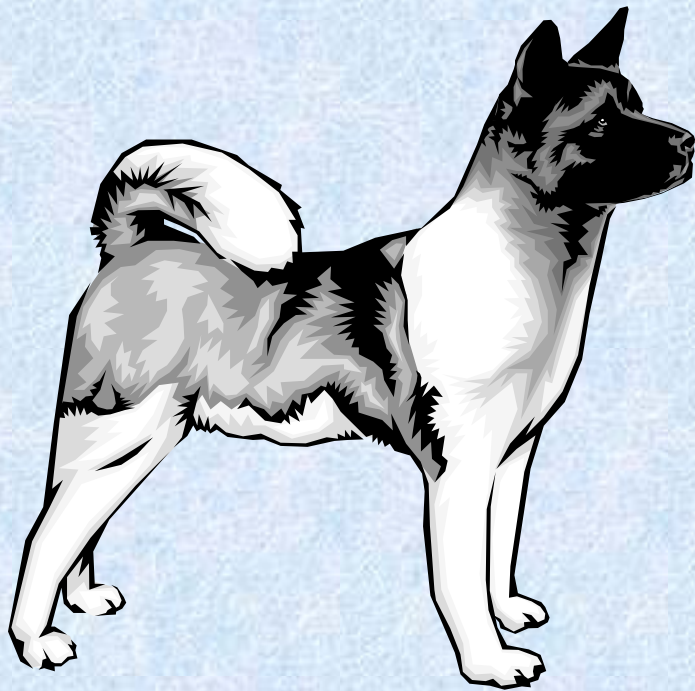


Placer County 4-H



Dog Project Leader's Guide

Cavy lesson information developed by Washington State University, Pullman, WA.

Dog lesson information developed by 4-H National Council Animal Science Project

Poultry lesson information developed by Washington State University Cooperative Extension, WA.

Pygmy Goat lesson developed by University of Minnesota, 4-H Animal Science Project Meeting, MI.

Rabbit lesson developed by Cooperative Extension Service, Kansas State University, Manhattan, KA.



University of California Cooperative Extension
Division of Agriculture and Natural Resources



ANR NONDISCRIMINATION AND AFFIRMATIVE ACTION POLICY STATEMENT FOR UNIVERSITY OF CALIFORNIA PUBLICATIONS REGARDING PROGRAM PRACTICES - July, 2013

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Characteristics & Implications...for Children Ages 5 to 6

| Characteristics | Implications for Project Leader |
|--|---|
| <i>PHYSICAL</i> | |
| Physical growth is slower than during infancy and early childhood. | <ul style="list-style-type: none"> • Plan activities that use large motor skills and introduce fine skills, one at a time. • Plan physical activity with each meeting. • Introduce new physical activities that require coordination, such as roller skating, bike riding, jumping rope, and simple outdoor games. • Provide projects that don't require perfection. |
| Muscular coordination and control is uneven and incomplete. Large muscles are easier to control than small muscles. | |
| Able to handle tools and materials more skillfully than during preschool years. | |
| Can throw different sized balls better than they can catch them. Most cannot bat well. | |
| Most can learn to snap fingers, whistle, and wink. | |
| <i>MENTAL DEVELOPMENT</i> | |
| Ask questions and answer them in literal terms. | <ul style="list-style-type: none"> • Give instructions verbally and visually. Don't expect them to read. • Avoid a lot of paper and pencil activities that require writing. • Plan a series of small activities with physical exercise in between, rather than one longer more intense session. • Plan active learning around concrete objects. • Provide lots of materials and mediums for learning. |
| Can distinguish their left and right, but not in other people. | |
| Define things but their use (ex: pencil is for writing). | |
| Most are just learning letters and words. By six, most can read words or combinations of words. | |
| Short interest span. | |
| <i>EMOTIONAL DEVELOPMENT</i> | |
| Sensitive to criticism, does not accept failure well. | <ul style="list-style-type: none"> • Provide lots of encouraging words for effort. • Provide lots of opportunities for adult interaction with children. • Provide opportunities for children to help in adult-like ways, such as setting up for an activity. • Give clear description of what your activity or schedule will be and stick to it. |
| Strong desire for affection and like adult attention. | |
| Get upset with changes in plans and routine. | |
| Say what they think and feel (for example, you stink or you're ugly). | |
| Can throw different sized balls better than they can catch them. Most cannot bat well. | |
| Most can learn to snap fingers, whistle and wink. | |
| <i>SOCIAL DEVELOPMENT</i> | |
| Developing cooperative play. Prefers to work in small groups of 2 or 3. Still likes to focus on own work and play. May begin to pair up to have a best friend; however, the best friend may change frequently. | <ul style="list-style-type: none"> • Organize projects and activities that involve two or three children. If there is a larger group, break activities into sections so that only two or three are involved at one time. • Help children develop friendships through learning to share, taking turns, following rules, and being trustworthy. • Organize activities with high adult/child ratios. • Develop projects and activities that involve or focus on the family. • Avoid competition or activities that select a single winner or best person. • Use imaginary play that involves real life situations. |
| Mother (or parent) is still social focus as prime caregiver; however, may form attachment to teacher. | |
| Likes being part of and around family. | |
| Can engage in group discussions. | |
| Can be unkind to others, but extremely sensitive to criticism of self. | |
| Likes to practice different roles. | |

