

4-H

SKILLS FOR LIFE

ANIMAL
SERIES

National 4-H Curriculum

BU-08169

Dog Helper's Guide



Dog Project Group Activities
Grades 3-12

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum



Note to the Project Helper

Welcome to the 4-H “Skills for Life” dog curriculum! This set of four activity guides has been developed to provide you with ideas and activities to enrich the dog project for the youth you support. 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 progress as they complete the Dog Achievement Program. Your challenge is to stay in the background while youth explore and learn from their experiences.

Dog Helper's Guide

This final guide in the series is designed to assist you in your role of helper for youth interested in the dog project. These learn-by-doing activities can be adapted for families, classrooms, dog project meetings, after school programs, camps or other settings. In this Helper's Guide, you'll find helpful information about characteristics of youth, life skill development, teaching experientially, project meeting ideas and answers to many of the activities in the youth guides.

The Dog “Skills for Life” Series

The series includes three youth guides and a Helper's Guide.

Dog 1 <i>Wiggles and Wags</i>	BU-08166
Dog 2 <i>Canine Connection</i>	BU-08167
Dog 3 <i>Leading the Pack</i>	BU-08168
Dog <i>Group 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. Many activities can be used effectively as group activities; most are flexible enough to be altered as needed for different settings, abilities and interests. All activities include a description of the skills to be practiced, discussion questions, suggestions for additional activities and other helpful information.

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. They will also practice the life skills of communication, responsibility, planning and organizing, decision making, leadership and more.

Your Role

- Become familiar with the materials in this series.
- Support youth in their efforts to set goals and complete each level of the Dog Achievement Program.
- Discuss, date and initial the activities of the Dog Achievement Program as youth complete them
- Help youth get to know themselves, including their strengths and weaknesses
- Serve as a resource person and help connect youth with the community, educational materials and others knowledgeable about dogs
- Provide a safe and supportive learning environment
- Guide, encourage and reward youth's progress
- Encourage the use of the experiential learning model (see page 4)
- Evaluate to what extent the youth achieved the intended outcomes for this project (see page 35)

About the Dog Curriculum

These guides are not textbooks. 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 youth will find careers with dogs, ALL youth will benefit from the life skills they acquire as they complete the activities in these guides. You can help best by listening as youth consider the questions and offer their answers.

National Education Standards

Each activity is linked to an appropriate National Education Standard. This linkage strengthens the connection between the activity and the academic content of the subject matter. Home schoolers, classroom teachers and after school program staff will find this linkage very helpful.

Achievement Programs and Evaluation Tools

Each of the guides includes an Achievement Program to encourage youth to learn about dogs while developing important life skills. The “What Do You Know?” activity in each youth guide is a quick and fun way for youth to assess their knowledge after they complete each Achievement Program. The “Success Indicator” listed for each activity is an excellent way to evaluate the youth's success. Use the “Evaluating the Impact” evaluation tool in this *Helper's Guide* before beginning each level and after youth have completed each level.



Explore more at

www.4-hcurriculum.org

National 4-H Curriculum

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.

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?

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!

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Dog Group Helper's Guide

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AVMA
American Veterinary
Medical Association



Youth Learning Characteristics

The 9–11 year olds

Active is the word for this group! Activities should encourage physical involvement; hands-on involvement with objects is helpful. Children this age will give adults more attention if they are both seeing and doing things. They need many opportunities to share their thoughts and reactions with others.

Children at this stage are fairly concrete thinkers but are beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they think it is either right or wrong, great or disgusting, fun or boring—there is very little middle ground.

The role of the helper is crucial at this stage. These children look to adults for approval and follow rules primarily out of respect for adults. Individual evaluation by adults is preferred over group competition, where only one can be the best. Comparison with the success of others is difficult for these children; it erodes self-confidence. Instead of comparing children with each other, build positive self concepts by comparing present to past performances for each individual.

This is also the age of the “joiners.” Boys and girls like to be in organized groups of others similar to themselves. They generally are concerned with immediate self reward. The satisfaction of completing a project often comes from pleasing the volunteer or parent rather than from the value of the activity itself. Often, participation in community service projects is enjoyed because youth can see they are making a difference in another’s life.

These youngsters have a strong need to feel accepted and worthwhile. School and other pressures are demanding. Individual improvement should continue to be emphasized. Youngsters want to know how much they have improved and what they should do to be better next time. Individual evaluation and encouragement from an adult can have amazing results.



The 12–14 year olds

This developmental stage varies widely among young teens. Growth spurts beginning with adolescence occur at a wide range of ages, with girls usually maturing before boys. These rapid changes in physical appearance may make some teens uncomfortable. Faster-developing teens may feel thrown into a world they didn’t choose. Slower-developing teens may be uneasy about their lack of changes.

