Kansas 4-H Dog Care and Training Project Leader Notebook

Level III

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What Members Will Learn . . .

ABOUT THE PROJECT:
- To set goals for their project
- To explore various areas for dog care and training projects

ABOUT THEMSELVES:
- Understanding the importance of overcoming barriers

Materials Needed:
- Flip chart and markers or chalkboard and chalk
- Dog Care and Training Member Guide and Annual Report (MG-36)
- Activity Sheet #1, Barriers to Reaching My Goals (Two copies)

ACTIVITY TIME NEEDED: 40 MINUTES

ACTIVITY

As you become older, you can branch out into a variety of areas related to the dog care and training project. This lesson is prepared to guide members into different areas of interest through a goal-setting process.

Some lesson suggestions might be:
- Preparing a grooming demonstration
- Understanding dog behavior
- Selecting dogs for specific purposes
- Controlling dog populations
- Sharing dogs with others
- Relating to the physically challenged

Goal setting

After having had time to see all the topics that can be addressed when raising dogs, it is time to make some goals for the year.

Let’s think about possible barriers that might prevent us from reaching our goals.

Barriers

It is important to know how to cope with and eliminate barriers that might stop you from reaching your goals. Some major barriers to reaching goals can include time, money, resources, knowledge or ability.

When you have completed question 1, fill out your Dog Care and Training Leader Notes

Hand out Dog Care and Training Member Guide and Annual Report MG-36.
Member Guide and Annual Report, for MAP STEPS 1-3.

The best way to deal with barriers is to design strategies of how you will overcome the barrier.

For each step that you’ve listed on your Dog Care and Training Member Guide and Annual Report, identify a barrier that you think could possibly prevent you from reaching your goal.

Now identify with two or three group members some ways of overcoming those barriers in question 3.

For question 4 identify what you think will be the biggest personal barrier you will encounter this year and how you plan to overcome it.

Now using your Dog Care and Training Member Guide and Annual Report, complete MAP STEPS 4-7. Use a second copy of Activity Sheet 1, “Barriers to Reaching Goals,” to analyze your second major goal.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**

1. What is a barrier to reaching goals that has to do with time?

2. What is a barrier to reaching goals that has to do with money?

**Process:**

3. Why is it important to know possible barriers that might prevent you from reaching your goals?

4. How will you overcome barriers that prevent you from reaching your goals?

**Generalize:**

5. What frustrations occurred when you discussed barriers? Why?

6. How do you deal with the frustrations that result from working with barriers?

**Apply:**

7. What are some barriers that you may face in the future?
GOING FURTHER:
- Teach this goal-setting process to other 4-H members or groups.

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

Reviewed By:
Dog Care and Training Design Team
1. BARRIER: What might be a barrier to reaching a goal that could include:

- time? __________________________
- knowledge? __________________________
- money? __________________________
- ability? __________________________
- resources? __________________________

2. OVERCOMING BARRIERS: What are some barriers that you might encounter when reaching your goals? (For MAP STEP 2)

- Barrier 1: __________________________
- Barrier 2: __________________________
- Barrier 3: __________________________
- Barrier 4: __________________________
- Barrier 5: __________________________

3. STRATEGIES FOR OVERCOMING BARRIERS: How will you overcome the barriers that might prevent you from reaching your goal? (For MAP STEP 2)

- Strategy 1: __________________________
- Strategy 2: __________________________
- Strategy 3: __________________________
- Strategy 4: __________________________
- Strategy 5: __________________________

4. YOUR PRIMARY BARRIER: What do you think will be your biggest barrier to overcome during the next year for your dog care and training project and how do you plan to overcome it?
Translate “Label Latin”
Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to interpret dog food labels

ABOUT THEMSELVES:
• Communication and decision making

Materials Needed:
• Poster board, markers or crayons
• Samples of dog food packaging: at least one dog food bag, package, or can label for each member. Try to include labels from discount brands as well as premium brands such as those available from a veterinary clinic.
• Member Handout #1, Dog Food Package Design Guidelines
• Activity Sheet #2, Label Scavenger Hunt

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

Have you ever gone to a grocery store and tried to read labels on different food items? Food labels provide valuable information that helps us make wise decisions about what we eat.

Dog food has labels too. When you go to a grocery or pet supply store or veterinary clinic look at the packages and cans of the different dog foods. After a while, you will probably notice that even though the specific information may be different, the types of information on the labels seem to be the same. For example, all the labels have sections to show ingredients and guaranteed analysis.

DISPLAY PANEL
1. Brand Name

2. Product Vignette—Often a drawing or photograph of the product or a dog, it draws attention to the product.

3. Product Name

4. Designator—Who is the product for?

Leader Notes
Distribute the dog food packages among the members. Have them locate the information listed below from the Display Panel and the Information Panel.
If the Guaranteed Analysis does not specify whether it is determined by an “As Fed” or a “Dry Weight Basis” then you should assume that it has been calculated on the “As Fed” basis. However, it is impossible to compare foods of different moisture content unless you are comparing on the Dry Weight Basis (DWB). This comparison is especially important for dogs that require strict monitoring of their diet, such as a reduced protein or a low-fat diet.

**SCAVENGER HUNT ACTIVITY**
You may wish to have a Label Latin Scavenger Hunt. Sample items to be located are included with this lesson, but if you have the labels ahead of time you may wish to customize the items to be located to correspond with the labels that you have available. This may be presented to the group, with each member searching their label for the designated item as you read it from a list. Another approach is to divide the members into groups of 2–4. Distribute the available labels among the groups and give each group a copy of Activity Sheet #2, Label Scavenger Hunt. Allow the groups to search their labels for a set amount of time (such as 5 minutes). If they find an item they should write the name of the dog food on the appropriate space on the list. When the time is up the groups will move to a different set of labels to repeat the process until each group has examined all of the labels. Check their lists by having the groups read their answers.

**PACKAGE DESIGN AND IDENTIFYING PARTS OF A LABEL**
Make a poster or enlarged replica of a dog food package, designing the front, back and both sides. Use it to give an illustrated talk to a group. Identify and label all the major pieces of information. You can get ideas from the grocery store, but use your imagination and design your own packaging. Make it attractive so people will want to buy it, and include all the necessary information that we have discussed.
ACTIVITY:

DIALOGUE FOR CRITICAL THINKING

Share
1. What labels did you find most interesting? Why?

2. What was most exciting about your food package? Why?

Process
3. What did you discover about labels that will help you become a more responsible pet owner?

4. What was the most significant aspect of product labels? Why?

5. How do you think the poster affected how well your audience understood the messages you were trying to get across?

Generalize
6. How do product labels help you make decisions when purchasing food for your family?

7. How will giving an illustrated talk help you become a better communicator?

Apply
8. How will the issues raised in this lesson be useful to you in the future?

GOING FURTHER
1. Make a collage using the guaranteed analysis and ingredients lists of three actual dog food labels for puppies, the active working dog, and the older dog. Compare the nutritional value of each. How are they different? How are they the same?

REFERENCES:

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

Reviewed by:
Dog Care and Training Design Team

Leader Notes
Have the members design a dog food package at home, bringing it to share at the next meeting. Use Member Handout #1, Dog Food Package Design Guidelines. The members could also share their package design with a younger group. They should be able to explain all of the parts that they have included.
TRANSLATE "LABEL LATIN"

DOG CARE AND TRAINING, LEVEL III

Activity Sheet #2, Label Scavenger Hunt

1. A picture of a dog
2. A food listing beef as the first or second ingredient
3. A food labeled as a “DINNER,” “PLATTER,” “ENTREE,” or “FORMULA”
4. A food with a money-back guarantee
5. A food with fish or fish-meal as an ingredient
6. A food with more than 25% moisture
7. A picture of the food
8. A food with 25 to 50% protein (Dry Weight Basis)*
9. A food with over 5% Crude Fiber (Dry Weight Basis)*
10. A food “recommended by veterinarians”
11. A food listing rice or rice flour as an ingredient
12. A food identified as “Maintenance”
13. A food which lists a phone number to call if you have questions
14. A food made outside of the United States
15. A food which lists calorie content
16. A food which was tested in animal feeding tests or trials (look for a statement that Association of American Feed Control Officials—AAFCO procedures were used)

*Figure the actual guaranteed analysis using the Dry Weight Basis (DWB). It is the only way to compare foods with differing moisture content. First determine the dry-matter fraction by subtracting the moisture percentage from 100. Then divide the percentage of crude fat, crude protein, crude fiber, etc. by the dry-matter fraction to obtain the DWB analysis.
TRANSLATE “LABEL LATIN”

DOG CARE AND TRAINING, LEVEL III

Member Handout #1, Dog Food Package Design Guidelines

Make a poster or enlarged replica of a dog food package, designing the front, back and both sides. You can get ideas from the grocery store, but use your imagination and design your own packaging. Make it attractive so people will want to buy it. Include all the necessary information that we have discussed. Identify and label all the major pieces of information.

Information to include:

DISPLAY PANEL

1. Brand Name
2. Product Vignette—Often a drawing or photograph of the product or a dog, it draws attention to your product.
3. Product Name—may be cute and easy to remember, or may sound like a food people would like, or may sound scientific
4. Designator—Who is the product for?
5. Net Weight Statement:
6. Universal Product Code
7. Nutrition Claim—such as “100% nutritious,” or “complete and nutritious”
8. Bursts and Flags—designed to highlight information: “New,” “New and Improved”

INFORMATION PANEL—This information may be copied from an actual label.

1. Guaranteed Analysis*—required to include minimum percentages for crude protein and crude fat, and maximum percentages for crude fiber and moisture. Normally expressed on an “As Fed” or “As Is” basis, rather than “Dry Weight” basis.
2. Ingredient List—ingredients listed in descending order by weight.
3. Nutritional Statement—tells whether or not it is a complete and balanced diet.
4. Feeding Guidelines

Use your package to give an illustrated talk to a group about interpreting dog food labels,

* If the Guaranteed Analysis does not specify if it is determined by an “As Fed” or a “Dry Weight Basis” then you should assume that it has been calculated on the “As Fed” basis. However, it is impossible to compare foods of different moisture content unless you are comparing on the Dry Weight Basis (DWB).

To figure the DWB, first determine the dry-matter fraction by subtracting the moisture percentage from 100. Then divide the percentage of crude fat, crude protein, crude fiber, etc. by the dry-matter fraction to obtain the DWB analysis.
Preparing a Grooming Demonstration

Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• Demonstrating Good Dog Grooming Skills

ABOUT THEMSELVES:
• Communicating Through Demonstrating

Materials Needed:
• Activity Sheet #3, Grooming Demonstration Outline

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

Good grooming is important to the good health of a dog. In this activity you will prepare and give a demonstration before a group about basic dog grooming. Grooming helps dogs stay healthy. It:

Prevents matting of the dog’s coat

Removes dead hair from the coat

Is good for the skin, increases circulation

Helps the dog look great!

You will be planning, preparing, and presenting a demonstration on basic dog grooming skills.

To help you get started, list at least five important things to do in dog grooming. If you need help, get a book on dog grooming or ask a pet groomer. Review all of the kinds of grooming tools. Choose one grooming activity you would like to demonstrate before a group. Outline your demonstration and use the outline to help deliver your demonstration.

The three parts of a good demonstration include: 1. The Introduction, 2. The Body, 3. The Summary.

Arrange with your project leader to present this to a younger group.

Leader Notes

Have the group brainstorm and list (on flip chart) dog grooming practices and tools needed for each.

Have each member pick a grooming practice to demonstrate. Schedule each member to give their demonstration to the group, civic groups or club days.
Grooming Tips to consider:
- Always try to groom the dog on a table, using a rubber mat for traction. Dogs don’t move around so much on a table. Having the dog on a table when you give a demonstration lets the audience see what you are doing. It also helps the dog get used to being on a table for visits to the veterinarian. Be sure to practice on a table before giving your presentation.
- Be patient and understanding with the dog. Train it to behave while being groomed. In the beginning, work for short periods of time until the dog is used to grooming. How often do you need to do each grooming task?
- To remove hair deep in the coat, use a toothed rake and brush all the way to the skin.
- Trim the toenails. Be careful not to cut into the quick.
- Many dogs get mats behind their ears and on their buttocks. Brush these areas all the way to the skin.

DIALOGUE FOR CRITICAL THINKING:
Share
1. How did you prepare for your presentation?

2. How did you feel when you gave your demonstration before the group?

Process:
3. What did you learn about giving a demonstration?

4. How did outlining your demonstration help you?

Generalize:
5. Now that you have done one, what advice would you give to someone else about planning and giving demonstrations?

Apply:
6. What would you do differently or change if you gave your demonstration again?

GOING FURTHER:
1. Offer to help younger members groom their dogs for Showmanship or Obedience competition.

2. Ask your veterinarian about expressing anal glands and plucking hair from your dog’s ears. If these need to be done regularly learn how to do them yourself.

3. If you have a breed that is often professionally trimmed (such as a terrier, poodle, or spaniel) visit with a professional groomer. Try to make arrangements for a grooming lesson, perhaps with the groomer doing one side and you doing the other!
**ACTIVITY:**

4. Offer to help bathe and/or groom dogs at a shelter or for someone who can’t do it themselves. As well as providing a much-needed service you will gain experience working with dogs.

**REFERENCES:**


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

**Reviewed by:**
Dog Care and Training Design Team
PREPARING A GROOMING DEMONSTRATION
DOG CARE AND TRAINING, LEVEL III
Activity Sheet #3, Grooming Demonstration Outline

Introduction
(List at least three reasons why it is important to know why and when dogs need to be groomed.)

1.
2.
3.

Body
(List the steps to tell people to follow when grooming dogs. Put them in order.)

1.
2.
3.
4.
5.
6.

Summary
(Include the main points you want the audience to remember. List at least two points you will use in your summary.)

1.
2.
3.
Dog Breeds: What’s Behind My Pet?

What Members Will Learn . . .

ABOUT THE PROJECT:
• The characteristics of a particular breed of dog.
• How inherited traits offset dog training.

ABOUT THEMSELVES:
• Talents can be inherited.

Materials Needed:
• Books of dog breeds (if available)
• Member Handout #2, Dog Report Outline

ACTIVITY TIME NEEDED: 15 MINUTES FOR INTRODUCTION. ONE OR TWO WEEKS LATER, 3 MINUTES PER MEMBER FOR PRESENTATIONS.

ACTIVITY

Dogs have been selectively bred by man for hundreds of years (thousands of years in the case of the more ancient breeds). This means that humans decided what they wanted a dog to do and bred from the dogs that could do it best. For example, if they wanted a dog that was good at hunting otters they looked for dogs that were tough, good swimmers, and could spend long days in cold water. They bred the dogs that best met those requirements and kept the best pups and continued to breed for their requirements until the Otterhound was developed. The Otterhound is large, has webbed feet, and has a water-resistant oily coat. A dog needed to hunt without direction from his owner so listening to commands was not important. A person owning an Otterhound today should expect a large, strong, water-loving dog that needs lots of exercise and doesn’t always listen to commands—pleasing you would not be particularly important to him.

What would this mean? It means that this dog would need lots of exercise. He will want to get into the water every chance he gets. In training you would need to make things fun and interesting for him - perhaps using lots of food treats and games. He would not do well at practicing the same thing over and over. This is not his fault or yours - it was the way an Otterhound was bred to be!

How would you expect an Otterhound to act?

Leader Notes
After you present this introduction share the outline for the breed report. You may want to give the members the option of turning this oral report into a mini-demonstration where they could show examples of the behavior typical of their breed.
Leader Notes

Pass out Member Handout #2, Dog Report Outline

ACTIVITY

How would this make a difference in the way you trained an Otterhound?

Your assignment is to look up information on your breed. If you have a mixed breed dog determine which breed your dog seems like and look up information about it. Report your findings to the club.

DIALOGUE FOR CRITICAL THINKING:

Share:
1. How did you prepare for this report?
2. What did you learn about giving a report?

Process
3. How did you feel when giving your report?
4. How did outlining your report help you?

Generalize
5. What advice would you give to someone else about preparing a report?

Apply
6. What would you do differently if you gave this report again?

GOING FURTHER:
1. Write a description of your dog based on its behaviors. Post it with the descriptions written by the other members. Have a contest to match the dog with its description.

REFERENCES:

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
Introduction:

Tell what breed of dog you own.

If possible, find out:

The country where your breed was developed

When your breed was developed

Why was it developed?

Body:

What are the characteristics of this breed?

How does your dog compare with these breed characteristics?

Summary:

What difference will this make in your training? How does this help to explain a problem that you had (or are having) in training?
What Member Will Learn.

ABOUT THE PROJECT:
- Long sits and downs with handler out of sight

ABOUT THEMSELVES:
- The importance of variety in routine tasks

Materials Needed:
- Long lines

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

There are three differences between Novice and Graduate Novice. Does anyone know what one of them is?

Answers:

1. The Figure 8 is part of the heel-off-lead exercise instead of the heel-on-lead exercise.

2. The handler will have their dog drop during the recall.

3. The group exercises will consist of a three-minute Sit-Stay and a five-minute Down-Stay

FIGURE 8—OFF LEAD
Members acting as posts will stand eight feet apart, arms folded, facing each other. The member working their dog will practice the Figure 8 with their lead over their shoulder. Either the instructor or one of the posts should give the commands: “Ready,” “Forward,” “Halt,” “Forward,” “Halt.” After the second halt the member should set up to repeat the Figure 8 from the opposite side of the posts.

One of the posts should trade places with the member heeling their dog and the exercise should be repeated. Switch places again so each member has a chance to practice the Figure 8.

Leader Notes
All of the graduate novice exercises have been introduced in the Novice Lessons. The Graduate Novice lessons will help to reinforce and polish the learning and will add the final steps of the Drop on Recall and the Stays with the handler out of sight.

Continue to practice Novice heeling both on and off-lead, including changes of pace, turns and the Automatic Sit. Also practice the stand for examination.

