

NATIONAL 4-H CURRICULUM

A 'FEAR-LESS' APPROACH

TO UNDERSTANDING DOGS,
THEIR CARE, AND TRAINING



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Agriculture and Natural Resources

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Acknowledgements

Authors

Kaitlin Kozlowski
Undergraduate, Department of Wildlife, Fish and Conservation Biology
University of California, Davis
Adult Volunteer, California 4-H Program

Melissa Bain, DVM, DACVB, DACAW, MS
Professor, Clinical Animal Behavior Service
Director Professional Student Clinical Education
School of Veterinary Medicine
University of California, Davis

Cheryl L. Meehan, Ph.D.
Staff Research Associate, Department of Population Health and Reproduction
Veterinary Medicine Extension
University of California, Davis

Martin H. Smith, MS, Ed.D.
Specialist in Cooperative Extension
Departments of Population Health and Reproduction and Human Ecology
Veterinary Medicine Extension
University of California, Davis

Contributing Writers

Hilvy Cheung, Kaitlin Leung, Robin Lampron

Project Director

Martin H. Smith, MS, Ed.D.
Specialist in Cooperative Extension
Departments of Population Health and Reproduction and Human Ecology
Veterinary Medicine Extension
University of California, Davis

Layout and Design

Maria Mariano Lazaro

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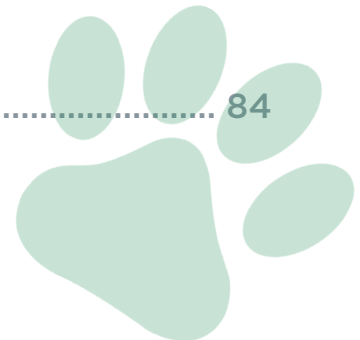
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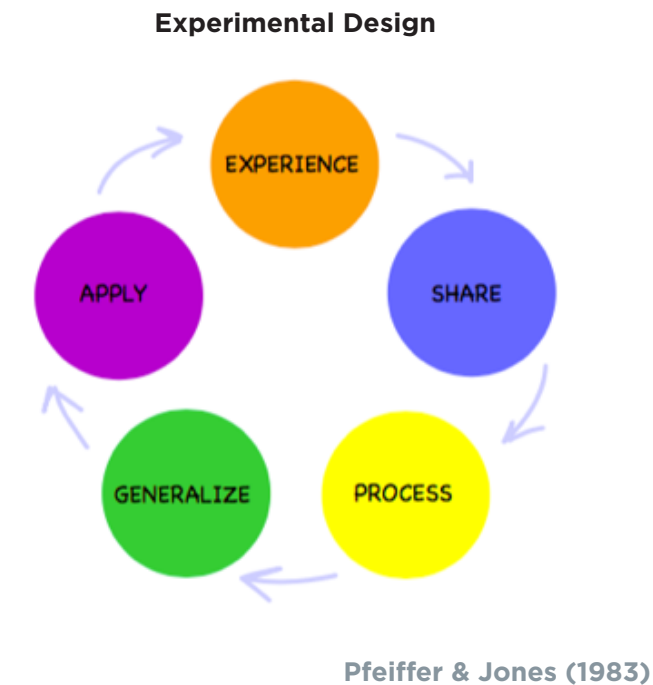


FACILITATOR TIPS

Teaching and Learning Strategies

Through the use of **experiential learning and inquiry-based** strategies, this 4-H curriculum on dog care and training maintains the 4-H approach of creating meaningful educational experiences that involve learning-by-doing. The use of experiential learning strategies places youth within the context of the subject matter, helping them to build new knowledge and skills through interactions with other learners and their environments. More specifically, all activities involve direct **experiences** with the material; **reflections** on learning through sharing, processing, and generalizing; and, finally, the **application** of new knowledge and skills in real-world settings.

Activities in *A 'Fear-less' Approach to Understanding Dogs, their Care, and Training* were developed using the Pfeiffer and Jones' (1983) 5-step experiential learning cycle. In order for the desired outcomes of this curriculum to be fully realized, each step of the cycle (Experiencing, Sharing, Processing, Generalizing, and Applying) must be considered when implementing the activities.



Inquiry-based learning opportunities are typically embedded in the experiential learning process. Inquiry provides youth opportunities involves investigations and open-ended questioning, helping youth learn to think critically by making observations and comparisons. Through the inquiry process youth are able to identify key details that can be used to support their conclusions, and eventually communicate their findings to their peers.

Organization of Learning Environment

The activities in this curriculum emphasize teamwork and communication skills, important elements of high quality 4-H experiences. To this end, each activity provides suggested groupings that help organize the learning environment and optimize the potential for learning. Thus, to achieve the desired outcomes, it is recommended that these groupings be followed as closely as possible.

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Module 1: History and Breeds

Have you ever wondered how dogs came to be such close companions to humans? Dogs were not always the furry, tail-wagging pet that we know today; they once resembled a far more exotic animal, reminiscent of their wild ancestors. The **domestication** of the dog is believed to have taken place between 11,000-16,000 years ago, because of varied interactions with humans which occurred independently around the world in places such as Asia, Europe, Africa and the Middle East. Population genetics studies identify the grey wolf, a member of the **Canidae** family, as the closest relative of domestic dogs due to the sharing of a most recent common ancestor between the two species. Both domesticated dogs and grey wolves are known as **Canids**, or canines, as they are members of the Canidae family. Other canids include foxes, red wolves, coyotes, and jackals.

