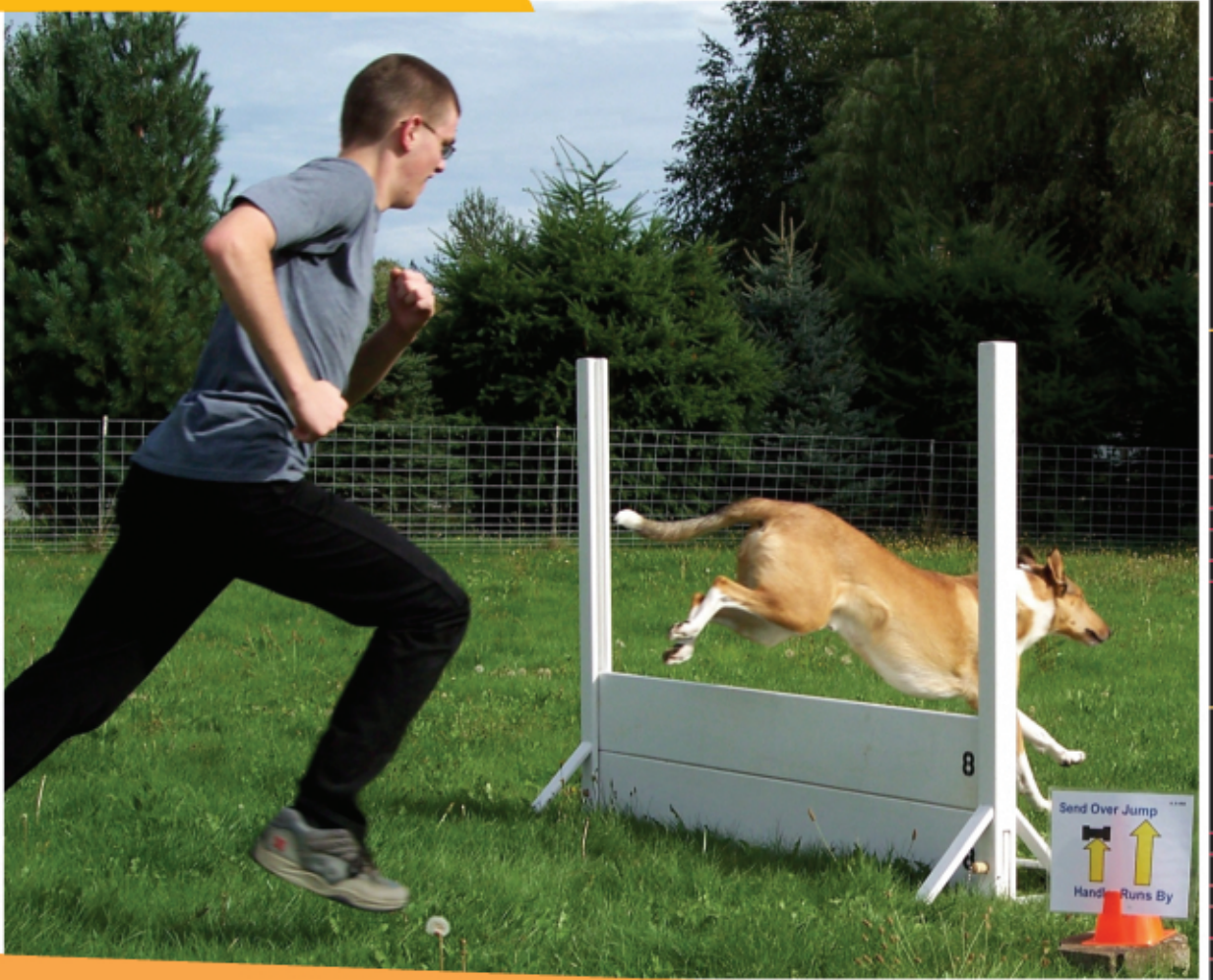


Dog 3

Leading the Pack



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* or *Dog 2*, *Canine Connection*, you know what a rewarding and important role this is! Helpers are able to help youth grow and develop in positive ways as they learn about dogs and themselves. You can nurture and cultivate youth's interest in this project by guiding their planning, helping them complete their project 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

