

The 4-H Dog Project

4-H Leader Resource Manual



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WELCOME Leaders TO THE DOG PROJECT

The purpose of this Leader's Guide is to help the leader in teaching the material in the 4-H Dog Project. It is essential that the leaders study and understand the information to be presented before attempting to teach it to members. You can use any other material about dogs with this project.

The suggestions contained in this guide should be used only as guidelines in teaching the material. The project leader should feel free to make any adjustments that will make the presentation clearer or more interesting.

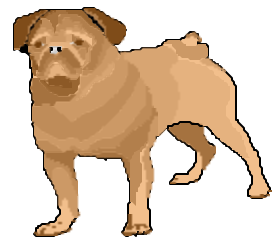
CHALLENGE TO THE LEADER

To be a successful dog project leader, one must have an interest in both youth and dogs. There are few opportunities more gratifying than seeing 4-H youth grow and develop in character and knowledge. You, the leader, are the key person in the dog project. The success of the project will depend to a great degree on your interest and initiative. Your role will be to assist the 4-H members carry out a program based on their interest, opportunities, needs and abilities.

It is important for members to take a full part in the 4-H program for their own benefit and for the good of the club. It is also valuable to have your group come together as frequently as possible. The more the group works together, the greater the club spirit and ultimately the greater the rewards to members, leaders and volunteers.

General Objectives of this project:

- < To provide an opportunity for young people to develop mentally, emotionally and socially through association with others;
- < To develop in young people responsibility, initiative, cooperation, and other characteristics which promote better citizenship;
- < To provide an opportunity for young people and adults to associate with one another in a meaningful way;
- < To foster and promote the ability to express one's thoughts and feelings;
- < To develop in young people qualities of leadership, initiative, self-reliance, and sportsmanship;
- < To gain a deeper appreciation and increased knowledge of the dog, from basic husbandry to obedience and skill training;
- < To promote a greater love of animals and a humane attitude towards them.



HOW THIS RESOURCE GUIDE IS LAID OUT

This resource guide has several units containing the following:

- ! **Section Material** - this section contains **specific** information about the topic and activities related to items of specific interest to 4-H participants. In the Dog Project

Introduction

Welcome to the Dog Project

Section 1: Planning for your Dog

Section 2: Your Dog's Health

Section 3: Judging a Dog Class

Section 4: Dog Handling and Showmanship

Section 5: Project Requirements - Unit Work

Section 6: Building Skills

Resources

- ! **Activity Ideas** - each section will contain several activity ideas. These activities can be carried out at your 4-H project meetings. They are specifically designed to be fast, simple activities that require very little preparation.

Additional information at the back of this manual include a glossary of terms and a list of resources. Project record sheets and the Dog 4-H Project Newsletter are extra supplements to this resource guide.

AUDIO VISUAL RESOURCES AVAILABLE

Audio visual resources are available through the Provincial 4-H office in Truro on a two-week loan period. To book slides or videos, call (902) 893-6585 and give the title and number of each requested. Please contact your general leader for a more detailed listing of what slides and videos are available. Please give the dates needed and return them by the date specified.



The 4-H Dog Project

Dear 4-H Dog Leader:

Welcome to an exciting and enjoyable 4-H project. If this is your first year you must be eager to learn as much about the dog project as you can.

Welcome to 4-H!

4-H is an organization for rural youth ages 9-21 that is active in countries all over the world! The primary goal is the development of members as individuals and responsible members of society through an appreciation of the agricultural industry and by having fun.

Through the motto Learn To Do By Doing, the 4-H program in Canada aims to help young people:

- ! Increase their knowledge and develop skills in subject matter areas which are of interest and value to the individual;
- ! Acquire a positive attitude towards learning;
- ! Build self-confidence;
- ! Develop a sense of responsibility;
- ! Develop the ability to make wise decisions;
- ! Learn how to work effectively in groups;
- ! Acquire leadership and communication skills;
- ! Enlarge their horizons by participating in new experiences.

The name 4-H is derived from the first letter of the four words Head, Heart, Hands and Health; the significance of which is expressed in the

4-H Pledge.

I Pledge

My Head to clearer thinking

My Heart to greater loyalty

My Hands to larger service

My Health to better living

For my club, my community and my country.

What do you need to know to be a 4-H Dog Project Leader?

This resource guide has been designed to give you all the information you need to know. Your participation as a leader will be very rewarding!