Dogs come in all shapes, sizes, and colors due to humans' extensive history of **selectively breeding them for specific traits**, which led to the production of a species uniquely suited to excel in a variety of environments and situations. Accordingly, dogs are considered the most diverse species in regards to **phenotype** (due to multiple sites and purposes of domestication), which is easily seen when comparing breeds such as Chihuahuas and Great Danes. Dogs were domesticated to be hunting partners, companions, and protectors, so humans selected and bred dogs with these **traits** to produce more animals that looked and behaved similarly. This selection led not only to a species highly distinctive from all others, but a variety of animals within that species that could be easily distinguished from all others, leading to the creation of different breeds of dogs. Originally, all breeds were bred to be **sound** and healthy overall, so that they could fulfill tasks such as herding livestock and catching household pests. The **American Kennel Club (AKC)** maintains a registry for purebred dogs in the United States, with the intent to preserve each breed's unique set of characteristics by only breeding dogs that are of the same breed and most closely resemble that breed's ideal animal, as set forth in their breed's **breed standard**. A breed standard covers the specific externally observable qualities such as **structure** (their appearance), movement, and temperament that is considered ideal for each dog breed.



Module 2: Dog Care, Husbandry, and Welfare

Care and Husbandry:

Appropriate dog **husbandry** is an especially important aspect of dog ownership, one that is necessary to ensure that our canine companions have the best life and welfare possible. Learning appropriate husbandry practices teaches youth responsibility, **compassion**, and empathy for the lives of animals, and is a vital component of any dog care and training project. Husbandry, while simplified to mean the care and breeding practices of a particular species, carries within it a range of topics that need to be addressed. Knowing how to identify signs of an unhealthy animal—such as one that is **lethargic** or exhibits other types of abnormal behavior—compared to a healthy one, can help prevent a medical condition from worsening and possibly spreading to other animals.

Regular veterinary care is also extremely important. For example, procedures such as health exams and proper **vaccination** scheduling can prevent numerous contagious diseases throughout the life of the animal. Additionally, discussions with your veterinarian about a nutritionally-balanced diet appropriate for the life stage of your dog will contribute greatly to the overall health of your canine friend.

One easy way to perform a regular nose-to-tail health check on your dog is to combine grooming with observations of your dog's coat, nose, ears, and eyes. During grooming, look for the condition of your dog's coat - is it generally smooth and shiny and free from dandruff and bald or faded patches? Is there any discharge from the nose, eyes, or ears? Are the eyes bright and clear, or cloudy, bloodshot, or otherwise discolored? Identifying changes can help your veterinarian prevent, diagnose, and/or treat potential diseases or conditions.

By learning about these various topics, youth will gain a deeper understanding of the responsibilities associated with owning a pet, as well as a greater appreciation for the basic needs that must be met—such as adequate and appropriate physical and mental stimulation—to insure that their pet's quality of life is the best it can be. This will not only result in a safe and rewarding youth-dog relationship, it will also empower youth with the confidence to go out and teach others about appropriate dog care and welfare in an effort to continue educating others.



Welfare:

Animal **welfare** is a branch of animal husbandry that focuses on an animal's health and well-being under the conditions within which it lives. Animal welfare, specifically in accordance with what is termed **The Five Freedoms of Animal Welfare**, should be strived for in caring for any domesticated animal species; this is particularly important for dogs as they live in such close proximity and coexistence with humans. Educating oneself and choosing wisely when deciding to bring a new dog into the family is an aspect of welfare which must be considered from all angles. Decisions that must be considered are those such as whether to get a **mixed breed** or **purebred**, whether to adopt from an **animal shelter** or **breed rescue**, or purchase from a **responsible breeder**, and what temperament to look for in a new puppy or dog. Additionally, if the decision to breed is made, even more responsibilities and considerations must be incorporated in addition to your normal health care routine and concerns, such as the presence of already 3.9 million homeless dogs in U.S. animal shelters each year. In the end you may decide to instead **sterilize** your dog by either **spaying** them (for females) or **neutering** them (for males), which can also have added health and behavioral advantages if done correctly and at the correct age. By practicing appropriate and **humane** husbandry procedures, striving to be informed on current and developing canine matters, and showing empathy for animals and treating them with **compassion**, the welfare of our treasured canine companions can be maximized.

Sources:

Pet Statistics. (2016). Retrieved from: <http://www.asPCA.org/animal-homelessness/shelter-intake-and-surrender/pet-statistics>



Activity 1—Care and Husbandry: Canine Disease Detectives

Objective: To teach youth basic husbandry practices involved with dog ownership, especially how to identify signs of a sick versus healthy dog. This activity will help youth learn about various canine diseases and their transmission and prevention, as well as other practices such as grooming techniques and appropriate physical and mental stimulation.

Life Skills:

Communication
Contributed Group Effort
Critical Thinking
Decision Making
Disease Prevention
Empathy
Keeping Records
Learning to Learn
Personal Safety
Problem Solving
Responsible Citizenship
Self-responsibility
Service Learning
Social Skills
Teamwork

Next Generation Science Standards:

Sci. and Eng. Practices: 1, 4, 7.
Crosscutting Concepts:
1, 2, 3, 7.
Disciplinary Core Ideas: LS1.A,
LS3.A, LS3.B.

Subject Links

Communication
Critical Thinking
English Language Arts
Reading Comprehension
Science
Social Sciences
Writing

Time Required:

45 min - 70 min

Suggested Groupings:

Small groups of no more than 2-4 youth.

Materials Needed:

- 1 Flip chart paper, one page per group.
- Markers or other writing utensils.
Shared materials; 2-3 per group.
- 1 copy of each of the following handouts:
 - a full different “Dog Health Journal” (Appendix 1) per group.
 - “Dog Journal Observation Sheet” (Appendix 2) per group.
 - “Dog Diseases” summary (Appendix 3) per group.
 - “Dog Health Observation Worksheet” (Appendix 4) per youth.
 - “Animal Professional Interview Worksheet” (Appendix 5) per group.

Activity 2—Welfare: Guardians of the Dog House

Objective: To instill within youth a greater understanding and appreciation of the integral role welfare plays within the care and husbandry of a dog.

Life Skills:

Communication
Contributions to Group-Effort
Critical Thinking
Decision Making
Disease Prevention
Empathy
Learning to Learn
Responsible Citizenship
Self-responsibility
Service Learning
Social Skills
Teamwork

Next Generation Science Standards:

Science and Engineering Practices: 7

Subject Links

Communication
Critical Thinking
English Language Arts
Science
Social Sciences
Writing

Time Required:

30 min - 60 min

Suggested Groupings:

Small groups of no more than 2-4 youth.

