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Setting Goals for Your Dog Care and Training Project

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
  • How to set goals

ABOUT THEMSELVES:
  • Importance of setting goals

Materials Needed:
  • Paper and pencils
  • Dog Care and Training Member Guide and Annual Report (MG-36)

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

Goals should indicate growth in the project as well as the member’s learning. Each year the goals should include at least one new skill to learn.

The MAP Worksheet defines the steps that members must go through to set their goals for Level II.

Leader Notes

Have each member tell what goals he or she met or accomplished during the last year in this project.

Hand out a “Dog Care and Training Member Guide and Annual Report” to each member.

Ask the members for some suggestions of things they might want to learn during the project year. Possible ideas might be suggested from lesson titles in Level II.

After they have developed a good list, have the members write their goals for the year on their MAP.

Have the members share their goals for the year with each other and the group. With these goals in mind, you can plan the project meetings so that the members will be able to accomplish many of their goals.
DIALOGUE FOR CRITICAL THINKING:
Share:
1. What is one skill that you learned from your dog care and training project last year?

2. What is the goal that you have for your project this year?

Process:
3. What problems did you have in your dog care and training project last year?

4. Why do you think you had those particular problems?

Generalize:
5. Does setting goals help you solve dog problems?

6. Does setting goals help you solve your own problems?

Apply:
7. How will you use goal setting the next time you plan an activity?

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

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

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

**EXAMPLES OF GOALS ON THINGS TO LEARN**

- **Level I**
  - How to select a dog
  - How to groom a dog

- **Level II**
  - How to train a dog
  - How to travel with a dog

- **Level III**
  - How to share dogs with others
  - How to prevent pet over-population

- **Level IV**
  - How to conduct a dog show
  - How to determine body condition score

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

**LEARNING OPPORTUNITIES IN 4-H**

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

**4-H RECOGNITION SYSTEM**

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

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

**NOTES TO PARENTS/GUARDIANS:**

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

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

Insert all member handouts and activity sheets in the 4-H Record Book after this Member Guide and Annual Report. These “records” are a recording of what was done. List costs, hours spent, etc. on your journal page created in MAP STEP 8.
HOW TO SET GOALS AND BEGIN YOUR DOG CARE AND TRAINING PROJECT USING THE MEMBER ACHIEVEMENT PLAN—MAP

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

MAP STEP 1
Identify as goals two things you would like to learn this year. Your leader will give you a list that might help you think about what you want to learn in your dog care and training project.

Goal 1: _____________________________________________________________________________

Goal 2: _____________________________________________________________________________

MAP STEP 2
After you identify each goal, let’s break them into steps. You can list 3 to 5 steps for each one of your goals.

Steps for Goal 1:                                                                 MAP STEP 3       MAP STEP 4       MAP STEP 5
1st _____________________________________________________________________________       _____________       ____________       ___________
2nd _____________________________________________________________________________       _____________       ____________       ___________
3rd _____________________________________________________________________________       _____________       ____________       ___________
4th _____________________________________________________________________________       _____________       ____________       ___________
5th _____________________________________________________________________________       _____________       ____________       ___________

MAP STEP 3
Now that you’ve put Goal 1 into steps, go back and put a deadline next to each step. The deadline shows when you plan to complete the step. Every step should have a different deadline or date.

MAP STEP 4
Sometimes goals are hard to stick to. It takes a long time to see results. So as you complete a step and meet a deadline you need to give yourself a boost. Let’s call this boost an energizer or reinforcer. An energizer can be anything that you like and enjoy: going to a movie with a friend, talking on the phone, listening to a CD, taking your dog for a walk, eating a healthy snack, playing ball, etc.

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

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

MAP STEP 5
When you’ve finished a step in your goal, place the date completed in the column marked, “Date Completed.”

6–Dog Care and Training, Level II
MAP STEP 6
Now that you’ve identified your steps, deadlines, and energizers, do the same for Goal 2.

Steps for Goal 2:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>MAP STEP 3</th>
<th>MAP STEP 4</th>
<th>MAP STEP 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
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<td>5th</td>
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</tbody>
</table>

MAP STEP 7
Your goals, steps, deadlines, and energizers are written. It’s time to share with one of your project members. When we talk to others about our goals, it helps us get a better idea of what we are going to do. Sometimes talking will help us get a better idea, so don’t worry about changing any part of your MAP if you want to. After you’ve explained your goal to a project friend, have them sign and date it in the space provided below.

Project Friend’s Signature ______________________________________ Date ________________

Have your project leader sign below:

Project Leader’s Signature ______________________________________ Date ________________

MAP STEP 8
Keep a journal of everything you do in the project to help you remember these experiences. (Create a page with these headings and add it to this record.)

<table>
<thead>
<tr>
<th>Date</th>
<th>What you did, learned, how you felt, costs, time spent, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Nov 5</td>
<td>Attended a project meeting and learned how to select a dog.</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Purchased materials to build a dog house at a cost of $50.</td>
</tr>
</tbody>
</table>

MAP STEP 9
You’ve spent a whole year on your project. You should have learned many new things. Take some time to think back and review your journal (STEP 8). Write one or two main things you learned about dogs. What is something you learned about yourself while studying dogs? (Add a page if you need more space.)
KANSAS 4–H DOG CARE AND TRAINING SUMMARY

Showmanship:  Junior ________________  Senior ________________

Obedience:  Pre-Novice ____________  Novice (A or B) ____________  Graduate Novice _________
            Open (A or B) _________  Utility (A or B) _________  Agility I ___ II ___ III ___

Name ___________________________________________  Age _______________  Years in 4–H ____________

Club ___________________________________________  County ___________________________________

Breed of dog ______________________________________  Name _____________________________________

Color ___________________________________________  Date of Birth ________________________________

IMMUNIZATION RECORD

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rabies</td>
</tr>
<tr>
<td></td>
<td>Hepatitis</td>
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<tr>
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<td>Leptospirosis</td>
</tr>
<tr>
<td></td>
<td>Distemper Immunization</td>
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<tr>
<td></td>
<td>Parainfluenza</td>
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<tr>
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<td>Parvovirus</td>
</tr>
<tr>
<td></td>
<td>Coronavirus</td>
</tr>
<tr>
<td></td>
<td>Bordetella</td>
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SUMMARY OF EXPENSES BY QUARTER

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<tr>
<th>Months</th>
<th>Feed</th>
<th>Equipment</th>
<th>Vet Services</th>
<th>Show Fees</th>
<th>Other Items</th>
<th>Amount</th>
<th>Quarterly Total</th>
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</thead>
<tbody>
<tr>
<td>Oct.–Dec.</td>
<td></td>
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<td></td>
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<tr>
<td>Jan.–March</td>
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<tr>
<td>July–Sept.</td>
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</tr>
</tbody>
</table>

Total Cost

EXHIBIT RECORD

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Show</th>
<th>Show Fee</th>
<th>Name of Judge</th>
<th>Placing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Different Foods for Different Dogs

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
- Choosing the proper dog food

ABOUT THEMSELVES:
- Becoming a good consumer
- Analyzing data
- Communication

Materials Needed:
- Activity Sheet #1, Dog Food Type Comparisons
- Materials to create display (if activity is completed at the meeting): markers, posterboard, scissors, glue, etc.

ACTIVITY TIME NEEDED: 30 MINUTES RESEARCH, 30-45 MINUTES ANALYSIS, 5 MINUTES PRESENTATION TO OTHERS

ACTIVITY

You may have noticed or actually used different types of dog foods. There are foods for puppies (sometimes called growth), for maintenance (for normally active dogs), for high performance (working dogs, including show dogs), for overweight dogs (diet foods), for geriatric (older) dogs, for dogs with special health problems, as well as foods based on a particular ingredient (such as lamb and rice) or made without a specific ingredient (such as soy). Is there really a difference in these foods or are all of these “special” foods just ways to sell more? If there is a difference, can you tell from the information panel what it is?

You will be gathering data on foods to meet four different nutritional needs: puppy, maintenance, high performance, and your choice of a low calorie or a geriatric food. Many companies make foods to meet different nutritional needs. Choose three different companies / brands and try to find examples of their foods made to meet the four nutritional needs we are focusing on. Use the information you find on the labels to fill out the Activity Sheet.

Once you have collected data on various types of foods use this information to make generalizations about different foods. For example, you may find that puppy foods range from XX to XXX% of an ingredient or that

Leader Notes

The members will need to go to a grocery store or pet supply store to observe different dog foods and to gather data from the labels. You may want them to gather this information at the same time they do previous lesson or you could make this a take-home assignment. Of course, you can also make a trip just for this lesson. You may want the members to work in teams of two or three.

Pass out Activity Sheet #1, Dog Food Type Comparisons.
geriatric foods are all low in fat. Check these generalizations with another group if possible to be sure they hold true. Chose three or more generalizations to present visually in a display or presentation.

**DIALOGUE FOR CRITICAL THINKING:**

Share:
1. How did you decide which foods you would use for this study?
2. How did you and your partner determine the way you would divide the work?

Process:
3. What was the most significant difference between the four types of dog food? Why?
4. What did you notice about the generalizations made about foods for different nutritional needs?

Generalize:
5. Why are exclusive statements (using terms such as “never, always, all, every”) often proved to be wrong?
6. How can you express an opinion / generalize without making an exclusive statement?

Apply:
7. When stating your opinion, what kinds of statements will most likely make others disagree or challenge what you’ve said?
8. Give an example of a statement using exclusive terms and then restate it without the exclusive terms.

**GOING FURTHER:**

1. Talk to your veterinarian about the different nutritional needs of dogs. How can you tell when the needs of your dog have changed?
2. Talk to a nutritionist or dietitian to learn about the different nutritional needs of humans. How do they plan meals or diets to meet these needs? What do they consider other than the nutrition of the food? Is this something that you would also need to consider when choosing a dog food?

**REFERENCES:**

Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team

*10–Dog Care and Training, Level II*
### Activity Sheet #1, Dog Food Type Comparisons

<table>
<thead>
<tr>
<th>Dry Food</th>
<th>Brand 1</th>
<th>Brand 2</th>
<th>Brand 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUPPY FOOD</strong></td>
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<tr>
<td>Brand Name (Company)</td>
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<tr>
<td>Product Name</td>
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<tr>
<td>Guaranteed Analysis</td>
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<tr>
<td>Crude Protein—not less than</td>
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<tr>
<td>Crude Fat—not less than</td>
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<td>Crude Fiber—not more than</td>
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<tr>
<td>Moisture—not more than</td>
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<tr>
<td>Other</td>
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<tr>
<td>1st 3 Ingredients</td>
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<tr>
<td><strong>MAINTENANCE</strong></td>
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<td>Brand Name (Company)</td>
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<td>Other</td>
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<td>1st 3 Ingredients</td>
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</tbody>
</table>
## DIFFERENT FOODS FOR DIFFERENT DOGS

### DOG CARE AND TRAINING, LEVEL II

**Activity Sheet #1, Dog Food Type Comparisons (cont’d.)**

<table>
<thead>
<tr>
<th>Dry Food</th>
<th>Brand 1</th>
<th>Brand 2</th>
<th>Brand 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH PERFORMANCE</strong></td>
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<tr>
<td>Brand Name (Company)</td>
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<tr>
<td>1st 3 Ingredients</td>
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</tr>
</tbody>
</table>
Poisons

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• What items are dangerous to dogs if eaten?

ABOUT THEMSELVES:
• The importance of prevention
• How to identify potentially dangerous situations

Materials Needed:
• Examples of poisonous substances (see lesson)
• Activity Sheet #2, Poison Checklist
• Chalkboard, white board, etc. to write member ideas
• Member Handout #1, Poison Symptoms and Prevention

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

In some ways taking care of a dog is like taking care of a baby—you have to protect them from doing things that might hurt them. Something that you need to protect dogs (and small children) from is poison. Unfortunately there are many substances that smell and taste good to dogs but can kill them if eaten. Since your dog doesn’t know this it is up to you to provide protection by keeping these things out of their reach.

What are some signs that a dog has been poisoned?

1. Repeated vomiting or trying to vomit
2. Breathing hard
3. Diarrhea
4. Excessive drooling
5. Weakness
6. Convulsions (shaking, falling, legs thrashing)

Leader Notes

If your community has a “Poison Control Awareness Week,” you may want to present this lesson at that time.

Write member suggestions and ideas on flip chart or white board and discuss.

Member Handout #1, Poison Symptoms and Prevention can be used as a review and reminder.
7. Dilated pupils (the black part of the eye is very large, even in bright light)

8. You see the dog eating poison or discover a chewed-up container.

Time is critical with poisoning. The longer the poison is in the system, the more damage it can do. Call your veterinarian for advice on treatment you could start and be prepared to take your dog to the veterinarian’s office immediately.

If you think your dog has been poisoned:

1. Call your veterinarian or Poison Control Center IMMEDIATELY!
2. Prepare to take your dog to the veterinarian.
3. Try to find evidence of the poison—the box or bottle the poison was in or a sample of the poison itself.
4. If your dog is vomiting or has had diarrhea, collect samples to take to the veterinarian.

Your veterinarian may have an antidote, which is a remedy that can help counteract the effects of the poison. Treatment also includes inducing vomiting to get the poison out of the system. The second step is usually to slow down the absorption of the poison.

One poison that kills many dogs every year is automobile antifreeze. If someone has a leaky radiator or if they are cleaning out their radiator the antifreeze may end up on the pavement or it may be stored in an open container where its sweet smell will entice dogs to drink it. With many poisons such as antifreeze, it is important to get your dog to the veterinarian as soon as possible. If the poison has not had a chance to get into the dog’s system there is a chance it may be saved. Do not waste time! There is an antidote available for antifreeze poisoning but again, time is very important.

How can you protect your dog from poisons?

1. Search your house, garage and yard for poisons and make sure they are out of your dog’s reach. Safely dispose of poisons no longer needed.
2. Keep your dog in your yard or on a leash at all times—do not allow it to run loose.
3. Watch your dog when you have it on a leash. Do not let it pick up or eat objects it finds.
4. Discuss with your parents using an animal-safe antifreeze in their car.

Use telephone book to look for the telephone number of a poison control center and write it on the handout. Ask members to list their ideas on a flip chart before discussing these.

If you have a story of a dog that has suffered from poisoning you may wish to relate it to the members.

Ask members if there are preschoolers at home. Have them consider the precautions someone needed to take to protect them from poisoning.

Ask members to list their ideas on a flip chart before discussing these.

You could have members report back on Activity Sheet #2, Poison Checklist. Did any of them find an unsafe situation that they were able to correct?
This next week you should do a search of your house to make sure that any poisons are out of your dog’s reach. Read the labels. If the label says “Keep out of the reach of children” or “Harmful if swallowed” then that substance is a danger to your dog. Even if it doesn’t seem like something you’d think your dog would actually eat like shoe polish, your dog could accidentally eat some, if it was chewing on the container.

**DIALOGUE FOR CRITICAL THINKING**

**Share**

1. Have you ever seen a poisoned dog? When? Where? Why?

2. Was the dog able to be treated? How?

**Process**

3. What are three poisons that you have at your house?

4. What is a sign that your dog has been poisoned?

5. What is one reason that a dog might eat poison?

**Generalize**

6. What types of projects are hazardous to young children?

7. What can you do to prevent young children from gaining access to poisons?

**Apply:**

8. Where would be a safe place at your home to keep poisons so they would be out of the reach of young children?

9. Why would it not be possible to just get rid of all the poisons at your house so it would be safe for pets and children? (Or why would it be possible?)

**GOING FURTHER**

1. Invite someone from a poison control center to speak to your group.
2. Ask a veterinarian to speak to your group.

**RESOURCES:**


“Kansas Veterinary Medical Association Guide to Pet Emergencies” (chart).

**Authors:**

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

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

**Reviewed by:**

Dog Care and Training Design Team
What are some signs that a dog has been poisoned?
1. Repeated vomiting or trying to vomit
2. Breathing hard
3. Diarrhea
4. Excessive drooling
5. Weakness
6. Convulsions (shaking, falling, legs thrashing)
7. Dilated pupils (the black part of the eye is very large, even in bright light)
8. You see the dog eating poison or discover a chewed-up container.

If you think your dog has been poisoned:
1. Call your veterinarian or Poison Control Center IMMEDIATELY!
2. Prepare to take your dog to the veterinarian.
3. Try to find evidence of the poison—the box or bottle the poison was in or a sample of the poison itself.
4. If your dog is vomiting or has had diarrhea collect samples to take to the veterinarian.

