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4-H Dog Care and Training Leader Guide

4-H 120L

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Oregon State University Extension Service



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This publication is for 4-H dog club leaders to use in working more effectively with 4-H members in 4-H dog projects. The project, as carried in the 4-H program, serves two purposes. First, it helps boys and girls develop a better understanding and/or appreciation for animals; second, it serves as a tool to develop the personal qualities of young people.

4-H is a program of youth development and education. Experiences provided should be based on the needs and interests of the youth.

4-H encourages the participation of all youth regardless of race, color, sex, or national origin.

Be sure you have a copy of *Organizing a 4-H Club* (4-H 0242L) and *Planning a 4-H Club Program* (4-H 0240L). They contain valuable information on 4-H, leadership, how clubs function, and planning a club program. There is an entire section devoted to working with boys and girls.

One of the important values of the 4-H program is teaching boys and girls to rear and understand animals.

The dog project is an excellent tool for character development. Training a dog teaches patience and persistence, clear, concise speech, and the value of work. Learning to care for a dog teaches responsibility, pride in ownership, decision-making, and techniques for observation of animal behavior.

The bond between dogs and people has always been strong. Prehistoric cave drawings make this clear. Dependency worked both ways. Dogs first served people by hunting and by guarding homes from wild animals. Although those roles are no longer necessary, today dogs guide the blind, find lost children, assist police, and serve many other purposes. Most of all, they are pleasant companions of both young and old.

Many dog owners have problems. Dogs may stray from home, jump on people and furniture, bite, bark, and develop other annoying traits. These habits can be prevented by early training of the puppy or by retraining an older dog.

For those boys and girls with a strong interest in dogs, career opportunities in the field of dog care and training are available. Annually, 4-H members turn to this field for employment. Opportunities are available as groomers, general obedience trainers, veterinarians, veterinarian assistants, kennel operators, breeders and showers, and trainers of guard, police, hunting, sled, or livestock dogs.

4-H Leadership

To be successful, the 4-H program needs leaders with an interest in both youth and dogs.

There are few experiences more gratifying than seeing 4-H youths grow and develop in character and knowledge. The leader is the key person in the dog project. The success of the project will depend a lot on your interest and initiative.

The dog project is only one of many projects available through the 4-H program and is under the general direction of the Oregon State University Extension Service 4-H agent in your county. Call him or her for guidance on general policies and procedures or help in directing the project.

Your job will be to assist the 4-H members in carrying out a program based on their interests, opportunities, needs, and abilities. You are sure to find that both challenging and rewarding.

Goals of 4-H

The goals of 4-H include helping boys and girls develop leadership, character, and effective citizenship.

Club activities such as business meetings conducted by the members, community service projects, committee work, social activities, and group recreation provide a real-life laboratory in leadership and citizenship development. 4-H opens the door to expanded horizons through county and state events for members.



4-H is learning by doing. By caring for and training a dog, the member gains experience in patience, responsibility, initiative, and dependability. Members will learn to set goals and develop standards for themselves.

The key to the success of a 4-H club is *you*, the 4-H leader. This guide is designed to stimulate ideas as well as to provide a general framework for your club's yearly program. In the final analysis, your judgment of the needs and interests of the club members will determine the specific topics to be included in each meeting of the yearly program.

The dog program is designed to help 4-H members:

- Develop leadership, initiative, self-reliance, sportsmanship, and other valuable character traits.
- Experience and demonstrate the pride and responsibility of owning an animal, and learn how to care for, feed, manage, and groom it.
- Experience the pleasure and companionship that a well-trained dog provides.
- Gain an appreciation of the needs, the purpose, and the role of dogs in daily life.

- Increase skill, patience, and understanding in handling, raising, and training the dog to obey and heed established, simple, uniform commands.

- Increase the knowledge of safety precautions to prevent injuries to dogs and people.

- Learn and follow all basic regulations for dog health, including first aid, and simple treatments for ailments not requiring veterinary care.

- Learn about some of the breeds and their characteristics and be able to identify them.

- Promote greater love for dogs and a humane attitude towards them.

- Prepare for citizenship responsibilities by working together in groups and supporting community projects and activities.

- Explore career opportunities in this and related fields.

Working with young people

The ultimate goal of 4-H is not the training of dogs, but the education of young people. The dog is a medium. In the process of working with their pets, youngsters will meet challenges, responsibilities, successes, and failures that may help them grow and mature.

As an adult or junior leader of a 4-H dog club, you are in a unique position to assist the development of young people. These youngsters will look to you as the expert for evaluation of their progress.

Keep in mind that there is great diversity in the economic and personal background of 4-H youngsters. Some youth are blessed with suitable pets and interested and informed parents. Other youngsters may have unsuitable or very difficult dogs for training and parents who are preoccupied. Boys and girls who have difficulty training their dogs will need encouragement from the leader. Try to be sensitive to their problems and assist as best you can.

It is helpful to:

- **Know the expectations of various age levels.** Evaluating young children by the same standards you use with more mature youth is quite unfair. By the same token, being too easy will slow their development.

- **Put youngsters at ease.** Some of the youth you work with will be nervous. Some are afraid of you (even though your friends all think you are a

nice person). A smile and a few pleasant words will go a long way to help your image.

- **Set a happy mood.** A 4-H lesson should be fun.

- **Criticize constructively.** Most mistakes are a result of the member's not knowing or understanding the proper techniques. You won't hurt any feelings when you offer helpful suggestions for improvement in a positive manner.

- **Praise.** You can find something nice to say to the poorest of performers. This encouragement will stimulate further work and improvement.

Recognition of accomplishment can inspire boys and girls and help make their 4-H experience more satisfying. The spirit of competition is natural for young people and can provide an effective stimulus for the development of character and skills, but it can also defeat its purpose if you permit it to get out of hand. Remember, words of praise, a pat on the back, can be as rewarding as a trophy. Many times the leader's personal attention can provide much-needed affirmation to a 4-H member.