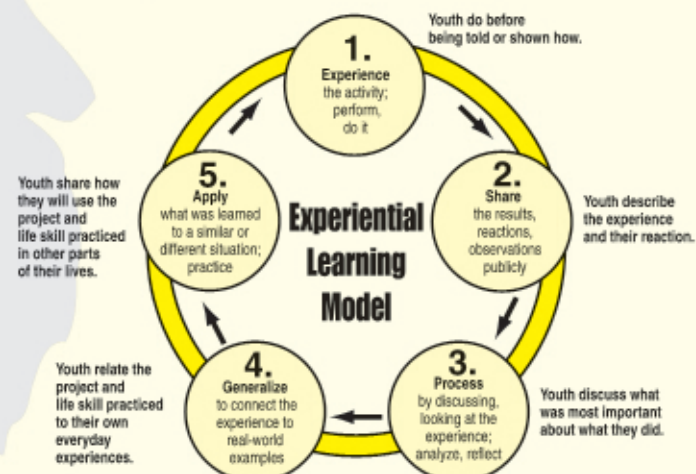
Each of the guides includes an Achievement Program to encourage youth to learn more about dogs while developing important life skills. "What Do You Know?" is a quick and fun way for youth to assess their knowledge after they complete the Achievement Program. The "Success Indicator" listed for each activity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

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?

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

Leading the Pack

Note to the Project Helper	Inside Front Cover
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Acknowledgments

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Liaison: Stephen Sutton, TN

Design, Illustration and Production:
Northern Design Group, MN



AVMA

American Veterinary
Medical Association



Welcome to *Leading the Pack*

Hot Dog!

Congratulations—you've made it! Welcome to Level 3 of the dog project. If you've completed Levels 1 and 2, you should be proud of yourself for accomplishing and learning so much! If you are starting with Level 3, you may need to refer to the Level 1 or 2 activity guides or the *Helper's Guide* for help now and then. Your helper can help you decide if you need to do this.

Because youth development programs help build tomorrow's leaders, leadership is a strong theme in Level 3 activities. You'll be asked to organize events, investigate complicated issues, give presentations, make decisions and teach others because those are some of the skills good leaders have. You'll delve deeper into some topics from Dog 1 and 2 and meet new topics, as well. Here is what you'll do as you work through Dog 3:

- Assess a dog's vital signs
- Explore functions of dog body systems
- Investigate dog breeding
- Consider needs of older dogs
- Conduct a class for puppies
- Recognize the value of guide dogs
- Assess dogs as good citizens
- Appreciate dogs as service animals
- Explore careers with dogs
- Identify dog ownership laws
- Investigate diseases spread from dogs to people
- Plan and organize a dog project skillathon
- Organize a showmanship clinic
- Communicate feelings about a deceased pet
- Sponsor a dog fun day

Dog 3 Project Guidelines

- Set your goals and record project highlights
- Complete at least seven activities in the *Leading the Pack* Achievement Program each year and complete the 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

Leading the Pack Achievement Program

While you are having fun doing the activities, you'll also be completing Level 3 of the *Leading the Pack* Achievement Program. This program will help you set goals, record your successes and be recognized for your good work.

Your Project Helper

Now that you are older, more knowledgeable about dogs and have experienced the success of completing Level 1 and 2 activities, you should be much more confident than you were when you began Level 1. Although you may not rely on your project helper as much as you did when you were in Level 1 or 2, he/she is still a valuable resource for you. Your helper may become a mentor to you and continue to be a positive influence in your life for years to come. In Level 3, your project helper will probably give you more freedom to set your project goals and may not directly provide as many answers as you'd like—that's to encourage you to become an independent and mature learner. Each time your helper initials and dates your achievement program, remember to say THANK YOU for all the help—that is all the "pay" your helper will receive!