This manual has been adapted, with permission, from the 4-H Dog Project - Leader's and Member's manuals, Province of British Columbia, Ministry of Agriculture, Fisheries and Food.

4-H IN NOVA SCOTIA

Nova Scotia 4-H has been operating in Nova Scotia since 1922 when the first club was organized in Heatherton, Antigonish County. The provincial and county councils provide the means for direct youth and leader involvement in programming and decision-making. The Nova Scotia Department of Agriculture and Marketing is the sponsor of 4-H.

Nova Scotia has six regions, each managing its own 4-H program through the cooperative efforts of 4-H Specialists, the regional staff of the Nova Scotia Department of Agriculture and Marketing, the county leaders councils and the provincial 4-H office. They help clubs organize, function, learn and develop.

The county council is composed of leaders, junior leaders, and senior members within a county. This body plans and organizes the yearly activities of the area.

The Nova Scotia Department of Agriculture and Marketing in Truro is the administering body of the provincial program and assists each county with resource support.

**The role of a 4-H Project Leader is:
to help 4-H members understand the
topic through activities and
projects.....**

**Have fun while you and your club members are
learning together!**

ACHIEVEMENT DAY

Achievement Day is one highlight of the 4-H club year. Achievement Day allows members to display to the public, the projects they have worked on all year and have them evaluated in a non-competitive manner. They are evaluated on the quality of project work with consideration being given to the member's age and the number of years in 4-H. Each club or county plans, prepares for and holds its own Achievement Day.

Members who participate in public speaking and/or demonstrations will receive recognition for this on their Achievement Day Certificate.

Clubs usually make this event into a community day for the families and friends of the club members. This brings the community closer to 4-H and gives members an opportunity to show their accomplishments.

Any member who receives a project completion at their Achievement Day is then eligible to enter their project into their local exhibition or county show. Winners from the exhibition go on to compete at the Nova Scotia 4-H Show.

Project completion at Achievement Day requires a satisfactory completion of a number of requirements.

Please refer to the Dog Project Newsletter of the current 4-H year for detailed information on project requirements, record sheet, judging, club contribution etc.

There are many topics to cover in the 4-H Dog Project. 4-H members of all ages will find something to interest them. As a leader, seeing what the members already know will be important. Briefly review the material they know and then move onto new and interesting topics.

BECOMING A DOG LEADER

We are pleased to have you as an dog leader! On the surface, leadership would seem to be just planning and organizing. But it's really a chance for you to use your knowledge and interest in working with youth to help them develop individually and achieve their goals. This is a challenging and rewarding experience! The time you spend with youth from your community will be very valuable for everyone involved.



YOUR ROLE AS A VOLUNTEER LEADER

As a volunteer leader you will:

- ! Plan project meetings and events;
- ! Provide guidance in completion of projects;
- ! Provide a fun atmosphere for meetings and activities;
- ! Encourage members to adopt a positive attitude;
- ! Challenge the members to do their best;
- ! Help members set and reach goals;
- ! Enjoy involvement in 4-H!

Most people would agree that the core of 4-H club work is the project. Through the project, club leaders work with members to help them achieve the objectives of club work. Upon successful completion of a project members will gain:

- ! A feeling of accomplishment;
- ! Recognition for their work;
- ! Self-confidence.

ADVANTAGES OF BEING INVOLVED IN THE DOG PROJECT

- ! You will have the opportunity to help the community by creating good canine citizens;
- ! You will help create an awareness for responsible dog ownership;
- ! You will help young people further develop an appreciation for their canine friends;
- ! You will learn more about dogs and how animals help youth develop into caring adults.

This Dog Resource Guide has been designed to help and guide you in teaching the materials associated with the Dog Project. Feel free to contact your local 4-H Specialist at any time for additional assistance.

TEACHING THE PROJECT

Most of us would agree that the core of 4-H club work is the project. Traditionally, club work has been organized so that every member takes a specific project. Through the project, club leaders work with members to help them achieve the objectives of 4-H. A member who successfully completes a project will receive:

- C A feeling of accomplishment;
- C A challenge to his or her abilities;
- C Attention from others, mainly through displaying a project at Achievement Day;
- C Pride of ownership;
- C A sense of responsibility.

The job of the project leader is important. Effective project leadership really begins with the wise selection of projects. Project leaders should help members choose their projects carefully to suit their interests and abilities.

