

Work plan Obedience instructor

for the concept of

General Obedience Obedience for competition

The work plan is made by
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Contents and goal for Leadereducation Obedience Instructor

Pedagogics (3 - 5 hours)

- * Education for a group
- * To use the workplan
- * The learning
- * The leader's roll

Knowledge and ability to lead a course according to the model "group directed" education after the book General Obedience with Workplan basic course and how to work in a group together with obedience for competition (Class 0).

through

- the course is effected so the active learning is encouraged
- all people involved are acting pedagogically correct
- the course is adapted to the experience of the course participants and their prerequisites
- the course participants are contributing with their experience and feel responsible for their own education
- everybody feel the responsibility for a good cooperation
- learning to work with complete course material = book+work plan+video

Ethology (20 - 30 hours + own studies)

- * The development periods
- * Create relationship and communication
- * Training of general obedience
- * Nose work - activation
- * Senses and social behaviours
- * Learning - mental picture
- * Learning of words for competition
- * Learning of exercises for competition

Knowledge about the dog's social behaviour, how a good relationship between dog and owner is created, learning of words via positive strengthening, dominance and training of general obedience, nose activation and obedience for competition lower classes.

through

- reading the course literature and reference literature and look at the videos
- discussing, change experiences and work together in groups
- do exercises with own and other's dogs
- train the own dog
- learn from lecturers and course leaders

in order to - with your own dog

- * be able to show how you reward - socially, verbally, by hunting game, by tug-of-war game (four leaf clover)
- * be able to show that the dog is obeying directly when heard "come" (recall)
- * to be able to show the exercises in the work plan for basic course

in order to - together with course participants and their dogs

* be able to lead a course for general obedience after the Work Plan in the book.

* be able to lead a course for lower classes of obedience for competition after booklet Class 0 and tell about the highest class IOC.

Other (3 - 6 hours + own studies)

Responsibility - Laws, (Organization for dog owners in the country)

*** Dog mentality assessment/Evaluation**

*** Health and care * Rules and regulation for obedience for competition**

Know the organization, know ruling laws and regulations about dog owning and competition, knowledge about the care of the dog and about its mental quality

through

- reading the course literature and reference literature and look at videofilms
- discuss and exchange experiences - work in groups

Course material to all course participants

*** Work Plan Leader Education (*free from Inki*)**

- **Book** General Obedience incl. *workplan* **Basic course**

- **Booklet Class 0** Polish rules

- **Booklet Obedience Trening posluszenstwa** (*Galaktyka*)

*** Booklet MWC (*free from Inki*)**

- **Booklet The Tracking Dog**

- **Booklet Searching Objects**

- **Booklet Calming signals** (*Turid Rugaas*)

Reference literature/videos for the group

to look at - at home or together

- **DVD** General Obedience
- **DVD** International Obedience Class
- **DVD** Dog Mentality Assessment 1
- **DVD** Dog Mentality Assessment 2
- Literature about laws and regulations about owning a dog
- Literature about breeds and health care

Work Plan for Leader education Obedience Instructor

Participants

According to rules for a dog club. It is recommended to be persons with good **social competence**. Good contact and **good ability with the own dog** is necessary to be able to show for the prospective participants of the basic course and the Class 0 exercises. Interested in dog training in a **positive** way. Interested in being a course leader.

The participants are **approved** when they start the course. Therefore they have to be chosen carefully.

The course leader has the right to **exclude** or tell the participant to study more before the examination.

Course Leader

According to the decision of the arranging club/organization. It is important that the course leader is familiar with the learning pedagogy "mental objective-oriented training" MOOT. This person has of course good experience from dog training in general and also for obedience for competition.

Teacher

Special teacher to certain parts of the education may be needed.

Group leader

If this course has many participants it could be useful with some group leaders (for 4-5 participants) for the training at home. The group leader keeps in contact with the Course Leader and tells how the group work at home.

The group leader can be one of the participants of the course. He or she is responsible for the arrangements - places to meet, food, coffee ... The role of a group leader may alternate between the participants of the group.

If many clubs have the education together it is the best to have one group leader from every club. They work "at home" on the clubs with lessons and the work is told to the Course Leader by mail or phone.

Lecturers

Resources and goal for the Leader education tell how much can be paid for external lecturers. Maybe there are official lectures somewhere which can be put into this Leader Education.

Planning of this course

The course leader can of course present times and places - everything is served ... but it could be wise to gather all the prospective course participants to an introduction evening when the course is presented and then times and places for the lessons can be decided together. The participants learn to know each other before the education starts and the course literature can be presented and ordered in good time before the first course event.

Work Plan for Leader Education

This work plan is planned for short meetings of 2 - 3 hours (an evening). The meetings can be put together to 2 x 3 hours (short day) or perhaps 3 x 3 hours if you decide to work from early morning to 16.00 hours some day - of course with pauses for coffee and lunch.