All 4-H members will not want to participate in competitive activities. Competition is not a required part of 4-H.

The wise leader will help members focus attention on project work, club activities, sharing experiences with and helping other members, instead of on recognition and awards as a primary goal. Leaders should help 4-H members realize that the greatest rewards come from service to others and personal achievement rather than outdoing someone else.

The following principles are basic in forming an awards and recognition program:

- Activities should emphasize the development of desirable character traits.

- Standards should be within reach of the members and yet high enough to challenge them to do their best.

- Rules of procedure should be fair and clearly stated.

- Judging must be fair and impartial.

- It is better to distribute recognition among a number of worthy contestants than to concentrate on one or two top winners.

Each 4-H member has needs, interests, desires, strengths, and weaknesses that affect her or his behavior. Regardless of how this behavior appears to you, it is reasonable to the member. While each member has a different personality, all youth share some common needs:

- **They want to belong.** Belonging to an identifiable group provides the opportunity to make friends. Belonging and being accepted in a group gives them a feeling of personal worth. As a leader, you should closely observe the relationships between and among members to avoid isolation of some members or formation of cliques within the club.

- **They want to achieve.** Young people want to know their efforts are worthwhile and appreciated. The rate of achievement of members varies. You need to constantly appraise each member's efforts in all areas of 4-H, not just the project, so that the member is recognized for accomplishment in relation to his or her ability. You need to challenge the high achiever and at the same time provide opportunities for less advanced members to be recognized.

- **They want adventure and new experiences.** Young people are active. They want to do new things. They are searching for someone to pattern their behavior after, someone who "really leads the way." As a leader, you will need to provide new and creative experiences. Variety in the club program helps meet this need. Emphasize activities in addition to project work.

- **They want to be independent.** While this may seem troublesome, it is essential to growing up. You can help them learn to make decisions and be responsible to themselves and to the group. Although they may make errors, these mistakes will contribute to judgment development and are less costly than mistakes in later life.

- **They want love and affection.** Love and affection are essential in personality development. We all need to know we are wanted in spite of our shortcomings. You will need to keep in mind both the group and the individual. By providing encouragement, showing interest in each member and in the group, and listening to their problems as well as triumphs, you will help meet this need for affection.

The Leader's Role

The success you have as a 4-H dog project leader may depend somewhat on the experience you have had previously as a 4-H leader or the training you receive from the OSU Extension Service staff. Regardless of your knowledge of the 4-H program or past experience, take the time to talk with the county Extension agent and have a clear understanding of the role you will play, the assistance available, and the goals of the dog club. It is much better to have this understanding at the outset.

The leader's job has many aspects. These may be divided into three general categories: organizer, adviser, and teacher. Specific responsibilities in each category include:

As an organizer:

- get the club organized.
- enroll club members.
- secure project material for members.
- plan a yearly program that gives balance between educational, social, recreational, and service activities.
- keep members informed of educational activities and encourage their participation.
- involve parents in the club's program.
- make arrangements for meetings and activities.

As an adviser:

- assist members and parents in selecting projects.
- help club officers plan and conduct meetings.
- provide guidance to members of committees for club activities or special projects.
- counsel with junior leaders.
- help members see how they can become active in the betterment of their community.

As a teacher:

- take the responsibility for the education (you must have a good knowledge of dogs and their care and training).
- provide for the presentation of subject matter from the project books.
- keep abreast of new developments in the project field so that you can teach this to members.
- help members plan and present demonstrations.
- conduct tours or other club activities to reinforce your teaching efforts.
- indirectly teach, by the example you set, such values and behaviors as punctuality, responsibility, respect for others, the dignity of work, and constructive use of leisure time.

You will find additional information on the role of the 4-H leader in *Organizing a 4-H Club*, (4-H 0242L), and *Planning a 4-H Club* (4-H 0240L).

You should have a good knowledge of dog obedience training. You can gain this knowledge by taking a dog through an obedience training course and by study of the 4-H dog training bulletins. The subject of dog training is broad and intense. You are not expected to have the answer to all questions. You may find it necessary to enlist the help of individuals in the vicinity who have a knowledge of certain aspects of dog care and training. For example, you may from time to time need the help of a veterinarian or a professional groomer to teach certain parts of the program.

If you know your subject, you will very likely be a good teacher—you can be a good teacher even though you have not taught before. With a little experience, you will become a better teacher, although the extra enthusiasm that new teachers seem to have often more than makes up for a lack of experience.

The rewards of teaching any subject are indeed great, but dog obedience training is doubly rewarding because you can see both the member and dog respond. You will see dramatic changes from week to week as they both progress through the training course.

The leader also guides the club in social activities. The 4-H dog club should have a balance of project work and recreation. Remember that the club exists for the development of the young people; the dog is only a tool for this purpose.

Special training meetings help leaders accomplish their job effectively. Most training programs will include new information to keep you up to date. An exchange of ideas among leaders allows new leaders to benefit from the experiences of others.

The leadership team

Leadership in a 4-H club is a shared experience. You, the members, and everyone concerned will benefit if you extend the leadership opportunities to a greater number of people.

Junior leaders are older 4-H members who assume specific, predetermined responsibilities. They might teach project information, assist the club officers plan and conduct the meeting, work with committees of club members on special projects, counsel members to keep 4-H records, and conduct phases of the obedience training.

The junior leader works under the supervision of the adult leader. Both adult and junior leaders should clearly define respective responsibilities so that misunderstandings do not arise.

Resource people exist in every community who might be called upon to help with a 4-H club.

- **Veterinarians.** These professionals might be called upon for one-time programs on animal health, first aid, disease prevention, nutrition, and general care.

- **Owners of dog grooming establishments.** Programs on grooming, including tooth care, and care of toenails, are possible choices.



- **Dog fanciers.** You could invite dog breeders in the area to present programs on history of breeds of dogs they own and on care of puppies. If they show, they could teach handling techniques.

- **Professional handlers.** Showing, dog grooming, and nutrition, are logical programs for professional handlers.

