

DOGS NSW

**OBEDIENCE INSTRUCTORS
MANUAL**



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INDEX

Chapter	Page
Preamble	1
1 Brief history of DOGS NSW	3
2 The Dog's Tail	6
3 The Dog's Senses and Drives	10
4 Psychology of the Dog	21
5 Basic Health Care	28
6 How Do Dogs Learn?	43
7 Dog Behaviour Problems	47
8 Summary of Duties and Hints to Instructors	51
9 Training Collars	53
10 The Basic Commands	56
11 Eight Week Course for Responsible Dog Ownership	65
12 Community Companion Dog	82
13 Novice	87
14 Open	92
15 Utility	98
16 Utility Dog Excellent	111
17 Other dog sports	117
18 Organisation of a Training Club	119
19 Canine Anatomy	127
References and Acknowledgements	136

PREAMBLE

The job you are taking on is purely voluntary, but if you are sincere in your aim to help your club and the people who join, you are going to be repaid tenfold. You will be rewarded by seeing people benefit from your help – perhaps they may overcome a problem with their dog, gain a title, or win a ring or trial.

Being a good instructor is a challenge and it requires you to be keen and understanding. Otherwise you will simply become another person who stands in front of a class and just talks.

You will find the hardest part of being an instructor is to explain to a class of people from all walks of life how to train their dogs and what you want them to do. You can only do this if you have the confidence that comes from knowing what you are talking about and realising that the handlers you are training do not know as much as you do about dog training.

Instructors need to show a certain amount of dignity, to be tidy in dress and to conduct themselves in a manner fitting the position of one of the most important persons in the club. In an obedience training club, the only people who cannot be done without are the instructors. Of course this does not mean a club can function well without other helpers.

Instructors must set an example at all times for the members. If you give advice or directions to a member, it is your responsibility to know this advice is correct. If you are not sure, do not be too proud to ask somebody who may have more experience, or may have come up against this particular situation in the past.

Remember all the people joining a club are there to learn to train their dogs, and how successful they are depends on you. You are going to come up against more problem people than problem dogs, so you will have to be patient and this patience is going to be sorely tested at times.

When new members join the club, it is your duty to explain the club's function and encourage them to take an active part in it. A club is only as good as the support the members give it, and the standard of instruction you give the members.

Most people join an obedience club with just one thing on their mind - to get their dog trained as quickly as possible - and are not interested in a lot of theory. So don't have long talking sessions. Explain things to them and then get them going, correcting their mistakes.

Being an instructor is a responsible position and may be demanding. It is also very rewarding. Your classes will appreciate your help, and you will enjoy seeing their dogs improve. You will also learn more about training dogs and improve your own dog training skills.

CHAPTER 1

BRIEF HISTORY OF DOGS NSW

DOGS NSW was originally founded on 1st January 1948 as the RAS Kennel Club.

From 1909 until 1946, governing bodies constituted on reasonably sound lines made several unsuccessful attempts to obtain unified control of canine affairs in New South Wales.

The Royal Agricultural Society of NSW was petitioned on a number of occasions to provide a service to this section of the community. On each occasion, the Society stated that, like other stock organisations, those within the fancy should, with assistance, manage their own affairs.

Consequently, representatives of various dog clubs held a meeting on 10th January 1946, seeking unified canine control.

The meeting resolved to draft a proposed Act of Parliament. The Act was designed to promote and improve the classification of purebred dogs in New South Wales, to enable proper registration of purebred dogs, to provide regulations for the conduct of dog shows, and to legislate generally for the control of canine affairs in New South Wales and for all purposes connected therewith. The prime movers in seeking uniform control were the Kennel Club, Kennel Board of Control of NSW and the Dalwood Dog Show Committee.

The Royal Agricultural Society of NSW and the Agricultural Societies Council of NSW were consulted in this attempt at integration, and both these organisations intimated, in 1947, that they would like to see the control under the one roof.

The Royal Agricultural Society was prepared to undertake the secretarial duties and control the unified organisation through its dog

section committee, subject to legislation being enacted through Parliament. A deputation was arranged early in 1947 with the NSW Minister of Agriculture by the representatives of the canine organisations to obtain the opinion of the Minister on the proposed Act of Parliament.

A meeting was convened on 18th August 1947, when all interested parties were represented. With the exception of one club, all organisations were in favour of unified control and, after full discussion, the Chairman of the Royal Agricultural Society's Dog Section Committee was requested to submit a proposition.

In brief, he said that his Society's Dog Section Committee would be prepared to act as a Governing Council for dog affairs, subject to the election of a Consultative Committee by the members or the clubs.

The representatives at the conference unanimously resolved that a recommendation be made to all interested bodies to adopt this proposal. They agreed to take this recommendation back to their own clubs, and to attend a meeting on 3rd September with firm decisions. At the September meeting, it was finally agreed to accept the offer of the Royal Agricultural Society. Steps were then taken to constitute this new organisation as the R.A.S. Kennel Club. (Later, the constitution was amended to read "Control").

It was not until 30th September 1948 that the Club was finally constituted and then on 10th December in that year, the first Consultative Committee was elected by postal and secret ballot.

For approximately ten years, the Consultative Committee was elected by the fancy. In 1957, the Council amended the Constitution giving the Council the power to nominate future committees.

From 1972, the Council appointed annually the Consultative Committee and the standing Committees, viz.: Show Committee, Judges Committee, Trials Committee and Examinations Committee. Special or sub-committees were appointed by the Council from time to time for whatever reason was deemed necessary.

In 1988, following pressure from the fancy, the Governing Council commenced preparing the way for the Kennel Control to assume an autonomous existence, breaking its links with the Royal Agricultural Society.

The separation became complete in 1989, when the Kennel Control changed its name to the NSW Canine Council, and moved its office from the R.A.S. Showground to temporary premises at Ashfield.

An elected Management Committee assumed control of the Council's affairs, with a similar system of Standing Committees as before.

The last, and very significant, achievement of the former Governing Council was the negotiation with the State Government of the lease (20 years with an option of a further 20 years) of an 80 hectare parcel of land at Erskine Park in Sydney's west.

The NSW dog fancy at last had a home. In August 1990, work commenced on the development of a dog show ring and administration complex, at a contract price of \$1,673,000.

Work was finished ahead of schedule, and with several large shows already having been held at the Complex, the office was opened for business on 27th April 1991. In recognition of the considerable financial contribution made by Bill Spilstead, the new complex was named The Bill Spilstead Complex for Canine Affairs.

A new era had begun for canine affairs in NSW

In 1993, Her Majesty the Queen granted approval for the prefix Royal to be used by the NSW Canine Council, and in February 1994 the Royal NSW Canine Council (RNSWCC) was incorporated as a Company Limited by guarantee. The Memorandum of Association is available on the DOGS NSW website (www.dogsnsw.org.au)

Due to a greater need for community members to access the knowledge and services of the RNSWCC, members motioned in November of 2005 that the RNSWCC trade as Dogs New South Wales. This name was launched on 1 July 2006, representing the Royal NSW Canine Council Ltd.

CHAPTER 2

THE DOG'S TAIL

INTRODUCTION

Instructors are often asked the best way to tackle a specific training problem and, in answering, often talk about “natural behaviours”. What makes a behaviour natural in one animal and not in another? In other words, what is it that makes a dog behave like a dog, and not, say, like a cat? This may seem a silly question at first, but have you ever stopped to think what would be the end result if we took a puppy from his mother at birth, and placed him in a new born litter of kittens? Would the puppy grow up into one very ugly cat, or would his behaviour remain true to his species?

Like all animals, the dog's main drive is survival - as an individual and as a species. Natural behaviours are wired into the dog's brain for this very reason. These are not behaviours that need to be learnt. They are innate, occurring subconsciously when triggered by either internal or external stimuli. But how much can these natural behaviours be moulded? And how will an understanding of the dog help you as an instructor?

To answer these questions, we need to start at the beginning.

From Wolf to Dog - Origin and Domestication.

Although controversy will always remain, it is generally believed that our domestic dog (*Canis familiaris*), in all its shapes and sizes, descended from several subspecies of the wolf (*Canis lupus*). The evolution of the dog from the wolf was a process made possible by the acceptance of the wolf into the community and social structure of early man. This relationship has existed for at least the past 12,000 years, though it probably goes back at least 20,000 years. How this relationship first began has been lost to us, though we can assume some process along the lines of the wolf, being a scavenger as well as a skilled pack hunter, hanging around and even following the then

nomadic groups of humans, taking advantage of a ready food source of scraps and the constant warmth from his fire. In turn, man would have benefited from the wolf's high perception of danger and his ability to track prey through the use of scent - a sense not as strongly developed in man.

The wolves would have also served as a source of food, clothing and shelter from their thick double coats and skins, tools made from the animals' bones and, eventually, as a source of companionship.

It seems that no distinctive difference in breeds occurred before about 5,000 years ago. Dogs of the Greyhound type were considered sacred and are depicted in paintings from Egypt. Mastiff style hunting and guard dogs and diminutive, short-legged dogs were common, particularly in Mesopotamia. By 2,000 years ago, most of our main breed types had been well defined and were serving man in a variety of functions.

While knowledge of wolf behaviour will give us a good starting point for an understanding of the foundation of the dog's behaviour, we must add to that an understanding of the dog in his own right. The dog exists in a completely different environment from that of his wild cousin. The main behavioural differences we see in the dog are the direct result of the animals' environments. Wild animals need a high level of alertness or sensitivity which in turn drives lightning quick reflexes - qualities needed for survival. The domesticated animal requires quite a different set of characteristics, tending to be more docile, having a stronger nerve set and a higher tolerance of stress than their wild counterpart.

Additionally, there exist today over 400 recognised breeds of dogs, ranging from the Saint Bernard to the Chihuahua, each being designed, not by nature, but by man. Through breeding, people have been able to strengthen and weaken basic behavioural traits and physical characteristics. This has provided us with a variety in temperaments - from the tenacious terrier with his never give up attitude, to the docile, reserved character of the beautiful Great Dane. But beneath our modifications, whatever the size or shape, a dog is a dog, each possessing the same set of basic instincts.

Your dog will have inherited various breed traits from its ancestors. In Australia there are seven classifications of breeds for the show ring. Breeds from the Working Dog and Gundog groups are the most common in obedience competitions, but dogs of any breed or mixture of breeds can be successful.

- Group 1: Toys

These are the smaller dogs and were mainly bred for companionship.

- Group 2: Terriers

These dogs can be very active and can be inclined to bark excitedly. They were originally bred to hunt small game and vermin. Squeaky toys are often good motivators for this breed of dogs..

- Group 3: Gun Dogs

As the name indicates these dogs were bred to work in the field. Their love of retrieving can often be used as a reward in training.

- Group 4: Hounds

There are two types of hounds - sight and scent.

The sight hounds are very quick and like to run, for example, Greyhounds.

The scent hounds such as the Beagle, Basset and Bloodhound were bred for their wonderful ability to follow a scent and also work in a group. Sometimes this trait can be a problem in training and in some cases will lead to roaming.

- Group 5: Working Dogs

This group includes the herding type dogs. They were bred to work in a team with shepherds and other dogs. As they were bred to work they need exercise and plenty of stimulation to ensure they do not become bored.

- Group 6: Utility

This is a group of breeds developed for a range of purposes. It includes many of the guarding breeds such as the Dobermann and Rottweiler, and livestock guarding breeds such as the Pyrenean Mountain Dog. While the guarding instinct may be strong in these

breeds, it should not be encouraged if the dog is to be a family pet and a member of the community. The group also includes Alaskan Malamutes and Siberian Huskies.

- Group 7: Non-Sporting

This is also a group of varied breeds, often breeds which do not belong in other groups. The group includes Poodles (all sizes) and Dalmatians. Many of the Spitz type of dog are in this group, such as Keeshond, Chow Chow and Finnish Spitz.

Within all the above groups there are many different breeds. To understand a particular dog, try to find out as much as possible about its traits, either from books or from a breeder. Dogs of mixed breed will display characteristics of a variety of breeds. Understanding a dog's traits will help you to understand his needs and why he behaves in certain ways.

Refer to the Dogs Australia Breed Index Page to see the breeds in each group

<https://dogsaustralia.org.au/members>

CHAPTER 3

THE DOG'S SENSES AND DRIVES

SEEING THINGS THEIR WAY – THE DOG'S SENSES.

To understand the dog, we first have to understand how the dog perceives the world about him; what information he receives and, more importantly, how that information is received. How does a dog know who is his master in a crowd of people? Do physical characteristics play a part in the strengths of the senses?

Generally, dogs are aware of more sensory information about their environment than humans are. As hunters, their senses have developed over thousands of years to help them do this job efficiently. The part of the brain devoted to processing sensory information is more developed in our dogs, whereas the human brain has a much bigger cerebral cortex, giving us superior reasoning powers.

All dogs come with the same hardware. The processing of the senses occurs the same way whether we are talking about a bulldog or a beagle. However, we all know that the scenting ability of a beagle is far beyond that of a bulldog. Through selective breeding, humans have modified the sensory capabilities from one breed to the next and this can cause a variety of problems and cures when it comes to training particular breed types.

Although mammals are said to have 13 senses (sight, hearing, smell, taste, touch and pressure, temperature, weight, resistance, tension [muscle sense], pain, balance, hunger and thirst), we will only be looking at the major five.

Visual Sense

- Dogs are extremely sensitive to movement and, because most Canidae (the family to which our dogs belong) are active at

twilight, they are able to see more clearly than humans in dim light.

