Canine Connection

Dog 2

Fun Activities for You and Your Dog

Name ____________________________

County __________________________
Note to the Project Helper

If you were a project helper for one or more youth who participated in Dog 1, Wiggles and Wags, you know what a rewarding and important role this is. As a helper, you are able 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 guided by the 4-H motto: Learning By Doing. As youth explore a dog project topic of interest to them, youth 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
Dog Helper’s Guide  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, suggested 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 will 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.

Experiential Learning Model
1. Experience the activity, perform or do it
2. Share the results, reactions, observations publicly
3. Process by discussing, revising the experience, analyze and reflect
4. Generalize to connect the experience to real-world examples
5. Apply what was learned to a similar situation or practice

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, they 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!
Canine Connection

Chapter 1: Selection and Care

Chapter 2: Health and Nutrition

Chapter 3: Behavior and Training

Chapter 4: Fitting and Showing

Acknowledgments

2005 Dog Revision Team: Susan Kern, WA, Coordinator; Andrea Heimovitch, AK; Stacey Hoihm, MD; Barbene Locke, TX; Candice TN

Special thanks to the developers of the first dog series: Christine Kenney Miller, MN; David D. Fyle (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
Time to Make Tracks—Again!

Congratulations! If you are reading this, you probably have completed Level 1 of the dog curriculum series. You’ve already learned a lot about dogs, including breeds, body parts, nutrition, disease prevention, behavior, grooming and much more. In Level 2 you will build on what you learned. You will investigate health, training, showing, ethics and lots more. You’ll also gain life skills along the way—important skills like communication, responsibility, leadership, making decisions and planning and organizing—skills that will be valuable to you long after this project is completed.

The activities in Level 2 are more challenging than the activities in Level 1 since you are now older, more experienced, more confident and more knowledgeable. You are asked to expand your horizons and participate in even more activities with your dog. You’ll delve deeper into some science topics and practice your language and research skills, too.

Here is what you’ll do in Canine Connection:

- Discover where dogs breeds originated
- Compare dog boarding kennels
- Create a dog care budget
- Investigate inherited problems of dogs
- Conduct a safety inventory of your dog’s environment
- Select dog food
- Observe veterinary procedures
- Investigate dog parasite problems and control steps
- Recognize the importance of controlling pet reproduction
- Correct undesirable behaviors
- Teach dogs to do tricks
- Practice dog performance events
- Develop dog showmanship skills
- Debate ethical behavior and choices

Have fun and enjoy these activities as you learn more about dogs. You’ll be in Level 3 in no time!

Dog 2 Project Guidelines

- Set your goals and record project highlights.
- Complete at least seven activities in Level 2 of the Canine Connection 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.

Canine Connection Achievement Program

While you are having fun doing the activities, you’ll also be completing Level 2 of the Canine Connection Achievement Program. This program will help you set goals, record your successes and be recognized for your good work.

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. Once 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 2, Canine Connection!
# My Dog Project Goals

My name __________________________

My dog’s name _______________________

Breed ____________________________

What I want to do and learn in Dog 2

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

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## 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.

<table>
<thead>
<tr>
<th>I know how to …</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name the country of origin of dog breeds</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe factors to consider when selecting a dog boarding kennel</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Calculate the cost of owning a dog</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Describe inherited problems of specific dog breeds</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Make a home safe for dogs</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Compare and select dog food</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe ways veterinary staff care for animals</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe the impact and control of dog parasites</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Explain the reasons for spaying and neutering dogs</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Use training methods to correct problem behaviors</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Plan a training program to teach a dog to do a trick</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Train a dog for a canine performance event</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Prepare for participation in a dog showmanship event</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Decide if an action is ethical</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

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# Dog Project Highlights

Date and list the exciting things you do and learn

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Canine Connection
Achievement Program

Directions
- Do at least seven of the Canine Connection and “Begging for More” activities each year.
- Complete at least 21 of the Canine Connection 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 activity guide.

Canine Connection Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Date Completed</th>
<th>Helper’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1 Selection and Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oh Where, Oh Where Is My Little Dog From?</td>
<td></td>
<td></td>
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<tr>
<td>Pack Your Bags, Dawg!</td>
<td></td>
<td></td>
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<tr>
<td>Your Canine’s Bottom Line</td>
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<tr>
<td>Investigating Inherited Imperfections</td>
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<tr>
<td><strong>Chapter 2 Health and Nutrition</strong></td>
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<tr>
<td>Saving Puppy Ryan</td>
<td></td>
<td></td>
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<tr>
<td>Check the Label, Mabel</td>
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<td></td>
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<tr>
<td>Canine Clinic Capers</td>
<td></td>
<td></td>
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<tr>
<td>Parasites Really Bug Me!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop the Explosion!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 3 Behavior and Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ain’t Misbehavin’</td>
<td></td>
<td></td>
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<tr>
<td>More Than “Sit!”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That’s Just My Thing!</td>
<td></td>
<td></td>
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<tr>
<td><strong>Chapter 4 Fitting and Showing</strong></td>
<td></td>
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<tr>
<td>Top Dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are Your Ethics Debatable?</td>
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</tr>
</tbody>
</table>

Select and do any of the “Begging for More” activities in Canine Connection or make up your own. Record the page and number of each one you complete and ask your helper to initial it.