The work plan must not be followed chronologically but the contents can be put together according to the needs, interest or other conditions of the groups.

The participants have to prepare themselves at home by reading the course literature according to what is said in this work plan.

Preparation

If this course is arranged on week-ends, the participants have to be prepared by reading the literature and hopefully also look at the DVDs in advance. The DVDs are used in the courses so the clubs have to buy them for their course library.

Examination

The examination is a check of knowledge and ability arranged as a summing up of the course - a repetition/conclusion. It is a good idea to have somebody from outside who has not joined the course, to be a listener and ask questions to the participants and give some good advice for future courses.

Course certificate

Can be ordered at SRI Publication AB (Inki Sjösten). Who is given the certificates is decided by the arranger. Normally the rule is 80 % presence + knowledge of the reference literature/DVDs + interest in acting as an instructor.

Evaluation

Is decided by the club/arranger. The evaluation may consist of good advice - ideas - to the club/arranger how to do next leader education even better.

Course start * Introdution (1 hour)

Course leader presents himself and say welcome. The education is presented in a short way.

The participants present themselves for example by interviewing each other two by two and then tell the others.

This work plan is given to the participants. It is looked through together and the contents and planning are presented.

The participants write **their names and addresses** on a special list to be copied for contact between the participants.

Have an open discussion about **the expectations of this course**. Write on a big papers (put them on the wall) and come back to the expectations during the course and at the end of the course.

Choose group leader for every club or group of 5-6 persons.

Make a **course schedule** together or look at the proposal from the course leader.

Distribute the course literature (look at page 3). The pupils glance through the books and booklets during 10 minutes. For week-end course the literatur and DVDs have to be bought and read in advance.

*The course leader tells the **way of work** of this course:*

- * **We follow this work plan** carefully but adjust it to us
- * Everybody has **prepared at home** by reading the books
- * **The teacher/course leader/external lecturer** are responsible for the lectures, show, instruct and make conclusions
- * **Everybody speak**, cooperate and develop together = are active
- * The **dogs** are in the course when so is suitable. **Unknown dogs** with owner can be "object for the training" if this is of interest and need.
- * The **work plan Basic course of general obedience** is used at the exercises for pedagogy and at exercises of general obedience with own and others dogs.
- * **Obedience for competition** is trained together after the MOoT system
- * The **termination** is held in a nice way with certificates and good luck!

Pedagogy 1

Goal for the subject pedagogy

Reach ability to be leader of a course after book, work plan and video General Obedience.

The first meeting between course leader and group

- See to it that your course participants feel welcome - perhaps flowers on the table?
- Sit around a table all together - also the leader. Is it a big group you can share in three small tables with 4-5 persons around. The leader moves between the tables. More persons have the opportunity to talk to each other at small groups at one table. *What will be the best for this course?*
- What has to be prepared before the course starts? *Write it down on a list.*
- How are you going to present the participants to each other? *Say some alternatives!*
- *Write down* the regulations for dogs and participants you must tell your course! Present the rules for your group to hear what they say? A list in a COURSE FILE for the club? A good idea?
- Read through the points of overarching goal in the Work Plan. Present and motivate (sell) the goal for an prospective course participant! *Let's hear!*
- Which individual goals do you expect from your participants? *List them!*
- *Try to present* the book, work plan and video to a participant!

Way of working at a Basic course of general obedience

- * How do you want your participants to work with book and work plan? *Practise to "sell" this way of working.*
 - * Why is it important to sit down together and talk about dog training before you go out and train it? *Practise to say it!*
 - * Why must all the participants read at home before every meeting? How can you motivate them to read at home? *Write down the arguments!*
 - * What is demanded by you and the participants to have your course successful? *Write down some points of view now. Fill in more later during this education*
- *

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The learning/Left and right brain half

Speak about how different we are (men and women) in groups and at learning

Left brain half = logic, mathematic, language, analyses ...

Right brain half = Fantasy, music, rythm, picture understanding ...

How can we help ourselves undstand different dog owners?

Different learning styles

Fill in the questions an the next page! Compare and *speak about it!*

Learning climate

Speak about

Motivation: How are we able to motivate our course participants?

Activity: Why is important that the participants are active inside during the theory and outside during the exercises with the dog? How can we do to have the participants talk and practise?

Training places: Thnk about where the group can be during the exercises. Club area? In the forest? Downtown?

Group community: In which way can we leaders influence to a good connection in the group? Why is it important for the participants to feel safe?

Self confidence: How can we leaders influence the confidence of the participants? Positive? Negative? *Give some examples!*

The role of the leader

Chief - Leader: *Compare* the words **chief** (decides and gives orders) and the **leader** (let the group join the process of decision)

The leader's dog: *Speak about* to be a pattern with the own dog!