- Objects are realised by their general form – dogs can not see detail to the extent that we can.
- Due to the positioning of the eyes, dogs have far greater peripheral vision than us (varying greatly from breed to breed), though their binocular vision is relatively poor – meaning their perception of distance and depth is inferior to our own.
- Physically, dogs have the ability to perceive some colours, though not to the extent of human beings. Considering that it is not a skill vital for survival, it would not have needed to develop to any great extent.
- Dogs use body language to communicate and have the ability to detect minute changes in movement. This means they are masters at reading us from our movement and posture, picking up much information about our moods and emotions by minute changes in our gestures.
- Dogs find it difficult to detect stationary objects. This is why small game freeze when a predator comes near or why a dog returns the dumbbell to the judge instead of the handler, when both stand in the ring motionless.
- Dogs have a different perception of height from humans. Their horizons are lower than their handlers', due to their own height from the ground and the fact that dogs rarely look upward of their own accord. Dogs rarely raise their eyes, but will lift their heads in an effort to see what is above them. For this reason it might be a good idea for handlers to get down to their dogs' eye level occasionally and get a dogs' eye view of the world. This will come in handy when dogs are being trained for the retrieve, broad jump and bar jump exercises.

Knowledge of the dog's visual capacities can help us in our training. Generally, movement will elicit more excitement in a dog, bringing to the forefront the instinct to chase and bite. Balls, rags, and tug toys are all great additions to the trainer's bag of tricks to get a dog motivated.

Any alteration in hand and body signals will be noticed by the dog. The need to practise signals without the dog is important – the dog

will learn more quickly if the signal the trainer gives is consistent. When training, especially when we are working the dog at a distance, signals should move out from the body. A hand signal that comes across in front of the body is harder for the dog to see. Also, if a command is given at a great distance, and the dog has trouble locating the source, movement will draw the dog's attention to the handler.

Auditory Sense

- Dogs are born deaf, with their ears closed. They will not have the hearing ability of an adult until they are 4 to 5 months old.
- Adult dogs can hear sound over a wider range of frequencies (especially higher frequencies) and to a greater distance than we can. The dog's capacity to hear and locate ultrasonic sound is an aspect of the wolf in him. Small rodents who communicate with high-pitched squeaks make up a part of the wolf's summer diet. Dogs can also distinguish more individual tones within our range – notes that differ only one eighth of a tone.
- Dogs have the added advantage of mobile ears – allowing them quickly to locate the source of a sound.

The dog will react to the handler's tone of voice more than to the actual words. The tone of voice in which a command is given is very important to the dog. For example, a dog called by the handler in a sharp and angry voice will not come up to the handler happily and with tail wagging, but cringing with the tail between the legs. On the other hand, the handler will tell his dog in a cheerful voice that he is a bad boy and the dog will happily wag his tail. It is, therefore, very important for the instructor to impress on the people in the class to watch their tone of voice. It is amazing how many people change their personality when they work their dogs. The dogs will sense this and become confused and lose their confidence in the handler

Olfactory Sense

The organ of smell is by far the most important to the dog. It is his world. Smell is far more exciting and conveys much more information than any of his other senses. It is the dog's first contact with life. For the first two weeks when the young whelp is deaf and blind, his keen sense of smell enables him to find his mother's milk

and body to ensure that he keeps fed and warm. A dog's scenting prowess is many times better than that of humans.

- On average, the dog has around 220 million scent receptors in his nose. We have around 5 million. Odours are remembered with more reliability than we would remember a person's face.
- When a dog breathes normally, the air passes through the nasal passage and continues down into the lungs. When the dog sniffs, the air passes over a structure called the subethmoidal shelf and onto the lining of the nasal membranes. When the dog breathes out, the sniffed air is not expelled, but remains "resting" in the nasal chambers, allowing the dog to hold onto the odour and compare it to the scent taken in on the next sniff.
- Dogs use scent to communicate, either directly or indirectly. Males, and some females (especially bitches in season), will mark when they are taken from their usual environment – leaving information about their sex, size and status for any dogs to "read". When dogs meet, they will often go head to tail, gaining the information directly from the source. It would, in fact, seem that recognition of an individual occurs predominantly through scent.
- It has been proven that dogs have the ability to detect at least some emotions through scent. Police dogs in the U.S.A. have been trained to indicate when they smell fear. Combine this ability with his keen observational skills and it is no wonder why our dogs can uncannily know instantly how we feel.

As far as training goes, the dog will know when you have food on you and when you don't! Food needs to be one tool, not the only tool when it comes to training.

Many dogs do not get the chance to use their extraordinary sense of smell, and it may be useful in some circumstances to suggest activities that do push the dog to utilise it. Problems directly resulting from boredom (digging, barking, etc.) can be remedied in part by things like:

- scatter tiny bits of dry food (cat food is nice and small) over the lawn, so the dog spends time with his nose to the ground looking for every last morsel.

- fill an empty coke bottle with water that has a beef stock cube dissolved in it and dribble a path around the backyard, ending at a nice, big marrowbone.

Gustatory Sense

This is a relatively poor sense. Palatability is worked out by odour and texture more than taste. It is relatively easy, however, to teach a dog to be fussy – preferring one food to another. The dog learns quickly that if he turns up his nose at the first thing he is offered, he will be given something much more tasty.

Tactile Sense

This is the earliest of the senses to develop in a puppy. When he is separated from his mother, the newborn pup will cry, swinging his head from left to right until he touches his mother's body. Laboratory studies have shown that out of all the canine senses, touch is the most important for the development of a normal adult dog. Stroking a mature dog that knows and trusts you will lower his heart rate, blood pressure and skin temperature. Keep in mind the area you touch on the dog is important too.

Touch is also used by the dog to explore his environment. The sensory hairs on his muzzle and above the eyes are embedded into areas of skin that have intense blood supply and many nerve endings. Air flow can be detected with these and possibly the texture of objects.

The enjoyment and need for tactile stimulation is one reason dogs and humans get on so well, as it is necessary for normal maturation in both species. Remember that this sense varies considerably among different dogs due to the amount of coat and the thickness of the skin.

Many handlers find that their dogs benefit from massage, either for general fitness, or before and after exercise or training.

WHAT TURNS YOU ON? – DRIVES AND INSTINCTS

“Each species of animal has characteristic ways of performing certain functions and rarely departs from them. Its nature is determined chiefly by heredity, but it can also be modified by training and learning.” (J.P.Scott).

“The primary function of behaviour is to enable an animal to adjust to some change in conditions, whether external or internal. However, before an animal can learn the results of its behaviour, there must first be something which calls forth a response. Each pattern of behaviour has some part of primary stimulus or releaser which elicits behaviour in the absence of any previous experience.” (K.Lorenz).

The term “drive” refers to a state of urgency to perform a behaviour. Thus we could define a drive as a subconscious impulse to react to stimuli, to motivate into action.

Behaviourists have identified numerous drives in the dog, though we will look at the main eight. Each dog will have a unique combination of these various drives, depending on breed and life experience.

The strengths of these drives are important to note in our dogs, as an understanding of what pushes a dog into action can be utilised in an individual’s training. It can, in fact, be noted that if there is no motivation on the part of the dog, there can be no learning. In training we endeavour to motivate the dog to learn using positive rewards such as praise, food, a toy, or being allowed to run free. These drives are the foundation of our dog’s behaviour and as trainers we need to tap into them.

Prey Drive – Chase and hunting instinct

This is the impulse to chase and bite. It can be a very comfortable drive for the dog. It is at the very root of his being as a predator, since the survival of a hunting species depends on its ability to catch prey. Bringing out this drive in the dog’s training will give him a

natural rush of adrenaline, and bring all his attention onto the prey object (ball, tug toy or food) and, through this, onto the handler.

Young puppies seem to have a tremendous urge to do something – anything is better than nothing – and chasing is so much fun. This instinct should be encouraged in appropriate ways, using toys, since it will be useful in training and play. Puppies will learn by experience if they are encouraged to chase toys and balls, but are not allowed to chase what they should not chase. In time they will reach the stage when they will take little or no interest in chasing the wrong things

Pack Drive

This is the need for emotional contact. The dog is a social creature which depends on the emotional well being of his group to feel secure. Dogs need the group as a whole to be in harmony and to feel relaxed and safe.

Most wild dogs hunt in packs and they will not normally face danger without the company of others; they need the strength and numbers of the pack when a killing is to be made. Each pack-dog accepts his own rightful place in the pack line-up, obeys a strict rule of social behaviour and is quite willing to accept and respond to discipline. A point to remember is that a dog behaves quite differently on his own from when he is in a pack; the dog in the backyard is also quite different when he is out with other dogs. Nearly all dogs, on their own initiative will chase, but if there is more than one dog involved in the chase, they are more likely to kill.

Play Drive

Handlers should be encouraged to play with their dogs to increase communication and rapport. Play can then become an important reward in training. Some dogs may need to be taught to play with their handlers. Play is also the means by which dogs can practise their communication skills, their hunting skills (by stalking and chasing each other), their defensive and their fighting skills. Play allows a dog to keep his skills sharp for the time when he may truly need them.

Flight Drive

This is the impulse to flee from danger. When confronted by a perceived threat, retreat is the first choice of action for most dogs. If this choice is prevented (by a lead, for example), the dog may either go into defence drive (aggression) or a state of helplessness (submissiveness).

The avoidance of enemies is referred to as “the escape-drive” with the “flight-distance” indicating the point up to which the dog will allow a stranger to approach before making friends or taking to flight. The “not to fight” instinct is usually tied up with the submissive instinct.

Defence Drive

This is the impulse for a dog to defend itself against perceived attack. This drive is behind nearly all of any aggression seen at training. Early socialisation is critical to a dog. Anything not encountered before about 16 weeks of age naturally comes to be met with fear and/or suspicion, the emotions that trigger the dog to defend himself.

The dog's instinct is not only to protect himself but also to protect the remainder of the pack, his home and anything belonging to him and the family group. The dog normally has no desire to attack but merely to protect. Once this instinct has been aroused it is of paramount importance that the handler knows how to control it.

Fight Drive

This is the drive to measure physical prowess and often shows itself as dominant behaviour. The fight drive in a dog may be heightened by the feeling of a tight lead (lifting his confidence with the presence or ‘support’ of his pack), or his physical superiority over another dog (the old ‘pick on someone your own size’ kind of thing).

The Retrieving Drive

Retrieving is an act which seems to come naturally to most puppies during the normal course of play. It should be encouraged, especially for those breeds which are not normally grouped as retrievers, so that it can be brought out again when the dog is learning his open trial exercises. Wild hunting dogs, rather than

eating their prey where it was killed, carry it back to their dens. This is what a puppy is acting out when he brings anything to his owner. The owner should praise the puppy, take the gift, examine it and if the puppy is allowed to play with it, then give it back to him.

The Sex Drive

Apart from food and shelter, the main drive and desire of the dog is to mate. The male is said to be in season 365 days a year. Dogs can scent bitches in season and will roam miles following the scent. Bitches usually come into season twice a year, if not desexed, and should not go to training classes for three weeks (for obvious reasons). While she is in season, the bitch herself, driven by the sex urge, may attempt to escape to mate. It is strongly recommended that dogs be desexed for their health and safety, unless they are excellent specimens of their breed and are going to be used in a breeding program. It is not necessary for a bitch to have a litter or a season before she is desexed.

The Herding Instinct

All the herding breeds were bred for this purpose, but what to herd, and most important, what not to herd, can only be taught through training. It is a natural instinct for wild dogs to herd as part of hunting, but by selective breeding, herding breeds were developed to have stronger herding instincts but not to go in for the kill. So, thousands of years ago, probably in Central Asia, we find the first dog obedience instructors training dogs to herd and care for sheep and cattle – the dog's natural prey.

SOCIAL BEHAVIOURS

Since we first began to look to the wolf for a better understanding of our dog's behaviour, we have put a great deal of emphasis on pack hierarchies and, specifically, the need for the human members of the family to be seen as higher ranking pack members, by taking certain privileges the dog sees as important. We thought that if this were done, the dog would know his place and automatically respect those above him, and that obedience to commands would be smooth and effortless.

What we failed to recognise is that a dog is much more concerned with group security, brought about by a fair, consistent boss, than about achieving the alpha position. More often than not these behaviours are learnt – they are behaviours that the dog has previously found rewarding. Pulling on the lead gets you over to that tree to have a good sniff. If someone goes for the front door, slipping through before being caught gets you a chance to explore. It's also the best way to initiate a game of chase with your owner. Once you've had a run, lying by the front door in the breeze is a great way to cool off. And disobedience? More often than not it is simply a lack of understanding or a lack of motivation to obey.

Hierarchy is instinctual to our dogs. You only need to watch two dogs meet for the first time to understand that the implementation of these pack rules by the average family is wise and can only be beneficial. We need to understand that placing ourselves in the alpha position merely gives us the best foundation on which to build a relationship of trust and respect. A deeper understanding of canine psychology and a good comprehension of learning theories are the bricks with which to build this relationship.

As well as contact with humans, a dog needs contact with others of his own kind. Playing with other dogs allows him to be well socialised. Dogs that do not have the chance to associate with other dogs have the poorest social skills and thus are more at risk of developing fear aggression and associated behaviours such as barking.

Dogs need mental as well as physical exercise. Many people still believe that if the dog has a large backyard to run in, he does not need to be walked. Dogs need off territory stimulation for a healthy mind, they need to be allowed to sniff and explore on a walk. If we think of some behaviours that would fall into our category of the dog as predator, sniffing, stalking, chasing, biting and tugging, for example, we can begin to see why a walk to the park and a throw of the ball is heaven to so many dogs - fundamental impulses are being fulfilled by such a simple activity. Games such as hide and seek, go find, tug of war and chase (so long as the dog will give up the trophy on command) are also useful activities for the handler to engage in

with his dog. When the dog is left alone, a stimulating environment is as easy to create as throwing a few handfuls of dry cat food over the lawn. This fulfils the dog's instinct to scavenge, keeping mind and body active. Toys that can be stuffed with food are very stimulating for most dogs. Suggesting a particular activity and describing the way it will benefit the dog is a great way to end a class.