Materials Needed:

- Flip chart paper, one page per group.
- Blank printer paper or notebook paper, 1 page per youth.
- Markers or other writing utensils. Shared materials; 2-3 per group.
- One pair of scissors for adult volunteer.
- One copy of the “Welfare Situation Cards” handout (Appendix 6).
- Signs (handwritten or typed and printed) of each of The Five Freedoms of Animal Welfare, which are:

Freedom from Hunger and Thirst

Freedom from Discomfort

Freedom from Pain, Injury, or Disease

Freedom to Express Normal Behavior

Freedom from Fear and Distress

- Five different kinds of tokens (one representing each freedom), enough for groups to receive one of each, or as needed. Examples: colored cotton balls, colored beads, colored glass pebbles, colored strips of ribbon, etc.
- A small container (i.e. a hat, cereal bowl, or lunch-sized paper bag) for the freedom prompts to be chosen from.

Concepts and Vocabulary

Compassionate: The act of showing concern and sympathy for another’s distress and being moved to help lessen their suffering.

Humane: Causing the least harm to an individual through actions which show them tenderness, compassion, and sympathy.

The Five Freedoms of Animal Welfare: A set of basic guidelines, widely adopted by veterinary and animal welfare groups, that must be followed in order to ensure that basic animal welfare requirements are met. The freedoms are:

Freedom from Hunger and Thirst

ready access to water and a diet to maintain health and vigor

Freedom from Discomfort

by providing an appropriate environment including shelter and a comfortable resting area

Freedom from Pain, Injury, or Disease

by prevention or rapid diagnosis and treatment

Freedom to Express Normal Behavior

by providing sufficient space, proper facilities and company of the animal’s own kind

Freedom from Fear and Distress

by ensuring conditions and treatment which avoid mental suffering

Welfare: The quality of life of an individual as determined by provision for their mental and physical needs.



Getting Ready

1. Make photocopies of the handout needed for this activity (Appendix 6) as listed in the *Materials Needed* section and cut up as directed. Fold each cut up card in half so that the prompt is hidden.
2. Hand write or type up and print signs for each of The Five Freedoms to distribute around the room; one to each corner, and one in the middle of the room.

*Note: signs should be set out/turned face up only **after** the opening discussion has taken place to avoid potentially influencing answers.
3. Place tokens for each freedom at each sign location.
4. Set up meeting room so youth can work in groups.
5. Place one page of flip chart paper at each group location, as well as writing utensils to be shared among members.
6. Place all of the prompt cards in the small container and make sure they are mixed up.

Opening Questions/Prompts

For each prompt, ask the youth to draw or write down their response on the piece of flip chart paper, or to share it verbally when discussion is encouraged.

- Describe some basic needs we should strive to meet for our pets, as well as your reasoning for each. In what ways do these relate to human needs?
- Discuss ways these needs are addressed in how we care for our animals, as well as what might happen if they were neglected or ignored (either willfully or accidentally).
- Work together with your group to determine five main needs/aspects that should be met in the care of all animals. Explain your reasoning for each to the rest of the project group.

Procedure

**Facilitator Tip*: Before the meeting is over, make sure youth have an understanding that the Five Freedoms of Animal Welfare should serve as a starting point for humane animal care and should be treated as such—with care extending more in-depth and beyond these categories—in order to ultimately achieve optimal animal welfare.*

1. Organize youth into 2 teams.
2. Have a youth from the front of the line come up and pick a prompt card (with their eyes closed) to then be read to them by the facilitator. Instruct the youth to then choose one of the options described, as well as which freedom they think the entire prompt best fits under.
3. Have the youth explain the reasoning for their choices.
4. Have the facilitator read the answer to the question and the correct freedom category.
5. If the youth chose correctly, have them go pick up the correct token and place it in their team's pile on their way to the end of the line. If they chose incorrectly, then they must stay where they are and wait for another turn.
6. Repeat, drawing a new question after each turn (no matter the previous result) and switching between teams and members for every question until one team has acquired a token from each station.
7. If more of a challenge is needed, the game can continue until members from all teams have individually acquired one token each, or until each member has acquired two of each token.
8. Distribute the smaller sheets of blank printer or notebook paper and have youth write down all of the Five Freedoms (to be used in their Concept Application activity).



Module 3: Communication and Behavior

Have you ever wondered what your dog was thinking? Unfortunately, since dogs do not **communicate** in the same way as humans do, you cannot outright ask them. However, you can pay attention to your dog's **behavior**, that is, the way they react to their environment and other organisms, to gain some insight into what they are experiencing. Animals communicate in a variety of ways unique to each species, which they do mainly through sight, sound, and scent. Body language and visual displays (sight) greatly impact human-animal interactions, as they are the most obvious aspects we can observe; sound, in the form of vocalizations, also plays a huge role in interactions since it is directly observable. Even though body language and vocalizations seem simple enough, the trick is to learn to identify specific canine behaviors and their meanings, so that we might interpret their intentions correctly. Despite this common theme of communication, physical variances between species and individuals leads to differences in communication methods and meanings. This can become an obstacle in our understanding of what an animal is communicating. In addition, whether or not an animal is a predator or prey species will also affect their communication; prey animals such as horses will often be more secretive and less-obvious in their communication in order to avoid the notice of a potential predator.

As you can see, behavior is a term interwoven with communication, for you cannot have one without the other. Communication behavior can be defined as either **intraspecies communication** (communication between members of the same species) or **interspecies communication** (communication across different species). Although the ultimate purpose of behavior is to ensure survival and reproduction, it is broken into various categories. In addition, although we are focusing on communication behaviors, keep in mind there are other animal behaviors that insure a species' survival. They include reproductive behaviors (finding and acquiring a mate, mating rituals, and caring for young), food seeking behaviors (foraging, hunting, and stashing of food), and also body care and sleep behaviors.