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 3,
*Leading the Pack!***



Leading the Pack Planning Guide



My Dog Project Goals

My name _____

My dog's name _____ Breed _____

What I want to do and learn in Dog 3.

1.

2.

3.

4.

5.

Dog Project Highlights

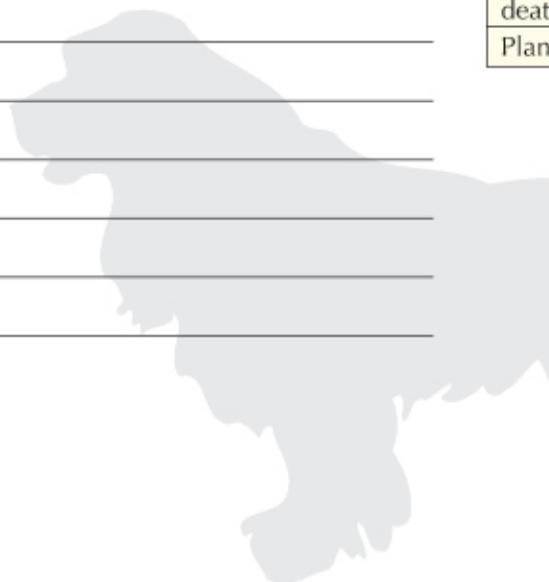
Date and list the exciting things
you do and learn

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>I know how to...</i>	Before	After
Recognize a canine emergency and develop a plan of action	1 2 3	1 2 3
Give a demonstration about dog body systems	1 2 3	1 2 3
Describe consequences of breeding a dog	1 2 3	1 2 3
Describe special needs and health concerns of older dogs	1 2 3	1 2 3
Conduct a puppy training class	1 2 3	1 2 3
Explain the role and impact of guide dogs	1 2 3	1 2 3
Conduct a Canine Good Citizen training program	1 2 3	1 2 3
Describe ways dogs serve people and society	1 2 3	1 2 3
Describe dog-related careers and how to prepare for them	1 2 3	1 2 3
Research dog ownership laws	1 2 3	1 2 3
Describe diseases transmissible between dogs and humans	1 2 3	1 2 3
Sponsor a dog project skillathon	1 2 3	1 2 3
Organize and conduct a dog showmanship clinic	1 2 3	1 2 3
Describe feelings involved with the death of a pet	1 2 3	1 2 3
Plan and sponsor a dog fun day event	1 2 3	1 2 3

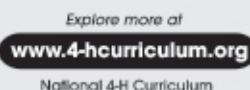
Paste a picture of you
and your dog here.





Directions

- Do at least seven of the *Leading the Pack* and “Begging for More” activities each year.
- Complete at least 21 of the *Leading the Pack* 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.



Leading the Pack Activities

Activities	Date Completed	Helper's Initials
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!		

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

[illegible]

Describe your own activity here.

Date_____ Helper's Initials_____

Describe your own activity here.

Date_____ Helper's Initials_____

Describe your own activity here.

Date_____ Helper's Initials_____





Leading the Pack

Completion Certificate

I certify that

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

Helper's Signature _____

Date _____



Fido 911

Dogs are called humans' best friends, but if your dog has a medical emergency, you could become his best friend! It isn't always easy to tell if your dog has a life-threatening emergency. For some conditions, seconds count; for others, simple at-home procedures can save your dog's life. In this activity you'll practice how to take a dog's vital signs. You'll also investigate how to give first aid for some emergencies you could encounter with your dog, while keeping yourself safe at the same time.

Jump In With help from a friend or family member, take the vital signs on your dog. Remember to keep everyone safe; don't risk getting someone hurt just to measure one of the vital signs.



Feel for the femoral artery pulse on the inside of either thigh.