Characteristics & Implications...for Children Ages 7 to 8

| Characteristics | Implications for Project Leader |
|---|---|
| <i>PHYSICAL</i> | |
| Period of slow, steady growth. | <ul style="list-style-type: none"> • Will have difficulty with some fine motor projects such as gluing, cutting, hammering nails, bouncing balls. • Will be able to throw ball better than able to catch ball. • Provide opportunities to practice skills, but use projects that can be completed successfully by beginners. |
| Learns best if physically active. | |
| Still inept at some activities using small muscles, but have improved large muscle activities like riding a bike, skating, or jumping rope. | |
| May repeat an activity over and over to master it. | |
| <i>MENTAL DEVELOPMENT</i> | |
| May spend more time alone doing projects, watching TV or day dreaming. | <ul style="list-style-type: none"> • Give instructions verbally and visually. However, most children will be able to read and comprehend simple art instructions. • Can introduce some written assignments and activities. However, most children will prefer to be active. • Activities that require sorting, organizing, or classifying will be enjoyed. • Encourage children to develop or make collections. • Encourage projects that can be done over and over in different ways. • Use lots of activities that require the children to participate in hands-on way. • Guide children in reflecting on their learning experience. |
| Beginning to take in perspective of others. | |
| Beginning to tell time. | |
| Humor takes on new meaning. | |
| Enormous curiosity and delight in discovery. | |
| Able to collect, sort, organize, and classify. | |
| Can recognize some similarities and differences. | |
| Can do some abstract thinking but learn best through active, concrete methods. | |
| <i>EMOTIONAL DEVELOPMENT</i> | |
| Increased awareness of themselves, more sensitive to others. | <ul style="list-style-type: none"> • Enjoy making gifts for family. • Involve children in doing things for others. • Provide lots of adult encouragement and praise. |
| Enjoys being part of the family. | |
| Worries about failure or being criticized. | |
| Will try themselves out on others to see how they are accepted. | |
| May claim tasks are too difficult. | |
| <i>SOCIAL DEVELOPMENT</i> | |
| May be moody, but less likely to direct negative feelings toward others. | <ul style="list-style-type: none"> • Time to introduce the art of social graces. Teaching of table manners and other social niceties will be more accepted. • Activities will be more successful if children can be |
| Have high expectations of parents and adults and are critical when parents mess up. | |

Characteristics & Implications...for Children Ages 7 to 8

(continued)

| Characteristics | Implications for Project Leader |
|--|--|
| <i>SOCIAL DEVELOPMENT (continued)</i> | |
| Value adult interaction and may actually be more polite to adults. | <ul style="list-style-type: none"> • Select activities that involve the child's curiosity and creative abilities. • Children enjoy naming their group or activity and coining phrases to describe their activities. • Promote social activities that appreciate and emphasize diversity of families and lifestyles. • Use songs, rhythms, fairy tales, and comics to help socialize the group. • Provide learning activities that stimulate conversation. |
| Begin to internalize adult feelings toward religion, ethnic groups, and money. | |
| Begin to develop friendships that involve sharing secrets and possessions. | |
| Begin to see choice of same-sex playmates and development of play groups. | |

Characteristics & Implications...for Youth Ages 9 to 11

| CHARACTERISTICS | |
|--|---|
| <ul style="list-style-type: none"> • Very active with boundless energy • Extremely curious--constantly asks "why?" • Enjoy hands-on activities • Use concrete thinking • Likes group activity • Like to be with members of own sex • Admire and imitate older boys and girls • Usually do best when work is laid out in small pieces • Do not like keeping records-do not see value in them • Like symbols and regalia | <ul style="list-style-type: none"> • Easily motivated-eager to try new things • Use concrete thinking • Learn to locate resources • Like to explore ideas • Learn about self through relationships • Has rapidly changing interests • Guidance from parents and other adults important if youth are to stay on task and achieve optimum performance • Find difficulty in delaying immediate pleasure for future goals • Need recognition and praise for doing good work |
| IMPLICATIONS FOR PROJECT LEADER | |
| <ul style="list-style-type: none"> • Use detailed outlines of sequential learning experiences • Build in activities where youth exchange resources for personal or group goals • Incorporate many brief learning experiences • Encourage learning experiences be done with youth of the same sex – if to be done with the opposite sex, avoid competitions between girls and boys • Keep written work simple – review forms and worksheets with the group step-by-step • Clarify and enforce reasonable limits for this group – provide the safety net of an adult who will maintain boundaries • Involve older teens in helping youth in this group plan and carry out activities together • Be present for this group – visible and accessible but in the background | <ul style="list-style-type: none"> • Use hands-on learn-by-doing activities • Allow groups to develop parts of a larger plan • Use activities where youth need to locate resources • Plan activities that allow youth to move about and use their bodies – but vary activities for many interests (not just sports) • Emphasize group learning experiences • Use activities where youth achieve and produce a product • Give clear instructions with set deadlines • Do NOT play favorites – treat ALL youth fairly • Encourage group free time • Make recognition available to those who earn it – let youth know they will receive rewards for completing activities, and present recognition in front of peers and parents |
| SHARE | |
| <ul style="list-style-type: none"> • Have youth share what interests, talents, abilities, and skills they developed in the activities • Ask youth how teamwork, cooperation, friendship, and sportsmanship played out in activities completed | <ul style="list-style-type: none"> • Ask youth to share personal or group adjustments made during the activities • Ask youth to verbalize or demonstrate opposing points of view they observed in the activities |