- **Feed company representatives.** Representatives of pet food companies could logically be asked to give programs on animal nutrition. In many instances, they have access to films that could be used.

- **Other 4-H leaders and members.** Leaders and members of established clubs are often available to put on demonstrations.

- **Parents.** Don't overlook parents as a source of teaching help. Getting to know the parents helps identify possible areas where they have special knowledge or interest.

Parent cooperation provides the foundation of support for the activities of your club. Other 4-H leaders report that involvement of the parents early in the club year helps develop parent understanding of 4-H work.

Specific examples of ways to involve parents include:

- Contact parents before first club meeting to briefly explain the 4-H Dog Care and Training project. Include discussion of necessary equipment, financial responsibilities, etc.

- Invite parents to the first meeting so that both members and parents learn what is expected of them.

- Contact parents by phone or home visit during the year so that you may become better acquainted.

- Rotate meetings to members' homes. Space may prevent holding dog training meetings at homes, but business meetings and those that do not involve training probably could be rotated.

- Ask parents to assist with some club activities. Each parent has some area of expertise to contribute.

- Encourage parents to assist with home practice of obedience training, and with preparation of reports that members are assigned.

- Recognize the assistance that parents give the club.

- Urge parents to organize car pools to insure good attendance at meetings.

The Project

Options

The 4-H dog project offers a number of options for focus of activities and education. They include:

- dog care, management, and ownership.
- obedience and showmanship training.
- trick and costume experiences.
- guide dog training.
- field dog training.
- working dog (sheep and cattle) training.

The Guide Dog Project is open to 4-H'ers in the 7th to 12th grades with at least one year's dog care experience. The youngster's family is involved in this project, and special rules must be followed. You can obtain information and applications on the 4-H project from Oregon State University Extension Service 4-H agents. After the dogs arrive, send members' names to the State 4-H Office; identification cards will be issued. This project is an opportunity to provide a community service.

A member may participate in the 4-H dog project under the following options:

- Own or have access to a dog or a family dog.
- Make arrangement to use or lease an animal owned by another person.
- Share a dog with a brother or sister. (Use this option when a family cannot afford a second dog or it is not desirable to have another dog in the family.)
- Without a dog.

Some of the boys and girls will own or have access to dogs at the time they join 4-H; others will not. The leader should be prepared to counsel parents and members as to the most suitable breed of dogs.

Young boys and girls should not select dogs that are too large for them to handle. Younger and smaller dogs with good dispositions are usually better and safer for the younger members.

Points to consider in selecting the kind of animal include: the member's age, weight, degree of experience and skill, facilities available for keeping the dog, price the member and family can

afford, individual preference regarding breed, amount of grooming required, and plans for using the animal.

It is not necessary to buy a purebred or registered animal to benefit and participate in a 4-H dog project. A sound, healthy animal of good conformation is needed.

Dogs may be of any age, however, the younger the puppy, the more patience the member must have.

As members gain experience, they may have more than one dog in their project. There is no limit to the number of dogs a member may have.

All dogs should be immunized for rabies, distemper, hepatitis, leptospirosis, and parvovirus. Proof of vaccination will be required for participation in some activities.



Materials

4-H literature is a valuable aid for the leader in planning and providing a club experience to 4-H members. Your own experiences, those of the county Extension agents, and other leaders in your county will be valuable in helping you to determine uses for these publications.

The 4-H dog materials provide an outline of the subject matter emphasis. Use these materials as training guides to the care and showing of dogs, to teach subject matter, and as references for other areas of interest. At the second or third meeting, give the members some project materials and encourage them to begin a notebook which they will bring to all meetings. You should continue to furnish appropriate material at intervals throughout the project.

The *4-H Dog Advancement Program* (4-H 1204) should be a regular part of the teaching in your 4-H club. It will provide helpful suggestions for club programs and set realistic goals for members to achieve in 4-H.

The advancement program gives the leader excellent guidelines for developing the club program. It is designed so that young people can move at their own speed. The advancement program is a tool to motivate self-learning.

If there is considerable difference in the individual advancement of members, several levels of the program will be pursued simultaneously within the club. This is an opportunity for junior leaders, or older 4-H members, to assist.

When members have completed a level of advancement, you may obtain advancement certificates from the county Extension office. Present these at a club meeting (this could be a special recognition function). For help in using the advancement program, refer to the *4-H Advancement Program, Leader Guide* (4-H 029L).

There are a number of reference materials available for 4-H clubs that may be requested by the leader at the county Extension office. Consult the *Animal Science Projects and Materials List* (4-H 0231L) for current titles.

Organization

A 4-H leader is a teacher of young people. Carry out your role as a teacher in the 4-H program in an informal manner that focuses on personal growth and development of each individual, using the dog program as a vehicle. Use of the four elements of an effective club meeting—an opening, a brief business session, project work, and recreation—will help you achieve a balance. You will find detailed information on each of these elements in *Organizing a 4-H Club*, 4-H 0242L. This publication mentions refreshments as an additional meeting element. Because of the potential safety hazards to youngsters and their dogs generated by food when the dogs are present, plan refreshments when the dogs are absent.

During the project work portion of the meeting, vary the methods you use to present material. This helps hold interest. Great variety in presentation is possible. Lectures, blackboard talks, movies, slides, demonstrations, judging contests, practice sessions, quiz contests, and tours can all contribute to the learning process. Older 4-H members and other dog fanciers can help with the teaching. Use several methods or aids in the project work. Imaginative use of various methods will help make “dry” material fun for your members.

Planning and flexibility are the keys to leading an effective 4-H club program. You will need to identify goals for your program based on your level of knowledge, the resources in your community, and the needs of your club members. *Planning a 4-H Club Program* (4-H 02401) can be a helpful guide. Flexibility is important; different groups and individuals advance at different rates.

The 4-H dog project is a comprehensive program designed to develop proficiency in basic phases of dog work. Much of its value lies in giving youth complete responsibility for care and training of a dog over a considerable period of time.