My Dog's Vital Signs

Temperature (T) _____ °F

Pulse (P) _____ beats per minute

Respiratory Rate (R) _____ breaths per minute

Mucous Membrane Color (MM) _____

Capillary Refill Time (CRT) _____ seconds

Dog Project Skill: Assessing a dog's vital signs

Life Skill: Personal safety

National Education Standard: NS.9-12.1.

Science as Inquiry: Abilities necessary to do scientific inquiry

Success Indicator: Recognizes a canine emergency and develops a plan of action.



Keep an injured animal warm to help keep it from going into shock.

Normal Dog Vital Signs

T: _____ 101°F – 102.5°F

P: _____ 60–180 bpm

R: _____ 15–30 breaths per minute,
up to 200 pants per minute

MM: _____ pink, moist

CRT: _____ 1–2 seconds



An ounce of prevention is worth a pound of cure!

Speak! (Share what you did)

- What were your dog's vital signs?
- Which vital sign was the easiest to measure? The most difficult? Why?

Chew on This (Process what's important)

- Why is it important to take your dog's vital signs if you think she is hurt or ill?
- Why should you always keep human safety in mind when trying to help a sick or injured animal?

Catch the Scent (Generalize to your life)

- What types of first aid have you given or received?
- How is first aid for dogs similar to first aid for humans? How is it different?

Point the Way (Apply what you learned)

- How can you prevent injuries and illnesses in your dog?
- How can you make your activities and environment safer for you?

• Vital signs • CPR • Toxic



Howl about this?

- Never call emergency 911 for a pet emergency!
- Don't apply a splint if your dog is resisting—you could make the break worse
- Don't apply a tourniquet to a bleeding limb. Instead, keep applying pressure and adding absorbent bandage materials over the original pressure bandage. If you must apply a tourniquet, be prepared for the dog to possibly lose the limb below the tourniquet.

Canine first aid is the immediate, temporary care given to a dog until he can be transported to a veterinarian. *Never put yourself at risk to help an injured or sick dog!* Get help from an adult to approach and assess the dog. Even your own dog may require a muzzle to let you examine and move him safely if he is in pain and scared. Vital signs help you assess what is going on inside a dog's body.

Temperature. Have an assistant restrain your dog. Put gloves on. Put lubricant on the tip of the thermometer and gently insert it about an inch into your dog's rectum. Leave it there for one minute. Remove, take the reading. Clean the thermometer with disinfectant and wash your hands.

Pulse. Gently feel inside your dog's inner thigh for a soft, pulsing artery. Count the number of pulses that occur within 15 seconds and multiply by four to get heartbeats per minute.

Respiration. Watch your dog's chest move out with each breath. Count the number of breaths that occur within 15 seconds and multiply by four to get breaths per minute.

Mucous Membrane Color. Use your dog's gums or inside of his lips to assess mucous membrane color. Pink is the normal color. Abnormal colors include white, pale pink, blue, yellow, brownish or gray.

Capillary Refill Time. With the tip of your finger, gently press the gum or inside of the lips until the pinkish color turns to white. Pull your finger away and count how long it takes for the pink color to return.

Common Emergencies

- Trauma
- Ingestion of toxic substances
- Bee sting
- Poisonous reptile bite
- Electrocution
- Heatstroke



Use gauze or soft rope to make a quick dog muzzle. Make a loop around the dog's nose and tie a half-hitch knot on top. Tie another half-hitch knot below, then tie a slip knot behind the dog's ears. All knots should be very snug.

Begging for More

1. Visit your library and check out a book on pet first aid to learn more. Take notes on what you discover.
2. Ask your veterinarian if you can volunteer at the veterinary clinic for at least a day. Keep a journal about the dog emergencies you saw. How could these problems have been prevented?
3. Demonstrate how to perform canine CPR.

All Systems Go!