Our canine companions are often considered our best friends, even members of our families. Nevertheless, there are some key interspecies differences between them and us that must be taken into account when paying attention to their communication and behavior. For dogs, these include the presence of a tail (of varying lengths), long ears compared to humans', far superior sense of smell, relatively poor eyesight known as dichromatic vision, and a broad vocal range.

It helps to learn that dogs are extremely expressive creatures if we know how to look for their signals; they use their eyes, eyebrows, ears, mouth/teeth/lips, whiskers, hackles, body posture, and their tail to physically help send and receive messages that communicate such behaviors as being playful, calm, alert, fearfully aggressive, frightened/fearful, stressed, etc. Differences in interspecies communication and behavior can lead to **behavior misconceptions** between any species. Many examples can be seen when humans apply what they know about human behavior onto dogs. For example, direct eye contact between humans is a natural part of everyday communication, but is often seen as a challenge to dogs; exposing teeth, or "smiling," to a human conveys friendliness, but with dogs it is usually used to convey a defensive, aggressive, or submissive behavior. In addition, a wagging tail does not always mean a dog is "happy;" while leaning over, hugging and petting a dog on the head and reaching towards them may be meant by us as a friendly gesture, to a dog it can be intimidating and threatening and be seen as an invasion of their personal space. We also need to keep in mind that, while dogs share a common ancestor with wolves, dogs are not wolves. Therefore, you cannot apply wolf behavior, or that of any other wild canid, to our domesticated dogs, despite their similarities. Besides, why would you want to study dog behavior by observing wolves when you have dogs themselves to study, right in your own living room!

With this newfound understanding of animal behavior and communication, we can be more conscientious in our interactions with dogs, and therefore more "**socially appropriate**." It is important for us to accurately pick up and understand their non-vocal cues and to be able to respond accordingly, so that we can guarantee our safety and their wellbeing. The majority of injuries that happen to children and adults because of dogs are from a lack of awareness, education, and the inability to recognize the dog's previous warning signs. The main goal is to know and listen to their warning signals so the dog does not feel the need to escalate them in order to be heard, and to not force them into doing something they are showing you that they are afraid of, as well as avoiding putting them in a situation that they cannot handle. As their caretaker and guardian, you are your dog's best advocate! A big part is just knowing canine body language so you can recognize when what you are doing makes a dog uncomfortable; then when you notice, you can adjust what you are doing to ease the dog's anxiety. Just like humans, dogs have their own personality, their own likes and dislikes, fears and **phobias**, learning abilities, physical abilities and limitations, etc. By listening to what our dogs are telling us, we can use our understanding of their unique personality to be the best owner, caretaker, and companion for our dog.

Upon completion of this module, it is our hope that students will better understand how dogs communicate and how human misinterpretations can impact our interactions with dogs, and that they will be able to identify and understand what basic dog body language means so that they can react and engage safely, appropriately, and compassionately with dogs. By teaching youth how to recognize the differences in behavior between a friendly dog and a stressed dog—and to ask permission before approaching even a friendly dog—we can prevent injuries from occurring. By understanding canine behavior and the way they communicate, we can teach our youth to more appropriately engage with the dogs in their lives safely and compassionately, making it a rewarding experience for both the dogs and their owners.

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Mullinax, Lisa, CPDT-KSA. "Understanding Aggression." *4Paws University*. 2012.
<http://4pawsu.com/understandingaggression.html>

Serpell, James, ed. *The Domestic Dog: Its Evolution, Behaviour, and Interactions with People*.
Cambridge: Cambridge UP, 1995. Print.



Activity 1—Communication Charades

Objective: For youth to understand that communication can be conveyed non-verbally, namely through body language and facial expressions.

Life Skills:

Communication
Contributions to Group Effort
Cooperation
Critical Thinking
Learning to Learn
Self-responsibility
Social Skills
Teamwork

Next Generation Science Standards:

Science and Engineering
Practices: 4
Crosscutting Concepts: 1

Subject Links

Communication
Critical Thinking
English Language Arts
Social Sciences
Writing

Time Required:

30 min - 60 min

Suggested Groupings:

Six groups of 2-4 youth if possible, or three groups of 2-3 youth if fewer than 12 are in attendance.

Materials Needed:

- A small container (i.e. a hat, cereal bowl, or lunch-sized paper bag) for each group, or one for the entire project group with youth taking turns picking their behavior before passing it around the room.
- One pair of scissors for adult volunteer.
- One copy of the "Communication Charades" handout (Appendix 1), or enough so that each group will get at least one emotion to act out.
- Flip chart paper, one page per group.
- Markers or other writing utensils. Shared materials; 2-3 per group.

Activity 2—Understanding Dog Behavior

Objective: For youth to identify and understand what basic dog body language means so that they can react and engage safely, appropriately, and compassionately with dogs. By the end of the meeting, youth will also understand how dogs communicate and how human misinterpretations can impact our interactions with dogs.

Life Skills:

Communication
Contributions to Group Effort
Critical Thinking
Decision Making
Empathy
Keeping Records
Learning to Learn
Personal Safety
Problem Solving
Responsible Citizenship
Self-responsibility
Social Skills
Teamwork

Next Generation Science Standards:

Sci. & Eng. Practices: 2, 4, 7
Crosscutting Concepts: 1
Disciplinary Core Ideas: LS1.D

Subject Links

Communication
Critical Thinking
English Language Arts
Reading Comprehension
Social Sciences
Writing

Time Required:

30 min - 60 min

Suggested Groupings:

Six groups of 2-4 youth if possible, or three groups of 2-3 youth if fewer than 12 are in attendance.

Materials Needed:

- 1 copy of each of the following handouts:
 - “Dog Behaviors” handout (Appendix 2): one dog behavior image and matching description plus descriptions of the other five behaviors (images not given) per group.
 - “Dog Behavior Observations” take home activity worksheet (Appendix 3), per youth.
- One pair of scissors for adult volunteer.
- Flip chart paper. One sheet per group.
- Markers or other writing utensils. Shared materials; 2-3 per group.



