & Uses Of Dogs
- ___ Identifying Parts Of A Dog
- ___ Identifying Your Dog's Bones
- ___ Learning Dog Terminology
- ___ Selecting A Puppy
- ___ Recognizing Abnormalities & Faults Of Dogs
- ___ Conducting A Judging Contest
- ___ Selecting A Judging Class
- ___ Judging A Judging Class
- ___ Presenting Oral Reasons
- ___ Scoring A Judging Class

Management Practices

- ___ Preparing For The New Puppy
- ___ Picking Up A Puppy
- ___ Housebreaking Your Dog
- ___ Accepting A Stranger's Touch
- ___ Understanding Dog Ownership Responsibilities
- ___ Licensing Your Dog
- ___ Introducing Your Dog To Chickens
- ___ Stopping A Barking Dog
- ___ Staying Out Of The Garden
- ___ Chasing Cars
- ___ Staying Off The Furniture

- ___ Begging For Food
- ___ Building A Dog House
- ___ Traveling With Your Dog
- ___ Caring For The Bitch & Puppies

Health Practices

- ___ Vaccinating Your Dog
- ___ Muzzling An Injured Dog
- ___ Recognizing Common Dog Health Problems
- ___ Controlling Your Dog's Internal Parasites
- ___ Controlling Your Dog's External Parasites
- ___ Cleaning Your Dog's Teeth
- ___ Keeping Your Dog Healthy
- ___ Giving Your Dog A Pill
- ___ Tracing The Life Cycle Of A Dog Parasite
- ___ Understanding Rabies
- ___ Giving Liquid Medication To Your Dog

Records & Recognition

- ___ Receiving Recognition Through 4-H
- ___ Keeping Your Project Records
- ___ Preparing Your Dog's Pedigree
- ___ Understanding AKC Registration Requirements



Feeds & Feeding

- ☐ Analyzing Your Pet's Food Label
- ☐ Feeding Your Puppy
- ☐ Feeding The Mature Dog
- ☐ Feeding Table Scraps
- ☐ Tube Feeding A Puppy
- ☐ Diagramming The Digestive System Of A Dog
- ☐ Outlining The Dog's Nutrient Requirements

Fitting & Showing

GROOMING

- ☐ Trimming Your Dog's Toe Nails
- ☐ Bathing Your Dog
- ☐ Cleaning Your Dog's Ears
- ☐ Roving Loose Or Shedding Hair
- ☐ Trimming Your Dog's Whiskers
- ☐ Clipping, Plucking & Stripping Your Dog

TRAINING

- ☐ Training Your Dog To Sit
- ☐ Training Your Dog To Down
- ☐ Training Your Dog To Heel
- ☐ Training Your Dog To Recall
- ☐ Training Your Dog To Stand
- ☐ Training Your Dog To Stay
- ☐ Training Your Dog To Retrieve
- ☐ Training Your Dog To Jump
- ☐ Teaching Your Dog Tricks
- ☐ Posing Your Dog
- ☐ Showing Your Dog In Showmanship Classes
- ☐ Showing Your Dog's Bite
- ☐ Praising Your Dog
- ☐ Correcting Your Dog
- ☐ Teaching Your Dog Not To Jump
- ☐ Practicing Brace & Team Exercises

- ☐ Exercising Your Dog
- ☐ Preparing For A Dog Show

Careers

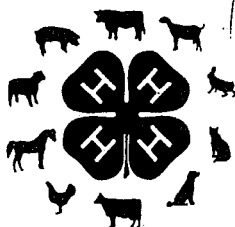
- ☐ Exploring Careers In The Dog World

Reproduction & Genetics

- ☐ Diagramming & Describing The Reproductive System Of A Dog
- ☐ Neutering Your Dog
- ☐ Selecting A Sire
- ☐ Detecting Estrus & Heat
- ☐ Breeding Your Dog