PRINCIPLES OF LEARNING

Project leaders are really teachers. Leaders are therefore concerned with what and how the members **learn**. These principles may be useful to keep in mind.

- C Principle of Activity** - learning is increased when the members **actively** participate (through helping to plan, being a part of the program and through practice sessions).
- C Principle of Transfer** - things learned in one situation tend to carry over to similar situations. Members may have learned things from another project, in school or in another activity that will help them in the project you are teaching. Find this out and build on it.
- C Principle of Satisfaction** - satisfying results strengthen learning; unsatisfying results weaken what was learned. If a member is to be satisfied with their project they need to be helped to select one for which they have the ability and in which they show a real interest. Members also need to be taught well and to be encouraged to complete their project. If these needs are not met, they will not be satisfied with the project and will not have learned as much.
- C Principle of Attitude** - a bad attitude toward the project or club work retards learning; a favorable attitude increases learning. A project leader needs to understand the members as individuals to help them develop a favorable attitude.
- C Principle of Rewards** - rewards strengthen and maintain any learning that leads to them. Rewards need not be tangible, such as a prize, a trophy or a ribbon given at the Achievement Day. In fact, most members will need rewards often during the club year rather than only at the end. Rewards can be intangible such as a word of praise from the leader, or recognition from the group during the year.

- C Principle of Frequency** - more frequent presentation increases learning. Project leaders follow this principle by repeating important parts of the project, by reviewing, by using oral and written questions.
- C Principle of Practice** - the old adage "practice makes perfect" is very true in 4-H project work.
- C Principle of Timing** - learning is increased by introducing a fact or skill just before it can be used in a practical way. For example, the members should be taught how to feed their chicks at the start of the project, not at the end, so that they can use the information right away.

IMPORTANT STEPS IN TEACHING

PLANNING YOUR CLUB YEAR

Probably one of the first things you want to do with your club is outline a general plan for the year. To assist you with this process, you can refer to **A Leaders Guide to the 4-H Year**. This is available from the 4-H Specialist.



General planning should be done at one of your first club meetings. In consultation with parents, members should discuss what they would like to learn and do. You should attempt to have all the parents participate in the meeting as this will help you involve the parents from the start and make them an integral part of the club.

Project planning should be done near the beginning of the club year by every project leader. You will decide how many meetings your project group will hold and what topics are to be studied. In planning, decide what will be taught, how and by whom at each meeting. You may want your members to help, particularly older member and each member in your project group should have a copy of the plan.

CONSIDER YOUR MEMBERS

Before starting to teach it is wise to look at the number of members, their ages and their experience. The size of a project group should not be too great. This will depend on the project, but generally not trying to teach more than eight is best. If there are more than this in one project the club could consider finding more project leaders or assistants.

As far as possible, the members in one group should be about the same age and/or experience level. For example, teaching a certain topic to a group that contains both 16 year old members with several years experience and 10 and 11 year old members with no experience may be difficult for one leader. In a situation like this, the group should be divided into at least two sections, or the leader could draw on the experience of the 16 year old members in the group.

THE MEETING PLACE

Wherever the club meets, inside or out, at home or in a school, the meeting place should be comfortable. Members cannot concentrate:

- C If they are too hot or too cold;
- C If there are distracting noises;
- C If there are other happenings of interest nearby (such as other project groups);
- C If they have to sit or stand for too long at once;
- C If they are hungry.

GAIN THE INTEREST OF THE MEMBERS

If leaders are to obtain and keep the members' interest they must become aware of the importance and interest of the topics they are to learn. This is easier with some parts of the project than others since some phases can be related to the members' needs or interests. For example, members may be more interested in working with their chickens but it may be a challenge for the project leader to try to show members the importance of keeping records.

START WHERE THE MEMBERS ARE

At the start of the year find out what it is about the project that interests them, how much they already know and if they have any questions. This will help you know where to start teaching and help avoid teaching above the members' heads or at too elementary a level, both of which can destroy interest. As you teach, make sure the topic being discussed, the words, charts and other teaching tools being used can be understood by all members.

HAVE EVERY MEMBER ACTIVE

Involve as many members as possible through planning, arranging for the meetings and at the meeting itself. Wherever possible, a practice session should follow project instruction, giving every member a chance to become involved. **Experience is the best teacher** and members retain more information if they learn through practical experience. It has been shown that we remember:

- C 30 per cent of what we hear;
- C 80 per cent of what we see and hear;
- C 90 per cent of what we actively participate in.