How can you protect your dog from poisons?
1. Search your house, garage and yard for poisons and make sure they are out of your dog’s reach. Safely dispose of poisons no longer needed.
2. Keep your dog in your yard or on a leash at all times—do not allow it to run loose.
3. Watch your dog when you have it on a leash. Do not let it pick up or eat objects.
4. Ask your parents to use animal-safe antifreeze in their car.

PHONE NUMBERS
VETERINARIAN __________________________________________________
VETERINARIAN EMERGENCY _______________________________________
POISON CONTROL CENTER _______________________________________
POISONS
DOG CARE AND TRAINING, LEVEL II
Activity Sheet #2, Poisons Checklist

Check your home for these poisons. Store them in a dog-safe place or throw them out!

Read the label—If it says “Keep out of reach of children” or “Harmful if swallowed” then you should keep it out of your dog’s reach, too.

**In the Medicine Cabinet**
- Deodorant
- Nail Polish Remover
- Prescription Medicine
- Rubbing Alcohol
- Sleeping Pills
- Pain Killers
- ____________
- ____________
- ____________

**Under the Sink**
- Boric Acid
- Cleaning Fluid
- Deodorizers
- Disinfectants
- Drain Cleaner
- Furniture Polish
- Mothballs
- ____________
- ____________
- ____________

**In the Medicine Cabinet**

**In the Laundry Room**
- Bleach
- Detergent

**In the Kitchen**
- Chocolate
- Matches
- ____________
- ____________
- ____________

**In the Garage**
- Antifreeze
- Engine Oil
- Gasoline
- Kerosene
- Windshield Fluid
- Pest Poisons (ant, rat, mole, snail, etc.)
- Insecticides
- Weed Killer
- Fertilizer
- ____________
- ____________
- ____________
Dog Food—Making a Sale

*Dog Care and Training, Level II*

**What Members Will Learn . . .**

**About the project:**
- Comparing Dog Foods and Marketing Techniques

**ABOUT THEMSELVES:**
- Making decisions based on gathering information and research.
- Becoming an informed consumer.

**Materials Needed:**
- Activity Sheet #3, Dry Dog Food Brands
- Activity Sheet #4, Dog Food’s Appeal to Human Buyer
- Calculator
- Chalkboard or whiteboard

**ACTIVITY TIME NEEDED:** 30 MINUTES DATA GATHERING, 30–60 MINUTES ANALYZING DATA

**ACTIVITY**

Retailing is the art and science of selling products to people for a profit. Retailers work hard to get more customers to choose their products. Companies spend hundreds of thousands of dollars each year trying to attract your attention. As a smart consumer you must train yourself to overlook the strategies that are used to sell you a specific brand and instead look at what is actually contained in the bag. The first part of this activity is to gather data and the second is to analyze the information. Go to a grocery store or pet supply store and compare the prices of different brands of dog food.

You will research information in two ways. The first is comparing differently priced dry dog foods, considering the content of the food and the marketing. On the second, you will consider the marketing strategy of making dog food appeal to the human buyer due to its shape, color, or odor. Find three to four examples of food or treats that you think are marketed to appeal to people.

This is the data-gathering part of the assignment. You will have facts to work with instead of just making estimates.

Complete the Activity Sheets with the information you find.

**Leader Notes**

This activity would work perfectly with a field trip to a large grocery store or pet supply store or a veterinary hospital or clinic. You may want to have the members gather data for this lesson and the next (Different Foods for Different Dogs) on the same visit or you may make the data-gathering a “homework” assignment to be prepared before the two lessons.

You may choose to have members work in teams of two or three. Pass out Activity Sheet #3, Dry Dog Food Brands and Activity Sheet #4, Dog Food’s Appeal to Human Buyer.
Leader Notes
Before the members begin gathering the information, have them make predictions about what they will find. Ask questions such as which price of food would they expect at eye level and which would have the most attractive package. Write down their predictions to check against their research.

ACTIVITY
Figure out the price per ounce of each of the dry dog foods that you researched and add this to your chart. Also figure the price per ounce of the foods/treats you found that you think were designed to appeal to human taste (even though they aren’t meant for people to actually eat).

Study the information you gathered on Activity Sheet #3, Dry Dog Food Brands. What is one observation you can make regarding the differences between the brands you researched? Compare this observation with the information gathered by the other teams. Did everyone have the same results? If the data from the other teams gives different results what do you think is the reason for the difference? Are there any conclusions that everyone can agree with?

Consider the brands of dog food designed to appeal to human buyers. Share with the others the types you found. Do you think there is any relation between the shape of the food and the price of the food?

DIALOGUE FOR CRITICAL THINKING
Share
1. What were the common brands of dry dog food?

2. What brands of dog food seemed to be marketed to the human buyer? Why?

Process:
3. What kinds of marketing techniques did the manufacturers use to encourage you to buy their brands?

4. What differences were significant between Total Cost of package and cost per ounce?

5. Why is the guaranteed analysis of protein, fat, fiber and moisture necessary for dog food products?

Generalize:
6. What other things influence your decisions about things you might buy such as jeans? Music tapes?

7. What is the difference between a want and a need when making a buying decision?

Apply:
8. Why is it important to make your own buying decisions based on your needs rather than your wants?
GOING FURTHER:
1. Repeat this activity using canned food.

2. Collect ads for dog food. What does each claim? What strategies do the companies use? Make a chart comparing the brands advertised and the strategies they use or graph the times a particular strategy is used.

3. Take notes on dog food commercials on television. Keep track of the time of day the commercial is shown and what program or type of program it is shown with. Present your observations in a visual form.

REFERENCES:

Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
## Activity Sheet #3, Dry Dog Food Brands

<table>
<thead>
<tr>
<th>Dry Food</th>
<th>Brand 1</th>
<th>Brand 2</th>
<th>Brand 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic, generic, or store brand—the lowest priced food available</td>
<td>Moderately priced dog food</td>
<td>The most expensive brand you can find</td>
</tr>
<tr>
<td>Brand Name (Company)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Cost of Package</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost per Ounce (oz.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location on shelf (above eye-level, at eye-level, or below eye-level)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ON THE LABEL: Guaranteed Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crude Protein: not less than</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crude Fat: not less than</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crude Fiber: not more than</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moisture: not more than</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color and appearance of package</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DOG FOOD—MAKING A SALE
**DOG CARE AND TRAINING, LEVEL II**

Activity Sheet #4, Dog Food’s Appeal to Human Buyer

<table>
<thead>
<tr>
<th></th>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
<th>Example 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brand</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Product Name</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Type of food:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>canned, semi-moist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dry, treats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost of Package</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost per Ounce (oz.)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Package Weight</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shape/Color</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add more examples if desired!
Dog Roots
Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• Understanding breed origins

ABOUT THEMSELVES:
• Appreciating cultural heritage

Materials Needed:
• Book of dog breeds
• Atlas
• Large map or small maps for each member or each pair of members.
• Optional: Photocopied pictures of each of the dog breeds.
• Activity Sheet #5, Dog Origins
• Activity Sheet #6, World Map
• Globe or World Map
• Colored pencils, crayons or markers

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

Modern dog breeds come from many different countries. The breeds are often named for the country or region of a country that was their original home. For example, the Afghan Hound is originally from Afghanistan. The Kerry Blue Terrier comes from Kerry County in Ireland.

Match each breed of dog with its country of origin. Number and color each country on your map.

DIALOGUE FOR CRITICAL THINKING:
Share
1. Which breed of dog had the most unique connection to a country? Why?

2. What did you learn about dogs from this activity?

Process
3. Pick two dog breeds. Why do you think they were developed in their particular country?

4. Why is it important to know where dogs came from?

Leader Notes

Ask members to match the dog breed and country on the Activity Sheet #5, Dog Origins.

On Activity Sheet #6, World Map, place the number of the breed on the map and color in the country.

The members can look up the breeds in the dog books. For an added challenge give the members a picture of the breed (photocopy) and have them identify the breed and the country of origin. You may need an atlas (or an extra map with the countries identified) for success in locating the countries. The members can draw lines from the breed to the appropriate country. If you have a larger map for the group to use and have pictures of the breeds they could put the picture in the appropriate location.
**Leader Notes**

**ACTIVITY**

**Generalize**
5. Why is it important that we know where we as people come from?

6. What countries did your ancestors come from?

**Apply**
7. How might where your ancestors came from make a difference in the way you live today?

**GOING FURTHER:**
Every family has a favorite dog story. Ask an adult to tell you a favorite story about a dog. (This story might come from a photo of people and dogs.) Write a brief summary of the story or record the person telling the story on cassette or video tape. Share with your group.

**REFERENCES:**
and any other book of dog breeds.

**Authors:**
Adapted from “Dog 2: Bounding Ahead”: 4-H Animal Science Series. North Central Region Extension Publication 416-1993 by Chris O’Dell and James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**
Dog Care and Training Design Team
Match the dog breed by writing in the number of the country of its origin. Some countries may be used more than once.

<table>
<thead>
<tr>
<th>Breeds</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghan Hound</td>
<td>1. Afghanistan</td>
</tr>
<tr>
<td>Australian Cattle Dog</td>
<td>2. Australia</td>
</tr>
<tr>
<td>Basset Hound</td>
<td>3. Canada</td>
</tr>
<tr>
<td>Beagle</td>
<td>4. China</td>
</tr>
<tr>
<td>Bichon Frise</td>
<td>5. Dalmatia</td>
</tr>
<tr>
<td>Border Collie</td>
<td>6. Egypt</td>
</tr>
<tr>
<td>Boxer</td>
<td>7. France</td>
</tr>
<tr>
<td>Brittany</td>
<td>8. Germany</td>
</tr>
<tr>
<td>Bulldog</td>
<td>9. Great Britain</td>
</tr>
<tr>
<td>Chihuahua</td>
<td>10. Malta</td>
</tr>
<tr>
<td>Chow Chow</td>
<td>11. Mexico</td>
</tr>
<tr>
<td>Collie</td>
<td>12. Norway</td>
</tr>
<tr>
<td>Dachshund</td>
<td>13. Russia</td>
</tr>
<tr>
<td>Dalmation</td>
<td>14. Spain</td>
</tr>
<tr>
<td>German Shepherd</td>
<td>15. Switzerland</td>
</tr>
<tr>
<td>Golden Retriever</td>
<td></td>
</tr>
<tr>
<td>Great Dane</td>
<td></td>
</tr>
<tr>
<td>Greyhound</td>
<td></td>
</tr>
<tr>
<td>Labrador Retriever</td>
<td></td>
</tr>
<tr>
<td>Maltese</td>
<td></td>
</tr>
<tr>
<td>Norwegian Elkhound</td>
<td></td>
</tr>
<tr>
<td>Pekingese</td>
<td></td>
</tr>
<tr>
<td>Poodle</td>
<td></td>
</tr>
<tr>
<td>Siberian Husky</td>
<td></td>
</tr>
<tr>
<td>St. Bernard</td>
<td></td>
</tr>
</tbody>
</table>
Match the dog breed by writing in the number of the country of its origin. Some countries may be used more than once.

<table>
<thead>
<tr>
<th>Breeds</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Afghan Hound</td>
<td>1. Afghanistan</td>
</tr>
<tr>
<td>2 Australian Cattle Dog</td>
<td>2. Australia</td>
</tr>
<tr>
<td>7 Basset Hound</td>
<td>3. Canada</td>
</tr>
<tr>
<td>9 Beagle</td>
<td>4. China</td>
</tr>
<tr>
<td>14 Bichon Frise</td>
<td>5. Dalmatia</td>
</tr>
<tr>
<td>9 Border Collie</td>
<td>6. Egypt</td>
</tr>
<tr>
<td>8 Boxer</td>
<td>7. France</td>
</tr>
<tr>
<td>7 Brittany</td>
<td>8. Germany</td>
</tr>
<tr>
<td>9 Bulldog</td>
<td>9. Great Britain</td>
</tr>
<tr>
<td>11 Chihuahua</td>
<td>10. Malta</td>
</tr>
<tr>
<td>4 Chow Chow</td>
<td>11. Mexico</td>
</tr>
<tr>
<td>9 Collie</td>
<td>12. Norway</td>
</tr>
<tr>
<td>8 Dachshund</td>
<td>13. Russia</td>
</tr>
<tr>
<td>5 Dalmation</td>
<td>14. Spain</td>
</tr>
<tr>
<td>8 German Shepherd</td>
<td>15. Switzerland</td>
</tr>
<tr>
<td>9 Golden Retriever</td>
<td></td>
</tr>
<tr>
<td>8 Great Dane</td>
<td></td>
</tr>
<tr>
<td>6 Greyhound</td>
<td></td>
</tr>
<tr>
<td>3 Labrador Retriever</td>
<td></td>
</tr>
<tr>
<td>10 Maltese</td>
<td></td>
</tr>
<tr>
<td>12 Norwegian Elkhound</td>
<td></td>
</tr>
<tr>
<td>4 Pekingese</td>
<td></td>
</tr>
<tr>
<td>8 Poodle</td>
<td></td>
</tr>
<tr>
<td>13 Siberian Husky</td>
<td></td>
</tr>
<tr>
<td>15 St. Bernard</td>
<td></td>
</tr>
</tbody>
</table>
Use a globe or world map to find the countries of origin for the dog breeds on the Dog Origins Activity Sheet. Color the countries and label them with their breeds.
Dog Breed Groups

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• Become familiar with the variety of dog breeds and how they can be classified.

ABOUT THEMSELVES:
• Classification can be a useful tool for organizing information.
• How to interpret data

Materials Needed:
• Member Handout #2, Kennel Club Breed Groups
• Activity Sheet #7, AKC Dog Groups
• Books of Dog Breeds (if available)

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

Depending on who is doing the counting there are 300 to 400 recognized breeds of dogs today. Many of these were developed in different areas for similar purposes. As a way of organizing all of these breeds, different organizations have divided them into categories.

Look at a chart of the way different dog organizations have divided dogs into groups. What observations can you make?

Leader Notes
This lesson will give the members an opportunity to look at the variety of dog breeds and one way of organizing them. If you have access to a collection of dog pictures you could have the members organize them into categories that they invent. Let members do this in groups of two or three.

Give members Handout #2, Kennel Club Breed Groups.
Now look at the American Kennel Club groups. See if you can match the description of the group with the name of the group.

What things should you consider if you were training a dog from each of these groups?

If you know of a mixed-breed dog, tell which of the descriptions matches it the best. Why?

DIALOGUE FOR CRITICAL THINKING

Share
1. What breed group does your dog fit? Why?

2. If you had to choose a dog from each AKC Breed Group, which breed would you select and why?

Process:
3. What is the significance of each breed group?

4. Although organizing breeds of dogs into groups can be useful, can you think of some reasons why grouping may not be beneficial?

Generalize:
5. What are some things you classify or put into groups in your life?

Apply:
6. What are the advantages and disadvantages of the groups you listed?

GOING FURTHER:
Challenge: Try to meet a dog from each Breed Group. Does the description of that breed group apply to the dog you met?

REFERENCES:

Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
## DOG BREED GROUPS
### DOG CARE AND TRAINING, Level II
Member Handout #2, Kennel Club Breed Groups

<table>
<thead>
<tr>
<th>Organization: AKC</th>
<th>UKC</th>
<th>KC</th>
<th>FCI</th>
</tr>
</thead>
<tbody>
<tr>
<td># Breeds: 140+</td>
<td>212+</td>
<td>188</td>
<td>329</td>
</tr>
<tr>
<td>Sporting</td>
<td>Gun Dogs</td>
<td>Gundog</td>
<td>Setters</td>
</tr>
<tr>
<td>Hounds</td>
<td>Scenthounds</td>
<td>Hounds</td>
<td>Hounds for Larger Game</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hounds for Smaller Game</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dachshunds</td>
</tr>
<tr>
<td>Working</td>
<td>Guardian Dogs</td>
<td>Working</td>
<td>Guard Dogs, Defense and Work Dogs</td>
</tr>
<tr>
<td>Herding</td>
<td>Herding Breeds</td>
<td></td>
<td>Shepherds</td>
</tr>
<tr>
<td>Terriers</td>
<td>Terriers</td>
<td>Terrier</td>
<td>Terrier</td>
</tr>
<tr>
<td>Toy</td>
<td>Companion Dogs</td>
<td>Toy</td>
<td>Pet Dogs</td>
</tr>
<tr>
<td>Non-Sporting</td>
<td></td>
<td>Utility</td>
<td></td>
</tr>
</tbody>
</table>

AKC—American Kennel Club

UKC—United Kennel Club

KC—The Kennel Club (of Great Britain) [www.the-kennel-club.org.uk](http://www.the-kennel-club.org.uk)

FCI—International Cynological Federation [www.fci.be](http://www.fci.be)
Match the AKC dog group with its description.