Divide the members into groups of three. Two members will have their dogs on a Down-Stay while the members act as posts for the figure eight.

Remember: members and dogs are not competing against each other! They are working together to obtain a standard of excellence available to everyone.
Leader Notes

Try not to practice Down-Stays immediately following the Sit-Stays. Some dogs may begin to anticipate the “down” when they should be sitting. Breaking these two exercises apart may help avoid this problem although occasionally you will want to practice them together. Try to practice the Sit-Stay and Down-Stay in different locations. Also arrange the members so they can practice with different dogs beside them. If you have a dog that you do not trust being alone with other dogs either line up the dogs so you can tie this dog to a fence or other solid object or plan to stand on its lead when the members go out-of-sight.

ACTIVITY

SIT AND DOWN OUT-OF-SIGHT (GROUP EXERCISES)
Members and their dogs line up along one side of the training area, facing the middle.

(Instruct: “This is the Out-of-Sight Sit for 3 minutes.” “Remove your leashes and armbands and place them behind your dogs”) For this lesson you will leave the leash on your dog but place the end of it behind your dog. The dog should already be sitting.

(Instruct: “Is everyone ready?” “Sit Your dogs.”) At this point, assuming your dog is still sitting, you have a choice of the command you will give your dog. You may choose to command, “Sit,” “Stay,” or to praise, “Good dog” or “Good Sit.” The first command reinforces the sit but some dogs may offer other behaviors since they are already sitting. “Stay” would be an allowable second command for the Sit-Stay and may serve as reinforcement for the Sit-Stay. Praise would reinforce the Sit, but some dogs may get too excited and attempt to get up.

(Instruct: “Leave your dogs.”) You may signal and command “Stay” to your dog and immediately walk across the ring. Turn and face your dog when you get across the ring.

The members should go to a place where their dogs cannot see them. This session each member should talk in a voice loud enough that their dog could hear them, but not saying the dog’s name or any commands. Some dogs get distracted if they hear their owner’s voice so this can be a good distraction. After 30 seconds all handlers should return to their places across from their dogs.

(Instruct: “Return to Your Dogs.”) Return to heel position—your dog should not get up. Be sure to smile while you’re returning—your dog should not be worried about your return.

(Instruct: “Exercise Finished.”) Pick up your leash, praise your dog, and release.

TROUBLESHOOTING THE STAYS
If a dog changes position—lays down during the Sit, Sits during the Down, or standing up: The member should slowly approach their dog from the front. IMPORTANT—even if your dog gets into proper position on its own you must go to it and correct. Your dog will not get a second chance in competition. Correct the dog from the front by gently lifting it into the sit by the collar or by gently guiding it down with the collar. The “SIT” or “DOWN” command may be repeated. When the dog is in proper position stand up straight in front of it, hands off, and praise the proper position: “GOOD” or “GOOD SIT”. Return back to your out-of-sight position or to your position across from your dog. Continue the Stay or, if the others have completed the exercise, pause before returning to your dog. If you repeat the Stay exercise with no changes (between the same
dogs, leaving for the same amount of time or less, no extra distractions, etc.) and your dog changes position again you will do the same correction but not so gently. You will still praise the proper position before leaving again. You may slowly escalate the corrections as long as you have not added to the difficulty of the exercise.

If your dog is leaving the spot where you left it and is coming to you be careful not to scold it for coming to you. After all, if it is not staying in place the next best thing for it to do is to be with you. If it is coming to you, walk toward it slowly before it gets all the way to you, take it gently by the collar and replace it in the original place. Try to replace your dog without returning to its side—work from in front. Once your dog is in place, stand up straight in front of it, praise it for now being correct, and leave again. As with the dog that is changing position, you may escalate your corrections if your dog continues to get up. Follow the same procedure for a dog that gets up and wanders around. Other members should consider this a good distraction for their dogs and praise their dogs for ignoring the dog that is wandering.

If the dog is changing position or leaving position after a certain amount of time then correct for changing or leaving position and decrease the amount of time you leave the next time you practice. Gradually increase the time you are away until your dog is reliable for 4 minutes on the sit and 6 minutes on the down.

**DROP ON RECALL**

Begin by practicing random downs as a warm-up. The members walk around randomly until the Instructor commands “DROP.” The members instantly command and/or signal their dogs to “DOWN,” placing them into a Down if the dog is slow to go down and giving them a treat once they are down.

Until now you have been dropping your dog at your side although you’ve moved in front of it after it has dropped. This lesson you will begin dropping your dog as it is coming to you.

Begin by heeling with your dog. You will be doing a Come-Fore and as your dog comes to you, you will command “DOWN” and give the Down signal, finishing with your hand on the neck. Sometimes back up several steps before having your dog down and other times command/signal “down” as soon as your dog begins to come to you.

1. (Instruct: “Forward,”) Command “ROVER, HEEL”

2. (Instruct: “Call Your Dog.”) Begin to walk backwards and Command “ROVER, COME”

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Repeat three times and then on the fourth time do not have your dog Drop but just have him come straight to you.

**PROBLEM-SOLVING FOR THE DROP-ON-RECALL:**
The dog does not drop straight down but rolls onto one hip or rolls over onto its back: Practice calling your dog to you as soon as it drops, giving a leash “pop” toward you. If your dog is preparing to come to you quickly it is more likely to go down straight.

If the dog begins to drop before you command it to “DOWN,” practice Come-Fores without Drops.

**DIALOGUE FOR CRITICAL THINKING:**

**Share**
1. What happened when you left your dogs sight?

2. Were time increments harder or easier when out of sight? Why?

**Process**
3. What are the differences between Novice and Graduate Novice?

4. Why would your dog begin to drop before your command on the Drop on Recall?

5. Why might the Drop on Recall be considered a “depressing exercise” for some dogs?

6. What could you do to keep it from becoming “depressing” for your dog?

**Generalize**
7. What do you do when forced to do things that are not fun?

8. How do you make routine things more interesting?

**Apply:**
9. What can you do to make household chores or school homework more fun?

**GOING FURTHER:**
1. Read the regulations for Open Obedience.
## ACTIVITY:

### 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

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Understanding Dog Behavior
Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• Socializing your dog

ABOUT THEMSELVES:
• Relating to others

Materials Needed:
• Activity Sheet #4, Dog Behaviors

ACTIVITY TIME NEEDED: AS A TAKE-HOME AND REPORT BACK ACTIVITY—15 MINUTES INTRODUCTION, 30 MINUTES TO PRESENT SOLUTIONS. AS A GROUP ACTIVITY—ABOUT 1 HOUR.

ACTIVITY

For a variety of reasons, many people behave and think differently than we do. Social behaviors are one way of noticing these differences. The same is true for dogs. For thousands of years, dogs lived like the wolves of today, with groups of other dogs in packs. Many behaviors associated with pack living make dogs good pets. Instinctively dogs are social animals and like to be around other dogs. Humans are good substitutes.

Some dog behaviors carried over from their ancestors are not so good and are a nuisance. You can avoid some nuisance behaviors by taking a few precautions, and correct others with training.

Work with another person and describe what precaution or training would help overcome each nuisance behavior. Try to agree on one answer between the two of you.

DIALOGUE FOR CRITICAL THINKING
Share:
1. How would you train the dog to solve each problem?

2. Where could you (or did you) go to find other solutions?

Leader Notes
This activity could be a take-home activity for individuals or partners or it could be a group activity. You may choose to assign a few of the behaviors to one member to research or use them all. If your group has had experience in working with dogs they may be able to generate their own solutions or they may need to look up ideas in training books or ask adults who work with dogs for ideas. You could also have the members discuss their ideas and then have a dog trainer tell what they would do.

Assign behaviors from Activity Sheet #4, Dog Behaviors.
Leader Notes

ACTIVITY

Process
3. What are the differences between possible solutions to each problem—what might make you choose one over the other?

Generalize
4. These situations would not be viewed by the dog as a problem—for it they are just normal behavior. Describe a time when you considered something you did as normal, but someone else might have seen it as a problem.

Apply
5. What are some problem-solving steps that you could use with a problem you might have?

GOING FURTHER
Read and research about wolves. What wolf behaviors have you observed in your dog? Report your observations to the other members.

REFERENCES:

FOR LEADERS AND SERIOUS TRAINERS:

Authors:
Adapted from “Dogs 2: Bounding Ahead. 4-H Animal Science Series.” North Central Region Extension Publication by Chris Odell, Obedience and Agility Instructor, Hutchinson Kansas Kennel Club and James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
## UNDERSTANDING DOG BEHAVIOR

### DOG CARE AND TRAINING, LEVEL III

#### Activity Sheet #4 Dog Behavior

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>RELATION TO WOLF BEHAVIOR</th>
<th>DESCRIBE TRAINING SOLUTION OR PRECAUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Digging Up the Yard</td>
<td>Related to shelter-building behavior of dogs in the wild and to hunting behaviors. Dogs also dig holes to bury a reserve food supply or to crawl into when the weather is hot.</td>
<td></td>
</tr>
<tr>
<td>2. Dog Fights</td>
<td>Related to attacking animals for food, showing dominance in the pack, determining mating privileges and asserting territorial rights.</td>
<td></td>
</tr>
<tr>
<td>3. Submissive Wetting</td>
<td>A way to show submission or fear.</td>
<td></td>
</tr>
<tr>
<td>4. Rooting through Garbage</td>
<td>Relating to hunting instincts.</td>
<td></td>
</tr>
<tr>
<td>5. Jumping on People</td>
<td>Related to highly developed social instincts of wolves and wild dogs. Dogs often jump up to greet the dominant member of the pack or household, normally licking the person’s chin.</td>
<td></td>
</tr>
<tr>
<td>BEHAVIOR</td>
<td>RELATION TO WOLF BEHAVIOR</td>
<td>DESCRIBE TRAINING SOLUTION OR PRECAUTION</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>6. Urinating Indoors (Marking)</td>
<td>Related to marking or identifying territory of dominant animals in a pack of wolves or dogs. A dog that believes your house is his/her territory may mark it with urine.</td>
<td></td>
</tr>
<tr>
<td>7. Excessive Barking</td>
<td>Wolves or wild dogs howl to protect territory, show dominance or express a need. Barking in domestic dogs might mean loneliness, playfulness, anger, aggression or a demand.</td>
<td></td>
</tr>
<tr>
<td>8. Jumping on Furniture</td>
<td>Related to needing a high place to look out in the wild and to protecting their backs. The higher the place the higher the wolf in the social order. Domestic dogs just might like to be in a soft place with their master’s scent.</td>
<td></td>
</tr>
<tr>
<td>9. Stealing Food</td>
<td>Related to the need to snatch food whenever it is available. Wild dogs gorge themselves because they don’t know when the next meal will come.</td>
<td></td>
</tr>
</tbody>
</table>
### UNDERSTANDING DOG BEHAVIOR

**DOG CARE AND TRAINING, LEVEL III**  
Activity Sheet #4, Dog Behavior (cont’d.)

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>RELATION TO WOLF BEHAVIOR</th>
<th>DESCRIBE TRAINING SOLUTION OR PRECAUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Begging</td>
<td>Related to care-seeking behavior puppies and young dogs learn from their mothers. To survive, pups must aggressively impose themselves on their mothers for safety, warmth and food.</td>
<td></td>
</tr>
<tr>
<td>11. Chasing the Cat</td>
<td>Related to the hunting instinct. Wolves often hunt small animals and one that runs is an invitation to chase it.</td>
<td></td>
</tr>
<tr>
<td>12. Escaping</td>
<td>Related to survival. If a wolf fell into a hole or was trapped in a cave and didn’t find a way out it would die. However, a wolf would not try to escape from a place where it felt safe, such as its den.</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Novice Obedience—Lesson 2
Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• Training the dog to obey a command even when they are out of sight.
• Working with distractions.

ABOUT THEMSELVES:
• How to handle stress

Materials Needed:
• Long line
• Collar tabs
• Radio or tape player with music or a recording of dog show noises.

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY
Continue to practice Novice heeling both on and off-lead, including changes of pace, turns and the automatic sit. Also practice the stand for examination.

FIGURE 8—OFF LEAD
The working dog should be wearing a collar tab. This is a piece of leash or rope 5–6 inches long which is attached to the collar.

Members acting as posts will stand eight feet apart, arms folded (but also holding their leash), facing each other. The member working their dog will practice the Figure 8 with the leash tied around their waist. Strive to have no leash corrections—the leash is to keep the dog from running away. If the dog is out of place slowly reach the collar tab and “pop” the dog forward or back to the correct position and then drop the tab, praising the dog when it is in the right place.

Either the instructor or one of the posts should give the commands: “Ready,” “Forward,” “Halt,” “Forward,” “Halt.” After the second halt the member should set up to repeat the Figure 8 from the opposite side of the posts so that the post that was on the right is now on the left.

After completing the Figure 8 exercise a second time one of the posts should trade places with the member heeling their dog and the exercise should be repeated. Switch places again so each member has a chance to practice the Figure 8.

Leader Notes
Any of the Novice Obedience exercises may be included in the Graduate Novice training. Graduate Novice includes all of the Novice exercises.

Divide the members into groups of three. Two members will have their dogs on a Sit-Stay at their side while the third is doing the Figure 8.
**Leader Notes**

Try not to practice Down-Stays immediately following the Sit-Stays. Some dogs may begin to anticipate the “down” when they should be sitting. Breaking these two exercises apart may help avoid this problem although occasionally you will want to practice them together as part of ring routine—more the the sake of the members than for the dogs. Try to practice the Sit-Stay and Down-Stay in different locations. Also arrange the members so they can practice with different dogs beside them. If you have a dog that you do not trust being alone with other dogs either line up the dogs so you can tie this dog to a solid object or plan to stand on its lead when the members go out-of-sight.

Even the member with the runaway dog will remove the lead and place it behind their dog. However, they will have already placed a lightweight long line on the dog which is attached to something sturdy or trailing behind the dog for you to stand on.

**ACTIVITY**

**SIT AND DOWN OUT-OF-SIGHT (GROUP EXERCISES)**

Members and their dogs line up along one side of the training area, facing the middle.

(Instruct: “This is the Out-of-Sight Sit for 3 minutes.” “Remove your leashes and armbands and place them behind your dogs.”) The dog should already be sitting.

When you put the leash behind your dog make a little noise with it. It is now time for your dog to realize that it is off-lead.

(Instruct: “Is everyone ready?” “Sit Your dogs.”) Command or signal your dog to “Sit.”

(Instruct: “Leave Your dogs.”) You may signal and command “STAY” to your dog and immediately walk across the ring. Turn and face your dog when you get across the ring.

The members should go to a place where their dogs cannot see them. This session the members should be very quiet but the audience can be noisy (play loud music or a tape of dog-show). After 30 seconds all handlers should return to their places across from their dogs.

(Instruct: “Return to Your Dogs.”) Return to Heel Position—your dog should not get up. If it does replace it. Be sure to smile while you’re returning—your dog should not be worried about your return.

(Instruct: “Exercise Finished.”) Pick up your leash, praise your dog, but do not release. You are going to repeat this Sit-Stay immediately.

(Instruct: “This is the out-of-sight sit for three minutes. Place your leashes and armbands behind your dogs.”)

(Instruct: “Sit Your Dogs.”) Give your “SIT” command or signal.

(Instruct: “Leave Your Dogs.”) Signal and / or command “STAY,” walk across the arena and turn and face your dog.

If possible, have the members go to a different area this time or, if possible, have them enter from a different place than where they exited. (From the other side of the building, for example.)

Leave to go to the designated “out-of-sight” area. Be as quiet as possible. Return after 1 minute.

(Instruct: “Return to Your Dogs.”) Return to your dog quickly but actually go around behind your dog very slowly as a test of its Stay. When returning to your dog, smile.
ACTIVITY:

(Instruct: “Exercise Finished.”) Put the leash on your dog. Stand up straight. PAUSE, PRAISE, RELEASE.

Follow the same procedure for the Out-of-Sight Down-Stay except leave for 1 minute the first time and 2 minutes the second time. In competition the Down-Stay is 5 minutes.

**DROP ON RECALL**

Begin by practicing random downs as a warm-up. The members walk around randomly until the Instructor commands “DROP.” The members instantly command and/or signal their dogs to “DOWN,” placing them into a Down if the dog is slow to go down and giving them a treat once they are down.

Begin by heeling with your dog. You will be doing a Come-Fore and as your dog comes to you, you will command “DOWN” and give the Down signal, finishing with your hand on the neck. Sometimes back up several steps before having your dog down and other times command/signal “DOWN” as soon as your dog begins to come to you.

1. (Instruct: “Forward.”) Command “ROVER, HEEL”

2. (Instruct: “Call Your Dog.”) Begin to walk backwards and Command “ROVER, COME”


4. With your dog still in a down slowly back up to the end of the lead. Your dog’s attention should remain on you. If it looks away give a leash pop immediately toward you. If it keeps watching you, when you get to the end of the leash command “COME.” When it gets to you praise it—make getting to you very rewarding!

Practice 3 “Drop on Come-Fores” and then practice several Come-Fores without a Drop.

**DIALOGUE FOR CRITICAL THINKING:**

**Share**

1. What was difficult about this lesson? Why?

**Process**

2. Why are you to be silent while you are out of your dog’s sight during the stays this week? Why was your dog supposed to hear your voice last week?

3. Some dogs may show signs of stress when they are left when you do the Out-of-Sight Stays. What are some signs of stress in dogs?
Leader Notes

ACTIVITY

4. What is a productive way to deal with dog stress?

Generalize:
5. How do you know when you are stressed? What happens?

Apply:
6. What are some productive ways to deal with your stress?

GOING FURTHER:
1. Attend an Obedience trial and watch an entire graduate novice or open class. Keep statistics on the exercises that are not passed. Determine which exercises have the highest failure rate. Would this mean that these are the hardest exercises? What can you do in your training to ensure success in these exercises?

