

4-H

SKILLS FOR LIFE

ANIMAL
SERIES

Wiggles and Wags

Dog 1



Fun Activities for
You and Your Dog

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum



Note to the Project Helper

Congratulations! A young person has asked you to be his/her dog project helper. As a helper you are in a great position to help youth grow and develop in positive ways as they learn about dogs and about themselves. You can nurture and cultivate their interest in this project by guiding their planning, helping them complete their projects and recognizing them for a job well done.

Girls and boys can't do this project without you! You can help young people get the most out of their experience through your enthusiasm and ability to ask thought-provoking questions. With your help, youth can set goals, identify resources, practice presentations and evaluate their own progress as they complete the Dog Achievement Program. Each activity gives youth an opportunity to **LEARN BY DOING** before being told or shown how. Your challenge is to stay in the background while the youth explores and learns from the experience. You can help best by listening as youth consider the questions and offer their answers.

Your Role

- Become familiar with the material in this guide and the *Dog Helper's Guide*
- Support youth in their efforts to set goals and complete each Achievement Program
- Discuss, date and initial the activities of the Dog Achievement Program as youth complete them
- Help youth to get to know themselves, including their strengths and weaknesses
- Encourage the use of the experiential learning model described on this page.

About This Curriculum

These guides are not text books. They are activity guides. Several fact-filled books about dogs are listed as resources on page 36 of this guide. The activities are active, hands-on, and engaging and are guided by the 4-H motto: Learning by Doing. As youth explore a dog project topic of interest to them, they also practice essential life skills. Although a few dog project youth will find careers with dogs, ALL youth will benefit from the life skills they acquire as they complete the activities in these guides.

Dog Project Learner Outcomes

Youth who engage in this curriculum will develop essential dog project skills such as selecting a dog; investigating breeds; appreciating dogs' places and roles in society; practicing grooming, fitting, showing and training; caring for dogs; and exploring dog-related careers and activities. Youth will also practice the life skills of communication, responsibility, planning and organizing, decision making, leadership and more.

The Dog "Skills for Life" Series

- | | |
|---------------------------|----------|
| 1 – Wiggles and Wags | BU-08166 |
| 2 – Canine Connection | BU-08167 |
| 3 – Leading the Pack | BU-08168 |
| <i>Dog Helper's Guide</i> | BU-08169 |

Guides 1, 2 and 3 are developmentally appropriate for grades 3–5, 6–8 and 9–12 respectively, but may be used by youth in any grade based on their project skills and experience. All activities include a description of the skills to be practiced, discussion questions, suggestions for additional activities and other helpful information.

Achievement Program and Evaluation Tools

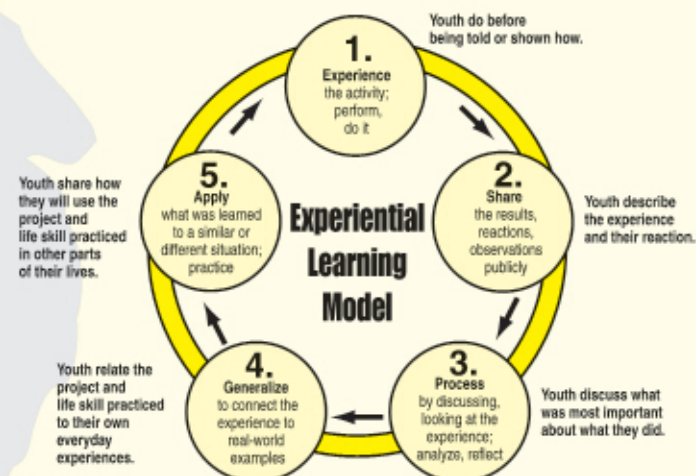
Each of the guides includes an Achievement Program to encourage youth to learn more about dogs while developing important life skills. "What Do You Know?" is a quick and fun way for youth to assess their knowledge after they complete the Achievement Program. The "Success Indicator" listed for each activity is an excellent way to evaluate the youth's success. In the Helper's Guide you will find another evaluation piece titled "Evaluating the Impact." Use this before beginning each level and after the youth has completed each level.