Other Project Activities

- ☐ Visiting A Pet Store
- ☐ Visiting A Grooming Shop
- ☐ Visiting A Kennel
- ☐ Visiting A Dog Pound
- ☐ Visiting An Animal Control Center
- ☐ Visiting A Humane Society
- ☐ Attending A Dog Show
- ☐ Participating In A Drill Team
- ☐ Designing Your Dog's Costume
- ☐ Participating In A Costume Parade
- ☐ Raising A Guide Dog
- ☐ Conducting A Fun Match
- ☐ Conducting A Mutt Show
- ☐ Conducting A Pet Show
- ☐ Preparing A 4-H Dog Project Promotional Display
- ☐ Giving A Presentation
- ☐ Conducting A Dog Project w/
- ☐ Conducting A D Skillathon
- ☐ Evaluating Your 4-H Project Meeting



DOG

PREPARING FOR A 4-H DOG SHOW

Marian Myhrum
4-H Dog Project Leader

Thomas D. Zurcher
Extension Specialist, 4-H Youth Development



IMPORTANCE OF THE TOPIC

The 4-H'ers have spent many hours training their dogs. With the first show just a few weeks away the time has come to help them prepare themselves and their dogs for the big day so the learning experience is enjoyable and less stressful. This guide will outline some of the equipment and last minute details which the 4-H'ers should consider.

WHAT YOUR 4-H'ers WILL ACCOMPLISH

By participating in these learn-by-doing activities the 4-H'er will do the following:

1. Demonstrate how to ready themselves for the show.
2. Demonstrate how to prepare their dog for the competition.
3. Develop skills in planning ahead and gaining self confidence.

PREPARE FOR THE MEETING

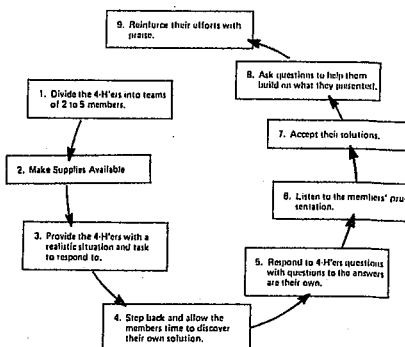
For this 20-30 minute activity a minimum of advance preparation and equipment will be required.

Supplies needed: Nail clipper, 6 foot leash, Q tips or cottonballs, brush, choke collar, show leash, showmanship lead, comb.

Equipment needed: Crate, scoop.

INVOLVING THE MEMBERS

If possible determine how much your 4-H'ers know or can figure out before you give them any answers. In many cases simply following this 4-H experiential learning model will not only let you know where they are but will help them begin asking questions based on their previous experiences.



Here are some possible situations and tasks to use to help you keep them in a member-centered rather than a leader-centered learning situation. Simply go through the steps on the first task and then move to the next one.

Situation: Pretend that the big show is just a couple of days away and you are determined to be prepared.

- Task 1: Work together as a team and make a list of all the equipment you'll need.
- Task 2: Demonstrate how you'll clean the various parts of your dog.
- Task 3: Demonstrate how you'll want to look including clothes, hair, etc.
- Task 4: Demonstrate how to put on the leads, leashes, and choke collars on the dog.

Questions to ask

- Q. Where should you be sure your dog is extra clean?
- A. Ears, eyes, and coat.
- Q. What should your attitude be?
- A. Determined to do the best you can, to be courteous to the judge and other contestants, and to learn whatever you can from the experience.
- Q. What type of clothes should you wear?
- A. Clothes should be clean and comfortable. Be sure shoes are comfortable.

Q. How short should your dog's toenails be trimmed?

A. Short enough so they don't touch the floor.

Q. Do all dogs need to be combed?

A. Yes, comb both long- and short-haired dogs.

Q. How should you stack your dog for showmanship?

A. Look at the pictures of your breed or a breed which most closely resembles yours and stack accordingly.

Q. What are some of the terms the showmanship judge will use?

A. Gaiting—walking or trotting your dog to show off its form to best advantage.

Stacking—standing your dog to show off its form to best advantage.