REFERENCES:
Authors:
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
Preparing Puppies for Advanced Skills

Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• Environmental factors that influence dog behavior.

ABOUT THEMSELVES:
• The importance of environment in determining the way a person develops.

Materials Needed:
• Copies of the following information on critical periods in a puppy’s development.
• Activity Sheet #5, Critical Periods Summary

ACTIVITY TIME NEEDED:

ACTIVITY
Behavior is never totally inherited or acquired but is developed with the combined influences of inheritance and environment. In order to help a puppy grow to its full potential as companion, guide dog, guard dog, therapy dog, etc., puppy training is essential. The trainer of a puppy can lay the foundation for a puppy to succeed in many areas as an adult.

CRITICAL PERIODS
Designing a good environment for the development of a puppy depends upon knowledge of the periods of development known as critical periods. There is evidence that the breaks between these critical periods are distinct although they vary by a day or so due in part to the length of time the female carried the puppies.

BIRTH TO 49 DAYS
Evidence has shown that environment, provided that adequate nutrition and climate is provided, makes no difference on the social development of a puppy for the first 21 days of life.

Neonatal Period (birth to 12 days)
This period is devoted to eating and staying warm. There is no difference between the brain waves when the puppy is awake or asleep.

Transition Period (13 to 20 days)
Although the puppy’s eyes open they are undeveloped and it will be
unable to see objects until about 21 days. The puppies begin to crawl and
then to walk. At the end of this period the first teeth will erupt and the
puppy should also begin to react to sounds.

**Awareness Period (21 to 28 days)**
This period marks the first week that the puppy can see and hear. This
week the puppy needs a stable environment since the change in sensory
perceptions occurs in such a short period. The litter should not be weaned
or moved during this period.

**Canine Socialization Period (21 to 49 days)**
What happens during the next 28 days is essential for the puppy to
become a “normal” dog. During this time it is essential that the puppy
remain with its mother and litter mates. The puppies learn to communi-
cate with other dogs—body postures, biting, barking. Most important is
that they learn bite inhibition, how to temper their bite so that their bites
don’t cause damage to each other. The puppies are disciplined by their
mother, learning to be submissive to her leadership which will teach them
to accept discipline. Puppies will also, if their nesting area is properly
designed, learn to relieve themselves away from the sleeping area. This is
the foundation of later house training.

During the 28 to 49 day stage, in addition to learning from their mother
and litter mates, there are some things the breeder can do to enrich the
environment and to begin socialization with humans. The goal is to
broaden the puppy’s range of experiences while it still has the “support'
of its mother and litter mates. Puppies in this period should become
accustomed to being handled. This should include being picked up and
carried away from the litter for short cuddle and play periods, being held
on their backs, and being held with their legs unsupported. Handle their
ears, mouth and toes. If possible, people with different voices—men,
women and children—should be heard by the puppies. Occasional loud
noises can be introduced such as dropping a metal food pan. A radio or
television can introduce them to more sounds. Household noises such as a
vacuum cleaner and blender should be introduced. The puppies should
spend some time in an area where they can see objects at a distance. If the
weather is conducive, the litter may be put outdoors in an exercise pen for
short periods. This has the added benefits of introducing new sounds,
smells and a new surface. Let the puppies walk on grass, slick floors,
carpet, rubber mats, etc. Some sources even advocate very briefly (1
minute or less) putting a puppy into different temperatures such as a quick
trip outside in the winter or into the hot sun in the summer.

If a puppy misses out on these seven weeks of training by its mother and
litter mates you will never be able to make up what it has missed. Puppies
taken from their mothers before 49 days may never learn to communicate
with other dogs and may not be reliable around other dogs. They have
also missed out on learning to accept discipline and may be more difficult
to train. If they have not been kept in an area where the sleeping and
bathroom areas are separate they will be much more difficult to housetrain. Dogs born in puppy mills and/or found in pet shops have often been taken from the litter as soon as they have been weaned which could be as early as 4 weeks. In addition, they may have been raised on wire in stacked pens which forces the puppies to eliminate in their sleeping area.

HUMAN SOCIALIZATION PERIOD (49 TO 84 DAYS)
(note that another critical period, The Fear Imprint Period 56—77 days is included in the Human Socialization Period. See below)

The best time to bring a puppy into a new home is during this period, between 7 to 12 weeks of age. If the puppy has not yet gone to a new home the breeder will need to separate the litter for the greater portion of each day and work with each puppy independently for the puppies to become socialized to people as opposed to socialized primarily to other dogs.

Learning during this period is permanent. It is during this time that the puppy needs to be exposed in a non-threatening way to everything it may need to deal with as an adult. Give it the broadest range of experiences you can think of. You are now training for two reasons—one is to build your dog’s confidence by teaching it to be comfortable in many difference situations and the second is to teach your puppy some manners.

During this period the puppy is continuously learning but that doesn’t mean that it is learning what you intended. The attention span is short but a puppy can learn incredibly fast, sometimes with just one incident. It is your responsibility to make sure it learns the “right” things. Do not force your puppy into a situation it perceives as frightening as this can increase fear, but also do not pet or talk in a soothing tone since it will not accept that as reassurance but as praise for a fearful reaction. It is very easy to end up reinforcing the very behavior that you wish to eliminate. For example, your puppy is barking in its crate. If you pay attention to it you are rewarding the barking—even “bad” attention such as yelling or hitting can be rewarding for a dog craving attention. Instead, you need to ignore the behavior (Provided that you don’t want to reward the barking—if smoke is curling under the door it is a situation where you would probably reward.) and reward when it is quiet. In some cases, such as chronic barking in a crate, you will need to rethink your training. Although you don’t want to reward the behavior you can set up the situation so it is less likely to occur. For example, you could introduce being in a crate for shorter periods and reward the puppy for being quiet before it begins to bark. Considering the situation where the puppy is frightened of an object, bag of trash, for example. Be very matter of fact in your voice (not coaxing) and walk around the object at a safe distance with your puppy. Walk up to the object without your puppy and touch it. Encourage your puppy to investigate it too. If your puppy is frightened of a person ask that person to sit or kneel and to not make eye contact as you walk the puppy.
past several times. When your puppy is not pulling away from the person ask the person to offer a treat, still not making eye contact, or you could give a treat, holding it very near the person. Finally, have the person toss a treat to the puppy and/or call the puppy to them for a treat and/or petting.

Continue to expose your puppy to different people—children, elderly, large people, men with beards, people of different races, people wearing big hats, people wearing perfume, people in uniforms, etc., all in a friendly, non threatening manner, having all of these people pet your puppy while you or they give it treats.

Introduce your puppy to other animals such as cattle, sheep, horses, cats, chickens, and pet birds that it may encounter as an adult. Remember that this must be a non threatening introduction and that you are also teaching manners. Don’t just turn your puppy loose with a cat. If the cat would attack the puppy or the puppy learns that cats are to be chased you have not taught the lesson that was intended. When introducing animals to your puppy the puppy should be on a leash and, if possible, the other animal should be dog-friendly and restrained. Do not force them on each other but let them get used to each other’s presence and praise your puppy for appropriate reactions such as leaning forward to sniff, friendly tail wags, or ignoring the other animal.

Teach your puppy to walk on different surfaces such as grass, slick floors, and carpet. Practice going up and down stairs—including stairs that are open. Teach it to accept being in a crate. Teach it to ride in a car. Ideally, dogs should be confined in a crate when riding in a car but some dogs will need to learn to ride loose due to their adult size or to their adult “jobs” such as guide dogs.

If you are raising a puppy with a specific adult job in mind you will want to get it used to the special situations it may encounter in that job. A puppy that will grow up to herd or guard livestock will need to become used to the sound of farm machinery and to respect it. A puppy that will be a hunting dog can be taken on walks in the terrain it will typically hunt in—woods, fields, heavy cover, marshes—and a puppy that will grow up to be a therapy dog or an assistance dog will need to learn to walk and climb over all types of surfaces both in town and in the country. Persons raising puppies to become guide dogs for the blind or assistance dogs for disabled persons receive special identification for the puppy so it can, with permission from the business, be taken into stores to experience escalators, elevators, narrow aisles, shopping carts, cash registers, etc.

The rule for teaching manners to a puppy is to ask yourself, do I want my puppy to act like this when it is full grown? Some behaviors you may find yourself tolerating from a puppy but do you want a full-grown dog to
jump on you when you are wearing your good clothes, do you want your full-grown dog sitting in your lap, do you want your full-grown dog lounging on your new sofa, or do you want your full-grown dog chewing on your hand? Some behaviors you don’t want your puppy exhibiting include: stealing food, jumping on you when you’re feeding it, and charging out the door or gate when it is opened.

**Fear Imprint Period (56 to 77 days)**
During this period a frightening or traumatic experience will have a greater impact on your puppy than at any other period. This doesn’t mean that you stop training your puppy and taking it to different places but you try to avoid stressful situations. As an example, don’t avoid going to the veterinarian, but praise and treat your puppy for being brave. Do postpone elective procedures such as hernia repair, however.

**SENIORITY CLASSIFICATION PERIOD (94 TO 112 DAYS)**
During this period the puppy may test you to establish pack dominance. Once your puppy gets to this period any attempts to bite you or the leash is an attempt to dominate. No biting should be tolerated at all. As you assume the role of pack leader it is time to begin serious training.

**FLIGHT INSTINCT PERIOD (4 TO 8 MONTHS)**
This period may vary according to the size of dog. It will last from several weeks to a month. During this period you should not place your dog in a position where it can run away from you, especially once you have called “COME.” Consider this time to be like when you first taught the “COME” command. Only call when you know you will be successful such as when it is on a long line or leash or when you are in the same room and reward the puppy for coming to you.

**SECOND FEAR IMPRINT PERIOD (6-14 MONTHS)**
This period may not be well-defined but you may notice the dog suddenly fears something familiar or is reluctant to approach something new. Be patient through this period and continue your training.

**DIALOGUE FOR CRITICAL THINKING**

*Share*
1. What period of development did you study? Why?
2. What was the most critical period in your dog’s life? Why?

*Process*
3. What types of experiences can build a puppy’s confidence?

*Generalize*
4. What are some things that could affect a child’s confidence? What about the way a person feels about thunderstorms? Heights? Dogs? How was this learned?
Leader Notes

ACTIVITY

Apply:
5. What are some early experiences you had that affected your confidence in different situations?

GOING FURTHER
1. Arrange to view and record the development of a litter of puppies for a year. Keep a diary and compare their development to the norm.

2. Give presentations on puppy development to your class at school or a civic group.

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
As critical periods are studied and presentations given, use this outline to list the key points.

A. Birth to 49 Days
   1. Neonatal
   2. Transition
   3. Awareness
   4. Canine Socialization

B. Human Socialization

C. Seniority Classification Period (94 to 112 Days)

D. Flight Instinct Period (4 to 8 months)

E. Second Fear Imprint Period (6 to 14 months)
What Members Will Learn . . .

ABOUT THE PROJECT:
• Training the dog to obey when under stress from distraction.

ABOUT THEMSELVES:
• How to handle distractions in everyday life.

Materials Needed:
• Long line
• Collar tabs
• Radio or tape player with music or a recording of dog show noises.

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

Continue to practice Novice heeling both on and off-lead, including Changes of Pace, Turns and the Automatic Sit. Also practice the Stand for Examination.

FIGURE 8—OFF LEAD
The working dog should be wearing a collar tab. If the dog is reliable at off-lead heeling the leash around the member’s waist is not needed this time. However, do not hesitate to put it back on if the dog begins to shy away from the corrections made with the collar tab.

Members acting as posts will stand 8 feet apart, hands in their pockets as an added distraction. (Persons acting as posts should never stand with their hands in their pockets in a competition situation.)

Either the instructor or one of the posts should give the commands: “Ready,” “Forward,” “Halt,” “Forward,” “Halt.” If the dog is out of place slowly reach for the collar tab and “pop” forward or back to the correct position and then drop the tab, praising the dog when it is in the right place. After the second halt the member should set up to repeat the Figure 8 from the opposite side of the posts so that the post that was on the right is on the left.

After completing the Figure 8 exercise a second time one of the posts should trade places with the member heeling their dog and the exercise should be repeated. Switch places again so each member has a chance to practice the Figure 8.

Leader Notes
Any of the Novice Obedience exercises may be included in the Graduate Novice training. Graduate Novice includes all of the Novice exercises.

Divide the members into groups of three. Two members will have their dogs on a Sit-Stay away from them while the third is doing the Figure 8.
Leader Notes

Try not to practice Down-Stay immediately following the Sit-Stays. Some dogs may begin to anticipate the “down” when they should be sitting. Breaking these two exercises apart may help avoid this problem although occasionally you will want to practice them together as part of ring routine—more the the sake of the members than for the dogs. Try to practice the Sit-Stay and Down-Stay in different locations. Also arrange the members so they can practice with different dogs beside them. If you have a dog that you do not trust being alone with other dogs either line up the dogs so you can tie this dog to a solid object or plan to stand on its lead when the members go out-of-sight.

Even the member with the runaway dog will remove the lead and place it behind their dog. However, they will have already placed a lightweight long line on the dog which is attached to something sturdy or trailing behind the dog for you to stand on.

ACTIVITY

SIT AND DOWN OUT-OF-SIGHT (GROUP EXERCISES)
Members and their dogs line up along one side of the training area, facing the middle.

(Instruct: “This is the Out-of-Sight Sit for 3 minutes.” “Remove your leashes and armbands and place them behind your dogs”) The dog should already be sitting.

When you put the leash behind your dog make a little noise with it. It is now time for your dog to realize that it is off-lead.

(Instruct: “Is everyone ready?” “Sit Your Dogs.”) Command or signal your dog to “SIT.”

(Instruct: “Leave Your Dogs.”) You may signal and command “STAY” to your dog and immediately walk across the ring. Turn and face your dog when you get across the ring.

The members should go to a place where their dogs cannot see them. This session the members may talk while they are out-of-sight, the audience can be noisy and music or a tape of dog-show may be played. After 30 seconds the instructor will begin to call individual members back to their dogs. One member at a time will return, walk to the front of their dog, smiling. Praise and / or pet the dog, then go out of sight again. Continue until each member has returned and left again. All of the members should return after each one has returned and left their dog or after 3 minutes, whichever is longer.

(Instruct: “Return to Your Dogs.”) Return to Heel Position quickly. When returning to your dog, smile.

(Instruct: “Exercise Finished.”) As a test of the Stay, walk around your dog before picking up your leash and putting it on your dog. Stand up straight. PAUSE, PRAISE, RELEASE.

Follow the same procedure for the Out-of-Sight Down-Stay except leave for 5 minutes.

DROP ON RECALL

Begin by practicing random downs as a warm-up. The members walk around randomly until the Instructor commands “DROP.” The members instantly command and/or signal their dogs to “DOWN,” placing them into a Down if the dog is slow to go down and giving them a treat once they are down.

Begin by heeling with your dog. You will be doing a Come-Fore and as your dog comes to you you will continue to back up and teach the dog to listen.
1. (Instruct: “Forward.”) Command “ROVER, HEEL”

2. (Instruct: “Call Your Dog.”) Begin to walk backwards and Command “ROVER, COME.”

3. (Instruct: “Drop Your Dog.”) Continue to back up and now say words other than “down” such as “coconuts,” “chocolates,” “barbecue,” and finally command “DOWN.” If your dog begins to drop before you command “DOWN” keep on moving backwards. Only use the signal if you have no response to the command.

4. Step back from your dog and call it to you.

5. Practice the Come-Fore Drop using the random words prior to the commands until you can no longer “trick” your dog into dropping before you say “DOWN.”

Practice several Come-Fore Drops using just a signal for the Drop. Then do a Come-Fore and, as you back up, move your shoulders, move your arms, and finally do a “DOWN” signal. If the dog begins to drop before you actually do the “DOWN” signal just keep moving backwards.

**DIALOGUE FOR CRITICAL THINKING:**

**Share**
1. What happened when you added extra distractions? Why?

2. What was difficult about this lesson?

**Process**
2. Why are you trying to “trick” your dog into dropping?

3. Why would you have only one person at a time return from out of sight?

4. How can training with distractions improve your dog’s performance?

**Generalize**
5. Could practicing with distractions help your performance in an area such as sports? Why?

**Apply:**
6. What are other times that you should plan for distractions? Why?

**GOING FURTHER:**
1. Watch an Agility Show and list distractions.
<table>
<thead>
<tr>
<th>Leader Notes</th>
<th>ACTIVITY</th>
</tr>
</thead>
</table>

**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
Form and Function—Dog Anatomy

Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• How a dog’s conformation can affect its performance.

ABOUT THEMSELVES:
• Drawing conclusions

Materials Needed:
• Video, Gait: Observing Dog in Motion, American Kennel Club (see References)
• Book of breed standards
• Member’s dogs that will gait on loose lead

TIME NEEDED: VIDEO—45 MINUTES. EVALUATION OF DOGS, ABOUT 30 MINUTES.

ACTIVITY

You can learn a lot about the structure of a dog by analyzing its gait since it is structural variations that influence the gait. The ability to recognize correct and incorrect gait is an essential element of every dog fancier’s knowledge. The best way to develop this ability is through experience.

Let’s watch a video to begin learning about gaits or how dogs move.

Observe the dogs at different gaits. Can you see how the pattern of footfall differs at different gaits?

• Walk—each foot moves one at a time
• Amble—legs on each side move almost as a pair—usually a large dog’s gait
• Pace—legs on each side move as a pair (two-beat gait)
• Trot—opposite legs move together (right front, left rear)—(two-beat gait)
• Hackney—trot with high flashy action in front and rear (two-beat gait)
• Canter/Lope—two legs move separately, two as a pair (three beat gait)
• Gallop—all four legs suspended twice each complete stride (four-beat gait)

Leader Notes
This is a Level III lesson. However, it can be repeated for Level IV if the activity described in “Going Further” is completed by the members.