Breathe, walk, digest, feel, see. You and your dog do these things without even being aware you are doing them. Have you ever thought about all the things inside of you that work so hard to keep you alive and active every day? After completing this activity, you will have good insight concerning dogs' internal organs and how all these systems work together to keep dogs healthy. Much of this information will also help you comprehend how your own body works. There is a lot of information to cover in this activity. Be sure to give yourself plenty of time to do it so you will be comfortable presenting the information to other people.

Dog Project Skill: Exploring functions of dog body systems

Life Skill: Communicating with others—presents complex ideas/information

National Educational Standard:
NL-ENG.K-12.12: Applying language skills

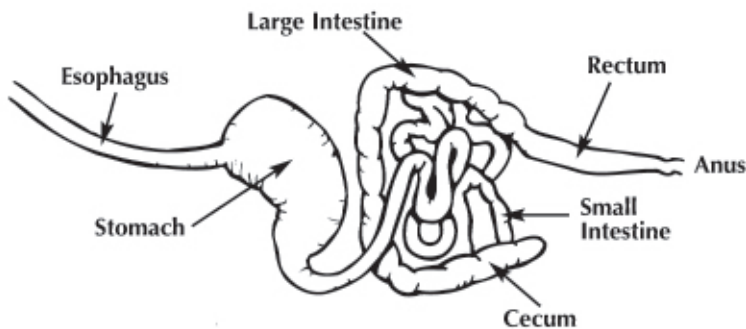
Success Indicator: Gives a demonstration about dog body systems.

Jump In! Identify resources that will help you learn canine internal body systems and how they function. On a separate piece of paper, create and label diagrams of at least three canine body systems, such as the one shown below; staple your diagrams to this page. Next, select one system as a topic for a public demonstration. Record the outline of your demonstration in the chart below. If possible, paste a photo in the place indicated that shows you giving your demonstration.



Mucous membrane color reflects the health and performance of the cardiovascular system.

Canine Gastrointestinal System



Adapted from *Veterinary Parasitology Reference Manual*, 4th ed., William J. Foreyt, 1997, Figure 8, p. 15. Used with permission.

Paste a photo or drawing of you giving your demonstration here.

My Demonstration

Presentation topic	
Length of presentation	
Introduction	
Body	
Key point #1	
Key point #2	
Key point #3	
Conclusion	
Props needed	

Speak! (Share What you did)

- What are the body systems of the dog?
- What was the easiest part of doing a demonstration? The hardest?

Chew on This (Process what's important)

- Which body system do you think is the most important and why?
- Why are demonstrations an effective way to share what you know with others?

Catch the Scent (Generalize to your life)

- How are dogs' body systems similar to and different from humans' systems?
- What other formal or informal demonstrations have you given or could you give?

Point the Way (Apply what you learned)

- If you had to give it again, what changes would you make in your demonstration?
- How will you use what you learned to understand signs of illness in your dog in the future?



- Lungs have a natural elastic quality that helps with exhalation.

Canine Body Systems

System	Function	Parts
Respiratory system	Removes carbon dioxide from the body and brings oxygen into the body	Lungs, trachea, larynx, sinuses, nasal passages and nostrils
Cardiovascular system	Transports blood rich in oxygen to body tissues and blood rich in carbon dioxide from the tissues; transports nutrients to tissues	Heart, arteries, veins, capillaries, lymph vessels, bone marrow and spleen
Integument system	Protects the body; first line of defense against invaders	Skin, nails, claws, hair, fur and pads
Nervous system	Receives and responds to information from the environment and controls subconscious, voluntary and automatic body reflexes and processes	Brain, nerves and spinal cord
Musculoskeletal system	Supports an animal's body and helps it move around	Bones, joints, muscles, cartilage, tendons and ligaments
Gastrointestinal system	Digests food and absorbs nutrients	Mouth, teeth, tongue, esophagus, stomach, small intestine, large intestine, rectum, anus, salivary glands, pancreas, liver and gall bladder
Endocrine system	Makes and releases hormones that help animal respond to changes in environment and keeps body systems functioning normally	Pituitary gland, kidneys, adrenal glands, gonads, pancreas, thyroid glands and parathyroid glands
Urinary system	Removes wastes from the body and controls mineral balances	Kidneys, ureters, bladder and urethra
Reproductive system	Produces offspring	Male: testicles, epididymis, spermatic cord, urethra, seminal vesicles, prostate gland, bulbourethral glands and penis Female: ovaries, oviducts, uterus, cervix, vagina, vestibulum, vulva and mammary glands