Cooperation: What difficulties can appear during the cooperation in a group? *Think about:* Time, goal, personalities, dogs, children,

Leader quality

Speak about different possibilities, prerequisites and wishes to be a leader. What qualities are necessary for a good leader?

Other questions of interest:

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Different ways to learn

Fill in! (1 = a little 5 = much).

I have learned to train my dog this way ...

1. ... through **reading** "all dog books" at home quietly.

1_____2_____3_____4_____5

2. ... through theoretical discussions at the club. I often ask.

1_____2_____3_____4_____5

3. ... through **practical** exercises. I want to see how it looks like.

1_____2_____3_____4_____5

4. ... through **listening** quietly to someone who speaks. I think.

1_____2_____3_____4_____5

5. ... through **looking** at pictures (video, illustrations). I look and think.

1_____2_____3_____4_____5

6. ... through **speaking** with leaders and participants in the group. Want to hear many points of view.

1_____2_____3_____4_____5

7. ... through reflect and analyse what other people have said. Take my time before i try.

1_____2_____3_____4_____5

8. ... through training metodically - step by step. It "has to" be correct.

1_____2_____3_____4_____5

9. ... through **deciding quickly** and **spontaneously** and try what somebody has said.

1_____2_____3_____4_____5

10. ... through work rapidly and take chansen. Correct the mistakes later

...

1_____2_____3_____4_____5

Group work

Compare two by two hor you have filled in. Similarities? Differences?

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How do you want to improve your learning? Discuss two by two!

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How can knowledge about my own learning be useful when I am a course leader? Discuss!

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Pedagogy 2

Prepared at home: Studied the book General Obedience. Let the group choose different chapters. Studied Work Plan basic course, Meeting 1.

To speak in front of a group of people

Everybody has prepared a short performance (5-10 minutes). Chose from General Obedience - chapter 1, 2, 3 or ... The performances will be a repetition of the contents of the book. Use some AV. See on the bottom of this page!

Do this way:

- Stand up in front of the group and stand still. Look at all the participants. Meet their eyes. Start with some general words "Nice to be here ...)
 - **Tell what you are going to talk about.** Write the lead words on the wall
 - Stand up or sit down and **talk about what you promised.**
- Speak loudly and evidently and try to look at everybody now and then.
- Make **pauses** between every section. You can let the participants talk two by two about what you have told them. You rest.
 - When all sections are told about you make a **conclusion** of what you have said.
 - **Finish** with some common words. "Nice to be here, looking forward to"

Analyse your speaking

Your course fellows say **three good things** you did and tell you something you can **improve** the next time you speak in front of a group.

Feedback

The group has to help each other to feel joy talking in front of a group. Those who are less used to it need more exercises. To be better and feel safe we focus on the good things and tries to improve what can be improved.

Equipment

Check what the club has to offer. Check so you know how the AV-equipment functions

Think upon the fact that some of these things can be positive for the meetings on your course: * TV + video * Whiteboard * Diapictures * OH-apparatus

Introduction * What to be said * Conclusion * Termination

Speak about these words and try always to keep the principle. It is good and safe for the speaker.

Check of previous knowledge * Possibilities of development

(Copy for the course leader) Name:

Answer the following questions by marking a figure.

1 = negative, little, no

10 = positive, much, yes

Can I argue so other people understand me?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Can I accept comments about me and my behaviour?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Can I give comments to other people so they thank me for the help?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Can I be responsible for a group of people?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Can I listen actively and accept opinions from other people?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Am I a competitor?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Answer the following questions:

What do I need to learn **pedagogically** to be a good instructor for obedience for competition?

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What do I need to learn about **dog training** to be a good instructor for obedience for competition?

.....

What is my **aim** for obedience for competition this and next year with my dog?

.....

How is the **relationship** between me and my dog today?

.....

What do I **train** especially with my dog today?

.....

Ethology 1

Prepared at home:

Read General Obedience chapter

Read Work Plan basic course start

Read the booklet MOoT

Seen the video General Obedience



Relationship between dog and man

Create good relationship - think of the four-leaf-clover!

Tell with your own words what is written in the literature above about this and tell shortly about you and your dog regarding your relationship.

Speak about:

- Contact and closeness to the dog (is used as **social** reward)
- Talk to the dog (is used as **social** reward)
- Play with the dog - Two balls (is used as **hunting** reward)
 - Tug-of-war game (is used as **tug-of-war** reward)
 - Rags in a string (is used as **hunting/tug-of-war** reward)
 - Follow the master (is used as **social/hunting** reward)

Good habits

Speak about why good habits is contributing to strengthening the relationship.