Begin by viewing the video tape, Gait: Observing Dog in Motion. Test members over the dogs presented at the end of this video tape.
ACTIVITY

Gait the dogs one at a time at a trot. Can you spot the types of movement described in the video?

Proper angulation will lead to a smoother stride. Ideal angulation will include hip and shoulder joints of 90 degrees. The shoulder blade should be 45 degrees off the horizontal and the pelvis 30 degrees off horizontal. Check the angulation of the dogs present.

Balance is present in dogs of proper proportion. These dogs will have the same angulation at shoulder and hip.

Use the book of dog breeds. Can you determine angulation from the illustrations?

DIALOGUE FOR CRITICAL THINKING

Share
1. What did you learn about gait?
2. What gaits are most common for your dog? Why?

Process
2. What determines the structure of a dog?
3. What difference does faulty structure make in the value of your dog?
4. What difference would it make in the way a dog is managed/ trained?
5. How would structure affect a dog’s capabilities?

Generalize
6. In what ways can human structure affect capabilities?
7. What determines human structure?

Apply
8. What human activities / careers are dependent on having a particular structure?
9. Think of several jobs that can be done equally well by persons of different structure?

GOING FURTHER:
1. Work with someone who has experience in evaluating a dog’s gait or movement such as a conformation judge, an experienced breeder who shows dogs in conformation, or a professional handler. Create an informative video about gait. You could illustrate different gaits or different faults. You could also make a “you be the judge” video where you show two or three dogs and ask the viewer to choose between them. Then you would show the dog chosen by the judge and explain why it was chosen.

50–Dog Care and Training, Level III
2. How can the way a dog is handled in the conformation ring affect the appearance of its gait (and structure)? Prepare a demonstration or a video illustrating how handling can camouflage a less-than-perfect gait or make an average gait look faulty.

REFERENCES:
American Kennel Club. “Gait: Observing Dog in Motion.” (Associate Producer, Rachel Page Elliot). n.d 5580 Centerview Drive, Suite 200, Raleigh, NC 27606-3390

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
Graduate Novice Obedience—Lesson 4

Dog Care and Training, Level III

What Member Will Learn . . .

ABOUT THE PROJECT:
• Training the dog beyond the minimum performance required in competition.

ABOUT THEMSELVES:
• Progress is difficult, if not impossible, without a strong foundation in the basics.

Materials Needed:
• Long line
• Collar tabs
• Radio or tape player with music or a recording of dog show noises.

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY
Continue to practice Novice heeling both on and off-lead, including changes of pace, turns and the automatic sit. Also practice the stand for examination.

FIGURE 8—OFF LEAD
The working dog should be wearing a collar tab. If the dog is reliable at off-lead heeling the leash around the member’s waist is not needed this time. However, do not hesitate to put it back on if the dog begins to shy away from the corrections made with the collar tab.

Members acting as posts will stand nine feet apart with their arms folded. (In competition the posts should be 8 feet apart.)

Either the instructor or one of the posts should give the commands: “Ready,” “Forward,” “Halt,” “Forward,” “Halt.” If the dog is out of place slowly reach for the collar tab and “pop” forward or back to the correct position and then drop the tab, praising the dog when it is in the right place. After the second halt the member should set up to repeat the Figure 8 from the opposite side of the posts so that the post that was on the right is now on the left. This time the posts should be 7 feet apart.

After completing the Figure 8 exercise a second time one of the posts should trade places with the member heeling their dog and the exercise

Leader Notes
Any of the Novice Obedience exercises may be included in the Graduate Novice training. Graduate Novice includes all of the Novice exercises.

Divide the members into groups of three. Two members will have their dogs on a Sit-Stay or a Down-Stay while the third is doing the Figure 8.
Leader Notes

Try not to practice Down-Stays immediately following the Sit-Stays. Some dogs may begin to anticipate the “down” when they should be sitting. Breaking these two exercises apart may help avoid this problem although occasionally you will want to practice them together as part of ring routine—more the sake of the members than for the dogs. Try to practice the Sit-Stay and Down-Stay in different locations. Also arrange the members so they can practice with different dogs beside them. If you have a dog that you do not trust being alone with other dogs either line up the dogs so you can tie this dog to a solid object or plan to stand on its lead when the members go out-of-sight.

Even the member with the runaway dog will remove the lead and place it behind their dog. However, they will have already placed a lightweight long line on the dog which is attached to something sturdy or trailing behind the dog for you to stand on.

ACTIVITY

SIT AND DOWN OUT-OF-SIGHT (GROUP EXERCISES)

Members and their dogs line up along one side of the training area, facing the middle. Allow 5–6 feet of space behind the dogs.

(Instruct: “This is the Out-of-Sight Sit for 3 minutes.” “Remove your leashes and armbands and place them behind your dogs”) The dog should already be sitting.

When you put the leash behind your dog make a little noise with it. It is now time for your dog to realize that it is off-lead.

(Instruct: “Is Everyone Ready?” “Sit Your Dogs.”) Command or signal your dog to “SIT.”

(Instruct: “Leave Your Dogs.”) You may signal and command “STAY” to your dog and immediately walk across the ring. Turn and face your dog when you get across the ring.

The members should go to a place where their dogs cannot see them. This session the members may talk while they are out-of-sight, the audience can be noisy and music or a tape of a dog show may be played.

While the dogs are in a Stay another dog should be worked behind them. Practice Fast pace Heeling, Recall, Drop on Recall, and Retrieve for distractions, provided the distraction dog is reliable in these exercises.

After 4 minutes have passed the members should be called back.

(Instruct: “Return to Your Dogs.”) Return to Heel Position quickly. When returning to your dog, smile.

(Instruct: “Exercise Finished.”) As a test of the Stay walk around your dog before picking up your leash and putting it on your dog. Stand up straight. Pause, Praise, Release.

Follow the same procedure for the Out-of-Sight Down-Stay except leave for 6 minutes.

DROP ON RECALL—WARM-UP

Begin by practicing random downs as a warm-up. The members walk around randomly until the Instructor commands “DROP.” The members instantly command and/or signal their dogs to “DOWN,” placing them into a Down if the dog is slow to go down and giving them a treat once they are down.
ACTIVITY: DROP ON RECALL—OFF-LEAD

Begin by doing a full distance Recall (no drop). Before adding the Drop you need to have a Fast Recall.

Call your dog and command “DOWN” when it is 6 feet from you. As soon as you give the command raise your arm in the first part of the Down signal and walk toward your dog. When you meet your dog bring your hand down onto the neck to either place it into a down or to pet it. Finish this exercise with a release “FREE.” When your dog is responding to your voice and is down before you can get to it for praise, then it is time to add some distance. Repeat this exercise, dropping the dog at 8 feet, 10 feet and 15 feet, working at each distance until your dog is dropping quickly at your first command.

Practice Drop-on-Recalls and Regular Recalls, alternating them so your dog will do both quickly.

DIALOGUE FOR CRITICAL THINKING:

Share
1. What happened when you stayed out of sight for 4 minutes? 6 minutes?

2. What happened when you first did Drop on Recall off-lead?

Process
3. How long will your dog need to do an Out-of-Sight Sit-Stay? Down-Stay?

4. Name the Graduate Novice exercises in the order they are done in competition.

5. What is a way that the Drop-on-Recall can be considered a life-saving exercise?

6. In what ways is your dog a better pet as a result of obedience training?

Generalize
7. What skills have you learned while training dogs?

Apply:
8. How will these skills help you at school, home or work?

GOING FURTHER:
1. Have a professional dog trainer visit your roup to share ideas.

2. Attend an upper level AKC or UKC show.
### Leader Notes

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<thead>
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<th>ACTIVITY</th>
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<tr>
<td>Dog Care and Training Design Team</td>
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Selecting Dogs for Specific Purposes

Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• Characteristics and capabilities of different breeds of dogs - the inherited factors.

ABOUT THEMSELVES:
• How inherited characteristics can determine success in various areas of life.

Materials Needed:
• Part 1 - Dog Breed information from books (store, library, internet)
• Books of dog breeds
• Part 2
• Activity Sheet #6, Puppy Aptitude Test
• litter of puppies 49 days old to be tested or an older small dog to demonstrate the tests
• testing supplies: metal pan and spoon, wad of paper, a towel on a string, an umbrella

ACTIVITY TIME NEEDED: PART 1—30 MINUTES AS A WHOLE-GROUP ACTIVITY OR 45–60 MINUTES AS A SMALL GROUP OR INDIVIDUAL ACTIVITY. PART 2—AS A DEMONSTRATION WITH AN OLDER DOG, 30 MINUTES. IF ACTUALLY TESTING A LITTER, 30 MINUTES PLUS 10 - 15 MINUTES PER PUPPY.

PART 1

BACKGROUND:
Most dog breeds were developed for a specific purpose. Decades of concentrated efforts by breeders have produced dogs with physical and behavioral characteristics to fulfill a purpose. Dogs that did not meet the standards required for the job were not allowed to reproduce. This led to the development of the different breeds to fulfill the different purposes.

Today in the United States most dogs no longer do the work that their breed was developed to do but function instead as companions. Although our dogs are seldom called upon to hunt wild boar, protect sheep from bears, drive cattle to market, fight bulls, pull a sled through Arctic lands, or even rid the yard of rats, the physical characteristics developed for the dogs to fulfill their historical purpose have been maintained. Breed standards, written by national breed clubs, attempt to describe the physical characteristics necessary to carry out the breed’s original purpose. In order to perpetuate these characteristics, responsible breeders work to breed puppies that will conform to these standards as much as possible. By understanding the historical function of a breed you can make conclusions regarding the suitability of the breed for your purposes.

List breeds of dogs that members are interested in. Let them research their breed of choice in pairs or triads.
In addition to physical characteristics, behavior (instinct) is also important to consider. Although behavior is a combination of inheritance and environment, inheritance plays the major part. It can be modified somewhat by the way a puppy is raised once it is selected, but choosing the puppy carefully will give the best possible chance to have an adult dog that will meet your needs.

**THE BEST BREED FOR THE JOB:**

1. Choose a job that a dog might be trained to do. Some suggestions are a hearing ear dog, guide dog for a blind person, an assistance dog for a person in a wheelchair, a search and rescue dog, a drug detection dog, a therapy dog that lives in a nursing home, a therapy dog that works with disturbed children, etc.

2. What characteristics of a dog would make it a good choice for the job? Consider such things as size, activity level, tendency to bark, sniffing ability, adaptability to different weather conditions, sensitivity to pain, trainability, health, and care of coat.

3. Now that you have a list of characteristics to look for, browse through the breed books to select breeds that might be suitable for the job. You can make some generalizations about groups of dogs. Herding dogs need to be more attentive to their master’s commands than the dogs that are left out alone to guard the flocks. A bird dog needs to work closer to the hunter than a hound that hunts in a pack or individually to track their quarry. Terriers that were bred to hunt rats, etc. tend to be independent. Sled dogs like to pull - a lot. Some heavily-coated breeds may not function well if they need to go from inside to outside during Kansas summers. Some breeds have coats which take a good deal of upkeep which may make them unsuitable for some jobs.

**PART 2**

**PUPPY TESTING**

Now that you’ve chosen a breed suitable for the job you’ll need to choose the best puppy of the litter. When picking a puppy you will want verification that the parents were free of defects that are hereditary such as canine hip dysplasia, deafness, and eye problems. Although some defects do not show up until a dog is older, you do need to assess the conformation and health of the puppy. Meet the parents of the litter. Do they possess the characteristics that you are looking for?

Although behavioral characteristics can be breed-specific and sometimes even specific to a particular line within the breed, each dog is an individual and may exhibit traits not usually ascribed to its breed but will likely be similar to its parents. There are several tests published that can be used to help predict how the puppy will act as an adult. The Puppy Aptitude Test is one example. This test is generally considered reliable if
ACTIVITY

Hand out Activity Sheet #6, Puppy Aptitude Test to each member.

Leader Notes

given to puppies when they are 49 days old - old enough to exhibit inherited behaviors but young enough that they have not been greatly influenced by their environment. Remember that breed-specific behaviors will express themselves in this test.

The person doing the tests should be a stranger to the puppies and the test should take place in an area that is new to the puppies. Each puppy should be isolated from the others during the test. Attempt to eliminate as many distractions as possible — the best place for spectators is behind a window or barrier.

As the tester completes a test on a puppy a recorder marks the scoresheet. Each member could complete a scoresheet.

EVALUATING THE SCORESHEETS

The first five tests evaluate the dog’s compatibility with people.

- A dog with mostly 1’s will not accept human leadership easily, being both dominant and aggressive. This dog will need a very experienced trainer. It will also need to be with an experienced handler and may have a future as a guard dog or area guard. This dog will not be able to function in a household.
- A dog with mostly 2’s is dominant and self confident. It will need an experienced trainer and has the potential to become a good working dog with consistent handling by its owner.
- A dog with mostly 3’s is an outgoing energetic dog. It will need early obedience training to realize its potential. As an adult it will continue to need an outlet for its high energy.
- A dog with mostly 4’s may not be overly confident but wants to please and is easily trained.
- A dog with mostly 5’s does not have self confidence and will have trouble adapting to change. It will be shy and perhaps fearful.
- A dog with mostly 6’s is independent but will not be responsive to people.

Tests six through ten evaluate the puppy’s intelligence and willingness to work. The best working dogs will score 3’s and 4’s on these tests.

If you tested several puppies discuss the results. What recommendations would you make for future careers for these dogs?
SELECTING DOGS FOR SPECIFIC PURPOSES

Leader Notes

ACTIVITY

DIALOGUE FOR CRITICAL THINKING

Share
1. What breed of dog do you have? Why?

2. For what purpose was your dog’s breed developed?

3. If you did puppy testing, what was the most significant? Why?

Process
4. What are some things to look for in choosing a dog for a specific job?

5. What difference does it make as to what a puppy is like before you begin training?

Generalize
6. Why might inherited characteristics have a greater influence on adult dogs than on adult humans?

Apply
7. Do inherited characteristics make a difference to people? Can you think of some jobs or activities that may be influenced by inherited characteristics?

REFERENCES:

Authors:
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Reviewed by:
Dog Care and Training Design Team
SELECTING DOGS FOR SPECIFIC PURPOSES  
DOG CARE AND TRAINING, LEVEL III  
Activity Sheet #6, Puppy Aptitude Test

Breed _______________________________________  Pup’s Name _______________________________________

<table>
<thead>
<tr>
<th>Test and Purpose</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **1. Social Attraction**<br>`Purpose`: Degree of attraction to people.<br>`Method`: Place pup in testing area 4 feet from tester, who coaxes puppy to her/him. | Comes readily, tail up, jumps, bites at hands .......... 1  
Comes readily, tail up, paws, licks at hands .......... 2  
Comes readily, tail up .......... 3  
Comes readily, tail down .......... 4  
Comes hesitantly, tail down .......... 5  
Does not come at all .......... 6 | |
| **2. Following**<br>`Purpose`: Degree of willingness to follow people.<br>`Method`: Stand up and walk away from puppy, encouraging verbally. | Follows readily, tail up, gets underfoot, bites at feet .......... 1  
Follows readily, tail up gets underfoot .......... 2  
Follows readily, tail up .......... 3  
Follows readily, tail down .......... 4  
Follows hesitantly, tail down .......... 5  
No follow or went away .......... 6 | |
| **3. Restraint**<br>`Purpose`: Degree of dominance or submission. Response to social/physical dominance.<br>`Method`: Gently roll the pup on its back and hold it for 30 seconds. | Struggles fiercely, flails, bites .......... 1  
Struggles fiercely, flails .......... 2  
Settles, struggles, settles with eye contact .......... 3  
Slight struggle, then settles .......... 4  
No struggle, tail tucked .......... 5  
No struggle, strains to avoid eye contact .......... 6 | |
| **4. Social Dominance**<br>`Purpose`: Degree of acceptance of human social dominance. How “forgiving” the pup is.<br>`Method`: Pup sits facing tester at a 45° angle. Tester strokes pup and puts his/her face close to pup. | Jumps, paws, bites, growls .......... 1  
Jumps, paws, licks .......... 2  
Cuddles up to tester, tries to lick face .......... 3  
Sits quietly, accepts petting, nudges/licks hands .......... 4  
Rolls over, no eye contact .......... 5  
Goes away and stays away .......... 6 | |
## SELECTING DOGS FOR SPECIFIC PURPOSES

### DOG CARE AND TRAINING, LEVEL III

Activity Sheet #6, Puppy Aptitude Test (cont’d.)

<table>
<thead>
<tr>
<th>Test and Purpose</th>
<th>Score</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>5. Elevation Dominance</strong></td>
<td></td>
<td></td>
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<tr>
<td><em>Purpose:</em> Degree of accepting dominance while in position of no control.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Method:</em> Cradle the pup under its belly, fingers interlaced, and elevated just off the ground for 30 seconds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Struggles fiercely, bites</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Struggles</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>No struggle, relaxed, tail wags</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No struggle</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>No struggle, froze, tail/rear legs tense</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>No struggle</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>6. Retrieving (Obedience &amp; Aptitude)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Purpose:</em> Degree of willingness to work with humans. High correlation between ability to retrieve and successful guide dogs, obedience dogs, and field trial dogs.</td>
<td></td>
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<tr>
<td><em>Method:</em> Get puppy interested in wadded up paper ball, then toss it a short distance while puppy is looking at the ball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chases object, picks it up and runs away</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chases object, stands over it, does not return</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Chases object, picks it up and returns to tester</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chases object, returns without object to tester</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Starts to chase, loses interest</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Does not chase</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>7. Touch Sensitivity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Purpose:</em> Degree of sensitivity to touch.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Method:</em> Take webbing of one front foot and press between finger and thumb lightly, gradually increasing pressure on a scale from 1–10. Stop as soon as the pup shows discomfort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9–10 counts before response</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7–8 counts before response</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5–6 counts before response</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3–4 counts before response</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1–2 counts before response</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>8. Sound Sensitivity</strong></td>
<td></td>
<td></td>
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<tr>
<td><em>Purpose:</em> Degree of sensitivity to sound.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Method:</em> Place pup in center of testing and make a sharp noise a few feet away. A large metal spoon struck sharply on a metal pan twice works well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates the sound, walks toward it</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Locates sound, barks</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Locates sound, shows curiosity, walks towards it</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Locates the sound</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Cringes, backs off, hides</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Ignores sound, shows no curiosity</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
SELECTING DOGS FOR SPECIFIC PURPOSES
DOG CARE AND TRAINING, LEVEL III
Activity Sheet #6, Puppy Aptitude Test (cont’d.)