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 ___________________
Canine Connection

Completion Certificate

I certify that

__________________________

has completed all requirements of the Canine Connection Achievement Program in the Dog 4-H "Skills for Life" Series.

Helper’s Signature ____________________________ Date __________________

4-H Emblem
CHAPTER 1
Selection and Care

Oh Where, Oh Where Is My Little Dog From?

GERMAN shepherd, FRENCH poodle, ENGLISH bulldog PORTUGUESE water spaniel...the country of origin of some dog breeds is pretty obvious! But what about Mastiffs, Bloodhounds, Vizslas, Whippets and all the other breeds? In this activity, you’ll have hands-on fun discovering where different breeds came from.

Jump In

This activity will be more enjoyable if you do it with a partner, but you could do it by yourself. Find a good map of the world and trace it as completely as possible. Make sure to outline as many different countries as you can but do NOT label each country. Paste the map on a thick piece of cardboard or mat board. Next, make 10–25 small flags using toothpicks, white paper triangles and glue or tape. Label each flag with the names of 10–25 different countries of your choice. Now make 10–25 small flags with colored paper triangles; label each with the name of 10–25 different dog breeds of your choice.

Exchange maps and flags with your partner if you have one. Stick each country flag where it belongs on the map. Now stick each dog breed flag on the correct country of origin on the map. (Some countries may have more than one dog breed flag and you may have flagged countries with no dog flags.)

In the chart below, list some of the breeds and countries of origin you discovered.

<table>
<thead>
<tr>
<th>Countries of Origin of Dog Breeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog breed</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>1.</td>
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<td>7.</td>
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<tr>
<td>8.</td>
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<tr>
<td>9.</td>
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<tr>
<td>My Dog</td>
</tr>
</tbody>
</table>
PAWS to Consider

Discuss the answers to these questions with your helper.

Speak! (Share what you did)
- Which breed origins did you investigate?
- Where did you find the information you needed?

Chew on This (Process what's important)
- How is a breed's country of origin related to its original function and structure?
- How did working with the map and flags help you identify and remember the different countries?

Catch the Scent (Generalize to your life)
- What different dog breeds have you seen?
- What is your favorite way to learn new information?

Point the Way (Apply what you learned)
- How will what you learned help you in a knowledge bowl or showmanship class?
- How can you continue to learn about the location, culture and characteristics of different countries?

Dig This!

The Need for Breeds

Dog breeds have been developed to meet people's needs and preferences through selection for certain traits and abilities. Factors that affected the type of breeds created in various countries include that area's climate, terrain and culture. Uses of different breeds include hunting, protection of livestock or property, military work, rescue work, companionship, draft, service and even food.

As societies change, so do people's needs, so refinement of breeds continues today. For example, the Rottweiler's ancestors were used in Rome to fight lions and serve the military, but then were used to herd and protect cattle, guard property and pull carts. They are now mostly used as pets. Their past and current uses took advantage of breeders' selection for intelligence, strength and loyalty.

Dachshunds were developed in Germany to be small, feisty, brave and able to dig into tunnels to kill badgers and other ground-dwelling pests. Samoyeds, Alaskan Malamutes and Siberian Huskies were developed in barren, cold Northern regions to have great stamina, strength and endurance to pull sleds for long distances. Through breeding and selection, they have developed thick coats for protection.

Many hunting dog breeds have been developed to hunt deer, elk, wolves, bears, birds, wild hogs, mountain lions, raccoons or foxes. Each hunting breed has characteristics that make it well suited to hunt its specific quarry.

Where did your favorite breed develop and what was its original use?

Begging for More

1. Investigate the origin of many more breeds. Add these flags to your map.

2. Describe how you would develop a new dog breed. Explain what breeds you would use and what would be unique about the breed you are developing. Draw a picture of an ideal example of this breed.

Howl about this?

- The first dog breed that was developed was probably the Saluki.
- The Black Russian Terrier and Neapolitan Mastiff breeds were approved for AKC registration in the Working Group as of July 1, 2004.

Activity written by Susan Kerr.
The good news: You're going on a trip! The bad news: You can't take your dog with you. What are you going to do now? In this activity, you'll improve your communication skills as you learn how to select a boarding kennel for your dog. Ready? It's time to make tracks and travel!

Jump In Using your phonebook or other resources, find the name, address and phone number of three different boarding kennels in your area. Identify them as Kennel 1, Kennel 2 or Kennel 3 and record the information in the chart below. If possible, include a veterinary clinic that boards dogs. Next, decide what you would like to know about each kennel and create questions to ask each kennel manager. Write your questions in the chart below. Interview each kennel manager in person or over the phone. Record the manager's answers to your questions in the kennel's column in the chart. Staple another sheet of paper to this page if you need more room.