Dog Helper's Guide

The *Dog Helper's Guide* contains more learn-by-doing activities that can be adapted for families, classrooms, after-school activities, child care settings, 4-H groups, other youth groups or camps. You'll also find information about characteristics of youth, life skill development, teaching experientially, meeting ideas and answers to many of the activities in the youth guides.

Experiential Learning Model

This five-step model is used in each activity in this series.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

As you can see, the youth first attempt the activity on their own. After the youth do as much of the activity as they can, you then meet together and discuss: What did they do? What was important? How does what they did relate to their lives? How might they use these life and project skills in the future? Your ability to ask thought-provoking questions and listen to the youth's ideas will add to the educational impact of the experience.

Good luck in your role as Project Helper and thanks for contributing to the positive development of young people!

For more on dogs, look for these other guides in this set.

Canine Connection – Level 2 BU-08167



- Chapter 1 - Selection and Care**
 Oh Where, Oh Where Is My Little Dog From?
 Pack Your Bags, Dawg!
 Your Canine's Bottom Line
 Investigating Inherited Imperfections
- Chapter 2 - Health and Nutrition**
 Saving Puppy Ryan
 Check the Label, Mabel
 Canine Clinic Capers
 Parasites Really Bug Me!
 Stop the Explosion!
- Chapter 3 - Behavior and Training**
 Ain't Misbehavin'
 More Than "Sit!"
 That's Just My Thing!
- Chapter 4 - Fitting and Showing**
 Top Dog
 Are Your Ethics Debatable?

Leading the Pack – Level 3 BU-08168



- Chapter 1 - Health and Care**
 Fido 911
 All Systems Go!
 To Breed or Not to Breed, That Is the Question
 Your Dog's Golden Years
- Chapter 2 - Behavior and Training**
 Planning a Puppy Pre-School
 K-9s and Youth Leading the Way
 Is Your Dog a Good Citizen?
- Chapter 3 - Dogs and Society**
 More than Best Friends
 Going to the Dogs!
 Doggone Laws
 Gifts You DON'T Want to Receive!
- Chapter 4 - Showing Leadership**
 Show What You Know!
 Coming Full Circle
 Cherishing Memories
 Time to Howl!

Helper's Guide – BU-08169



- Chapter 1 - Games and Activities**
 Oh Boy, RallyO!
 ...And BINGO Was His Name-O
 Bowling Rover Over
 Let the Games Begin!
 On the Road Again
 "Body Parts for 100, Alex!"
- Chapter 2 - Serving Others**
 Home at Last
 Bring a Little Sunshine
- Chapter 3 - Training and Obedience**
 Tool Time
 Beginning Training Is Terrific
 Advanced Training Is Terrific

What's Inside?



Wiggles and Wags

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Acknowledgments

2005 Dog Revision Team: Susan Kerr, WA, Coordinator; Andrea Dressel, WA; Debbie Hackman, IN; Amy Harder, CO; Derylee Hecimovich, AK; Stacey Hofmann, MD; Darlene Locke, TX; Candice McKing, IN; Lucinda Miller, OH; David Pyle, OH; and Nelle Wyatt, TN

Special thanks to the developers of the first dog series: Christine Keeney Miller, MN; David D. Pyle (Coordinator), IL; Lowell Breeden, KS; and R. William Seiders, IL.

Liaison: Stephen Sutton, TN

Design, Illustration and Production:
 Northern Design Group, MN



AVMA

American Veterinary
 Medical Association



Welcome to *Wiggles and Wags*

Time to Make Tracks!

Welcome to the first activity guide in an exciting series designed to help you learn all about dogs! Many fun and interesting activities await you. No matter what type of dog you have, or even if you have none at all, these activities will help you learn a lot!