Test and Purpose | Score | Comments
---|---|---
9. Chase Instinct | | 
_Purpose:_ Degree of response to moving object, chase instinct. 
_Method:_ Tie a string around a towel and drag it in front of the puppy from left to right.
| Looks, attacks, bites | 1 |  
| Looks, barks, tail up | 2 |  
| Looks curiously, attempts to investigate | 3 |  
| Looks, does not go forward, tail down | 4 |  
| Runs away, hides | 5 |  
| Ignores, shows no curiosity | 6 |  

10. Stability | | 
_Purpose:_ Degree of intelligent response to strange object. 
_Method:_ Place pup in center of testing area. Closed umbrella is held 4 feet away and pointed perpendicular to the direction the pup faces. The umbrella is opened and set down so the pup can investigate.
| Walks forward, tail up, bites | 1 |  
| Walks forward, tail up, mouths | 2 |  
| Walks forward, attempts to investigate | 3 |  
| Looks curiously, stays put | 4 |  
| Goes away, tail down, hides | 5 |  
| Ignores, shows no curiosity | 6 |  

Note: Puppies frequently startle upon seeing the umbrella open. Score pup’s response after umbrella is set down.

11. Energy Level | | 
_Purpose:_ Degree of physical energy. 
_Method:_ Observe pup on the other sub-tests and score according to most frequent activity observed. Check with breeder for confirmation.
| Continually runs, pounces, wiggles, paws | High |  
| Mostly trots, occasionally runs, pounces, wiggles | Medium |  
| Walks slowly, sits quietly remains in position usually | Low |  
| Stands rigidly, eyes roll, tail down, ears back | Stress |  

Record Total Number of Rankings

<table>
<thead>
<tr>
<th>Breed</th>
<th>Dog Name</th>
<th>1’s</th>
<th>2’s</th>
<th>3’s</th>
<th>4’s</th>
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Introduction to Agility
Dog Care and Training, Level III

What Member Will Learn . .

ABOUT THE PROJECT:
• Guidelines for working with a dog in Agility.

ABOUT THEMSELVES:
• Teamwork
• Trust
• Safety

Materials Needed:
• Dog with buckle collars, on 6-foot leashes
• Leash tabs
• Bring water for your dog
• Plenty of treats and a bag to hold them

ACTIVITY TIME NEEDED: INTRODUCTION—15 MINUTES.

ACTIVITY

Agility can be a lot of fun for you and your dog. This training will help
the less confident dog begin to trust you and gain confidence. It will give
you another way to work on control with the boisterous dog. When
competing in Agility you are allowed to talk to your dog, coaxing it over
the obstacles, as much as you want.

SOME GUIDELINES TO BE FOLLOWED WHEN WE ARE
WORKING WITH AGILITY
1. Always be safe with your dog. We will use spotters on the contact
obstacles such as the A-Frame, Dogwalk, and Seesaw. One reason is
to keep the dogs from developing the bad habit of getting off the
obstacle the wrong way but the second reason is to keep the dog from
falling off an obstacle and getting hurt or scared.

2. Advance in small steps. A dog may appear to be very confident but if
it gets scared on an obstacle it may take weeks to recover.

3. You are teaching your dog to trust you! Do not push it beyond what
it is ready for. DO NOT be tempted to ask your dog to do something
“just to see if it can do it.” If it gets scared or hurt you may not be
able to win back its trust.

Leader Notes
Please see Leader Notes for Agility in the General Section of this notebook.
This lesson is only to introduce the basic guidelines for agility. It should precede
the first obstacle work and be reviewed as needed.
Leader Notes

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tr>
<td>4. Everyone is expected to help set up and take down the obstacles. Everyone is expected to help with spotting, etc.</td>
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<tr>
<td>5. Take turns on the obstacles. Do not allow your dog to do an obstacle unless you give the command.</td>
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<tr>
<td>6. Keep your dog on leash unless instructed to remove it. Work for control of your dog.</td>
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<td>7. Alternate working with your dog on the left side and then on your right.</td>
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<tr>
<td>8. Have fun! Use lots of food as lures and rewards. PRAISE, PRAISE, PRAISE when your dog gets it right or when it completes an obstacle that seems scary. Be sure not to praise or pet when it is acting scared.</td>
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<tr>
<td>9. Always PRAISE and TREAT the dog when it is in the contact zone on the A-Frame, Dogwalk and Seesaw. The dog needs to regard this as “the place to be.”</td>
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<tr>
<td>10. Do not assume that your dog “understands” and is confident on an obstacle just because it has been successful with it at a few practice sessions. This will only be accomplished by repetitions over a longer period of time (several months), in different locations, and on different equipment. You will need to continue to watch that your dog doesn’t get scared on the obstacles.</td>
</tr>
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In agility competition the goal is for the dog to complete all of the obstacles in the order determined by the judge and to complete them correctly in the amount of time allowed by the judge. Therefore both speed and accuracy is required to be successful. The handler is allowed to run along with the dog and can command and signal as much as necessary. However, the commands may not be overly loud, nor may they be abusive. The handler may also not touch the dog, who will be competing off-lead. Food or toys are not allowed when competing.

HomeWork

Some of the things you can do at home to improve your dog’s progress in Agility are:

1. Practice going up and down a flight of stairs—especially if your dog is not used to this!

2. Practice Sit-Stays and Down-Stays with you walking or running around the dog as a distraction.

3. Devise a number of obstacles for your dog to jump over. These should be no higher than the dog’s height at the shoulder. The dog is learning to jump over a variety of strange-looking obstacles—not to jump great heights!
### ACTIVITY:

4. Practice tunnels by draping a sheet or blanket over chairs and call your dog through. Be sure your dog doesn’t get tangled up and frightened!

#### DIALOGUE FOR CRITICAL THINKING:

**Share:**
1. Which guidelines did your group discuss the most? Why?

2. Which agility guideline do you think will be the most difficult for you to follow? Why?

**Process:**
3. How is teamwork needed when training for agility?

4. Why must you teach your dog to trust you in agility?

5. What is the significance of safety in agility training?

**Generalize:**
6. How important is teamwork, trust and safety in every day activities? (home, school, etc.)

**Apply:**
7. How will these issues be useful as you prepare for a job or career?

### GOING FURTHER:

1. Check out ways to acquire agility equipment.

2. Watch an agility demonstration or show.

### REFERENCES:

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

**Reviewed by:**
Dog Care and Training Design Team
Population Explosion
Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• The need for neutering and spaying dogs

ABOUT THEMSELVES:
• How to work together to solve problems

Materials Needed:
• Activity Sheet #7, Population Explosion Worksheet
• Member Handout #3, Is Your Dog Breeding Quality?
• Member Handout #4, Know the Facts BEFORE Breeding Your Dog
• Colored pencils or markers

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

Overpopulation of dogs is a serious problem in the United States. To get some idea of how quickly dogs can reproduce, figure out how many dogs would result after just three years from uncontrolled breeding.

Pair up with a partner for this activity.

Assume you are starting with one female dog. Using the dog house pictures, show how many dogs would result if she and her offspring were allowed to mate freely for a period of three years.

Use two colored marking pens. Dots will be put in the dog houses to represent dogs. Use one color marker for male dogs and another color for female dogs.

Assume for the purposes of this activity:
• The average age of sexual maturity of dogs is one year.
• The average litter size is six.
• Half of the puppies will be female; half will be male.
• Each female will whelp two litters a year.

Leader Notes
Begin this lesson with a discussion about the problem locally. Ask an animal shelter director to speak to your group.

Find out:
1. How many dogs are euthanized each year?
2. How long do they keep a dog before it is euthanized?
3. What are the cost requirements for obtaining a dog from the shelter?
4. How many dogs are abandoned in rural areas?

Give each member Activity Sheet #7, Population Explosion Worksheet.
Leader Notes

ACTIVITY

Realize that these assumptions are for the purpose of this activity only. With the great number of dog breeds there is a considerable range of “averages.” Although some breeds are sexually mature as early as 6 months, others mature as late as 2 years. The American Kennel Club rules state that dams must be a minimum of 8 months old and sires at least 7 months. Responsible breeders generally wait until the second or third heat, or when the dam is about 2 years old before breeding for the first time. Of course, this activity is not dealing with responsible breeding!

Average litter size also varies with the breed (or mix of breeds). Pomeranians have an average litter of 2, Dalmatians average 8 to 10 puppies, and Bouvier des Flandres average 1 to 15 puppies.

The average ratio of males to females will vary with breed but in the total population the number of males will be equal to the number of females.

Some breeds will only come into season every 12 to 14 months, but twice a year is most common.

Since one male could sire all of the litters, the population increases will be based on the females.

YEAR 1
Put six marks in the dog house to represent the first (Spring) litter born to the original female (three males, three females). Add 6 more marks to represent the second (Fall) litter.

YEAR 2
Put marks in the doghouse to represent the Spring litters born to the 3 Spring females plus the original female in Year 1. Add marks to represent the Fall litters born to all of the 6 females born in year one plus the original female. How many more dogs do you have now? How many males? How many females?

YEAR 3
Put marks in the year three doghouse to represent the litters born to all 6 of the Year 1 females, all 12 of the Year 2 Spring females, and the original female. Add marks to represent the litters born to all of the Year 1 females, all of the Year 2 females, and the original female. How many more dogs do you have when each of the dogs in Year 2 reproduces?

Year 1 + Year 2 + Year 3 =

FACT:
• Of the 12 million dogs and cats brought into humane shelters each year, eight to ten million have to be euthanized.

Review Member Handout #4, Know the Facts Before Breeding Your Dog.

Send Member Handout #3, “Is Your Dog Breeding Quality” home with members for their family to use before breeding a dog.
ACTIVITY:

DIALOGUE FOR CRITICAL THINKING:
Share:
1. How did you arrive at the total number of dogs?
2. How did you and your partner work together?

Process:
3. What surprised you about this activity?
4. How would an effective program of altering dogs make your community a better place to be?

Generalize:
5. How can working together help you solve problems?

Apply:
6. What groups should be involved in your community to help solve the pet explosion problem?

GOING FURTHER
1. Be creative—make a visual to demonstrate the information you learned in this lesson.

2. Contact a veterinarian or animal shelter about the number of puppies that are euthanized each year in the country and in your area because there are not enough homes for them. Can you find out the number in Kansas? In your county?

3. Survey your 4-H or other obedience class. How many spayed females or neutered males are there? How many are unaltered?

4. In some communities, people pay lower license fees for their dogs if they have been spayed or neutered. Why? Find out if this is true in your community.
Leader Notes  ACTIVITY

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
Assume you are starting with one female dog. Using the dog house pictures, show how many dogs would result if she and her offspring were allowed to mate freely for a period of three years.

Use two colored marking pens. Dots will be put in the dog houses to represent dogs. Use one color marker for male dogs and another color for female dogs.

To begin, assume:
- The average age of sexual maturity of dogs is one year.
- The average litter size is six.
- Half of the puppies will be female; half will be male.
- Each female will whelp two litters a year.

Since one male could sire all of the litters, the population increases will be based on the females.

**Year 1**
Put six marks in the dog house to represent the first (Spring) litter born to the original female (three males, three females). Add six more marks to represent the second (Fall) litter.

**Year 2**
Put marks in the doghouse to represent the Spring litters born to the 3 Spring females plus the original female in Year 1. Add marks to represent the Fall litters born to all of the 6 females born in year one plus the original female. How many more dogs do you have now? How many males? How many females?

**Year 3**
Put marks in the year three doghouse to represent the litters born to all 6 of the Year 1 females, all 12 of the Year 2 Spring females, and the original female. Add marks to represent the litters born to all of the Year 1 females, all of the Year 2 females, and the original female. How many more dogs do you have when each of the dogs in Year 2 reproduces?

Year 1 + Year 2 + Year 3 =

**Challenge—figure out the totals for year 4!**
**POPULATION EXPLOSION**

**DOG CARE AND TRAINING, LEVEL III**

**Member Handout #4, Know the Facts Before Breeding Your Dog**

It is extremely important to learn the facts and possible consequences in advance if you are contemplating breeding your dog. In today’s overcrowded world, we, the wardens of our domestic pets, must make responsible decisions for them and for ourselves. The following points should be reviewed carefully.

**QUALITY:** AKC registration is NOT an indication of quality. Most dogs, even purebred with papers, should not be bred. Many dogs, though wonderful pets, have defects of structure, personality, or health that should not be perpetuated. Animals used for breeding should be proven free of these defects before starting on a reproductive career. Breeding should only be done with goal of IMPROVEMENT—an honest attempt to create puppies better than their parents. Ignorance is no excuse—once you have created a life, you can’t take it back, even if deaf, crippled, epileptic, or a canine psychopath!

**COST:** Dog breeding is NOT a money-making proposition, if done correctly. Health care and shots, diagnosis of problems of proof of quality, extra food, adequate facilities, stud fees, advertising, etc., are all costly and must be paid before the pups can be sold. An unexpected Caesarean or emergency intensive care for a sick pup will make a break-even litter become a big liability. And this is IF you can sell the pups.

**SALES:** First-time breeders have no reputation and no referrals to help them find buyers. Previous promises of “I want a dog just like yours” evaporate. Consider the time and expense of caring for pups that may not sell until four months, eight months, or more! What WOULD you do if your pups DID NOT SELL? Send them to the pound? Dump them in the country? Sell them cheap to a dog broker who may resell them to labs or other unsavory buyers? Veteran breeders with good reputations often don’t consider a breeding unless the have cash deposits in advance for an average-size litter.

**JOY OF BIRTH:** If you’re doing it for the children’s education, remember the whelping may be at 3 a.m. or at the veterinarian’s office on the surgery table. Even if the kiddies are present, they may get a chance to see the birth of a monster or a mummy, or watch the female scream and bite you as you attempt to deliver a pup that is half out and too large. Some females are not natural mothers and either ignore or savage their whelps. Females can have severe delivery problems or even die in whelp—pups can be born dead or with gross deformities that require euthanasia. Of course there can be joy, but if you can’t deal with the possibility of tragedy, don’t start!

**TIME:** Veteran breeders of quality dogs state that they spend well over 130 hours of labor in raising an average litter. That is OVER TWO HOURS PER DAY, every day! The female CANNOT be left alone while whelping and only for short periods for the first few days after. Be prepared for days off work and sleepless nights. Even after delivery, mom needs extra care and feeding, and puppies need daily checking, weighing, and socialization. Later, grooming and training, and the whelping box needs lots of constant cleaning. More hours are spent doing paperwork, pedigrees, and interviewing buyers. If you have any abnormal conditions such as sick puppies, or a female who can’t or won’t care for her babes, count on double the time. If you can’t provide the time, you will have either dead pups or poor ones that are bad tempered, antisocial, dirty, and/or sickly—hardly a buyer’s delight.

**HUMAN RESPONSIBILITIES:** It’s midnight—do you know where your puppies are? There are THREE AND A HALF MILLION unwanted dogs put to death in pounds in this country EVERY YEAR, with millions more dying homeless and unwanted through starvation, disease, automobiles, abuse, etc. Nearly a quarter of the victims of this unspeakable tragedy are purebred dogs “with papers.” Any breeder who creates a life is responsible for that life. Will you carefully screen potential buyers? Or will you just take the money and not worry if the puppy is chained in a junkyard all of its life or runs in the street to be killed? Will you turn down sales to irresponsible owners? Or will you say “yes” and not think about the puppy that you held and loved now having a litter of mongrels every time she comes in heat, which fills the pounds with more statistics. Would you be prepared to take back a grown puppy if the owners can no longer care for it? Or can you live with the thought that the puppy you helped bring into the world will be destroyed at the pound?
IS YOUR DOG BREEDING QUALITY?

1. START HERE

2. IS YOUR DOG PUREBRED?
   - YES
   - NO

3. WHERE DID YOU GET YOUR DOG?
   - PET STORE
   - ANIMAL SHELTER
   - BREEDER
   - FOUND IT

4. IS YOUR DOG HEALTHY AND CERTIFIED (OFA, CERF) FREE OF GENETIC DISEASES?
   - YES
   - NO

5. DOES YOUR DOG FIT THE BREED STANDARD?
   - YES
   - NO

6. ARE THERE AT LEAST FOUR TITLED DOGS (CONFORMATION, OBEDIENCE, TRACKING, FIELD, ETC.) IN THE LAST THREE Generations?
   - YES
   - NO

7. DOES YOUR DOG HAVE A STABLE TEMPERAMENT?
   - YES
   - NO

8. GET YOUR PET NEUTERED!

YES, you have a dog of breeding quality. However, if you are not active in showing or working your dog, think very carefully about your reason for breeding. Breeding should be done to IMPROVE THE BREED, not so the kids can see puppies being born, or because you want "a puppy from her," and NEVER make money selling puppies! DON'T BREED OUT OF GREED!

**PLEASE FEEL FREE TO REPRINT AND DISTRIBUTE!**
What Members Will Learn . . .

ABOUT THE PROJECT:
• Teaching the dog a contact obstacle, the A-Frame.

ABOUT THEMSELVES:
• A task can be broken down into small steps to achieve success.