Q. What official papers will be required?

A. Most shows will require a certificate signed by your veterinarian indicating that all shots are up to date.

SUPPORTING ACTIVITIES

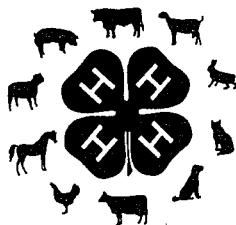
Have the 4-H'ers play the role of the judge and inspect the dogs for cleanliness. You may also want to have them conduct a short dog fun match so everyone knows the procedures to be followed.

ACKNOWLEDGEMENTS

Thanks are extended to Tuffy's—A Division of Starkist Foods, Incorporated for supporting the printing of this guide.

A notebook containing a set of over 125 additional animal science project meeting guides may be ordered from Communication Resources/Distribution, 3 Coffey Hall, University of Minnesota, 1420 Eckles Avenue, St. Paul, MN 55108.

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DOG

IDENTIFYING GROUPS AND USES OF DOGS

Lucille A. Belch
4-H Dog Project Leader

Thomas D. Zurcher
Extension Specialist, 4-H Youth Development

IMPORTANCE OF THE TOPIC

One aspect of identifying breeds of dogs is to also know their group and primary use. With this information, members are able to more fully appreciate the value placed on dogs and perhaps more carefully select the family pet.

WHAT THE 4-H'ers WILL ACCOMPLISH

1. To understand the six dog identity groups and the uses of dogs within each group.
2. Develop interest in others in 4-H regarding dogs by being a well-informed individual on the subject.
3. Develop the life skills of preparing and giving presentations on the uses of dogs and types of dogs.

PREPARE FOR THE MEETING

You will want to locate some resources ahead of time. Information is available in the 4-H manuals as well as from pet food suppliers, the library, encyclopedia, dog periodicals, and American Kennel Club (AKC) office. Slides and film presentations are also available through your extension office. Encourage 4-H members to bring to the meeting pictures of their dog along with information about the group type and usage of their particular dog.

Another area in which to create interest in the project is to have several junior leaders bring their dogs (hopefully you would have dogs from the various groups) for the project members to study and ask questions regarding their use. You may also want to invite a professional dog trainer who is interested in youth.

INVOLVING YOUR 4-H'ers

Through either prior knowledge or during a project meeting, members will know several breeds of dogs. The goal is for them to be able to properly group the breeds and describe their uses. Before giving answers take a few minutes to find out what the members already know. Have them brainstorm as a group or in teams of 4 or 5 all the breeds they can think of. One person or more in each group should write down each breed on a separate card or piece of paper.



Then ask each team to place their cards in groups corresponding to the 6 dog groups. When everyone is finished ask each team to discuss the breeds they have placed in a particular group and the primary uses of dogs in that group. Even if the 4-H'ers don't know the exact group names, several questions will be raised which will indicate an increased interest. As each team discusses a group help them remember the correct name.

You may also want to have cards with pictures on one side with names and groups on the other to add to this activity and reinforce the identification of the various breeds. The members will enjoy seeing how many they can correctly place within each group.

If your junior leaders brought their dogs, have them discuss the group uses and history with the members. Slides and movies should be shown after the activity to reinforce what the members figured out primarily on their own. This approach will allow members to develop life skills such as decision making.

Any points not covered should again be brought up through question/answer format to stimulate thinking.