Characteristics & Implications...for Children Ages 9 to 11

Continued

| SHARE—Continued | |
|--|--|
| <ul style="list-style-type: none"> Plan group time to talk about beliefs and values as related to activities completed Ask group members to share options considered in the activities | <ul style="list-style-type: none"> Ask youth to share opinions about activities completed – personal and group member performance, results of group work, etc. Ask youth to identify stressors and dangerous situations encountered in the activities completed |
| PROCESS | |
| <ul style="list-style-type: none"> Ask youth what questions they still have about the activities just completed – encourage them to find some of the answers on their own, or encourage a few youth to find the answers and report back to the group Help youth identify successes achieved in the activities – give positive feedback to the efforts and successes you see Avoid generalized praise – this group sees through it and feels manipulated | <ul style="list-style-type: none"> Ask youth to demonstrate sequenced steps completed in the activities If tools were used in the activities, ask youth how they shared the use of them in their groups Have youth explain rationale for choosing some options over other ones in the completed activities Provide correction quietly – one on one – in a caring and consistent manner |
| GENERALIZE | |
| <ul style="list-style-type: none"> Have youth generate alternative solutions to problems solved in the activities – or speculate other problems that could be solved in similar ways Ask youth to describe how the relationships that were formed or strengthened in the activities could be used in the future | <ul style="list-style-type: none"> Ask youth what general categories were formed or needed to complete the necessary activities Provide active experiences that generally relate to or reinforce activity content presented such as nature walks, ropes courses, trips to significant sites, etc. |
| APPLY | |
| <ul style="list-style-type: none"> Based on the content of activities completed, help youth form groups or clubs with common “collecting” interests or hobbies – ball cards, stamps, bugs, rocks, buttons, etc. Build in ways parents, teachers, and other adults can help youth complete follow-up additional activities Encourage youth to incorporate technology into follow-up related activities Build in community service roles to reinforce content taught – help this group work on environmental issues in their community | <ul style="list-style-type: none"> Give related assignments for youth to manage and complete Encourage apprenticing with teen volunteers in related activities Provide opportunities for parental involvement such as homework or “things to do” lists – solicit the help of parents to assist youth with written work Provide opportunities to set two or three goals for a six-month period Work with youth to identify and study related careers |

Characteristics & Implications...for Youth Ages 12 to 14

| CHARACTERISTICS | |
|---|---|
| <ul style="list-style-type: none"> • Ready for in-depth, longer learning experiences • Self-conscious – many need help overcoming inferiority complexes • Interested in activities involving boys and girls together • Like fan clubs – many have adult idols • Often unclear of needs and values • Want to explore outside their own community | <ul style="list-style-type: none"> • Concerned about physical development – sometimes practice excessive grooming behaviors • Want to be liked by friends • Interested in sports and active games • Getting over the age of fantasy – beginning to think of what they will do when they grow up • Desire independence – but want and need their parents' help |
| EXPERIENCE | |
| <ul style="list-style-type: none"> • Concentrate on developing individual skills – help youth compare skills to their own standards • Encourage active and fun learning experiences such as canoeing, hiking, and environmental stewardship – but not weighted toward physical prowess • Provide hands-on and skill-centered experiences in specific subject matter, and allow for quiet time • During activities, ask questions to encourage predicting and problem solving such as “What if this doesn't work? What could then happen?” • Encourage working with older teens and adults to complete learning experiences and apprenticing • Encourage deeper exploration of leadership roles – provide opportunities to practice leadership roles with coaching, and encourage keeping more detailed records of leadership experiences • Involve the group in setting rules for the group or for the program • Do NOT use put-downs or “in-the-face” behaviors with this group • Provide learning experiences outside of the community | <ul style="list-style-type: none"> • Encourage learning experiences related to understanding self and getting along with others • Encourage learning experiences involving boys and girls – provide activities to be with the opposite sex in healthy ways such as planning groups, parties, fund-raising activities, etc. • Give youth a chance to choose when and if they are “on stage” • Tasks can be more difficult and of longer duration – making a model, keeping a journal, etc. – allow for creativity! • Help youth find necessary information and support activities • Teen and adult leaders must be well-liked to be effective – teen leaders should be three or four years older than the youth and considerably more mature • Encourage involvement in teen councils and planning boards • Provide realistic parameters – explain why they are necessary • Avoid singling youth out in front of others either to commend or to criticize |
| SHARE | |
| <ul style="list-style-type: none"> • Ask youth to reflect on what they learned in the activities • Have youth prepare and give presentations on what they gained from or thought of the activities completed • Based on observations of the activities completed, ask youth to state what they think would be appropriate symbol for the group | <ul style="list-style-type: none"> • Ask youth to share any emotions they observed in the group and to share feelings about any relational interferences they encountered during the activities • Ask youth to share how their personal values interfaced with the decisions of the group • Ask youth to define their leadership style based on their performance in the activities completed |