What might be something to consider when training a dog from each of these groups?

___ SPORTING DOGS

A. These dogs were bred to hunt such varied animals as lions, wolves, wild boar, and rabbits. They have a strong hunting instinct were selected to hunt independently, moving ahead of the hunters to find the prey. Many times they hunted in pairs or in packs. Some of this group hunted with their noses. Others hunted by sight and would chase down the prey.

___ HOUNDS

B. These dogs were bred to hunt birds such as ducks and pheasant. Many will retrieve from water or from land. They had to be able to work all day finding birds. These dogs usually worked side by side with people and needed to pay attention and learn fast.

___ WORKING DOGS

C. These dogs were bred to perform many types of jobs. Many of these large independent breeds have served as guard dogs and others have used their great strength to pull sleds or carts. These dogs needed to be independent, not always relying on a person to tell them what to do next.

___ TERRIERS

D. These dogs were bred to dig for and catch vermin such as rats. Although most of them are small, they are quite independent and determined. Their favorite activity is digging and exploring underground.

___ TOY DOGS

E. Most of these dogs were bred to work at jobs such as guarding and retrieving but now their main job is to be companions. This group has the greatest variety of dogs in terms of size, coat types, temperament, and background.

___ NON-SPORTING DOGS

F. These dogs were bred to control the movements of sheep and cattle. They are excellent learners that look to their owner for instruction, although many will try herding without training. These breeds can easily become bored and do have lots of energy.

___ HERDING DOGS

G. These dogs were bred to be loyal companions and pets. All of these breeds are small and many have other puppy-like characteristics such as large heads and eyes, short noses, and lots of energy.
Match the AKC dog group with its description.

What might be something to consider when training a dog from each of these groups?

- **B. SPORTING DOGS**
  - **A. HOUNDS**
    - These dogs were bred to hunt such varied animals as lions, wolves, wild boar, and rabbits. They have a strong hunting instinct were selected to hunt independently, moving ahead of the hunters to find the prey. Many times they hunted in pairs or in packs. Some of this group hunted with their noses. Others hunted by sight and would chase down the prey.

- **C. WORKING DOGS**
  - **D. TERRIERS**
    - These dogs were bred to perform many types of jobs. Many of these large independent breeds have served as guard dogs and others have used their great strength to pull sleds or carts. These dogs needed to be independent, not always relying on a person to tell them what to do next.

- **E. NON-SPORTING DOGS**
  - **F. HERDING DOGS**
    - These dogs were bred to control the movements of sheep and cattle. They are excellent learners that look to their owner for instruction, although many will try herding without training. These breeds can easily become bored and do have lots of energy.

- **G. TOY DOGS**
  - These dogs were bred to be loyal companions and pets. All of these breeds are small and many have other puppy-like characteristics such as large heads and eyes, short noses, and lots of energy.
Taking Your Dog to the Veterinarian

Dog Care and Training, Level II

What the Members Will Learn . . .

ABOUT THE PROJECT:
• What you should expect from your veterinarian.
• What your veterinarian should expect from you.

ABOUT THEMSELVES:
• Taking responsibility
• Interpersonal relations

Materials Needed:
• Area-wide phone directories, one per two members or photocopies of the yellow page sections of veterinarians
• Small sturdy table such as a grooming table
• Stuffed dog for “veterinarian exam”
• Demonstration dog for table training

ACTIVITY TIME NEEDED: 30 MINUTES, 45 MINUTES IF MEMBERS HAVE DOGS

ACTIVITY

When you first get your dog you should take it to the veterinarian as soon as possible to be sure it is healthy. If your family does not already have a veterinarian for your animals try to choose a veterinarian that works with small animals. This is a veterinarian that works mostly with pets such as dogs and cats. A “large animal” veterinarian works mostly with farm livestock such as cattle and hogs. Although all veterinarians learned to take care of both large and small animals when they were in school, one that specializes in small animals can spend all of his or her time learning more about dogs and cats. You may also find a veterinarian that has a “mixed practice” which means that he or she doesn’t specialize in small animals or large animals but works with both.

Let’s look in the phone book to see what we can find out about veterinarians in this area. Can you find a “small animal” veterinarian? Can you find a “large animal” veterinarian? What about a veterinarian that has a “mixed practice”? Can you find a clinic or hospital that has more than one veterinarian? What is another way to find a veterinarian besides looking in the phone book?

Leader Notes

Begin by having each member share an experience with their dog at the veterinarian.

In learning about visiting the veterinarian the members can also learn the consumer skills of searching for a service by using the phone book.

You may be able to find an advanced member to portray a veterinarian conducting an exam. Use a reliably trained dog or a stuffed one.

People often unintentionally train their dog to be afraid at the veterinarians. If you talk to your dog in a praising voice and pet it when he is whining, shaking and trying to get away, then you are rewarding that behavior. This is a very easy mistake to make in many situations.
On this first visit you can begin training your dog to be a good patient. Take some treats with you to help make this a happy visit. It is important to not “baby” your dog if it seems scared. Instead, give it praise and treats for doing what you want such as walking through the door or standing on the table. Ask the veterinarian and the assistants to give your dog some treats.

Your veterinarian may ask you questions about your dog. This is known as taking a health history. You may be asked your dog’s age, what you feed it and how often and if it is eating normally, if you have other pets, if you are having problems with your dog, or if you have noticed anything unusual. You may want to take a sample of feces (the size of a nickel, collected while it is fresh) to be checked for worms.

The veterinarian will look at your dog’s ears and teeth, listen to its heart and lungs, and will check for lumps or sore spots. Your dog’s weight will be taken. Your dog will probably need immunizations on this first visit and your veterinarian will schedule the next immunizations. Depending on the season and the age of your dog the veterinarian will take some blood for a heartworm test and will recommend medication to give for the prevention of heartworm. Often you will receive a record form to keep track of shots given. You may receive a receipt for the rabies vaccination which is required for all dogs in some counties.

This is the time to ask the veterinarian questions about the care and feeding of your dog. Be sure to listen to the answers.

**TRAINING YOUR DOG FOR YOUR NEXT TRIP TO THE VETERINARIAN.**

If your first visit to the veterinarian was right after you got your dog you didn’t have much of a chance to start training for a visit. It is not too late to begin now. Your dog will get a much better examination if you have trained it to behave. Teach your dog to stand and stay. This will not only be useful at the veterinarian’s but will help you when grooming your dog and is part of showing your dog in obedience and showmanship.

To teach a Stand-Stay for the veterinarian, you should have a sturdy table or platform to practice on. If the top is slippery you should use a piece of carpet or mat on it. Use a buckle collar on your dog. Lift your dog onto the table. If your dog is large first put its front paws onto the table and then lift its back end onto the table. Once the dog is on the table it may not get down until you let it. The dog should not be allowed to jump down from the table. Hold your dog by the collar and talk to it until it is relaxed. Don’t baby your dog if it is scared—you don’t want to reward it for being scared. Once the dog is relaxed you can offer a treat. If your dog was nervous about being on the table, this may be enough for the first lesson. Lift it down from the table. If you have a large dog hold the collar and guide the front end down as you lift down the back end. For your next session get your dog relaxed on the table and then hold the collar under...
the chin with your right hand, pull forward and command “Stand.” Stop the motion with your left hand in front of the back leg. Be sure your dog has room to stand so it doesn’t feel that you are pulling it off the table. If you have trouble getting your dog to stand try having a helper entice it with a treat as you command “Stand.” Once your dog is standing it can have the treat. Give praise. Once your dog has learned to stand with you placing it into the stand position you can work on the exam. Practice touching the dog all over, feet, legs, tail, stomach, ears, etc. Also practice holding the tail up or to the side as if taking its temperature. You or a helper may need to keep the dog’s attention with a treat while you are getting it used to being examined. Practice looking at the teeth. You may need to begin by just lifting the lip and then praising. Once your dog will allow you to examine it, then practice holding it while someone else examines. Use lots of praise.

Now that your dog is trained you are ready in case it gets sick. As soon as you suspect your dog is not feeling or acting “normal” start to write down unusual behavior such as acting “worn out” or whining or limping. Also record amount of food and water consumed, the amount of feces and if they are runny, bloody, etc., time and amount of vomiting, etc. Remember, your dog can’t tell the veterinarian if it hasn’t felt like eating or if it feels tired. You will need to give that information.

DIALOG FOR CRITICAL THINKING:
Share:
1. What happened when you first put your dog on a table?
2. What was the most difficult part of teaching your dog to stand for examination?

Process:
3. What might you expect a veterinarian to do on your first visit?
4. What are the advantages of training your dog to be examined by the veterinarian?
5. Why should your dog not get off of a table by himself?
6. What information do you have to provide for the veterinarian?

Generalize:
7. What other responsibilities do you have at home besides taking care of your dog?
8. How important is it for you to know people you do business with? Why?

Apply:
9. How do you think your parents choose other people that they may need to do business with? (doctor, dentist, banker, mechanic, etc.)
GOING FURTHER:
1. Practice the examinations at home.

2. Have a “Visit to the Veterinarian” demonstration at a meeting where members practice handling their dogs on a simulated visit.

3. Go on a “field trip” to a veterinary clinic.

REFERENCES:
Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
Rabies
Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• The importance of rabies vaccinations
• Signs of a rabid animal
• How to protect against rabies

ABOUT THEMSELVES:
• Taking responsibility to protect themselves, their dog, and the public from rabies.

Materials Needed:
• Member Handout #3, State 4-H Dog Show Immunization Record—MG-34 (Revised May 2000)

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

Rabies is a disease that any mammal, including humans, may get. Skunks, coyotes, raccoons, foxes and bats are most often infected. Usually it is spread by the bite of an animal that has rabies or by some of its saliva getting into an open cut or sore.

If an animal is bitten by a rabid animal it may take two weeks to two years for symptoms to develop. Then their behavior begins to change and the animals may stop eating or drinking. The affected animals then either show signs of paralysis or become vicious.

“Dumb” rabies is when the animal acts depressed or ill. They will probably drool a lot and have trouble swallowing. A wild animal may act especially tame. Sometimes people think the animal has something stuck in its throat or is hurt and needs help and they become exposed when they investigate. The animal will die in 3 to 10 days.

“Furious” rabies is when the animal acts vicious and violent. It will snap and bite at imaginary objects and may roam for miles, attacking anything in their path. The animal will die in 4 to 7 days.

Once a dog has been bitten by a rabid animal it will die unless it has had rabies vaccinations.

Leader Notes

Begin lesson by having members share what they know about rabies. Use lesson to clarify and dispel rumors.

Rabies can also be transmitted through the air, such as in caves infested with bats, but generally it is transmitted by a bite. If all dogs and cats were vaccinated then there would be an immunological barrier between infected wildlife and human populations. Although there has been some experimental work done with vaccinating wildlife there are no vaccines currently approved for use in wildlife which includes ferrets, wolves, and dog-wolf mixes.
### Leader Notes

<table>
<thead>
<tr>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TO PROTECT YOUR DOG FROM RABIES:</strong></td>
</tr>
<tr>
<td>1. Make sure that it is up-to-date on rabies vaccinations. Depending on the type of vaccine used and the regulations in your county this could mean having it vaccinated every year. Always follow your veterinarian’s guidelines. This vaccination must be given by a veterinarian in order to obey the law.</td>
</tr>
<tr>
<td>2. To protect your dog from stray or wild animals do not allow it to run loose. Do not leave your dog chained in the yard alone because it has no chance of escaping if attacked by a rabid animal.</td>
</tr>
<tr>
<td>3. Report animals acting sick or strangely.</td>
</tr>
<tr>
<td>4. Do not encourage wild animals such as raccoons to come close to your house.</td>
</tr>
<tr>
<td><strong>TO PROTECT YOURSELF FROM RABIES:</strong></td>
</tr>
<tr>
<td>1. Make sure that your dog and cat are up-to-date on their rabies vaccinations.</td>
</tr>
<tr>
<td>2. Do not touch a wild animal, even if it seems injured. Try especially to avoid contact with raccoons, bats, skunks, foxes, and groundhogs.</td>
</tr>
<tr>
<td>3. If your dog is fighting with another animal do not try to stop them yourself. Get a responsible adult.</td>
</tr>
<tr>
<td><strong>IF YOU ARE BITTEN BY A WILD ANIMAL:</strong></td>
</tr>
<tr>
<td>1. Immediately wash the wound with soap and hot water. Scrub the area well continuously for 30 minutes. Soap helps to kill the virus.</td>
</tr>
<tr>
<td>2. Get help from your doctor or emergency room right away.</td>
</tr>
<tr>
<td>3. A responsible adult should try to capture the animal, being careful not to get bitten. Call animal control or the police to remove the animal. It should be euthanized. A segment of its brain must be examined to determine if it had rabies. If it did have rabies you will need to have vaccines to keep you from getting rabies.</td>
</tr>
<tr>
<td><strong>IF YOU ARE BITTEN BY A PET DOG OR CAT:</strong></td>
</tr>
<tr>
<td>1. Immediately wash the wound with plenty of soap and hot water for at least 30 minutes.</td>
</tr>
<tr>
<td>2. Get help from your doctor or emergency room right away.</td>
</tr>
<tr>
<td>3. If you have proof that the dog or cat has been vaccinated for rabies then the pet should be confined and watched for 10 days just to be sure it is healthy.</td>
</tr>
</tbody>
</table>
ACTIVITY

4. If the pet develops signs of rabies then it must be euthanized. Everyone who has been bitten or scratched or in contact with the animal’s saliva will need to be vaccinated against the disease.

IF YOUR DOG IS BITTEN BY A RABID ANIMAL:
1. Any dog that is bitten or scratched by a bat or other wild animal that is not available for testing is regarded as having been exposed to a rabid animal.

2. Contact local health authorities and get your dog to your veterinarian.

3. If the dog has already been vaccinated it should have a rabies booster shot immediately. Confine the dog at home for 3 months, only leaving for walks on a leash.

4. If the dog has not been vaccinated it will need to be euthanized or kept isolated in a secure pen for six months.

Rabies is a scary disease but we can protect our dogs and cats by having them vaccinated. If all cats and dogs were vaccinated and if people did not contact wild animals then people would be safe from rabies, too.

Depending on where you live there may be several laws or ordinances that may affect the spread of rabies. How could each of these laws make a difference?

1. Laws requiring dogs to be licensed.

2. Laws requiring dogs to be on a leash or in a fenced yard.

3. Laws forbidding people to keep wild animals as pets.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. Is your dog or cat vaccinated for rabies? Why? Why not?

2. Have you ever seen a rabid animal? How did it act?

Process:
3. What are the two types of rabies reactions? Give symptoms.

4. Why should you not make a pet of a wild animal?

5. Why might a stray dog be dangerous?
ACTIVITY

Generalize
6. Have you ever had a vaccination? How could a vaccination that you would get protect other people?

7. Why are some vaccinations required by law before you can go to school?

Apply:
8. What laws do you think are needed that we do not have? Why?

GOING FURTHER:
1. Make posters to campaign for people to have their dogs and cats vaccinated against rabies.