QUESTIONS TO ASK

- Q. How many and what are the different groups of dogs?
- A. There are 6 different groups of dogs. They include Sporting Dogs, Hounds, Working Dogs, Terriers, Toy Dogs, Non-Sporting Dogs and any other dogs not included in the above as other breeds.
- Q. Name some of the breeds belong to each of these groups?
- A. Sporting Dogs include Setters, Pointers, Spaniels, Retrievers, and Weimaraners.
- Hounds include various Hounds, Dachshunds, Beagles, Salukis, Whippets, and Basenjis.
 - Working Dogs include Shepherds, Boxers, Collies, Schnauzers, Huskies, etc.
 - Terriers include the Bull Terrier, Welch Terrier, Airedale, Scottish Terriers, etc.
 - Toy Dogs include the Pug, Pekingese, Chihuahua, Pomeranian, Maltese, etc.
 - Non-Sporting Dogs include the Dalmation, Schipperke, Keeshond, Poodle, Show, and Bull Dog.
- Q. Explain the use of each group.
- A. *Sporting Dogs* are used to hunt. They hunt chiefly by smelling the air to locate game birds. They are the born hunters or bird dogs. This group includes 24 breeds.
- Hounds* include 19 breeds of dogs that hunt or smell or sight. They are among the oldest known dogs.
- Working Dogs* serve man as herders, guards, sled dogs, and other useful ways. They are the largest group numbering 30 different breeds.
- Terriers* hunt rats, mice and other vermin, chiefly by digging in the ground. They kill their prey by crushing it with their powerful jaws. This group includes 22 different breeds.
- Toy Dogs* include 15 small breeds that are kept as pets. Some of these dogs have been developed

from much larger dogs, for example, Miniature Pinschers from a Doberman Pinscher.

Non-Sporting Dogs serve primarily as companion dogs and are kept as pets. They number eleven breeds.

- Q. How did these groups come about?
- A. The AKC formed these 6 groups and also registers and keeps records of purebred dogs.

SUMMARIZE THE ACTIVITY

Do not be afraid to ask questions of the interested project members. If you do not have the answer readily available, do not be afraid to say so, but let the group know you will follow up on the information and have it available at the next project meeting. Also, if you have the expertise of an AKC judge available, by all means use it to further explain any questions or misinformation found.

SUPPORTING ACTIVITIES

1. Give your junior leaders the opportunity to give presentations to 4-H clubs in areas of interest such as the dog project.
2. Visit a kennel.
3. Observe a dog show.
4. Visit the Humane Society or Society for the Prevention of Cruelty to Animals.
5. Conduct a 4-H Dog project bowl or skillathon.
6. Consider the following topics for project meetings.
 - Identifying Breeds of Dogs
 - Identifying Parts of the Dog
 - Learning Dog Terminology
 - Recognizing Abnormalities and Faults of Dogs

ACKNOWLEDGEMENTS

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4-H DOG PROJECT HEALTH SUPPLEMENT



Publication No. 4H369F

4-H Veterinary Science project members investigate the normal health of several animal species. It's important that you become familiar with the normal health of your project animal so that you can recognize when your pet isn't well.

This dog project health supplement should acquaint you with common health characteristics. Your ability to recognize the following characteristics will help you and your veterinarian work as a team to keep your dog in good health.

You should keep a record of any abnormalities which do occur. This record will be important as a case history when your veterinarian begins to formulate a diagnosis. You can create your own chart or use Wisconsin 4-H Publication No. 4H369A.

Your dog's **attitude** is a characteristic with which only you are familiar. An abrupt or gradual change in your pet's behavior may be an indication of sickness. Study your dog's eyes, facial expression, and body language. Tail wagging is an important mood indicator. A change in behavior must have a reason. Try to find the cause.

A dog's normal **stance** is well-balanced on four sturdy legs. The topline is normally level with the head held up proudly. Your dog may hang their head if they have been hurt or if they have done something wrong. Groveling at your feet is usually a sign of submission. This may be your dog's way of apologizing.

Some dogs prefer to sleep a lot. Others are extremely active. Some walk sluggishly. Others jump excitedly all over their owners and run until they collapse with exhaustion. All of these **movements** are normal for each individual. Know what **movement and gait** are normal for your dog's breed and age group. Limping is not normal. This is a characteristic you should be able to recognize.