Young teens move from concrete to more abstract thinking. For some, playing with ideas is as much fun as playing sports. Ready-made solutions from adults are often rejected by pre-teens in favor of finding their own solutions. Volunteers who provide supervision, support and minimal direction will do well with this group.

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Opinions of peers become more important than those of parents and other adults. Teens enjoy the social interaction and acceptance they receive in groups.

As puberty approaches, young teens begin a roller coaster ride of hormones and emotions. This time period seems to present the biggest challenge to a young person’s self concept. These youngsters face so many changes that they hardly know who they are. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. Adults can help by providing self-discovery activities leading teens to self-knowledge.

Continue to avoid comparing these young people with each other and try not to embarrass them. They want to be part of something important and have opportunities to develop responsibility and demonstrate leadership skills.

The 15–18 year olds

Most teens of this age know their special abilities and talents. In most cases, they have adjusted to post-puberty changes. By now teens tend to be wrapped up in themselves and their peer group rather than family, teachers and other adults. Relationship skills are usually more developed and dating increases. Acceptance by members of the opposite sex is of higher importance.

Mid-teens begin to think about their future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on their personal needs and priorities. Any goals set by others are generally rejected. As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.



These teens can generally initiate and carry out tasks without supervision. They can help younger members plan and complete their project and should be encouraged to take on this and other leadership roles. Adult volunteers can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from youth. The volunteer should play the role of advisor, coach or mentor for independent workers.

Developing Life Skills



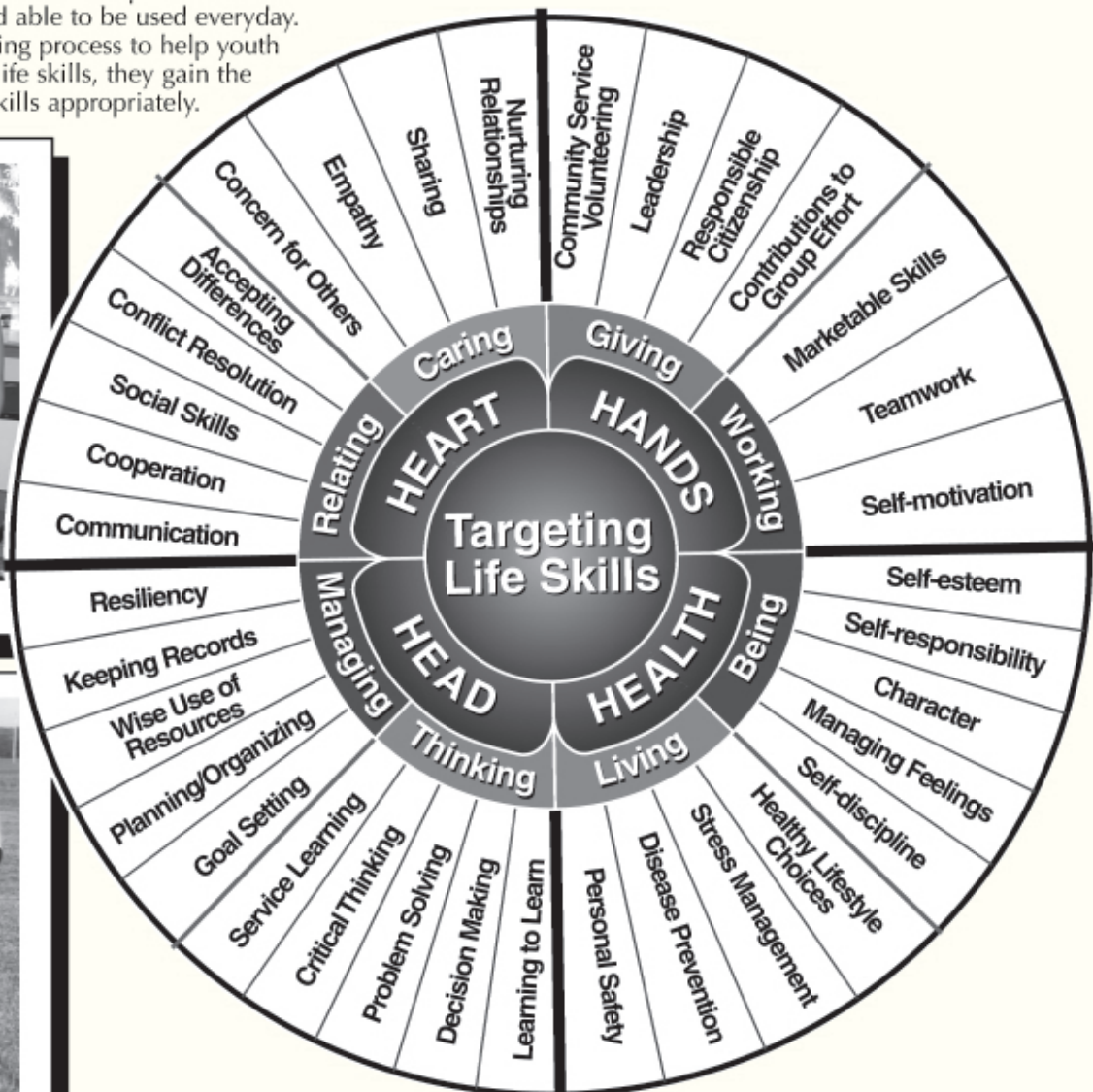
Life skills are defined in the *Targeting Life Skills (TLS) Model* (Hendricks, 1996) as “Skills that help an individual to be successful in living a productive and satisfying life.” As a volunteer working with youth in this project, you have many opportunities to assist youth in developing life skills as they acquire project-related skills and knowledge.