Materials Needed:
• A-Frame Agility Obstacle which can be spread out flat and raised in increments, support to be placed under the apex of the A-Frame when the angle is very shallow. See “Kansas 4-H Agility Dog Show Rule Book” (S-124) for details.
• Training treats for the dogs

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

The competition performance will look like this: on command, the dog will approach the A-Frame straight on, will climb to the top with at least one paw touching the A-Frame in the up-side contact zone, and will climb down the other side with at least one paw touching the down-side contact zone, and will leave the A-Frame straight over the end without cutting corners. It is essential that the dog not leap off the A-Frame but walk down the entire down-side. Leaps can cause severe injury to the dogs as well as cause a competitive performance to be scored zero. Stress safety on this obstacle!

A-FRAME LEARNING STEPS:
1—Lay the A-Frame flat on the floor. Take the dogs up to see it but do not let them on it. Praise the dog.

2—Place A-Frame flat on the ground. Have the dog on leash on the member’s left. A spotter will walk along on the other side. Place a treat on the contact zone. Begin with the dog several steps back from the A-Frame, give the command, “CLIMB” and lead the dog over the A-Frame, letting it get the treat on the far side. Repeat with the dog on the member’s right side. Repeat a third time with the dog on the left.

3—A-Frame apex 12-24 inches high (prop up the center of the A-Frame so it will not collapse). Repeat Step 2.

Leader Notes
This lesson should be prefaced by the Agility Introduction. This lesson will cover all of the steps to teaching this obstacle. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:
• using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
• a member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle
• learning spread over several lessons will be better retained.
• members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.
ABILITY—A-FRAME

Leader Notes

ACTIVITY

4—A-Frame apex 36 inches high. Repeat Step 2.

5—A-Frame apex 36 inches high. Repeat Step 2, but send the dog ahead of you. Continue to have a treat on the contact zone.

6—A-Frame apex 48 inches high. Use a collar tab, letting go as soon as the dog is on the A-frame. The member should then run to the down side of the A-Frame. The dog will get the treat on the contact zone, the member will give their release command and coach the dog to them.

7—A-Frame apex 48 inches high. Practice sending the dog from further back. Continue to use a spotter and to have a treat on the contact zone. Continue to alternate working the dog on the right and the left.

8—A-Frame apex at competition height. Practice as for Step 7. Do not repeat more than a few times each session. This height will cause most dogs to tire quickly. Spend most of your practice time with the A-Frame at a lower height.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. How did your dog react to the A-Frame laying flat?

2. What was the most difficult aspect of the A-Frame for your dog? Why?

Process:
3. Why is it important to have a spotter?

4. What is the significance of gradually raising the height of the apex?

5. Why is it important to teach dogs in a series of steps?

Generalize:
6. Why is it necessary for you to divide certain tasks into steps?

7. How valuable is repetition or practice for you when learning new skills?

Apply:
8. When might you use step learning in the future? Why?

References:
Kansas 4-H Agility Dog Show Rule Book (S-124)

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

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

Reviewed by:
Dog Care and Training Design Team

78–Dog Care and Training, Level III
Sharing Dogs with Others

Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to make contacts for setting up visits to institutions with their dog.

ABOUT THEMSELVES:
• Planning ahead to schedule well-organized visitations or programs.
• How to share what they have with other people.

Materials Needed:
• Paper, pencils, easel paper, marking pens
• Activity Sheet #8, Guidelines for Therapy Dog Visits

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

There are many places in our community where people would be very happy if we brought our dogs in to do some demonstrations, mini dog shows, or to just visit and let them pet our dogs. Wouldn’t you like to share your dog with someone else if you knew it was going to make them happy? What if you knew that they could no longer have their dog with them such as people in nursing homes?

Now, let’s all make a list of places that we can make people happy by taking our dogs to them on a special outing. Take a few minutes to prepare your list of different types of places such as nursing homes and then we will make a list together.

Now, let’s all select two locations that you think would be good for us to visit and we’ll discuss why those would be good places to visit with our dogs.

DISCUSS AND PLAN
1. Who would the people be that we would be visiting? Their ages? Would they have problems seeing or hearing us or our dogs? Would they have handicaps that we can deal with? Could we be comfortable in talking with them and letting them touch / pet / love our dogs? Would we have fun being with them with our dogs?

Leader Notes
As you compile a master list on easel paper some of the locations offered will probably be:
• nursing homes
• preschools
• elementary schools
• day care centers
• hospitals (general and children’s)
• rehabilitation centers
• hospice organizations
• prisons and detention camps
There may be other locations that are unique to your community so they should all be listed on the easel paper.

Use a show of hands to select the top two locations.
PASS OUT ACTIVITY SHEET # 8, GUIDELINES FOR THERAPY DOG VISITS TO EACH MEMBER.

THANK THE VOLUNTEERING INTERVIEW / COORDINATING TEAMS AND MAKE YOURSELF AVAILABLE TO THEM FOR HELPING WORK OUT PROBLEMS.

ASSIGN TEAMS:
We’d like to set up two teams with two 4-Hers in each team to make contacts with the places we’d like to visit. Any volunteers to make these contacts? We have guidelines available to help you interview and coordinate the visits. (Pass out copies to all members present.)

DIALOG FOR CRITICAL THINKING:
Share
1. What locations did you select to visit? Why?
2. What type of event did you select? Why?

Process
3. Why would a dog visit be beneficial to people in places where they can’t have their own dogs?

SHARING DOGS WITH OTHERS

2. What kind of event would we want to do for them? (Put on a mini-show, do dog tricks, give talks, obedience or showmanship demonstrations, show how we train our dogs, costume show, holiday visit, etc.)

3. Would all of our dogs be suitable to take or would some possibly be problems to handle or cause accidents? (Safety for our dogs, the people we are going to visit, and ourselves is the most important thing we can consider.)

4. Could we come up with a requirement or test that every dog and handler would have to pass before they would be qualified to participate? (AKC Canine Good Citizen or our own equivalent)

OK, we have some great ideas on who we would like to visit with our dogs and some of the problems we might have to work out before we go.

Let’s talk about what we need to do to set up a visit to each of the two places that we have picked out to visit.

We need to keep in mind that just because we think it would be great to share our dogs and ourselves with a group doesn’t mean that we might not have problems making a visit. There are some institutions and organizations that will have existing rules or regulations that might keep us from making the type of visit that we’d like to. Most of the rules can be worked with so some type of a visit can be made.

For example: A hospital may prohibit animals from being brought inside the hospital but they may allow certain patients to go to an outside courtyard to visit with our dogs. Almost anything can be worked out if we just talk with the person or people in charge of the place where we want to visit. Sometimes a small demonstration for the people in charge will answer all questions and will take care of potential problems.
4. What are some of the reasons for testing and qualifying our handler / dog teams before going on visits?

Generalize
5. Why did you decide to share your dog and yourself?

Apply
6. What concerns would you have if you were in the same position as the people you will visit with your dog?

GOING FURTHER:
1. Arrange to have a Certified or Registered Therapy Dog and handler give a presentation and demonstration at a meeting.

REFERENCES:
Canine Good Citizen Test
American Kennel Club
51 Madison Avenue
New York NY 10010
Therapy Dogs Incorporated
2416 East Fox Farm Road
Cheyenne WY 82007
(307) 432-0272
E-mail: therdog@sisna.com or website: www.therapydogs.com
Therapy Dogs International
6 Hilltop Road
Meanham NJ 07945
(201) 543-0888
Annual membership $20.00 first dog, $5.00 for each additional dog
Pet Partners
Delta Society
289 Perimeter Road East
Renton WA 98055-1329
(206) 226-7357
annual membership $35.00 plus Delta Society membership fee

Authors:
Keith L. Neuway, Dog Breeder, Trainer
James P. Adams, Specialist, 4–H and Youth Programs, K-State Research and Extension

Reviewed by:
Dog Care and Training Design Team
Place to be visited:

Address: ______________________________________________________

Telephone numbers: _____________________________________________

Person in charge of visits:

(possibly the Activities Director, Social Services Director, or Director of Volunteer Services)

Their telephone number: __________________________________________

Either call them or better yet make a personal visit to the institution and discuss what we would like to do if a visit can be arranged.

Find Out:

1. The best days of the week and time of day for our visit:

2. The size and location of the area where the visit would take place (inside, outside, meeting room, auditorium, activities room, etc.):

3. What kind of visit would they like (demonstration, talks, individual visits, etc.):

4. Where should we park and how do we get to the meeting area (upstairs, downstairs, elevator, security escort necessary, etc.):

5. Who do we notify in case of accidents?

6. Where can we take our dogs to relieve themselves? We will do our own clean-up!

7. How much time should we plan for our visit?

8. Will any of the people we are visiting have special problems such as physical, medical, or mental?

9. Any special notes or questions?

Thank the people you’ve interviewed for their time and provide them with your name, address, and telephone number.

The next day mail a Thank You note to your contact person(s) that granted you the interview and let them know that you will share your findings with your fellow 4-Hers and will be back in touch for a group visit if possible.
SHARING DOGS WITH OTHERS
DOG CARE AND TRAINING, LEVEL III
Activity Sheet #8, Guidelines for Therapy Dog Visits (cont’d.)

Date of initial contact: ____________________________

Date of interview: ______________________________

Date Thank You sent: ____________________________

Date shared with club members: ___________________

Date of scheduled visit: __________________________

Time of scheduled visit: __________________________
What Members Will Learn . . .

ABOUT THE PROJECT:
• How to teach a dog to negotiate the dogwalk.

ABOUT THEMSELVES:
• The value of small steps in learning.
• The importance of repetition.

Materials Needed:
• Dogwalk, adjustable to a lower level (about 24 inches)
• Optional: a 12 inch wide board, 8 feet or longer, and 2 cinder blocks

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

NOTE: THE A-FRAME, STEPS 1–6 SHOULD BE LEARNED BEFORE PROGRESSING FURTHER THAN THE DOGWALK FLAT BOARD.

Use a spotter with the dogwalk until you are working on Step 9. The spotter is to help prevent the dog from “bailing off” the dogwalk as well as to prevent the dog from falling and getting injured or scared.

The dog should always wait in the contact zone until it is given a release command (such as “FREE”). To reinforce this the dog is always given a treat for waiting.

ACTIVITY: DOGWALK BOARD OPTIONAL INSTRUCTION.
If you are able to use this you will be able to teach the dog to walk on a narrow board before attempting to teach it to walk a narrow board that slants. This part of the lesson is much more important for larger dogs that will need to learn careful placement of their feet.

Step 1—Guide the dog onto the board over the end (not the side) using the command, “WALK.” Have your left hand on the collar, treats in your right. A spotter on the dog’s left can help to keep the dog on the board. PRAISE and treat the dog for standing on the board (this is much more important for a timid or large dog). Encourage the dog to walk the length of the board and to wait at the end. Give a treat to the dog for waiting.

Leader Notes

This lesson should be prefaced by the Agility Introduction and by the A-FRAME LESSON, Steps 1–6. This lesson will cover all of the steps to teaching the dogwalk and should be completed before attempting the seesaw. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:
• using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
• a member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle.
• learning spread over several lessons.
**Leader Notes**

- will be better retained.
- members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.

**ACTIVITY**

Give a release command and lead the dog straight off the end of the board. Repeat with the dog on your right side. Repeat, alternating with the dog on left and the dog on right until the dog gets straight onto the board without hesitation, keeps all four feet on the board while walking over it, and waits for a treat at the end.

Step 2—Repeat Step 1 holding the leash tab. A spotter should be on the side opposite the trainer to help keep the dog on the board. Always have the dog wait for a release command (such as “FREE”) before leaving the dogwalk and reward the dog for waiting by placing a treat on the end of the board. Repeat, alternating with the dog on the left and the right for at least 3 repetitions. The dog is ready for the short dogwalk when it keeps all four feet on the board for the entire length.

**ACTIVITY—DOGWALK INSTRUCTION**

Step 1—Use the short walk. Take the dogs up to the dogwalk to let them see it but do not let them on it. Praise the dog.

Step 2—Use the short walk. With hand in collar guide the dog straight onto and over the dog walk. Use “WALK” as the command. Have a spotter on the dog’s other side to help prevent the dog falling or jumping off. When the dog is in the down contact zone have it wait and give a treat. Give a release command “FREE” to allow the dog to exit the dogwalk. The dog should not leave the dogwalk until you give the “RELEASE” command. The dog should exit off the board straight off the end. Repeat 4 times, twice each with the dog on the left and the dog on the right.

Step 3—Use the short walk. Begin about 3 feet back from the ramp, and use a spotter. Hold the collar tab, command “WALK” and walk the dog up to the ramp and up onto and over the dogwalk. Have the dog wait in the down contact zone and give it a treat as a reward for waiting. Give the release command and lead the dog straight off the dogwalk. Repeat with the dog on the opposite side.

Step 4—Use the short walk and proceed as in Step 3 but let go of the collar tab as soon as the dog is committed to the dogwalk (walking up the up ramp). If the dog does not go straight onto the dogwalk go back to Step 3. Continue Step 4 until the dog will go straight onto the dogwalk when you are on its right or left.

Step 5—Use the full-size dogwalk.

Walk the dog on lead up to the dogwalk to introduce the obstacle but do not let the dog on it. Praise and Release.

Step 6—With your hand in the collar, guide the dog straight onto and over the dogwalk. Give a treat in the down contact zone. Repeat 3 times, working the dog on the left and the right.

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Step 7—Use the collar tab. Guide the dog onto and over the dogwalk. Give a treat in the down contact zone. Repeat until the dog seems confident, working the dog on the left and the right.

Step 8—Use the collar to guide dog onto dogwalk, let go when dog is on it. Treat on the down contact zone. Practice with dog on left and right.

Step 9—Begin about 3 feet from dogwalk. Dog is off-lead. Walk up to the dogwalk with dog and command it on the walk. The dog should wait for a treat and release in the down contact zone. Practice with the dog on the right and on the left.

Step 10—Increase distance from dogwalk and send dog to it. Increase speed but the dog should continue to wait for a release command in the contact zone.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. What parts of the dogwalk were difficult for your dog? Why?

**Process:**
2. Why is it important to have a spotter?

3. Why is it necessary to make the dog go on and off the walk directly over the ends?

4. What is the significance of the release command?

5. Why is it important to teach even a simple obstacle in several small steps?

**Generalize:**
6. Why do you learn things in small increments?

7. How does repetition enhance learning?

**Apply:**
8. When will you use steps and repetition in other learning activities?

**GOING FURTHER:**
1. Observe the dog walk at a show.
REFERENCES:
Kansas 4-H Agility Dog Show Rule Book (S-124)

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

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

ABOUT THE PROJECT:
• Becoming familiar with the role of assistance dogs

ABOUT THEMSELVES:
• How they can relate to the physically challenged.

MATERIALS NEEDED:
• Activity Sheet #9, Interview Questionnaire (after developed by group)

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

Your interest in dogs offers a lot of opportunities to get to know others with similar interests. Sometimes you may meet physically challenged people who are interested in dogs. People with physical challenges may use a well-trained dog to help them lead full lives. Getting to know physically challenged people who use dogs not only helps you learn more about dogs; more importantly, it helps you learn to appreciate the strengths of individuals who are physically challenged and to make new friends.

Do you know anyone who uses a dog to help deal with a physical challenge? If you are already acquainted with someone you may want to talk with this person or ask for names of someone he or she knows so you can broaden your acquaintances. If you don’t know someone, talk with friends or people working in the helping professions such as doctors, nurses, teachers, religious leaders and social workers to learn about people you can spend some time with.

Either on your own or with help from someone else, arrange an interview with a physically challenged person who uses a dog. Find out how the person feels about the dog and how the dog makes day-to-day tasks easier.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. What impressed you most about the person and/or dog that you interviewed?

Leader Notes
Depending on the size of your group, decide if each individual will interview a physically challenged person or if the entire group will visit one person.

As a total group or in triads, write questions that you might ask a physically challenged person.

Finalize the questions to form a questionnaire that each individual or the group may use. Use Activity Sheet #9, Interview Questionnaire.

Have each member or group discuss and share the results of the interviews at the next meeting. Do the Critical Thinking questions after the interviews to help stimulate discussion.
Leader Notes

**ACTIVITY**

2. What was the most difficult part of the interview? Why?

**Process:**
3. How does the person overcome the special challenges he/she faces each day?

4. How does the dog change the person’s life?

**Generalize:**
5. How did you feel when you talked with the physically challenged person?

6. What did you learn about yourself as a result of this interview?

**Apply**
7. What did you learn that will help you feel more at ease in relating to people who are physically challenged in the future?

**GOING FURTHER:**
1. Prepare and give a talk to a group showing what you learned about physically challenged people and how they use their dogs to enhance their lives.

2. Volunteer some time with an organization that works with people who use helping dogs, such as Canine Assistance, Rehabilitation, Education and Services, Inc. (CARES)

3. Interview a Trainer for Kansas Specialty Dog Service (KSDS) or talk with a puppy raiser. What has their experience been? Does this sound like something you would like to do? Why or why not?

**REFERENCES:**
Kansas Specialty Dog Service Inc., P.O. Box 216, Washington, KS 66968 (785/325-2256)
Canine Assistance, Rehabilitation, Education and Services, Inc., PO Box 314, Concordia, KS 66901 (785/ 243-1077)

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

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

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RELATING TO THE PHYSICALLY CHALLENGED
DOG CARE AND TRAINING, LEVEL III
Activity Sheet #9, Interview Questionnaire

Date: ___________________  Dog’s name and breed: ________________________________

Person interviewed: __________________________________________________________

(Insert your questions here!)
Agility—Pause Table

Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to teach a dog to do the pause table.

ABOUT THEMSELVES:
• Importance of variety and planning

Materials Needed:
• Pause table, 8–10 inches high. See Kansas 4-H Agility Dog Show Rule Book (S-124) for details.

ACTIVITY

If the dog already has been trained to Down, Sit, and Stay, then half of the training for the pause table has been accomplished.

Step 1—Walk dog up to the pause table to introduce the obstacle.

Step 2—On leash, give command for the table, “UP,” and walk toward table. Encourage dog onto the table and give treat and praise. Release dog ("FREE") off of table. Repeat 3 times.