Which habits do you have with your dog? Which habits do you want to improve?

Read a part from the chapter, discuss and learn from each other.

Dominance

Speak two by two about the text about **Respect for the leader of the pack** during 10 minutes. Sum up together what we have to remember to tell the prospective course participants. (Mark in the book!) Work in the same way with **Development of the dog's dominance** and **Cooperation**.

Dominance training

Look carefully through the dominance training in the book. *First speak two by two* and then compare how the exercise can be understood by your future course participants. Try to explain the training according to the drawings in the book in the way you have to do for your future pupils before the exercise. Can you show this with your dog? Perhaps also you have to train this. Write it down for the training outside.

Ethology 2

Prepared at home: General Obedience + work plan + DVD

Communication between man and dog

Mark in the book where to read the most important things to be said to the pupils. Try to say - with your own words - something about the dog's smell, hearing, sight and perception of touch. What signals do we hear from a dog? Which signals do we see? List them and try to explain the meaning of them. Which are our signals? To be heard, seen and felt by the dog.

How do we act to make our dog listen to us ALWAYS?

Normal priority for a dog:

1. Smell 2. **Sight** 3. Hearing. We want: **1. Hearing** 2. **Sight** 3. Smell

Practise indoors with one dog at a time:

A. Wait for **eye contact** from the dog - say *good* - and give the dog a **tidbit** or something else from the four-leaf clover - and say *finished*.

B. Do the same but let some people move around (**sight distraction**).

C. Do the same but put a tidbit on the floor in front of the dog (**smell distraction**)

D. Do the same but let people talk and jump (**hearing + sight distraction**)

Adapt the distractions to every dog. It could be difficult for some dogs. Continue these exercises at home!

Learning of a WORD of command - MOoT

(Video + General Obedience + Chapter 4 and 5 of General Obedience book)

Practise - inside with one dog at a time - **the learning order** with a word which is unknown for the dog so the **master** is familiar with the learning order
1:a exercise: Eye contact. Say the word. Wait **2 sek**. Help the dog. Say *good* when the dog is in the position. Find the tidbit (alternatively let the helper give) and place the tidbit on the right place (according to the mental figure). Say *finished*.

2:a exercise: Same as above but wait **3 sek** before help. Then as 1.

3:e exercise: Same as above but wait **5 sek** before help. Then as 1.

4:e exercise: Same as above but wait **cirka 10 sek** before help. Then as 1.

Stop after 4 attempts. Repeat 1 - 4 after a pause or tomorrow. The dog will associate the WORD with the reward situation = a **mental picture** is created.

Also **repeat** known words so the dog will be sure to **listen** without any visual help from you.

Study the drawings of the book for *sit, down, come* and *go here*.

Ethology 3

Prepared at home: Read General Obedience+ work plan + DVD

The dog's development from birth to grown up

Speak about (short) the different phases or periods of the dog's life. Try to tell about one period each so you feel safe to speak to other people in a group.

Work two by two: Try to compare course participants who come to your course with puppies of different ages. Which advantages resp. disadvantages are there for a dog owner to join the course with

- before they have bought the puppy
- with a puppy of 8 weeks?
- with a puppy of 13 weeks?
- with a puppy of 5 months?
- with a puppy of 8 months?
- with a dog 20 months old?

Compare what you think!

Caring

Airing the dog The dog at home and at visits * Alone at home* In the car * The dog bound outside * Play with other dogs*

Speak together two by two: What do you think your future course participants will ask you about? Which problem do you think they have? Make a list!

Answer the questions: The questions of one couple are given to another couple who answers or try to answer. The teacher helps at the end.

Speak about different opinions and about the policy of the club for example play with other dogs during course time. What is valid? Or must be valid?

Caring of the dog

Speak two by two and make a list of what questions may come from the future course participants about:

Food. Trimming nails. Grooming the dog's coat. Bathing. Worming. Vaccination. *Compare the lists* and complete what perhaps is forgotten!

Demonstrate with one dog a regular control (let all of the course leaders say something):

1. Paws, pads and between the toes.
2. The mucous membranes of the eyes should be pink.
3. The teeth.
4. The mouth and the throat.
5. The ears.
6. The coat.
7. The skin. Ticks.
8. The faeces.
9. The sexual organs. A bitch in heat.
10. Temperature.
11. Insurance if the dog is sick or injured?

Ethology 4

Prepared at home: Read General Obedience

Read some book about ethology (Calming signals).

”Problem”behaviours with dogs

Discuss from this point of view:

- * How must the dog owner change himself?
- * What can we tell our course participant?

