Kansas 4-H Dog Care and Training Project Leader Notebook

Level IV

Advancing by Setting Long-Term Goals ................................................................. 3
Call an Expert ........................................................................................................ 7
Conducting Tours and Field Trips ................................................................. 11
Agility—Seesaw/Teeter Totter ........................................................................ 15
It’s Raining Cats and Dogs .......................................................................... 19
Agility—Weave Poles ....................................................................................... 23
Dog Food—Feeding Multiple Dogs ................................................................. 29
Determining Body Conditioning Score ................................................................. 33
Agility—Jumps .................................................................................................... 37
Preparing for and Conducting a 4-H Dog Show ................................................. 43
Jobs in the Dog Field ....................................................................................... 55
Advancing by Setting Long-Term Goals

Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
• Setting goals

ABOUT THEMSELVES:
• The importance of setting goals

MATERIALS NEEDED:
• Dog Care and Training Member Guide and Annual Report (MG-36)
• Activity Sheet #1, Preparing Long-Term Goals

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

Because of your involvement and achievements in past dog care and training projects, you will now be helping other project members by sharing the information and knowledge that you’ve gained about dogs.

As a junior leader, you also will be reviewing your own goals.

Your progress throughout Level IV is an important part of this project. Sometimes, setting long-term goals is difficult and, therefore, we don’t do it. But in Level IV, we have made several places for you to look at your progress.

Setting long-term goals does not need to be intense or elaborate. Rather, it should be simple and to the point. If you take time to review your long-term goals, you will have a better chance of reaching those goals.

Goals can be long-term or short-term. When using the Dog Care and Training Member Guide and Annual Report for Level IV, let’s make both goals long-term—something you plan to do in two to five years.

Many of the things you have been learning in this project are skills that are transferable to long-term goals, such as obtaining more education, getting a job, winning a scholarship, or even pursuing a career.

Now that you’ve completed the activity sheet, let’s fill out the Dog Care and Training Member Guide and Annual Report using these two long-term goals.

Leader Notes

Note: the Dog Care and Training Member Guide and Annual Report (MG-36), may be used for the dog related long-term goals or personal goals. Members may wish to select one dog related goal and one personal goal.

Pass out Activity Sheet #1, Preparing Long-Term Goals, and fill in the blanks. (Personal Goal oriented)

Complete MAP STEPS one to seven.
DIALOGUE FOR CRITICAL THINKING:
Share:

1. What were your two goals?

2. What did you like most about this activity?

Process:

3. Why is it important to review your long term goals?

4. What skills do you have that you can use in other projects, activities or situations?

Generalize:

5. What did you learn about yourself from this activity?

Apply:

6. How will you apply what you’ve learned to other situations?

GOING FURTHER:
• Develop a job resume.
• Discuss developing a personal portfolio of your skills with a school counselor.

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

Reviewed By:
Dog Care and Training Design Team

4–Dog Care and Training, Level IV
ADVANCING BY SETTING LONG-TERM GOALS
DOG CARE AND TRAINING, LEVEL IV
Activity Sheet #1, Preparing Long-Term Goals

Long-term goals define your future. Select two of the following long-term goals that you might work on in Level IV.

CHECK TWO (of your choice)

___ acquire more education
___ get a job
___ win a scholarship
___ select a career path

___ other

Now take one of these long-term goals and answer the following questions.
One of my long-term goals is to:

________________________________________________________________________________________

I hope to eventually use this long-term goal. How I plan to reach this goal is by:

________________________________________________________________________________________

To reach this long-term goal I will use my abilities of:

________________________________________________________________________________________

To reach this long-term goal I will need to improve on:

________________________________________________________________________________________

When I reach my goal in the future, I will know it’s been met by:

________________________________________________________________________________________
Call an Expert!
Dog Care and Training, Level IV

What members Will Learn . . .

ABOUT THE PROJECT:
• Possible dog-related careers

ABOUT THEMSELVES:
• Their interest or desire for dog-related careers
• The value of learning from others experience

Materials Needed:
• Activity Sheet #2, Dog Career Speaker Worksheet
• Flip chart, markers

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

One way to learn about dog related careers is to invite outside resource people to speak about topics of interest to your group. It is important to know how to contact and invite a guest speaker.

1. Survey the members to determine the dog careers they are interested in. Check with your Leader. Are there lessons planned that would be enhanced by a speaker? Review the list on Activity Sheet #2, Dog Career Speaker Worksheet. Decide what specifically you would like the speaker to talk about.

2. Use the worksheet to plan who you will try to contact to speak on the chosen subject. Ask members, leaders and others for recommendations.

3. Determine the date, time, and place for the speaker. Have some backup dates in case the speaker isn’t available on the first date.

4. Make your first contact by telephone or in person. Introduce yourself as a 4-H member working in the Dog Project. If this person was recommended by a member or by another contact you may wish to mention that fact. Have this information ready: Date, Time, Place, Number of Participants and their approximate ages, Subject, Amount of Time Available. Ask the speaker if he or she will need any special equipment such as a dog, a screen, a room that can be darkened, a VCR, or a projector for their presentation. Ask if the speaker knows where the meeting place is located—explain if they do not. If you do

Leader Notes
You could assign this project to members as teams but each member will gain much more if they are in charge of a speaker on their own. If you would like to present this lesson to all of the Level 4 members you could easily have them schedule speakers to present throughout the year. Take advantage of these advanced members. They can essentially make all of the arrangements for a Level 1 or 2 presentation at the same time they are growing in the skills of communicating with professionals and planning for a speaker.

Outline the major points on a flip chart as you discuss. Encourage members to take notes or provide a summary handout.
not have an address for the speaker ask for one. Give your name again and your telephone number in case they need to reach you. Thank them for agreeing to speak. If they cannot speak to your group, ask for a recommendation of another speaker. Thank them for the recommendation or just for the time they took to speak with you.

5. When you have a speaker arranged immediately write a letter to them confirming the arrangements. You may wish to include a map if the place they are speaking is not well-known. If the speaker is coming from out-of-town a nice touch is to offer to take him or her to dinner before or after the presentation, since you are the host. Check with your parents and or your leader to see if this would be appropriate.

6. Decide how to make the speaker feel welcome. Let the members know that a special speaker will be coming that they won’t want to miss. You want to have a good turn out for the meeting. Make arrangements for any equipment, supplies, etc. needed ahead of time. Have the room set up (will you need to set up chairs?) at least half an hour before the talk is scheduled. If you think the talk will be a question-and-answer format you may want to have the members wear name tags. If the speaker plans to have a dialogue and questions without a lot of visual aids, consider sitting in a circle.

7. Be ready to greet the speaker when he/she arrives. Introduce yourself and your leader and anyone who will be helping you co-host. When it is time for the speaker to begin, introduce him/her and the topic of the talk clearly and lead the members in welcoming applause.

8. During the talk be attentive and encourage others to do the same. This speaker is giving you a gift of knowledge—a gift you asked for. Be ready to help when needed to hand out papers, turn out lights, etc. If the speaker asks for questions be prepared with one or two to get everyone started. If a volunteer is requested be prepared to volunteer. Do everything you can to make this successful.

9. At the end of the talk give a thank you and lead the others in applause again. Help the speaker pack-up any supplies he/she brought and stay nearby unless your leader, co-host, or other person is taking care of the speaker.

10. The day after the talk write a note to the speaker thanking him/her for their time.
ACTIVITY:

DIALOGUE FOR CRITICAL THINKING:

Share:
1. How did you decide who would be the best speaker for your group?
2. How did you make the initial contact with the speaker?

Process:
3. How did you feel about calling a person you probably did not know to ask if he or she would give a talk before your group?
4. In what ways did it help to have a clear idea of what you wanted the speaker to talk about?

Generalize:
5. How might “an expert” help us learn more quickly than we could on our own?
6. How do you determine if a person is an expert?

Apply:
7. In what other areas of your life could an expert help you learn things you want to know?

GOING FURTHER:
1. Invite another guest speaker to come to different meetings to talk about one of the many unique ways dogs are used such as field trials, fly ball teams, agility, tracking, herding, or search and rescue, to name a few.
2. Take a field trip or tour to an expert’s place of business.