2. Give a talk to your class or other groups about how to prevent rabies.

REFERENCES
Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
# IMMUNIZATION RECORD

The State of Kansas Companion Animal Health Certificate is acceptable in lieu of this form.

| 4-H Member’s Name: ___________________________ | County: ___________________________ |
| Dog’s Name: ___________________________ | Sex: M M (neutered) F F (spayed) |
| Predominant Breed: ___________________________ | Height at Shoulders: ___________________________ |
| Color/Markings: ___________________________ | Weight: ___________________________ |

**Required: Rabies Vaccination**

Expiration Date ___________ / ______ / ______

<table>
<thead>
<tr>
<th>Vaccinations (* Required)</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distemper</td>
<td>___________ / ______ / ______</td>
</tr>
<tr>
<td>Leptospirosis</td>
<td></td>
</tr>
<tr>
<td>Hepatitis</td>
<td>___________ / ______ / ______</td>
</tr>
<tr>
<td>Coronavirus</td>
<td></td>
</tr>
<tr>
<td>Parvovirus</td>
<td>___________ / ______ / ______</td>
</tr>
<tr>
<td>Bordetella</td>
<td></td>
</tr>
<tr>
<td>Parainfluenza</td>
<td>___________ / ______ / ______</td>
</tr>
</tbody>
</table>

Signature of person who administered the above vaccinations

Phone: ( ________ ) ________ - __________

We certify that the above information is accurate and complete:

__________________________________________________
4-H Member signature

__________________________________________________
Parent/Guardian signature
Vaccinations
Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• Preventative Health Programs for your Dog

ABOUT THEMSELVES:
• Responsible citizens practice preventive health

Materials Needed:
• Activity Sheet #8, Veterinarian Interview
• Member Handout #4, Disease Chart
• Activity Sheet #9, Sample: State 4-H Dog Show Immunization Record

ACTIVITY TIME NEEDED: 45 MIN. PLUS REPORT ON INTERVIEWS

ACTIVITY

Your dog should be seen by a veterinarian at least once a year. During this visit your dog should receive a physical examination. The veterinarian should also carry out preventative health measures such as giving vaccines, checking a fecal sample for worms, testing for heartworm and prescribing a prevention, and checking for external parasites such as fleas and ticks. An ideal time for this annual examination is when you have your dog get its vaccinations and boosters.

VACCINATIONS

One of the most important things you can do to prevent serious diseases is to keep your dog current on all vaccinations. Most of the diseases for which vaccines are available are highly contagious, and a vaccine is the best, and sometimes only significant, protection.

Vaccinations are given to “teach” a dog’s immune system about a disease bacteria or virus. The body’s defenses are “taught” about the disease and make antibodies which are ready to fight the real disease virus or bacteria when it is encountered. Vaccinations allow the dog to have the antibody present and ready to fight instead of having to become sick and recover in order to have that antibody present. Vaccines are used to prevent diseases, not to cure them.

Leader Notes
You may wish to have a veterinarian present this lesson. Otherwise, present the information on vaccinations.

List diseases on a flip chart that are required and/or recommended to be vaccinated for in your area. Compare that list to Page 49, and discuss.
VACCINATIONS

Leader Notes

ACTIVITY

INCUBATION PERIODS
The incubation period is the time that lapses between exposure to an infectious disease and the first signs or symptoms of the disease. No disease organism will produce symptoms immediately. The bacteria or viruses settle in the body and begin multiplication (the incubation period). After the bacteria or virus have multiplied to a critical number the dog will begin to show symptoms.

If a dog is vaccinated after the disease has entered its body (during the incubation period) it is a race between the vaccination and the disease. Usually the disease will progress before the vaccination has created the antibodies to fight it. This can lead people to believe that the vaccination caused the disease when, in fact, this is extremely rare.

PUPPIES
Puppies receive antibodies against disease from their mother’s milk provided that the dam was vaccinated against the disease. As long as these antibodies are present a vaccination will not be effective. However, since it is not possible to tell exactly when the antibodies from the mother are no longer effective and since puppies are very susceptible to infectious diseases it is necessary to schedule a series of injections to protect the puppy. Follow the schedule recommended by your veterinarian. A typical immunization schedule is every four weeks beginning at 5 to 8 weeks continuing to 1 year.

VACCINATION OF ADULT DOGS
Generally, adult dogs will need yearly “booster” shots of most vaccines. Sometimes, depending on your situation, the diseases in your area, and the laws regulating vaccinations you will need more frequent immunization. If an adult dog was not vaccinated as a puppy or if you don’t know if it was, it should receive a booster in about 2 -3 weeks after the first vaccination.
ACTIVITY:

A Sample Immunization Schedule for Adult Dogs—
Always follow your veterinarian’s recommendations.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabies</td>
<td>every 1–3 years, depending on the vaccine and the laws</td>
</tr>
<tr>
<td>Distemper</td>
<td>annual</td>
</tr>
<tr>
<td>Bordetella</td>
<td>annual and/or 1 week before exposures—boarding, dog shows, etc.</td>
</tr>
<tr>
<td>Parvovirus</td>
<td>annual</td>
</tr>
<tr>
<td>Corona virus</td>
<td>annual (on recommendation of veterinarian)</td>
</tr>
<tr>
<td>Leptospirosis</td>
<td>annual (on recommendation of veterinarian)</td>
</tr>
<tr>
<td>Lyme Disease</td>
<td>annual (on recommendation of veterinarian)</td>
</tr>
<tr>
<td>Parainfluenza</td>
<td>annual (on recommendation of veterinarian)</td>
</tr>
</tbody>
</table>

VACCINATION FAILURE

Sometimes vaccines may not be effective. A dog may be receiving a drug (such as cortisone) which will prevent antibody production. Run-down or malnourished dogs may not be capable of developing antibodies. These dogs may need to be revaccinated when they are in a better state of health. Vaccine failure may also occur due to improper handling and storage of the vaccines or incorrect administration. Attempting to save money by buying discount vaccines or stretching vaccines by dividing one dose between two dogs will put your dog at risk.

Remember, your veterinarian is the best source of information about which vaccinations your dog needs and what schedule you should follow for vaccinations. Before our next meeting you will be gathering information about the recommendations from your veterinarians. Let’s look at the questions for the veterinarians. Would you predict that we’ll get the same recommendations from everyone? Why or why not?

This form is for you to complete for your dog. It is primarily to keep track of your dog’s immunizations although you can record other reasons for visits to your veterinarian. Many veterinarians will keep records for your dog and will even send you reminders when vaccinations are due. However, if you should move or change veterinarians you will want to have this information. Reminders may also get lost in the mail. Above all, it is your responsibility to make sure your dog is vaccinated—not your veterinarian’s. As far as they know, if you do not come in to the office you may have changed veterinarians or have moved.
DIALOGUE FOR CRITICAL THINKING

Share
1. What do you now know about vaccinations that you didn’t know before this lesson?

2. Describe what happened when you last took your dog to the veterinarian. Did your dog receive any vaccinations? How did your dog react to the visit?

Process
3. What diseases do you vaccinate your dog for? Why?

4. Why do puppies not have to be vaccinated until they are 5-8 weeks old?

Generalize:
5. Why is it important to you that others have their dogs vaccinated?

Apply:
6. What immunizations should humans receive?

7. Vaccinating a dog may be a requirement for licensing or for entering a show or attending a training class. Are vaccinations required by law for humans? When?

GOING FURTHER:
Research:
1. Visit your local veterinary clinic.

2. Visit a diagnostic library

3. Visit a university where veterinarians are trained.

4. Give a talk about necessary vaccinations.

REFERENCES:

Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team

50–Dog Care and Training, Level II
## VACCINATIONS

**DOG CARE AND TRAINING, LEVEL II**

**Member Handout #4, Disease Chart**

<table>
<thead>
<tr>
<th>Disease</th>
<th>Symptoms</th>
<th>Transmission</th>
<th>Prevention---Vaccination is the best prevention</th>
<th>Caused by</th>
<th>Incubation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distemper</td>
<td>Fever, loss of appetite, watery discharge from eyes and nose. Discharge changes to thick, yellow, &amp; sticky in a few days</td>
<td>Air-borne particles or direct contact with infected animal or contaminated object. Other species can spread distemper to the dog.</td>
<td>Avoid contact with unvaccinated or sick dogs. Disinfect all objects that have been in contact with unvaccinated dogs.</td>
<td>virus</td>
<td>3-15 days</td>
</tr>
<tr>
<td>Hepatitis</td>
<td>Acute: fever, bloody diarrhea, may vomit blood, painful movement, light may hurt eyes. Mild: Lethargy and loss of appetite.</td>
<td>Contact with sick dog or its urine, feces, or saliva. Can also be spread by wild animals.</td>
<td>Avoid contact with unvaccinated dogs.</td>
<td>virus</td>
<td>few days</td>
</tr>
<tr>
<td>Canine Parvo Virus</td>
<td>Enteritis: depression, loss of appetite, vomiting. Extreme pain. High fever, profuse diarrrhea. Myocarditis: Usually in young puppies—affects heart muscle.</td>
<td>Contact with contaminated feces or droplets. Can be carried on hair and feet, on cages, shoes, etc.</td>
<td>Avoid contact with infected dogs. Disinfect kennels, crates, etc. that have come in contact with unvaccinated dogs.</td>
<td>virus</td>
<td>3-12 days</td>
</tr>
<tr>
<td>Canine Corona Virus</td>
<td>Depression, loss of appetite, vomiting. Diarrhea: yellow-orange, foul-smelling, watery. Dehydration.</td>
<td>Contact with oral and fecal secretions.</td>
<td>Avoid contact with infected and unvaccinated dogs. Only kennel your dog where vaccinations required.</td>
<td>virus</td>
<td></td>
</tr>
<tr>
<td>Leptospirosis</td>
<td>Fever, listlessness, loss of appetite, depression. Later vomiting and diarrhea, pain in kidneys, brown coating on tongue.</td>
<td>Drinking water or eating food contaminated by urine of infected animal. Wading in contaminated water.</td>
<td>Keep food supply safe from other animals. Bathe your dog after being in possibly contaminated water.</td>
<td>bacteria</td>
<td>5-15 days</td>
</tr>
<tr>
<td>Bordetella (kennel cough)</td>
<td>Dry, hacking cough, nasal discharge.</td>
<td>Bacteria introduced into respiratory passages.</td>
<td>Only kennel with vaccinated dogs, with adequate ventilation.</td>
<td>bacteria</td>
<td>5-7 days</td>
</tr>
<tr>
<td>Parainfluenza—combines with Bordetella virus to cause &quot;kennel cough&quot;</td>
<td></td>
<td></td>
<td></td>
<td>virus</td>
<td>5-7 days</td>
</tr>
<tr>
<td>Lymes Disease</td>
<td>Lameness, tender, swollen joints, weakness, fever.</td>
<td>Carried by ticks.</td>
<td>Check your dog regularly for ticks / tick bites. Remove ticks as soon as found. Use a tick preventative.</td>
<td>bacteria</td>
<td></td>
</tr>
<tr>
<td>Rabies</td>
<td>First signs are changes in personality. Then the dog seeks seclusion and resists handling. The disease then goes to the furious and/or the paralytic form.</td>
<td>Contact with saliva of infected animal—usually through a bite.</td>
<td>Do not allow your dog to run loose. Report any strange animal that allows you to approach.</td>
<td>virus</td>
<td>usually 3-8 weeks, can be 1 week—1 year</td>
</tr>
</tbody>
</table>

---

*51–Dog Care and Training, Level II*
VACCINATIONS

DOG CARE AND TRAINING, LEVEL II
Activity Sheet #8, Veterinarian Interview

Veterinarian _________________________________

Date Interviewed _____________________________

Interviewed by _______________________________

What vaccines do you recommend for dogs? How frequently should they be given?

Do you recommend? How often?

☐ Rabies
☐ Distemper
☐ Bordetella
☐ Parvovirus
☐ Corona virus
☐ Leptospirosis
☐ Lyme Disease
☐ Parainfluenza
☐ ___________________________
☐ ___________________________

Other information: __________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

52–Dog Care and Training, Level II
VACCINATIONS
DOG CARE AND TRAINING, LEVEL II
Activity Sheet #9, Sample: State 4-H Dog Show Immunization Record

IMMUNIZATION RECORD The State of Kansas Companion Animal Health Certificate is acceptable in lieu of this form.

4-H Member’s Name: ___________________________ County: _______________________
Dog’s Name: ___________________________ Sex: M (neutered) F (spayed)
Predominant Breed: ___________________________ Height at Shoulders: __________
Color/Markings: ___________________________ Weight: ___________________________
Required: Rabies Vaccination Expiration Date __________ / ______ / ______

Signature of the veterinarian who administered the rabies vaccine

Expiration Date Vaccinations (* Required)

______ / ______ / ______ * Distemper ______ / ______ / ______ Leptospirosis

______ / ______ / ______ * Hepatitis ______ / ______ / ______ Coronavirus

______ / ______ / ______ * Parovirus ______ / ______ / ______ Bordetella

______ / ______ / ______ * Parainfluenza

Signature of person who administered the above vaccinations

Phone: (______) _______ - _______

We certify that the above information is accurate and complete:

4-H Member signature Parent/Guardian signature

This member Guide (MG-34) should be ordered in card form from K-State Research and Extension Distribution, via your local Research and Extension office, for use at Kansas 4-H Dog Shows.
Medications
Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to give oral medications to a dog.

ABOUT THEMSELVES:
• The responsibility associated with medications.

Materials Needed:
• Soft food to hide a “pill”
• Plastic medicine dropper
• A willing dog (optional)

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

Sometimes it is necessary to give your dog medication prescribed by your veterinarian. Just like with people, when the doctor prescribes medicine it is important to take it on schedule and to take it all. Unlike people, we can’t explain to our dogs that the medicine will help them, even if it does taste different, so it is up to us to make sure they get what they need.

Some dogs won’t even notice that they are taking a pill if you give it to them as a “special treat.” Often heartworm preventative and vitamins are flavored so the dog will eat them from your hand without making a fuss. If this is the case with your dog consider yourself lucky but do make sure your dog eats it all and doesn’t spit it out when you’re not looking. A trick that you can use is to wrap the pill in a favorite food and offer it to your dog. Ask your veterinarian for advice when the medication is prescribed. Cheese works well for this or a small “doughball” of bread. Peanut butter, butter, and other foods have also been tried successfully but again, be sure your dog does not spit out the pill. Dogs have such an acute sense of smell that they can tell that a pill is hidden in the food but many won’t care. However, there are those that will not accept a pill hidden in food and these will need to be given the pill by itself.

To give a pill directly to a dog begin by putting your hand over the muzzle and lifting up the sides of the mouth. Place the pill all the way back in the mouth, then close the dog’s mouth, hold the muzzle up and stroke the throat until you see it swallow. Again, watch to see that it doesn’t spit the pill out. If the pill is very large ask your veterinarian if you can split it (capsules generally need to be taken in one swallow). You

Leader Notes
Survey members as to how many like to take medicine? Discuss what has been done in recent years to make medicine taking more pleasant.

Demonstrate or have an experienced member demonstrate giving “medication” to a dog. If you have a very cooperative dog you could have the members practice with it also.
Leader Notes

**ACTIVITY**

can prepare your dog for pill-taking by practicing putting bits of a treat (such as cheese or a doughball) in the mouth.

To give liquid medication place a dropper into the corner of the mouth between the back teeth and squirt it into the mouth. Hold the mouth shut and stroke the throat until you see a swallow. You could practice this with diluted honey or corn syrup so your dog will look forward to having you squirt liquids into their mouth!

**EAR MEDICATION**

Ear medication is generally in an ointment or liquid. Often it is in a tube or a bottle with a nozzle. Hold the ear flap up and insert the nozzle pointing toward the nose. Squeeze in a small amount of ointment or 3-4 drops of liquid. Hold your dog so the nozzle does not accidentally injure the inside of the ear. Don’t let it shake its head yet! It is important that the medicine reaches deeper into the ear. Massage the outside of the base of the ear to move the medicine down. If it sounds “squishy” then you’ve done it right. Then step back, because your dog will most likely want to shake! Your veterinarian may instruct you to tape your dog’s ears up over his head to allow air to circulate.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What happened when you tried to give medicine to a dog? Why?
2. Which type of medicine is harder to give: pill or liquid? Why?

**Process:**

3. What are two ways you could give a pill to a dog?
4. Of the methods presented for giving a pill to a dog which way gives you the best guarantee that the dog has actually swallowed all of the medication?
5. Why is it important that a dog gets all of the medication prescribed?

**Generalization:**

6. Who are some of the people (other than dog owners) that may need to give medications to others?
7. Can you think of some other cases (besides dogs) where a patient may have to be forced to take medication?

**Apply:**

8. Why should you follow the doctor’s instruction when medicine is prescribed for you?
GOING FURTHER

1. Practice giving your dog a pill by placing a small ball of cheese (or something similar) in the back of its throat and having it swallow.

2. Practice giving liquid medications using corn syrup or something similar.

3. Visit a veterinary clinic to observe medications being given.

RESOURCES:

Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
What Members Will Learn . . .