CHAPTER 4

PSYCHOLOGY OF THE DOG

How much does psychology concern a dog trainer? A great deal! Successful training of a dog is only possible in the presence of good understanding between the trainer and the dog. Clearly then, there can be no such understanding without knowledge of the dog's mental capacity plus an understanding of his character.

Handlers must know as much about their particular dogs as possible. For handlers and instructors alike, the more they know of the mind, the thought process, the physiology and senses of the dog, the more successful they will be in the application of the techniques of dog training.

THE DOG'S INTELLIGENCE

An intelligent dog is one that learns his lessons well and remembers them. Thinking as man knows it, does not occur in the dog; he knows where he is now (at the moment) and what is happening to him now. He cannot predict what will happen in the near future. He is easily distracted and lacks concentration. He does react to timed events, such as meal time, training time, sleeping time, etc. These are not predictions but the result of a repetitious family behavioural schedule.

Dogs perform actions through inborn instincts prompted by simple stimuli. These can be channelled and controlled for the proper result once the pattern has been established and imprinted into the memory bank. The dog will react whenever the proper stimuli are released. Handlers can be classified as the driving forces or impulses, which make an animal want to do something, even though lacking previous training and experience.

The dog is intelligent, but care must be taken that he is not over-trained, because he can absorb only so much at a time. His mind tires easily, just like small children.

It is not the size of the skull that governs the degree of intelligence, but the quality of the grey matter of the brain: the convolutions of nervous tissue which control the process of sensation, learning and memory. The brain of the dog, especially its cerebral portion, is much smaller and the convolutions less complicated than they are in the brain of man. It is generally considered that the learning rate and the memory retention are equivalent to that of a pre-kindergarten child.

THE DOG'S SIGNALLING DEVICES

These are the eyes, ears, teeth, voice, tail and stance.

The Eyes

These are very expressive. Normally a dog looks straight at and through a person

The Ears

The way the dog holds his ears can give an indication of his feelings. They are very mobile, and when raised and lifted forward, can show that the dog is alert and interested. If they are pulled backward and down, he is not sure of himself. If they are twitching, he is concentrating, trying to find from where a certain sound is coming – he is listening.

The Teeth

The dog's teeth are his sole weapon for attack and defence. They can snap, bite, rip, tear, chatter and kill. Fortunately, most dogs curl back their lip in warning before actually attacking. Some dogs can even pucker up and smile. People are surprised at how much control the dog has over his "biting" when they see how tenderly a young puppy is carried by his mother or how softly a gundog retrieves live game. Compare that with the crunching that can demolish huge beef shinbones

The Voice

Barking is the dog's natural way of expression. He soon learns that barking gets him attention. It may not be the attention he desires but

it gets his owner to him. He may find that barking will drive away an enemy. Studying his “talking” will create a better knowledge of the dog. Barking falls into “timed” patterns of behaviour; the mournful whine when he is left alone or cannot go out with his owner; the incessant yap-yap-yap upon his return. Dogs should never be rewarded for barking out of turn, and if they are taught to bark on command, they must also be taught when not to give voice.

The Tail

The tail comes in many forms and sizes. No matter how much, or how little there is, it can still express the dog’s emotions. In joy, it wags madly from side to side, with sometimes the whole hip section involved; in fear, it drops or is tucked between the legs; in the field, it is raised as a flag for signalling; in the water, it acts as a rudder; and whilst the dog is in action, acts as a balancer. The tail is also carried high when approaching to secrete the sex odour. This is the reason why dogs often greet each other “head to tail”, to have the sex classified. To us, the sex seems obvious, but the dog’s lack of visual detail makes it necessary for him to check. The normal wag is from side to side or round and around. If the dog feels his handler is angry with him, he will lower his gaze and thump his tail in an up and down fashion, in an attempt to placate his handler.

The Stance

The dog’s normal stance is one of balance on all four legs. It is interesting to note the way a dog conducts himself when a given set of circumstances stimulates his basic instincts. A confident, dominant dog will stand “higher” (no matter how large or small he may be) and raise his hackles. A nervous, fearful dog will appear to get “smaller” and will creep away. A really frightened dog will have his tail tucked in between his hind legs, his coat will stand on end and his whole body will tremble – he will use his “flight/escape instinct” and slink or scurry away. If there is no other way out, he will put on an aggressive display and probably bite in fear, or completely submit by throwing himself on the ground, usually with his stomach exposed. Mostly it is a game of bluff.

SUMMING UP

- Dogs cannot reason; therefore they must be shown the way to learn.
- The dog's eyesight is poor, except when movement is involved.
- The dog's horizon is much lower than ours, so kneel down to his level occasionally and see his world.
- The dog's hearing is excellent, so you don't need to shout your commands.
- The dog's sense of smell is very acute – it is his world.
- The dog is motivated by his basic instincts and hormone activity – these should be understood.
- Dogs are easily distracted – training should never be so dull as to allow the dog any opportunity to stargaze.
- The dog's name must only be used to attract his attention. Without the dog's attention, no lesson can be learnt. The dog's name should not be used as a reprimand.
- At home, dogs should have something to interest them, something to satisfy their natural curiosity.
- Adequate praise and reward should mark every success in the dog's training.

DEVELOPMENTAL STAGES

All dogs pass through a series of developmental stages while they are growing up. The age at which they reach each stage varies, with smaller breeds tending to mature faster than bigger dogs. Knowledge of the various stages and when to expect them helps in understanding and training our dogs.

Neonatal period: 0 to 2 weeks.

The puppy is fully dependent on his mother.

Transitional period: 2 to 3 weeks

The puppy's eyes and ears open and the teeth begin to appear. He learns to walk and to lap liquids.

Socialisation period: 3 to 12 weeks

During this period, the puppy must have appropriate experiences with people, other dogs and the environment to develop into a well-balanced pet. The socialisation period can be divided into stages.

- From 3 to 5 weeks:

Bitches will begin to discipline their puppies. The puppy begins to eat solid food, bark, wag his tail, and play bite with other pups. Later, he starts to chase and play hunting games and to carry objects in his mouth, and will learn to inhibit his bite during play with his littermates. He will attempt to leave the sleeping area to urinate after waking.

- From 5 to 8 weeks:

Weaning begins. The puppy starts to show facial and ear expressions. Puppies begin to participate in group activities, and to play dominance/hierarchy games.

- From 8 to 12 weeks:

The puppy has a very strong desire to please. The puppy starts to learn his position in the hierarchy where he lives, either with his litter or in his new home. During this stage, the puppy should be experiencing and enjoying a wide variety of situations and environments, and meeting as many children, adults, other puppies and dogs as possible. The puppy is not yet fully vaccinated, but he can socialise with fully-vaccinated dogs in a safe area. He should also be introduced to anything which is likely to happen to him in future, such as grooming, having toenails clipped, being bathed, or being lifted onto a table to be examined. Keep all experiences pleasant, and reward good behaviour. It's best to take small steps at a time; for example, the first step in teaching your puppy to be bathed might just be to place him in the empty tub and reward him for being there.

From about 8 to 12 weeks, the puppy may be particularly susceptible to frightening experiences. A great deal of care needs to be taken during this age of socialisation. Don't inadvertently teach the puppy to be frightened. If you try to reassure him when he is worried about something, he may interpret your soothing voice as praise or

reinforcement of his fear. Instead, act in an offhand manner, and don't force him to approach the object which is frightening him. Be patient, and let the puppy approach when he is ready.

Juvenile period: 3 to 6 months.

During the first part of this period, puppies are usually eager to please and are learning quickly. They continue to learn about the hierarchy within the family where they live, and try to find their own position within that hierarchy. They begin to explore their environment more widely, but will still stay close to their owner or territory. Chewing and mouthing are common, to help teething and learning.

This is an ideal time to teach the puppy his place in the family pack, and to teach him games. His willingness to learn and increased ability to concentrate should be used to the full. The puppy should continue to be socialised and pleasantly exposed to many different environments and experiences.

Adolescence: 6 months to 12-18 months.

Puppies become more independent and more likely to challenge authority. They reach sexual maturity. The puppy continues to be keen to chew, and a second teething period occurs between 8 and 10 months. This may be the most difficult period of the dog's life for his owners, as he tests his position in the pack and the boundaries of permitted behaviour. Training must continue to be positive, with the puppy rewarded for correct behaviour. Incorrect behaviour should be prevented whenever possible, to make this period easier for both puppy and owner. For example, if the puppy is no longer reliably coming when called, keep him on the lead or in fenced areas for a while. Call him, and reward him for coming, then release him again.

A second fear imprint stage may occur during this period, where a previously confident pup becomes nervous and easily frightened. He should continue to be exposed to as many different, pleasant situations as possible.

Maturity: from 12-18 months onwards.

Your dog is physically mature, although he may still be filling out. His character is formed, but will continue to develop, being moulded by his training and experiences.

CHAPTER 5

BASIC HEALTH CARE FOR YOUR DOG

Instructors should have good general knowledge, but should not give advice beyond the basics. They should refer to their Chief Instructor or Vet.

Dogs cannot tell us when they are in pain, at least not directly, and sometimes in the busy schedule of most families it is easy to miss the subtle warnings. Health checks are very important for your dog, may save the life of your dog and may catch problems before they get out of hand.

Your veterinarian will assess your dog thoroughly at an annual check-up to look for signs of illness or other problems. However, a daily at home physical exam of your dog from nose to tail will give you the opportunity to assess their overall health, whilst creating a bond with your pet.

Examining Your Dog

Choose an area of the house that is quiet and free from distractions and talk calmly and reassuring your dog as you perform the physical exam.

Eyes

The whites of the eyes should be white, not yellow or bloodshot. The cornea should be clear, not cloudy. The pupils should be the same size in both eyes. There should be no discharge or gunk.

Nose

Look at your dog's nose. Is it running? Is it dry or cracking? Are there any sore spots? Is it different from its normal colour? Any yes answers could indicate an issue and may need veterinarian advice.

Ears

Look at the outside and inside of the ear flaps for any sore spots or abrasions. Check the ear canal for any redness or waxy debris and

pluck any hairs. Smell the inside of your dog's ears for any funny smell, which could indicate a bacteria or yeast infection.

Teeth and Gums

The gums should be pink and free of lumps or ulcers. The teeth should be white and free from tartar, which can make the teeth look yellow or brown. Check for hair lodged between teeth as well as any loose or broken teeth. A smelly mouth could indicate dental disease. Look at the tongue and lips for ulcers and cracks.

Body Massage

Start under the dog's jaw feeling for any lumps or bumps. Continue down the neck to the dog's chest, over its back and under the belly, feeling for any skin abnormalities and also checking for fleas and ticks. Check the mammary glands on female and male dogs for any lumps or bumps. Massage each leg from top to bottom, then move onto the paws checking the pads for cracks or tears and any redness or swelling between the toes. Look at the length of the nails and trim them as needed.

Spine

Run your hand from the neck to the tail whilst pressing firmly on the spinal column. Monitor the dog for any signs of discomfort or pain. Picking up on problems quickly may save the life of your dog. You know your dog better than anyone else, so will be able to recognise any changes in their physical appearance.

A physical exam is just a part of the picture. In order to look at the whole picture there are a number of questions you can ask including:

- Is your dog happy and alert?
- Is your dog able to run and walk without limping or crying in pain?
- Does your dog have a good appetite and keep food down?
- Is your dog drinking normal amounts of water and urinating regularly and freely?
- Are the stools firm and passed without severe straining. Are they regular and free of parasites?

- Is your dog's breathing slow and regular at rest, free from wheezing and coughing?

Preventative care starts at home and carries over into regular visits to your veterinarian. It is important that your dog is checked at least once a year and this is usually done when the dog is due for its annual vaccination.

Grooming

There are six basic dog coat types:

- Smooth or Short Coat
- Wire Haired Coat
- Long Coat
- Curly Coat
- Double Coat
- Hairless

Smooth or Short Coated dogs require regular brushing with a soft bristle brush which can help remove the loose and dead hairs. By brushing regularly you will help distribute the skin oils throughout the coat.

Wire Haired Coated dogs can be groomed using a comb or a slicker brush, depending on the thickness of the coat. Brush the coat from the skin out.

Long Coated dogs, no matter the breed or length of the coat need regular coat care. A long coat is more apt to tangle and mat and needs to be brushed or combed from the skin to the end of the hair. If you find a tangle or mat try to comb it out.

Curly coats can be groomed using a slicker brush, brushing from the skin out making sure there are no tangles, mats or debris in the coat. Use a comb to remove any loose hair or small tangles.

Curly and non-shedding coats need to be clipped every six to eight weeks.

Double Coated refers to two layers of coat, for example the Australian Shepherd, it has a medium length outer coat that is silky and soft. Underneath there is a shorter fuzzy undercoat. All double-coated dogs need regular brushing that goes through the undercoat to the skin. Pulling out the undercoat as the dog is brushed.

You should bath your dog as often as necessary to keep the dog clean. Choose a shampoo specifically designed for dogs as they have sensitive skin and their pH is different to the pH of human skin. For dogs with healthy skin and coat, choose a mild and gentle hypoallergenic shampoo. For dogs with skin conditions contact your veterinarian for advice on what product to use.

Exercise

“How much exercise does a dog need every day?” As with people, the answer varies from dog to dog and is dependent on age, health and breed.

Puppies will not need as much exercise as adult dogs and since they are constantly growing, including several short walks or play sessions throughout the day is a better option than going for one really long walk. Start with an easy 10 minute walk on the lead and then gradually increase the duration over the following weeks. You can also mix up your puppy’s exercise routine by playing age appropriate games.

The average adult dog needs about 30 to 60 minutes of exercise a day. As with the puppy this does not have to be a one hour long walk. Alternative options may include some off leash time, playing the game of fetch or a day out at a doggy day care facility.

A senior dog might not be able to run as far as it used to but proper exercise is just as important for a senior dog. As their owner you will be able to observe how much exercise your dog can comfortably handle.

Exercise provides all dogs with mental stimulation and keeps them active, which can help prolong their lives and reduce the risk of obesity.

