

4-H
SKILLS FOR LIFE
ANIMAL
SERIES

Canine Connection

Dog 2



Fun Activities for
You and Your Dog

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum



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, 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 – <i>Wiggles and Wags</i> | BU-08166 |
| 2 – <i>Canine Connection</i> | BU-08167 |
| 3 – <i>Leading the Pack</i> | 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

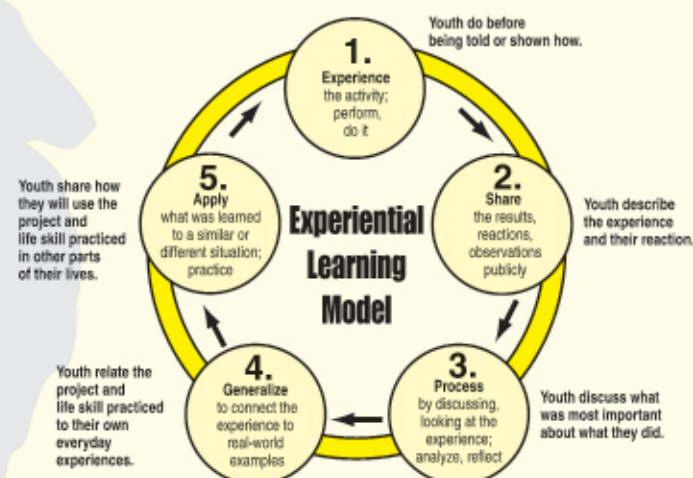
Each of the guides includes an Achievement Program to encourage youth to learn more about dogs while developing important life skills. "What Do You Know?" is a quick and fun way for youth to assess their knowledge after they complete the Achievement Program. The "Success Indicator" listed for each activity 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!



What's Inside?

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

Wiggles and Wags – Level 1 BU-08166



- Chapter 1 • Selection and Care**
 - Dog Friends on the Page and Screen
 - Time for TLC
 - Matchmaker, Matchmaker
 - Name That Breed!
 - Meet the Mutts!
 - Oh Where, Oh Where Has My Little Dog Gone?
- Chapter 2 • Health and Nutrition**
 - Nose and Nail, Toe and Tail
 - The Skinny on Dog Food
 - Worms, Germs and Things That Squirm
- Chapter 3 • Behavior and Training**
 - A Puppy Is In da House
 - Can You Speak "Dog"?
 - Saying Good-bye
 - Behave!
- Chapter 4 • Fitting and Showing**
 - Here Comes the Grooming!

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

Canine Connection

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AVMA
American Veterinary
Medical Association



Welcome to *Canine Connection*

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*!**

Canine Connection Planning Guide



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. _____

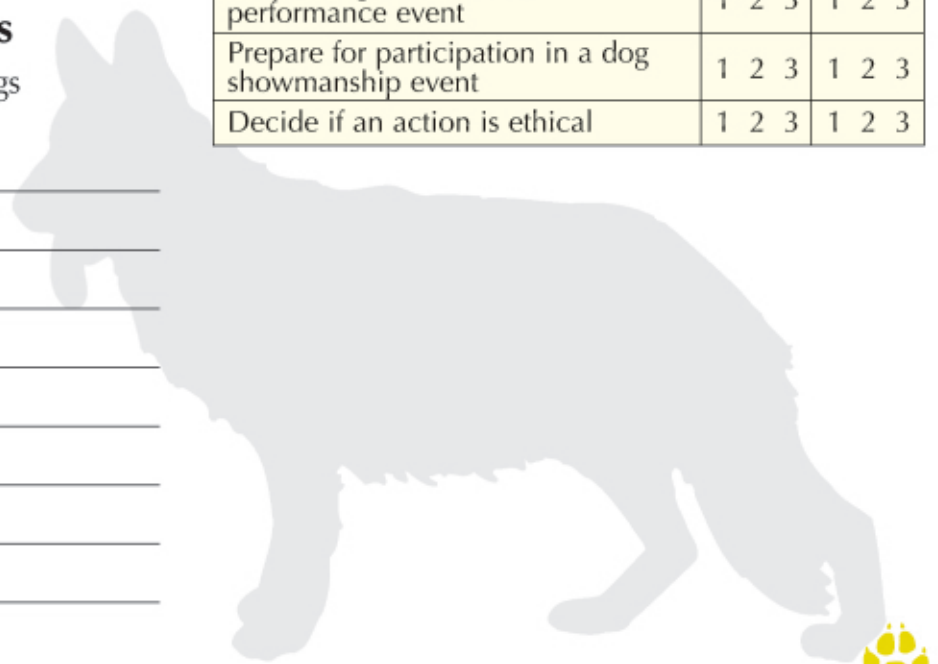
Before and After—What Do You Know?

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

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.



Explore more at
www.4-hcurriculum.org
National 4-H Curriculum

Canine Connection Activities

Activities	Date Completed	Helper's Initials
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?		

Begging for More



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.

[illegible]

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 _____



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 also 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 matt 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.

Dog Project Skill: Investigating dog breed origins

Life Skill: Learning to learn—manipulates learning tools

National Educational Standard:
NSS-G.K-12.1: The World in Spatial Terms

Success Indicator: Names the country of origin of dog breeds.



From which country did Border Collies originate?



"I'm a rock hound!"

Countries of Origin of Dog Breeds

Dog breed	Country of origin
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
My Dog	



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?

Howl about this?

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

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 country of 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.

Pack Your Bags, Dawg!

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!