REFERENCES:

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

Reviewed by:
Dog Care and Training Design Team
### CALL AN EXPERT!
### DOG CARE AND TRAINING, LEVEL IV
### Activity Sheet #2, Dog Career Speaker Worksheet

<table>
<thead>
<tr>
<th>Career</th>
<th>Potential Speakers</th>
<th>Phone Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinarian</td>
<td></td>
<td></td>
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<tr>
<td>Veterinarian Technician</td>
<td></td>
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<tr>
<td>Pet therapy Counselor</td>
<td></td>
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<tr>
<td>Animal Control Officer</td>
<td></td>
<td></td>
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<tr>
<td>Humane Investigator</td>
<td></td>
<td></td>
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<tr>
<td>Dog Trainer or Handler</td>
<td></td>
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<tr>
<td>Kennel Owner/ Manager</td>
<td></td>
<td></td>
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<tr>
<td>Professional Dog Groomer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawyer Specializing in Animal Issues</td>
<td></td>
<td></td>
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<tr>
<td>Animal Paramedic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal-Related Retail Sales</td>
<td></td>
<td></td>
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<tr>
<td>Small Animal Nutritionist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher of Animal-Related Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Photographer or Artist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canine Law Enforcement Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INITIAL CONTACT:**

**INFORMATION TO GIVE:**
- Date:                  | Time:    | Place:    |
- Number & age of participants: | Amount of time available: |
- Subject—what you’d like the talk to be about: |
- Your name and phone number: |

**INFORMATION TO GET:**
- Equipment / supplies needed: |
- Address for further contact: |
- Do they know where the meeting will be?  □ Yes  □ No
Conducting Tours and Field Trips

Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
- How to prepare for a tour and field trip

ABOUT THEMSELVES:
- Importance of planning and organizing

Materials Needed:
- Chalkboard or flip chart
- Calendar
- Activity Sheet #3, Field Trip Planning Worksheet

ACTIVITY TIME NEEDED: ???

ACTIVITY

PLANNING
We are going to plan a field trip to dog-related sites. What are some ideas you have about places to visit?

Now that we have some ideas of places to contact do you see any that are duplicates? Which would require a long trip? Are there any that would have to be scheduled on a specific date? Would any of these have to be scheduled on a specific day?

If we can take field trips this year let’s see if we can narrow down our choices. Does anyone know of contact persons for any of the suggested field trips?

What transportation needs would we have for each field trip? What costs may be involved?

Now that we have narrowed down our ideas of places to visit we need to assign members to be Field Trip chair or co-chairs. Each chair now needs to begin filling out the Field Trip Planning Worksheet. Let’s look at a calendar to choose a date and an alternate date for each trip. It may be possible to visit several sites on the same day such as several clinics or kennels. If we are visiting several places the time of arrival may be approximate for sites after the first one.

Leader Notes
You may wish to use this meeting to begin planning an entire year of field trips, assigning responsibilities to various members. In this case, determine before the meeting the actual number of field trips you would want to take and the distance you would be able to travel. These field trips may include younger members as well.

Ideas might include places such as kennels, boarding kennels, animal shelter, veterinary clinic, Kansas State Veterinary School, Kansas Specialty Dog Service, or events such as a dog show, obedience trial, agility trial, field trial, lure coursing event. Greyhound Museum.

Make notations of member’s observations. Narrow down choices, including alternate choices. Give each member Activity Sheet #3, Field Trip Planning Worksheet.
**Leader Notes**

Assign members to be in charge of different trips. You will know your members. Assign younger members to work with more experienced members. Members with more advanced leadership skills should be able to work independently or could take on the overall position as Field Trip Coordinator for the year, coordinating the efforts of the various chairs.

Give each chair a couple of minutes to practice with another member who will role-play the contact person. Choose a more experienced member to demonstrate first.

Have the members decide the best method of reporting the results of their contacts—calling you, calling the Field Trip Coordinator, or reporting at the next meeting. The amount of time before the field trip should definitely be a consideration.

**ACTIVITY**

We should indicate to the contact person about how many people to expect—don’t forget to include parents that may be driving.

We also need to determine the purpose of the visit—what types of things do we want to find out? We may want to start a list of questions we’d like to find the answers to as a help in determining the purpose of the visit.

What other things might you need to know when you’re making a contact?

**MAKING CONTACTS**

We will need to have each chair make contacts before our next meeting.

Let’s have each chair demonstrate making the phone call.

Did the member give and get all of the necessary information? Are there any things you would suggest to improve this contact? Be sure to leave your name and telephone number as a contact.

Once you have made a successful contact and have had it approved by the Field Trip Coordinator you should write a follow-up letter to confirm the visit, restating the information you have agreed upon. If the date and time you have established is not approved by the club, telephone as soon as possible to let the person you contacted know of the change.

**TAKING THE TRIP**

If you have made your contact over a month in advance of the field trip you should telephone about a week prior to the visit just to be sure that you are on their calendar. If you are visiting an animal shelter or similar nonprofit facility you may want to make a donation of supplies such as paper towels or bleach. Ask what they could use and encourage your members to contribute.

If you haven’t already decided on some things that the members want to find out on this field trip you should now write down their questions.

Make sure that everyone knows when and where you are meeting. Give all the drivers the itinerary. If some of the drivers don’t know where all of the places are be sure they can follow another car.

On the day of the trip be on time. You are asking someone go give you their time—don’t waste it. Introduce the host / guide to the group and let them do the talking. Take the lead in asking the questions the group has at appropriate times if none of the other members ask—but don’t monopolize the host.
AFTER THE TRIP
Be sure to write a thank you note to each of the sites you visited.

You may want to make up a quiz over the trip for the members. Another way to do this is to have each member write several questions as part of a quiz. Be sure to discuss the questions the members wanted to find out before the trip—did you find out the answers?

Where do you want to go next?

DIALOGUE FOR CRITICAL THINKING
Share:
1. What are several things your group decided on before beginning the field trip activity?
2. What trips did the group decide on together?

Process:
3. When/where do individual decisions affect the group?
4. Why was it important for the group to make decisions concerning the field trips?

Generalize:
5. What is the significance of group decisions versus individual decisions?
6. How does planning and organizing affect other parts of your life?

Apply:
7. How will you act differently in the future as a result of reviewing group and individual discussions and plans?

REFERENCES:
Kansas Specialty Dog Service Inc., P.O. Box 216, Washington, KS 66968
(785-325-2256)

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
CONDUCTING TOURS AND FIELD TRIPS
DOG CARE AND TRAINING, LEVEL IV
Activity Sheet #3, Field Trip Planning Worksheet

Chairman: ______________________________

PRE-CONTACT INFORMATION:
Place to contact: _________________________ Phone number: _______________________
Contact person: _________________________ Possible Date(s): _______________________
Time of visit: ___________________________ Length of visit (if limited): _______________
Number and age of participants: ________________________________________________
Purpose of Visit: ______________________________________________________________

QUESTIONS TO BE ANSWERED WHEN MAKING THE CONTACT:
Date of contact: _________________________ Person contacted: _______________________
Specific date and time of visit: ___________________________________________________
Mailing address (if needed) _____________________________________________________
Directions to the site (if needed) ________________________________________________
Will we need to divide into smaller groups? _______________________________________
Other: _____________________________________________________________________

PRE-TRIP PLANNING
Date of follow-up letter: _______________ Phone call verification (if needed): __________
Members and others who will be attending: _______________________________________
Transportation arrangements: ___________________________________________________
When and where to meet: _______________________________________________________
Costs (bus rental, overnight, meals, admission, etc.) ________________________________
Questions we would like to ask: ________________________________________________

AFTER THE TRIP:
Thank you note sent: _________________________
Agility—Seesaw/Teeter Totter

Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:

• How to teach a dog to negotiate the seesaw

ABOUT THEMSELVES:

• How to use small steps to overcome a fear.

Materials Needed:

• Seesaw: The seesaw board should be about 12 inches wide and 8-12 feet long. The area from each end to about halfway towards the center (This varies with different agility associations.) is designated the contact zone. For the sake of safety the dog is required to touch each contact zone when maneuvering over an obstacle.

ACTIVITY

Step 1—Take the dog up to the seesaw on lead to introduce the equipment. Caution: The seesaw looks like the up-ramp of the dogwalk. Do not let your dog go up the seesaw without proper training as it could frighten it and set back your training on both the dogwalk and the seesaw.

Step 2—Use 3 spotters. One spotter will be at each end of the seesaw, holding it parallel to the floor. Lift the dog onto the seesaw, right at the midpoint. Have your hand in the dog’s collar. You will be on one side of the dog, the third spotter will be on the other side. The dog may sit or stand on the seesaw (or lay down, but that seems quite awkward). The spotters on the ends should raise and lower the seesaw, about 4–6 inches at a time. Praise the dog for staying on the seesaw, for overcoming its fear. Make this very rewarding for the dog. After about 30 seconds or, once the dog relaxes, very gently lower the end of the seesaw the dog is facing to the ground and lead the dog in walking down to the contact zone of the plank. Reward the dog for waiting in the contact zone and then release, leading the dog off the end of the plank. Repeat 3 times.