Fleas

Fleas are small parasitic insects that jump onto the skin of dogs and feed on their blood. Fleas irritate the dog's skin and can cause hair loss from the continual biting, rubbing and scratching. Fleas are hard to see and it is usually the flea dirt that is the tell-tale sign that fleas are present.

Fleas spend 95% of their time OFF the pet, living in the pet's environment.

One flea can lay 50 eggs a day.

For effective flea control every pet in the household needs to be treated.

It is necessary to choose a product that is effective for every stage of the flea life cycle. There are many products available to help in the control of fleas including:

- Monthly chewable tablets
- Flea Collars
- Products containing insect growth hormones

Ask your veterinarian for the most effective treatment for your dog.

Worming For Intestinal Worms

There are 4 main intestinal worms in dogs:

- Roundworm
- Hookworm
- Whipworm
- Tapeworm

It is important to worm your dog regularly throughout its life.

Recommended worming for puppies is

- Every 2 weeks between 6 – 12 weeks of age.
- Then monthly until 6 months of age
- Then every 3 months

The dosage is weight dependant so it is important to know your dog's weight in order to administer the appropriate dose.

There are many products available including:

- Tablets
- Chewable cube
- Paste

Speak to your veterinarian for the most effective treatment for your dog.

Heartworm

Heartworm disease is spread by mosquitoes and is NOT spread between dog to dog contact. It has the potential to cause heart failure and even death. There are various preventatives available including:

- Monthly chewable tablets
- Yearly injection

Speak to your veterinarian for the most effective treatment for your dog.

TICKS

There are three main tick species in Australia:

- Paralysis Ticks
- Brown Dog Ticks
- Bush Ticks

Paralysis ticks are one of the most dangerous parasites that can affect your pet as they produce a toxin which causes tick paralysis in dogs (and cats).

Brown dog ticks cannot cause paralysis, but can cause skin irritation and need to be removed from your dog.

Bush ticks can cause skin irritation and it is important to remove it from your dog.

Dogs can get ticks anywhere with grass, low shrubs, scrub or bushland. Ticks lay in wait on plants and are sensitive to heat and carbon dioxide, which your dog exhales as it passes by, alerting the tick and allowing it to use its front legs to latch on to the dog. It then burrows into the fur looking for a place to attach and feed.

Paralysis tick symptoms:

- A loss of coordination in the hind legs (wobbliness or weakness)
- A change in bark or voice
- Retching, coughing or loss of appetite
- Laboured breathing or rapid breathing
- Lethargic

A thorough check of your dog can help you find ticks and should be done daily. Start by running your fingers over their neck, face, ears and mouth inside and out, shoulders, chest, front legs then work your way down the body to the tail, include between the pads on each paw. A tick will generally feel like a bump on the surface of the skin, initially very small, but increasing in size as the tick feeds.

If you find a tick it needs to be removed promptly. Avoid disturbing the tick, especially don't squeeze the body. A spray containing Ether can be used to freeze the tick; these are safe for use on dogs (and people) and easy to use. These sprays can be kept on hand and are stocked, for example, by pharmacies. If a freezing spray is not

immediately available, a tick can be removed by grasping it with tweezers, a tick removal tool or your fingers as close to the skin as possible, a bit of a tug will pull it out. Alternatively you can take your dog to your veterinarian who will remove the tick for you. Keep the tick for identification in a sealed container.

If the dog is showing symptoms, take it to a veterinarian immediately, Dogs can still develop symptoms several days after removing a tick. Monitor your pet for the next few days (even weeks) for signs of symptoms and if in doubt, take them to a veterinarian.

There are products available that offer protection against ticks including:

- Monthly chewable tablets
- Tick collars

The dosage is weight dependant so it is important to know your dog's weight in order to administer the appropriate dose.

Speak to your veterinarian for the most effective treatment for your dog.

Combined Flea Tick and Worming

There are many products available that offer a convenient monthly chewable option to cover fleas, ticks, intestinal worms and heartworm.

Ask your veterinarian for the most effective control for your dog.

FIRST AID FOR YOUR DOG

Priorities in an emergency:

Be aware that injured or sick dogs may bite

- Keep calm
- Ensure your own safety and the safety of others
- Remove any risk to the dog

- Secure the dog if possible (do not aggravate any injury)
- Apply muzzle or cover head with a towel or blanket using a bandage, tie, belt or dog lead. DO NOT apply if the dog is unconscious
- Talk gently and calming using a reassuring voice
- Treat any injuries to the best of your ability
- Organise transport
- Ring the veterinarian to advise you are on the way
- Carefully transport your dog the veterinarian

Remember the A B C approach to first aid:

- Airway – ensure it is clear
- Bleeding – control major, life threatening bleeding
- Collapse, Convulsion and lack of Consciousness – it may be necessary to treat for shock

Normal Rates for a dog at rest:

Heart Rate (beats per minute)

60 – 100 (large dogs)

90 – 120 (small dogs)

Breathing Rate (number of breaths per minute)

15 – 30 (large dogs)

30 – 50 (small dogs)

Temperature

38.3 – 38.7 degrees Celsius

Seek veterinary assistance immediately in an emergency. Providing vital information for your vet can save time.

The best way to transport your dog in on a stretcher, place a blanket or firm board on the ground. Keeping the backbone as straight as possible, gently lift and pull, body first and legs trailing, onto the

makeshift stretcher. Transfer the dog onto the back seat of a car, keeping the dog as flat as possible and drive to the nearest veterinary clinic. If possible have a second person ride in the back with the dog to ensure it is safely positioned.

The First Aid Kit

- Bandages – a roll of self-adhesive or crepe bandage (5cm width)
- Conforming/open-weave bandage (2.5cm width)
- Non-adhesive absorbent dressing (5cm x 5cm) to cover open wounds
- Surgical sticky tape
- Cotton wool
- Sterile absorbent gauze
- Scissors
- Tick remover
- Tweezers
- Saline solution
- Antiseptic
- Space blanket

CPR (Cardiopulmonary Resuscitation)

Place the dog lying on its right side with head and neck stretched forward. Place both hands on the chest wall over the ribs and apply firm downward pressure to expel air from the lungs. Release pressure – allow chest to expand. Repeat at 3 – 5 secs intervals.

Never perform chest compressions on dogs with a heartbeat or pulse. To detect a dog's heart beat place your hand on the chest wall behind the dog's left elbow. For a pulse rate place your hand on the inside of the rear leg at mid-thigh. You should feel the femoral artery pulsing near the surface.

Artificial Respiration

Ensure the airway is clear, close the dog's mouth and keep one hand under the jaw for support. Cover your dog's nose with your mouth and exhale until you see the dog's chest rise. Repeat one breath every 3 – 5 secs until the dog is breathing for itself.

DO NOT attempt on a conscious dog or one that is breathing for itself.

Acute Diarrhoea

Simple diarrhoea can usually be treated by fasting your dog for 24 hours, keeping fresh water available. Treatment by a veterinarian may be required if diarrhoea is:

- Explosive and/or painful
- Black or contains blood
- Continues for longer than two days. Less for puppies
- Affects the wellbeing of the dog
- Accompanied by a high temperature
- Very watery

Bleeding

If bleeding is minor such as a small bite wound, graze or scratch it can be treated by cleaning the wound thoroughly with cold water, applying gauze and a firm bandage ensuring an even pressure around the area. For more serious bleeding apply pressure below the wound and then dress with a pressure pad and bandage before taking the dog to a veterinarian.

Burns

Cool the burn by holding the area under running water for 30 minutes. Cool water from a bucket can be used if running water not available. Follow with an ice pack if available. Cover the area with sterile muslin, bandage or clean cloth before transporting to a veterinarian. DO NOT use ointments, powder or sprays.

Poisoning

Certain substances and human foods can seriously affect dogs and can even be fatal. If you suspect your dog may be suffering from poisoning contact your veterinarian immediately for advice. If possible keep a sample of the substance so the vet knows exactly what they are dealing with.

Symptoms include:

- Sudden acute vomiting
- Drooling
- Reddening of the mouth
- Shortness of breath
- Coughing
- Movement disorder, stumbling, lack of co-ordination
- Apathy, disinterest
- Pain in the stomach
- Shaking, cramps, shock

If you see your dog swallow a known poison do NOT induce vomiting unless advised by a veterinarian.

Some poisonous substances include:

- Snail Bait
- Rat Bait
- Chocolate
- Onions/Garlic
- Grapes
- Macadamia Nuts
- Tobacco/Nicotine
- Chewing Gum
- Cleaning Products
- Avocado
- Fertilizer
- Detergent
- Sultanas
- Insecticides
- 1080 Baits

- Paracetamol
- Lead
- Xylitol – artificial sweetener
- Prescription medication

Fracture

Visible fractures below the elbow and knee can be protected by a makeshift splint using a piece of wood or rolled newspaper which must be long enough to immobilise above and below the fracture. The limb should be bound, starting at the toes, with a bandage, followed by a layer of cotton wool and the makeshift splint and then another layer of bandage which is held in place with adhesive tape. If the fracture is an open fracture then a sterile non adhesive dressing needs to be placed over the site prior to bandaging.

Heat Stroke

Dogs left out in full sun or in a parked car, even for a short while, can be affected by heat stroke. Excessive exercise, no access to water can also be causes of heat stroke. Dogs cannot lose heat by sweating, as they do not have sweat glands, they are only able to pant.

Symptoms include:

- Rapid, heavy panting
- Salivation
- Staggering or stumbling
- Collapse
- Fast breathing
- High temperature
- Red, blue or very pale skin, including tongue and lips
- Vomiting
- Diarrhoea

Heat stroke is one of the most common causes of avoidable dog deaths. Every attempt should be made to lower the dog's temperature.

- Take the dog to a cool, shady place immediately

- If possible, immerse the dog in cool – not cold – water or wrap the body in a towel soaked in cold water, pouring more cold water over the towel to keep it cool
- Offer some water (not too cold)
- Massage the limbs to get the circulation going again
- Cover the dog with a wet towel and place in front of a fan or air conditioner
- Transport to the veterinarian as soon as possible

Bloat

Abdominal distention or bloating indicates a serious problem. Bloat is a build-up of gas in the stomach which can actually twist itself and become blocked. This is very painful to the dog. Where the belly has suddenly become swollen and greatly expanded this is an emergency. Seek veterinarian assistance immediately.

Snake Bite

Snake bites are not usually seen and therefore may not be easily identifiable.

Symptoms include:

- Trembling
- Excited
- Drooling
- Vomiting
- Dilated pupils
- Collapse

Bite marks may be seen on the head and legs in the form of two puncture marks. There will also be very noticeable swelling.

- Keep your dog calm
- Do not cut into the wound to remove the poison
- Apply an ice-pack to the wound site
- Bandage the site tightly – **DO NOT** apply a tourniquet

- **CARRY** your dog to the car and drive to the nearest veterinarian

Heart Attack

Lay the dog on its right side with the head at a lower angle than the rest of the body. Create as much fresh air as possible by opening doors and windows. If the tongue becomes blue or breathing stops, massage the chest directly over the heart region behind the left elbow using the CPR technique. Go to the veterinarian immediately.

Shock

Most serious medical emergencies are followed by a state of shock. Shock is a very serious life-threatening state and can lead to complete failure of the circulatory system.

Causes of shock include:

- Loss of fluid (bleeding, vomiting and diarrhoea)
- Allergic reaction, anaphylaxis
- Heart disease
- Infection
- Poisoning
- Over-heating

Some of the signs of shock include:

- Cold to the touch
- A fast, palpating heartbeat
- Shallow breathing
- Apathy
- Hives (if it is an allergic shock)

If you suspect that your dog has gone into shock, transport to a veterinarian as quickly as possible. Keep the dog warm and as calm as possible.

CHAPTER 6

HOW DO DOGS LEARN?

Dogs are very astute people watchers. Dogs anticipate our actions by watching the minute, subconscious movements we make. In the majority of cases the problems we have with our dogs are due to us intentionally or unintentionally teaching our dog, or permitting our dog, to do something.

Dogs learn by repetition of a pleasant experience, for example, the dog sits - it is given a reward.

Dogs learn best by positive reinforcement. This means teaching the dog to perform a response to get a reward. The reward must be very desirable.

Once dogs have learned a response, they remember longer if they are rewarded intermittently.

Behaviours which are not reinforced or rewarded gradually disappear. This is the way to change an unwanted behaviour - ignore it, while rewarding the behaviour you want.

We must be very certain we are giving the correct instructions, as there are no “grey areas” in a dog’s learning. When things are not going the way you feel they should, don’t blame your dog - think about what you are doing. Perhaps you are not communicating the correct message to your dog. Dogs always try to please us, but they may respond in a different way because they are receiving mixed messages. Aim to provide success for your dog even if this means lowering your standard at the beginning. Positive reinforcement ensures the dog will learn successfully.

Trust is gained through love, affection and consistency. It is important to ensure that your dog understands the rules and limits and that all members of the family provide consistency in the way they treat the dog and give it commands.

In teaching your dog remember “CONTROL THE DOG’S HEAD - CONTROL THE DOG”.

THE LEARNING PLATEAU

In every learning curve there is what is known as a learning plateau. Your dog may suddenly appear to have forgotten things he has learned. This is only temporary so continue with training and perhaps go back to an easier exercise. Most importantly, BE PATIENT.

WHAT IS MOTIVATIONAL TRAINING?

“Positive reinforcement is anything which, occurring in conjunction with an act, tends to increase the probability that it will occur again.” (Karen Pryor, in “Don’t Shoot The Dog”)

This statement is true for any training - not just the training of dogs.

There are two kinds of positive reinforcement - primary and secondary. Primary reinforcers are the most powerful as they consist of things needed for survival, for example, food.

Secondary reinforcers can be used with a primary reinforcer at first and then by themselves. They include things such as hand and voice signals. For example, if we call our dog to us and reinforce this action with food or a toy and at the same time say “good boy”, after a time the “good boy” will become a reinforcer on its own.