For these reasons, you will probably organize the project so that it continues throughout the year. The length of the course, however, and frequency of meetings may be discussed with a county Extension agent or community coordinator.

Organize the dog project so the members can easily recognize when they fulfill the requirements of one phase of training and proceed to the next. This provides the feeling of progress and achievement essential to members who are “learning by doing.”

Records

It is a good idea to give the record forms to members at the second or third meeting. You may want to invite the parents to this meeting, so that they will learn about the purposes of records and about how parents can help. Share the yearly program with the parents at this time.

Keeping accurate and complete records is important for the overall development of the 4-H member. Record-keeping stimulates members to analyze results and to strive for self-improvement.

Recordkeeping is easier for some than others. Guidance and encouragement from the leader and the parents will help boys and girls take pride in keeping accurate, neat records that reflect their 4-H accomplishments.

Each 4-H member with a dog project should keep a *4-H Dog Record* (4-H 121R). Computer kept records are acceptable. Other record forms a member receives are *My Permanent 4-H Record* (4-H 033R) and *My 4-H Notes* (4-H 039R). You can obtain information on how to use them from your county Extension agent. A variety of state and national scholarships, awards and honors are available to 4-H members, who should be told about these opportunities and the importance of current, well-kept records. Leaders should contact the county 4-H agent for information on state and national recognition programs.

Program Planning

Each club should have a yearly program. The program provides a logical sequence of educational, social, and recreational experiences for members. Use *Planning a 4-H Club Program* (4-H 0240L) for ideas and help in planning the club program. Your own experiences and imagination will be helpful in developing a meaningful program.

The program guides that follow are suggestions only. How much time you

devote to each phase will depend on your judgment and on the size and progress of the group. Members should have experiences in all areas. Vary the meeting in content and activity.

Your program guide is designed to give specific suggestions for most topics that might be included in a 4-H dog club meeting. It is simple to use. As you plan your meeting, you need to select a general topic that you wish to teach. Suggestions are shown in the column on the lefthand side. Column two lists the suggested skills or new ideas for that topic. After you choose the skill or ideas you wish to teach, go


to column three and decide the teaching method that would be most effective for you.

A word of caution: There are several ideas and skills shown in each major topic. Don't try to cover all the ideas in one meeting. It is best to cover one idea well. Keep in mind the variety of teaching methods and topics to be covered, as well as whether the meeting will be indoors or outside. The content included will take several years to cover.

The ideas shown are only suggestions. There are many ideas that you will be able to add to this list.

4-H Member Objective	Subject	What to teach	Suggested learning activities
To increase knowledge about dogs	The story of the dog	How the dog was developed	Members give reports on the development of the dog.
	The dog breeds	Groups and breeds of dogs	Members give reports on breed of dog, including description, use, and history. Conduct field trips to kennels to learn about breeds. Study breeds by groups. Use identification cards or charts. Show films and slides. Judge dogs. Study registrations of dogs. Responsible pet ownership.
To learn about career opportunities in the dog field	Dog ownership responsibilities	Legal and moral	Refer to section on careers in this publication. Visit or have speakers on: professional handlers kennels judges veterinarians field training dog training writers dog food and equipment grooming (pet and supply store). Members research and give reports on these visits.
	Career opportunities	Acquaint members with career opportunities	
To have fun and explore new opportunities	Show others what we have learned		Make educational display covering some phase of the program. Make display on 4-H and dog project for school, window, etc. Participate in fun match, contest, or demonstration at rest homes and shopping centers. Show others the tricks your dog can do. Pet or costume parade. Let other members research and present topics to club and other groups.
	Tricks and costumes	How to teach dog tricks, originality, and safety. Assist in opportunity for research or more advanced study	
	Research		



4-H Member Objective	Subject	What to teach	Suggested learning activities
To learn basic knowledge on health, grooming, and feeding of the dog.	Feeding	Feeding your dog	Members discuss the feeds they are using and bring labels and containers. Visit feeds store. Invite a feed company representative to visit the club.
	Health of the dog	The diseases of dogs; how to treat a dog	Have members give reports on diseases, parasites, and illnesses. Have members visit veterinary clinic. Demonstrations on treating a dog. First aid.
	Grooming the dog	Maintaining proper health of a dog	Members demonstrate bathing, combing, clipping toenails, and trimming hair. Visit a grooming parlor.
To learn about the anatomy of a dog.	Parts of the dog	The location and names of the parts of the dog	Use teaching aid 4-H 1206. Members identify parts of their animal. Members complete an outline of animals to identify parts.
	Internal anatomy, skeletal anatomy	The internal parts of the dog and skeletal structure	Members look up materials in library. Visit with veterinarian. Members complete an outline of animals to identify internal and skeletal parts.
	Nervous, digestive, and respiratory systems.	The parts that make up these systems	Visit a veterinarian. Members give reports based on materials in library. Use veterinary science 4-H materials. Members complete a drawing that identifies the parts.
To learn dog obedience training techniques	Dog obedience	Sit—from heel —from down —comefore	See <i>Leader Training Manual</i> .
		Heel Long Sit Long down Stand for examination Recall The Figure 8 Heel free Drop on recall Retrieve on flat Long sit (out of sight) Long Down (out of sight) Recall over high jump Retrieve over high jump Broad jump Directed retrieve Scent discrimination	Show how; let members practice. Invite a trainer to attend the meetings to show how. Older or more advanced members work with younger members. Participate in fun matches and shows. Attend dog shows or field trials.
		The techniques of showmanship	Refer to <i>Leader Training Manual</i> .
	Showmanship		

4-H Member Objective	Subject	What to teach	Suggested learning activities
To learn proper recordkeeping methods	Keeping 4-H records	What records to keep, how to keep, why to keep, and how to evaluate Record members should keep: 4-H dog record, 4-H permanent record, and 4-H notes.	Schedule regular meetings for keeping records. Use an overhead projector to help members see how to keep records. Members share their records with other members. Review records periodically to see if the member needs help. Junior leaders can assist. Members keep score sheets from obedience matches and contests for evaluation.
Making a family pet	Preparing for a dog Housebreaking a dog Corrective training	How members should prepare for a dog How to housebreak a dog Methods of corrective training	Visit kennels and/or pet homes. Study and evaluate different kinds of feed dishes. Make a bed box for the puppy. Members demonstrate methods. Members give talks or demonstrate various types of corrective training.