Step 3—On leash, have spotter hold dog about 3–5 feet from table. You will be standing on the side opposite the dog. Call the dog, using the table command, “UP.” Give the dog a treat when the dog is up on the table. Repeat 3 times.

Step 4—Repeat Step 3, commanding your dog to “SIT” once it is on the table. Give a treat when it sits and then release.

Step 5—Repeat Step 3, commanding your dog to “DOWN” once it is on the table. Give a treat when it is down and then release.

Step 6—Use the leash tab. Start the dog toward the table, commanding “UP.” Drop the tab. When the dog is on the table command it to “DOWN.” Command “STAY.” Increase the length of the stay to the count of 15, 30, and then to 1 minute. (In competition the dog will need to stay for a count of 5.)

Step 7—Repeat Step 6, with the dog doing a Sit.

Leader Notes

This lesson should be prefaced by the Agility Introduction. This lesson will cover all of the steps to teaching the pause table. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:
• using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
• a member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle.
• learning spread over several lessons will be better retained.
• members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.
Leader Notes

ACTIVITY

Step 8—Alternate Steps 6 and 7, alternate having the dog on the left and the right. Increase the time the dog is on the table on a Stay. Increase the distance you go from the dog when it is on the table.

DIALLOGUE FOR CRITICAL THINKING:

Share:
1. What happened when you first used the “UP” command?
2. How long did it take to get your dog to jump onto the table and stay?

Process:
3. Why is it important to practice getting on the table before adding the Stay or Sit?
4. Why do you think it is important to teach your dog several ways to pause on the table?
5. Why would you teach a full minute stay on the pause table when your dog only needs a five count in competition?

Generalize:
6. Why do you like variety in your learning activities?
7. When do we sometimes go beyond the minimum standards? Why?

Apply:
8. What events are you planning that will benefit from variety and extra effort? Why?

GOING FURTHER:
1. When is it important for you to pause, reflect, or take a break? Why?
2. Have someone talk to your group on the value of breaks.

REFERENCES:

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

Reviewed by:
Dog Care and Training Design Team
Agility—Open and Closed Tunnels
Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to teach a dog to negotiate a tunnel.

ABOUT THEMSELVES:
• How to use small steps to help overcome a fear.

Materials Needed:
• Tunnels, Open and/or Closed. See Kansas 4-H Agility Dog Show Rule Book (S-124) for details.

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

Steps 1–4 are the same for both the open tunnel and the closed tunnel. If you are teaching the closed tunnel collapse it to about 4'. If you are teaching the open tunnel fold back the cloth to use only the non-collapsed part.

Step 1—Bring the dog on leash up to the tunnel, let it sniff and then walk away.

Step 2—Parent or instructor holds the dog at the entrance of the tunnel. Member is at the exit, letting the dog see them in the opening. A treat may be used and the member may need to hold the treat in the tunnel toward their dog. Call the dog. Praise and give the treat. Repeat 3 times.

Step 3—Instructor holds dog back one foot from entrance of tunnel and member calls through as in step 2. On the 2nd and 3rd repetitions use the command “TUNNEL” as the dog is called through.

Step 4—Use the collar tab. Member gives “TUNNEL” command and walks the dog up to the tunnel. Let go of the tab as soon as the dog begins to enter the tunnel. The member will rush to the exit to meet the dog with treats and PRAISE. The instructor or spotter can step in to block the entrance as soon as the dog gets into the tunnel.

OPEN TUNNEL ONLY
Be sure you have worked through steps 1–4 with this tunnel.

Leader Notes
This lesson should be prefaced by the Agility Introduction. This lesson will cover all of the steps to teaching this obstacle. You can go through all of these steps at a single lesson. However, if you have more than one obstacle available for instruction and practice, it is highly recommended that you teach a few steps on several obstacles in a single lesson rather than spending the entire lesson on a single obstacle. There are several reasons for this:
• using a variety of obstacles gives the dog (and handler) a mental and physical break from continuing with a frustrating or stressful obstacle.
• a member who misses a lesson is better able to catch up if they have only missed a few steps in learning an obstacle.
• learning spread over several lessons will be better retained.
• members can be spread out to take turns at several obstacles, involving more at a time rather than everyone waiting for a turn on a single obstacle.
Leader Notes

**ACTIVITY**

Step 5—Tunnel is extended to 6 feet–straight. Dog is held at entrance and called through.

Repeat 3 times.

Step 6—Tunnel is extended to 6 feet–straight. Member sends dog through and meets dog at exit. Repeat 3 times, alternating left and right sides.

Step 7—Tunnel is extended to 10-12 feet–straight. Dog is held at entrance and called through by the member. Repeat 3 times. Then the member will walk the dog up to the tunnel and send him through. Repeat 3 times, alternating sides.

Step 8—Tunnel is full length–straight. Repeat Step 7.

Step 9—Add slight bend to the tunnel. Repeat Step 7.

Step 10—Add a 45 degree bend to the tunnel and repeat Step 7.

**CLOSED TUNNEL ONLY**

Be sure you have worked through steps 1–4 with this tunnel.

Step 5—Fold the fabric so it just hangs over the exit to this tunnel. Dog is held at entrance and member calls dog through. Repeat 3 times.

Step 6—Unfold the fabric so the entire length of the tunnel is about 6 feet. Dog is held at the entrance. The member holds the fabric end open so the dog can see the handler and calls the dog through. Repeat once. Then call the dog through but the member drops the fabric just as the dog reaches the handler. Repeat twice.

Step 7—Unfold the fabric to the full length and repeat Step 6.

Step 8—Repeat Step 7 but drop the fabric when dog is halfway through. Repeat 3 times.

Step 9—Repeat Step 7 but drop fabric when dog enters the fabric portion of the tunnel.

Step 10—Dog is held at the entrance to the tunnel. The fabric is dropped. Call dog through. Be prepared to hold it so just a target opening is visible. Repeat 3 times.

Step 11—Member gives “TUNNEL” command and sends dog through tunnel. Repeat three times, working dog on the right and the left.

Step 12—Send dog through tunnel from 1 foot away from entrance. In practice increase distance. Practice working dog on both right and left sides, increasing distance.
ACTIVITY:

DIALOGUE FOR CRITICAL THINKING:

Share:
1. How did your dog react to tunnels?
2. Which tunnel was most difficult? Why?

Process:
3. Why is it important to gradually increase the length and degree of light at the end of the closed tunnel?
4. How might the breed of dog affect your success in teaching tunnels?
5. What breeds might learn tunnels easier? Why?
6. What did you do to build your dogs confidence in the closed tunnel?

Generalize:
7. What do you do to build your confidence when attempting a stressful situation?

Apply:
8. What strategies will you use in the future to build confidence and reduce stressful situations?

GOING FURTHER:
1. Discuss the value of sight and its relationship to confidence.

REFERENCES:
“Kansas 4-H Agility Dog Show Rule Book.” (S-124)

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

Reviewed by:
Dog Care and Training Design Team
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AGILITY—OPEN AND CLOSED TUNNELS
Judging Showmanship  
*Dog Care and Training, Level III*

What Members Will Learn . . .

**ABOUT THE PROJECT:**
- How to judge dogs and handlers in Junior/Senior Showmanship.

**ABOUT THEMSELVES:**
- Evaluating a performance based on written criteria.
- Using communication skills to present a critique.

**Materials Needed:**
- Copies of Showmanship scoresheets, 1 per member-judge for each dog being judged
- Clipboards (optional)
- Copies of the “Kansas 4–H Dog Show Rule Book.”
- A copy of the “Kansas 4–H Dog Show Judge’s Guidelines.”
- Video camera, blank video tape, monitor for playback
- Ring area marked off by rope or with the corners marked.
- Activity Sheet #10, Showmanship Problem Areas.

**ACTIVITY TIME NEEDED:** 10 MINUTES TO 2 HOURS.
Parts 1 and 2 of this exercise can be done separately. You could also incorporate Part 1—Judging of Fittings—into any lesson where the members have their dogs by having several members act as judges and discuss their evaluations. Consider repeating this lesson throughout the year to improve showmanship as well as judging skills.

**Leader Notes**
You will need several Showmanship dogs and handlers to be judged. Do not use potentially aggressive dogs for this lesson. A good way to do this is to invite members preparing for Showmanship to practice their skills while the older members practice judging. The older members could also take turns being judged as handlers. You may want to have the handlers make deliberate errors so the members learning to judge can practice scoring less-than-perfect performances. (As a variation, you could have the handlers draw out slips with possible “problem areas” listed and have them make deliberate mistakes. Depending on the dog you may want to let the handler pass on some of the problem areas such as “crowding another dog” or “extra loud commands.”) Another possibility is
**Leader Notes**

to have the parents show the dogs and be judged. Regardless of who is being judged, be sure to have the “judges” practice tact when critiquing the performance. They need to be fair as well as honest.

Before beginning this lesson all members should be familiar with competing in Showmanship and the regulations for Showmanship.

This lesson breaks down the areas of scoring and responsibilities of the judge into two parts: Evaluation of Fittings and Evaluation of Showmanship and Direction of the Ring. This will allow the members to concentrate on one part of judging at a time and also allows you to adapt this lesson into two or more sessions. At the completion of each part stop to compare the “judge’s” evaluations. Each member should be able to discuss their scoring and provide a rationale.

The Kansas Dog Show Rule Book specifies that dogs 12 inches or under may be shown on a table and that dogs over 12 inches are shown on the ground or table at the 4-H’er’s option.

Determine how many “judges” you have and how many dogs to be judged. If possible each “judge” should evaluate the fittings for at least three dogs. You may want to assign dogs so more experienced and confident members are working with the less reliable dogs. Each dog should be evaluated by at least three “judges” so there will be an opportunity to compare results. Complete an evaluation yourself if there is time.

(In Part 2 every judge will evaluate every dog.)

---

**ACTIVITY**

**PART 1—EVALUATION OF FITTING:**

Today you will practice judging dogs and handlers in Showmanship. Each of you will have a scoresheet to mark for each dog we are judging. After judging the dogs we will compare your evaluations. We will start by evaluating the fitting of each of the dogs. Judges, Handlers, please set up your dogs in a line along the side of our ring. Now, of course there would be only one judge in the ring and this part of the evaluation would usually be done just before each dog completes a pattern.

Who knows which of these dogs could be examined on a table?

Judges, you will now, one at a time, examine the fitting of the dogs being shown to you. Practice being courteous to the handler as well as being gentle with the dog. Complete a scoresheet after judging each dog.

After the judging is complete the judges and handlers should prepare for discussion. Choose a dog and ask one of the judges who evaluated the dog to share their critique. Ask the second and third judges for their opinion—did they disagree on any points and why? Then have the second and/or third judge explain a strength they observed in the area of “Fitting of the Dog.” Once a strength has been identified then any of the judges may offer a suggestion for improvement. Each suggestion, however, should be balanced with a strength.

Choose another dog and repeat the evaluation.

Once all of the dogs have been evaluated then it is the handler’s turn to evaluate the judges. Ask the handlers to contribute positive comments on the judges. What can they say about the way the judge greeted them or handled their dog? What about the suggestions for improvement they received? Did any seem especially helpful or were they given in a friendly way?
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<td>Encourage discussion on points where the judges differ in their evaluation. The entire group may come to a conclusion on what constitutes a nail that is “excessively long” or teeth that are dirty. Judges should be fair but positive. Members should be able to identify strengths as well as faults. Requiring judges 2 and 3 to identify strengths also means that judge 1 doesn’t do all the talking. Giving suggestions for improvement may increase cooperation within the Club as the members learn to help each other improve their dogs.</td>
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Leader Notes
In Part 2 you will be assigning jobs to the members. As your members become more skilled they will be able to score both areas at once but they learn more if they attempt to master just one area at a time. Rotate the jobs among the members so they all get an opportunity to practice all three of these jobs. If you will be repeating this lesson it is fine if a member only does the Ring Manager job at one of the lessons. Ideally you will have one member act as Ring Manager and will divide the remaining members between scoring showmanship of Handler and Coordination. You should have at least two members scoring each area. If you have a small group they may each score the same area for one dog and then each score the other area for the next dog, etc. At the end of this activity they will be comparing their scoring so you do need at least two scores in the same area for each dog. The scoring component of Part 2 should take about one minute (no more than two minutes) per dog participating. A judge does not have a great deal of time to make decisions and at this time your members are only scoring for one third of the area on the scoresheet.

PART 2—EVALUATING OF SHOWMANSHIP AND DIRECTION OF THE RING.
Now we’ll be judging the Showmanship of the Handlers and the Coordination Between Handler and Dog. Actually, in addition to scoring these two areas the judge has the third task of directing the activity in the show ring. We will divide these jobs—all which a judge must do at the same time—so you will be able to concentrate on each one before putting everything together.

Ring Manager: We will need one person to direct the activity in the ring. This person will be in the ring and will be doing everything the judge would do except the scoring. This includes calling the dogs to come into the ring, gaiting the dogs as a group, gaiting the dogs individually, and dismissing them at the end of the class. The individual examination will be brief since this area was dealt with in Part 1.

Scorer—Showmanship of Handler: We will have several persons concentrating on the items listed on the scoresheet under Showmanship of Handler. These people will be together outside the ring (which makes for more difficult scoring but everyone should have the same view) and will individually mark a scoresheet for each team being evaluated. They will only mark the area for Showmanship of Handler. Remember, a team can be scored even when they are not being individually examined by the judge.

Scorer—Coordination Between Handler and Dog: We will also have several persons concentrating on the items listed on the scoresheet under Coordination Between Handler and Dog. They will score from outside the ring and will only mark their scoresheet for Coordination Between Handler and Dog.

If you are scoring please mark your own opinion—we are not doing team judging this time. At the end of this class (group of dogs) we’ll compare scores and will also watch the video tape so we all can see what you saw as you were scoring. You should know that none of these Showmanship teams will merit a purple ribbon—they have all planned to make some mistakes.

We’ll chose jobs and those of you acting as handlers please get your dogs ready.

As soon as everyone is in place the Ring Manager Judge may start.

After the first class (group) of dogs has been judged, gather to compare scoresheets and to review the video. As with the comparison of the scoring of the fitting of the dog, do a dog-by- dog comparison of scoring. View the video at appropriate points or at the end. Judges should give each handler praise for areas of strength and then may give suggestions for improvement. After the evaluations have been shared the handlers may critique the Ring Manager Judge. Be sure to give strengths as well as suggestions for improvement.
DIALOGUE FOR CRITICAL THINKING:

Share:
1. What did you learn about scoring a Showmanship performance?
2. How did it feel to be the judge rather than the contestant?

Process:
3. In which of the three scoring areas was the greatest disagreement between the scores? Why?
4. Why is it important to judge only one area at a time when learning?

Generalize:
5. What is the difference between subjective and objective scoring?
6. Which way do you prefer to be judged?
7. Which way is easier to judge?

Apply:
8. Name examples of contests that are judged subjectively and that are judged objectively.
9. What, if anything, do contests judged in each style have in common?

GOING FURTHER
1. Invite a Showmanship Judge to a meeting. Have him or her discuss some of the things to look for when judging Showmanship.
2. Arrange a Showmanship judging competition. Invite a Showmanship judge to judge the competition and volunteers to show their dogs. The volunteers will be coached to make some mistakes. The Showmanship judge would judge the class along with the members in the judging competition. The judge would then judge the judging, determining which members were most accurate in their judging. This also could be a team event with teams of two or three members deciding the scoring between them!
3. Be a ringside judge. Mentally (or on paper) score dogs that are in a competition. How close did you come to the judge’s evaluation? Caution: Be careful about discussing a dog’s performance and remember to be tactful. You may be standing next to the competitor’s friends or relations who could be hurt by thoughtless remarks. Also, do not be critical of the judge. You are not seeing exactly the same things that he or she is seeing. If you are giving an opinion make it clear that it is “from your view.”
4. Be a “ringside judge” at an AKC or UKC Showmanship competition. How is it different from 4H?
Leader Notes

ACTIVITY

5. Volunteer to help younger members learn to compete in Showmanship. Serve as a judge if they have a practice night.

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
**JUDGING SHOWMANSHIP**
**DOG CARE AND TRAINING, LEVEL III**
Activity Sheet #10, Showmanship Problem Areas

Cut these slips apart and have the members who are handling the dogs draw out one or two to demonstrate errors in Showmanship. The slip lists the desired behavior—the handler will demonstrate the reverse.

<table>
<thead>
<tr>
<th>Desired Behavior</th>
<th>Error Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handler is neat and well-groomed.</td>
<td>The handler allows others enough room to be comfortable.</td>
</tr>
<tr>
<td>Handler is friendly—smiles!</td>
<td>Commands are given in a normal or soft voice.</td>
</tr>
<tr>
<td>The correct collar and leash is used.</td>
<td>The dog is gaited in straight lines where required.</td>
</tr>
<tr>
<td>The handler follows instructions.</td>
<td>The dog is gaited at an even pace.</td>
</tr>
<tr>
<td>The handler keeps the dog set up.</td>
<td>The dog is guided with the lead without unnecessary jerking or pulling.</td>
</tr>
<tr>
<td>The handler keeps the dog between him or her and the judge.</td>
<td>Turns are smooth and practiced.</td>
</tr>
<tr>
<td>The handler demonstrates good footwork.</td>
<td>Corners are smooth.</td>
</tr>
<tr>
<td>The lead is handled smoothly.</td>
<td>The handler is aware of where the dog is and what he is doing.</td>
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</table>
Judging an Obedience Class

Dog Care and Training, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to judge dog-handler teams in Novice Obedience.

ABOUT THEMSELVES:
• Evaluating a performance based on written criteria. Using communication skills to present a critique.