Step 3—Prop one end of the seesaw so that the board is horizontal. (A pause table or cinder blocks might be used.) Lift the dog onto the supported end. A spotter should control the supported end and another spotter should be working just opposite the owner. Hand in collar, walk the dog down the seesaw. The spotter should control the descent of the board, lowering it very slowly. Have the dog wait in the contact zone and give a treat in the zone. Release the dog and lead straight off the end of the
**Leader Notes**

- 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.

**ACTIVITY**

board. Repeat until the dog seems confident about “riding” the see saw down (at least two times with the dog on each side.) Alternate working the dog on your right and left. Be very aware of the dog’s reaction. If he seems fearful do not “baby” it but have the board moved even more slowly. Keep rewarding the dog for pausing in the contact zone.

Step 4—Prop up the board as in Step 3. Again lift the dog onto the supported end, with a spotter just opposite the owner and another spotter controlling the descent of the board. Lead the dog down the board, using the collar tab. This time the board should not be lowered until the dog’s weight causes it to begin to move. Continue to control the rate that the board moves. Reward the dog in the contact zone when the board is fully lowered. Release the dog and lead straight off the end of the board. Repeat 3 times, alternating sides.

Step 5—The board is not propped up. Use one spotter to control the descent of the board and another to work just opposite the owner to prevent the dog from jumping or falling off. Lead the dog with the collar tab straight onto the seesaw. As it reaches the center point the spotter will control the rate at which the board descends. Once the board is fully lowered the dog should receive a reward for waiting in the contact zone. Lead the dog straight off the end of the board. Repeat, alternating the side the dog is working on. Slowly increase the rate that the seesaw board is descending. Continue until the dog, controlled with the collar tab, is lowering the board entirely by itself.

If the dog gets scared, trying to jump off or hurry off the end of the board or avoiding going onto the seesaw altogether, then you need to slow down the descent of the board. In some cases it will be necessary to go back to Step 4. However, continue to wait to lower the board until the dog’s forward motion causes the board to begin to descend.

Step 6—Lead the dog up to the board, using the collar tab. Drop the tab as soon as the dog is committed to the seesaw. The dog should walk the board, causing it to lower as it goes to the contact zone. The dog should wait in the contact zone for a reward and a release command. Repeat, working the dog on the left and the right, and gradually increasing the distance the dog starts from the seesaw. Continue to have the dog wait for your release command in the contact zone but phase out the food rewards to once every third completion.

Step 7—Work the dog off-leash, increasing speed but still requiring the dog to wait for your command to leave the seesaw.
DIALOGUE FOR CRITICAL THINKING:

Share:
1. What happened when your dog was first tilted to go down?
2. What was the most difficult aspect of the seesaw to teach your dog? Why?

Process:
3. Why is teaching this lesson in small steps perhaps more critical than other agility skills?
4. What is the significance of trust and confidence between dog and handler in teaching the seesaw?

Generalize:
5. How do you develop trust and confidence with your family? Friends?
6. How is the best way for you to overcome fear of something? Why?

Apply:
7. How will you plan to approach uneasy or scary situations in the future? Give examples. Add to your goals on MG-36 if important for you.

GOING FURTHER:
• List something you are apprehensive about. Plan a series of steps to reduce your apprehension. Share it with a friend. Implement your plan. How successful were you in reducing your apprehension.

REFERENCES:
Kansas 4-H Agility Dog Show Rule Book (S124)
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
It’s Raining Cats and Dogs

Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
• Exploring the pet overpopulation problem

ABOUT THEMSELVES:
• Coordinating a tour

Materials Needed:
• White board or chalkboard
• Activity Sheet #4, Things We Want to Know

ACTIVITY TIME NEEDED: 15 MINUTE BEFORE THE TOUR, 30 MINUTES AFTER.

ACTIVITY

Tragically, across the United States, many animal shelters have become “pet trash cans.” Like some landfills, they are full to overflowing with unwanted and lost pets. Experts believe that about 27 million pets are temporarily housed in animal shelters each year. Of these, over 17 million are humanely put to death (euthanized). For many people, the local animal shelter is the place where a new dog is selected. A visit by your group to a shelter will provide good opportunities to learn about pet care, laws, animal control and adoption of pets. The more you prepare for the visit, the more educational it will be.

BEFORE THE TOUR
Contact a local animal shelter. Arrange to have your dog group or club tour the facilities to find out more about the pet overpopulation problem faced by many communities. Before making the tour, meet with your group and write some questions you want to be sure to ask. Look at the sample questions for ideas. If you can’t go to a shelter, make arrangements to discuss these questions with a veterinarian.

AFTER THE TOUR
After your group has toured, lead a discussion of the experience. Write the ideas the group suggests so everyone can see them. Possible discussion starters may be:

• What do you think of the way our community is handling the pet overpopulation problem?

Leader Notes

NOTE: Do lesson on Conducting Tours and Field Trips before this lesson. Have members contact the shelter and perform the other tasks to prepare for the tour.

Assign each of these tasks to a member. Use the Activity Sheet #4, Things We Want to Know to help develop the list of questions. Make sure each member has a list of questions and place to record answers.

Have members do these tasks.
Leader Notes

ACTIVITY

- What do you believe we can do to address the problem?
- Who else should know about the problem? How could we “spread the word”?

DIALOGUE FOR CRITICAL THINKING

Share:
1. What were your experiences in organizing the tour?
2. What did your group discuss?

Process:
3. What did you learn about the role of animal shelters in your community? Why?
4. How serious is the pet overpopulation in your community.

Generalize:
5. What did you do to make sure the tour was both fun and educational for your group?

Apply:
6. What would you do differently next time you organize an activity?

GOING FURTHER
1. Organize an event for your dog group that involves leadership or working on a planning committee.
2. Explore the diverse options on how animal shelters should be operated.

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
IT’S RAINING CATS AND DOGS
DOG CARE AND TRAINING, LEVEL IV
Activity Sheet #4, Things We Want to Know

Who’s responsible for enforcing the animal control laws in our community?

How many animals were picked up last year?

How many were reclaimed?

How many were adopted?

What is the shelter’s spay or neuter policy and why?

How many dogs are given up because of behavior problems?

What percentage of dogs at the shelter are purebred dogs?

What is the shelter’s euthanization policy?

What is the yearly budget?

What is the cause of overpopulation?

How can pet owners help?
Agility—Weave Poles

Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
• A method to teach a dog to do weave poles

ABOUT THEMSELVES:
• Communication skills.

Materials Needed:
• Six or more weave poles. (Use an even number of weave poles until the members are confident in working with them. This arrangement allows for the dog to always finish with the last pole on its right—which will help the leader and the member. To teach Weave Poles using the leaning pole method, the weave poles need to be adjustable. If possible, you should be able to lay them flat on the ground and be able to adjust them incrementally to stand perpendicular to the ground. An easy way to achieve this when working on dirt or grass is to have poles that stick in the ground, such as short pieces of rebar with longer (30-36 inches) PVC sleeves to form the poles. In training, you may want to use shorter poles, especially if your members are short. The top of the poles, when vertical, should be higher than the dog’s head. Refer to Kansas 4-H Agility Dog Show Rule Book (S-124) for details.
• Member Handout #1, Weave Patterns

ACTIVITY TIME NEEDED: Combine working the weaves with other exercises. Estimated time would be about 15 minutes a session, working with four to six members but the time per step will vary according to how quickly the individual dogs “catch on” and how well trained they are prior to agility lessons. Begin each training session with a quick review of the last step accomplished at the prior lesson.

ACTIVITY

The weave poles are generally considered an advanced agility obstacle. However, you may wish to begin training on the weave poles at the start of your agility training for several different reasons. The equipment, if you can train on dirt, is simple and inexpensive; the only prerequisite is that the dog will walk on lead; and, for most dogs, it takes a lot of practice to get a good performance on the weaves.

Step 1—Poles (6-12) about 24 inches apart. Lay the first pole flat on the

Leader Notes

This obstacle will take many weeks of practice!
Leader Notes
Refer to Member Handout #1, Weave Patterns.

When using “leaning poles” for instruction the first pole must be leaning to the left, followed by the second pole to the right, alternating sides to the end. This means that you can practice the weave poles with an approach from either end only if you are using an even number of poles. An odd number of poles requires you to always start from the same end when the poles are “leaning”. See figures 2 and 3 of Member Handout #1, Weave Patterns.

NOTE: No matter which side of the member the dog is on and no matter how many poles are in the weave, the dog ALWAYS enters the weave poles with the first pole on ITS left.

ACTIVITY

ground to the left, the second to the right, alternating to the end. (See figure 1) With the dog on lead and on your left, walk it up the center of the row of poles, giving the command “WEAVE” (you will also be walking up the center of the poles). Repeat with the dog on your right.