Activity 3—Applying our Understanding of Dog Behavior

Objective: To have youth learn how to react to various canine behaviors in order to engage safely, appropriately, and compassionately with dogs.

Life Skills:

Communication
Contributions to Group Effort
Critical Thinking
Decision Making
Empathy
Keeping Records
Learning to Learn
Personal Safety
Problem Solving
Responsible Citizenship
Self-responsibility
Social Skills
Teamwork

Next Generation Science Standards:

Sci. and Engin. Practices: 4
Crosscutting Concepts: 1, 2

Subject Links

Communication
Critical Thinking
English Language Arts
Reading Comprehension
Social Sciences
Writing

Time Required:

30 min - 45 min

Suggested Groupings:

2-4 youth per group, number of groups dependent upon youth present.

Materials Needed:

- Flip chart paper. One sheet per group plus three sheets for leader.
- Whiteboard/chalkboard optional.
- Markers or other writing utensils. Shared materials; 2-3 per group.
- 1 copy of the following handout:
 - “Behavior Application Observations” (Appendix 4) take home activity worksheet per youth.

Concepts and Vocabulary

Behavior misconceptions: An incorrect understanding of canine or animal behavior due to misinformation or applying behavioral knowledge of one species to another. This happens when humans interpret dog behavior as if the dog were a fellow human or a wild relative of our domesticated dogs.

Interspecies communication: Exchange of information between individuals of different species.

Socially appropriate behavior: Actions, both verbal and non-verbal, that are acceptable in a cooperative relationship between members of a community or society. Socially appropriate behavior towards dogs is fostered when owners maintain observations of their dog for behavioral cues signaling comfort, anxiety, fear, etc., and adjust their own behavior as needed to enhance their dog’s comfort, security, etc.

Getting Ready

1. Make photocopies of the handout needed for this activity (Appendix 4) as listed in the *Materials Needed* section.
2. Set up meeting space so youth have room to act out behaviors.
3. Write out the canine behaviors (Alert, Fearfully Aggressive, Calm, Frightened, Playful, and Stressed) on the flip chart paper or board for Step 1 of the activity.
4. Write out the 1st set of “human” action options for Step 5 of the activity on the flip chart paper or board. Set 1 options include:
 - Make direct eye contact and keep staring at dog
 - Lean over dog
 - Invade dog’s personal bubble (try to hug or reach for them)
 - Pet dog’s head vigorously
 - Talk to dog in a loud and angry voice or yell at them
 - Make giant motions (like waving your arms)
 - Stomp and make loud noises
 - Run towards dog

Module 4: Training

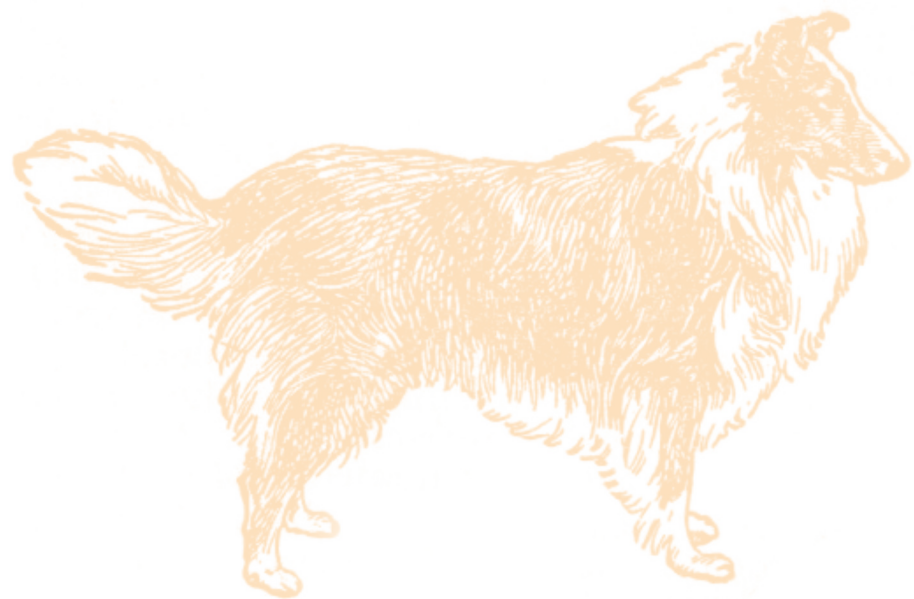
Training is one of the most important aspects of teaching youth to care for their dogs, not just because it helps keep them safe, but also because it gives the youth an opportunity to deepen their human-canine bond through positive experiences. More time spent with their dog going on adventures and having fun is less time the dog will be bored and prone to entertaining themselves in undesirable ways—such as taking themselves for a walk or rooting around in the garden. Through this module, youth should understand that in order to effectively and compassionately train their dogs using pedagogically-correct, animal-friendly methods, they must first train and educate themselves, which is an ongoing process that will continue throughout the life of their partnership with dogs.

Up-to-date learning theory sets the foundation for training both humans and canines—and indeed all animals—with the goal of enabling communication with dogs in a language they can understand. Through the aid of a **bridging stimulus** such as a **clicker**, we can mark the exact moment our dog does something we want or like—increasing the chances through positive reinforcement that the behavior will occur in the future—instead of punishing behaviors we do not want. The use of punishment is never preferred because it not only does not give the dog direction as to what we actually want them to do, but its use can lead to the dog entering a **shut down** state, a behavioral response due to stress where they disconnect from the world and go into freeze mode until the situation improves. Clicker training falls into the realm of **operant conditioning**, which involves learning through the consequences that follow a certain behavior. These consequences then either increase or decrease the behavior by adding or taking away something, such as a reward the dog wants. This type of choice-based relationship is extremely beneficial to building trust within the canine-human relationship, as well as providing a clear and logical framework for the human partner so that they will not be moved to act harshly out of anger or frustration. It gives the dog the freedom to choose a response, but the choices are structured in such a way that after both handler and dog have worked together on this the dog will often choose the “correct” response more frequently than the “incorrect” one, even in more difficult and untried situations.