The TLS Model identifies and divides the major life skills targeted by 4-H youth development by the four Hs from the 4-H Clover that represent Head, Heart, Hands and Health. As shown here, these four categories are divided into categories of life skills and then into specific life skills.

As you capitalize on youth’s interest in this project, fun and friends, your challenge is to provide age-appropriate opportunities for youth to experience and practice these skills until they are learned and able to be used everyday. By using the experiential learning process to help youth acquire dog project skills and life skills, they gain the ability to apply both types of skills appropriately.

Each activity in this series shows both the project skill and life skill youth will develop. Some activities help youth practice several life skills, but only one is targeted for each activity so it can be addressed specifically when the activity is completed. The Success Indicator states what the youth should be able to do to demonstrate achieving the intended learning outcome for each activity.

Helping youth develop life skills as they gain project skills is challenging, but youth will appreciate your efforts now and in the future when they reflect on their experiences in the dog project. THANK YOU for your contributions to the positive development of youth!



Targeting Life Skills Model by Patricia A. Hendricks, Ph.D., Iowa State University Extension, 1998.



Teaching and Learning Experientially

The 4-H youth development program promotes the five steps of the experiential learning model as an essential part of all educational experiences. Each of the activities in this series, as well as all other educational materials that have qualified for the National 4-H Collection, are based on the experiential learning model.

4-H educational activities use the action-oriented experiential learning method to help youth obtain project skills and life skills at the same time. The experiential learning process engages learners in an activity, then encourages them to reflect on what's important, make connections with other information and apply what they learned. This process results in more meaningful and memorable learning for the youth than with more passive teaching methods such as being told or shown what to do.

"Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity."

—John Dewey

5. Apply

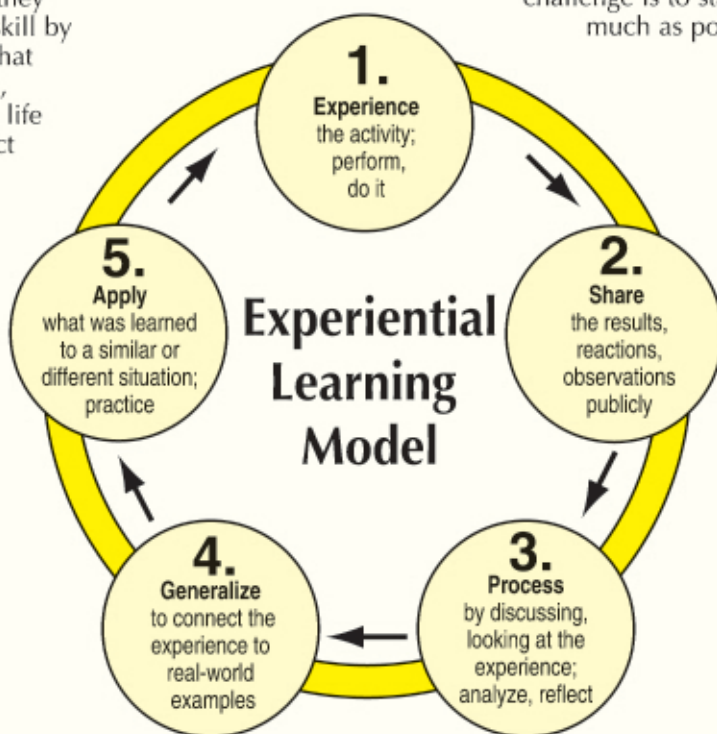
Can youth express how they will use what they learned? Can they show they have mastered a skill by performing another activity that requires the new skill? Again, questions related to both the life skill practiced and the subject matter skill should be discussed.