You may think that the food will need to be carried forever to ensure your dog will work for you, but this is not the case if the correct procedure is followed. In the initial stages, the dog must be rewarded each time it performs the required action. Through this method we are actually shaping the dog’s behaviour.

The reward must be given immediately the action is achieved.

Once the behaviour has been learnt, the rewards are given randomly. This is similar to the poker machine principle - we put money in, but we are never certain when we will get the payment or jackpot!

When you are using food rewards in training, give the dog less in his daily ration. Training is best done before the dog's meal, thus ensuring that the dog is keen for the food. Make the food exciting for the dog, but do not use the daily food ration.

Positive motivational training is like putting money in the bank. Each time you reinforce and praise, money goes in. Each time you punish you take money out. If you consistently take money out, your dog won't work for you.

WHAT ARE THE BENEFITS OF POSITIVE MOTIVATIONAL TRAINING?

- We are using the dog's natural instinct to train him.
- The dog responds because he enjoys receiving the reward.
- An excellent relationship develops between dog and handler because the dog is never forced to respond against his will.
- The dog is eager to learn because there isn't pressure or fear.
- The behaviour learnt by this method will last, provided it is reinforced occasionally.
- Most owners would prefer a kind and positive method to train their dogs.

CORRECTIONS

Corrections should never be used when teaching the dog a new exercise. The dog should not be corrected for not performing an exercise he has not yet learnt. Doing so may confuse the dog, or make him unwilling to work. In all training, the emphasis should be on praise rather than punishment.

Correct actions by the dog should be praised and rewarded. If the dog makes an error when he is learning a new exercise, such as

standing when a down is required, then the incorrect action should be ignored, and the exercise repeated, ensuring that this time the dog is helped to do the right action and is praised for doing so.

The handler may choose to use a word or phrase to indicate to the dog that it has not done the right thing. If so, it should be given in a neutral tone; it should never be given in a harsh tone.

If an action is, of itself, rewarding to the dog, a correction may be useful. However, it may be even better to train an “incompatible action”. Train the dog to perform an acceptable action, to replace the undesired behaviour. For example, to stop a dog from jumping up, the dog could be taught that if he wants to solicit attention or patting, he must sit first to be successful. The dog can also be taught a command which allows him to jump up.

IMPORTANT TIPS FOR TRAINING

- Make your training session fun for both you and your dog.
- Keep the session short (several short sessions, say about 5 or 10 minutes, per day are better than one long session).
- Use positive reinforcement and motivation in your training.
- Make the exercise easy, especially in the early stages. Make sure your dog has success. Catch him being good! Let him know you are happy with him - praise him.
- Always end the session on a positive note. If your planned last exercise is unsuccessful, do another one in which the dog can succeed. End with a game.
- Ensure that your messages to the dog are clear.
- Dogs react to high sounds, so it is best to use a higher-pitched voice signal rather than low, commanding tones.

CHAPTER 7

DOG BEHAVIOUR PROBLEMS

As an instructor, you will often be asked by handlers for help with problems they are having with their dogs, other than those related to training obedience exercises. It is not possible to cover behaviour problems in detail in this manual, but there are some general guidelines to follow.

If the question is asked during a class, first find out whether other handlers in the class have the same problem. As always, you should not spend too much class time on a problem which is only affecting one or two dogs. If possible, ask anyone who is interested to see you after class, or at some other convenient time, to discuss possible solutions. If enough people in the class share the problem, then some class time can be spent on it.

Do not hesitate to refer the handler to the Chief Instructor if you do not feel confident of your ability to help the handler, or if it is not possible for you to discuss the problem in class or at another time.

Possible solutions to common behaviour problems include:

- Prevent the behaviour from occurring.

For example, if the dog is stealing food from a cupboard, move the food to a cupboard which the dog cannot reach, or install a dog-proof catch and a self-closer on the door.

If a dog is jumping fences, it is difficult to train him not to do so, since he has learnt that he has fun once he is outside. Even with training, he probably cannot be relied on never to jump out in future. It is safer to ensure that the fence is completely dog proof, possibly by adding inward-facing overhangs to the fence.

- Train and reward a different behaviour that is correct.

It is usually more effective to teach a dog what it should be doing, and reward him for doing a correct action, than to try to use punishment to teach the dog not to do something.

For example, if the handler wants to stop the dog jumping up on people, the dog could be trained that he must sit to gain attention.

The dog should only be patted when he is sitting. If the dog does jump up, the handler should not give the dog any attention. Praise must be given when the dog does sit. Otherwise, the dog could decide that any attention is better than none and being corrected for jumping up is better than being ignored. The dog can be taught a command to jump up and that he is only rewarded for jumping up when the command is given.

- Ensure the dog has plenty of things to keep him occupied. Dogs which are bored are likely to find something to do which will annoy their owners. Dogs, especially young dogs, have a need to chew, and should be provided with objects which are safe for them, such as chew toys and raw bones. Toys can be bought or made which can be stuffed with food which will take the dog a long time to extract. Ensure the dog has both physical and mental exercise. Some of the dog's physical exercise should be outside the handler's property, to provide mental stimulation for the dog. Taking the dog for walks outside his own property will provide exercise for both handler and dog, and will give the dog mental stimulation as well.

Sometimes a dog's problem behaviour is caused by fear or aggression towards other dogs, people or objects. Alternatively, the dog may be too friendly and boisterous towards dogs or people. In these cases, the dog should initially be trained as far away from the source of the problem as is necessary for the dog to be able to respond to the handler and be rewarded for correct behaviour. Then the dog can gradually be trained closer and closer to the source of the problem. The process should never be rushed, or the dog pushed too hard, or the problem may become worse. The method is described in detail for aggressive behaviour in the next section, but can be applied to many situations.

AGGRESSIVE BEHAVIOUR

Instructors, club members and other dogs must be protected at all times from aggressive behaviour by dogs.

Owners and handlers must be aware of the risks and legal liabilities caused by aggressive behaviour by their dogs.

Instructors need to distinguish between dogs which are over-excited at seeing other dogs and dogs which have a significant problem. Any handler with a genuinely aggressive dog should be referred to the club's Chief Instructor. The handler will require individual assistance and help from a very experienced instructor. Clubs should be wary of accepting very aggressive dogs into the club for training. Instructors have many demands on their time and cannot give full attention to one dog. There may be a significant risk to instructors and to other handlers and their dogs. The Chief Instructor may need to suggest that the handler consult a professional trainer.

A veterinary check may be advisable to ensure that there is no medical basis to the dog's aggression.

Aggression by dogs is often motivated by the dog's fear or by a desire for dominance.

The instructor needs to make handlers aware of the signals which their dogs may give in potentially difficult situations. The most obvious signals are:

- eye contact between dogs;
- an aggressive stance. The dog stands tall, with his tail bushy and held high, possibly with hackles raised;
- a fearful stance. The dog's ears are held back, his head and tail are held low, and the dog may partly crouch, with his tail tucked between his legs.

Handlers must react to such signals immediately, by moving the dogs further apart, breaking the dogs' eye contact by turning the dogs away, and ensuring that the dogs are on the lead and under control.

In a club situation, an aggressive dog must be removed from the class. The handler must first be instructed individually and gain control over the dog away from distractions. Then the handler may be able to gradually introduce distractions under strictly controlled conditions. As the dog's behaviour improves, the dog can be trained gradually closer to other dogs. When the dog is reliable, he can rejoin classes.

The same methods apply to training a dog to behave acceptably with other dogs as to all other training situations. Correct behaviour must be rewarded. The dog needs to be assisted to produce the correct behaviour, for example, by training as far away from other dogs as is necessary, and by encouragement, so that he can be rewarded and learn what the handler requires. Unacceptable behaviour should not be rewarded in any way. For example, a dog which is exhibiting fear aggression should not be patted or soothed by the handler, as the dog will interpret this as reinforcing the fearful behaviour. If a dog is exhibiting dominance aggression, then that dog should be removed from the situation, since the dog may regard the other dog moving away as a victory.

The dog should be kept on a short lead, but not a tight lead. A tight lead may actually provoke aggressive behaviour. The handler should use a lead which is easy and safe to grip.

Instructors must ensure that handlers do not exacerbate the dog's problems by their own behaviour. If a handler shouts or gets excited, the dog's aggression may escalate. Physically aggressive corrections may cause the dog to become even more aggressive.

Handlers need to be aware of and respond to their dog's "comfort zone" – the zone within which other dogs will trigger their dog's aggressive behaviour. The goal of training is to gradually reduce the distance which the aggressive dog must be kept from other dogs.

It is extremely important that handlers are aware that potentially aggressive dogs must never be tied up and left alone. The dog will regard the area around him as his own territory and may defend it against other dogs and people. A crate may be used for increased safety, but it is still essential that the dog is never left unattended.

The same training methods are required for dogs which are aggressive towards people. However, the risks of having such a dog in a club environment must be considered, and clubs must consider carefully whether to accept him for training.

CHAPTER 8

SUMMARY OF DUTIES AND HINTS TO INSTRUCTORS

INSTRUCTIONAL PLANNER

The basis of good instruction is being able to impart knowledge, so that the handlers understand and learn it.

To help achieve this, note the following points:

1. Plan lessons beforehand.
2. Have all material near at hand.
3. As soon as the lesson begins, form the class in the best position.
4. Introduce yourself to the class.
5. Quickly revise the previous lesson.
6. During the lesson for each part:
 - a) explain each section.
 - b) demonstrate.
 - c) have the class demonstrate.
 - d) check that they are doing it correctly.
 - e) check that they have learnt and understood.
 - f) check and test the class again.
 - g) move on to the next section.
7. Vary routine as much as possible.
8. Use initiative.

Be wary of handling another person's dog.

You have a class standing around while you are giving an individual dog a private lesson. Handlers will think you are favouring the person whose dog you are handling. The main reason, however, is you will lose a lot of prestige if, for instance, you try to show a person how to put a dog into a down position and he will not respond and perhaps bites you. The class will think to themselves, here is an instructor telling me to do a lot of things with my dog, but the instructor can't do it. They do not realise how hard it is to take a strange dog and make it do something it does not want to do, or does not know how to do.

You may see, at times, an instructor take a handler's dog. These people have had a lot of experience and can sum up the situation. Be careful until you have had a lot more experience.

Lastly, remember that you are not a veterinary surgeon, and major problems on the dog's health should be referred to the appropriate expert.

CHAPTER 9

TRAINING COLLARS

The main types of collars used in dog training are:

Flat collars

Flat collars, which usually have a buckle fastening, are the gentlest and safest collars. They can be left on the dog safely when the dog is not being trained. The collar should not be too tight; it should be possible to easily fit two fingers between the dog's collar and its neck. However, the collar should not be so loose that the dog can easily slip out of it.

Halter-type or head collars

Halter collars give control of the dog's head and make it easier to control a dog which pulls hard on the lead for any reason. Several types of halter collars are available. It is important that the collar fits the dog well, so that the dog is not able to remove it, and the collar is comfortable and effective. The dog should be accustomed gently and gradually to the collar at home, with plenty of praise and rewards, before the handler attempts to use it in more difficult situations. Halter collars do not teach the dog not to pull, but make it easier for the handler to control the dog while training it by other methods. The handler must not jerk on the lead, but must guide the dog gently.

Semi-check or martingale collars

Semi-check collars consist of a flat section, with the ends joined by a looped section. The collar tightens when the lead is taut, and loosens if the lead is slack. Once the ends of the flat section are pulled together, the collar cannot tighten further. The collar should be fitted so that it cannot tighten excessively, but the dog cannot slip out of it readily.

Harness

There are several styles of harness available – front attaching, back attaching and a combination of the two.

The pros and cons of each should be researched. It is more appropriate to select a harness that doesn't impede the dog's front legs when they walk. The front attachment should go between the dog's front legs and attach to the back part of the harness rather than be across the dog's chest and go around over the top of the dog's legs and attached to the back section.

A harness is another tool for training and suitable training methods should be employed in their use.

Check collar

It is vital, if a check collar is used, that it is put on the dog correctly and used correctly, and that the handler understands the principles of using the collar. The correct method of putting the collar on the dog is shown in the diagram. If the collar is fitted correctly and the dog is at the handler's left side, then the collar will loosen on the dog's neck when there is no tension on the leash. The collar should only be tight momentarily. A continually tight check chain is counter-productive, and will not teach the dog not to pull. Handlers should be made aware that an incorrectly-used check chain can cause damage to the dog's neck or throat. The check chain should be just long enough to go comfortably over the dog's head. The links should be sufficiently fine for the chain to slip smoothly through the end loop, but a very fine chain is harsher on the dog. If a nylon check collar is used, ensure that the collar will loosen when there is no tension on the lead.

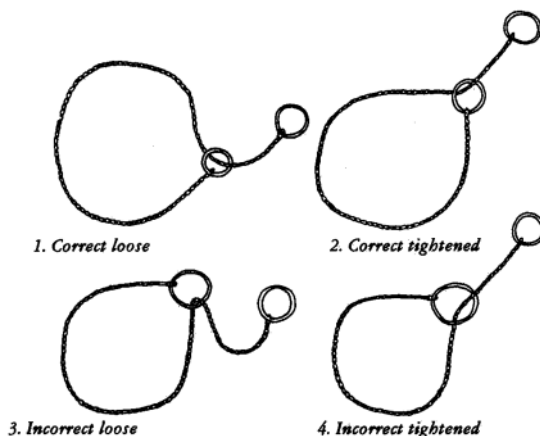


Figure 1. How to put a check chain on a dog correctly.

Note that these illustrations are shown from the dog's point of view, with the dog on the handler's left

CHAPTER 10

THE BASIC COMMANDS

THE SIT

Step 1: Using a food lure.