Step 2—Poles flat. The dog should be on a collar tab or you may have it on a long line. A spotter will hold the dog at the start of the weave poles. Go to the end of the weave poles and call your dog to you, commanding “COME” or “WEAVE.” The dog should come directly to you. Repeat until the dog comes directly to you, stepping over the poles, when you command, “WEAVE.” PRAISE and give a treat.

Step 3—Repeat Step 1 (walking with the dog “through” the poles) with the poles raised about 15 degrees from the ground. The dog will always enter the weave poles with the first pole on its left.

Step 4—Repeat Step 2 (calling the dog through the poles) with the poles raised about 15 degrees from the ground.

Step 5—Raise poles 30 degrees—walk through with the dog. Allow the dog to be in the center—you will be stepping over the poles or walking outside the line of poles as they are gradually raised. Practice with the dog on your left and on your right. Small dogs may be starting to weave at this height.

Step 6—Raise poles 30 degrees. Have a spotter hold the dog at the start, go to the finish and call your dog to you using the command “WEAVE”. If the dog begins to go around the poles then work with just 6 poles, have the spotter hold the dog closer to the start and you stand at the last pole, extending your hand with a treat. PRAISE and give a treat.

Step 7—Raise poles 45 degrees and repeat Step 5.

Step 8—Raise the poles 45 degrees and repeat Step 6.

Practice Steps 7 and 8 until dogs are performing reliably.

Step 9—Dog is on collar tab. Walk up to the start, command “WEAVE,” and send the dog through the weave poles as you run alongside. Practice with the dog on the left and the right, increasing the distance from the first pole that you start the dog. PRAISE the dog at the end of the poles and give a treat.

Step 10—A spotter will wait at the end of the poles with a treat for the dog. Send the dog through the poles with the command, “WEAVE.” The dog should move through the poles ahead of you. If the dog completes the poles correctly it will get the treat from the spotter. If it does not complete them correctly—no treat—start over. Practice starting with the dog on your right and your left and increase the distance from which you send it.
ACTIVITY:

Up to this point it is likely that most dogs are still just stepping over the weave poles although they may be turning their bodies in some semblance of a weave. Now the poles will be raised to 60 degrees, which is where the majority of the learning and practice will take place.

It may be necessary to add a command at this time to better communicate with your dog. Use the command, “WEAVE” for your dog to go away from you and “HERE” or “COME” for your dog to come toward you. As soon as possible drop the “HERE” command and return to just using the “WEAVE” command for the entire set of poles. You will always want your dog to complete all of the poles. This is a single obstacle like a dogwalk, although it may vary in length, and the dog should not need your direction for each part of it.

Step 11—Dog on lead. Poles are at a 60 degree angle. Command “WEAVE” and lead the dog through the weave poles. Practice with the dog on both your left and right side.

Step 12—Dog on collar tab. Poles at a 60 degree angle. Spotter will be at the end of the line of poles with a treat to be given to the dog if the poles are completed successfully. Walk your dog up to the start and command “WEAVE.” You may need to help your dog get started but if he misses several poles go back to Step 11. The object in this step is to have the dog working independently, without looking to you for direction on every pole. Practice starting your dog on your left and your right, always with the first pole at the dog’s left shoulder.

Step 13—Dog on collar tab. Poles at a 60 degree angle. Walk up to the poles with your dog, command “WEAVE” and move to the last pole to reward the performance. Practice with the dog on both your left and right sides.

Once the dog is consistently successful on Steps 12 and 13 (and this may take many weeks of practice), then the poles should be moved closer, 20 inches apart.

Step 14—Repeat Step 12, poles 20 inches apart, 60 degree angle.

Step 15—Repeat Step 13, poles 20 inches apart, 60 degree angle.

Continue Steps 14 & 15 until dog is reliable.

Step 16—Repeat Step 12, poles 24 inches apart, 75 degree angle.

Step 17—Repeat Step 13, poles 24 inches apart, 75 degree angle.

Step 18—Repeat Step 12, poles 20 inches apart, 75 degree angle.

Step 19—Repeat Step 13, poles 20 inches apart, 75 degree angle.

Most of your practice should be with the poles at the 75 degree angle.
**ACTIVITY**

Alternate setting them up at 20 inches and at 24 inches. Work for speed and gradually increase the distance from which you send the dog. Also practice sending the dog to the weaves when approaching from an angle to the line of poles. Don't forget to work your dog on your left and your right.

Step 20—Repeat Step 13 with the poles vertical. Practice with your dog working on your left and your right side. Practice with poles 24 inches apart and 20 inches apart.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. How quickly were you able to begin raising the poles off the ground?
2. When did your dog begin to go under the poles and start weaving?

**Process:**
3. What was the most difficult aspect of weaving? Why?
4. Why is it important to teach a skill such as weaving to your dog?
5. Why do you think weaving is so difficult?
6. What is the significance of communication between you and your dog during weaving?

**Generalize:**
7. When might you use this skill with your dog in every day life?
8. How important is communication to you at home with your family? With friends? At school?

**Apply:**
9. What can you do to improve your communication skills in the future?

**GOING FURTHER:**
1. Observe an advanced agility show.
2. Practice your communication skills through talks, demonstrations, or other presentations.

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

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

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

26–Dog Care and Training, Level IV
AGILITY—WEAVE POLES
DOG CARE AND TRAINING, LEVEL IV
Member Handout #1, Weave Patterns

**FIGURE 1. POLES FLAT**

**FIGURE 2. ANGLES**

**FIGURE 3. POLES LEANING LEFT AND RIGHT**
AGILITY—WEAVE POLES
Dog Food—Feeding Multiple Dogs

*Dog Care and Training, Level IV*

**What Members Will Learn . . .**

**ABOUT THE PROJECT:**
- Factors to consider when feeding multiple dogs

**ABOUT THEMSELVES:**
- Interviewing and communication skills

**MATERIALS NEEDED:**
- Activity Sheet #3, Field Trip Planning Worksheet (from previous lesson)
- Activity Sheet #5, Kennel Owner Questionnaire
- Note pad, pencil
- Tape recorder, camera (optional)

**ACTIVITY TIME:** 30 MINUTES (INTERVIEW PREPARATION) 15 MINUTES FOR EACH INTERVIEW REPORT

**ACTIVITY**

No matter how nutritious a dog food may be, it is worthless if dogs won’t eat it. This is one factor that kennel owners need to consider. In this activity you will interview kennel owners to find out their experiences in feeding dogs.

Interview at least four kennel owners. Include two owners of boarding kennels. Ask them questions regarding the factors they consider when choosing a food for their kennel. Also ask about food-related problems they have experienced.

**Leader Notes**

Use Activity Sheet #3, Field Trip Planning Worksheet to set up the interview.

Divide your group into pairs to list questions to ask kennel owners. Work as a total group to finalize a basic set of questions. Add or substitute your questions on Activity Sheet #5, Kennel Owner Questionnaire.
Leader Notes

Members may want to do a group visit for an interview if there are not many possibilities in your area.

ACTIVITY

PLANNING YOUR WORK
How will you define a kennel? Number of dogs? Where the dogs are housed? What are some kennels that you could contact? Ask your veterinarian, your breeder, your project leader for suggestions. How will you contact these kennels? Will you do your interview in person or over the phone? Will you identify these kennels by name in your report (ask their permission first) or will they be anonymous?

What questions will you ask? Will you record the information by taking notes or by using a tape recorder? (Ask their permission before taping—be ready to take notes in case they say no.) Will you take photographs? Video tape?

CONTACT:
Remember—these are very busy people. Identify yourself as a 4-H member who is working on the dog project and researching the feeding of multiple dogs. Tell how you decided to call this kennel—referred by veterinarian, etc., ad in phone book, name in show catalog, etc. Ask if this is a good time to set up an interview. If not, ask when would be a good time to call back. Be prepared with your calendar so you could suggest some times. Give them an estimated amount of time that the interview will take. Also be prepared, if you will be doing telephone interviews, to do the interview right away if they suggest it. If you agree on a time to meet for an interview be sure to get directions to their kennel.

INTERVIEW:
Show up on time—but be prepared to wait. Remember—these are busy people and you are asking a favor of them. Be prepared with your notebook. If you are using a tape recorder or camera, be familiar with the way they work and be sure to have film or tape and that batteries are charged up. Introduce yourself and thank them for taking time to talk with you. Ask your questions in a friendly way—not like you are giving the third degree. Be sure to listen to their answers. They may answer a later question when you’ve asked something different. Be sure that you get names spelled correctly if you plan to use them in a report. Thank them again at the end of the interview.

AFTER THE INTERVIEW:
Send a thank you to the kennel owners. Prepare the information you’ve gathered into a report. This may be written, oral, or a video presentation. Share your report with the rest of your group and other groups.
ACTIVITY:  

DIALOGUE FOR CRITICAL THINKING: 

Share:  
1. How did you contact the kennel owners?  
2. What was the easiest and most difficult part of the interview? Why?  