4. Generalize

Questions in this step make the discussion more personal. What did the experience mean to each youth personally? How does it relate to their everyday lives? Again, questions should focus on both the project skill and life skill. Because the major purpose of youth development is to help youth develop essential life skills, discussion emphasis should focus on the life skill the youth practiced while doing the activity.

1. Experience

Note the model begins with an experience. Action! This immediately focuses the attention on the learner rather than the teacher. When the learner is encouraged to learn by doing before being told or shown how, opportunities are presented for a wide variety of life skills to be practiced. As the group leader, your challenge is to stay in the background as much as possible during this first step.



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.

2. Share

As the model shows, sharing is simply asking the group or individuals what they did, what happened, what they felt, what they enjoyed, etc. This step should get youth talking and generate lots of information that leads to the next step.

3. Process

Thought-provoking questions should be asked to generate discussion on the most important aspects of the project skill and life skill. The process step highlights and clarifies the major learning objectives of the activity.

Games and Activities

Oh Boy, RallyO!

RallyO is a great alternative to traditional obedience, especially when it comes to youth working with their dogs. In RallyO, the handler and dog are judged as they work through a series of stations that are marked with an obedience exercise to be completed. The best part—anyone from ages 8 and up can participate with a dog that is mixed or purebred, backyard pet to titled champions.

Dog Project Skill: Designing a RallyO course

Life Skill: Planning and organizing

National Education Standard:

NS.9-12.5 Science and Technology: Abilities of Technological Design

Success Indicator: Designs a 10-station RallyO course.

Time Involved: One hour for planning, one hour for RallyO

Suggested Group Size: 5–25

Materials Needed: Tables, station markers, pylons

Take the Bait! To prepare for this activity, review the list of possible RallyO stations below. Youth will benefit most from this activity if you let them take responsibility for planning and organizing the event, then help them reflect and learn from what happened.

Jump In

Using the obedience exercises listed below as possible RallyO stations, have each youth design a 10-station RallyO course on their own piece of paper. Remind them to include start and finish lines. Ask the youth to share their RallyO designs with each other.

PAWS to Consider

Speak! (*Share what you did*)

- How did you choose the order of the exercises?

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

- What would be the consequences of failing to plan and organize your RallyO event?

Catch the Scent (*Generalize to your life*)

- What motivates you to be a good event planner and organizer?

Point the Way (*Apply what you learned*)

- How could you use RallyO to keep other youth interested in working with their dogs?



Dig This!

There's Always Room for RallyO

In RallyO, handlers are allowed to encourage their dogs to complete the exercise at each station using verbal praise, petting and at the end of a completed station...FOOD!

RallyO was founded by Charles Kramer. It was originally sponsored by the Association of Pet Dog Trainers. The American Kennel Club has also adopted RallyO as a Companion Dog Event.

Begging for More

1. Design RallyO station signs based on official RallyO rules and regulations.
2. Host a regional RallyO trial.

Oh Boy, RallyO!

- | | | | |
|------------------------------------|------------------------------------|-----------------------------------|---------------------------------------|
| 1. HALT – Sit | 10. About "U" Turn | 18. Call Dog Front – Finish Left | 25. Spiral Right – Dog Outside |
| 2. HALT – Sit – Stand | 11. 270° Right Turn | 19. Slow Pace | 26. Spiral Left – Dog Inside |
| 3. HALT – Sit – Down | 12. 270° Left Turn | 20. Fast Pace | 27. HALT – 1, 2, 3 Steps Forward |
| 4. HALT – Sit – Down – Sit | 13. 360° Right Turn | 21. Normal Pace | 28. HALT – Turn Right – 1 Step – Halt |
| 5. HALT – Sit – Walk Around | 14. 360° Left Turn | 22. Moving Side Step Right | 29. Straight Figure 8 |
| 6. HALT – Sit – Down – Walk Around | 15. Call Dog Front – Forward Right | 23. HALT – 90° Pivot Right – HALT | 30. Your choice: |
| 7. Right Turn | 16. Call Dog Front – Forward Left | 24. HALT – 90° Pivot Left – HALT | |
| 8. Left Turn | 17. Call Dog Front – Finish Right | | |

... And BINGO Was His Name-O!

Youth don't have to rely on memorization to learn new terms. The dog project includes many fun activities and games that help youth learn new project-related information, terms and vocabulary. Planning and conducting these exciting learning activities gives youth the opportunity to develop leadership skills, too.

Dog Project Skill: Mastering dog terms

Life Skill: Leadership

National Education Standard: NL-ENG.K-12.12: Applying Language Skills

Success Indicator: Describes fun word games to learn dog terms.