Characteristics & Implications...for Youth Ages 12 to 14

Continued

| PROCESS | |
|---|---|
| <ul style="list-style-type: none"> Ask youth to explain the plan of action undertaken to complete the activities – or the steps involved in creating the resulting product Ask youth to share observations they made of how different group members went through the same experiences Have youth list and examine varying points of view surfaced in the activities Have youth describe ethical dilemmas they observed in the activities and how they were resolved Pose abstract questions to help youth process realizations made during activities, and present similar scenarios, and ask youth to predict results | <ul style="list-style-type: none"> When activities result in a product, ask youth what could have been done to improve the product Have youth articulate or demonstrate in a creative way how they benefit from their association with the group Provide opportunities for youth to ask and question ways of doing things in the group Find time to talk with them individually to help them work through problems or to discuss personal issues Provide honest information for the sexual issues and questions they have – listen to their fears and worries about their sexual development without judging or trivializing |
| GENERALIZE | |
| <ul style="list-style-type: none"> Present multiple alternatives in related situations, and ask youth to compare and choose the best possible option Assist youth in identifying ways they can practice assertiveness around the results of the activities completed Ask youth to share, in detail, skills and education needed for related jobs | <ul style="list-style-type: none"> As a result of the activities, ask youth to set long-term goals and to plan strategies for reaching those goals Ask youth to explain actions or decisions that took place in the activities related to healthy or safe living Ask youth to construct simple budgets to reach stated goals |
| APPLY | |
| <ul style="list-style-type: none"> Have youth keep a journal of personal decisions and changes they make related to the activities experienced Encourage technological application to key concepts presented Relate activities completed to career choices | <ul style="list-style-type: none"> Help youth identify and perform personal and group community contributions that meet special needs within their community Relate activities completed to career choices Have youth shadow experienced workers in related fields |
| CHARACTERISTICS | |
| <ul style="list-style-type: none"> Social needs and desires are high Interested in co-educational activities Want adult leadership roles Beginning to think about leaving home for college, employment, marriage, or other relationships | <ul style="list-style-type: none"> Often need guidance in selecting careers Developing community consciousness Want/need a strong voice in planning programs Have interest areas that are more consistent with earlier ones – patterns of interest are emerging |

Characteristics & Implications...for Youth Ages 15 to 19

EXPERIENCE

- | | |
|--|--|
| <ul style="list-style-type: none"> • Concentrate on developing individual skills – help Provide opportunities for self-expression – emphasize leadership life skills related to social development • Provide activities to test out interactions with the opposite sex such as trips, dances, work groups, etc. • Plan some group time where youth can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc. • Plan activities where youth can experiment with different roles • Involve youth in more direct developmental activities such as tutoring, helping coach, leading groups, speaking to community groups, mentoring younger children, etc. activities that place them “in front” of others • Support youth as they set, work to reach, and evaluate long-term goals | <ul style="list-style-type: none"> • Provide some experiences around body image, etiquette, grooming, hair styles, health and fitness, etc. – avoid comments that criticize or compare stature, size, or shape! • Provide opportunities for youth to talk about their own beliefs • Involve youth in carrying out plans – they are ready to be creative at a level of action, and they are at a level of responsibility to do this • Encourage greater in-depth study of leadership roles and life skills • Encourage youth to plan programs (even social activities) with guidance and support from involving adults • Encourage working with adult role models – emphasize guidance and counsel from adults rather than controlling direction • Be willing to admit mistakes as an adult! |
|--|--|

SHARE

- | | |
|--|---|
| <ul style="list-style-type: none"> • Ask youth what new information they learned in the activities • Ask youth to share personal strengths accessed in the activities • Ask youth to share what constraints they encountered in the educational activities • Ask youth to share personal and group risks associated with the activities completed • Ask youth to detail personal and group records kept in the activities completed | <ul style="list-style-type: none"> • Challenge youth to interpret and creatively communicate what was learned through symbols, pictures, graphs, etc. • Ask youth to share how they prioritized roles and functions in completed activities • Ask youth to share emotions and feelings witnessed in the activities • Ask youth to summarize how the group made decisions together throughout the activities |
|--|---|

PROCESS

- | | |
|--|--|
| <ul style="list-style-type: none"> • Ask youth how the activities could have been structured differently to more efficiently accomplish the same educational goals • Ask youth to detail resources needed (available and missing) to complete activities just finished • Ask youth to generate and evaluate additional alternatives to activities completed • Ask youth to describe underlying rules or principles at play in the activities completed and how they influenced the results | <ul style="list-style-type: none"> • Ask youth to describe or demonstrate how they compensated for unexpected challenges and changes in the activities • Ask youth to list adjustments made in behavior and plans while completing the activities • Ask youth to share personal value criteria they used in the activities completed – if in a trusting relationship, ask them to compare what they did to what they SHOULD have done in certain situations |
|--|--|