Process:  
3. How many kinds or types of food did most kennels feed? Why?  
4. Did kennels tend to feed one brand of dog food or several? Why?  

Generalize:  
5. Do you believe that you were given complete answers during the interviews? What might be a reason you might not have all the facts?  
6. How might the interview process or technique you used be used when interviewing for other reasons? (News report, feature story, jobs, etc.)?  

Apply:  
7. What would you change if you were doing this same type of interview again? Why?  

GOING FURTHER:  
1. If you owned a kennel what plan would you have for feeding the dogs?  
2. Invite a news reporter (paper, magazine, radio, or television) to discuss their process or techniques with your group.  
3. Compare the approach of several different media.  

REFERENCES:  

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

Reviewed by:  
Dog Care and Training Design Team
1. What food do you use in your kennel?

2. What are the benefits of this food?

3. How long have you used it? How many foods have you used in the last five years?

4. What would make you switch to another food?

5. Have you had any problems when switching to a new food?

6. Do you use the same food for all of the dogs? If not, why would you use a different food?

7. Are different foods used for different ages of dogs? Why?

8. Your questions:
Determining Body Condition Score
Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
• Determining the condition of a dog by scoring the condition of its body

ABOUT THEMSELVES:
• Observation and evaluation skills

Materials Needed:
• Member Handout #2, Body Condition Scoring System (Insert provided by Hills Pet Nutrition, Inc.)
• Dogs (in a variety of body conditions, if possible) to evaluate

ACTIVITY TIME REQUIRED: 45 MINUTES

ACTIVITY

The body condition of a dog can give you a good indication of a dog’s overall health. Since dogs have such a wide range of adult sizes, it is not possible to create a height vs. weight chart such as are created for humans. The body condition of a dog must be evaluated individually.

If a dog is underweight to very thin, you may at first consider that it has been mistreated, not given enough food. However, you may find that, provided the dog has had sufficient food available that the dog is suffering from some sort of an illness that prevents proper absorption of the food or that the food available is not providing adequate nourishment. A dog that is very thin needs to be checked by a veterinarian to determine the cause.

If a dog is overweight or obese, it is at risk of health problems much as humans would be. These include heart disease, breathing problems, skin problems, arthritis, ruptured ligaments, slipped discs and diabetes. Overweight dogs also may have a poor immune system and, if surgery is needed, are a poorer risk due to anesthetic complications and having to work through fatty tissue. A dog that is obese needs to be seen by a veterinarian to work out a plan for safe weight reduction.

Study the Body Condition Scoring Chart. Compare the dogs we have here tonight to the descriptions on the chart. Can you agree on the body condition of each dog?

Leader Notes
Contact Hill’s Science Diet for additional copies of the Body Condition Scoring System. Request the Body Scoring System Chart from Marilyn Colgan at 1-800-255-449 ext. 5443 or marilyn_colgan@hillspet.com.
DETERMINING BODY CONDITION SCORE

Leader Notes

ACTIVITY

DIALOGUE FOR CRITICAL THINKING:
Share
1. What did you notice about the body condition of the dogs you evaluated?

2. What would you evaluate the body condition of your own dog to be?

Process:
3. Why is it important to evaluate dog body condition?

4. What are the primary reasons dogs are too thin or fat?

Generalize:
5. If your dog is not at ideal weight how does this influence the activities you can share with it?

6. What did you learn about the skill of evaluating?

Apply:
7. What is the significance of being able to make observations and evaluate possible conclusions in every day life?

8. Where else might you use these evaluation skills?

GOING FURTHER:
1. Locate dogs in all of the body conditions shown on the chart. Create a poster with photographs, or a video, or a computer presentation demonstrating the different categories of body conditioning.

2. If you have a dog that is overweight or obese write out a plan to get your dog to ideal body condition, if possible.

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

Reviewed by:
Dog Care and Training Design Team
DETERMINING BODY CONDITION SCORE
DOG CARE AND TRAINING, LEVEL IV
Member Handout #2, Body Conditioning Score System
Agility—Jumps

Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to teach a dog to jump a variety of obstacles.

ABOUT THEMSELVES:
• The importance of patience and persistence
• The joy of accomplishment

Materials Needed:
• At least one high jump plus any others available: Check the criteria for the style of agility you will be training for specific dimensions and construction requirements.
• A basic high jump is a crossbar resting on supports. It is beneficial to have at least some jumps with uprights as the supports, with the crossbar adjustable from 4 to 20 inches. The crossbar should be about 4 feet long. An obedience high jump or bar jump can be used. Extra bars should be used to discourage dogs from running under the jump.
• A basic broad jump (also called a long jump). This is 4 boards or pieces of PVC which can be laid out to form a horizontal jump 8 (using 2 boards) to 40 inches long. An obedience broad jump can be used.
• Hoop or tire jump. This can be made from a circle of dryer duct suspended in a frame. A hoop jump can be improvised from a hula hoop. The opening will be approximately 24 inches across.
• Other jumps as available: Picket fence, rail hurdle, double bar, log hurdle, brush hurdle, spread hurdle, etc.

ACTIVITY TIME NEEDED: 15–20 MINUTES PER LESSON. MUCH PRACTICE IS NEEDED.

ACTIVITY

GENERAL INSTRUCTIONS:
Jumping is a natural motion for many dogs. However, some breeds of dogs as well as dogs that are out of condition or have structural problems will avoid jumping. Other dogs will run around a jump rather than go over it if it looks easier. In teaching jumping you will need to communicate to your dog what it is that it should do as well as be sure that it is physically able to do it.

Most of the training for jumping will be done at low jump heights. Do not
AGILITY—JUMPS

Leader Notes

ACTIVITY

let yourself be tempted into seeing how high your dog can jump. Your dog, trying to please you, may attempt a jump that is too high for it. A jump that is too high may result in your dog suffering from stresses to the shoulder, legs, and or back as it ages. If your dog fails to clear a jump and is injured you may need to stop jumping for that lesson or longer. If dog is injured in any way—check with your veterinarian. In addition, in asking your dog to do what it cannot you are destroying the trust it has in you and the confidence it has in doing agility.

As a general guideline, jumping instruction should be done with jumps no higher than a dog’s elbows. Drill, after the dog has learned to go over a particular type of jump, should be with jumps no higher than the dog’s shoulder height. If the dog is immature (puppy) it can learn about jumps, if you use care not to cause stresses to growing bones. Puppies, elderly dogs, and dogs that are out of condition (overweight) should be restricted to jumps that are half elbow height for practice and a maximum of elbow height for drills. If a dog begins to refuse jumps when it has previously been jumping, it is time to suspect that the dog is tired or hurting. Either lower the jumps for the rest of the session or quit jumping. (Dogs get tired like people do, especially if they are not used to doing a lot of jumping!) If this problem persists it is time to have the dog examined by a veterinarian for structural problems.

In competition, jumps are the obstacle most frequently encountered. In most cases, dogs that fail a jump obstacle do so not because they can’t jump high enough but because they go around a jump, jump from the wrong direction, or are too close to the jump to clear it successfully. These problems are almost always caused by the failure of communication between the handler and the dog. In other words, it is not just enough that the dog can jump, but it must jump the correct jump in the correct sequence. This requires practice in having the dog follow your direction.

Jumps, as with all obstacles, should be practiced with the dog working on both your left and right sides. Since dogs are usually trained to work on your left side this may take some extra encouragement and practice for you and your dog to feel comfortable on your right. However, if your dog seems more comfortable working on your left side, have it on your left when you introduce a new obstacle or more advanced step, and then practice on both sides, possibly favoring the right side.

ACTIVITY

The same steps will be followed with all types of jumps. A combination of jumps may be used during the instruction, provided that the jumps are set low. For each new type of jump introduced the dogs should be taken through all of the steps of instruction.

Begin to give the command to jump about 5 feet from the jump. Common commands are “JUMP” or “OVER.”
ACTIVITY:

Unless otherwise indicated, when you are instructed to go over the jumps with your dog, it means that the dog goes over the jumps as you run alongside the jump. It is helpful, however, for you to step over a jump prior to calling your dog over it as you are giving it a pattern to follow.

Step 1—Dog on leash, jumps set very low. You and your dog will be jumping. Starting about 5 feet back, give command and jog over jump with dog on your left. Praise and give a food treat as soon as the dog goes over. Repeat with dog on your right.

Step 2—Dog on leash. Spotter holds dog about 5 feet back from the jump while you step over it. Turn and face the dog, holding the leash. Call the dog over the jump. Initially you may need to give a “COME” command but switch to the jump command as soon as possible. Back up a few steps as the dog comes over the jump and to you. Praise and give the dog a food treat. Repeat 3 times.