Once a behavior—such as “sit”—is established along with a visual cue and/or verbal cue, the next step is **proofing** the dog to generalize the behavior to all environments and scenarios, not just where and how she originally learned it. By making sure to include this vital step in the training process, we can avoid unnecessary frustration for both dog and trainer when the dog suddenly is not able to respond the same out on a walk as he did in the house. This proofing step will come in handy when or if youth decide to compete in a fair or other competitive setting, for a fair environment is highly distracting and often quite overwhelming for our furry friends who have never been exposed to such a place before. Therefore, it is not reasonable for us to expect them to perform as they would in our living rooms or dog project meetings, without previously gradually teaching them to focus and work in new places and among similar difficulty levels of distractions.

Previously-explored modules within the Dog Care and Training Curriculum have taught youth about different breeds and their history; about dog care, husbandry, and welfare; and about communication and behavior. Together, what youth have previously learned will come together to help support them as they learn how to train their new (or old) companion in both basic obedience and showmanship, using methods that are compassionate, animal-friendly, and supported by science.



Activity—When it Clicks: Discovering the Power of Clear Communication

Objective: To teach youth basic learning theory and technical skills in order to prepare them for hands-on training with their dogs.

Life Skills:

Communication
Critical Thinking
Decision Making
Empathy
Learning to Learn
Problem Solving
Self-responsibility
Social Skills
Teamwork

Next Generation Science Standards:

Science and Engineering
Practices: 7

Subject Links

Communication
Critical Thinking
English Language Arts
Social Sciences
Writing

Time Required:

45 min - 60 min

Suggested Groupings:

Small groups of no more than
2-4 youth.

Materials Needed:

- Enough copies of “Cue Cards” (Appendix 1) for each 2-3 youth to be able to share one card.
- Flip chart paper, one page per group plus extra for the facilitator.
- Markers or other writing utensils. Shared materials; 2-3 per group.
- “Treats” such as tiny pieces of food (e.g. raisins and other healthy snacks); in situations of food allergies, small tokens (e.g. pebbles, marbles, beads, etc.) are recommended.
-Amount per youth: for food 15-20 pieces should suffice, while tokens can be “recycled” so no more than around 5-10 are needed per two youth.
- Small paper or plastic lunch bags, enough for each pair of youth to share one.
- A clicker or retractable pen, one per two youth.

Note: You can have youth simply clap or snap in place of using a clicker or retractable pen, but it is highly recommended that you at least use a clicker or retractable pen for Step 2.

- Hand sanitizer (if the meeting location does not have a sink and soap readily accessible).

Learning How to Dance: Obedience and Showmanship Training

OVERVIEW

Note:

It is essential that you teach *Module 3: Communication and Behavior* before beginning hands-on training so that youth can recognize when their dog is stressed/afraid and can adapt their lesson for the dog or redirect them to a safe situation.

In addition, while the following is the order in which each behavior is taught in this curriculum, feel free to teach them in another order as long as you have previously established the foundation behaviors, as well as any necessary pre-behaviors.

- Preparation for training
- Foundation skills
 - Foundation behaviors
 - Touch
 - Watch me
 - Release
- Obedience behaviors
 - Sit
 - Come (informal)
 - Formal recall
 - Down
 - Stay
 - Wait
 - Stand
 - Loose leash walking
 - Formal heel
- Showmanship behaviors
 - Examination by strangers
 - Free stacking

Module 5: Dogs in Society

Dogs have become an integral part of our society by not only serving as our companions, but also as our coworkers and assistants. Throughout the world, dogs can be seen working as **search and rescue dogs, police dogs, herding dogs, guard dogs, hunting dogs, sled dogs, therapy dogs,** and much more. Through their assimilation into our society, dogs have shown why they deserve the label of being our best friends.

Throughout the world, most dogs serve as **companions** for their owners where their only function is to provide company. In the United States alone, it is estimated that there are nearly 80 million dogs serving as companions, with the trends showing an increase over time. On the other hand, dogs that do not serve as companions are working dogs trained for a specific job. In this case, breeds are chosen for their physical and mental characteristics that will support their ability to do that job.

There are dogs that are trained to protect the lives of civilians. The handlers rely on a strong sense of vocal and non-vocal communication between them and their dogs, like when dogs notify their handlers of whatever they find by barking or sitting. Some dogs are trained to protect the lives of civilians, and their handlers rely on a strong sense of vocal and non-vocal communication between them and their dogs, such as when dogs notify their handlers by barking or sitting. For example, **detection dogs** are trained to use their sense of smell to discover specific chemicals, such as drugs, bombs, and food. Working with airport security, the military, and police officers, these dogs help keep citizens safe from harm. **Search and rescue dogs** help look for missing people. During natural disasters, such as earthquakes and avalanches, they play a critical role in finding people who are trapped under the debris or snow. **Police dogs** help the police track down criminals and will protect their handlers with their lives. Detection, search and rescue, and police dogs usually fall in the **Sporting group** or the **Herding group** due to their strong sense of smell, athleticism, and their ability to respond well to handler instruction. Breeds used include German Shepherds, Belgian Malinois, Beagles, and Bloodhounds.

There are also working dogs that help improve people's everyday lives. These dogs pay close attention to their owners' body language or cues and will act accordingly to aid them as much as possible. For example, **service dogs**, such as **guide dogs** or **diabetic alert dogs**, are trained specifically to help people who are disabled. They are taught different tasks like helping people who are blind navigate while walking in public, or helping individuals confined to wheelchairs open doors or pick up items. Service dogs help handlers live more independently by doing tasks for them that they otherwise could not do or would have difficulty doing by themselves. **Facility dogs** are trained to work in courts, hospitals, or at school under the guidance of a professional. Their role is to help individuals gain confidence during hardships by providing physical and emotional support and comfort through an unspoken bond. **Therapy dogs** are dogs that have undergone certification to visit hospitals, retirement homes, and schools to bring comfort and joy to people. **Emotional support dogs** are dogs that serve as therapeutic support to their owners through companionship. Service, facility, therapy, and emotional support dogs used usually fall under the Sporting group because they can be easily trained and are eager to work with their handlers, such as Golden Retrievers and Labrador Retrievers.