1. Improve the relationship between master/family and dog. How? Think four-leaf clover - social, food, hunting and tug-of-war.
2. How is the dominance relationship? Inconsequence? Is the master/family angry and noisy instead of calm and firm?
3. How is the everyday for the dog? Alone at home?
4. Does the dog have enough physical exercises? Mental stimulation (tracking)?
5. Are there more dogs in the family? How do they affect the ”problem dog”

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Speak about how to practically start to solve problems which relate to

- * Lust for hunting
- * Aggression against other dogs
- * Aggressions against people
- * Fear
- * Stress

Who - in your dog club - is good to ask when we get problem dogs (people) to our course?

Speak about which difficulties can arise in certain ages with dogs?

Stress

Speak about what is said about stress in the book General Obedience. And what is said in other books. What can WE do to get a dog calmer? Examples!

Other ideas

Puppy which bites its mum/dad?

1. Give to the dog something else to bite. Be quiet. Speak calmly and slowly.
2. Speak calmly and friendly while someone else pulls the leashed dog away from mum/dad. When the dog is calm - wait - it is allowed to visit mam/dag again.

Give to each other good ideas!

Ethology 5

Prepared at home: Read chapter about tracking and searching objects.
Also read the booklets The Tracking Dog and Searching Objects

Tracking

Plan, **do and *analyse* the first track exercise with own dogs according to work plan Meeting ... (or invite some other dog)

* Choose **place** for the exercise. Preferably thin forest or meadow so you see each other when the track is gone (four dog owners go at the same time).

- **Wind** conditions are discussed before the exercise. Preferably the wind from behind. Why?

- **Equipment:** Leash and firm collar (not "strangle") Why leash?

- Choose **end object**. What can be chosen? What does the dog like?

- How can you be in contact with each other when you go the track? How far from each other can the track be gone?

- Why is **the dog not allowed to see** when the track is gone? Which are the arguments?

** All (four) **tracks are gone at the same time**.

- The dogs are fetched one by one and it follows the track according to the intentions in the work plan basic course.

*** Why must the master be **quiet** during the tracking? (MOoT booklet!)

- Why is it not allowed for one dog to **see** another dog track?

- Why must the **master** avoid looking at the dog (no eye contact)?

- Why mustn't we **influence** the dog? - When are we allowed to **help** the puppy?

Nose activation - searching objects

Plan, do and analyse the first exercise of searching objects.

Do in the same way as for the tracking. Say the questions to each other you believe may come from the future course participants!

Conclusion

How do we **argument** to have the dog owners activate their dogs? Where can they train? Important to ask the **land-owner** or the person allowed to **hunt** in the area. Think of the good reputation of our club and ourselves!

Ethology 6

Prepared at home: Work Plan basic course in the book General Obedience.

1. Exercises with own dogs two by two - one train the other looks.Change!

- * Meeting 1: Do the **four-leaf clover**! Create/improve the relationship.
- * Meeting 1: Do the four-leaf clover **test**. Priority? Fill in the Work Plan basic course!
- * Meeting 2: Demonstrate the **eye-contact** + *good* + give treat.
- * Meeting 2: Demonstrate the **words** *sit* + *good* + reward + *finished*.
- * Meeting 3: Demonstrate the **words** *down* + *good* + reward + *finished*.
- * Meeting 3: Demonstrate his **alternative no-exercise through saying *las-cia*** instead of saying *no* when the dog is on its way to take something forbidden. In its thoughts the dog has already taken the "object/number two from a horse" when it sees or smells it so therefore we ask the dog to spit it out on thought level and of course get praised *good* + get a reward for the "spitting out". It will be a positive exercise where we **control/guide** the dog.

2. Exercise the whole group together

- * Meeting 2: Do the exercise of passing other equipages. Play before+after
- * Meeting 2: Do the learning of *come* with one dog. Perhaps the youngest one
- * Meeting 2: Walk around - **mingle** - with the leashed dogs and say loudly *come* when the dogs goes towards another dog or something else unallowed. Stand still. Give the dog 3 sek. to come to you. If it doesn't come you pull it silently to you + say *good* + give a treat. Say *finished* and let it go. Then repeat *come* + help + praise + reward. Do it four times. Pause. Some dog does perhaps need "**what is said is valid**" (MOot page 15,16).

3. Exercises two by two:

- * Meeting 2: Practice *come* with distractions according to the work plan basic course.
- * Meeting 3: Practice *sit* with distraction . Distract the dog ("take a flower" about 1 m in front of the dog), when the dog gets up put it **silently** back to sit + give a treat (MOot page 15,16). Repeat max 4 times and let the distraction be easier and easier for the dog so it will succeed and get the praise and the reward.
- * Meeting 4: Practise to go with leashed dog. No word? Rule?
- * Meeting 4: Practise the word *go here* + *good* + reward + *finished*.

4. Demonstration of course target according to the work plan basic

- * Meeting 1: Which leader wants to show what? Draw lots for the exercises?