1. Get your dog's attention.
2. Hold a titbit in your right hand between your forefinger and your thumb, so that the dog can snuffle at it, but cannot "steal" it before he earns it.
3. With the dog in front of you, get his attention with the food. Once his attention is on the food, hold it to his nose and begin to move it gradually back, so his head tilts back to follow the food. Holding the food too high above the dog's head will encourage him to jump - hold the food on his nose, as if you are almost pushing him back.
4. When the dog's head goes up, he is built in such a way that his bottom will go down. As soon as his bottom touches the ground, say the word "sit", praise and reward. If the dog continues to move back while you are luring him into position, carry out the exercise near a wall or object.
5. Have another titbit ready to keep him focused and in the sitting position. Continue to praise him for holding the position.
6. Release the dog with your release command.

Repeat these steps until the dog is sitting every time the hand signal is given.

Never repeat the command at any stage. Only give it once. If the command is repeated, the dog may associate the wrong action with the command, or learn to ignore the command until it is repeated or becomes more forceful in tone.

Alternative Method.

Place the right hand on the dog's chest, the left hand on the base of the tail and gently move the dog into position.

Step 2: Food lure becomes reward only.

Give the command “sit” and give a hand signal similar to the action used when luring with food.

The exercise is repeated without the use of the food in the hand as a lure. The food now comes to the dog after he has performed the command correctly as a reward only. At first bring the food quickly to the dog. Then begin to increase the time between action and reward.

Do not let the dog break position of his own accord. If the dog moves before the release command is given, use your corrective tone, “ah-ah”, and encourage the dog into the correct position. Praise once he holds position again.

Step 3: Moving onto intermittent food rewards.

1. This should be done gradually. Do not phase out food all at once. When the exercise is first done without a food reward, increase the praise.
2. Once the food is being used infrequently, only the best responses should be rewarded, encouraging the dog to continue to better his performance.

THE STAND

Step 1: Using a food lure.

- 1: Get your dog’s attention.
2. Begin with the dog sitting in the heel position.
3. Hold a titbit in your right hand between your forefinger and your thumb, so that the dog can snuffle at it, but cannot “steal” it before he earns it.
4. Hold the titbit to the dog’s nose and position your left hand on the dog’s left hand side, just in front of the stifle joint.
5. With the use of the titbit, draw the dog forward so that his weight is transferred from his bottom to his front legs and with your left hand apply as much pressure as is necessary to encourage the dog into a stand.
6. Once he is standing, say the word “stand”, praise and reward with the titbit.

7. Quickly move your right hand from rewarding the dog for standing to way out in front, far enough away from the dog that he won't be tempted to try to get to the food.
8. Reinforce for holding position a number of times and release.

Remember, any number of titbits can be given as reinforcement for holding position.

Step 2: Food lure becomes reward only.

The exercise is repeated without the use of the food in the hand as a lure. Give a verbal command and hand signal. Ensure the same hand signal is given. The food now comes to the dog after he has performed the command correctly as a reward only. At first bring the food quickly to the dog. Then begin to increase the time between action and reward.

At this stage in the training of the stand exercise, the handlers may wish to change their hand signal from the one taught, which draws the dog forward into a stand, to one which pushes the dog to use his back legs to get himself into the stand. This is only necessary if the handlers wish to take the dog onto formal obedience work.

Step 3: Moving on to intermittent food rewards.

1. This should be done gradually. Do not phase out food all at once. When the exercise is first done without a food reward, increase praise.
2. Once the food is being used infrequently, only the best responses should be rewarded, encouraging the dog to continue to better his performance.

THE DOWN

Step 1: Using a food lure.

1. Get your dog's attention.
2. Begin this exercise with the dog in the sitting position beside the handler. If the dog gets up at any time during the teaching phases of this exercise, begin the exercise again.

3. Hold a titbit in your right hand between your forefinger and your thumb, so that the dog can snuffle at it, but cannot “steal” it before he earns it.
4. Hold the titbit to the dog’s nose and lure the dog into the down position by lowering the food slowly so the dog’s nose follows the food to a point between the dog’s paws close to the dog’s chest. This manoeuvre needs to be directly down. Any diagonal movement will encourage the dog to get up.
5. Once the food hits the ground, slowly move the titbit along the ground away from the dog.
6. As the dog follows the titbit into position, say the word “down”, praise and reward with the titbit. Remember, any number of titbits can be given as a reinforcer for holding position.
7. Release with your release command and encourage the dog out of position.

Repeat these steps until the dog is following the food into the down position reliably.

Never repeat the command at any stage. Give it once and then encourage the dog into position.

Alternative Method.

The handler should sit on the ground and lure the dog under their legs. The handler’s legs should be as low as needed to make the dog lie down. When the dog is under the handler’s legs, the handler should give the command “down” and reward.

Step 2: Food lure becomes reward only.

The exercise is repeated without the use of the food in the hand as a lure. Give a verbal command and hand signal. Ensure the same hand signal is given. The food now comes to the dog after he has performed the command correctly as a reward only. At first bring the food quickly to the dog. Then begin to increase the time between the action and the reward.

Do not let the dog break position of his own accord. If the dog moves before the release command is given use your corrective tone,

“ah-ah”, and encourage the dog into the correct position. Praise once he holds the position again.

Step 3: Moving on to intermittent food rewards.

1. This should be done gradually. Do not phase out food all at once. When the exercise is first done without a food reward, increase the praise.
2. Once the food is being used infrequently, only the best responses should be rewarded, that is, rocket fast drops, encouraging the dog to continue to better his performance.

By doing these exercises several times, two or three times a day, your dog will learn to sit, stand and down very quickly.

HEELING

Step 1: Using a food lure

1. Get the dog's attention.
2. Have the dog sitting in the heel position.
3. With the food at the dog's nose, take four steps forward and if the dog is in heel position then reward.

Step 2: Introducing a verbal command.

1. With the dog sitting at heel, before you move off, give the command “heel” in a bright tone of voice.
2. Bring the food onto the dog's nose and step off.
3. Take six steps and reward if dog is in heel position. It important that the dog is rewarded while moving in heel position.

Step 3: Food lure becomes the reward only.

When teaching the heeling exercise, this step is broken down into smaller steps to make the reduction of the food as a lure a very gradual process. The food will be gradually moved from the dog's nose up the side of the body until the hands rest in a natural position at the waist. Reward whilst the dog is moving in heel position.

Step 4: Moving on to intermittent food rewards.

This should be done gradually. Do not phase out food all at once. When the exercise is first done without a food reward, increase the

praise. Remember to reward the dog whilst it is heeling, not only when it sits, stands or downs.

To train a dog to heel with a high level of precision and attention, for example, to competition level, takes a great deal of time and patience. Patterns, ratio of reinforcement and type of reinforcement should be continually changing to keep the dog keen and interested.

THE RECALL

Step 1:

Train the dog to come for a reward, for example, by using a “rattle tin” (a small container with small pieces of dry food e.g. cat food). Rattle the tin when the dog is a short distance away. When the dog comes to you, say “Come” and give a reward from the container. The distance can be extended.

Use the food bowl also to train the dog to “come”. Have someone hold the dog. Walk a short distance away with the food bowl, then give the command “Come”. When the dog comes and sits, put the food bowl down.

Step 2:

Train the “Come About”. The handler should heel forward with the dog. The dog’s attention should be gained by placing the food near his nose, at the same time give the command “Come” and run backwards, luring the dog with the food. When dog is in front the handler should stop, have the dog sit, place a hand on the collar and reward. Touching the collar after the recall, teaches the dog that a hand on his collar is a pleasant experience. This is important if the dog is injured, stressed or needs to be restrained by a stranger.

Step 3:

Recalling the dog from a distraction.

The majority of handlers require their dogs to come when they are distracted so this is an important step in teaching the recall.

By now the dog should be readily following the food in the handler’s outstretched hand. As there is a guaranteed response (if the dog is

following the food), the command, “come” should have been introduced. Most handlers will need to be encouraged to make that command bright and inviting to their dogs. Try to make them feel a bit easier by hamming it up yourself. Seeing their dog’s response to you will encourage them to do the same, if not in class, then in the privacy of their homes! Remind them of the need for consistency in the sound of commands, especially at this early stage in the dog’s learning.

If the dogs are responding well, we can move onto restraining the dog while the owner moves a short distance away. Tell the handler to show the dog the food and then run away. The quick movement will strongly encourage the dog to follow. Once the handler is far enough away, the dog can be called. The handler should be encouraged to bend at the knees and reach out to meet the dog with the food to draw him into a close sit. Remind the handler that we are teaching the dog that the word “come” means to come straight to his handler and sit in front. You can explain that this is a formal exercise used in the trial ring, but is also necessary for domestic use when you need your dog to come back to you and be under control. A separate command to get the dog back near you, but not anywhere specific can be suggested. “Here boy!” and “back here!” are common. Anything is okay, so long as it sounds different to “come”.

Encourage the handlers to begin praising the dog as soon as he begins moving towards them, so that the dog knows that his actions are correct. This also helps to keep the dog’s attention focused on the handler.

Explain to the class that this is probably the most important command a dog can learn. A dog that returns reliably to the owner on command is a joy to own and will be given a great deal more freedom than the dog which has not been taught this valuable lesson. To obtain this goal, the positive nature of these early building blocks is vital. At this stage every time they command the dog to “come”, they must either be 99.9% sure the dog will obey, or be in a position where they can insist the dog obey (that is, have the dog on the lead). Every time the dog comes he is a hero. A great suggestion is that they buy 10 metres of light cord or rope from the hardware shop for a

recall lead. This gives the handler control and a chance to practise the recall with distraction.

Step 4: Formal Recall.

Tell the handler to leave the dog and to go to the end of the lead. The handler then calls the dog's name and at the same time shows the food. Encourage the handler to lure the dog in with the food. The food must be brought up under the handler's chin to lure the dog into the correct position in front. The dog is required to sit. The handler should then touch the dog's collar.

Step 5:

Once the dog will remain in a sit until recalled at a short distance, handlers should slowly increase the distance they move from the dog.

Never reprimand a dog when it has come.

STAYS

Method 1

1. The dog should be sitting beside you. Place the food in the right hand. Give stay signal with the left hand. Step forward with the right leg. Pause slightly, then step back, give food and praise. At this stage the left foot does not move - this is a rocking motion. The aim is to ensure that the dog achieves success, so you must return before it moves so a reward can be given.

You should slowly increase the time the dog stays. All the time ensure that you return before the dog moves.

2. When the dog is stable, then you can move around to the front of the dog - toe to toe. The distance should be slowly increased. At first it is best to return constantly to the dog and reward it for staying. Once you can move about five metres from the dog, then begin increasing the time the dog remains in the stay position. If the dog moves, return and start the exercise over, but do not reward until he stays. Aim to give the dog success on each occasion.

Method 2

1. The dog should be sitting beside you. Place the food in the right hand. The left hand is on the dog's collar. Give "stay" command. Show the dog the food, then reach the right hand out in front of dog. When the dog is no longer pulling to try and get the food, return the food and reward the dog.

2. The dog can now remain in the stay with food held out in front, for five seconds. With the dog sitting beside you, give the "stay" command, step forward about a metre and place the food on the ground. Initially, only leave the food for about a second before picking it up, returning to the dog and rewarding him with the food. The distance and time can then be slowly increased. Aim to give the dog success on each occasion.

If the dog moves, simply return and start the exercise over, but do not reward until the dog stays.

The same methods can be used for the down and stand stay.

CHAPTER 11

EIGHT WEEK COURSE FOR RESPONSIBLE DOG OWNERSHIP

Each club has its own training method and, as instructors, you should follow your club's program. The following makes some suggestions about how a course for responsible dog ownership could be organised.

WEEK 1

INTRODUCTORY SESSION
DEMONSTRATE SIT, STAND, DOWN WITH FOOD
CAR SAFETY WALKING

It is preferable for this first session to be principally a lecture session for the handlers. Handlers will learn more if they are without their dogs for all or most of its duration.

Welcome new members.

Outline the history of your club.

Explain that

- the program is based on positive, motivational training
- instructors give their time freely and their only reward is to see your dog improve
- instructors can give you advice on how to train your dog, but the main task is yours
- the amount of time and effort you are prepared to put into your training over the next eight weeks will show in the way your dog improves.

What is responsible dog ownership?

It is having a dog which

- walks on a loose lead when out for a walk showing confidence and control when meeting other dogs and people
- sits quietly beside you while being petted by a stranger

- stands still for grooming
- will stay briefly in a sit or down
- waits until the lead is attached before getting out of the car
- comes back when called and allows a lead to be attached
- can remain quietly and patiently when separated from you for a short time.

This is the beginning of a new and special relationship with your dog; one that is based on understanding, respect and trust.

Being the leader

The dog is a very social animal. His traits are derived from the wolf, which is a highly social animal with a well defined pack structure. Dogs need to be included in the family pack. They also need to have a leader, otherwise they will become the leader and this is where most of our behavioural problems start. For us to be the leader, however, we must earn this place.

Understanding how dogs learn

Refer to section “How Do Dogs Learn?”

General care of your dog

Refer to section “Health Care”

Gaining your dog’s attention.

Demonstrate gaining attention, using food. Attract your dog’s attention with the food at the same time as you call his name. Move the food towards your eyes and while he is looking at you move the food back to him and reward him. If he looks away, begin the exercise again. Gradually increase the amount of time you hold his gaze before rewarding.

It is important, however, to cut down the amount of food in the dog’s diet if you are using food as a motivator. Remember that it is best to train before you feed your dog. Do not bring your dog to training on a full stomach. He will not want to work.

Walking

Take your dog for a walk every day. During your walks, if your dog pulls, stop and wait for the tension in the lead to slacken. Praise your

dog and start walking again. Another method if your dog is pulling is to turn and go in the opposite direction. If your dog continues to pull, it may be necessary to use a halter-type collar to assist with this problem.