With people caring more and more about the welfare of dogs and other animals, it can only be assumed that the importance of dogs in our lives will continue to grow. With a rich history going back 14,000 years, dogs will definitely continue to assimilate deeper and deeper into our society.

Additional Information:

Controversy exists over what rights assistance dogs have: service dogs is the only group that is given complete access to public areas and all housing areas (even housing that has a strict no animal policy). Facility dogs and therapy dogs are only given access to wherever they work. Emotional support dogs are given access to all housing areas with a doctor's note. The concern is that many people claim their working dogs, such as emotional support dogs and therapy dogs, are service dogs and bring them along everywhere they go, including to restaurants and other public areas. However, these dogs are not trained to specifically assist someone and when they misbehave in public, it casts a dark shadow amongst all service dogs. As a result, for people who actually need service dogs with them in order to live more independently in society, their dogs are not accepted well due to the poor perception of service dogs.

For additional information about what constitutes as a service dog, visit the United States Department of Justice Civil Rights Division at www.ADA.gov.

Activity 1—Types of Working Dogs

Objective: To identify and describe the different types of jobs dogs may have in our society, as well as the types of breeds involved.

Life Skills:

Communication
Contribution to Group Effort
Critical Thinking
Problem Solving
Social Skills
Teamwork

Next Generation

Science Standards:

Crosscutting Concepts: 1.
Science and Engineering
Practices: Practice 1.

Subject Links

Communication
Critical Thinking
English Language Arts
Reading Comprehension
Science
Social Sciences
Writing

Time Required:

45 min - 60 min

Suggested Groupings:

Small groups of no more than
3-4 youth per group.

Materials Needed:

- 1 copy of each of the following handouts per group:
 - “Part 1: What Do I Do?” (Appendix 1)—alternating between Version A and Version B—plus a copy of the key for the facilitator.
 - “Part 2: What Role Do I Play?” (Appendix 2)—alternating between Version A and Version B—plus a copy of the key for the facilitator.
 - Breed Groups” (Appendix 3).
- Flip chart paper, one page per group.
- Markers or other writing utensils. Shared materials; 2-3 per group.

Concepts and Vocabulary

Acting Dogs: These dogs have been trained to following their trainer’s cues and perform in entertainment industry, appearing in movies, TV shows, and commercials.

Companion: Dogs whose function is to accompany their owners as a pet. They can be of any breed that best suits the owner’s lifestyle and personality.

Detection dogs: Dogs that are trained to sniff out specific chemical smells to find explosives, drugs, or illegal food. Breeds trained for this job are usually from the sporting group such as Golden Retrievers and Labrador Retrievers. Other popular breeds are from the hound group such as Basset Hounds and Beagles.

Emotional Support dogs: Dogs that serve as therapeutic support to their owners as companions. Breeds used depend on the owner’s lifestyle and personality.

Facility dogs: Trained dogs that serve to improve the client’s mental health by allowing the client to gain confidence during hardships. They work in courts, hospitals, or at school under the guidance of a professional. They are often Golden Retrievers and Labrador Retrievers from the sporting group.

Guard dogs: Dogs that protect homes or buildings and their owners from intruders or harm. Breeds used most often are from the working group and include Rottweilers, Mastiffs, Doberman Pinschers, Tibetan Mastiffs, and Akitas.

Hunting dogs: Dogs that have been trained to find and retrieve animals that have been hunted for food or sport. They mostly consist of breeds from the sporting group such as Golden Retrievers, Labrador Retrievers, Springer Spaniels, and German Shorthair Pointers.

Police dogs: Dogs trained to assist a police handler track down and capture criminals while also serving to protect their handlers. Popular breeds used are the German Shepherd and Belgian Malinois, both from the herding group.

Search and Rescue dogs: Dogs that have been trained to locate trapped or missing people during natural disasters or collapsed buildings. Dogs used usually fall under the herding group, sporting group, or hound group. Examples include German Shepherds, Labrador Retrievers, or Bloodhounds, respectively.

Service dogs: Assistance dogs that are specifically trained to help people with disabilities such as people who are blind, deaf, or have diabetes. These dogs learn skills that their handlers would have difficulty doing depending on the disability. The two most common breeds used are Golden Retrievers and Labrador Retrievers from the sporting group.

Activity 2—Working Dogs in Action

Objective: To understand how working dogs communicate with their handlers and how their roles benefit our society.

Life Skills:

Teamwork
Communication
Leadership
Critical Thinking
Decision Making
Concern for Others

Next Generation Science Standards:

Crosscutting Concepts: 1.
Science and Engineering Practices: Practice 1.

Subject Links

Communication
Critical Thinking
English Language Arts
Reading Comprehension
Science
Social Sciences
Writing

Time Required:

45 min - 60 min

Suggested Groupings:

Pairs

Materials Needed:

- 1 copy of each of the following handouts:
 - “Part 1: Search and Rescue Dogs” (Appendix 4).
 - “Part 2: Service Dogs” (Appendix 5).
 - “Additional Information About Working Dogs” (Appendix 6), per youth.
- One pair of scissors for adult volunteer.
- Retractable ballpoint pens.
- 12 Re-sealable plastic bags.
- 12 Cotton balls.
- 6 Scented oils or perfume (e.g., peppermint, lavender, lemon).
- Flip chart paper, one page per group.
- Markers or other writing utensils. Shared materials; 2-3 per group.

Concepts and Vocabulary

Diabetic alert dogs: Dogs that are trained to detect an abnormal increase or decrease in blood sugar levels by scent and then notify their handlers. Some may also remind their owners to take their medication or will retrieve sugary food or drinks to increase blood sugar levels. Popular breeds used include Golden Retrievers and Labrador Retrievers.