Step 3—Dog on leash or collar tab. Spotter holds dog about 5 feet back from jump.

Step 4—Dog on leash. Command the dog to jump as you jog towards and around the jump and the dog goes over the jump. Praise and give a treat. Practice with the dog on your left and right until the dog does not hesitate to go over the jump (and not around it with you).

Step 5—Dog on leash. Command the dog to jump as you jog toward the jump and drop the leash just before it is at the jump. Go around the jump to meet your dog and praise and give a treat. Repeat with dog on your opposite side.

Step 6—Step 5 with dog off-leash. Repeat training for both sides.

SEQUENCING JUMPS

You will need a line of 3 to 5 jumps, 5 to 7 feet apart.

Step 1—Dog on lead. Give jump command and run the sequence of jumps with dog on left. Praise and treat at end. Repeat with dog on right.

Step 2—Dog on collar tab. Spotter is holding. Leave the dog and step over 2 jumps. Stand just beyond the second jump and command dog to jump, coming towards you. As it approaches the second jump step back to allow landing room. Praise and treat. Repeat, going over three jumps (and four and five jumps, if available).

Step 3—Spotter with food treat is beyond the second jump. Dog is off-leash. Give jump commands and run with the dog over the two jumps. If the dog completes all of the jumps, praise it as the spotter gives the treat. (No jump, no treat.) Repeat with the dog on your right. Repeat, with the spotter three jumps away (and four and five jumps, if available.) The dog should begin to work ahead of you as you command it to jump.

Leader Notes

If the dog is very reliable it may be left on a Stay when jumps are taught. However, since the dog will not be in a “Stay” when performing agility obstacles—with the exception of the pause table or box—this is not a time to be overly concerned about training a stay. Agility training should be very upbeat but an overemphasis on the stays can distract from this.) Step over the jump and go about 5 feet beyond it. Turn and face dog, command the dog to jump, backing up to encourage the dog to keep up its momentum and come directly to you. Praise and give a food treat. Repeat three times.
### ACTIVITY

Step 4—Dog is off-lead. Run with the dog over 2 jumps. Call it toward you, praise and treat. Repeat with dog on right. Repeat over three jumps (and four and five jumps), practicing on left and right.

**JUMPING AT AN ANGLE: “FIND THE JUMP”**

Complete Steps 1-3 at one session.

Consider the jump to be the center of a clock face.

Step 1—Dog on collar tab. Leave your dog 5 to 10 feet back from the jump with a spotter holding it. Step over the jump and go about 5 feet beyond it, turning and facing your dog. Your dog is at the 6:00 position and you are at the 12:00 position. Call the dog to you, using the jump command. Praise and treat.

Step 2—Step 6 with your dog at 6:00 and you at 1:00. Do not hesitate to use a big hand and arm signal and body language to encourage your dog to go over and not around the jump. If it goes around then repeat step 6. Praise and treat when it goes over the jump. Repeat with you at the 11:00, 2:00, and 10:00 positions.

Step 3—Step 6 with your dog at 7:00 and you at 12:00 position. Praise and treat when it goes over the jump. Repeat with your dog at the 5:00, 8:00 and 4:00 positions.

### MORE JUMPING ACTIVITIES (AFTER YOU HAVE MASTERED THE STEPS ABOVE)

1. Gradually raise the jumps—no more than shoulder height for each dog.

2. Add new types of jumps—Go through all of the above steps for each new type of jump!

3. Add distractions to current jumps such as a coat draped over the jump or polka dots or vertical stripes.

4. Add wings to the sides of the jumps. In competition you will often encounter these. Chairs, trash cans, hay bales, and coolers are examples of some improvised wings for practice.

5. Add people standing at the sides of the jumps. You would not find this in agility competition but there will be other people on the course.

6. Set up jumps in a staggered line.

7. Set up a row of jumps and practice calling your dog away from them after jumping just one or two or three.
8. Set up jumps in a circle (like a wagon wheel) and send your dog around while you stand in the center. Practice both clockwise and counterclockwise circles.

9. Send your dog over a jump and call it back over the jump. Be sure it only does this on command. It will be required in some trials but merits a penalty if it is not a part of the judge’s course.

10. Send your dog over a jump and call it back around the jump (to you). You can step to the side to call it back. Practice sending from longer distances until you can send it over a jump from 15 feet.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. How did your dog first react to jumping?
2. What is your dog’s favorite jump? Why?

**Process:**
3. What are the main problems with jumping? Why?
4. Why should jump heights be kept low in training?
5. What are the dangers associated with jumping?

**Generalize:**
6. Why do difficult and demanding activities often bring the most joy?
7. What do you learn from a difficult accomplishment?

**Apply:**
8. How can you make difficult activities easier to accomplish?
9. What is the significance of patience when attempting a difficult task?

**GOING FURTHER:**
1. Study the importance of jumping in various dog groups.
2. Observe various field trials.

**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 Youth Programs, K-State Research and Extension

**Reviewed by:**
Dog Care and Training Design Team
Preparing for and Conducting a
4–H Dog Show

Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to organize and host a 4–H Dog Show.

ABOUT THEMSELVES:
• Planning, cooperation and responsibility skills

Materials Needed:
• Kansas 4–H Dog Show Rule Book
• Calendar
• Samples of flyers from invitational dog shows hosted by other counties
• Member Handout #3, Sample Registration Form
• Member Handout #4, Sample Catalog Page
• Activity Sheet #6, Dog Show Checklist

ACTIVITY TIME NEEDED: PORTION OF EACH MEETING DURING A SIX MONTH PERIOD.

ACTIVITY

If your county has a successful group of members who enjoy the Dog Project, showing their dogs at other shows, and are willing to help with the extra responsibilities, it may be time to start an Invitational Dog Show in your county.

An Invitational Dog Show is a great learning tool for all members involved in the Dog Project. It gives the more experienced members a chance to organize and help be a part of the planning. The younger members can help as well and all can participate in one way or another. It gives all of the members a chance to show others in their community, family, and schools what they have taught their dogs and draws attention to the 4–H Dog Care and Training Project.

There are many steps to putting on an invitational show. However, it is an easy process. Many of the activities can be split up among the member families. Form committees for tasks which include all members in the project. Choose a show chairman to give deadlines and ask for feedback from the committees as time moves closer to the show. The key to a successful dog show, however, is planning. Everyone must be willing to go the extra mile to put on a show. Start early so that all details will be arranged before the show date. Attend shows in other counties and ask questions about putting on a show.

Leader Notes
This lesson is written for clubs and members that have not previously hosted an invitational but will also serve as a planning guide for clubs with more experience. Refer also to Level 1, Lesson "Preparing for the Show."
Use Activity Sheet #6, Dog Show Checklist to aid in the planning and preparation of your show.

Of course the parents will play a big factor in getting things done but many youth are ready to assume a major role in putting on the show. Brainstorm the jobs that will need to be done and assign them to committees. If this club has a treasurer it is natural for that member to serve as treasurer of the show. The secretary will probably be the best one to handle the thank you notes, etc. Include these positions/committees: Show Chairman (Youth), treasurer, trophies and ribbons, equipment, judges (including hospitality), advertising (show flyers, posters, contacting the newspaper), registration (day of show), stewards, setup, and cleanup. Some counties offer a concession stand and hold a raffle.

**FUNDING THE SHOW**

One thing that you will need to consider is where will the funds come from to start a show. When deciding how much money will be needed, keep in mind all expenses involved such as trophies, ribbons, judging expenses, mailing expense, ring equipment, etc. When the decision has been made to start a show, the first step will be visiting with your local extension office to see if and what funds may be available to help you with your show. Some counties will pay for all expenses. Some may pay for judges only. When you know what they will pay for, go back to your members and plan how the extra expenses will be funded. Although in most cases you will charge an entry fee for the exhibitors to participate in the show you will not have these funds available before the show and other sources will need to be found.

You may ask businesses in your community to help fund the show. Many merchants are willing to donate money for trophies and other expenses. Brainstorm a list of places to contact and assign members to contact them. Consider dog-related businesses such as pet stores, feed stores, groomers and veterinarians as well as general stores with pet departments. Assign someone to send out “thank you” cards to the contributors. Let all of the members know which businesses contributed to the show so they can thank them themselves.

You may decide to open a bank account for your county dog club if you don’t already have one. This will help you to keep track of expenses and incoming funds.

**TIME LINE FOR THE SHOW:**

**Six Months**

1. Appoint committee chairpersons to begin work on the show. If yours is a small club you may need to combine jobs. Work together to make a list of jobs that will need to be handled.