Sit, Down, Stand

Demonstrate the use of food to train the dog to sit, stand and down. (see Step 1 for Sit, Stand, Down in section “Basic Commands”)

This exercise should be done in sequence several times a day. When the dog knows all the positions, use the food to lure into each position and only reward at the end of the sequence.

Car safety

Discuss training the dog to wait in the car until lead is attached and he is invited out. The dog should then sit while the handler shuts the door.

If your dog has a specific problem, it may take longer than the eight weeks for the problem to be solved.

If there is a specific problem that you require assistance with, please write down some details for next week.

- describe the behaviour,
- when it occurs,
- who is present,
- what you have done to try and solve the problem.

Homework

To be able to train your dog, you need the correct tools

- an appropriate collar, such as a flat buckle collar or head collar,
- a flat webbing lead,
- your motivator:
 - food (dried cabanossi or liver, low fat mozzarella cheese)
 - toy (a ball or squeaky toy),
- large pockets in your clothes or a “bum” bag,
- a brush and comb for your dog,
- plastic bags.

1. Eye contact - encourage at least 3 seconds of eye contact when you call the dog’s name. Do this 3 or 4 times a day.

2. Walking - take your dog for a walk every day. Ensure that your dog does not pull during these walks.
3. Handling your dog - touch your dog all over at least once a day. Groom your dog daily. Remember to inspect the dog's feet and ears.
4. Car safety - begin to train your dog to wait in the car until the lead is attached and he is invited out.
5. Solving behaviour problems - write these down, noting when they happen, what causes the problem and bring them to class next week.
6. Sit, stand, down
7. Teach your dog a trick. Handlers will be required to demonstrate their trick in Week 7
8. Remember to praise your dog A LOT.
9. Bring your motivator, your grooming gear and your plastic bag next week.

WEEK 2

<p style="text-align: center;">SITS USING MOTIVATOR SHORT HEELING ROUTINE</p>
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Check collars and plastic bags. When the dog is being trained or taken for a walk, a flat collar should be fitted behind the dog's ears and the fit should be similar to how we wear our watch band. This will prevent the dog backing up and slipping the collar.

Make certain that the dogs are separated so they cannot play.

During the time the dogs are settling, observe the dogs. Briefly outline the day's lesson. Check that handlers have a plastic bag. Collect the written problems from the class. Remind the class about being a leader, car safety and teaching their dogs a trick.

Teaching the dog not to jump up

Handlers should have their dogs on a loose lead. The Instructor will then walk towards the dog. If the dog sits, the Instructor will give

him a treat. The handlers should not tell their dog to sit. If the dog fails to sit or jumps up, the Instructor will turn his back on the dog. The dog should be rewarded immediately it sits. The Instructor will do this several times.

Eye contact

Handlers practise this with their dog several times.

Sit

Use the motivator to sit the dog. Practise this several times. Is the handler placing the motivator in the correct position? Refer to “Basic Commands”.

Short heeling routine

Refer to section “Basic Commands - Heeling Routine Step 1”.

Grooming

Handlers groom their dogs. Explain the importance of handling the dog every day. Explain how to use food as a distraction if the dog does not like his feet, mouth or any other part of his body being touched.

Come to bowl

This is the first step in one of the most wanted and desirable behaviours - Come When Called.

Refer to section “Basic Commands - Recall”.

Walking

Discuss taking the dogs for a walk. If the dog pulls, the handlers should stop and encourage the dog to come back to them. The walk should only continue when the dog stops pulling.

Teach your dog a trick

The idea of this activity is to develop your relationship with your dog by teaching him a fun activity. The trick does not need to be complex. You will find the use of food will help your dog to learn the trick very quickly.

Your dog may already do a trick and this could be the one you decide to use.

Some ideas:

- Catch a ball
- Carry the food dish
- Roll over
- Jump through a hoop
- Shake hands
- Find where the food is (Put out three containers. Place the food under only one. The dog has to find the food).
- Say your prayers (the dog sits on his hind legs, puts his front paws on a chair or your lap and puts his head on his paws).
- Zig zag between your legs while you are walking
- Fetch the ball from under a flower pot or container
- Fetch a ball
- Speak on command
- Carry a small bucket or basket
- Jump over your arm

Homework

1. Eye contact for at least 5 seconds.
2. Sit using the method shown in class using the motivator.
3. Teach your dog a trick. Handlers will be required to demonstrate their trick in Week 7.
4. Come to bowl. This is the beginning of the Come When Called.
5. Walking. Take your dog for a ten minute walk with ten sits each session.
6. Handle and groom your dog every day.
7. Car Safety
8. Bring your motivator, grooming gear and plastic bag next week.

WEEK 3

STAYS - INSTRUCTOR WALKS UP AND TALKS TO
HANDLER
SIT STAY AT HEEL
DOWN USING MOTIVATOR AS LURE
COME ABOUT

Check collars and plastic bags.

Revise last week's exercises.

Teaching the dog not to jump up

As for Week 2

This week try to do the combination sit, down, sit, stand and only reward the dog with a treat when he has successfully completed the combination.

Eye contact

Encourage the handlers to get 10 seconds of eye contact. Suggest that they use a command such as “watching” with the eye contact.

Heel position

Walk a few paces using the motivator as a lure. It is important that the handler rewards before the dog loses attention. If the dog does lose attention, do not reward, but regain the dog's attention and start again. It is important to keep the lead loose as it is only there to stop the dog running free. The food is used to lure the dog into the correct position. It is probably easier to hold the food in the left hand and the lead in the right.

Stays at heel (beginning to accept a pat from stranger)

Have the dog seated beside the handler. The Instructor walks up and talks to the handler.

Stay

The dog should be in the sit position beside the handler. Refer to section “Basic Commands - Stays”

Down

Refer to section “Basic Commands - The Down - Step 1”

Come about

Teach the dog to come into the front position during the heeling. Encourage the dog to sit in front with the use of food. The handler should touch the dog's collar when the dog is sitting in front.

Finally, discuss any problems with training and talk about tricks.

Homework

1. Eye contact for at least 10 seconds.
2. Walking. During the walk do a few paces of heeling, sit the dog in the heel position and praise.
3. The sit and the down as shown in class.
4. Come about.
5. Come to bowl.
6. Sit/down the dog in the stay position for 30 seconds. The handler should be in front of the dog toe to toe.
7. Down stay beside the handler. Aim for 5 minutes at home and have the dog lying quietly beside you.
8. Car Safety
9. Bring your motivator, grooming gear and a plastic bag next week.

WEEK 4

<p>STAND USING MOTIVATOR AS LURE SIT-DOWN-SIT-STAND COMBINATION WITH LURE LEAVE IT</p>
--

Check collars and plastic bags.

Revise last week's exercises.

Stand

Refer to section "Basic Commands - The Stand - Step 1"

Sit-Down-Stand Combination

Stand in front of your dog, but remember to remain in the upright position and maintain eye contact while you are doing this exercise. Reward the dog at the end of the exercise.

Heeling

Practise heeling from one marker or point, say, 5 or 6 metres, to the other. This enables the handler to prepare themselves for the sit, down or stand at the marker. It is important to have a loose lead and to use food as a lure. This heeling should be in a straight line and not in circles.

Sit and down stay

Handlers should stand directly in front of their dogs for no more than 30 seconds. The dogs should only be rewarded when the handlers return to their dogs.

Leave it

The food is placed on the ground and the dog is walked past it and told to leave it. The command should be given when the dog is thinking about the food, not when he is about to take it. The dog should be rewarded verbally as soon as he looks away. The Instructor should also explain how and when this command could be used in everyday situations.

A Game

A game to encourage quick sits and downs, such as musical chairs, can be played.

Grooming and handling

This is the same exercise that was taught in Week 2.

Sit for examination

The dog should be encouraged into the sit position beside the handler while the Instructor pats the dog. If a dog has problems being handled by the Instructor or a stranger, care must be taken and, if appropriate, the problem referred to an experienced Instructor.

Bonding

At home, spend at least half an hour sitting quietly with your dog beside you. He could be on his bed, in his basket, or just lying on the floor.

Car safety

Practise car safety as explained in Week 1.

Homework

1. Walking. Practise your heeling building up to 20 paces. Sit your dog and reward him. Practise weaving around objects.
2. The sit-down-sit-stand combination as shown in class.
3. Sit and down stay for 40 seconds. The handler should practise moving to the end of the lead.
4. Using the sit stay in real life situations, for example, before going for a walk while you are putting on the lead, before going through the gate/door, while your dog is waiting for his food, before crossing the road.
5. Practise your dog allowing a stranger to pat him.
6. Continue teaching your dog a trick.
7. Aim to have the dog lying quietly beside you for 10 minutes
8. Teach your dog to retrieve a ball or a toy using the play method.
9. Practise removing something from your dog's mouth.
10. Practise come to bowl.

11. Practise come about.
12. Car safety. Practise having your dog wait before he is invited to get out of the car.
13. Remember your equipment for training next week.

WEEK 5

RECALLS
RECALL WHEN DOG IS DISTRACTED
CHANGE OF PACE

Check collars and plastic bags.

Revise last week's exercises - Come About, Heeling, Sit, Stand, Down.

Recall

Refer to section "Basic Commands - Recall with Distraction and Formal Recall"

Change of pace

There are times when we need to change pace with our dogs. The dog should remain in the heeling position.

Stand for grooming

Check the dog as if he is going to the vet. Handlers can groom and check each other's dogs.

Stays

Practise the sit and down stay for 1 minute.

Accepting patting from a stranger

The dog is to accept patting from the Instructor or a stranger while in a sit stay beside the handler.

Refer to Week 4 – Sit for examination.

Responsible dog ownership questions

1. Q: What would be the symptoms if your dog had tick poisoning?
A: Weakness in the hind legs, wobbly gait, lethargy, coughing or distressed breathing.
2. Q: Are there any drugs which will give 100% protection against ticks?
A: While there are many effective medications, regular checking of your dog is important particularly if you live or go into a tick area. Also the sound of a dog's bark could be a symptom
3. Q: What identification should your dog wear?
A: Collar with dog's name and phone number.
4. Q: How do you tell if a bitch is in season?
A: Swelling of the vulva, blood discharge, unusual behaviour.
5. Q: Should you leave any collar other than a flat collar on your dog all the time?
A: No.

Homework

1. Walking. Heel your dog building up to 30 paces and practise sits, stands and downs. Use praise and rewards. Practise weaving around objects. Begin to take your dog into more challenging situations, such as different streets and different places. Remember to change pace while walking.
2. Recall on lead and come about. Call your dog when he is distracted, but only in the home environment.
3. Sit and down stay for 1 minute. Walk around the dog.
4. Stand for grooming and examination as if the dog is going to the vet.
5. Down stay beside the handler for 15 minutes, but only practise this at home.
6. Car Safety.
7. Bring your motivator, grooming gear and plastic bag next week.

WEEK 6

<p>CONTROLLED GREETING OF STRANGER AND PETTING ACCEPTING OTHER DOGS RANDOM REWARDS</p>
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Check collars and plastic bags

Revise last week's exercises.

Learning plateau

Remind the handlers about this and remind them of the information in the chapter "How Dogs Learn".

Random rewards.

Encourage handlers to give random rewards. The dogs are now required to do more to receive rewards for exercises they know. New exercises will still require more frequent rewards.

Figure eight

Practise this between two markers. Heeling routines with sits, stands and downs can be practised during this time.

Turns

Use food as a lure. Encourage handlers to keep their dogs in close when they are making turns, by keeping the food in close to their left leg.

Weaving

The purpose of this exercise is to socialise dogs with people and other dogs. The dogs and handlers should be placed in a line. The handlers should use food to lure the dog as they weave through the line. Encourage the handlers to move briskly with their dogs. Those waiting in the line should maintain eye contact with their dogs.

Accepting other dogs

Handlers and their dogs form a large circle. Instructor will then select two handlers and their dogs to swap places across the circle. Initially, this swapping will be handler to handler and, as the dogs learn, this can become dog to dog.

Game

A game of the instructor's choice.

Walk through gate

The dog is to sit and stay while the handler opens the gate and walks through. The dog is then invited to come through the gate and will once again sit and stay while the handler shuts the gate.

Stays and controlled greeting

Handler and dog walk towards a stranger. The dog is to sit stay beside the handler while the handler and stranger shake hands. The dog is to remain in the sit stay while being patted by the stranger. Extra stays commands may be given as needed.

Responsible dog ownership questions

1. Q: What is the fine if a dog defecates in a public place and the owner fails to clean it up?
Q: At what age should a dog be registered and how often is registration due?
A: The answers to these questions depend on the local government area in which the handler lives. Instructors should know the answers for their own areas.
2. Q: Should you feed your dog cooked beef bones or chicken bones?
A: No.
3. Q: Should you leave your dog tied up?
A: No, except under supervision.

Homework

1. Walking. Heel your dog building up to 40 paces and practise sits, stands, downs, weaving and changes of pace.
2. When you are training, use random rewards.
3. Eye contact for at least 30 seconds.
4. Figure eight work, left and right turns.
5. Sit and down stays for 1 minute. Practise this by standing at the end of the lead.
6. Vet visit. Now is the time to condition your dog to accept the Veterinary Surgery as a pleasant place. Arrange with the receptionist to visit and explain why. Take your dog into the reception area and arrange for the nurse or receptionist to pat your dog while he is standing and ask them to give your dog one of your special treats. It is not necessary for the veterinary surgeon to be there.
7. Controlled greeting.
8. Recall on lead and recalls when the dog is distracted. Remember to use a light lead.
9. Long down. Practise this at home for 30 minutes. The dog should be lying beside you.
10. Have your trick ready for next week.

WEEK 7

**DEMONSTRATE TRICK
REINFORCE ALL THAT HAS BEEN LEARNED**

Check collars and plastic bags. This week is the reinforcement of all the exercises learned.

Discuss obtaining Council Registration.