Project Work

Use of time

Break the time set aside for project work during the meeting into three segments: group training of the dogs, teaching, and informal training. It is recommended that you conduct these segments in this order: the group training segment demands a lot of energy from dogs and members, which helps to minimize distractions during the teaching segment.

Training is for the whole group during the first segment. This allows members to work together and experience not only their own but other members' mistakes and strengths. It also allows the leader to help all members work through common exercises as a group.

The teaching segment provides the opportunity to cover the "book work" of the dog project. This "book work" can include: demonstrations, discussions, slides, movies, and 4-H judging (decisionmaking). Some important topics to cover during the course of a project year are:

- breeds of dogs and their uses
- parts of a dog
- types of equipment
- parts of equipment
- care of equipment
- nutrition
- safety precautions

- first aid
- animal health
- judging
- recordkeeping
- principles of judging

Set aside time for informal training. This is the time when you can give individualized attention. Answer questions informally; give junior leaders the opportunity to work with a small group of younger members.

Class guidelines

1. Never feed a dog just before coming to class. Feed at least 3 to 4 hours earlier so that the dog does not become carsick or upset from the excitement of training.
2. If your dog relieves itself, you are responsible for cleaning up.
3. Never attach tags, baubles, etc., to the training collar.
4. Use the training collar (slip-chain) only when practicing at home or in class. *Never* tie your dog or leave it unattended wearing a slip-choke collar—it could become entangled and choke to death.
5. The leash should be soft leather or webbing, 6 feet in length. Never use a chain leash; it will hurt your hands and correction of your dog will be weak and inconsistent.
6. Help prevent dog fights. *Never* leave your dog unattended or on a loose leash in class.

7. Give the dog a rest during break period.

8. *Do not* bring any dog to class that appears to be ill, or any female in heat. In these circumstances, you can attend without the dog to keep up with topics.

9. Practice at least 15 minutes every day. Dogs learn by doing the same thing over and over. Practice is serious business, and no play time should be allowed until *after* the practice session is over. If you have practiced regularly and followed instructions, your dog should accomplish all of the exercises and score well at the fair.

10. Wear tennis shoes or rubber-soled shoes. Do not wear sandals. Slacks and jeans are best to wear; however, floppy slacks that interfere with the dog are not acceptable.

11. Everyone must comply with the rules covering the use of the building or grounds.

12. Remember the four "P's" of obedience training—practice, patience, praise, and perseverance. Use these words often because they are so important to success in training a dog.



Obedience problems

This section discusses some of the more common problems and offers suggestions. There are *no exact answers* to the problems because of individual differences. Define the problem and suggest a solution based on the experience and capabilities of the handler-dog team. Observe the trainees closely to be certain they understand and execute the training method properly. Emphasize the need for proper technique with the dog to avoid development of training problems. Correct poor techniques immediately.

The Sit

- Handler's voice tone: Make sure a command is given in a firm, sharp—but not loud—manner. Watch for tones that tend to ask rather than command.
- Dog moves front feet: Dog is excited and needs calming. Handler must hold collar firmly.
- Poor timing: Make certain the dog is given the command only once and simultaneously with the forced sitting action.
- Slow sit: Handler is not forcing the dog into the sit position quickly enough.
- Dog rocks to sit: Trainer is allowing dog's front feet to move. Firm up grip on the collar.
- Dog swings rear end: Pressure on the rear quarters is not straight down.

The Down

- Dog struggles from fear: Handler must calm (but not baby) dog by talking to it in a calm, reassuring manner, gently stroking it at the same time.

- Dog struggles in play: Correction required. Demand the dog accepts the command with no fooling around.
- Lack of firm voice command: Discuss with handler.
- Won't go down: To obtain the down position, use the left elbow to exert pressure to tip the dog toward you.
- Slow response: Handler needs to exert stronger and quicker pressure on the dog's shoulders *with the left arm*.

The Stand

- Moves front feet: Handler needs firm control of the collar with the right hand.
- Dog fails to stand: Exert forward pressure on the collar with the right hand while simultaneously exerting an upward pressure on the dog's stomach with the back of the right hand.
- Dog moves rear feet: Block any movement with the side of the left hand pressing on the dog's stifle.

Heeling on a Leash

- All heeling errors stem from poor heel position. Emphasize the importance of proper heel position at all sessions and continually insist that the handler try for the correct position.
- Adapting pace: Make sure handlers work at a *brisk* pace.
- Pulling on leash rather than snapping corrections: Using the trainee to act the part of the dog, the instructor demonstrates the use of the lead. With trainee holding one end of the lead, show what happens with a steady pull versus the leash snapped properly. (Give slack and snap.)
- Handler uses voice correction, "Stop this:" The voice is used to encourage and praise.
- Dog forges: Give slack on leash and snap back. With extreme forges, a series of two or three jerks in succession may be required. Never let the leash get tight.
- Dog is wide: Sidestep right, snap and praise.
- Dog lags: Use voice encouragement and pat left leg to manipulate the dog into the proper position. Any leash correction must be with short snaps; do not haul the dog into position.
- Dog crowds: Bump with left leg. Step into the dog when it crowds.
- Slow sit: Handler stopped pushing the dog into the sit position too soon. Return to sit corrections.