Time Involved: 60 minutes

Suggested Group Size: 3-10

Materials Needed: HOUND Bingo cards, buttons or coins, pencils, terms, vocabulary and definitions

Take the Bait! Ask the youth to create a planning committee to organize and conduct a game of HOUND Bingo. Have the group develop a master list of all the terms to be used. These can be gathered from the glossary of each dog activity guide or other dog resources. Have each youth choose ten of the terms and define them to create a supply to be used for HOUND Bingo. A HOUND Bingo playing card like the one shown here should be made for each participant.

Jump In

Someone selects five categories to be used for a particular round (see "Dig This" for ideas). Youth then prepare the cards by writing in the selected categories and five appropriate terms from the master list for each category. When all cards have been prepared, scramble them and pass them out so that no youth receives his/her own card.

Select a volunteer to be the caller and read the definitions (not the terms) one at a time. After a definition is read, the players quickly check their cards to see if they have the corresponding term on their cards. If they do, they cover the term with a coin or button. Bingo is achieved when someone has a button or coin in five boxes in a row, either down, across or diagonally. The player who achieves Bingo first should bark or howl to notify others. The card is then checked. After a couple of games, the youth who gets Bingo first will need not only to give the term but also the definition of each of the four or five terms that make up the Bingo. Discuss any terms that were not understood. Vary this game according to age, experience and skill levels.

H	O	U	N	D
Diseases	Parts	Equipment	Show Titles	Breeds

Dig This!

Bingo Category Suggestions

- Dog diseases
- Dog parts
- Dog breeds
- Dog equipment
- Show titles
- Parasites
- AKC groups
- Careers
- Names of bones
- Body systems
- Nutrients
- Dog service roles
- Famous dogs

Begging for More

1. Create Bingo cards using only one topic, such as breeds or diseases.
2. Encourage youth to create other games to learn dog project terms and vocabulary and sponsor a game day with other groups.

PAWS to Consider

Speak! (Share what you did)

- What terms did you choose for the categories?
- What were some opportunities for leadership in this activity?

Chew on This (Process what's important)

- Why are games effective learning tools?
- How does planning an event help you develop leadership?

Catch the Scent (Generalize to your life)

- What other games have you used to help you learn new terminology?
- For what other learning activities have you provided leadership?

Point the Way (Apply what you learned)

- How would you change this game depending on the age or knowledge of participants?
- What are the key aspects of leadership that you could share with others?

Bowling Rover Over

Quiz bowls are a way to add excitement to learning! These fun events help youth learn more about selecting, feeding, training, showing and managing dogs. Youth will benefit even more if given responsibility for the planning and organizing of a dog quiz bowl activity.

Dog Project Skill: Gaining dog knowledge

Life Skill: Planning and organizing

National Education Standard:

NL-ENG.K-12.12: Applying Language Skills

Success Indicator: Plans and conducts a dog Quiz Bowl.

Time Involved: 1–2 hours

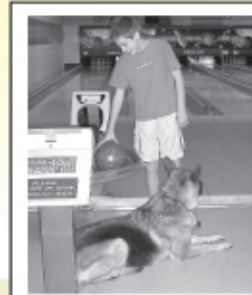
Suggested Group Size: 2 or more groups of 2–4 youth each

Materials Needed: Buzzer boxes or bells, questions on note cards, score pad, pencils

Take the Bait! The first step toward conducting a quiz bowl is to create a bank of questions and answers. Youth should write questions about nutrition, genetics, selection, etc.; they must also provide correct and documented answers. The second step is to plan and organize the quiz bowl activity; the planning guide found on the Dog Project Online Web site should be helpful.

Each quiz bowl round requires 10 to 15 questions. Have many sets of questions ready for several rounds of play. One round of play typically involves two teams of two to four players competing against each another.

Get a “buzzer box” or several bells. Ask a volunteer to keep time and score.



*This is NOT what is meant by a dog bowl!**

*This photo was staged for fun to illustrate this activity.

Jump In

Have the two teams sit at separate tables facing each other. A moderator reads the question and allows five seconds after reading the question for individuals to ring or buzz in; allow another five seconds for that person or team to answer. The moderator or a judge decides if the given answer is correct.

Add five points for each correct answer and subtract three points for each incorrect answer. If the person who first buzzes in gives an incorrect answer, the question can be offered to the other team. After a predetermined set of time or a predetermined number of questions, the round is over.



Food Bowls, Water Bowls and Quiz Bowls!

A quiz bowl is usually an activity between teams of individuals. Being organized and asking clear, challenging questions are keys to successful quiz bowls. Quiz bowls make learning fun!