If you don't have a dog, the activities will help you decide if you want to purchase and care for one. Owning an animal is a big responsibility, and there is a lot to learn. By doing the activities in this book, you will learn how to select, feed, house and care for dogs properly. If you already have a dog, don't worry—you will still learn a lot.

Each activity will ask you to do something, then share what you learned with your helper. You can work by yourself or as part of a group. Try to do the activity first, but ask your helper for help if you have any problems or questions.

While you are learning important dog project skills, you will also learn important skills you will use your whole life. Some of these skills are communicating with others, being responsible, planning and organizing, making decisions and practicing leadership. Please share your new skills with younger and less experienced youth.

Here's what you'll do in *Wiggles and Wags*:

- Recognize the importance of dogs in our world
- Make a dog care schedule
- Choose the right dog for your family
- Identify dog breeds
- Discover good things about mixed-breed dogs
- Create a plan for keeping your dog from getting lost
- Identify dog body parts
- Investigate dog food nutrients
- Research dog vaccination and parasite control steps
- Create a housebreaking plan
- Explore dog behavior and body language
- Prepare for the loss of a dog
- Develop an obedience training plan
- Investigate dog grooming topics

Dog 1 Project Guidelines

- Set your goals and record project highlights.
- Complete at least seven activities in Level 1 of the *Wiggles and Wags* Achievement Program each year and complete the entire program within three years.
- Practice and develop the life skills of communication, responsibility, planning and organizing, making decisions and practicing leadership.
- Increase your knowledge about dogs and improve your skills needed to be a good dog owner.

Wiggles and Wags Achievement Program

While you are having fun doing the activities, you'll also be completing the *Wiggles and Wags* Achievement Program. This program will help you set goals, record your successes and be recognized for your good work. When you complete the program you are eligible to receive the completion certificate on page 5. You may also download the certificate from the Dog Project Online Web site or ask your county Extension Office to do so for you.

Your Project Helper

Your project helper is on your team supporting you and making learning more fun. This person may be a parent, veterinarian, project leader, dog breeder, advisor, neighbor or older friend who knows about animals. The choice is yours. As you do the activities, you'll discuss with your helper what you did by answering the questions in the "Paws to Consider" part of each activity. Your helper will not give you answers, but will guide you in the right direction so you can discover answers yourself. Sometimes your helper will work with you to identify resources, including people, Internet sites, organizations, events, magazines and books necessary to complete an activity. After you have successfully completed each activity, your helper will date and initial your Achievement Program.

Write your project helper's name, phone number and E-mail address here.

My project helper _____

Phone _____

E-mail _____

Why I selected this person _____

**Good luck and have fun
with Dog 1, *Wiggles and Wags*!**

Wiggles and Wags Planning Guide



My Dog Project Goals

My name _____

My dog's name _____

Breed _____

What I want to do and learn in Dog 1

1. _____

2. _____

3. _____

4. _____

5. _____

Dog Project Highlights

Date and list the exciting things
you do and learn.

Before and After—What Do You Know?

Here's an easy way to tell if you learned something new and developed important project skills. **AFTER** you do all the activities in this guide, indicate what you knew **BEFORE** you started and what you know **AFTER** you completed this guide. You may be surprised how much you learned! Share the results with your helper.

I know how to...	Before	After
Describe characters and story line in a book about dogs	1 2 3	1 2 3
Create a dog care schedule	1 2 3	1 2 3
Gather information to make a wise decision when selecting a dog	1 2 3	1 2 3
Identify the breed groups for twenty different dog breeds	1 2 3	1 2 3
Describe advantages and disadvantages of mixed breed dogs	1 2 3	1 2 3
Create plans to prevent a dog from getting lost or finding it if it gets lost	1 2 3	1 2 3
Name and identify at least 10 dog body parts	1 2 3	1 2 3
Name the major food nutrients	1 2 3	1 2 3
Explain how diseases and parasites are spread and prevented	1 2 3	1 2 3
Describe how to housetrain a dog	1 2 3	1 2 3
Interpret basic dog body language and behavior	1 2 3	1 2 3
Explain the emotional aspects of losing a dog	1 2 3	1 2 3
Describe how to teach a dog basic obedience commands	1 2 3	1 2 3
Demonstrate how to clean a dog's coat, eyes, ears and teeth	1 2 3	1 2 3

A picture my dog and me.