Characteristics & Implications...for Youth Ages 15 to 19

Continued

| GENERALIZE | |
|--|--|
| <ul style="list-style-type: none"> Ask youth to identify related instances where they need to convey personal opinions and ideas to persuade or convince others Ask youth to identify skills used in their group that are also needed in the workplace Encourage application of leadership life skills to living on their own – incorporate budgeting and money management applications in activities Assist youth in making related wise, healthy, and safe lifestyle choices | <ul style="list-style-type: none"> Ask youth to speculate long-term consequences of results of the activities completed Challenge youth to find answers to similar problems Ask youth how they contribute to the well being of their families in similar ways to their participation in this group Construct experiences that expose youth to and involve with the larger society |
| APPLY | |
| <ul style="list-style-type: none"> Support youth as they design follow-up related independent learning experiences Assist youth in applying leadership life skills to career exploration – especially decision making Offer Career or College Days – including the wide spectrum of options (not just white collar positions) Encourage career exploration within specific subject matter – offer vocational activities Provide activities (actual and theoretical) to explore the job market | <ul style="list-style-type: none"> Ask youth to develop plans for future life transitions Arrange or locate internships (paid or unpaid) based on skill-specific career interests Provide guidance and support to youth as they work to meet actual and real community needs Encourage learning activities involving the community such as service groups, political parties, Habitat for Humanity, ecology, Adopt a Highway, etc. – involve them as spokespersons for the activities Organize experiences for youth outside of their |

DOG PROJECT GUIDE

First Meeting:

- Meetings last about an hour; you will begin to lose your youth if the meeting lasts longer than an hour.
 - Have parents help with primary ages, and works out well with balancing the age groups.
 - Project leader discusses their background and interest in being a leader for this project.
 - Does not require an animal to be in the group.
 - Hand out a sheet of meeting times and dates at the first meeting. Project begins in October, does not meet in December, and ends in May.
- Ask your youth questions about their background and interest with dogs. This will allow for the project leader to tailor the program to the youth's interests.
 - Make sure to discuss the different options available to youth regarding dogs.
 - Here we will focus more on dog obedience and showmanship project, but there are multiple projects that may be chosen.
 - Go over eligibility requirements for dogs and allow youth time to discuss the dogs they will be using or possibly getting for the project.

Online Resource:

<http://lake.ifas.ufl.edu/4-h/documents/DOGWObedience.pdf>

Feeding/Watering:

- Bring different samples of food to show youth.
- Review the different options with the youth.

Online Resource:

<http://www.asPCA.org/pet-care/dog-care/feeding-your-adult-dog>

http://www.akc.org/public_education/nutrition_feeding.cfm

Disease

- Go over common illness that is found in dogs.
- Review standard vaccinations for dogs.

Online Resource:

http://www.akc.org/public_education/healthy_dog.cfm

<http://www.hillspet.com/dog-care/dog-diseases.html>

Housing

- Review the different types of housing.
- Dogs are companion animals and youth/families will need to make the decision if a dog is going to be inside or outside of the home. If the dog is going to be housed outside there needs to be adequate shelter that is warm and dry.

Online Resource:

<http://www.asPCA.org/pet-care/dog-care/backyard-etiquette>

http://www.paw-rescue.org/PAW/PETTIPS/DogTip_BackyardDogs.php

Disqualifications

- Review rules and disqualifications when competing in dog obedience and showmanship.

DOG PROJECT GUIDE (Continued)

Showmanship

- Review the steps to showmanship.
- Distribute hand-outs as needed to youth.
- Discuss the conditions of a competition. Remind youth they need to practice their showmanship a lot and to actually practice with noise in the background to replicate the noise and busyness at competition events.
- Have youth do a "mock" showing and then judge youth. Do not make youth do unless they want to.
- Spend the last two meetings focused on showmanship, and in particular helping youth make sure they are comfortable.
- After every meeting have youth fill out their record book form. Helps youth maintain their needed record book requirements.

Keeping Track: Annual Project Report

This section is used by the 4-H member to document their specific project work. Please remember to complete an Annual Project Report form for every project a member completes.

- Copies of the Annual Project Report Form are available online at <http://ucanr.edu/sites/placercounty4h/files/167230.pdf> and within the 4-H Office.
- Members are required to chart their progress in their Annual Report.
- As a project leader, please help your youth fill in their Annual Project Report. Project Leaders may have surplus forms at each project meeting and allow youth members to fill in the form the last five to ten minutes of each project meeting. Or Project Leaders may want to send out summary descriptions for project meetings via email or Facebook.
- Please remember to have youth chart their progress as they go.
- Record Books may be done online with the Online Record Book or a paper copy. Please see the links below for additional information and resources.

Record Book Manual with Instructions

<http://4h.ucanr.edu/files/165564.pdf>

Placer County 4-H Record Book Resources

http://ucanr.org/sites/placercounty4h/Community_Clubs/Resources_-_Forms/Record_Books/

Online Record Book Resources

<http://4h.ucanr.edu/Resources/Members/RecordBook/RBResources/>

<http://4h.ucanr.edu/files/121045.pdf>

If you have any questions about the Record Book, please feel free to contact:

Jessica Trumble-Pitel

jctrumble@ucanr.edu

530 889-7393



Dog Project

Lesson 1: Selecting The Right Dog

Time:

60 minutes

Materials:

- ✧ Pen or pencil
- ✧ "Selecting the Right Dog Traits" sheet

Objectives:

- ✧ Learning the process of gathering and analyzing information
- ✧ Understanding factors that are key in selecting a dog

Directions:

1. Have members follow the traits sheet to help identify what kind of dog their family is looking for. On the five lines, have members list the five traits that are most important to their family.
2. Allow members time to complete the Dog Traits Sheet and then follow with discussion as a group of the following questions:
 - ✧ What was the most difficult dog trait for everyone to decide on importance?
 - ✧ What type of dog did you finally select? Why?
 - ✧ Why is it important to make decisions about dogs before getting a dog?
 - ✧ What could be some of the results of choosing the wrong dog for your family?
3. If you have extra time, have youth take their Dog Traits Sheet home to discuss with their families, and see the next week if there are any changes in traits or dogs selected.