Conclusion of the exercises. Does anybody need more training to be able to demonstrate? When and where will this training take place?

Other 1

Prepared at home: Read some "law book", lookes Internet about the Kennel Club

Arrange this lesson as an exercise for group dynamics. Everybody has to lead the discussions about the different subjects. Try to use some form of AV-helpers (OH-pictures, video, ...)

The dog and the law - Regulations about responsibility to own a dog - The demands from the society

Look through the different laws in your country. Which ones are the most important to tell the course participants on your future basic course? Write it down on a list to be put in the **COURSE FILE** of the club. What is strict responsibility? Which rights are there for a dog owner?

Land-owners and hunters - forests and fields. Where are we allowed to be with our dog? Where can we train nose activities with our dogs? With our course? Write it down where to be and whom to ask.

Dog Mentality Assessment

Look together at the videos or do it at home.

Practise the Mental Assessment (next page) by filling in for a course fellow and for your own dog. Compare how you have filled in! Same opinion or different? Discuss!

What can be said to future course participants about mentality assessment? Where? How?



Organization

Central and regional organization for dog owners? Local clubs? Dog schools? Where do dog owners find courses?

How do we influence dog owners to stay in our club? In our dog school?

What sorts of dog activities can be found in our country? Write it down on a list for the **COURSE FILE**.

Assessment of my dog

Look at the video Dog Mentality Assessment part 1.

This assessment is aiming at increasing the understanding for the dog's inborn and/or acquired behaviours. The dog can be influenced to develop its inborn or acquired behaviours into - for us - a positive or negative direction. The assessment must be done **honestly** to get an opinion of the TODAY-level. **Mark the figure you think corresponds to your dog's behaviour.** Also do this assessment in a year! Good luck!

--1-- = Low intensity

-- 10 -- = High intensity

1. Contact with people(1)

---1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Bites, growls, rejects contact.

Overwhelming contact, exaggeratedly licking

2. Contact with dogs (-)

---1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Want to attack. No contact with its master when a dog appears.

Positive to other dogs.
Plays without aggressivity. Harmony.

3. Hunting game(3)

---1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Will not chase a thrown object, take it or play.

Starts directly, snatches and plays/shakes very actively

4. Level of activity (4)

---1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Inattention, uninterested, inactive, indolent

Attentive, restless, stressed
changes rapidly, pulls, whining/barking.

5. Fear for threatening objects - refuse sacks, stones (6, 7, 8)

---1-----2-----3-----4-----5-----6-----7-----8-----9-----10

After showing fear the dog goes for examination

Flight, trembling, does not go to the object for examination

6. Sound sensitivity (noise, gun shot) (7, 10)

---1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Not affected. Continues with what was going on.

19

Becomes panic, stop functioning, runs away, is blocked.

*) The figures () refer to the score of Dog Mentality Assessment part 2.

Ethology - competition

OUTSIDE

General obedience as the ground of obedience for competition

Also a course leader has to check his general obedience to be able to act professionally. Sometimes something is forgotten ...

Work three colleagues together. A starts, B (master+dog) is distraction and C is the "judge". Change so all three act as A, B and C.

1. Four-leaf-clover game. A does all the four activities with his dog.
- A. notes afterwards how his dog answered to the games! The priority? C. also notes. Compare!

2. Sit. A. commands the dog to sitting position (without body help) and let the dog sit quietly at the left side of you for 1 minute when C. passes some meters in front of you. If needed - correct the dog and let the C-person pass again. Max. three attempts.

Result:.....

3. Down. A. commands his dog to down position (without body help) and let it remain down during 1 minute closed to him when B master+dog train the recall (look at point 5 below) in front of A. If needed - A. corrects the dog. Max three attempts.

Result:.....

4. A and B with their dogs go with full leash towards each other. 5 meters before the meeting point A and B say *come + heel* to their the dogs and **pass** each other.

Result:.....

5. Come. B does the recall (15 m from sitting position) with its dog in front of A during the down position (point 3 above).

Go inside and finish the chapter of general obedience according to Class 0 **chapter 1.**

INSIDE

Obedience for competition

Way of working: Let groups of 3-4 participants read the chapters and tell the others about their thinking. The teacher fills in with good things to remember.

Ped.: The one who speaks stands up talking to everybody.

The master. Work with *chapter 2* about planning, training places, patience, knowledge, temper and responsibility.

The dog. Work with *chapter 3*. Participants who have not seen the video DMA 1 and 2 must do this during the course.

The learning/training. Work with *chapter 4*.