- Do at least seven of the *Wiggles and Wags* and “Begging for More” activities each year.
- Complete at least 21 of the *Wiggles and Wags* and “Begging for More” activities within three years to complete this Achievement Program.
- Have your project helper date and initial the activities as you complete and discuss them.
- Complete the “What Do You Know?” survey after you do the activities in this book.



Activities	Date Completed	Helper's Initials
------------	----------------	-------------------

Select and do any of the “Begging for More” activities in *Wiggles and Wags* or make up your own. Record the page and number of each one you complete and get your helper’s initials.

Write your own activity here.

Date_____ Helper's Initials_____

Write your own activity here.

Date_____ Helper's Initials_____

Write your own activity here.

Date_____ Helper's Initials_____



Wiggles and Wags Completion Certificate

I certify that

has completed all requirements of the
Wiggles and Wags Achievement Program
in the Dog 4-H "Skills for Life" Series.

Helper's Signature _____

Date _____



Selection and Care

Dog Friends on the Page and Screen

Dogs have been an important part of people's lives and society for many, many years. Because of this, they are featured in many books and movies. How many famous dogs do YOU know? This activity will help you discover many famous dogs and share what you find with others who like dogs!

Dog Project Skill: Recognizing the importance of dogs in society

Life Skill: Interpreting information: Preparing basic reports

National Educational Standard: NL.K-12.1: Reading for perspective

Success Indicator: Describes characters and story line in a book about dogs.

Jump In

On the chart below, list all the real and *fictional* famous dogs you can think of. Compare your list with the lists of other youth. Now select a book or movie about one of the dogs you listed. Read the story or watch the movie, answer the questions below and share the main points of the story with your helper, parent or group.



There are lots of exciting stories about dogs to read and watch!

My List of Famous Dogs

	Dog's name	Breed	Where dog is found
Example:	<i>Old Yeller</i>	<i>Mixed</i>	<i>Books, movies</i>

Information about the book or movie I chose:

Who was the main dog character?

Who was the main human character?

What was their relationship?

What was the story about?

What was your favorite part of the story?

Discuss the answers to these questions with your helper

Speak! (Share what you did)

- What famous dogs did you name?
- What book or movie did you read or watch?

Chew on This (Process what's important)

- Why are there so many famous dogs?
- Why is storytelling a good way to share information?

Catch the Scent (Generalize to your life)

- Ask your parents or other adults about what famous dogs they remember from their childhood.
- What other types of books and movies do you like?

Point the Way (Apply what you learned)

- How can you share your favorite dog stories with others?
- How can you discover more stories about dogs?



There are lots of exciting stories about dogs to read and watch!

• Fictional



Wild About Dogs

There are lots of books and movies about famous dogs! Some are real and others are fiction. Some famous fictional dogs are Rin Tin Tin, Old Yeller and Shiloh. Lassie was a Collie that starred in many movies and books, and even had her own television show. McGruff is the crime fighting dog. Eddie the Parson Russell Terrier (real name: Moose) starred on the TV show *Frazier* for many years. The dogs Belka and Strelka were famous for riding in a space capsule in 1960 and countless numbers of dogs are famous in their own communities as friends and companions. A recently famous dog is Rosie, a guide dog who rescued several people during the September 11 World Trade Center attacks in New York City. Rosie was raised by a 4-Her enrolled in the guide dog project!

Some famous dogs are in cartoons and comic strips. Did you know that the comic strip *Garfield*, which features the dog Odie, is written by former 4-Her Jim Davis? Don't forget other canine cartoon heroes like Marmaduke, Howard Huges, Snoopy and Luann's dog (Puddles).

Because children like dogs so much, there are many movies about dogs. Some include *Shiloh*, *Beethoven*, *Milo and Otis* and *Snow Dogs*. How many more can you name?