Guide dogs: Dogs that assist the blind by helping them navigate everywhere and performing different tasks that they may not be able to accomplish alone. The two most common breeds used are Golden Retrievers and Labrador Retrievers from the sporting group

Seizure dogs: Dogs that have been trained to help people who have seizures. They may respond by either barking for help or triggering alarm systems. They may also be trained to lie next to their handlers to prevent them from injuring themselves. Popular breeds include Labrador Retrievers and Golden Retrievers.



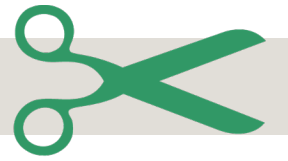
At this point, make sure the terms **Diabetic alert dogs**, **Guide dogs**, and **Seizure dogs** have been discovered by the youth or introduced.

Note: The goal is to have the youth develop an understanding of these concepts through their own exploration and to define the terms using their own words.

Concept Application

At the end of the meeting, have youth work together in groups of 3-4 and ask them to make up 5-7 questions that they would be interested in asking a handler about working dogs. As a take home activity, have each group contact someone with a working dog or a working dog agency and interview them with the questions. They may also add new questions regarding information they are interested in. Have youth bring the questions and the answers they received to the next meeting to share.

Note: If the youth do not know anyone with a working dog or a working dog agency, they may contact their local police department, SPCA, or refer to the "Additional Information" handout (Appendix 6) for more possible options.



Search and Rescue Dog

Scenario 1

A group of hikers were climbing up a mountain when an avalanche occurred. They have been missing for a few hours and it is beginning to get dark.

Task: Find the missing hikers in the mountains before they get frostbite.

Search and Rescue Dog

Scenario 3

A group of people were cross country skiing through a forest when suddenly a blizzard occurred where three feet of snow fell. The skiers haven't returned and may have been stuck in the snow.

Task: Find the missing skiers before they get frostbite.

Search and Rescue Dog

Scenario 5

A hurricane hit and flooded an entire neighborhood. Homes and stores have been destroyed by the water. A lot of people are still trapped in the buildings.

Task: Find all the missing people that are still trapped.

Search and Rescue Dog

Scenario 2

A giant earthquake occurred causing many buildings to collapse. Some people have been trapped under the debris.

Task: Try to find the missing people that have been buried by the debris.

Search and Rescue Dog

Scenario 4

A giant tornado hit a town and destroyed a lot of the buildings. A lot of people have been trapped under the debris.

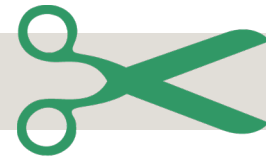
Task: Find the missing people that have been buried underneath the buildings

Search and Rescue Dog

Scenario 6

For a week it had rained nonstop, flooding the whole area. A group of teenagers playing outside got swept away to a nearby forest and have not returned.

Task: Find the missing teenagers in the forest before the water rises up too high.



Service Dog

Scenario 1

Your handler is getting ready to go to the supermarket to buy some groceries. He just woke up and is still in his pajamas. He is diabetic and sometimes wakes up with his blood sugar level too low. You smell that something is wrong.

What are some things that you could do to prevent his blood sugar levels from dropping too low?

Service Dog

Scenario 3

Your handler is at home cooking an extravagant meal for when his friends come to visit later. He has a son who is autistic and sometimes runs around the house screaming for no apparent reason. He likes to climb on the furniture and jump around. His father is worried that while he is busy cooking, his son might accidentally hurt himself.

What are some things that you could do to protect his son from accidentally hurting himself?

Service Dog

Scenario 5

Your handler is having dinner with his friends. He went to the kitchen to grab some more napkins when you suddenly sense that he is about to have a seizure. During the seizure, he loses consciousness and falls to floor and begins to shake violently. He shakes so much that he begins to hit the drawers in the kitchen.

What are some things that you could do in this situation to help him?

Service Dog

Scenario 2

Your handler is out in the supermarket buying some groceries for a dinner party tonight. She is hoping to cook a big turkey dinner for Thanksgiving. However, she is blind and cannot navigate through the store by herself.

What are some things you could do to help her buy that turkey?

Service Dog

Scenario 4

Your handler has cooked a magnificent meal and his guests are starting to arrive one by one. She is still in the dining room setting up the table for dinner. However, she is deaf and cannot hear doorbells or when people call her name.

What are some things you could do to help her when she can't hear?

Service Dog







Scenario 6

Your handler has just finished hosting a giant dinner and is now getting ready to go to bed. However, it is difficult for her because she is wheelchair-bound due to being paralyzed from the waist down.

What are some things that you could do to help her stand up?

Additional Information

Interested in learning more about working dogs in our society? If so, please visit the following organizations for more information:

<p>Search and Rescue Dogs</p>  <p>Search and Rescue Dogs of the United States</p> <p>http://www.sardogsus.org</p>	<p>Guide Dogs</p>  <p>Guide Dogs for The Blind</p> <p>http://welcome.guidedogs.com</p>
<p>Hearing Dogs</p>  <p>International Hearing Dog</p> <p>https://www.hearingdog.org/</p>	<p>Seizure Alert Dogs</p>  <p>Epilepsy Foundation</p> <p>http://www.epilepsy.com/get-help/staying-safe/seizure-dogs</p>
<p>Diabetic Alert Dogs</p>  <p>Diabetic Alert Dogs of America</p> <p>http://www.diabeticalertdogsofamerica.com/</p>	<p>Police Dogs</p>  <p>National Police Dog Foundation</p> <p>http://www.nationalpolicedogfoundation.org/</p>
<p>Service Dogs</p>  <p>Canine Companions For Independence</p> <p>http://www.cci.org/</p>	<p>Therapy Dogs</p>  <p>American Kennel Club</p> <p>http://www.akc.org/events/title-recognition-program/therapy/about/</p>

I PLEDGE:

my head to clearer
thinking, my heart to greater
loyalty, my hands to larger
service, and my health to better
living for my club, my community,
my country, and my world