ABOUT THE PROJECT:
• Check for parasites

ABOUT THEMSELVES:
• Learning to utilize experts

Materials Needed:
• Activity Sheet #10, Fecal Sample Worksheet
• Zip-lock bag
• Pictures of internal parasites (at least four common)

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

Have you heard the phrase “My dog has worms”? What people are referring to are those parasitic worms that live in the dogs intestinal tract. Common dog intestinal parasites include hookworms, roundworms, whipworms and tapeworms. These adult parasites live and reproduce in the dogs intestinal tract feeding off the host’s blood and/or digested food. The common symptoms of “worms” are associated with the damage to the intestinal tract. Some species of roundworms, hookworms and tapeworms can even infect people—especially young children.

Most dogs with mild infections will appear clinically normal (no symptoms) but are sources of parasite infection to other dogs and possibly you. Depending on the animals age and immune system, intestinal parasites can cause minimal problems, can cause mild symptoms, or can develop into very serious conditions if left untreated. Young animals or debilitated animals are most at risk from the effects of internal parasites. The symptoms of parasite infection are usually associated with the damage to the gastrointestinal tract. Those symptoms would include one or more of the following: a “pot belly,” periodic vomiting, loose stools or diarrhea, weight loss, unthrifty appearance, scooting, and/or anemia (hookworms).

Where do dogs get their intestinal parasites from? Puppies can be born with parasites or receive them in their mothers milk. In adults, the parasites are usually spread from dog to dog by infected stools or fecal contaminated soil. Adult parasites live and reproduce in the dogs intestinal tract with each female parasite laying thousands of microscopic eggs.

Leader Notes

Show picture of the common kinds of worms that occur in dogs. See if members can match names with pictures. Talk about how they might be identified. Your local veterinarian may have actual samples to use.
that are eliminated in the hosts stool. These environmentally resistant eggs are a source of infection to any dog that comes in contact with the infected stool or contaminated soil. This type of transmission dog to dog is called a DIRECT life cycle. Tapeworms are exceptions to this transmission method. An intermediate host is required for the completion of their life cycle. Depending on type of tapeworm, the tapeworm eggs are ingested by either a flea or small rodent that act as the intermediate host. When the dog ingests the infected flea or small rodent, the tapeworm’s INDIRECT life cycle is now completed within the new host.

Occasionally you might see worms in your pet’s stool but it is rare and it is impossible to visually detect the parasite eggs because of their small size. To confirm your pet has worms requires a special analysis of the stool by your veterinarian. The fecal examination does not check for the adult worms but rather the presence of the microscopic parasitic eggs. To insure accurate parasite detection, place a fresh stool sample in a clean container or zip-lock bag, and take to a veterinarian for fecal analysis. This simple and very accurate test takes about 15 minutes.

Prevention of intestinal parasites involves periodic fecal examination checking for the presence of parasites, avoidance of infected stools and/or contaminated soil, and deworming medication when necessary. This strategy is especially important in pregnant females and nursing puppies.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. How did you do this activity?
2. What was the result of the analysis?

Process:
3. What intestinal parasites are common in your area? Why:
4. What is the difference between a direct and indirect life cycle?
5. Why does it take a microscope and a veterinarian to determine the test results?

Generalize:
6. What expertise does a veterinarian have that makes him / her a good resource?
7. What other experts do you and your family use?

Apply:
8. What are the characteristics of an expert? Consider experts such as an expert cook, builder, dancer, as well as teachers, lawyers, doctors.
GOING FURTHER:
1. Ask your veterinarian to let you view the sample slide from your dog under the microscope.
2. Conduct a parasite testing program for dogs in your neighborhood.

REFERENCES:

Authors:
Dr. William Fortney, Assistant Professor, Clinical Sciences, Kansas State University School of Veterinary Medicine
James P. Adams, Specialist, 4–H Youth Programs, K-State Research and Extension
BUGS INSIDE!
DOG CARE AND TRAINING, LEVEL II
Activity Sheet #10, Fecal Sample Worksheet

Your Name _________________________________

Dog’s Name ________________________________

Veterinarian: ________________________________

Date you collected the sample: ________________

Date you took sample to veterinarian: __________

Ask your veterinarian to let you watch the sample being prepared for analysis. Ask him/her to point out any parasites found on the microscope slide.

Test is: ☐ Positive (parasites found)

Parasite name(s) __________________________________________________

Recommended Treatment ___________________________________________

Test is: ☐ Negative (no parasites found)

How is a parasite transmitted to a dog? ________________________________

What problems can be diagnosed from a fecal sample? ________________
Canine Good Citizen Test

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
- What is the Canine Good Citizen Test?

ABOUT THEMSELVES:
- Characteristics of a good citizen

Materials Needed:
- Current requirements for the Canine Good Citizen Test
- Long lines (20 foot)—1 per handler
- Comb or brush—members bring their own
- Dogs on 2–6 foot leads with training collars
- Flip chart and markers

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

Today we are going to practice the things you and your dog will need to know to pass the Canine Good Citizen Test. This is a test of your dog’s manners when out in public.

First of all, you will need to prove that your dog has been vaccinated against rabies (and any other locally required inoculations) and that he has the required license tags (many counties do not require licensing—most larger towns do). This shows that you are being a responsible dog owner.

When you actually take the test you must have your dog on a buckle collar or a choke chain. AKC will not allow the pinch collar to be used in their test. You may talk to your dog and give extra commands but not jerk the leash. You should have your dog on a loose leash. Food and toys cannot be used.

TEST 1: ACCEPTING A FRIENDLY STRANGER

One of the things that is tested is your dog’s reaction to a friendly stranger. We are going to practice this and then practice having your dog sitting politely for petting. When (the evaluator) comes to you and your dog it is a good idea to command your dog to “SIT” and to “STAY.” This can be a signal to your dog that the situation is safe and that he doesn’t need to worry about this person. You may repeat these commands if needed, however, they should not become a chant!

Leader Notes

Have members generate a list of what they would consider “Good Citizen” dog behaviors. List on flip chart and discuss before taking the test.

All dogs—pets, working dogs, showmanship dogs, obedience dogs, etc.—should be trained to the point that they can pass the American Kennel Club’s (AKC) Canine Good Citizen Test (CGC). This 10-step test can be administered by 4-H clubs as well as Kennel Clubs and obedience trainers. It is open to mixed-breed and purebred dogs alike. The references at the end of this lesson have the address to contact for information and/or to purchase test kits. The kits include score cards and the official CGC certificates to be awarded those passing the test. As this is a relatively new program, the specific requirements of the test may change, so be sure to have up-to-date materials.
CANINE GOOD CITIZEN TEST

**Leader Notes**

This activity is a group introduction to the CGC test. It may also be used as practice for the test. The participating dogs need to have had some prior training in walking on lead, etc. The practice/training segments of this lesson may be repeated as an entire lesson or a particular segment may be added to another lesson where the members have their dogs.

When conducting this test (or practicing) be sure to watch the dogs carefully. Beware of “pushing” into the space of a fearful dog which may feel threatened to the point of biting. If these dogs have been involved in your obedience or showmanship training you will know which dogs to watch. If you have others helping you, let them know where to be cautious or you can work with the potential problems first. Be safe.

Since this is practice you can allow the members to train with pinch collars, leash corrections, food, etc. as needed. There is no reason to practice things with the dog doing them wrong. This is where some of your members may still be in the training phase and others are in the practice phase. Those in the practice phase will be closely simulating actual test behaviors.

Have the members arranged facing clockwise in a circle with their dogs on lead. The dogs should be on their left sides, on the outside of the circle.

This activity will be most effective if you actually do have others help you greet and pet. This will give each dog more practice with a variety of “strangers.” You can do the two parts separately, first greeting the handler and then returning to pet the dog or they may be combined. You will approach each from the front, going counterclockwise around the circle. Practice at least two greetings and two pettings per member. Use all the help you can get to go around the circle—you could start with a helper greeting the handler followed by one petting the dog, etc.

**ACTIVITY**

**TEST 2: SITTING POLITELY FOR PETTING**

First the stranger will come up to you, ignoring your dog. The stranger will speak to you and you will shake hands. Your dog should remain at your side and not attempt to go to the stranger.

Next, a stranger will ask, “May I pet your dog?” While your dog is sitting the stranger will pet the dog’s head and body, then will circle around behind you and your dog. Your dog should not show shyness or resentment and should not jump up on the stranger.
ACTIVITY:

TEST 3: APPEARANCE AND GROOMING
Now we’ll practice grooming and examinations. You will begin with your own dog. You will need your comb or brush for this activity. When you take the actual test you may want to bring your own comb or brush. Today we will begin by you examining your own dog. Touch it all over—head, chin, back, sides, tail, chest, legs. Handle both ears. Handle both front feet and lightly hold each one. Although the test does not include the back feet, in practice it is useful for your dog to have its back feet handled, too. Next take your comb or brush and lightly groom your dog.

This test is often given with the examiner sitting in a chair or kneeling on the floor. However, in the real world many dogs are examined on a table (except for very large dogs) as at the veterinarian’s office or at the groomer. To help your dog at these places try to find a sturdy table to practice this examination. Very small dogs may be examined in someone’s lap—if you have a very small dog, practice this.

Now we’ll practice having a “stranger” examine and groom your dog. Please warn the “stranger” of any problem spots where your dog does not like to be touched.

TEST 4: OUT FOR A WALK AND TEST 5: WALKING THROUGH A CROWD
Test 4 is to show that you are in control of your dog and Test 5 shows that you are in control of your dog around other people. For practice we will combine these two tests. We will have everyone standing about with their dog sitting beside them. One of you will do the test. You will heel forward through the crowd. You will be instructed to do at least one left turn, right turn, about turn and at least two halts. Go around someone if they are in your way. Your dog doesn’t need to be in perfect alignment with you and it does not need to sit when you stop. The dog should not strain on the leash, be shy of the people in the crowds or try to jump up on them. You may give extra commands and coaching to your dog, if necessary.

TEST 6: SIT AND DOWN ON COMMAND/STAYING IN PLACE AND TEST 7: COMING WHEN CALLED.
We’ll practice these tests with everyone lined up side-by-side. Of course, like with all of the other tests we are practicing, during the real test just one dog is tested at a time.

This test is done with the 20 foot line on the dog. When instructed you will command your dog to “SIT” and to “DOWN.” You may give many commands but may not force your dog into position. HINT: It is easier to have your dog sit from a standing position than to Sit from a Down position. However—you will probably want to practice the Sit from both the Stand and the Down to avoid having to mess with making him stand.

Leader Notes
This is another opportunity to use your helpers as the “strangers” examining the dogs. If you have a grooming table or other sturdy table you may choose to have some dogs be examined-groomed on the table. Try to have each dog examined by two persons other than the member. If you feel you know your dogs and members you may choose to have selected members exchange dogs for the exam.

If a dog seems to be particularly sensitive to touch in one area—the ears or muzzle for example—it may be a clue that there is something wrong. Check the dog yourself to see if the area seems to be painful or point this out to the member. A trip to the veterinarian may be in order.

In the actual test, Test 4 includes the heeling pattern with a left turn, a right turn, an about turn and at least one stop in between and another at the end. This may be tested without a crowd. Test 5 has the dog and handler walk around and pass close to at least three people. Combining these in practice not only saves time but allows the other members to practice a Sit-stay with their dogs. If there is a dog that you feel would have an adverse effect on the others walking by it you should have the member practice the sit-stay off to the side. In the actual test the “crowd” does not include dogs.

Arrange the members in a line if there is room for at least 3 feet between dogs. If there is not then have two lines facing each other and during the Stay command have just one side practice at a time.

You or a helper will be petting the dog and holding it in a stay. If you have help, several dogs may be tested at once but do not do two dogs next to each other. Try to have each dog practice this twice, but not consecutively.
Leader Notes
If you have a potentially unreliable dog, put them on the outside (clockwise) circle. If you have time for more practice have every other pair of handlers switch places, clockwise/counter-clockwise and continue the practice.

Have the members line up about four abreast (if you have enough room) to practice this. They will walk with their dog to the other side of the training area. The distractions should occur at least 10 feet from the dogs as they are walking. If possible, a bicyclist, skate boarder, or roller-blader crossing in front of the dogs would be great. A jogger could pass from behind (to the handler’s right) or from in front. A board or metal pan could be dropped behind the dog. If a dog panics then try to get them used to that distraction. Let them “check it out”. Be sure that the handler does not unintentionally train the dog to panic by petting the dog to reassure it.

ACTIVITY
To practice, everyone Sit your dog. If your dog does not sit when you command it to, then you may go into “training mode” and place it into a sit. Now, Down your dog. Another “SIT.” Another Down. The Stay is next. It is your choice if you have your dog do a Down-Stay or a Sit-Stay. When instructed you will tell your dog to stay and go to the end of the long line. Then turn, face your dog and return. Those of you in the obedience classes may have dogs that do not need to be on the line for this test; however, you should follow these directions for the CGC practice. Some dogs may be confused about the long line and the quick return. This practice shows your dog that this is still a Stay.

For practice everyone will first do a Down-Stay. Down your dogs. Leave your dogs—hold onto the long line. When you get to the end of the line turn, face your dog, and return. Your dog must stay in place until you have returned to it.

We’ll now practice the Sit-Stay. Remember, it is your choice in the test if your dog does a Sit-Stay or Down-Stay. Sit your dogs. Leave your dogs. When you get to the end of your line turn, face your dog, and return.

For the Coming When Called Test, you will leave your dog and call it to you from 10 feet away. The evaluator will provide mild distractions. We will practice this twice—once when you take the long line with you and once with the evaluator holding the long line. The distraction will be petting the dog. You do not need to tell your dog to “STAY.” Your dog may be in a Sit, Down or Stand when you leave. When you call your dog you may call and encourage and use body language to get your dog to come.

Leave your dog when ready. Walk about 10 feet away, turn and face your dog, call your dog.

TEST 8: REACTION TO ANOTHER DOG
You and your dog will approach and meet another handler and their dog. You will stop, greet each other, shake hands, and then move on. The dogs should not attempt to go to each other or to the other person. You may talk to your dog and have it sit. Although a sit is not required it is a very good position to have your dog for control.

For practice we’ll have you work in two circles. Half of the dogs/handlers will be on the outside moving clockwise. The other half will be on the inside, moving counterclockwise. When instructed, you and your dog will walk forward to meet the next dog and handler. Sit your dogs, shake hands and talk with each other. Your dog should remain by your side. When instructed, go forward to the next dog and handler.

TEST 9: REACTIONS TO DISTRACTIONS
As you are walking or heeling with your dog a distracting situation will occur. When you practice this at home do not keep adding distractions in a single session. You do not want to frighten the dog or to create high
ACTIVITY:

stress. Today we will practice with two distractions. The distractions should be common—an automobile horn would be common, a blast from a bugle or a gunshot would probably not be common. The distractions should be at least 10 feet from the dog.

On the instruction forward, begin walking your dog. You may praise your dog for remaining steady during the distraction. Be sure you do not pet or praise for panic, trying to run away, showing aggression, or barking.

TEST 10: SUPERVISED SEPARATION.

Often there are times when you must leave your dog with a friend while you go into a store, or into a restroom, or any other place you cannot take a dog. Your dog should be confident that you will be back and not bark, whine, howl, or pace while you are gone. You will give your leash to an evaluator and will leave your dog for three minutes. They will ask something like “Would you like me to hold your dog?” And you may encourage your dog to stay with them as you leave. You will be gone for three minutes.

DIALOGUE FOR CRITICAL THINKING:

Share:
1. What areas do you think you need to work on before taking the CGC Test?

Process:
2. Why is it important that your dog can pass the CGC Test?

3. What would be the benefits of having all dogs required to pass a CGC Test?

4. What would be the drawbacks of a law requiring that all dogs must pass a CGC Test?

Generalize:
5. If CGC stood for Child Good Citizen, what things would you put on the test?

Apply:
6. The CGC is a test of dog manners. When do manners count in your life?

GOING FURTHER:
1. Participate in a CGC Test and earn the CGC certificate.

2. Help give a CGC test.

Leader Notes

You may have as many helpers as possible to help practice this. The dog-holders should not continually pet or talk to the dog but may interact to some extent. One person should not be holding two dogs. If a dog is misbehaving try to find a time when he is behaving to call back the handler—before or after the 3 minutes is up. For example, if he is barking, wait until he takes a breath and call back the handler or distract him into not barking. Try to not reward the misbehavior with the return of the handler.