Begging for More



1. Create a play or write a story about a dog and share it with your group.
2. With group members, create a library of movies and books about dogs and share them with each other.
3. Host a "Popcorn and Puppies" video party with your group. Talk about the movie afterward.

Time for TLC

You say you want a dog, but do you really have the time to be a good dog owner? Caring for a dog is a big responsibility! Before going to a dog breeder or animal shelter, do this activity to see if and how a dog will fit into your family. Taking the time to create a dog care plan of action may help prevent some serious problems for you AND your future four-legged friend!

Dog Project Skill: Scheduling time for dog care

Life Skill: Making decisions—formulate plan of action

National Educational Standard: NS.K-4.6: Personal and social perspectives: Types of resources

Success Indicator: Creates a dog care schedule.

Jump In On the chart below, record

what you did during one full school day and one full day of the weekend. List the activity, what time you did it and how long it took. See the example below for help. Next, look for times in your schedule when you would have time to take care of a dog. Finally, create a 24-hour-a-day schedule for yourself for a whole week that includes all your regular activities as well as your duties if you add a dog to your family. (You may want to ask your parents or helper for help with the last part of this activity). Staple your schedule to this page.



Make time to feed your dog.



*Don't forget to include
lots of time to play
with your dog!*



If you don't make time for your dog, he will find other things to do with his time!

Example:	Monday	
Activity	Time of day	Amount of time
Breakfast	7:00–7:30AM	30 min.

	Saturday	
Activity	Time of day	Amount of time
Soccer game	2–4PM	2 hours

[illegible]

PAWS to Consider

Discuss the answers to these questions with your helper

Speak! *(Share what you did)*

- What activities take up most of your time?
- How much time are you able to spend with a dog and when?

Chew on This *(Process what's important)*

- Why do owners need to spend time with their dogs?
- When creating a dog care plan, what help were you able to include from family members?

Catch the Scent *(Generalize to your life)*

- What other things do you and your family have to fit into your schedule?
- How can you practice making good decisions?

Point the Way *(Apply what you learned)*

- What changes do you need to make in your schedule to have enough time for a dog?

Howl about this?

- A long-haired dog such as a Collie or Chow Chow may take 20 minutes a day to groom.
- Lack of exercise or attention from an owner can make some dogs destroy things, bark a lot or even harm themselves.



Dig This!

Excuse Me, Do You Have the Time?

Taking care of a dog involves walking, feeding, playing, training, grooming and much more! It's easy to see why you need to have a plan for doing all of these things. You can probably count on some help from your family, but making sure your dog is properly cared for involves responsibility, planning and decision-making. If you have soccer practice on Monday afternoon, for example, you may have to ask your brother to walk the dog after school that day.

How old is the dog you want? Puppies need a lot more time than most adult dogs. If you don't have a lot of spare time, you might consider getting an adult dog. What breed of dog do you want? Some dogs can do well when left alone during the day, but others need much more attention from their humans. Some breeds need less exercise than others. If no one is home during the day, keep that in mind when you select a dog. For advice about the right kind of dog for your family, talk with dog breeders and trainers, ask your veterinarian and read lots of books about dogs. Take time to make this important decision—your dog is depending on you!

Begging for More

1. Meet with your family and discuss how much time each person plans to spend taking care of the dog and what tasks they will do. Create and display a family dog care schedule. Also create a family dog care contract and ask each person to agree to the terms and sign it.
2. Visit an animal shelter and ask the staff why families give their dogs to shelters. Discuss with your helper or group how better planning and decision-making could have prevented these problems.

Matchmaker, Matchmaker

Selecting a dog is a big decision for a family! What breed should you get? What age? What source? This activity will help you answer these and other questions about selecting a dog that will be a good match for you and your family. Along the way, you'll practice a skill that you'll use every day of your life: making good decisions!

Dog Project Skill: Choosing a new dog for the family

Life Skill: Making decisions—gathering and analyzing information

National Educational Standard: NS.K-4.3: Life Science: Organisms and environments

Success Indicator: Gathers information to make a wise decision when selecting a dog.