- Crooked sit: Handler did not push straight down on dog's croup when teaching the sit or did not use the hand correction for a sufficient length of time. He or she may have tried to get the dog to sit with a leash correction alone. Return to sit correction.
 - Dog leans against handler on sit: Bump dog with left leg. Use a straight-up, vertical leash correction.
 - Rocking into the sit: Dog is heeling too far back. Improper leash corrections on the sit may have been made by pulling back instead of up. The handler's stepping quickly will cause the dog to forge slightly and help correct this.
 - Inattention: Sharp snap on lead the instant the dog looks away, coupled with a "Watch me!" command.
 - Forging on the slow pace: Snap back of the leash as the handler starts to slow the pace along with the "Watch me" command.
 - Poor slow pace: Handler is adapting to dog rather than insisting the dog maintain heel position.
 - Lag on fast: Same as other lags. Insist on proper heel position. The handlers sprinting can help correct this problem.
 - Timing of commands: Make sure the handler gives the "Heel" command before starting to move. Warn against a jerk or correction unless the dog does not start on command.
 - Poor turns: Poor turns result from poor heel position. Suggest ways to maintain proper heel position, and the dog's turn will improve.
- ### The Sit Stay (Preliminary)
- Handler too far away: Insist that the handler remain right in front of the dog, a position from which he or she can make any necessary correction.
 - Movements: Jerk up and toward the dog accompanied by a "No!" voice command.
 - Dog rolls over on hip: Tap the low hip with the toe accompanied with a "Sit" command. *Do not kick.* (May cause the dog to break.)
 - Moving front feet: Brush dog's toes with the toe of the shoe and at the same time give a "sit" command. (Do not put pressure on the dog's feet; this may cause injury or the dog to break.)
 - Whining: Grasp muzzle firmly, shake, and command, "No!"

The Sit (at the end of the leash)

- Dog not in correct position: The handler should not go to the end of the leash. This could develop a habit that is difficult to break. Practice Lesson 1.

- Dog lies down: An upward, toward-the-dog pull on the leash, giving the voice command at the same time.

- Dog moving as handler returns: Upward pressure (no jerk) on the leash, with a steady voice in conversation.

- Dog whining: Immediate return, muzzle correction, and voice command "No!"

The Down Stay

- Dog starts to rise: Immediate downward force on the withers.

- Dog creeps: Brush front feet with handler's shoe, accompanied by the "No!" command.

- Dog rises as handler returns: Dog may have been given too much praise in practice session. Practice walking around dog when returning, instead of always going directly to heel position. Inside dog stays down until handler gives release command.

- See The Sit Stay as many errors and corrections are the same.

Stays (in general)

Many stay problems are caused by the handler's failure to give full attention to the dog during practice or to make necessary corrections. The handler must correct immediately any movement, no matter how small, by leash and/or voice command.

Handlers err if they believe that practicing the stay exercise is an opportunity to relax and if they fail to observe small movements that must be corrected. When training, the handler's undivided attention must be *on the dog*.

The Stand for Examination

Any problems in this exercise undoubtedly are the result of insufficient training, or poor execution of the *stand* and/or *stay* (Lessons 1 and 3).



Trainee must go back and perfect these lessons.

- Dog shies away: Judgment is called for in making corrections so the dog does not break the stand. Correction is best accomplished by further practice of *sit for examination* until the dog is steady on examination... then progresses to *stand for examination*. (Correct immediately the slightest movement in *sit for examination*.)

- Dog moves toward examiner: Same correction as for the shy dog.

- Dog moves as handler returns: The cause is pattern training or too much praise. Practice different types of returns and train the dog not to move until released by the handler. Praise by patting with the hand rather than excessive vocal praise.

The Front Position

- Handler turns: Insist the handler step straight back about three steps. The dog must do the turning.

- Dog sits out: Leash correction by snapping the dog close to the handler's feet. *Do not* reach for the dog or touch it with the hands.

- Dog sits crooked: Step back as the dog *starts* the crooked sit and brush the crooked hip with the toe while guiding with the leash. *Do not kick*.

- Handler fails to give the command: Make correction or give sufficient praise. Insist on all three.

Recall (Preliminary)

- Dog fails to respond: The cause is generally failure to snap the leash at the same time the command, "(Name), come," is given.

- Dog slows down as it approaches handler: Usually a handler's fault because he or she has grabbed the dog on the *front* or *recall*. Make all corrections with the leash or the toes. Never grasp a dog with the hands; it will confuse the dog because hands are associated with petting.

- Dog anticipates "Come!" command: If the dog starts before the handler notices, the handler must call it in. A correction here would denote to the dog that it is not supposed to come to the handler. Return the dog to the starting position, give a collar correction, leave, and return. Repeat, but the second time call the dog: "(Name), come!" (This is really a *stay* fault, not one on the *recall*.)

- Slow recall: Dog is confused, lacks confidence or incentive to come. Dog has not been snapped properly when trained the *recall*. Possibly the dog has been hauled in on a tight lead and holds back to resist the pressure. To correct, leave the dog on a *stay* and go to the end of the leash; turn, call, and snap, all at the same time. As the dog approaches, snap the lead again, and repeat until the dog is close to the handler. Then the handler praises profusely. No sit in front at this point as the intent is to correct the slow recall. Never let the lead get tight. Praise abundantly. (If food treats are used for rewards, use boiled liver, pieces of hot dogs, etc., rather than biscuit-type treats that the dog must chew.)

Recall Off Lead

- A dog may have been corrected repeatedly when it came to the handler, so it hesitates to come. The trainer must overcome this.

- Perform no off-lead recalls until the dog is 100 percent correct on-lead.

- Correct most problems by going back on the leash.

- Long lines sometimes help, but generally the problem is apparent on-lead, if the trainee or instructor recognizes it.

- First off-lead recalls should be only 6 to 8 feet long.

- Never allow the handler to grasp the dog.

- If the dog fails to come when off-lead, return to use of the lead in order to correct. (No double commands.) Correct and praise recalls, using the lead.

Figure 8

Errors in the Figure 8 are caused by the dog's not maintaining proper heel position.

- Handler adapts pace: Insist the handler maintain the same pace around both posts.

- Dog bumps: Correct by heeling and making *left* U turns. Bump dog by bringing the right knee across the body and contacting the dog's shoulder.