More information on the CGC:

These tests do not need to be given in any specific order and some may be combined as Tests 1 and 2 could have been combined in the activity above. Test 1 is almost always given first followed by Test 2 as these can weed out dogs that are too aggressive to be safe. Test 10, as a matter of practicality, is almost always last. To pass the CGC the dog needs to pass all 10 tests given in the same session. Each test is pass/fail. A dog may continue to complete all of the tests even though it has failed one. The exception is that dogs showing aggression may be excused. A dog that urinates or defecates in the testing area (“fouls” the area) will not pass. Passing all 10 tests once entitles the dog to a CGC certificate. There may be a small fee associated with the test.
Leader Notes

ACTIVITY

REFERENCES:
The American Kennel Club, Attn: CGC, 5580 Centerview Drive, Suite 200, Raleigh, NC 27606. (919) 233-9780.
AKC’s Canine Good Citizen Department at (212) 696-8322.
Howell, c1994.

Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
Novice Obedience—Lesson 1
Dog Care and Training, Level II

What Members Will Learn...

ABOUT THE PROJECT:
• Off-lead healing, drop on recall

ABOUT THEMSELVES:
• The importance of patience and practice

Materials Needed:
• Leash tabs for each member—these can be purchased leather tabs or a piece of cord looped through the ring of the collar. With small dogs a loop may not be needed. It is important that the dog won’t be able to get its foot caught in the tab.
• High jump

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

In Pre-Novice, your dog learned to heel by your side on a loose lead as you changed pace (fast and slow), made an about turn, and heeled around posts for the Figure 8. Your dog automatically sit when you halted. Your dog learned to stand for examination while you were 6 feet away, holding the leash. You could leave your dog on a Sit-Stay (on lead), go 6 feet away, and call your dog to you. Your dog would sit in front of you and FINISH on your command. Your dog will Sit-Stay for 1 minute and Down-Stay for 3 minutes while you are at least 20 feet away from it with a long line attached.

In Novice, you will add these skills: making turns while heeling on-lead, right turn and left turn, heeling off-lead with right turns, left turns, about turns, fast, slow, automatic sits, stand for examination off-lead, off-lead recall from at least 35 feet, off-lead Sit-Stay for 1 minute and Down-Stay for 3 minutes with the handler about 35 feet away.

Leader Notes

The Novice lessons are intended to be an extension of the Pre-Novice instruction. Advancing from Pre-Novice to Novice is chiefly polish and practice, although these Novice lessons will also deal with the additional instruction needed to advance to Novice competition. If the members have not worked through the Pre-Novice lessons you should start training with the Pre-Novice lessons and continue on to work through the Novice lessons. If it has been as long as three months since the last Pre-Novice, then you will likely want to do Pre-Novice Lesson 8 as your first Novice lesson. If there has not been a long break since Pre-Novice or if you are sure that the members have been practicing regularly, then you can begin the Novice lessons right away.

There will not be trainer’s guides for Novice. These lessons will focus on polish and practice, with only a few new exercises added.
In addition to preparing for 4-H Novice competition, these lessons are also preparation for American Kennel Club (AKC) Novice Competition. Members with AKC-registered dogs are eligible to compete in AKC Obedience Trials. Also included is training for United Kennel Club (UKC) Novice Competition exercises. Almost all dogs, including mixed-breed dogs, can be registered with the UKC and are eligible to compete in UKC Obedience Trials. These exercises will add variety to the training, will help build rapport between the member and their dog, will provide a foundation for advanced 4-H obedience training and agility, and can open up new areas of competition for the members.

Assign partners before beginning the training.

**ACTIVITY**

**PART 1—SIT / DOWN / STAND / STAY**

**SIT AND DOWN WITH HAND SIGNALS**

**Goal:** Your dog will respond to your hand signal when you are 6 feet away holding the lead.

REVIEW the Sit and Down signals from 6 feet in front of your dog. If the dog moves toward you then step toward the dog as you give the signal. Practice three of each signal.

**STAND FOR EXAMINATION**

**Goal:** Your dog will stand and stay while being examined.

1. (Instruct: “Stand Your Dog and Leave When Ready”) Command and Signal “STAND.” Let the leash “string out” in front of the dog.
2. Stand up straight, command and signal “STAY.”
3. Leave the leash on the floor, step out 6 feet and turn and face your dog.
4. Your dog will be examined by touching the head, shoulder, and rump. The leash is for you to prevent it from running away but it is not effective to correct with the lead. You will need to return to your dog to replace into a stand.
5. (Instruct: “Return to your Dog”) Return around your dog to Heel Position. Your dog should not sit or move its feet. PAUSE, PRAISE RELEASE!

**Troubleshooting:** Did anyone have a problem with this exercise? There are actually several parts of the stand for examination and we need to decide which part your dog is having problems with in order to correct it.

*Dog moves to you*

*Dog moves to the examiner*

*Dog acts frightened of examiner*

*Dog moves when you are returning.*

Which of these best describes your problem?

If your dog moves toward you, you may need more Stand-Stay work when you are standing toe-to-toe. If you feel that you have practiced quite a lot when you are right in front of it, try lifting its head with your hand under the chin or, at home practice the Stand-Stay with your dog at the top of a staircase or even on a curb. Sometimes the dog just doesn’t
understand the Stand-Stay and this may make it more aware of what its feet are doing.

If your dog acts frightened of the examiner practice with it right by your side and have many people come to pet it, even offering food. Practice some sit-stays for examination as well as stand-stays. At first, ask the examiner to not look at your dog when they come to pet. As your dog becomes more relaxed they can look (not stare) at your dog.

If your dog moves to the examiners practice both of the strategies above.

If your dog sits as you return to it make a “sling” of a leash to correct it as it begins to sit. Don’t use it to suspend the dog—just to correct.

**SIT-STAY, DOWN-STAY**

Line up along one side of the training area.

1. (Instruct: “This will be the group stay exercise. Is everybody ready? Sit your dogs.”)

2. Command your dogs to sit.

3. (Instruct: “Leave your Dogs.”) Drop your leads, command and signal “STAY,” and step out on your right foot, going about 15 feet away and turn and face your dog.

4. If their dog is staying the member should join the others to “mill about” in the area 15–25 feet in front of the group of dogs.

5. At the end of 1 minute the members should line up across from their dogs.

6. (Instruct: “Return to your Dogs”) the members should return around their dogs, going to Heel Position.

7. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.

8. The members should line up for another Sit-Stay on the same side of the area but rearranged so they are not beside the same dogs. If the dog stayed during the first Sit-Stay then the member may quietly detach the lead form the collar.

9. Drop the lead. (Instruct: “This is the LONG Sit. Is everybody ready? SIT your dogs.”)

10. Command “SIT.”

11. (Instruct: “Leave your Dogs.”) Command and signal “STAY,” step out on your right foot and go across the area from your dog.
If there is time, repeat this exercise with the Down or if there is time later in the session, practice the Down. The dogs should be moved to another part of the training area and again line up between different dogs.

In preparation for other exercises and for variety, you may wish to add circle right, circle left, come-fore, and the moving drop to the on-lead heeling pattern. Beginning with Novice Lesson 2 you may also wish to add these to the off-lead heeling pattern.

First practice the on-lead heeling.

Begin with the members heeling in a counter-clockwise circle.

There must be distractions in order for the members to return their dog back to Heel Position. Since each member will be releasing their dog following a distraction (and bringing the dog back into position, Praising and heeling a few steps with dog back into Heel Position) it is likely that the releases will not be all at the same time which will provide added distractions. Have the members release their dogs toward the center of the area and remain their until all members have had a chance to replace their dogs into Heel Position.

**ACTIVITY**

12. Stand across from your dog in a manner that does not look like a recall. You do not need to be absolutely still but moving may be mistaken by the judge as signaling to your dog so be as steady as possible. If your hands are straight at your sides your dog may think you are preparing to call it, so try to hold them in a different position. Many handlers fold their arms in front of them.

13. After about 3 minutes (Instruct: “Return to your Dogs.”) Handlers return.

14. (Instruct: “Exercise finished.”) PAUSE, PRAISE, replace the lead, RELEASE.

**PART TWO—HEELING**

As you prepare for Novice exhibition you will practice Heeling both on-lead and off-lead. Your dog does know when you do and do not have the lead on. If you have been able to keep your dog’s attention when you've been heeling with the leash over your shoulder or with slack in your leash when you’ve been holding it then you are ready to progress to working the dog off-lead. Your dog is not dependent on your tugging on the lead to tell it where you are—it is watching you.

Heeling practice on lead: Practice responding to these commands: Forward, Halt, Fast, Slow, Normal, Left Turn, Right Turn, About Turn.

**OFF-LEAD HEELING**

Tie the lead around your waist. Attach the tab to your dog’s collar. The lead will keep your dog from leaving you, the tab is what you will use to make corrections. Do not make corrections with the leash!

1. (Instruct: “Are you ready? Forward.”) Command “Rover, HEEL.”

2. Step out with your dog. When your dog gets out of Heel Position, reach slowly with your left hand and, while still heeling take the tab and move your dog back into Heel Position.

3. While still heeling let go of the tab and praise your dog for now being in Heel Position. Heel a few more steps and RELEASE!
ACTIVITY:

TURNS IN MOTION
Train these turns on a snug lead.

RIGHT TURN
(Instruct: “Forward.” “Right Turn”) Command “Rover, HEEL.” As you continue heeling begin your turn with your left foot. Command “HURRY” as you pull it around. PRAISE as your dog finishes the turn and is in Heel Position.

LEFT TURN
(Instruct: “Forward.” “Left Turn”) Command “Rover HEEL.” As you continue heeling begin your turn with your left foot. Command “EASY” as you hold your dog back in Heel Position. PRAISE as the turn is completed and the dog is in Heel Position.

DROP-IN-MOTION
(Instruct: “Forward.” “Drop Your Dog.”) Command “ROVER, HEEL.” As you are heeling command “DROP.” Drop on your left knee, slide your left hand down the leash to the collar and push straight down to the floor. PRAISE when the dog is down. RELEASE.

PART 3—RECALLS
Line all dogs up along one side of the training area.

1. (Instruct: “This is the LONG DOWN. Are You Ready? Down Your Dogs.) Command “DOWN.”

2. (Instruct: “Leave Your Dogs”) Command and signal “STAY” and leave your dogs, going across the training area, turning and facing your dogs from about 20 feet away.

3. (Instruct: One handler to return to their dog and heel him out of line to set up for the recall. The path of the recall will pass between the handlers and their dogs in the Down-Stay.)

4. (Instruct: “This is the recall. Are you ready? Leave your dog.”) Remove your lead. Command and signal “STAY” and leave your dog, stepping off with your right foot and going to the opposite side of the area. Turn and face your dog.

5. (Instruct: “Call your Dog”) Standing straight with hands at your sides, command “ROVER, COME.”

6. (Instruct: “Finish”) Command or signal for the finish.

7. (Instruct: “Exercise Finished”) PRAISE and RELEASE.

Leader Notes
The dogs have had practice in turns in motion, following the member’s footwork. They have also been heeling as a group around the training area and have made rounded turns. However, in competition the turns are expected to be square, but not “military,” without the handler pausing.

Begin with the members lined up abreast across one side of the area.

This exercise will add variety to on-lead heeling practice and is the beginning of Drop-on-Recall training for graduate novice.

Send this handler and dog back to the Down-Stay line and have a second handler setup for the recall. All of the dogs are practicing a Down-Stay, honoring, and recalls. After the last dog has completed the recall, send all handlers back to their dogs to PAUSE, PRAISE and RELEASE.
Leader Notes
This exercise will progress most efficiently if the dogs are lined up in order of height. Don’t be tempted to have the dogs jump too high too soon. The maximum height dogs would jump in the Recall over a High Jump is the height of their shoulder.

ACTIVITY

RECALL OVER A JUMP
Set the high jump to the height of the dog’s elbow. A person, without a dog, will stand by each side of the jump. Leave your dog in a Sit-Stay, off-lead, about 3 feet away from the jump. Step over the jump and stand directly on the other side of the jump. Tap the top board of the jump, call your dog and back up. PRAISE and RELEASE.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. Which of these exercises was the most difficult for you and your dog? Why?
2. Which exercise do you feel the most confident about? Why?

Process:
3. Drop-on-recall, recall over a jump, and honoring are not part of the Novice competition. Why are we spending time on them?
4. Should all dogs have obedience training?
5. Are there exercises that you think would not be useful for all dogs? Why?

Generalize:
6. What can you learn from training your dog?
7. How important is patience when working with dogs and people?

Apply:
8. How will patience and practice help you at home, school and other times in your life?

GOING FURTHER:

REFERENCES:
Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
Novice Obedience—Lesson 2
Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• Distractions to use for training

ABOUT THEMSELVES:
• How to accept and plan for distractions in their life.

Materials Needed:
• Leash tabs for each member
• High jump

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

PART 1- SIT / DOWN / STAND / STAY
SIT and DOWN with hand signals. Walk 6 feet away, leave the lead on the floor between you and your dog.

STAND FOR EXAMINATION (AND HONORING):
If you have been practicing to solve the Stay problems we discovered at the last session then tonight you’ll be ready to practice with no lead on your dog. We will do this exercise with partners. Ones will take their dogs to one side of the area while the twos wait on the opposite side.

1. (Instruct: “Ones, this is the LONG DOWN exercise. “DOWN your dogs.”) Command (only) “DOWN.” Place your dog down if needed.

2. (Instruct: “Leave your Dogs.”) Signal and command “STAY,” step off with your right foot, and go to your partner.

3. (Instruct: “Twos, Give your leash to the steward.”) Remove your lead and hand it to your partner. Hold on to the dog’s collar. Ones place the lead on the floor.

4. (Instruct: “This is the Stand for Examination Exercise. Stand your dog and leave when ready.) Command “STAND” and place your dog into a stand. Stand up straight, command and signal “STAY,” and pivot in front of your dog.

Leader Notes
Continue to review past training lessons and do not teach new commands until previous ones are learned well!

Assign new partners for this lesson (ones and twos). If possible, pair off members who have dogs similar in size and behavior.
Leader Notes

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tr>
<td>5. Ones approach the dog from the front and touch the head, shoulders and rump and continue around the dog and handler.</td>
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<tr>
<td>6. (Instruct: “Return to your Dog.”) Twos will walk around their dog to return to heel position. Ones will return to their dogs.</td>
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<tr>
<td>7. (Instruct: “Exercise finished.”) The handler will have their dog under control (put the lead back on their dog) before PAUSE, PRAISE, RELEASE!</td>
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<tr>
<td>8. Reverse roles between partners.</td>
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SIT-STAY

All members will line up along one side of the training area.

1. (Instruct: “This is the Sit exercise. Are you ready”? (“SIT your dogs. Leave your dogs.”)) |

2. Command and signal “STAY.” As you hold the leash, step to its end, turn and face your dog.

3. Continue to hold your leash, walk forward until you are 6 feet behind your dog, turn and face your dog’s back. If your dog moves any part of its body other than the head return and replace it in the spot you left it.

4. After 1 to 2 minutes return to 6 feet in front of your dog, turn and face it.

5. (Instruct: “Return to your Dogs.”) Return around your dog to Heel Position.

6. (Instruct: “Exercise Finished”) PAUSE, PRAISE, RELEASE.

7. The members should line up for another Sit-Stay on the same side of the area but rearranged so they are not beside the same dogs. If the dog stayed during the first Sit-Stay, then the member may detach the lead from the collar and very obviously place it behind their dog.

8. (Instruct: “This is the LONG Sit. Is everybody ready? “SIT your dogs.”) Command “SIT.”

9. (Instruct: “Leave your Dogs.”) Command and signal “STAY,” step out on your right foot and go across the area from your dog.
ACTIVITY:

10. Stand across from your dog in a manner that does not look like a Recall. You do not need to be absolutely still but moving may be mistaken by the judge as signaling to your dog so be as steady as possible. If your hands are straight at your sides your dog may think you are preparing to call it so try to hold them in a different position. Many handlers fold their arms in front of them.

11. After about 3 minutes (Instruct: “Return to your Dogs.”) Handlers return.

12. (Instruct: “Exercise finished.”) PAUSE, PRAISE, replace the lead, RELEASE.

PART TWO—HEELING

ON-LEAD HEELING
Heeling practice on lead: Practice responding to these commands: Forward, Halt, Fast, Slow, Normal, Left Turn, Right Turn, About Turn.