<table>
<thead>
<tr>
<th>Summary of My Boarding Kennel Research</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Kennel #1</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Address</td>
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<tr>
<td>Phone Number</td>
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<tr>
<td>Question</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
PAWS to Consider

Discuss the answers to these questions with your helper

Speak! (Share what you did)
• What were the similarities and differences between the kennels you interviewed?
• What did you like the most about each kennel?

Chew on This (Process what’s important)
• What qualities are you looking for in a boarding kennel? Why?
• How can interviewing a kennel manager help you decide where to board your dog?

Catch the Scent (Generalize to your life)
• How can interviewing employees at different hotels help you choose where to stay?
• When are other times when you’ve had to interview someone?

Point the Way (Apply what you learned)
• Based on the results of your interviews, where would you choose to board your dog?
• How can you improve your communication and interviewing skills?

Howl about this?
• One type of kennel cough vaccine is administered by spraying it up the dog’s nose.

Activity written by Amy Harder.
Have you ever stopped to think how much it costs you and your family to own a dog? All owners need to provide the basics of professional health care, quality food and adequate shelter. The other necessity is love, which you provide for free! How much you spend will surprise you! A good way to figure this is to make a budget. Budgets help estimate expected costs over a period of time. Budgets can help you make a decision, not only about your dog expenses, but also about many other areas of your life.

**Jump In**
Create a dog care budget. You may develop one yourself, use one from a 4-H record book or one posted on a Web site. Your budget should include all costs involved with caring for your dog for one year. You may need to contact dog care professionals such as breeders, trainers, groomers and veterinarians to help you determine some costs.

<table>
<thead>
<tr>
<th>Item</th>
<th>$ Amount</th>
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</tbody>
</table>

**Total Expenses** $
PAWS to Consider

Discuss the answers to these questions with your helper.

Speak! (Share what you did)

- What budget form did you use or create?
- What did you learn was the total dog care expense for one year?

Chew on This (Process what's important)

- Why should you develop a budget BEFORE you get a dog?
- Besides money, what other resources can you budget?

Catch the Scent (Generalize to your life)

- What are some other things for which you should make a budget?
- What have been some consequences when you overspent your budget?

Point the Way (Apply what you learned)

- How will creating a budget change how you care for your dog?
- What careers involve planning and developing budgets?

How about this?

- It costs about $8,300 to care for an average dog with a lifespan of 10 years.

Activity written by Candy McKeen and Susan Kerr.

Creating a Dog Care Budget

Did you consider these items in your budget?

- Veterinary/health expenses—routine and emergency
- Grooming expenses—home and professional
- Boarding expenses
- Training expenses
- Licensing fees
- Food—routine and special diets
- Other supplies—leashes, collars, toys, books, etc.

There are one-time expenses you can expect with a new puppy or dog. Some of these are microchips, tattoos, puppy vaccinations, fencing and spaying/neutering.

Emergency expenses can be controlled to some degree by selecting a healthy dog, planning ahead, being a responsible owner, providing good nutrition/health care and constantly assessing your dog’s environment for threats and hazards. Unexpected problems such as cancer, allergies and accidental injuries can create temporary or permanent expenses.

Begging for More

1. Create a budget to help you start saving for college. Ask your helper or another adult for assistance.

2. To help you investigate “wants” versus “needs,” go to a pet supply store and make a list of some items you see. Which items do your dog need? Which items do you just want him to have? How can a budget help you plan for both types of items?
You probably already have a little experience doing research for school projects. In this activity, you will practice your research and information-gathering skills as you investigate an important topic: inherited diseases of dogs. These skills will be very helpful when you want to select a healthy dog.

Conduct research on inherited diseases and conditions in the breed of your choice. Record your findings in the chart below.

**Results of My Dog Breed-Related Disease Research**

Breed I selected:

Resources I used:

<table>
<thead>
<tr>
<th>Inherited diseases and conditions that are common in this breed</th>
<th>Disease #1</th>
<th>Disease #2</th>
<th>Disease #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>How the condition is inherited (if known)</td>
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<td></td>
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<tr>
<td>How to treat the condition</td>
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<td></td>
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<tr>
<td>How to prevent the condition</td>
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<td></td>
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</tr>
<tr>
<td>Other information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PAWS to Consider

Discuss the answers to these questions with your helper.

Speak! (Share what you did)
• What dog breed did you choose for this activity? Why?
• What inherited diseases did you investigate?

Chew on This (Process what's important)
• Why should you learn about common inherited conditions of dog breeds that interest you?
• Explain why research skills are important.

Catch the Scent (Generalize to your life)
• What inherited conditions have you seen in dogs or other animals?
• What other topics have you researched?

Point the Way (Apply what you learned)
• How would understanding inherited diseases help you if you were a dog breeder?
• What careers require good research skills?

Howl about this?
Several organizations are devoted to inherited disorders of dogs:

• The Institute for Genetic Disease Control in Animals (IGDCA) helps breeders and researchers decrease genetic diseases through a national registry of animals.
• The Orthopaedic Foundation for Animals (OFA) examines radiographs of dogs for hip dysplasia.
• The Canine Eye Registration Foundation (CERF) deals with various disorders of dogs' eyes.

Activity written by Susan Kett.