- Communication - Eye contact - Calming signals
- Praise and reward (talk about positive and negative reinforcement)
- Words of command - one sense at a time (how to have the dog listen)
- Our body and verbal language as help for the dog to act
- The learning order step by step = how to create the mental picture
- The training - check of words
- Training with distractions
- What is said is valid. When is this used for a competition dog?
- The handler's acting

Exercise inside:

Try the *learning order* with one dog/group inside. If the dog is very clever at obeying words you can choose an unknown word and try to teach the dog to understand it.

Try 4 times: First: 1. Eye contact. 2. Say "tomatoe". 3. After three seconds help the dog to down position. 4. Say *bravo*. 5. Put a tidbit between the paws. **Second:** Help after 5 seconds. **Third:** Help after 7 seconds. **Fourth:** Help after 10 seconds if the dog has not understood.

OUTSIDE - training of participants' dogs

The participants train their own dogs after the teacher's instructions. The exercises of the **Class 0** are trained as follows (to check the ability of the participants and their dogs):

1. Socialization

All participants stand on a line with their dogs sitting at the left side. The teacher goes towards every dog and give to it a tidbit.

2. Lay down or sit for 1 minute

All dogs are commanded to down position. The masters 20 m away. If anybody is not sure of a successful exercise a helper must be "employed" for this exercise.

3. Heelwalk with leash

Two equipages from the line goes heelwork - with no help to the dogs - after the directions of the teacher (who acts as a steward). Then next two and so on until all participants have shown their ability.

4. Recall

All participants have their dogs leashed during the recall one by one after the order from the steward/teacher. Distans abt 15 meters.

5. Jump over obstacle

One by one. Put a reward behind the obstacle. Let the dog jump on command and say *finished* when the dog is in the air. Join the dog at the other side of the obstacle.

6. Changing the position

All the equipages at the same time according to the rules.

Go **inside** and *write a list* - exercise by exercise - what to improve. Tell each other short about your decision.

Give your comment to this way of training all together the same exercises.

.....
.....

INSIDE Technique to instruct - pedagogy

Always have the following conception in your head when you are going to instruct somebody for training some exercise:

Present (... %)

Tell *what* you are going to instruct.

Motivate (... %)

Tell *why* you are going to do this way.

Show (...%)

Create a mental picture for the dog owner. Place yourself so everybody can see you. For example see to it that the participants do not have the sun in their eyes. It is better you have the sun on you ...

Speak **before** and **after** the show. That means you are silent during the show so the visitors can think themselves of what they see.

Instruct (... %)

Instruct evidently and step by step. Do not give too many instructions at one time. It is better to have the group together once more when they have practised what you have said.

Exercise (... %)

Most of the time must be for practising. Let the participants practice lonely or two by two. Vary after what has to be practised. Try to understand what is best for your pupils.

Control during the exercise

Be interested and engaged. Give good advice without blaming. But be honest and say what has to be said.

Termination/Conclusion (... %)

- Say something positive!
- Comments of this remembering?

What % is optimal?

Write!

Discuss!

INSIDE - instruction (pedagogy)

Demonstration

The teacher makes a lesson for one equipage for the exercise recall after the “rules” described on the page before this one.

Planning of exercises three by three:

Prepare what to say and do with one “unknown” pupil with her dog outside.
You have met her and her dog before.

Plan and train the very first step for

- A. Heelwork
- B. Jump over obstacle
- C. Changing the position

OUTSIDE - training to instruct

Work three by three.

One is the instructor
One is the dog owner
One is the note writer

Change the rolls and do the three exercises.

Afterwards **inside** we compare what could be improved regarding

- | | |
|----------------|---------------|
| - presentation | - motivation |
| - show | - instruction |
| - exercising | - control |
| - termination | |

INSIDE - planning before instruction/training

Exercises of Class 0. Work in groups. Write it down!

- What is the **command word (CW)** for every exercise?
- Which is the **mental picture (MP)** for every word/exercise?
- Which is the first, second and third step for the exercises?

1. Socialization

CW:

MP:

1.

2.

3.

2. Lay down or sit for 1 minute

CW:

MP:

1.

2.

3.

3. Heelwalk with leash

CW:

MP:

1.

2.

3.

4. Recall

CW:

MP:

1.

2.

3.

5. Jump over obstacle

CW:

MP:

1.

2.

3.

6. Changing the position

CW:

MP:

1.

2.

3.

INSIDE - planning of the training outside

Obedience for competition Class 0

Look at all the exercises together. Distribute in the group for which exercises every dog will be used as a "training object". The dog must be better after the training! How to help/reward?

1. Socialization

2. Lay down or sit for 1 minute

3. Heelwalk with leash

4. Recall

5. Jump over obstacle

6. Changing the position

OUTSIDE

Every group trains as distributed (the teacher is helpful):

A. Instructor

B. Competitor with her dog

C. "Judge"/note writer

INSIDE Go inside and *write a list* - exercise by exercise - what was improved with the trained dog.