- Dog lags on outside turn: The handler cannot correct this with hard jerks on the lead. Correct with voice praise, short snaps, and patting. Make sure handler doesn't slow the pace, which tends to aggravate the problem. Speeding up may help.

Teaching Aids

Put sparkle in your 4-H program by using teaching aids. A teaching aid is anything that will make learning fun and inspire the 4-H member to retain new information. It can be the spark that captures interest and holds it steady throughout the project. Teaching aids eliminate misconceptions and make instructions clear. They can be the key to involvement—that magic ingredient that can increase by perhaps as much as 90 percent, the knowledge members retain.

When boys and girls are doing project work, they are actively involved. But what about the information available from project books that they may not read? Teaching aids such as puzzles, quiz contests, relay and action games, flash card contests, and project word games stimulate the desire to learn and remember while providing recreation and socialization. These aids cost little to make and can be prepared by leaders, junior leaders, or members.

Other teaching aids include films, slides, field trips, demonstrations, talks, pictures, charts, diagrams, and resource persons.

Carefully select the best teaching aid for your purpose, one that will provide a direct experience and develop meaning. Keep in mind time available, expense, preparation needed, and distance. A field trip can be a wonderful teaching aid, but it's not always possible. You might use a film instead, to condense time, eliminate distance, cut expenses, and still bring into focus the knowledge club members are seeking.

Demonstrations can change a failing effort into successful achievement. We draw from past experience to apply meaning until a broader knowledge is achieved. Through the steps of a demonstration the newer meaning becomes clear. For example, a dog club member, told to correct a dog for improper heeling, might hit the dog or shame it, but a demonstration showing the quick snap of the loose lead would make the intended communication clear. Members who know how should be encouraged and allowed to show how, for this will also enrich their learning experience.

Pictures, charts, and diagrams can make hazy word images crystal clear. Is the hot dog a panting pooch or a wiener sizzling over the fire? The picture will clear up any misconceptions.

Use a variety of methods during the year or at a single meeting. This makes it more interesting to members; therefore you can accomplish more. It would be a mistake to have all movies, all outside speakers, or all lectures.

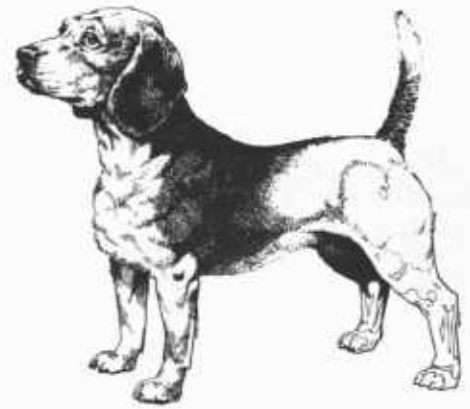
Teaching aids make minds receptive and put "I love 4-H" in the total program.

Demonstrations

A demonstration is showing and telling how to do something. This teaching method is particularly applicable in dog care training. You can teach much of the subject matter in this program only by demonstrations, followed by supervised practice. *As 4-H members master each phase of their training, wise leaders provide them the opportunity to conduct presentations themselves.* By so doing, members develop poise, initiative, and the ability to impart knowledge to others. They can then assist the leader in training less experienced members.

Whenever the subject matter of the meeting permits action, a demonstration adds interest. Demonstrations in a public presentation will encourage better understanding by the audience. The topic or the information to be discussed will be influenced by the ages and the experience of the 4-H members. Note that younger members may be uncomfortable with the formal approach to "demonstrations" but may do quite well *sharing* knowledge with other club members. Approach the area of demonstrations subtly and gradually. Here are suggested demonstrations that members may give as age and experience permit:

- How to make a box for a new puppy.
- How to lift and carry a puppy.
- How to construct a kennel for outdoor use.
- How to make and use an outdoor kennel and fenced run.
- How to erect and use a wire run for a dog.
- Explain nutritional value of a dry commercial dog food, a canned or wet-type commercial dog food, and table scraps. Show examples.



- With a scale, show quantity of dry dog food weighing ½ ounce and canned (wet) commercial dog food weighing 1 ½ ounces. Show the quantity of each needed for a 15-pound dog (toy), a 50 pound dog (for example, a pointer) and a 75-pound dog (for example, German shepherd).

- How to apply powders to control fleas, ticks, and mites.
- How to aid shedding.
- How to cut out hair mats.
- Bathing a dog using dry bath and soap and water.
- Grooming, toenail trimming.
- How to give dog liquid medicine; how to give dog a pill.
- How to tie dog's jaws so it cannot bite while being examined and treated for injuries.
- Dog judging. (Motion picture and standards for dachshund, boxer, and cocker spaniel may be obtained from the International Kennel Club of Chicago, 4300 S. Halsted St., Chicago, Ill. 60609).
- Training for any one of the five basic obedience commands.
- Training for tricks: sit up, play "catch," carry, fetch, roll over, jump, don't touch it.
- Training dog for show: moving for judge's inspection, posing for inspection, showing teeth to judge.
- Use of hand signals in advanced obedience training.

Tests

“Agree or disagree” questions are popular. Use those that relate directly to dogs, their training, and the dog owner’s responsibilities. Another name for this type of exercise is “true or false” test. In a few minutes you can make up a set of questions from any chapter in the members’ manual.

Here is a sample:

- Horse meat provides a complete dog food. (F)
- Dogs should be fed three times a day, at our meal times. (F)
- A dog should be fed ½ ounce of a dry dog food per pound of dog weight each day. (T)
- The same quantity of canned commercial dog food should be fed daily as for dry commercial dog food. (F)
- Chicken and turkey bones are good for dogs to chew. (F)
- Vitamin supplements are needed even when feeding a well-balanced ration. (F)

If you wish, you can ask members to write down their answers, then exchange and correct each others’ papers. Another method is to read a statement and ask members who agree to raise their hands. Then ask members who disagree to raise their hands. Compare the count. Invite a few members to give reasons why they agreed or disagreed before giving the correct answer.