Developed by:

4-H National Council
Animal Science Project

Adapted by:

University of California
Cooperative Extension
Placer/Nevada

Dog Project

Selecting the Right Dog Traits Sheet:

Top Five Traits When Selecting A Dog:

1. _____

2. _____

3. _____

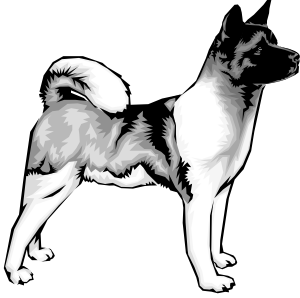
4. _____

5. _____

Dog Breed Selected: _____

Dog Traits to Consider:

- ✧ Puppy - Adult Dog
- ✧ Pure Bred - Mixed Breed
- ✧ Size: Large - Medium - Small
- ✧ Sex: Male - Female
- ✧ Cost: Under \$100 - Over \$100
- ✧ Activity Level: Somewhat Active - Not Active
- ✧ Personality: Outgoing - Somewhat Outgoing



Dog Project

Time:

60 minutes

Materials:

- ✧ Thermometer that can be used with dogs
- ✧ Pen or pencil
- ✧ Recording Sheet for vital signs and notes
- ✧ Dogs (if possible)

Developed by:

4-H National Council
Animal Science Project

Adapted by:

University of California
Cooperative Extension
Placer/Nevada

Lesson 2: Dog First Aid

Objectives:

- ✧ Learning to assess a dog's vital signs
- ✧ Learning to recognize a dog emergency and create a plan of action

Directions:

1. As the project leader, demonstrate to members how to take vital signs. As well as going over important information to know about the vital signs, Project Leaders should be the only one to take the dog's temperature. Have members record the dog's temperature on their Vital Signs Sheet after members observe and ask any questions on how to properly take vital signs.
2. Allow members to break into groups and practice taking vital signs, without taking the dog's temperature. Refer to the Vital Signs Sheet for members to record their information. Allow as much time is needed.
3. Then come back together and answer the following questions as a group:
 - ✧ What were your dog's vital signs?
 - ✧ Which vital sign was the easiest to measure? The most difficult? Why?
 - ✧ Why is it important to take your dog's vital signs?
 - ✧ How can you prevent injuries and illness in your dog?

Dog Project

Leader's Notes:

Canine first aid is the immediate, temporary care given to a dog until he can be transported to a veterinarian. Never put yourself at risk to help an injured or sick dog! Get help from an adult to approach and assess the dog. Even your own dog may require a muzzle to let you examine and move him/her to safety if he/she is in pain and scared. Vital signs help you assess what is going on inside your dog's body.

Temperature: Have an assistant restrain your dog. Put gloves on. Put lubricant on the tip of the thermometer and gently insert it about an inch into your dog's rectum. Leave it there for one minute. Remove, take the reading. Clean the thermometer with disinfectant and wash your hands.

Pulse: Gently feel inside your dog's inner thigh for a soft, pulsing artery. Count the number of pulses that occur within 15 seconds and multiply by four to get heartbeats per minute.

Respiration: Watch your dog's chest move out with each breath. Count the number of breaths that occur within 15 seconds and multiply by four to get breaths per minute.

Mucous Membrane Color: Use your dog's gums or inside of his lips to assess mucous membrane color. Pink is the normal color. Abnormal colors include white, pale pink, blue, yellow, brownish, or gray.

Capillary Refill Time: With the tip of your finger, gently press the gum or inside of the lips until the pinkish color turns to white. Pull your finger away and count how long it takes for the pink color to return.

Common Emergencies:

- ✧ Trauma
- ✧ Ingestion of toxic substances
- ✧ Bee sting
- ✧ Poisonous reptile bite
- ✧ Electrocutation
- ✧ Heatstroke

Dog Project

My Dog's Vital Signs:

Temperature (T) _____ °F

Pulse (P) _____ beats per minute

Respiratory Rate (R) _____ breaths per minute

Mucous Membrane Color (MM) _____

Capillary Refill Time (CRT) _____ seconds

Normal Dog Vital Signs:

- ✧ T: 101°F-102.5°F
- ✧ P: 60-180 beats per minute
- ✧ R: 15-30 breaths per minute, up to 200 pants per minute
- ✧ MM: pink, moist
- ✧ CRT: 1-2 seconds

Dog Project



Dog Project

Time:

60 minutes

Materials:

- ✧ Pen or pencil
- ✧ Showmanship Overview
- ✧ Dogs

Developed by:

4-H National Council
Animal Science Project

Adapted by:

University of California
Cooperative Extension
Placer/Nevada

Lesson 3: Showmanship Clinic

Objectives:

- ✧ Practicing and organizing dog showmanship skills
- ✧ Applying all past dog knowledge to practice event

Directions:

1. At this point, showmanship will have already been covered in a previous meeting. This platform is to give an informational clinic to friends and family. Project Leaders, please remember to remind members to invite friends and family to come to this meeting
 2. Members will decide a Showmanship area where they will demonstrate. Stations will be created then. Youth will be sharing the knowledge that has previously been learned throughout the year, and more importantly practice to cover what is critical for Showmanship Competition. After all members have had the time to prepare, begin the Clinic where people are able to move around to each of the members. If you have more youth, you may need to make teams for different Showmanship stations.
 3. After completion of the Showmanship Clinic, allow members, friends, and family to come back together to share and discuss on the following questions :
 - ✧ How did you feel about sharing your knowledge with others?
 - ✧ How did you decide what information to cover in your clinic? Why is it important to take your dog's vital signs?
 - ✧ What would you do differently next time? Why?
1. Then hand out the Showmanship Overview Sheet and instruct youth to fill out and return to the next meeting for sharing.

Dog Project

Leader's Notes:

Showmanship competition provides 4-H members with a meaningful experience where they can practice and improve their handling and sportsmanship skills. Showmanship gives each 4-H member the opportunity to present themselves and their dog to the best of their ability. This is exemplified by a handler working as a team with his or her dog, so the dog is stacked, alert, and under control, while at the same time the 4-H'er appears confident and in control. It is important to remember at all times that the 4-H showmanship ring is not the AKC showmanship ring.

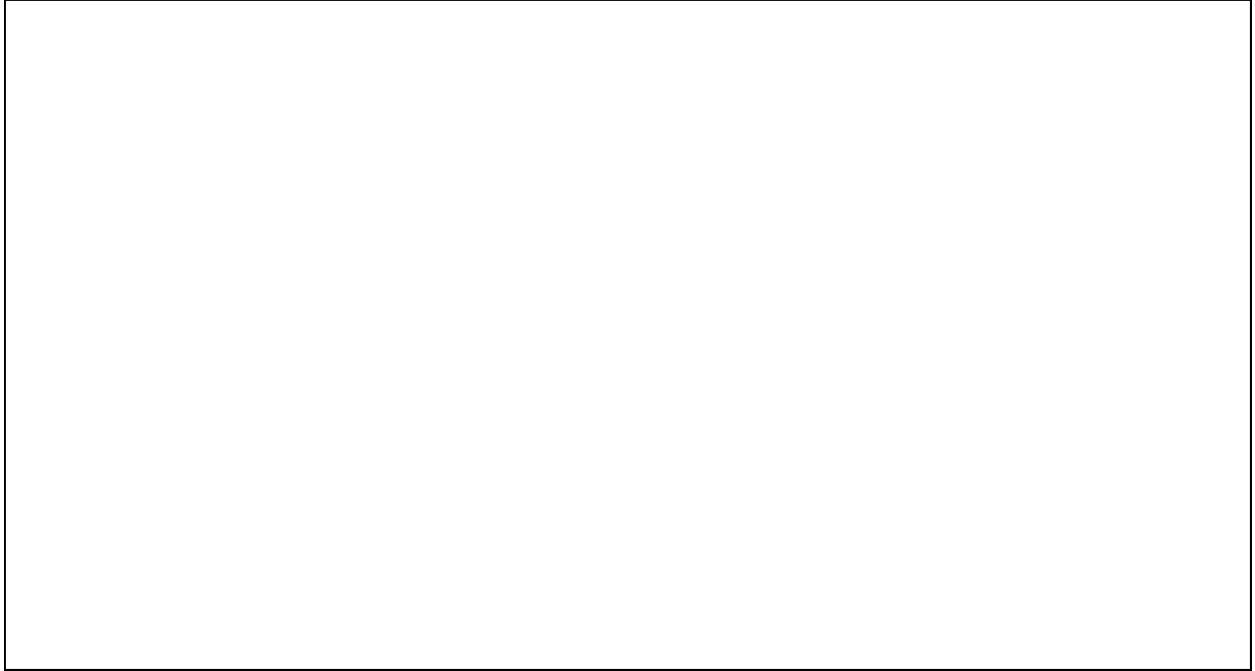
Showmanship is evaluated on the following five basic areas:

1. Proper breed presentation
2. Ring procedure
3. Knowledge
4. Grooming of dog
5. 4-H'ers appearance and conduct

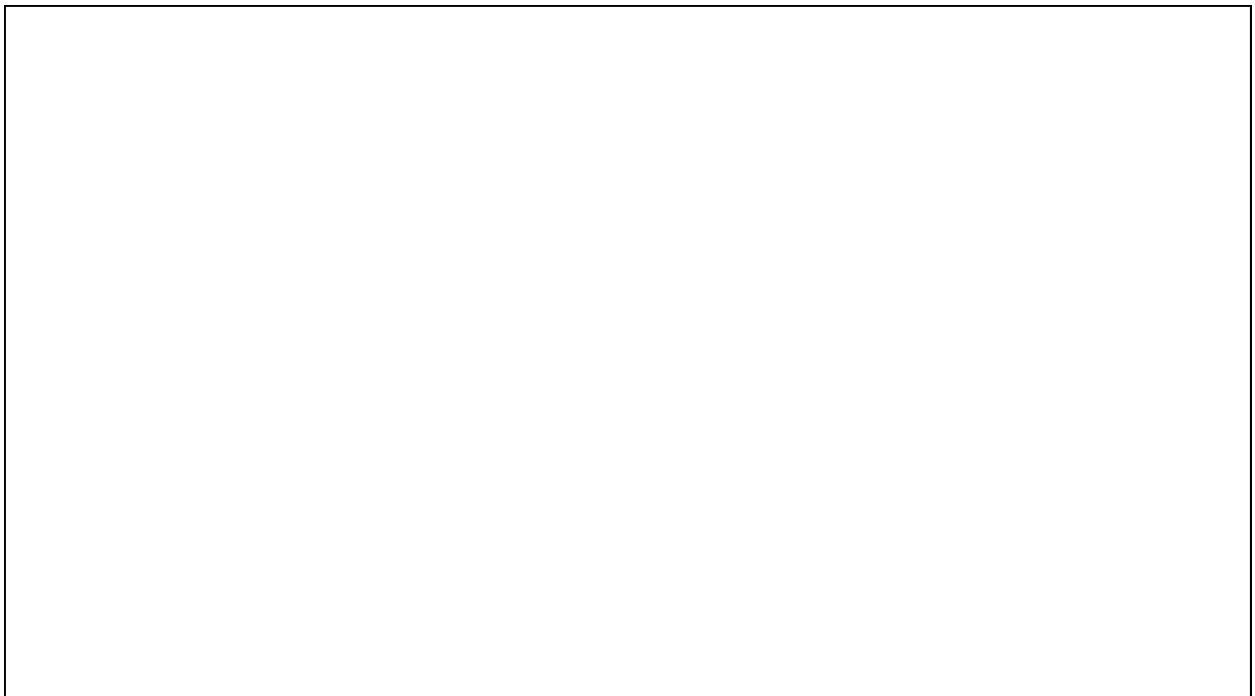
Dog Project

Showmanship Overview

My Showmanship Clinic Plan Was:




Attach a Showmanship Clinic Photo or Drawing Here:

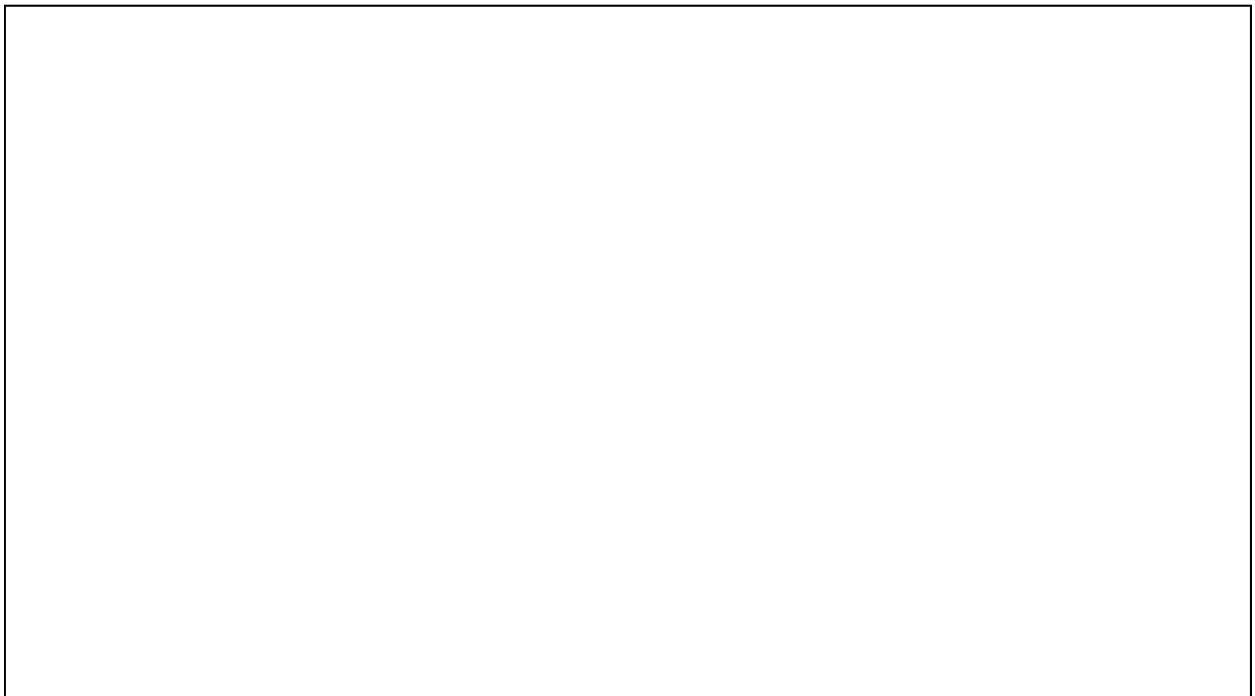


Dog Project

How did things go?

A large, empty rectangular box with a thin black border, intended for the student to write their reflection on how the project went.

What could I do better?

A large, empty rectangular box with a thin black border, intended for the student to write their reflection on what they could do better in the future.