• Hormones • Gonads • Necropsy

Begging for More

1. Call your veterinarian and arrange to observe a necropsy on a dog. Put protective gloves on; identify and feel the different organs.
2. Perform a physical examination on a cooperative dog. Examine each body system as best you can. Record your findings and share them with your helper.

To Breed or Not to Breed, That Is the Question

Everybody likes puppies. They are cute, snugly and fun to play with for a while. You may like puppies so much that you want to breed your dog and raise a litter. But with so many dogs already in need of homes, you need to think carefully about this important decision. In this activity, you'll consider whether or not to breed your dog and the implications of your decision.

Dog Project Skill: Investigating dog breeding

Life Skill: Decision making

National Educational Standard: NL-ENG.K-12.7: Evaluating data

Success Indicator: Describes consequences of breeding a dog.



*There are
already so
many dogs
that need
homes!*

Jump In!

List at least four reasons to breed a dog and four reasons not to. Next, consult with veterinarians and/or responsible breeders to answer the questions below. Add additional questions if you can think of them.

Reasons to breed a dog	Reasons not to breed a dog

Question	Answer
What is a female dog's <i>reproductive cycle</i> ?	
When should a female be bred?	
How do you decide what male to breed her to?	
How much are <i>stud fees</i> ?	
What other tasks and expenses are involved when breeding dogs?	
What health problems can a female dog have during pregnancy and whelping?	
How much does an emergency <i>C-section</i> cost?	
How much money can you expect to spend on raising a litter of healthy puppies?	
How much time do you need daily to care for a litter?	
How long will you need to care for the puppies?	
How will you find buyers for your puppies?	
How much money could you earn selling puppies?	

Speak! *(Share what you did)*

- How do you feel about breeding your dog? Why?
- What resources did you use for this activity?

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

- Why should you spend a lot of time considering the risks of breeding your dog?
- How could breeding affect a dog's possible show career or other activities?

Catch the Scent *(Generalize to your life)*

- In general, are you a risk taker or a risk avoider? Give some examples.
- What responsible decisions have you made recently? What planning went into the decision that you made?

Point the Way *(Apply what you learned)*

- What have you decided about breeding dogs in the future?
- How can you encourage other dog owners to be responsible breeders?

• Socialization • Stud fee • C-section • Reproductive cycle



Because there are already so many homeless dogs in the world and breeding dogs is a very serious commitment, dog breeding will not be encouraged or covered here in much depth. A great deal of information about breeding is available in dog books, on the Internet and from reputable breeders.

Genetic Disorders

As you learned previously, genetic disorders of dogs can be passed through unwise mating. Responsible breeders are aware of genetic disorders in their dogs and do not breed these animals.

Puppy Mills

Puppy mills are operations where dogs are bred without selection and without regard for the health of the puppies or the females. This mass manufacturing of puppies results in dogs with serious genetic defects, behavioral problems, health problems and poor socialization. Puppy mill dogs are often kept in small, dirty cages; illnesses are common. Puppy mill puppies typically go to pet stores, but some end up for sale along the roadside or in rescues. This is an extreme example of irresponsible dog breeding.

If you breed your dog, be prepared to care for and take full responsibility for all the puppies for as long as it takes to find them good homes—maybe forever!



Deciding to breed your dog is a big decision. Don't contribute to the homeless pet problem!