A third variation would be to divide the members into two groups. Give one group a few minutes to make up questions from a chapter in the members’ manual that is under discussion. The other team attempts to answer the questions. This is an excellent method for teaching as it involves the young people and makes learning fun.

Tours and field trips

Trips to kennels, dog shows, obedience training classes, field trials, and various aspects of the dog industry available in your community are valuable in opening the eyes of club members to the impact of the “world of dogs” on community activities.

Field trips provide a variety in the training techniques, and members find them enjoyable. Prior arrangements for tours and field trips are important. Carry through what you hope to accomplish on a tour or field trip in an educational manner.

Inexpensive insurance is available. This insurance covers members on all 4-H activities. Discuss this with your county Extension agent.

Workshops

At various times during the club year, you might organize workshops on the state or county level that would be of interest to you and your members. You will receive newsletters or other communication from your county Extension office about these activities that are sponsored by other clubs. Workshops can enrich and add interest to your local club program.

Other devices

Word Scramble: Select any number of words from any chapter under discussion for scrambling. Present them to members on paper or on a blackboard.

Puzzle	Solution
MEZLUZ	Muzzle
WEHITSR	Withers
FAREHTES	Feathers
SUDHEOLR	Shoulder
PESARTN	Pastern

Crossword Puzzles: A crossword puzzle is available to use as a teaching aid. It is based on parts of the animal. This is discussed further under 4-H Materials. Develop your own crossword puzzles to make learning fun for the members.

The Dog Breeds Wall Chart: Each club should have a copy of this excellent aid in teaching the various breeds and groups. Check with your county Extension service 4-H agent.

Slides and movies are available from dog associations, Oregon State University, public libraries, and other sources. It is important that you preview these ahead of time so that you are familiar with the content and satisfied that they are up to date.

Talks by special resource persons such as trained nutritionists for feed firms, veterinarians, or dog breeders make excellent club features.

Judging and identification

4-H judging teaches decision making. This is accomplished by drawing together “classes” of items. A class normally consists of four similar items within a particular situation. For example bring four kinds of collars; a braided rope collar, a buckled leather collar, a slip chain collar, and a plastic snap-on collar. Describe a training situation and ask the members to rate the four collars from best to worst for use in the circumstances you have described. To simplify the activity for younger members, you may want to use three or two choices rather than four.

Identification of various items of equipment, and parts and anatomy of the dog can also be included in these club activities. County and statewide contests usually include identification sections as well as judging of classes.

Obedience and showmanship score sheets are available from your county Extension office for use in orienting yourself and your members to what a judge looks for in the show ring. These can be very helpful if your members decide to show their dogs.

Make your own

Make up your own crossword puzzle. Print clues, or picture the subject with numbered arrows pointing to the part to be identified. This is a good way to learn to identify parts of an animal, types of material, kinds of equipment, or names of breeds.

Quiz questions are met with enthusiasm if presented as a game. Divide into

teams after the manner of television game shows. Each team may choose a name (for example the Sporting Dogs vs. the Hound Dogs). Allow points for each question and a 10-second time limit. Some members may serve as scorekeeper, time clerk, and moderator—all learning experiences. Take questions from project material and list them on individual cards. The first team to ring a bell or raise a hand gets a chance to answer first, but subtract points if their answer is incorrect.

Project relay races put action and enthusiasm in learning. For example, try using a slip-chain to make a training collar, put it on make-believe dog, take it off, make it back into straight chain running back to next member of relay team. Member must put the collar on correctly before the race can continue. Members will come up with some great relays on project work given the opportunity.

Flash cards are an exciting way to learn to identify things. The first member to identify the item shown is handed the card. This works equally well as a team effort or as an individual game. The one with the most cards wins. Another good method is the paper and pencil way: walk around the table on which flash cards or items are displayed and see who can identify the most in a given time.

Vocabulary-building games using project words hold members interest. Rule paper in squares and play as you would Scrabble®.

You will possibly find that the addition of other activities will help keep your members interested. Some examples:

- Form a drill team.
- Introduce brace work.
- Do a show for senior citizens or handicapped people.
- Do a club demonstration at half-time during football and basketball games.

Careers

Laboratory animal technology

The field of laboratory animal care is growing rapidly. Young men and women with specialized training are urgently needed. There are very few people with formal education in this field. Colleges, universities, drug companies, research firms, hospitals, animal breeders, zoos, and veterinary hospitals need specially trained people to care for animals. The number and variety of job opportunities will continue to increase rapidly during the coming years. Graduates of this program can expect to find employment and rapidly advance. This new branch of animal science provides an interesting, rewarding, and challenging career.

Veterinary medicine

The professional veterinary medicine program provides not only an excellent basic medical education, but also training in diagnosis, disease prevention, medical treatment, and surgery. Graduates, therefore, are qualified for a great variety of careers in this growing profession. There is a current shortage of veterinarians in the United States, and demand is expected to increase.

A large group of veterinarians are employed by the U.S. Department of Agriculture, the U.S. Public Health Service, the U.S. Army, and state, county, and local health agencies.

Some of the newest and most exciting opportunities for veterinarians are research—both for the benefit of the animals and basic research for the benefit of people. Excellent research opportunities are available with colleges and universities, governmental agencies, biological and pharmaceutical companies, and private medical research institutions.

Genetics

A geneticist works to develop strains, varieties, breeds, and hybrids of plants and animals that are better suited than those presently available.

Microbiology

These scientists study bacteria; the relation of other microorganisms to human, plant, and animal health; and the function of these microorganisms in the making of products such as vitamins, antibiotics, and sugars.

Animal physiology and husbandry

These professionals study the environmental influences in relation to efficient management of animals; they are also concerned with breeding, growth, nutrition, and physiology of animals.

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This publication was revised by Rosemarie McWilliams, 4-H leader and Alden Hilliker, Extension specialist, 4-H Youth, Oregon State University. The original publication was prepared by Duane P. Johnson, State 4-H Leader, with the assistance of the State 4-H Dog Development Committee.

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