Jump In Color in the paw prints that are most important to your family. Follow the trail to help identify what kind of dog your family is looking for. On the five lines on the dog, list the five traits that are most important to your family. You should have a lot of good discussion as you talk these traits over with your family members!

Note: Even if you can't have a dog, this will still be a fun activity as you and your family create your "dream dog."



Choosing the right dog for your family is a big decision!

Puppy
 Adult

Pure Bred
 Mixed Breed

Large
 Medium
 Small

Female
 Male

Cost Over \$100
 Cost Under \$100

Active

Somewhat Active

Not Active

Somewhat Outgoing

Reserved

Outgoing

Other Trait _____

Other Trait _____

Other Trait _____

Other Trait _____



1. _____
2. _____
3. _____
4. _____
5. _____

- Currently, there are 701 different types of purebred dogs in the world.
- Some puppies can be spayed or neutered as young as eight weeks old.
- Some dog breeds have high rates of cataracts, hip dysplasia and bleeding disorders, so good breeders make sure their animals do not have these problems.

PAWS to Consider

Dig This!

Picking a Pal

Discuss the answers to these questions with your helper

Speak! (Share what you did)

- What was the most difficult dog trait for everyone to agree on?
- What type of dog did you finally select? Why?

Chew on This (Process what's important)

- Why is it important for your family to make some decisions before even looking at any dogs?
- What could be some of the results of choosing the wrong dog for your family?

Catch the Scent (Generalize to your life)

- What are some other important decisions families should discuss?
- What are some decisions you have made? Were they good ones? Why or why not?

Point the Way (Apply what you learned)

- What advice can you give to a friend who wants a dog?
- What are some jobs that need people to have very good decision-making skills?

Howl about this?

Mixed Breed Fun:

Pointer + Setter = Poinsetter, a traditional Christmas pet

Irish Water Spaniel + English Springer Spaniel = Irish Springer, a dog fresh and clean as a whistle

Labrador Retriever + Curly Coated Retriever = Lab Coat Retriever, the choice of research scientists

Terrier + Bulldog = Terribull, a dog prone to awful mistakes

Bloodhound + Labrador = Blabador, a dog that barks incessantly

Collie + Malamute = Commute, a dog that travels to work

Activity written by Derylee Hecimovich.

Breed • Aggressive • Environment • Guarantee • Cataracts • Hip dysplasia • Breed-specific • Vaccinated • Euthanize

Each year, thousands of homeless dogs are *euthanized* in animal shelters across the country. Many were once cute little puppies that grew up to be too big, too furry, too energetic, too *aggressive*, too timid or developed some other trait that their owners didn't like.

Dogs may live 15 years or more, so it is important to make the right choice when selecting a dog for your family. You need to consider a dog's size, personality, age, health and other factors. Also think about your home *environment*, time and finances. How much time and room do you have for a dog? What do you expect from the dog? By answering important questions like these ahead of time, you can prevent a lot of trouble for both you and your dog!

Use this checklist to help make sure the dog you choose to bring home is healthy. You may want to add other items that are important to your family, such as already housebroken, obedience trained, etc.

Selecting a Healthy Dog

- ☐ at least 6–8 weeks old
- ☐ spayed or neutered (adult dog)
- ☐ *vaccinated* and dewormed
- ☐ clear, bright eyes
- ☐ friendly
- ☐ happy, playful, curious attitude
- ☐ fur and skin clean and clear
- ☐ has had veterinary examination
- ☐ *guarantee* from breeder or seller
- ☐ *breed-specific* health tests
- ☐ other _____
- ☐ other _____
- ☐ other _____
- ☐ other _____

Begging for More

1. Visit a local animal shelter. What kinds of dogs are there and why?
2. Attend a dog show and talk with dog owners about their breed of dog. Share what you discovered with your group or helper.
3. Ask a friend or neighbor how they chose their dog.