OFF-LEAD HEELING
Tie the lead around your waist. Attach the tab to your dog’s collar. The lead will keep your dog from leaving you, the tab is what you will use to make corrections. Do not make corrections with the leash!


2. Step out with your dog. When your dog gets out of Heel Position, reach slowly with your left hand and, while still heeling take the tab and move your dog back into Heel Position.

3. While still heeling let go of the tab and praise your dog for now being in Heel Position. Heel a few more steps and RELEASE!

Leader Notes

If there is time you may repeat this exercise with the down or if there is time later in the session you could practice the down. The dogs should be moved to another part of the training area and again line up between different dogs.

In preparation for other exercises and for variety, you may wish to add circle right, circle left, come-fore, and the moving drop to the on-lead heeling pattern.

Begin with the members heeling in a counter-clockwise circle.

There must be distractions in order for the members to return their dog back to Heel Position. Since each member will be releasing their dog following a distraction (and bringing the dog back into position, Praising andheeling a few steps with dog back into Heel Position) it is likely that the releases will not be all at the same time which will provide added distractions. Have the members release their dogs toward the center of the area and remain there until all members have had a chance to replace their dogs into heel position and then release.
Leader Notes

The dogs have had practice in turns in motion, following the member’s footwork. They have also been heeling as a group around the training area and have made rounded turns. However, in competition the turns are expected to be square, but not “military,” without the handler pausing.

ACTIVITY

Begin with the members lined up abreast across one side of the area.

Plan the direction the members will be heeling so as to not instruct them to heel into a wall.

Heeling Off-Lead: Practice Forward, Halt, Circle Right, Circle Left, About Turn, Left Turn, Right Turn, Fast, Slow. When a dog moves out of Heel Position replace it as above. Return to the verbal “SIT” command, placing the dog into a Sit if needed. Remember to correct slowly.

TURNS IN MOTION

Train these turns on a snug lead.

RIGHT TURN

(Instruct: “Forward”, “Right Turn”) Command “Rover, HEEL”. As you continue heeling begin your turn with your left foot. Command “HURRY” as you pull him around. PRAISE as your dog finishes the turn and is in Heel Position.

LEFT TURN

(Instruct: “Forward”, “Left Turn”) Command “Rover HEEL”. As you continue heeling begin your turn with your left foot. Command “EASY” as you hold your dog back in Heel Position. PRAISE as the turn is completed and the dog is in Heel Position.

Practice again with the members lined up behind one another.

DROP-IN-MOTION—RANDOM DROPS

RELEASE your dog and get it up and moving about. (Instruct: “Drop your Dog”). Immediately command and signal “DOWN” and slide your hand down the leash to the collar and push straight down to the floor. When your dog is down, praise and release.

You are working on very fast responses to your command.

PART 3—RECALLS

Line up the dogs and handlers in two lines facing each other, 6–10 feet apart. They will form a “chute” for the recall. Chose one dog for the first recall. The others will simply stand with their dogs in a sit-stay.

1. (Instruct: “This is the recall. Are you ready? Leave your dog.”) Remove your lead. Command and signal “STAY,” and leave your dog, stepping off with your right foot and going to the opposite side of the area. Turn and face your dog.

2. (Instruct: “Call your dog”) Standing straight with hands at your sides, command “ROVER, COME”.

3. (Instruct: “Finish”) Command or signal for the finish.

4. (Instruct: “Exercise Finished”) PRAISE and RELEASE.
ACTIVITY:

RECALL OVER A JUMP
Set the high jump to the height of the dog’s elbow plus 2 inches. A person, without a dog, will stand by each side of the jump. Leave your dog in a Sit-Stay, off-lead, about 3 feet away from the jump. Step over the jump and stand directly on the other side of the jump. Call your dog and back up. PRAISE and RELEASE.

DIALOGUE FOR CRITICAL THINKING:

Share:
1. Which exercise in this lesson did your dog do best? Why?
2. Which exercise was the hardest? Why?

Process:
3. Why is it important to make the off-lead corrections slowly?
4. What is an example of good posture for you when your dog is doing a sit-stay?
5. Which of these exercises do you think would only be valuable in competition? Why?
6. Which of these exercises do you think is most important for all dogs to learn? Why?

Generalize:
7. What things do you have to learn that you feel will not be useful in your life? Why?
8. What are some common distractions that you have to learn to avoid? Why?

Apply:
9. How can you plan for the distractions in your life?

GOING FURTHER:
1. Observe a specialty dog and how they avoid distractions.

REFERENCES:
Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
What Member Will Learn . . .

ABOUT THE PROJECT:
  • Control of dog when heeling toward other dogs.

ABOUT THEMSELVES:
  • Automatic safety responses they have been taught

Materials Needed:
  • High jump
  • Light lines for each pair of members

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

PART 1—SIT DOWN / STAND / STAY

SIT AND DOWN WITH HAND SIGNALS
Work with your partner. Ones leave your dogs in a Down-Stay on one side of the area. Twos will be on the other side, dogs in Heel Position, facing the center.

1. Remove your lead and put on the long line. Let the long line trail behind your dog. Your partner will stand on the line to prevent your dog from moving toward you as you give signals.

2. Signal (only) “STAY” and go 6–10 feet in front of your dog.

3. Signal (only) “DOWN.” If your dog will not down on your signal then place it into the DOWN.

4. Signal (only) “SIT.” If your dog will not sit then go forward and place it into a sit with the collar.

5. Repeat, doing a total of three sets of Sit/Down.

6. Both members return to their dogs. (Instruct: “Exercise Finished”)

STAND FOR EXAMINATION
REPEAT NOVICE LESSON TWO with the handler standing 3 feet away while the dog is being examined.

Leader Notes
Review previous lessons before learning new commands.
Assign partners—different from the last two sessions if possible.
Leader Notes

ACTIVITY

SIT-STAY, DOWN-STAY
Line up along one side of the training area.

1. (Instruct: “This will be the GROUP Stay exercise. Is everybody ready? SIT your dogs.”)

2. Command your dogs to SIT.

3. (Instruct: “Leave your Dogs.”) Command and signal “STAY,” and step out on your right foot, dropping your lead as you go past its end, continuing to about 20 feet away, and turn and face your dog.

4. For about 3 minutes the instructor will direct members in taking turns returning to their dog. The member will approach their dog from the front, praise, and return to the line. The purpose of this is to accustom dogs to some activity in the group exercise line and not to be apprehensive when you return.

5. (Instruct: “Return to your Dogs.”) The members should return around their dogs, going to Heel Position.

6. (Instruct: “Exercise Finished.”) PAUSE, PRAISE, RELEASE.

7. The members should line up for another Sit-Stay on the same side of the area but rearranged so they are not beside the same dogs. If the dog stayed during the first Sit-Stay then the member may detach the lead from the collar.

8. (Instruct: “This is the LONG Sit. Is everybody ready? SIT your dogs.”)

9. Command “SIT.”

10. (Instruct: “Leave your Dogs.”) Command and signal “STAY,” step out on your right foot and go across the area from your dog.

11. After about 3 minutes (Instruct: “Return to your Dogs.”). Handlers return.

12. (Instruct: “Exercise finished.”) PAUSE, PRAISE, replace the lead, RELEASE.

ON-LEAD HEELING
Heeling practice on lead: Practice responding to these commands: Forward, Halt, Fast, Slow, Normal, Left Turn, Right Turn, About Turn, Circle Right, Circle Left and Come-Fore.

OFF-LEAD HEELING
Tie the lead around your waist. Attach the tab to your dog’s collar. The lead will keep your dog from leaving you, the tab is what you will use to make corrections. Do not make corrections with the leash!

If there is time, repeat this exercise with the down or if there is time later in the session, practice the down. The dogs should be moved to another part of the training area and again line up between different dogs.

Begin with the members heeling in a counter-clockwise circle.

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ACTIVITY:

1. (Instruct: “Are you ready? Forward.”) Command “Rover, HEEL.”

2. Step out with your dog. When your dog gets out of Heel Position, reach slowly with your left hand and, while still heeling take the tab and move your dog back into Heel Position.

3. While still heeling let go of the tab and praise your dog for now being in Heel Position. Heel a few more steps and RELEASE!

Heeling Off-Lead: Practice Forward, Halt, Circle Right, Circle Left, About Turn, Left Turn, Right Turn, Fast, Slow. When a dog moves out of Heel Position replace him as above. Return to the verbal “SIT” command, placing the dog into a Sit if needed. Remember to correct slowly.

TURNS IN MOTION

1. (Instruct: “Forward,” “Ones, Left Turn.”) All Command, “ROVER, HEEL.” Ones will make a left turn, cutting across the entire area and making a second left turn as they merge with the Twos.

2. (Instruct: “Twos, Left Turn.”)

3. (Instruct: “About Turn.”)

4. (Instruct: “Ones, Right Turn.”)

5. (Instruct: “Twos, Right Turn.”)

DROP IN MOTION (ON-LEAD)

The next step is to DROP your dog and your leash as you continue about ten feet beyond your dog.

PART 3—RECALLS
Line up the dogs and handlers in two lines facing each other, 6–10’ apart. They will form a “chute” for the RECALL. Choose one dog for the first RECALL. The other handlers will kneel beside their dogs. If the recall dog performed with little problem last session then this week have the line of handlers attempt to make eye contact with the recall dog.

1. (Instruct: “This is the recall. Are you ready? Leave your dog.”) Remove your lead. Command and signal “STAY” and leave your dog, stepping off with your right foot and going to the opposite side of the area. Turn and face your dog.
This exercise will progress most efficiently if the dogs are lined up in order of height. Don’t be tempted to have the dogs jump too high too soon. The maximum height dogs would jump in the Recall over a High Jump is the height of their shoulder.

2. (Instruct: “Call your dog”) Standing straight with hands at your sides, command “ROVER, COME.” If your dog goes to another handler walk slowly to it, take it by the collar and back up to the place it should have come to when you called. Set it up again for a second attempt at the recall. If the problem persists use your lead or a long line to practice distraction recalls.

3. (Instruct: “Finish”) Command or signal for the finish.

4. (Instruct: “Exercise Finished”) PRAISE and RELEASE.

RECALL OVER A JUMP
Set the high jump to the height of the dog’s elbow plus 2 inches. A person, without a dog, will stand by each side of the jump. Leave your dog in a Sit-Stay, off-lead, about 6 feet away from the jump. Step over the jump and stand 6 feet on the other side of the jump. Call your dog and back up. PRAISE and RELEASE.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. What did you see that another member was doing that you’d like to compliment?

2. What command does your dog still need help with?

Process:
3. Why do you think that “Stand for Exam” partners are switched every lesson?

4. Why is off lead work important?

5. How could the Drop in Motion be considered a safety exercise?

Generalize:
6. When do you need to have a quick response to a command or instruction? How can you become quicker?

Apply:
7. What automatic commands or reactions do you have at your house or school? Why?

GOING FURTHER:
1. Observe a specialty dog for automatic or safety responses.
REFERENCES:
Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
Novice Obedience—Lesson 4

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• Progressions in practice and polishing for Novice Obedience and beyond.

ABOUT THEMSELVES:
• Sometimes small steps are needed to progress toward a goal.

Materials Needed:
• Leash tabs for each member
• High jump

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

PART 1—SIT / DOWN / STAND / STAY

SIT AND DOWN WITH HAND SIGNALS:
Repeat Lesson 3, including the honoring by your partner’s dog.

SIT AND FOR EXAMINATION:
Repeat Lesson 3 but go 6 feet away from your dog.

SIT-STAY, DOWN-STAY
Members should have simulated arm bands to practice placing them behind their dogs. Line up along one side of the training area. Allow 6–10 feet behind the line of dogs.

1. (Instruct: “This will be the group stay exercise. Remove your leads and arm bands and place them behind your dogs. Are you ready? SIT your dogs.”)

2. Command “SIT.”

3. (Instruct: “Leave your Dogs.”) Command and signal “STAY,” and step out on your right foot, dropping your lead as you go past its end, continuing to about 20 feet away, and turn and face your dog.

4. During this exercise a member (or adult) with a reliable dog will practice recalls behind the line of dogs. Other “traffic” (nonthreaten-

Leader Notes
Continue to review past training lessons and do not teach new commands until previous ones are learned well.

Assign new partners before beginning training.
ACTIVITY

If there is time, repeat this exercise with the down or if there is time later in the session, practice the down. The dogs should be moved to another part of the training area and again line up between different dogs.

5. After about 3 minutes (Instruct: “Return to your Dogs”) the members should return around their dogs, going to Heel Position.

6. (Instruct: “Exercise Finished”). PAUSE, PRAISE, RELEASE.

ON-LEAD HEELING

Heeling practice on lead: Practice responding to these commands: Forward, Halt, Fast, Slow, Normal, Left Turn, Right Turn, About Turn.

OFF-LEAD HEELING

This session work without the lead. If your dog runs away replace the lead, tied around your waist. Attach the tab to your dog’s collar.

Heeling Off-Lead: Practice Forward, Halt, Circle Right, Circle Left, About Turn, Left Turn, Right Turn, Fast, Slow. When a dog moves out of Heel Position replace it as above. Return to the verbal “SIT” command, placing the dog into a Sit if needed. Remember to correct slowly.

TURNS IN MOTION

On-Lead:
Number off the members (Ones and Twos) to practice the turns while heeling on lead.

Off-Lead:
Place chairs or other markers to indicate corners to make square left turns (when heeling counter-clockwise) and square right turns (when heeling clockwise).

DROP-IN-MOTION

(Instruct: “Forward.” “Drop your Dog”) Command, “ROVER, HEEL,” and begin heeling. Command “DROP” and pivot in front of your dog as you signal down. At this time your signal will end up with your hand on your dog’s neck, either petting if it is already down, or placing it Down if it is not already down. PRAISE and RELEASE.

PART 3—RECALLS

Line up the dogs and handlers in two lines facing each other, 6–10 feet apart. They will form a “chute” for the recall. Chose one dog for the first recall. The other handlers will kneel beside their dogs. If the recall dog performed with little problem last session then this week have the line of handlers distract by A. Playing with their own dog, B. Playing with a ball, squeak toy, or other toy, or calling, “puppy, puppy.”

1. (Instruct: “This is the RECALL. Are you ready? Leave your Dog.”)
Remove your lead. Command and signal “STAY” and leave your
dog, stepping off with your right foot and going to the opposite side of the area. Turn and face your dog.

2. (Instruct: “Call your Dog”) Standing straight with hands at your sides, command “ROVER, COME.” If your dog goes to another handler walk slowly to it, take it by the collar and back up to the place it should have come to when you called. Set it up again for a second attempt at the RECALL. If the problem persists use your lead or a long line to practice distraction recalls.

3. (Instruct: “Finish”) Command or signal for the FINISH.

4. (Instruct: “Exercise Finished”) PRAISE and RELEASE.

**RECALL OVER A JUMP**
Set the high jump to the recommended height, based on height of dog at the withers. A person, without a dog, will stand by each side of the jump. Leave your dog in a Sit-Stay, off-lead, about 6 feet away from the jump. Walk around the jump and stand 6 feet on the other side of the jump. Call your dog and back up. PRAISE and RELEASE.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. What Novice exercise have you and your dog made the most progress? Why?

2. What Novice exercise do you still need to work on? Why?

**Process:**
3. Why did we use pretend arm bands for this lesson?

4. How do we measure the height of a dog?

5. What might have happened if we began the recall over the high jump with the jump set at the dog’s height?

6. Can you see any difference in the progress your dog makes when you practice a lot as compared to when you don’t practice at all?

**Generalize:**
7. How do you learn new things?

8. How important is practice in the things you learn?

9. How important is it to divide large goals into a series of small steps? Why?

**Apply:**
10. What will you do differently the next time you attempt a large task? Why?

This exercise will progress most efficiently if the dogs are lined up in order of height. Don’t be tempted to have the dogs jump too high too soon. The minimum height of the high jump is determined by Table A on page 10 of the Kansas 4-H Dog Show Rule Book (S-46).
Leader Notes

**ACTIVITY**

**GOING FURTHER:**
1. Watch a Graduate Novice obedience class.
2. See what agility trials your dog may be capable of doing.