Hints for Writing Good Quiz Bowl Questions

- Avoid true/false or yes/no questions.
- Write questions that require thinking beyond simple facts. Ask some “why” and “how” questions.
- Write some questions that ask the teams to define or explain the differences between things, or what should be done in certain situations.
- Include some fun and easy questions.

Examples of Dog Quiz Bowl Questions

- What are four commands included in the basic obedience training classes?
- What is the difference between basic and advanced obedience training?
- What are two houseplants that are poisonous to dogs?

Begging for More

1. Create a bank of quiz bowl questions for use by your group or county dog project members.
2. Conduct a quiz bowl at your county fair for other groups in the county.

PAWS to Consider

Speak! (Share what you did)

- What was the biggest challenge you faced preparing for the quiz bowl?
- How did your quiz bowl go? What happened?

Chew on This (Process what's important)

- What makes a good quiz bowl question?
- Why is proper planning and organization needed to make an event successful?

Catch the Scent (Generalize to your life)

- What other activities have you planned?
- What examples of poorly and well-planned events have you seen?

Point the Way (Apply what you learned)

- What would you change if you conducted another quiz bowl?
- What careers with dogs require good planning and organizing skills?

Let the Games Begin!

Practice is an important part of perfecting a skill. For young people, however, it doesn't take long for practice to become boring. This activity will help you make practicing skills fun for youth as they design and lead nontraditional training methods that use games and play. Practicing a skill can be fun!

Dog Project Skill: Training through play

Life Skill: Leadership

National Education Standard: NL-ENG. K-12.12: Applying Language Skills

Success Indicator: Conducts dog training classes using games and play.

Time Involved: Normal training class time plus one hour planning

Suggested Group Size: Five or more

Materials Needed:

Varies; see individual game descriptions

Take the Bait! Provide youth with descriptions of games or encourage them to create training games on their own. They could select a game from a list and make adjustments for your group. Remind them to consider the abilities and limitations of dogs and handlers that will participate in the activity. Good activities are safe activities; keep dogs on leashes and make sure each dog has plenty of personal space.

Jump In! Ask youth to take turns selecting and leading a game that reinforces a concept the group is working on in training classes. Do not allow youth to exchange speed for precision in their enthusiasm—encourage them to be both quick and precise.

In the space below, make some notes about how things went.

Date	Training Game	Observations



Musical chairs



RallyQ station



Groom squad



Make training fun!



100-Yard Dash-hund and Other Games with Dogs

Speak! (Share what you did)

- What games did you play?
- What was easiest and hardest about leading a game?

Chew on This (Process what's important)

- What skills were being highlighted in each game?
- How did leading a game differ from just participating in a game?

Catch the Scent (Generalize to your life)

- What games might make learning other skills easier and more fun?
- What other dog-related events and activities have you led?

Point the Way (Apply what you learned)

- What training topics should be avoided with play-based training methods?
- For dogs that become too excited with play-based learning, how could handlers help them overcome their problem?



Simon says "Look Cute!"

Ten-Yard Dashes. Two pairs of handlers and dogs race to the end of a ten-yard line with the dog at the heel position; turn around and come back to the start. This could be a team relay game.

Walking Obstacle Course. Handler/dog pairs negotiate gates, chairs, tables and people with the dog heeling. The instructor calls for various speeds of walking.

Position Power. Four large hula-hoops are needed for this game. Lay one on the floor in each corner of a large training area. This is a timed event with individual handler/dog pairs moving counterclockwise through the course. The pairs start with the dog standing inside the first hoop. The timer says "Go." The owner commands the dog to sit/stay, runs to the next hoop and recalls the dog to hoop #2. The dog must then sit/stay while the owner circles the hoop, singing a silly song. The owner then runs to hoop #3, recalls the dog and instructs it to sit, stand, down and sit again; the same actions are repeated for hoop #4. The handler/dog pair then runs back to hoop #1 with the dog in heel position and commands the dog to sit. When the dog sits, the exercise is complete. If a dog breaks a sit/stay, two seconds are added to the time as a penalty. This activity can be varied to the different training levels. Those handlers who are not doing off-lead training may have the hoops within six feet of each other.

Recall Relay. Opposing teams of four handler/dog pairs per team face each other ten yards apart with dogs sitting in heel position. All handlers leave their dogs in the sit/stay position and cross the room to stand between the other team's dogs (alternating handler-dog, handler-dog). The first members of each team recalls their dogs to the front position and pats their dog on its head. This signals the second members of the team to do the same and so on to the third and fourth members. When all four dogs on one team are in position in front of their handlers, the down command is given for all the dogs on that team. The first team to have all their dogs downed wins.

Retrieve Relay. Same as the Recall Relay only the goal is for the dogs to retrieve an article and return it to the handler.