MAKING TEACHING PRACTICAL

The methods and equipment you use in teaching should be practical in the sense that they may be used by or are available to the members. Wherever possible, use real items in a demonstration rather than pictures. For example, in teaching how to show the chicken, you will want to teach by actual demonstration rather than just talking or only using posters.

USE A VARIETY OF TEACHING METHODS

When doing your planning for the year, consider different ways at presenting the material and choose the method that will be the most suitable. Each method will have advantages in particular situations and a change in teaching methods helps to maintain interest. Your knowledge of members' characteristics at various ages will be a help here. For example, younger members need more frequent changes and more activity to keep their interest. Members in their early and mid-teens like to work in groups, which means you can use panels, role-playing and other group techniques.

Basics of a Good Lesson

A good lesson should include:

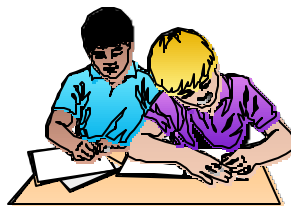
- Hearing (explanation) - 5 minutes
- Seeing (demonstration) - 10 minutes
- Feeling (practice) - 15 minutes

Especially in clubs with young members, holding their attention during teaching sessions is often a problem. This can be solved to a large extent by using a variety of instruction methods.

Methods of Instruction

There are several methods of instruction that can be used when presenting new material to 4-H members. Some of these include the following:

- **Demonstration** - should be part of every lesson. Remember “the eye is the window to the brain”;
- **Lecture** - should be kept short. A general suggestion is to keep it under 30 minutes, followed by questions and discussion to be sure the information is understood;
- **Reading** - have members read reference materials ahead of time;
- **Quizzes** - can be useful, but remember to use them as indicators of the amount learned rather than for competition between members;
- **Prepared talks** - have the members prepared talks on various subjects from the manual. Several members may work together on a presentation. As an alternative, members may choose to read reference books on topics of interest and prepare talks to be given at club meetings. These talks should be time-limited and kept fairly short.



PRINCIPLE OF OBJECTIVES

The members should understand and accept the goals of the project.

PRINCIPLE OF PROGRESS

Learning goes best when the learner can see he or she is making progress. Younger members especially may need shorter-term goals so they can see from meeting to meeting how they are progressing, rather than waiting until the Achievement Day. **In all projects, dates should be set for completing parts of the record book.**

PRINCIPLE OF MOTIVATION

No one learns if he/she is not motivated to learn.

Types of motivation for members :

- < **Competition** - competition may act as a motivation to learn for those who feel they have a chance to win the competition, but do not let it get out of hand so that the individual's personal development may suffer.
- < **Cooperation and opportunity** for planning the meeting are motives that affect learning.
- < **Praise and criticism:**
 - ⊆ A good incentive is praise for work well done;
 - ⊆ Too much or undeserved praise has a bad effect;
 - ⊆ Praise is better than criticism and constructive criticism is better than completely ignoring a learner's efforts;
 - ⊆ Sarcasm and ridicule affect self-esteem.
- < To **like and respect** the teacher helps the learning process.



PLACES WHERE THE PROJECT IS TAUGHT

As a project leader you may be involved in teaching the project at various places and at various activities. However, most of your teaching will be done at a project meeting.

PROJECT MEETINGS

The project meeting may follow a general meeting or it may be a specific project meeting for the members in your project group. Following are suggestions to organize the project meeting:

- C Project Reports by Members** - this might be the first item in the meeting. It provides an opportunity for members to report on their project work since the last meeting, to bring up any problems or questions and for the leader to determine their progress, answer questions and make suggestions.
- C Introduction to the Next Topic** - Outline the new topic and the reason for its importance. This is the place to gain the members' interest so that they will be attentive for the next part.
- C Group Instruction** - this is where the actual teaching of the new topic takes place using the best method. This will be done by the project leader, the members or by a special resource person.
- C Group Activity** - this is a practice period in which the members do something. If possible, they should practice what has been taught. If not, they may work on record books or practice demonstrations.
- C Individual Help** - while the group activity is going on, the leader may help those who need it.
- C Preparing for the Next Meeting** - here the leader may give instruction on homework to be done, items to bring to the next meeting and so on.