**REFERENCES:**

**Authors:**
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

**Reviewed by:**
Dog Care and Training Design Team
Specialty Dogs

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• Types of specialty dogs

ABOUT THEMSELVES:
• To appreciate the assistance dogs can provide for people

Materials needed:
• Activity Sheet #11, Types of Helping Dogs
• Leader Key, Types of Helping Dogs
• Magazines for pictures, scissors, poster board, glue, markers, etc. (if completing activity at the meeting)

ACTIVITY TIME NEEDED: INTRODUCTION—10 MINUTES, PROJECT—20 TO 60 MINUTES, PRESENTATIONS AND DIALOGUE—30 MINUTES.

ACTIVITY

We all have a need to be connected with others. Sometimes those “others” are people. Sometimes, they may be animals. Dogs give us love and companionship. They also help people in valuable ways.

Work with a friend to find five or more pictures showing how dogs can help humans. Once you’ve found the pictures use them to:

1. Create a poster showing examples of specialty dogs, or
2. Make a matching game with the picture on one card and the description on a second card.

Share your project with other members.

To give you some ideas of kinds of dogs to look for, complete the matching activity for some of the types of helping dogs.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. Which activity did you do? Poster or card set? Why?
2. How do you plan to share your poster or card set with others?

Leader Notes

This activity may be a take-home assignment or you may wish to complete it at a meeting. The pictures could be cut from magazines, drawn, or photographed by the members.

Have members use the poster to give talks to other groups or display in a window or at a fair.

Pass out Activity Sheet #11, Types of Helping Dogs. This could also be used as a pre- and post-test for the lesson.
Leader Notes

ACTIVITY

Process:
3. What do you know about each type of dog listed in the matching activity?

4. How do you think the owners feel about each of these dogs?

5. What is the difference between having a dog for companionship and having a dog as a work partner?

Generalize:
6. When might a dog or other pet be a good choice for companionship needs?

Apply:
7. When is it better to go to people for companionship?

GOING FURTHER:
1. Talk to a person who uses a guide dog, a hearing dog or an assistance dog. How does he or she feel about the dog? What makes these dogs so special?

REFERENCES:

Authors:
Adapted from above references by Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club and James P. Adams, Specialist, 4–H Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
<table>
<thead>
<tr>
<th>Type of Dog</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Police Dogs</td>
<td>Help farmers and ranchers by herding and guarding cattle and sheep.</td>
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<tr>
<td>Hearing Dogs</td>
<td>Make life enjoyable by being a friend and playmate.</td>
</tr>
<tr>
<td>Drug-Sniffing Dogs</td>
<td>Are eyes and guides for their owners.</td>
</tr>
<tr>
<td>Wheelchair Assistance Dogs</td>
<td>Are ears, alarm clocks and smoke detectors for their owners.</td>
</tr>
<tr>
<td>Search and Rescue Dogs</td>
<td>Help ill or older people by offering companionship in a hospital or nursing home.</td>
</tr>
<tr>
<td>Canine “Therapists”</td>
<td>Are trained to protect their human partners and help them find drugs, weapons, explosives, and / or suspects.</td>
</tr>
<tr>
<td>Dog Guides</td>
<td>Often work at international airports “nosing” around for illegal items like drugs.</td>
</tr>
<tr>
<td>Pets/Companionship Dogs</td>
<td>Help people who use wheelchairs do things such as open elevator doors, turn out lights and pick up dropped items.</td>
</tr>
<tr>
<td>Livestock Dogs</td>
<td>Search for people who are lost, or trapped in buildings and other places damaged by earthquakes and other disasters.</td>
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SPECIALTY DOGS
DOG CARE AND TRAINING, LEVEL II
Leader’s Key, Activity Sheet #11 Types of Helping Dogs

Match the types of dogs on the left to the correct definition on the right.

- Police Dogs
  Help farmers and ranchers by herding and guarding cattle and sheep.

- Hearing Dogs
  Make life enjoyable by being a friend and playmate.

- Drug-Sniffing Dogs
  Are eyes and guides for their owners.

- Wheelchair Assistance Dogs
  Are ears, alarm clocks and smoke detectors for their owners.

- Search and Rescue Dogs
  Help ill or older people by offering companionship in a hospital or nursing home.

- Canine "Therapists"
  Are trained to protect their human partners and help them find drugs, weapons, explosives, and / or suspects.

- Dog Guides
  Often work at international airports “nosing” around for illegal items like drugs.

- Pets/Companionship Dogs
  Help people who use wheelchairs do things such as open elevator doors, turn out lights and pick up dropped items.

- Livestock Dogs
  Search for people who are lost, or trapped in buildings and other places damaged by earthquakes and other disasters.
Loss of a Pet

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• Learning about the stages of grieving

ABOUT THEMSELVES:
• Communicating with others

Materials needed:
• Activity Sheet #12, Mary’s Story, Part 1, and Mary’s Story Part 2
• Scissors
• Glue or tape

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

People are often sad and shocked when their pets die. Most people seem to go through certain feelings. These feelings are called grieving. Grieving is a sign of caring. It is normal to grieve. Knowing about grieving can help us help others who have lost a pet or other things in their lives.

It is not good to try to hide feelings. It only slows down the healing that grieving brings. Sharing feelings with others helps people heal. People grieve in different ways. Still there are certain feelings that nearly everyone seems to go through.

THE STORY:
While Mary was at school, her dog, Muffin, slipped out the open front door, ran into the street and got hit by a car. Mary’s mother rushed Muffin to the veterinarian’s office, but she died an hour later. Her mother told Mary and held her while she cried.

Some of Mary’s feelings during the next week are listed on the handout. Put the story in order. Notice that there are headings on the first page. These are the stages of grief that many people, such as Mary, go through. Mary’s story has examples of each of these stages.

Leader Notes

Begin this lesson by asking members if they would share experiences they have had in losing a pet. What did they do? How did they deal with the loss, etc.?

Note: Do not force sharing or do this if a member has recently lost a pet.

Provide each member with Activity Sheet #12, Mary’s Story, Part 1 and Mary’s Story Part 2. Individually or in groups have the members cut apart the Story Part 2 and put in order on the first page.

If you have more time you could expand this activity. Give each group one of the stages of grief to act out for the other members to identify. They could use Mary’s Story or create their own scenario.
**Leader Notes**

In small groups, let members discuss or plan how they might conduct a memorial service for a future pet loss.

Example: Dig a deep hole in the garden. Have each family member share a special memory of the pet. Bury pet’s collar or special toy with it.

**ACTIVITY**

**DIALOGUE FOR CRITICAL THINKING**

**Share**

1. What grieving steps for Mary seemed to pass more quickly? Why?

2. What grieving steps for Mary took longer? Why?

**Process**

3. What is the normal sequence of the grieving process?

4. Why is grieving important?

**Generalize**

5. How did this activity help you understand how you and others would feel in the case of the death of a friend, family member or close relative?

**Apply:**

6. What are some things you might say or ways you might act to show a grieving person you care?

**GOING FURTHER:**

1. Talk with and support a friend or family member who is grieving over the death of a pet or the loss of something else.

2. Visit a pet cemetery and discuss the possibilities.

**REFERENCES:**


**Authors:**

Adapted from above references by Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club and James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

**Reviewed by:**

Dog Care and Training Design Team
While Mary was at school, her dog, Muffin, slipped out the open front door, ran into the street and got hit by a car. Mary’s mother rushed Muffin to the veterinarian’s office, but she died an hour later. Her mother told Mary and held her while she cried.

Put the rest of Mary’s Story in order here:

1. DENIAL

2. ANGER AND BLAME

3. SADNESS

4. DEPRESSION

5. ACCEPTANCE AND ABILITY TO REMEMBER THE GOOD TIMES
That evening Mary could not stop thinking about Muffin. She was very unhappy.

When Mary first heard the news about her dog, she could not believe it. She kept saying to herself that it just wasn’t true.

By the end of the week, Mary felt better. She still thought of Muffin often, but she wasn’t quite so sad. It made her feel good to think about all the good times they had shared. Her mother told her that, although she felt sad now, time helps heal this kind of pain. Mary began to think she may even feel like getting another dog.

For a few days, Mary was unhappy, but then it became worse. She had a hard time paying attention in school. She cried every time anyone said anything about pets. She thought she would never be happy again.

Mary became very angry at everyone, including herself. Surely, something could have been done to keep the dog safe. Who left the door open? She blamed her brother, who must have left the door open when he went to get the newspaper. Why didn’t her mother stop Muffin from leaving the house? She refused to speak to anybody in the family.
Dog Show Disqualifications and Dismissals

Dog Care and Training, Level II

What Members Will Learn . . .

About the project:
• What are the show disqualifications and dismissals

ABOUT THEMSELVES:
• You need to know the rules before you “play the game”

Materials Needed:
• Copies of Kansas 4-H Dog Show Rule Book, S-46 (for each member, if possible)

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

There are rules for almost every sport you can think of and 4-H dog shows are no exception. In order for a rule to be effective there must be consequences for breaking it. In the case of dog shows the consequence is a dismissal or a disqualification.

The rules with this consequence are:

1. No abuse of dogs on the grounds or in the ring.
2. No female in season is allowed on the grounds.
3. No dog with a contagious, communicable, or infectious disease or condition, is allowed on the grounds.
4. Good sportsmanship shall be observed at all times.

Each team will have up to 10 minutes to create a presentation about these rules to help members remember. You may use any props available but you must cover all of the rules.

DIALOGUE FOR CRITICAL THINKING:

Leader Notes
Divide the members into groups of three or four for this activity. Give each group 10 minutes and a list of dog show disqualifications and dismissals. The groups are to develop a presentation of these to the rest of the members. You may wish to give them some ideas such as presenting a “rap,” a play, a news report or a speech. They will have 90 seconds to present. They should try to include all of the disqualifications. (Refer to Page 3, Kansas 4-H Dog Show Rule Book.)
ACTIVITY

Share
1. Which of the rules regulate the behavior of a member?
2. Which of the rules regulate the behavior of a dog?

Process:
3. Why are female dogs in season not allowed at the dog show?
4. Why are dogs with ringworm or mange not allowed at the dog show?

Generalize
5. Why does there need to be a consequence for not following a rule?

Apply:
6. What are some rules that you encounter in your life?

GOING FURTHER:
1. Ask a dog show judge to share the need for basic rules.
2. Visit a major dog show and observe how rules are enforced.

REFERENCES:
Kansas 4-H Dog Show Rule Book, S-46

Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
Keeping Your Dog Healthy

Dog Care and Training, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• General care of a dog

ABOUT THEMSELVES:
• The importance of prevention

Materials Needed:
• Dogs in a variety of body conditions or members can bring their dogs.
• Grooming supplies
• Activity Sheet #13, Dog Health Check List

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

As dog owners it is your responsibility to practice preventative health strategies that will keep your dog well for as long as possible.

You can help prevent many infectious diseases by making sure that your dog is up-to-date on all recommended vaccinations and by limiting its contact with unvaccinated dogs and wild animals. By taking your dog to a veterinarian for these vaccinations you will also be getting an annual checkup which can identify other health problems.

Good nutrition is essential. Learn to read the labels on dog food and feed a good-quality food. Regularly do “body checks” to make sure your dog is not too fat or too thin. Do a body check by standing behind your dog and placing your thumbs along its spine above the chest and spread your fingers over the ribs. Slide your hands gently backward and forward with your fingers on the ribs. You should feel a thin layer of fat. Visible bones generally indicate that the dog is too thin, a cushion of fat that give only a wavy feel to the chest generally indicates that the dog is too fat. If necessary, reduce or increase the amount you are feeding your dog or use a higher or lower calorie level dog food.

EXERCISE:
The amount of exercise that dogs need varies according to their size and genetic makeup. It also depends on the activities that the dogs participate in. A dog that will be doing hard physical work will need to be condi-

101–Dog Care and Training, Level II
Put members in small groups to discuss safe exercise. Have each group report back to the entire group.

**ACTIVITY**

- Be sure that you do not exercise your dog within 2 hours after it eats. If you are beginning a vigorous exercise routine a dog should have a veterinary exam to be sure it is healthy. Begin a training program gradually, do not start doing long runs all of a sudden. Be sure to watch for signs of fatigue such as excessive panting, pale lips, and/or a vacant stare. Some dogs will continue until they collapse.

- Some small dogs have a very high activity level, running around almost continuously. This activity can easily constitute enough daily exercise. Large dogs may have very low indoor activity levels and will need a great amount of outdoor exercise. Generally, dogs that were developed for hunting, herding or other work (the breeds of the Sporting, Hound, Terrier, Working and Herding groups) will have a high level of energy and will need a great deal of daily exercise to stay in shape and to work off excess energy.

- Dogs needing moderate exercise can usually get enough with a couple of short, brisk walks each day. Larger and more energetic dogs will need longer walks or runs. Teaching a dog to play fetch is an excellent way to give it exercise.

- Whatever you choose for your dog’s exercise it must be safe for you and your dog. Opening the door and letting your dog “out for a run” is not safe for your dog.

- What are some “dog-safe” ways your dog can get exercise?

**GROOMING**

Regular grooming gives you an excellent opportunity to check your dog for parasites, cuts, lumps, etc. It will help keep the dog clean and free from snarls and mats and helps keep a dog’s skin and coat healthy. The time you spend grooming your dog provides togetherness between you and your dog.

- As you groom your dog also gently clean around the eyes with a damp washcloth. Also clean the inside of the ears with a damp cloth. Brush your dog’s teeth at least twice a week.

**WHAT TO LOOK FOR WHEN GROOMING YOUR DOG**

- Check for external parasites, such as fleas, ticks or lice. Check the stomach / groin area for dirt specks which is all the evidence you may find of fleas. Moisten some of these dirt specks and rub. If a brownish-red color appears the dirt specks are actually flea feces, which contains undigested blood. It is time for a flea bath!

- Check for lumps, rashes, wounds, sores or sore or tender areas. Lift the dog’s tail and look at the anal area for soreness or redness or dried fecal matter. Long-haired dogs often have problems with feces caught in their hair. Wash the area with warm water or cut out the dried matter. Trim the fur in this area.

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ACTIVITY:

Check the feet by running a finger between each pad to check for mats, stuck material, or sore spots. Foot pads should be hard and leathery. If the spaces between the pads look sore, gently rinse the feet with warm water and baking soda. Be sure to rinse off any chemicals your dog has walked through such as those used to melt ice or the chemicals used on lawns.

Your dog’s eyes should be clear with little discharge. Neither the upper or the lower eyelashes should be rubbing or even touching the surface of the eye. Long-haired dogs may need to have the hair around the eyes trimmed.

The dog’s ears should not be red or tender. Check the edge of the ears for fly bites or irritations. Check the inside of the ear for brown or yellow discharge. A dirty ear usually means an ear problem. Check the pinna (ear flap) for any thickening or swellings. This could indicate an aural hemotoma which must be treated by a veterinarian.

The dog’s gums should be pink and firm and the teeth free from bad stains. Gums that are pale or bleed when touched, or broken or cracked teeth need to be seen by a veterinarian. A dog’s permanent teeth begin erupting at about 2 months and should be completely erupted by about 7 months. Check to be sure that the deciduous (“baby”) teeth have not been retained.

DIALOGUE FOR CRITICAL THINKING

Share
1. What was the most difficult thing to do when checking your dog’s general health?

2. What aspect of your dog’s health needed further attention? Why?

Process:
3. What are the steps to follow to keep your dog healthy?

4. What are the benefits of grooming your dog?

Generalize:
5. What are some of the things you do to keep your dog healthy that are the same as those that keep a person healthy?

Apply:
6. Who is responsible for the preventive strategies for you?

7. How old should a person be before they take responsibility for their own health?

8. Who are some people that can help to keep you healthy?
GOING FURTHER
1. Observe a veterinarian doing a dog health check.
2. Assist with health checks or grooming at a local animal shelter.

REFERENCES:
Authors:
Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club
James P. Adams, Specialist, 4-H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
## KANSAS 4-H

### KEEPING YOUR DOG HEALTHY

**DOG CARE AND TRAINING, LEVEL II**  
Activity Sheet #13, Dog Health Check List

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**Dog’s Name** __________________________  
**Date:** _______________

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<tr>
<th>Item</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Notes</th>
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<tr>
<td>General Body Condition</td>
<td></td>
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<tr>
<td>Hair and Coat</td>
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<td>Internal Parasites</td>
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<td>Lumps, Rashes, Cuts, Sores</td>
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<td>Anal Area</td>
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<td>Eyes</td>
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<td>Toenails</td>
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