Heeling Relay. Divide the large group into teams based on experience or size. Players line up behind each other with their dogs in heel positions. The first in line runs or walks an obstacle course and returns to tag the hand of the second person. The relay continues until one team completes the course with all team members. The course can be as simple or as complex as the instructor wishes. It can be a Figure 8 weaving around chairs or markers on the floor.

Crazy Canine Olympics. This is a timed event where individual handler/dog teams complete the course as quickly as possible, following the individual instructions for each of the five to ten stations they must get through. Set up these stations around the room so there is some running room between them. Each station should require the member to demonstrate some training skill—sit/stays, downs, recalls, jumping over obstacles, etc.

To liven things up, have the handlers put their dogs on a sit/stay while they put on some oversized clothing and run around the dogs three times or have them recall their dogs after eating dry crackers. Add your own creative touches!

Simon Says. Designate a starting and finishing point. The participants line up with dogs on lead in the heel position at the starting point. A caller gives obedience commands. Some of the commands are prefaced with "Simon Says". Only those commands should be followed. If a participant performs to a command that is not prefaced with "Simon Says" they return to the starting point. The first handler and dog crossing the finish line wins. That handler becomes the caller for the next round.

Down Dog Trivia. Ask everyone to write dog-related questions on individual pieces of paper and put them in a bowl. All dogs are then given the down command and handlers move five feet away from their dogs. Handlers take turns drawing and answering questions, receiving two points for correct answers and losing one point for incorrect answers. Dog/handler pairs are disqualified if the dog breaks from the down position. The game can last for a certain length of time or until a certain score has been reached. Scoring can be done on a team or individual basis.

Begging for More

1. Contact a dog training club and ask them to give a demonstration on dog sports such as flyball, herding, agility, fieldwork or lure coursing.
2. Find and read a dog behavior or training book that helps you understand the theory behind play-based training. Share what you discovered with others.

On the Road Again

Learning by doing is a very effective and meaningful way for young people to learn. It's fun, too! One way to learn by doing is to go on a field trip or educational tour. This activity will help you and your group plan and organize an educational tour. As the helper, there are some important details that you will need to address to keep the experience safe and educational. This activity will help you with these, too. Get ready to hit the road!

Dog Project Skill: Designing educational tours

Life Skill: Planning and organizing

National Education Standard: NL-ENG.
K-12.11: Participating in Society

Success Indicator: Plans a dog project-related educational tour.

Target Audience: All project youth

Time Involved: Varies—one hour for planning to all day for tour

Suggested Group Size: 3–15+

Materials Needed: Transportation, refreshments, maps, cameras, notebooks, pens, other supplies as determined by specific tour

Take the Bait! For the planning phase, make sure youth have an inviting place to sit in a circle and offer suggestions about possible tours. A chalkboard, flipchart or other writing tool is needed to record youth's suggestions and comments.

Jump In Ask youth to brainstorm what types of tours are possible. Let them suggest as many ideas as they can. Make sure everyone offers at least one suggestion. During this phase, no one should criticize or comment on any suggestion. A recorder should write down all ideas that are suggested. After the brainstorming session is over, have the youth discuss their tour ideas and choose one. Avoid taking over the discussion or making a decision for the youth, but do make sure the chosen tour has strong educational value, is safe and involves a reasonable budget and time commitment. Serve as an advisor to the youth as they design, plan, organize and take responsibility for the tour. Make sure everyone knows what actions are needed, who is responsible and what the timeline is. In the chart provided, list the tours your group decided to take and who participated. All must do their part to ensure a successful tour!



A visit to a professional trainer would be a great tour!

Our Tour Plans

Date	Destination	Participants

Speak! *(Share what you did)*

- What tour ideas were mentioned during your brainstorming session?
- Do you like going on educational tours? Why or why not?

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

- Why are tours and field trips valuable learning opportunities?
- Why is it important to thoroughly investigate, plan and organize a tour ahead of time?

Catch the Scent *(Generalize to your life)*

- What other educational tours have you been on?
- How will what you learned help you get more out of future educational field trips?

Point the Way *(Apply what you learned)*

- Describe some things you learned on a tour and how you will use this information with your own dog.
- What type of educational tour could you host at your home?



These youth are participating in a "Name the Breed" event.

Dog Project Educational Tour Ideas

- Visiting a kennel or breeder
- Going to a large show or fair
- Observing a demonstration by K-9 officers
- Touring a large retail pet store
- Going to a laboratory that analyzes medical samples
- Watching service dogs in action
- Touring a veterinary teaching hospital or clinic
- Observing at a large spay/neuter clinic
- Taking a virtual tour on the Internet
- Touring an animal shelter
- Looking for animal products in retail grocery stores
- Touring a dog feed mill

Tour Planning Details

A great deal of preparation is required to make sure that each activity is educational and safe for participants.