Keep track of your dog's **weight**. Normal weight varies with breed, age, and pregnancy. Some dogs normally appear more "boney" such as an Afghan, while the pug is very filled out and heavily muscled. Be concerned with a sudden or gradual weight loss. This is a sign of several diseases or feeding problems. If your pet appears to be

ravenous, allow him to eat. However, if he seems to be gaining weight after he has reached full growth, cut back on his food supply. The normal dog **coat condition** is smooth and glossy, although, this too varies with breed and age. Many breeds' hair coats change drastically in appearance from puppy to adult. Some breeds shed, others do not. Don't mistake normal seasonal shedding for hair loss caused by external or internal parasites, nutritional deficiencies, or other fur diseases. Flea infestation, ringworm, and dermatitis are all abnormal conditions you must recognize early so that your veterinarian can prescribe treatment.

Skin and mucous membranes (color and condition) are important indicators. Normally a dog or puppy's skin is soft, loose, and pliable. Tight skin may be a sign of water loss or dehydration. Mucous membranes line all body openings such as the eye, ear, nose, mouth, rectum and vagina. These membranes should be pink and moist in a healthy dog. Keep an eye on these areas. If any should become dry or reddened, your pet may need medical attention.

An obvious characteristic to notice on your project animal is their **bodily discharges**. Feces should be well-formed and firm. Urine is watery-yellow. Abnormal feces may be runny or may contain blood or mucus. Diarrhea is a sign of many ailments. Blood-tainted urine is also abnormal. Twice each year female dogs will have a bloody vaginal discharge. This is one of their normal signs of heat. This sign may go unnoticed if your bitch runs loose outside. The extent of this condition also varies from one female to another. A dog which drags its rectum on the ground frequently may have plugged anal glands.

What about your dog's **voice**? Most dogs (except the Basengi) use their vocal cords very effectively. Your pet's bark readily makes you aware of unexpected visitors, or perhaps his desire to go outside. You have probably learned to distinguish one type of bark from another. And, you can probably recognize your dog's bark from that of all other dogs. Your dog's yelp, whimper or whine may also let you know when they aren't feeling well. It's important that you listen to your dog.

You're lucky to own a pet with such a wonderful ability to communicate with you!

A healthy dog has a good **appetite**, although some dogs like to eat too much. They don't regulate their food intake as well as some other animals do. Watch how much food your puppy or dog consumes in one sitting. Do they save some for later or gulp it all down rapidly? Know your pet's habits so you can recognize any abnormalities. Lack of appetite is a sign of illness or depression. You know you don't like to eat when you're not feeling well!

Unless your pet bites, their **teeth** may often go unnoticed. Aged dogs often have dental problems. Many veterinarians perform frequent dental checkups on canines. A puppy normally has 28 teeth. At six months a puppy normally loses and replaces these teeth with new ones bringing the final total to 42. You should recognize a tartar and calculi buildup or redness of gums. Your pet may need large dog bones and hard biscuits. Preventive dentistry is as important to your pet as it is to you.

What is your pet's normal **temperature, heart rate, pulse and respiration**? Normal temperatures for a dog range between 100.0° and 102.8° F. You can easily take your dog's temperature. Use a rectal thermometer. Shake it down. Lubricate it with vaseline. With your dog standing, hold up their tail with one hand and insert the thermometer about two inches into the rectum. Remove after about two minutes and read the temperature.

Watch your dog's rib cage rise and fall or place a mirror in front of his nose. Count the number of breaths in 15 seconds and multiply by four. Your dog is breathing properly if they take 12-20 breaths per minute. Normally your dog's heart will beat 100-140 times per minute. You can check this by placing your palm on the left side of the chest wall just behind the point of elbow to feel the beat. In larger breeds, with massive chest walls, you can check your dog's pulse by placing your palm inside their hind leg. By pressing lightly you can feel the blood pulsing through the femoral artery. This should be the same as the heart beat.