Tell each other short about your advice to the competitor.

Comments from the instructors:

.....

.....

INSIDE

Work with *chapter 5* of the Class 0

Way of working: Let groups of 3-4 participants read the chapter and tell the others about their thinking. The teacher and the other participants fill in with good things to remember.

Ped.: The one who speaks stands up talking to everybody.

The word of command

How much training?

Demands - distractions

How to solve a problem?

To compete

- The judge
- The steward
- Handler's obligations
- Dog's behaviour
- Disqualification
- Other regulations

.....

.....

.....

.....

.....

.....

Obedience for competition International Class

The exercises are presented and explained by the teacher. Look at the DVD!

1. Sitting in a group for 2 minutes
2. Laying in a group for 4 minutes with distractions
3. Heelwork free
4. Stand, sit and down during march
5. Recall with stand and down
6. Send away with directions, down and recall
7. Retrieving with directions
8. Retrieving of a metal object with jump over a fence
9. Scent and retrieve
10. Distant control

If there are dogs suitable for training of these exercises it could be done if there is time.

The following things must be talked about:

.....

.....

The following things must be trained:

Examination - Check of knowledge/ability

The participants are already approved when they started the course. If anyone is not good enough to be a course leader this person has to be taken from the course by the course leader before the examination.

Examination

Some tasks are about theoretical performance and some are for practical performance. Some are for general obedience and some for Class 0. All the tasks sum up - is a repetition - of the course.

Two instructors work together at the examination. They talk and act both and help each other if anything is forgotten. All tasks are given the evening before the examination regarding theoretical tasks and 10 minutes before “start” for the practical tasks.

Way of examination

Two participants are instructors and are judged by a visitor from the Kennel Club + the course leader + the other course participants

Theoretical tasks: Time 5-6 minutes of talk per couple

Practical tasks: Time 5-10 minutes of training of one dog owner + dog

Two are preparing for next practical task

One is the pupil with dog (if the task needs dogs)

The others are examiners writing down on a special paper (see next page) about the performance regarding pedagogy and ethology.

These things are looked at:

- The voice, body language, sociality
- The pedagogy (page 23)
- The knowledge about ethology
- The pedagogy + ethology = say right things to right dog owner and discover wrong behaviour and correct them in a good way
- The social competence to teach/talk to other people

For the “judges”

The way of judging should be positive in order to improve the knowledge and ability of the participants!

The “hard” judgement is the reality after this course. Now we train och help each other!

Examination notes about what can be improved

(Copy this page and write one for each participant)

The **voice** is high and clear:

.....

Behaviour (body language) in front of the group/pupil is firm and kind:

.....

The instructor takes good **care socially** about the group/pupil:

.....

The **pedagogy** is followed in a good way (page 23) :

.....

The knowledge about **ethology** (correct facts) is good:

.....

.....

The **pedagogy + ethology** = say right things to right dog owner and discover wrong behaviour and correct them in a good way:

.....

.....

.....

.....

Other notes:

Noted by:

Termination

Conclude this leader education! Every course participant has to tell what has been learned and how they believe to act as a course leader for a basic course/Class 0-course using the course material General Obedience and Class 0 booklet.

Evaluation

Is of course done during the course so things could have been changed directly. But also at the end of this course. *Write on separate papers and give to the course leader.*

Answer with some positive things and something which can be improved

1. Pedagogy: The subject pedagogics was at this course:

2. Ethology: The subject ethology was at this course:

3. Other: Contents was at this course:

4. Place of this course was: **Course literature** was:
Teacher was: + **Lecturer** was:

5. What else can **be improved** at the next course leader education?

6. What was **the best** with this education **for me**?
.....

Course certificate for this education according to this work plan can be received from SRI. The arranger is responsible for giving them out.

At home after this course:

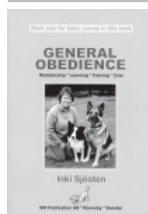
Work as a leader/assistant two by two for a group of 8-10 dog owners. Follow the Work Plan for basic course as carefully as possible but adapt to the needs of the participants. For a Class 0-course follow the booklet.

Mentor:

It could be wise to have a mentor for **support** if anything difficult occurs on the basic course or Class 0-course. It should be a person with good experience of dog training and who works after positive methods.

Good luck with your future courses!

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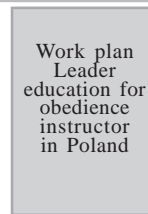
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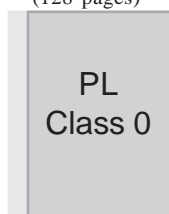
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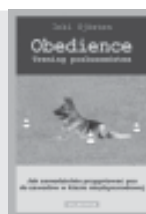
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