- Identifying adult volunteer chaperones (at least one adult for every ten children)
- Performing background checks on chaperones well in advance of the event
- Ensuring that drivers have legal driving licenses and insurance
- Securing enough transportation for all participants
- Deciding on a budget for the event
- Providing drinks and snacks if appropriate
- Locating refueling and restroom locations in advance
- Considering and providing for sanitary measures before, during and after tours
- Educating youth about proper clothing and footwear
- Securing liability and medical insurance through up-to-date 4-H enrollments
- Deciding on a reasonable group size
- Bringing cameras to take photos to record tour
- Having youth sign behavior guideline agreement form
- Discussing insightful questions for youth to ask on tours
- Determining the educational value of tour
- Researching site location and directions
- Setting an agenda, including how long to tour
- Making sure youth who suffer from motion sickness have received medication from parents
- Collecting medical release forms from parents of all youth under 18

Begging for More

1. Videotape one or more educational tours and share the video with people who couldn't participate.
2. Write a news article about your tour and submit it to your local newspaper. Include photos.
3. Conduct a fundraising event to generate funds for a longer tour, such as a trip to a veterinary college or large dog show.

"Body Parts for 100, Alex!"

Every area of discovery has its own unique vocabulary and the world of dogs is no different. The glossaries in each of the three dog activity guides contain definitions of many terms that may be new to youth. This activity provides a fun way for youth to master new terms and another opportunity for them to develop and demonstrate their leadership skills.

Dog Project Skill: Gaining dog knowledge

Life Skill: Planning and organizing

National Education Standard: NL-ENG. K-12.12: Applying Language Skills

Success Indicator: Defines ten new dog-related terms.

Time Involved: 10–45 minutes

Suggested Group Size: 3–15

Materials Needed: Paper, pencils, dog terminology glossaries, 3" x 5" cards

Take the Bait! Have the youth use the Dog Jeopardy Planning Guide or something similar to help them plan their event. Each youth should prepare 5–10 questions for each category by writing the question on one side of a 3" x 5" index card and the answer on the back. Prepare a game board grid with the categories listed across the board and the points listed down the left side. An older youth should arrange the 3" x 5" question cards on the grid according to their appropriate category and number of points, relative to the difficulty of the question.

Jump In! Have the youth divide into two teams for competition and determine which team will go first. Just like on the television game show, the first player should ask for a question worth a certain number of points in a certain category. The moderator reads the question and if a correct answer is given, the team scores that many points. If an incorrect answer is given, no points are awarded or subtracted, but the other team may earn the points by answering correctly. End the game after a predetermined score has been achieved or amount of time has passed.

Note: for less confusion for younger members, use the traditional question-and-answer format in Dog Jeopardy, not the answer-with-a-question format of the television game show. Older members may appreciate the added challenge of following the television game show format.



For a REAL challenge, learn dog terms in Sign Language!

Dog Jeopardy Planning Guide

Activity	Deadline Completed?	Person(s) responsible
Write questions		
Prepare game board		
Identify moderator		
Identify timekeeper		
Reserve location for game		
Other:		
Other:		

Speak! *(Share what you did)*

- What did you do to prepare for the activity?
- Do you think the activity was successful? Why or why not?

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

- How does planning an event help develop leadership skills?
- How do games help you learn new information?

Catch the Scent *(Generalize to your life)*

- When have you seen the results of poor planning?
- What other events have you helped plan?

Point the Way *(Apply what you learned)*

- What would you change about this activity if you did it again?
- What are some other fun learning events you can organize and lead?



Dog books are a good resource for word games.

Let the Games Begin

Playing Dog Jeopardy requires a bank of questions and answers within dog-related categories. Youth may get ideas for questions from some of the many resources listed on page 36 of this activity guide.

Examples of categories:

Dog Events, Dog Names, Famous Dogs, Fun Things to Do with Dogs, Where Dogs Live, Dog Colors, Breeds of Dogs, Diseases of Dogs, Dog Nutrition, Dog Parasites, Careers with Dogs, Dog First Aid Kit Items, Myths About Dogs, Dog Body Parts, Dog Equipment, AKC Breed Groups, etc.

Example of a Dog Jeopardy Game Board

Points	Categories				
	Dog breeds	Dog diseases	Body parts	Dog equipment	Dog nutrition
100					
200					
300					
400					
500					

Begging for More

1. Write questions for each of the categories.
2. Sponsor a fun day of dog project games with other dog groups. Ask your local newspaper to cover your event.