Materials Needed:
• Copies of 4–H Dog Obedience Novice Scoresheets, 1 per team being judged.
• Clipboards (optional)
• Copies of the “Kansas 4–H Agility Dog Show Rule Book.”
• Copy of “Kansas 4–H Dog Show Judge’s Guidelines.”
• Video camera, blank video tape, monitor for playback
• Activity Sheet #11, Obedience Problem Areas

ACTIVITY TIME NEEDED: 10 MINUTE INTRODUCTION PLUS 10–15 MINUTES PER DOG BEING JUDGED
This is based on judging the Novice Obedience classes. This lesson can be repeated a number of times throughout the year. You could combine this lesson with practice for Obedience competition. Members should be familiar with competing in obedience in at least the Pre-Novice level.

Leader Notes
You will need several dog-handler teams, preferably at the Novice level or higher but you could also use Pre Novice dogs. You could invite members preparing for Obedience competition to practice their skills or even adults who have obedience-trained dogs. You may coach the dog-handler teams to deliberately make errors. You could have them pick one or more problem slips which list errors that they will attempt to make so the judges will have less than perfect performances to judge. (Note that the problem slips actually list correct behaviors that are frequently done incorrectly. It is up to the handler to define what the incorrect behavior would look like.)

This lesson covers the judging of all of the Novice exercises. You will have one member be a ring judge who will
Leader Notes

manage the ring, directing the performance of the dog-handler team within the limits of the regulations. The remaining members will be scoring the performance from outside the ring, backed up by a video camera. The members will be able to concentrate on the actual performance without worrying about directing it. When you have members who become proficient in both areas it is time to let them practice putting them together.

In addition to splitting the direction and the scoring this lesson also requires the members to concentrate on just one exercise at a time. (Heeling is the most difficult to judge and in this lesson, as in the actual obedience ring, it will be covered twice.) The basic outline of this lesson for each exercise will be:

1. Review and discuss the Kansas 4-H Dog Show Rule Book, the Kansas 4-H Dog Show Judge’s Guidelines, and the scoresheet for Novice Obedience.
2. Score one performance of the exercise.
3. Compare, discuss and defend the scores given, viewing the video tape when needed. Make constructive suggestions for improvement to the dog-handler team.
4. Score all of the rest of dog-handler teams on the same exercise.
5. Compare and discuss the scoring for each dog. Why are there discrepancies in the judging? Review the video tape. Make constructive suggestions to the dog-handler team.
6. Once the video tape is reviewed the handlers should contribute positive comments and suggestions for improvement to the member acting as their judge in the ring.

ACTIVITY

INTRODUCTION:
Today everyone will have an opportunity to judge one or more obedience performances. We will have one dog—handler team showing at a time and you as judges will score that dog’s performance. To allow you to concentrate on the judging we will have one member call the commands while the rest of you score the performance. At the end of each exercise we will stop and compare scores so keep your scores to yourself until then. You should know that none of these dog—handler teams will be placing in the purple ribbons—everyone is supposed to be making some mistakes.

Before the judging begins let’s look at the “Kansas 4-H Dog Show Rule Book,” and the scoresheets to review what you should be looking for. We will also want to check the “Kansas 4-H Dog Show Judge’s Guidelines.”
ACTIVITY

STUDYING THE REGULATIONS:
First we need to look at some of the general regulations. We will consider the Rule Book first and then double-check with the Judge’s Guidelines.

Consider the section on Commands and Signals. You should know that a single command does not mean a single word but that multi-word commands should not have pauses between words and that a single-word command should not be so drawn out as to have pauses between the syllables. It is permitted to use the dog’s name immediately before any command (verbal). Again, be careful of pauses between the dog’s name and the command. Who can demonstrate a proper command? Demonstrate a command that might be penalized (double command or too loud). Demonstrate an allowable signal and then one that might be penalized. If the guidelines mention a command or signal the handler that does both will be penalized. What are the only times that a command and a signal are allowed in Novice?

Sometimes the signals can be very subtle and the handler may not even be aware that he or she is doing them. This could include a hand movement for the dog to sit at a halt or bending toward the dog on a recall. Be sure to help each other learn not to give these signals as they will be penalized.

Heel Position is frequently mentioned in the Rule Book. It defines where the dog is in relationship to where the handler is. Who can demonstrate with a dog what the heel position is? Can you demonstrate what it looks like when your dog is not in heel position? During which Novice exercises is heel position specified in the Rule Book?

It is interesting to note that it is usually the dog’s responsibility to get into and stay in heel position although the handler can certainly make it easier by being consistent with footwork, etc. However, there are times when it is the handler’s sole responsibility and others, such as the start of an exercise, when it is possible to gently guide the dog into the proper heel position by using the collar. Regardless of whose responsibility it is, heel position is scored the same.

JUDGING HEEL ON LEASH
Let’s take a look at the Rule Book to see what the Regulations for Heel on Leash say. These Regulations combine regulations for the handler with some regulations for the judge.

Let’s read over the first paragraph. Who can summarize and or demonstrate what it says? Any questions? (Continue for each paragraph.) Now take a look at the scoresheet for the Heel on Leash exercise. Although everything directly stated or implied in the Rule Book can’t fit on the scoresheet, everything on the scoresheet should be in the Rule Book. Do you see anything on the scoresheet that you can’t find in the Rule Book? What about sniffing?

Leader Notes
The first time you do this lesson and later, if you feel that the members would benefit from a review of the Rule Book, review the description of the desired performance of each exercise before each exercise. Do this just for the first dog being judged.

Command only OR Signal only: Heel on Leash and Heel Free—to heel; Recall—to Come, to Finish.

Both Command AND Signal specifically allowed: Stand for Examination—to stay; Recall—to stay; Long Sit and Long Down—to stay.

Both Command and Signal allowed but not specifically mentioned in the Rule Book: Stand for Examination—to stand; Long Sit and Long Down—to down.

Neither Command or Signal is allowed at other times during an exercise. This includes the sit for halts during Heel and the sit in front and sit after the finish during the Recall.

Heel Position: Heel on Leash and Heel Free—the entire exercise. Stand for Examination—the handler returns to heel position. Although the handler returns to heel position when indicated by the judge. The Judge’s Guidelines also specify that the handler must be in heel position before giving the command and or signal to stay. Recall—dog goes smartly to heel position when the handler commands or signals to finish.

You may want to read a paragraph aloud or have a member do it, or, if you have ample copies, have each member read to themselves.
Leader Notes

At this time you have a choice of how to proceed. The preferred course, provided you have the time and several dogs, is to concentrate on judging the Heeling exercise. Switch ring judges and bring in another dog to be judged on heeling. Continue until all of the available dogs have had an opportunity to be judged on the Heel on Leash and Figure 8 Exercise. Switch the ring judges for each dog so as many members as possible get a turn to call the commands. Stop and compare the scoring of all of the dogs. Allow for discussion/debate when there are scoring discrepancies. After the scoring on each dog has been discussed the scoring judges should practice giving suggestions for improvement to the handler.

Activity

Now that you know what to look for let’s try judging the first team. We will have one person be the ring judge. This person will perform all of the duties of the judge except the actual scoring of the dog. (Actually, in some types of competitive obedience a steward calls the commands and the judge concentrates on the actual scoring.) The rest of you will be judges and score the performance from outside the ring. Be aware that you will not see everything the way the ring judge sees it but that you will be comparing your scores with each other so you should all see about the same thing. We will also video tape the performance from your viewpoint.

As soon as the dog and handler are ready the ring judge may begin.

At the end of the Heel on Leash (and Figure 8) exercise gather together to compare scores. View the video tape. Review the Rule Book. The scoring judges should be able to make constructive suggestions for improvement and not just catalog all of the errors they observed.

If you are short on time or have only one or two dogs to judge, after the discussion of scoring of the Heel on Leash and Figure 8 exercise for the first dog, continue on to work with the rest of the exercises with the same dog as directed in the next part of the activity. You will need to switch judges for each exercise. After the first dog you will not review the Rule Book for each exercise but you will continue to stop at the end of each exercise to compare scoring.

JUDGING THE STAND FOR EXAMINATION

Compare the description of the Stand for Examination in the Rule Book to what is described in the Judge’s Guidelines. Notice that the scoresheets and the Judge’s Guidelines are quite specific about what constitutes a non qualifying performance.

As soon as the judges and the handler is ready the ring judge may direct the handler to begin the exercise. Remember, this is an off-lead exercise in Novice. Pre-Novice dogs may do this on lead.

When this exercise is completed for the first dog stop and compare scoring including discussion of discrepancies, viewing the video, and giving suggestions for improvement.

Continue to judge the rest of the dogs on Stand for Examination, switching judges for each dog. After all have been judged, stop to compare scoring.

JUDGING THE HEEL FREE EXERCISE

Since we have already discussed the Rule Book for the Heel on Leash exercise we won’t repeat the discussion for Heel Free. There are two differences between Heel on Leash and Heel Free exercises, however, and both of them are major. What are they?
### ACTIVITY

Since we have discussed scoring of the Heel on Leash exercise and the scoring is the same as the Heel Free, we will score all of the dogs on the Heel Free exercise before we stop to compare. We will continue to rotate the job of ring judge.

As soon as the judges and handler are ready you may begin.

After all dogs have been scored stop and compare scores as before.

#### JUDGING THE RECALL EXERCISE

Compare the descriptions of the Recall exercise in the Rule Book and in the Judge’s Guidelines and with the scoresheet. Are there areas which are not clear to you? Can someone demonstrate, without a dog, a proper way to command the dog to come? Can someone demonstrate, without a dog, a performance which would be penalized or even non qualifying? Any questions?

As soon as the first handler and the judges are ready we’ll begin.

After scoring the first dog let’s compare the scoring. When the handler is done with the recall he or she will be leaving the ring to wait for the judging of the group exercises. What could you as a judge say to this handler as he or she leaves the ring?

We’ll continue to judge the rest of the dogs on the recall exercise.

Discuss the scoring of each dog handler team on this exercise.

#### JUDGING THE GROUP EXERCISES—THE LONG SIT AND THE LONG DOWN

Review the regulations for the Long Sit and the Long Down in the Rule Book and in the Judge’s Guidelines. Compare these to the scoresheets. If you were judging in the Novice ring what would you do if a dog got up and started to walk over to another dog?

Compare the scoring and discuss differences.

### DIALOGUE FOR CRITICAL THINKING

**Share:**

1. What did you learn about scoring an obedience performance?

2. Which exercise was the hardest to score? Why?

**Process:**

3. Which exercise had the greatest amount of difference in the way different people judged it? Why?

4. What are some of the characteristics that a judge should demonstrate toward a handler and dog?

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*Leader Notes*

Answer: In the Heel Free exercise the dog is off leash and there is no Figure 8.

If the members who are handling the dogs are the same as the members who are learning to judge, then for this exercise have half of them participate in the long sit exercise while the others judge. Switch groups for the long down exercise. Ring procedure for the group exercises is not difficult to learn so if needed you or a parent could call the commands.

We will do both the Long Sit exercise and the Long Down exercise before stopping to compare scoring. As soon as the judges and handlers are ready we can begin.
## JUDGING AN OBEDIENCE CLASS

### Leader Notes

**ACTIVITY**

**Generalize:**

5. In what ways is an obedience judge like a schoolteacher? In what ways are they different?

**Apply:**

6. What will you do differently the next time you judge an obedience class? Why?

### GOING FURTHER

1. This lesson can be adapted for judging PreNovice, Graduate Novice, Open, and Utility Classes. Once a member is proficient at judging the Novice class he or she will not find it difficult to add the more advanced classes. The difficult part, the judging, has been mastered and it will be primarily a matter of learning the ring procedure and memorizing the regulations to add Graduate Novice, Open and Utility.

2. Be a ringside judge. Score the performances of dogs in the obedience ring at a 4–H or other obedience competition. See how close your evaluation come to that of the judge in the ring or compare your scoring with that of a friend. Before you criticize the judge, however, remember that you are seeing things from a different perspective and the judge can only judge from their perspective. You may even see faults the judge has missed—the judge can’t see everything at once! Also be careful when discussing a performance—the handler’s mom or best friend might be standing right next to you and may be offended by your constructive criticism.

3. Volunteer to be a ring steward.

4. Volunteer to help younger members prepare to show their dogs in obedience. Serve as a judge at their practice sessions.

### REFERENCES:


### 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
These are possible places where errors may be made by handlers in Novice Obedience. Cut the slips apart and have the members draw out one or two to demonstrate errors in Obedience. The slips identify the correct performance—to demonstrate the error the handler will perform the opposite behavior.

<table>
<thead>
<tr>
<th>Heeling: Leash has slack in it.</th>
<th>Heeling: Handler responds to judge’s commands within 2-3 steps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heeling: Dog is in heel position.</td>
<td>Heeling: Handler does not praise or pet the dog during the exercise.</td>
</tr>
<tr>
<td>Heeling: Handler maintains a steady pace unless “Fast” or “Slow” is commanded.</td>
<td>Commands are not excessively loud.</td>
</tr>
<tr>
<td>Heeling: Change pace to slow when commanded “Slow”</td>
<td>Stand: Stand at heel position when giving the command and/or signal to stay.</td>
</tr>
<tr>
<td>Heeling: Change pace to fast when commanded “Fast”</td>
<td>Stand: Give only one command and/or signal to stay.</td>
</tr>
<tr>
<td>Heeling: Dog sits without extra command when handler halts.</td>
<td>Stand: Handler walks about 6 feet from the dog, then turns and faces the dog.</td>
</tr>
<tr>
<td>Heeling: Handler makes smooth turns without halting.</td>
<td>Stand: Return to heel position when commanded “Return to your dog.”</td>
</tr>
<tr>
<td>Heeling: Handler and dog do not bump into each other.</td>
<td>Recall: Give the stay command and/or signal only once.</td>
</tr>
<tr>
<td>Recall: Give only one recall command or signal.</td>
<td>Long Sit: Dog sits without being forced into position.</td>
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<td>-----------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Recall: Stand straight and still with arms at sides as dog is coming and sitting in front.</td>
<td>Long Down: Dog downs without being forced into position.</td>
</tr>
<tr>
<td>Recall: Handler gives a single command or signal for the dog to finish.</td>
<td>Repeat.</td>
</tr>
</tbody>
</table>
Ready to Show!?
Advanced Dog Show Preparation
*Dog Care and Training, Level III*

What Members Will Learn . . .

ABOUT THE PROJECT:
- Preparing to show a dog—Proofing

ABOUT THEMSELVES:
- Self-evaluation, setting goals and preparing to meet them

Materials Needed:
- Dog and the equipment (leashes, etc.) you would use to show it.
- Appropriate scoresheets (showmanship, etc.)
- “Kansas 4–H Dog Show Rule Book” (see References)
- “Kansas 4–H Dog Show Judge’s Guidelines” (see References)
- Video camera, blank video tape, monitor
- Snacks, such as popcorn

**ACTIVITY TIME NEEDED:**
**INTRODUCTION—15 MINUTES; STUDY THE REGULATIONS—30 MINUTES; VIDEO TAPING AND CRITIQUE OF PERFORMANCES—15 MINUTES PER DOG; INDIVIDUAL PRACTICE —15 TO 30 MINUTE SESSIONS.**

**ACTIVITY**

You’ve done your training and your dog is working well. You have learned to groom your dog and can prepare it to look its best. As you prepare your dog for competition it is time to work on proofing and polishing the performance.

**STUDY THE REGULATIONS**

To prepare you will need to take the *Rule Book* home to study the section that applies to you—Showmanship and/or Obedience. You will also need to write out 5 questions from the *Rule Book.*

Use your questions to conduct a mini quiz bowl to help you learn the rules.

**Leader Notes**

This lesson works well in combination with the lessons on judging. However, this lesson is concentrating on the dog’s performance and the judging lessons are emphasizing the judges’ performance so although some of the same skills are being practiced the lessons should be separate. If you are working with very many members you will probably want to schedule separate practice nights for Showmanship and Obedience.

Give each member a copy of *Kansas 4–H Dog Show Rule Book.*
Leader Notes

Invite a guest judge to help members critique their performance.

Video tape the performance if possible.

ACTIVITY

PRACTICE NIGHT

Showmanship
Wear your show clothes to this practice session. One of the goals of this lesson is to proof your dog to be comfortable around as many new people (and new places) as possible. As the judge is evaluating you and your dog, we will videotape so you can view and critique your performance using the scoresheet as your guide. Having someone else critique your performance gives you another point of view—sometimes it is difficult to spot your own mistakes. If time allows, we will show a second time to try to make improvements.

Obedience
Wear your show clothes and shoes to this practice session. After you’ve been judged view the video tape and score yourself. If the judge filled out a scoresheet for you compare it with the videotape to identify places where you need more work. If time allows, show your dogs a second time to try to make improvements.

INDEPENDENT WORK
Practice your ring routine in as many different places as possible. Be sure the area you choose is safe—no glass, sandburrs, stray dogs, etc. (Do not work your dog off-lead in an open area unless your dog is 100% reliable.) Parking lots, playgrounds, parks, friends’ yards, etc. are all places you can work to proof your dog. The purpose is to get your dog comfortable in working in as many different places as possible. If you know the place you’ll be showing in next—outside, in a livestock building, on concrete, inside on slick floors—try to practice in a similar area.

Ask as many types of people as possible, particularly adults—men, women, short people, tall people, big people, men with beards, bald men, people with long hair, people with high voices, people with loud voices, etc. to greet (and treat) your dog. Let your dog become comfortable without becoming frightened. Your dog should consider everyone as a friend or at least as someone to be tolerated if you say it is OK. If you know about the judge you will be showing under next try to get your dog used to that type of person.

DIALOGUE FOR CRITICAL THINKING

Share
1. What types of things are most distracting to your dog?

Process:
2. What are some places that you could practice with your dog?

Generalize:
3. What are things that distract you when you are supposed to be or want to be concentrating on something? (such as at school)
### ACTIVITY

**Apply:**

4. What could be the consequences of a person not being able to ignore distractions?

5. What jobs would require a person to ignore distractions.

### Leader Notes

### 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:

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