2. Work with your local extension office in establishing a date for your show. Ask your agent to share this date with your area office and others so that it is announced in advance. Make sure no other counties have scheduled a show for the same date.

3. Verify a location for the show. Most counties have fairground facilities available to members at no charge. The facilities need to be large enough to accommodate the number of rings and dogs that may be at your show. You will need to estimate the number of entries you will have. If this is the club’s first invitational you’ll need to consider past entries at the county dog show and the entries at invitationals in nearby counties. Check the Kansas 4–H Dog Show Rule Book for regulations regarding ring size.
ACTIVITY:

4. Meet at the show site or assign someone to visit to determine the equipment you will need for the rings so you can begin to make arrangements to buy, borrow, rent, or make it. Make a sketch of a possible ring layout. Can you use existing structures such as walls or fences as a side of your rings? If indoors, is the floor slick? If on dirt or grass is it level? Will shade be available for the dogs? Are tables and chairs available or will you need to provide them?

5. Contact possible judges for your show. You may ask other counties for referrals. It is best to use Kansas 4-H certified judges or others that have 4-H judging experience. Former members can make wonderful judges. If your county will pay for the judges’ fees and mileage, find out how much so you can share this with the judges at the initial contact. If the county will not pay for the judge’s, determine an amount that your club will pay (contact other counties for advice) so you can let the judges know before they agree to judge for you. Ask if the judge needs copies of the Kansas 4-H Dog Show Judge’s Guidelines, the Kansas 4-H Dog Show Rule Book, and / or the scoresheets to be used. If needed, obtain these and mail to the judge with your letter confirming the date, time and place of the judging assignment.

Three months

1. Order ribbons and trophies (awards) for your show. Check out local trophy suppliers or check with your extension office for catalogs that they may use for awards. Consider that trophies do not need to be the standard trophy that sits on a shelf. A trophy can be something functional such as a leash, a pen and pencil set, a book, a magazine subscription, etc. The businesses you contacted for financial support may donate items for trophies as well.

2. Begin to prepare the flyer to announce your invitational show to other counties. Use flyers collected form other Invitationals as a model. Distribute this flyer at 4-H events in your areas such as Regional Club Days, Judging Competitions, and other Invitational Dog Shows. Identify your show rules (guidelines) on this flyer as well as giving information regarding date / time / location and registration information. Refer to the Kansas 4-H Dog Show Rule Book or ask other counties for suggestions.

3. Check with your local extension office to see if they have all of the necessary judging supplies available for the show. This would include arm bands, score sheets, the Kansas 4-H Dog Show Rule Book and the Kansas 4-H Dog Show Judge’s Guidelines. If you need to supply these you can print out arm bands onto card stock with your computer or you can simply make them from index cards.

4. If needed, assign members to the committees formed earlier.

Leader Notes

After the club visits the site or gets the report from a representative have the members generate a list of needed items and how they will be acquired. Unless it is an item that the club or a club member owns it is not too early to make plans to buy, borrow, make or rent the equipment needed. Include on the needs list: ring standards, rope, covering for slick floors (tar paper?), non-slip material to go under the jumps if the floor is at all slick, tables, chairs, examination table (one for each showmanship ring), broad jump, high jump and bar jump. If your rings will be on grass you’ll want to have a lawn mower (just in case) on set up day. If your rings will be on dirt plan to have rakes and shovels ready for set up and cleanup.
5. Contact a local veterinarian to see if they would donate their time to do health and vaccination checks the morning of the show. This job usually takes no more than one hour.

**Six Weeks:**
1. Decide on a date for your mail-in entries to close, generally 10 to 14 days before the show. This will allow the necessary paperwork before the show. Decide if you will allow walk-in entries. This will mean that you’ll need someone to take entries at the day of the show and that your paperwork will not be complete before the show begins. Allowing walk-in entries will increase your total entry and most clubs charge extra for entries on the day of the show.

2. Mail flyers with registration forms to all counties you wish to invite to your show. Also send the information to leaders of other counties. Always send a copy of the show announcement to the judges hired for the show.

   The flyers should include your show rules, date and time of the show, directions to the show site, show chairman’s address, and address where entries are to be sent. Specify the closing date for your entries and if you will allow walk-ins. Specify the exact times that you will allow walk-ins to enter. List your entry fees. Also include specific information to the exhibitor that will apply to your show such as “no concessions available,” “outdoors, rain or shine,” “bring shade for your dog,” etc. Consider having your flyer / entry form printed on white or light-colored paper to make it easier for copies to be made if a club needs more.

3. Call judges to verify that they are coming on the date of your show.

4. Check with all committees to be sure everything is going smoothly.

**Two weeks**
1. Pick up awards for the show. If you have had trophies engraved double check to see that everything is correct on them.

2. Meet with committees to be sure all details are being finalized and that necessary supplies will be available on the date of the show.

3. Contact the local newspaper. They may wish to advertise your show to the public or send a photographer to record your show.

4. Schedule the ring stewards to help with the show. Try not to schedule parents to steward for the ring where their child’s class is being held. The absolute minimum stewards needed is one for a showmanship ring and two for an obedience ring. The stewards are there to make the judge’s work easier. They can make the difference for a smooth-
running show.

5. Record entries as they arrive in the mail. Deposit all incoming money as soon as it is received. Prepare scoresheets for each entry and assign arm band numbers. Organize the information into a show catalog to give to the exhibitors. You will also need a show catalog—updated with all of the day-of- show entries—at each ring.

6. Call and remind the veterinarian of the time and place he or she will be needed for the health check.

7. Make signs for the show. Include signs for registration, vet check, crating areas, exercise areas, “no dogs allowed” areas, ring numbers, etc. Make a poster recognizing all the contributors to the show.

**One day**

1. Set up rings. The whole club should be involved with this. Set up tables for registration, vet check, concessions, and a table at each ring. Have the examination (grooming) table ready at the Showmanship ring and the jumps ready at the Obedience ring.

2. Make sure you have arm bands and scoresheets ready for check-in with plenty of blanks for walk-ins. You will need rubber bands (for the arm bands), pencils, clipboards, scotch tape, paper clips, and other office supplies. You will need items for clean-up both inside and outside the ring. Don’t forget a cash box with change if you are taking gate entries and another if you are offering concessions.

3. Put up the signs you have made.

**Day of show**

1. Members should arrive at least one hour before registration begins to finish up all the last minute details. Assign at least two people to registration.

2. When registration closes organize the scoresheets by class to take to the ring. Pull out any exhibitors who are absent (“‘scratched’”), add the exhibitors who have entered that day and adjust your ring and master copies of the catalog accordingly.

3. Meet with your judges and go over your expectations for the show. Determine when will be the best time for lunch breaks.

4. Meet with ring stewards and explain their jobs to them. Make sure they record all scores for their rings and turn in their records to the show chairman or designee at the end of the show.

5. Announce the rings and the judges and begin your show.
6. Thank those who participated and helped with your show.

**After the show:**
1. See that the judges are paid as agreed. You may also give them their checks on the day of the show.

2. Send information on scores and placements to the local newspaper. If they did not attend the show send pictures and a write-up of the show.

3. Send thank you cards to anyone that helped with or contributed to your show.

4. Talk about the show as a group and identify areas that may need more work for future shows. Hosting a show is too much work to do wrong twice!

5. List the things that you did well—you definitely want to repeat those things.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. How did you feel about the tasks you did to help plan and host a dog show?

2. What aspects of the show ran smoothly? Not so smooth? Why?

**Process:**
3. What was the most significant thing you learned from the process of conducting a dog show? Why?

4. What is the significance of having a timeline for items to be accomplished?

**Generalize:**
5. What did you learn about yourself as a result of helping with a dog show?

6. How can the skills used in planning and hosting a dog show be helpful for other events?

**Apply:**
7. What can you do differently the next time you plan and conduct a major event?

**REFERENCES:**

Authors:
**PREPARING FOR AND CONDUCTING A 4-H DOG SHOW**

**DOG CARE AND TRAINING, LEVEL IV**

Activity Sheet, #6, Dog Show Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Planned</th>
<th>Date to accomplish</th>
<th>Completed</th>
</tr>
</thead>
</table>

**I. Funding Sources**
- Extension
- Grants
- Sponsors
- Entry fees
- Other

**II. Six Months Ahead**
- Appoint committee chairs
- Establish show date
- Verify show location
- View show site and plan equipment
- Contact judges

**III. Three Months Ahead**
- Order awards, arm bands, score sheets
- Prepare flyer
- Check for judge supplies and score sheets
- Expand committees, if needed
- Contact veterinarian for health checks

**IV. Six Weeks Ahead**
- Determine entry deadline
- Mail flyers and entry forms
- Call judges to verify date
- Check with committees

**V. Two Weeks Ahead**
- Check on microphones and speakers
- Pick up and check awards
- Meet with committees
- Contact news media
- Secure ring stewards
- Record entries and deposit fees as received
- Call veterinarian
- Make show signs

**VI. Day Before Show**
- Set up rings, registration table, veterinarian check, etc.
- Secure supplies (arm bands, rubber bands, etc.)
- Put up signs
### VII. Show Day
- Set up public address system
- Members arrive early
- Finalize entries by ring
- Orient judges
- Orient ring stewards
- Announce rings and judges
- Thank everyone

### VIII. After the Show
- Pay judges
- Send press releases
- Send Thank You notes
- Evaluate show for next year
PREPARING FOR AND CONDUCTING A 4-H DOG SHOW

DOG CARE AND TRAINING, LEVEL IV

Member Handout #3, Sample Registration Form

Dog show registration $4.00 per class ($6.00 Walk-in. No Exceptions)

All entries must be postmarked no later than July 6th or the walk-in price will be charged at the door.