Dog Project Skill: Considering dog boarding issues

Life Skill: Communication

National Educational Standard: NL-ENG.K-12.4: Communication Skills

Success Indicator: Describes factors to consider when selecting a dog boarding kennel.

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.



"Don't worry, I'll be back soon!"

Summary of My Boarding Kennel Research

	Kennel #1	Kennel #2	Kennel #3
Name			
Address			
Phone Number			
Question	Answer from Kennel #1	Answer from Kennel #2	Answer from Kennel #3
1.			
2.			
3.			
4.			
5.			

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.

To Board or Not to Board?

Things to Consider When Selecting a Kennel

- Rates and fees
- Vaccinations and deworming records required
- How dogs will be housed (cage or run)
- How often and how long dogs are allowed outside
- Type of dog food used

Feeding Schedule and Amounts

- Policies regarding sick dogs
- Safety and security
- Policy regarding tours
- How often dogs are exercised and play with people
- Employees' qualifications and experience
- Kennel's history of parvovirus, kennel cough, fleas and other problems
- Policy regarding dangerous dogs
- Cleanliness and sanitation procedures

Alternatives to Boarding

Pet-sitter. Some people go to homes to take care of pets when owners are gone. Some may visit several times a day to feed, groom, play and walk your dog. Some sitters can give medications. With a pet sitter, your dog does not have to leave home, which decreases his stress. You do have to trust a stranger in your home, though.

Friends. A friend may be willing to care for your dog at their home. Consider how well your dog knows your friend; what type of space they have available for your dog; safety and security issues; and your dog's training and behavior. Is your dog ready to be a house guest? If so, then this may be a great option for you!

Begging for More

1. Pretend you own a dog boarding kennel and create a policy and procedure manual for your business.
2. Interview other dog owners about the kennels where they board their dogs. Share what you learned with your group or helper.
3. Investigate what it would take to start your own dog sitting business.

Your Canine's Bottom Line

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.

Dog Project Skill: Creating a dog care budget

Life Skill: Planning and organizing

National Educational Standard:

NM-PROB.CONN.PK-12.3: Recognize and apply mathematics in contexts outside of mathematics

Success Indicator: Calculates the cost of owning a dog.



*Is your money going
to the dogs?*



Wow! You need a lot of things to care for your dog properly!

[illegible]

Learn good money-management skills NOW to avoid problems with your credit history, debt and relationships with other people!

PAWS to Consider

Dig This!

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?



Howl about this?

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

Activity written by Candy McKing 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.

Budgets usually include sources of income as well as expenses. Can you think of ways you could earn money with your dog? Note: please consider breeding only as a possibility in theory, not in reality!

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 does your dog NEED? Which items do you just WANT him to have? How can a budget help you plan for both types of items?

Investigating Inherited Imperfections

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!

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

Dog Project Skill: Investigating inherited problems in dogs

Life Skill: Acquiring and evaluating information—researches information

National Educational Standard: NL-ENG.K-12.8: Developing research skills

Success Indicator: Describes inherited problems of specific dog breeds.



This dog has Ehlers-Danlos Syndrome, an inherited disorder of connective tissue.

Results of My Dog Breed-Related Disease Research

Breed I selected:

Resources I used:

Inherited diseases and conditions that are common in this breed

	Disease #1	Disease #2	Disease #3
Name			
Description			
How the condition is inherited (if known)			
How to treat the condition			
How to prevent the condition			
Other information			

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 (GDC) helps purebred dog 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 Kerr.

It's in the Genes

There are many abnormal conditions of dogs that are more common in some breeds. This is because some conditions (or an individual's likelihood of developing a disease) may be inherited. Below are some breed-related disorders of dogs. Note: There are many exceptions to these examples and an individual dog of any breed could develop any of the problems listed.

Hip dysplasia—Abnormal development of hip joint; more common in Rottweilers, German Shepherds, Labradors, Great Pyrenees and other breeds.

Cataracts—Cloudiness of the eye lens; more common in Golden Retrievers, Labradors, Chesapeake Bay Retrievers, Old English Sheepdogs, Staffordshire Bull Terriers and others.

Seizures—Epilepsy or convulsions; more common in Beagles, Poodles, Bichon Frises, Dachshunds and more.

Bleeding disorders—Lack of various blood clotting factors; more common in Alaskan Malamutes, Doberman Pinschers, Collies, German Shorthair Pointers, Greyhounds, Samoyeds and more.

Patellar luxation—Kneecap slips out of place; more common in Yorkshire Terriers, Papillions, Silky Terriers, Lhasa Apsos, Maltese, Pugs and others.

Gastric dilation and volvulus—Bloating and twisting of the stomach; more common in Great Danes, Boxers, Greyhounds, Saint Bernards, Mastiffs, Standard Poodles and more.

Cancer—Abnormal tissue growth; more common in Boxers, Boston Terriers, Weimaraners, Scottish Terriers and more.

Entropion—Eyelid(s) roll in and irritate the eye; more common in Chesapeake Bay Retrievers, Chow Chows, Chinese Shar Peis, Pugs, Akitas and more.

Deafness—Impaired hearing; more common in Cocker Spaniels, Parson Russell Terriers, West Highland White Terriers, Akitas, Dalmatians, American Staffordshire Terriers, Shelties and more.

Begging for More

1. Investigate inherited problems in several more breeds of dogs and share what you learned with your helper or group.
2. Create a brochure, letter or other educational tool to encourage dog breeders to breed dogs ethically and intelligently, so that breed-related problems can be reduced.