Begging for More

1. Ask your veterinarian if he/she would let you be present for the birth of a litter of puppies. Record what you see and if it was what you expected. Share what you observed with your group.
2. Visit your local animal shelter and find out how many dogs enter there each year and how many find homes. How many are purebreds and how many are mixed breeds? How does this affect your decision to breed or not to breed?

Your Dog's Golden Years

Today, dogs are living longer, healthier lives due to advancements in veterinary medicine and nutrition. It is not uncommon for small breed dogs to live 15 years or more and for larger breed dogs to live for 10 years or more. In this activity you will learn how to recognize and understand age-related changes that dogs go through as you research how to improve their quality of life.

Dog Project Skill: Considering the needs of older dogs

Life Skill: Communication

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

Success Indicator: Describes special needs and health concerns of older dogs.

Jump In! Locate a *geriatric* dog that you can spend time observing. Your veterinarian may be a good resource for pointing you in the right direction if you can't find an old dog on your own. Visit the dog several times if you can. Interview the dog's owner to see what physical and mental changes the dog has gone through since puppy or young adulthood. Ask how the dog's changes have resulted in changes in the home environment and daily family schedules. In the space below, write what you discovered about the dog you studied.



There are many products, foods and aids that can make older dogs' lives more comfortable.

One Old Dog's Story

Talk with your veterinarian about the special health concerns of older dogs. Record what you discovered below.

Health Concerns of Older Dogs



Old = Gold

Speak! *(Share what you did)*

- How did you locate the dog you studied?
- How did you prepare for the interview with the dog's owner?

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

- What factors affect how a family feels about and cares for their older dog?
- Why are interviews such an effective and educational form of communication?

Catch the Scent *(Generalize to your life)*

- What are some other situations in which you need to use interviewing skills?
- What special procedures are available to help treat age-related problems in both dogs and humans?

Point the Way *(Apply what you learned)*

- How can you help others prepare for their older dog's special needs?
- What can you do to help reduce the chances of your dog developing an age-related problem?

• Geriatric • Incontinence



Behavior changes. Even nice dogs may start snapping at people and animals due to arthritis or other sources of pain. Some dogs may get lost in familiar places and not recognize family members. Medications are available to help some age-related changes in your dog's brain.

Hypothyroidism. The thyroid gland may stop producing normal amounts of thyroid hormone. Affected dogs gain weight, seek warmth and are lethargic. Medication is available to help these dogs.

Senses. As dogs lose their eyesight and hearing, it affects the way that they are able to interpret their environment. They may seem more reactive, even fearful. Cataract surgery can greatly improve vision.

Incontinence. Some older dogs soil their environment due to decreased control of muscles. Medications are available to help with this problem.

Obesity. As dogs become less active, they often become overweight. Feed a dog according to its requirements, not habit.

Dental disease. As dogs age, their teeth and gums may become diseased, which may lead to bacterial heart disease. You may notice bad breath and a decreased appetite. Veterinarians can clean and extract teeth and teach you how to keep them healthy.

Kidney disease. Signs of illness include increased drinking and urination, weight loss and listlessness. With dietary changes and routine veterinary visits to monitor progression of disease, dogs with kidney disease can live longer lives.

Cancer. Cancer can affect any organ or tissue. Signs of cancer can include bleeding from the nose, skin nodules, enlarged lymph nodes, decreased appetite and listlessness. Routine veterinary examinations and owner observations are important in early diagnosis of cancer. Surgery, chemotherapy and/or radiation can be used to treat some cancers.

Begging for More

1. Call your local animal shelter to see if they are housing any geriatric dogs. If so, visit the shelter and observe differences between the older dogs and the puppies you see. Discuss with the staff how old dogs can be made more adoptable.
2. Compare the dog food labels on a puppy food and senior food. What are the major differences in nutritional content between the two diets? Discuss with your helper why these differences are important for the health of older dogs.