Please fill out one form per dog entered.

Name ________________________________  4-H age (As of Jan 1) ________________

Address ______________________________ Phone ______________________________

City, State, Zip _________________________ Leader _____________________________

County ________________________________ Breed of Dog ________________________

Dog’s Name __________________________ Height of dog (at withers) ________________

☐ Pre-Novice A    ☐ Novice         ☐ Open A       ☐ Utility A
☐ Pre-Novice B    ☐ Graduate Novice ☐ Open B       ☐ Utility B

Showmanship Class (All classes are based on 4–H age on January 1): Check one

☐ Junior A—1st year handlers 11 years and under
☐ Junior B—experienced handlers 11 years and under
☐ Senior A—1st year handlers 12 years and over
☐ Senior B—experienced handlers 12 years and over

Total classes entered  x $4.00 = ________ Total.

PLEASE MAKE CHECKS PAYABLE TO Dog Lover’s 4–H Club. Mail to:

Show Chairman name
this address
this city, Kansas

**REMEMBER TO BRING YOUR DOG’S VACCINATION RECORDS TO THE SHOW!**

52–Dog Care and Training, Level IV
# PREPARING FOR AND CONDUCTING A 4-H DOG SHOW

## DOG CARE AND TRAINING, LEVEL IV

### Member Handout #4, Sample Catalog Page

**Pre-Novice A**  
**RING 1**  
Judged by ________________________________

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<tr>
<th>#</th>
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<tr>
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<td>Adam First</td>
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<td>346</td>
<td>Jake Second</td>
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<td>Joshua Third</td>
<td>Kearny</td>
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<td>Tanner Third</td>
<td>Kearny</td>
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<td>350</td>
<td>Taylor Fourth</td>
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**PRENOVICE B**  
**RING 2**  
Judged by ________________________________

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</thead>
<tbody>
<tr>
<td>336</td>
<td>Katy Fifth</td>
<td>Wichita</td>
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<td></td>
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<tr>
<td>337</td>
<td>Tiffany Sixth</td>
<td>Finney</td>
<td>10</td>
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<tr>
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<td>Finney</td>
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<td>344</td>
<td>Ashley Eighth</td>
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<td>Betsy Ninth</td>
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<td>351</td>
<td>Ryan Tenth</td>
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<tr>
<th>#</th>
<th>NAME</th>
<th>COUNTY</th>
<th>AGE</th>
<th>SCORE</th>
</tr>
</thead>
</table>

### NOTE

This is an example of how the Invitational Dog Show Book may look. You may add other information such as breed of dog, name of dog, etc. Notice the lines left blank for the addition of walk-ins.
Jobs in the Dog Field
Dog Care and Training, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
• Career opportunities related to dogs.

ABOUT THEMSELVES:
• How to plan for the future
• Possible career interests

Materials Needed:
• Activity Sheet #7, Dog Career Interest Survey
• Activity Sheet #8, Career Research Guide (three per member)
• Member Handout #5, Dog Career Resources

ACTIVITY TIME NEEDED: 30 MINUTES TO INTRODUCE, 1 MONTH FOR INDIVIDUAL RESEARCH, 30 MINUTES PER MEMBER TO DISCUSS FINDINGS

ACTIVITY

Think about the types of dog-related careers that you might be interested in. Complete the Career Interest Survey, adding any other careers you may think of. Choose at least three careers that you will research. Use books, the internet, and/or personal interviews to find out about the careers. When we meet again be prepared to give a summary of what you have learned about each career.

DIALOGUE FOR CRITICAL THINKING

Share
1. How did you decide which career to research?

2. How did you find information about the dog-related career in which you might be interested?

Process
3. What is required to go into the profession you choose?

4. What personal traits should one have for your career choice?

Generalize
5. Why is it important to think about possible careers now?

Leader Notes
You may want to use one meeting to assist members with Activity Sheet #7, Dog Career Interest Survey and review questions on Activity Sheet #8, Career Research Guide.

Provide each member with a copy of Member Handout #5, Dog Career Resources as a beginning for their research.

It may take one or more meetings a month later to hear and discuss the possible careers.
Leader Notes

ACTIVITY

Apply
6. What did you learn from others about careers or jobs that interest you?

GOING FURTHER
1. Make a list of jobs you could do now, paid or volunteer, that would let you try out dog related work.

2. Find a job, paid or volunteer, that would give you some experience working with dogs. Keep a journal of your experiences.

REFERENCES:
American Kennel Club, c1997.

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
## Jobs in the Dog Field

**Dog Care and Training, Level IV**

Activity Sheet #7, Dog Career Interest Survey

<table>
<thead>
<tr>
<th>Job</th>
<th>Great Deal of Interest</th>
<th>Some Interest</th>
<th>No Interest</th>
<th>Why I Would or Would Not Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinarian</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Veterinary Technician</td>
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<tr>
<td>Dog Groomer</td>
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<tr>
<td>Guide Dog Trainer</td>
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<tr>
<td>Animal Photographer</td>
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<tr>
<td>Animal Control Officer</td>
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<td></td>
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<tr>
<td>Humane Investigator</td>
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<tr>
<td>Dog Trainer</td>
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<tr>
<td>Kennel Owner/Manager</td>
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<tr>
<td>Professional Show Dog Handler</td>
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<tr>
<td>Lawyer Specialized in Animal Issues</td>
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<tr>
<td>Animal-Related Retail Sales</td>
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<tr>
<td>Small Animal Nutritionist</td>
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<tr>
<td>Dog Sitting or Walking Service</td>
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<tr>
<td>Dog Show Judge</td>
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<tr>
<td>Dog Show Superintendent</td>
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<td>AKC or UKC Staff</td>
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<tr>
<td>Animal Behaviorist</td>
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<tr>
<td>Artist/Craftsman of Animal Related Items</td>
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<tr>
<td>Animal Research</td>
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</tr>
<tr>
<td>Police/Military K–9 Units</td>
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</tr>
<tr>
<td>Writer</td>
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</table>
JOBS IN THE DOG FIELD
DOG CARE AND TRAINING, LEVEL IV
Activity Sheet #8, Career Research Guide

Career _______________________________________________

Source of Information ___________________________________

What are some of the best things about this job?

What are some of the worst things about this job?

What training is necessary for this job?

What personal traits should one have for this job?

How much would it cost to get started with this job?

About how many people are employed in this field in this county, state, or in the United States?

If I choose this as a future career, what kinds of things should I be doing now to prepare?
JOBS IN THE DOG FIELD  
DOG CARE AND TRAINING, LEVEL IV  
Member Handout #5, Dog Career Resources

Write to the following organizations for information about specific dog-related careers and jobs.

Professional Handlers Association  
15810 Mt. Everest Lane  
Silver Spring, MD 20906

National Dog Groomers Association of America  
P.O. Box 101  
Clark, PA 16113

National Association of Obedience Instructors  
8439 Elphick Road  
Sebastopol, CA 95472

Animal Behavior Society  
SUNY Department of Psychology  
Potsdam, NY 13676

National Association of Pet Sitters  
1200 G Street, NW  
Suite 760  
Washington, DC 20005

American Boarding Kennel Association  
4575 Gallery Road 400A  
Colorado Springs, CO 80915

American Veterinary Medical Association  
1931 N. Meacham Road  
Suite 100  
Schaumburg, IL 60173

Professional Photographers of America  
1090 Executive Way  
Des Plaines, IL 60018

The Graphic Artists Guild  
90 John Street  
Suite 403  
New York, NY 10038

National Animal Control Association  
P.O. Box 480851  
Kansas City, MO 64148

United States Police Canine Association  
8616 Trumps Hill Road  
Upper Marlboro, MD 20072

American Society for the Prevention of Cruelty to Animals  
424 East 92nd Street  
New York, NY 10128