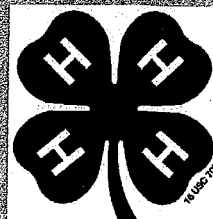
Practice recognizing and recording many of these common health characteristics on your dog everyday. When you need to contact your veterinarian, be prepared with a complete report of all the signs you have noticed.

If you'd like further information on animal health, join the 4-H Veterinary Science project. You may use your dog as a Veterinary Science project animal!

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If you need this material in another format, please contact the Department of 4-H Youth Development, University of Wisconsin-Extension, 431 Lowell Hall, 610 Langdon St., Madison, WI 53703; phone: 608-262-1223.

OBSERVING THE NORMAL ANIMAL

Publication No. 4H369A

PURPOSE: Learn to use your senses to develop skill in recognizing the normal healthy animal.

Your project animal's health depends on you. You must be able to recognize normalities in order to recognize abnormalities. A systematic way to observe normals is by performing a **physical exam** on your project animal. Be gentle and calm when handling your animal!

THE BASIC PROCEDURE FOLLOWS.

Step 1: Be sure your equipment is handy. You may need: containers with food, water, brush, grooming tools; thermometer, vaseline; stethoscope, watch with second hand.

Step 2: Try to evaluate mental condition. Comparison or familiarity with the animal's normal behavior is important. Does the animal's attitude seem sad or unusually excited?

Step 3: Observe stance. Is the animal's posture normal? Does it hunch its back? This may indicate abdominal pain.

Step 4: Observe movement (gait). Is there evidence of limping (e.g., stiff joints may indicate arthritis)?

Step 5: Listen to voice. Is the cat purring? Is the dog whining?

Step 6: Is appetite normal? Perhaps offer food and water. Keep a record. Mark the water bowl.

Step 7: Observe sexual activity when it occurs. Record heat periods on your calendar.

Step 8: Observe general body condition. Is the animal too fat or too thin?

Step 9: Skin and coat condition. Is hair falling out? Is skin dry and flaky? Does coat shine?

Step 10: Skin color. Press gums. Pink color should come back rapidly. If area remains whitish, animal could be anemic.

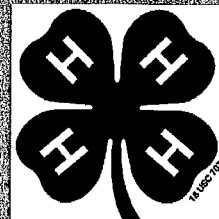
Step 11: Examine mucous membranes. Check eyelids, nostrils, mouth, anus, vulva opening. These tissues should be moist and pink. If these areas are not clean it may be because the animal is not feeling well and neglecting itself.

Step 12: Examine discharges. Feces and urine should be normal in color consistency when the animal is healthy. Vulva secretions may indicate infection or sexual activity (in heat).

Step 13: Check body temperature, pulse and respiration rates.

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THE NORMAL ANIMAL OBSERVATION CHART

Record observations of your project animal on this chart for one week. Use the health supplement to help you with normals and words to use. When complete, review your observations and note differences from day to day. Continue to observe your animal daily. You may see significant differences from month to month and season to season.

CHARACTERISTICS	OBSERVATIONS						
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1. ATTITUDE							
2. STANCE							
3. MOVEMENT							
4. VOICE							
5. APPETITE/WEIGHT							
6. SKIN AND HAIR COAT							
7. MUCCOUS MEMBRANES							
8. BODY WASTE AND DISCHARGES							
9. TEMPERATURE (Normal)							
10. PULSE RATE (Normal)							
11. RESPIRATION RATE (Normal)							
12. OTHER OBSERVATIONS							

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/. 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.

Wisconsin 4-H dog additional links:

<http://www.uwex.edu/ces/4h/onlinpro/dogs.cfm#links>

Ohio 4-H Animal Sciences Program references:

<http://4hansci.osu.edu/companion/companionResources.php>