Car safety

Observe the dog waiting to get out of the car after the lead has been attached. The dog must sit beside the handler while the door is shut.

Recall

Practise the direct recall.

Recall with distraction. Use a long, light line and allow the dog to move away to a distraction. The handler should then call the dog and touch his collar, then attach the lead.

Walk through gate

Same as for week 6

Heeling

Include sits, downs, and stands.

Training game

A game of the instructor's choice

Stays

Practise these for 2 minutes with distractions.

Accepting a stranger

Have each member of the class take turns at patting dogs in the class. Dogs should only be rewarded at the end of the exercise and they can be reminded to stay during the exercise.

Demonstrate trick

Handlers should demonstrate the trick they have taught their dogs.

Responsible dog ownership questions

1. Q: What are the golden rules of Positive Training?
A: Be the leader. Time the reward. Lure and reward. Introduce random rewards. Catch the dog doing the correct thing and reward. If the dog forgets, go back a level. End each session in a happy way
2. Q: What are the advantages of Positive Training?
A: It is kinder and less stressful. It builds a closer relationship between you and your dog. The dog enjoys training. The owners are happier. The dog has no fear of humans. It works!
3. Q: Should you reward your dog as soon as he performs an exercise or 3 seconds after it?
A: As soon as he performs the exercise.

4. Q: What is Positive Reinforcement?

A: The reward is given after a correct act is performed

Homework

1. Walking. Continue as before. Aim to have the dog in the correct heeling position and insist on sits, stands and downs in the correct position.
2. Practise sit and down stays for 5 minutes.
3. Continue the long down beside the handler at home.
4. Sit for examination. Have a helper examine the dog.
5. Car safety. The dog must wait until the lead is attached and he is asked to leave the car. The dog is to sit while the door is shut.
6. Walking through the gate / door
7. Recalls
8. Ensure your dog is registered with your local Council.

WEEK 8

<p style="text-align: center;">ASSESSMENT ACHIEVEMENT CERTIFICATE (OPTIONAL)</p>
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Assessment

Presentation of certificate.

Explain the other training activities available at the club

CHAPTER 12

COMMUNITY COMPANION DOG

The Community Companion Dog (CCD) class is optional; dogs are not required to obtain a CCD title before competing in the Novice class. However, it is best for most dogs to start their trialling career in CCD, especially where handlers are new to trialling. These exercises are needed for all dogs, regardless of whether they start trialling in the CCD or the Novice class.

Instructors and handlers should have a current copy of the Australian National Kennel Council (ANKC) Rule Book for Obedience Trials and the regulations of DOGS NSW. Instructors must be familiar with trial requirements and keep them in mind when instructing. Rules for Obedience are available from Dogs Australia. DOGS NSW regulations are also available online.

Instructors must be familiar with trial requirements and keep them in mind when instructing trialling classes. These may be downloaded free of charge from the Dogs Australia website.

<https://dogsaustralia.org.au/>

Continue improvement and increase complexity of heeling

Figure eight

The figure eight is both a heeling and a temperament test.

The dog must adjust his pace to stay in the correct heeling position as the handler negotiates the figure eight. Therefore, the dog must slow down when on the inside of the turn, and speed up when on the outside. When teaching the exercise, the handler should exaggerate these pace changes. The handler should ensure that the dog is moving briskly and enjoying the exercise.

The handler should work close to the posts, but at a sufficient distance to enable smooth turns and ensure adequate room for the dog between the handler and the post.

The dog must also learn to ignore the distraction of the posts.

Turns

The dog should be in the correct heeling position throughout all turns, and all turns should be sharp 90 degree or 180 degree turns. The handler needs to develop consistent footwork which is suited to the dog. Turns must be smooth and without hesitation. The handler should not slow down, stop, or adjust pace to the dog.

Left about turns may be U-turns or handler pivot turns, as preferred by the handler. For U-turns, the handler must walk back on the same track, and the dog must be taught to move out of the handler's way while staying in the heeling position. For pivot turns, the handler does a left about turn, on the spot, while the dog moves in the opposite direction, passing behind the handler to resume the heel position.

Sits, downs and stands

The handler should continue to work to improve speed and accuracy of positions. The dog is required to sit automatically on the halt, unless commanded to stand or down.

Stand for Examination

The stand stay is taught in the same steps as the sit and down stays. Initially, the dog should hold the stand position with the handler next to the dog. When the dog is reliable, the handler may begin to leave the dog, and then can gradually increase the distance the dog is left as the dog gains proficiency. The length of time the dog is required to stay is also increased gradually. Distance and time should be increased separately. For example, if the dog is to be left for a greater distance than previously, the handler should leave for only a short time.

As the dog becomes more proficient in the stand stay, the instructor can walk around the dog. The distance between instructor and dog can be gradually decreased as the dog learns the exercise.

When the dog will stand and stay reliably, the stand for examination can be introduced.

The dog should already be used to the examination by the handler, preferably from when the dog was a puppy. The handler should run his hands all over the dog, getting it used to the pleasurable feeling.

In initial training for stand for examination, the dog should be in a sit stay beside the handler. Instructors need to adapt their approach according to the dog's temperament and behaviour. At first, any examination will be very brief, or the instructor may only approach but not touch the dog.

As the dog learns to stay during examination, it can progress to a stand stay beside the handler. The handler can then move in front, close to the dog. Gradually, the distance and the amount of handling can be increased. As with all stays, only one part of the exercise should be increased in difficulty at a time.

The exercise should gradually progress to a full stand for examination, as described in the Obedience Rules Book. The dog should become accustomed to both soft and firm touch, to various manners of approach, and to eye contact from the examiner. The dog should be examined by as many different people as possible during the course of his training, both men and women, and by people wearing raincoats, hats, glasses and sunglasses.

Recall

The dog should progress to the formal recall exercise, as described in the Obedience Rules Book.

It may be useful to use a long lead in initial training. The dog should only be off lead in a secure environment, until the dog is completely reliable. The handler should continue to improve the speed of the recall, and the speed and accuracy of the sit in front.

The stay command for this exercise may be a softer command, which indicates to the dog that he is going to be asked to do something else,

rather than stay until you return. Some handlers choose to use a different command, such as “wait”.

Sit and Down Stays

The length of time of the stay, and the distance the dog is left by the handler, should be gradually increased to that required for CCD. The dog should also be accustomed to taking up position at a stay peg, in a line of dogs, as required in the obedience ring.

Distance and time should only be increased one at a time. For example, if distance is increased, then the time should be shortened until the dog is reliable at the greater distance.

It is important that the dog successfully completes stay exercises and is rewarded, rather than the dog frequently breaking and not getting the reinforcement of success. Handlers should watch their dogs, and return as soon as the dog shows any signs of moving. For example, a dog in a sit stay which is going to lie down usually moves his head down first. If a dog breaks in a stay exercise, the handler should return and reposition the dog, without punishment, and then should leave for a shorter distance and time to ensure the dog is successful in the next stay.

The dog should not be chased if he breaks and runs away on a stay or other exercise, because this becomes a rewarding game for the dog. The dog should be called or lured back to the handler. When the dog returns to the handler or to another person it should never be corrected, as this will lessen the likelihood of the dog returning to the handler when called in future.

TRIALLING IN COMMUNITY COMPANION DOG

The handler must be thoroughly familiar with the rules, requirements and standards for the CCD class.

The handler should receive individual training from instructors who are familiar with the requirements of trialling. Preferably, the

handler should receive individual training in a practice ring, set up according to the rules.

The handler should be strongly discouraged from trialling before the dog has reached the required standard and consistency in all exercises. Meanwhile, the handler should be encouraged to attend obedience trials before trialling, either as a spectator, or, even better, as a steward.

Instructors should ensure that, in heeling, the handler is walking in a straight line, that turns are sharp 90 degrees or 180 degrees, that the handler does not step into the dog on halts, and that the handler does not adjust pace to the dog. In all exercises, the instructor should ensure that commands and signals are clear, so that the dog is given every opportunity to perform correctly. The dog must always receive meaningful reward and praise, when it is earned, to ensure that the dog remains motivated to work well.

In the trial ring, verbal and physical praise is permitted and is desirable between exercises. Handlers may not praise or talk to their dogs during exercises, and before trialling should do some practice under trial conditions.

CHAPTER 13

NOVICE

General

Dogs are not required to have attained a CCD certificate before entering Novice. However, the exercises described in the previous chapter still form the basis of Novice work.

The heeling, which is off lead in this class, should be of a higher standard than the CCD class. Handlers should also continue to gradually increase the dog's ability at both the length and complexity of the heeling pattern.

Stand Free for Examination

This exercise should be built upon the CCD exercise. Training starts with the dog on lead. As the dog's stability increases, the lead can be dropped, and then removed. Distance should be increased gradually. Duration and thoroughness of examination can also be increased, but increase only one variable at a time – duration or thoroughness of examination.

Handlers should get their dog used to being examined by as many people as possible, including people wearing coats, hats and glasses.

Recall

The recall is slightly longer than in CCD and the dog is required to complete a "finish"

Finish

The dog is required to return to the heel position from the sit in front of the handler. The dog may either go around the back of the handler (standard finish), or may move or jump across the front of the handler to the heel position (continental or flip finish).

To teach either finish, the dog is lured or encouraged to the heel position. The dog must be encouraged to move briskly and without losing attention. For the standard finish, the handler may initially step forward beside the dog to assist the dog to move behind the handler to the heel position.

In an obedience trial, the recall exercise ends with a finish. However, in training, the recall and the finish should not normally be linked, to avoid the dog learning to anticipate the finish.

Retrieve on the flat

In competition, handlers may choose between Retrieve on the Flat or Change of Position. The retrieve forms the basis for many exercises, such as seek back and scent discrimination, so it is very useful for handlers to start to train the retrieve, even if the handler does not intend to use the exercise in the Novice ring.

The dumbbell should be of an appropriate size and weight for the dog, so that the shaft fits comfortably in the dog's mouth, and so that he can see over the ends when holding the dumbbell. Brachycephalic breeds (flat-faced dogs) require a dumbbell with larger ends, so that the shaft is higher off the ground, to enable the dog to pick it up readily. The dumbbell should be painted white to enable the dog to see it on all ground surfaces. The shaft should be checked regularly to ensure that it remains free from splinters; a dog's mouth is tender and he will soon reject anything that hurts him.

When introducing the dog to the dumbbell, care must be taken to avoid hurting or frightening him with the dumbbell, as first impressions are often lasting ones.

There are a number of methods available that can be used to teach the retrieve, some of which are listed below. The instructor should evaluate both dog and handler to ascertain which will be the most beneficial method for that particular dog and handler.

Dogs with a high retrieve drive can be taught the “play-retrieve”. Teasing the dog with the dumbbell can often strengthen a weaker retrieve.

The retrieve is a behaviour chain i.e a set of behaviours which must be performed in a set order. Go out on command, pick up object, carry object back to handler, sit, and hold until asked to give the object.

Learning theory has established that in teaching a behaviour chain, the best method is to teach the chain from the end to the beginning .

Backchaining the retrieve looks like this:- deliver, hold, carry, pick up, go to the object.

Steps to follow:-

The dog takes the article from hand. Clicker (or marker word) / Treat any time the dog shows interest in the article (for example, looking at it, turning head or sniffing). At first the dog should be rewarded for any attention to the article. Gradually shape the dog to touching the article with its teeth and then taking the article

The “Take” command is added when the dog is taking the article freely i.e when the dog is taking article 10 out of 10 times

When the dog will take article from close proximity begin to move article a short distance away from the dog so it has to reach for the article. The handler is still holding the article.

“Take” means take and hold.

“Give” ends the “hold”. This command is used when the dog is holding article. Say ‘give’ just as dog is releasing article

The “Hold” is extended and proofed. The Hold is extended to 10 - 15 seconds

Only ask for “give” when the jaw is still.

When the dog is holding the article for 15 secs then start to teach the dog to carry the article. The dog is beside handler, dog takes the article, the handler and dog move 2 or 3 steps, come about and handler asks to dog to “give”.

Give the dog the article – move a short distance away and have dog move to you. No formal sits at this stage. On word “give” dog surrenders article. Aim not to have article hit ground.

Lower the object to the ground and have dog “take”

Finally have dog move a short distance to “pick up” the object and return.

Dog should be rewarded with Click /Treat throughout this process when it achieves success.

“ A Guide to the Inducive Retrieve” by Sue Sternberg, available from Dog Wise, provides a detailed program of this method.

Use different objects to teach retrieving e.g rope toy wooden dowel piece of hose If for some reason your dog is not happy with the object, you can change to another. If you use the dumbbell straight away and problems arise it may take some time to correct.

Shirley Chong provides a detailed explanation of this method. Type into your Google Search, “Shirley Chong Dumbbell Retrieve”.

Note that the dog should be praised while he is holding the dumbbell, as well as for releasing it.

As the dog’s confidence in the exercise increases, the handler may increase the distance of the throw and the duration of time that the dog is required to hold the dumbbell. These variables should be increased separately – increase the distance this time, or the duration, but not both at the same time. The dog should release the dumbbell naturally. Dogs that wish to initiate a tug-of-war with the dumbbell

can be taught to release it by the offer of food with the “give” command.

At all times the dog should be encouraged to go out briskly, collect the dumbbell without playing with it or chewing it, and to return at a fast gait. Lavish praise should be given for good work at each step.

The use of extra commands should be discontinued as soon as possible after the dog has learned the exercise, so that the dog becomes used to carrying out the exercise on one command.

Change of Position.

In competition, handlers may choose between Retrieve on the Flat or Change of Position.

Initially this position should be taught with handler standing immediately in front of the dog.

The dog is left in the stand position. The handlers lure the dog into the down by moving a piece of food from the dog’s nose slowly down to between its front legs. If the food is moved back slightly it will encourage the dog to down backwards (in the sphinx position).

As the dog begins to understand the exercise the handler can slowly increase the distance from the dog. As this exercise continues to be built upon in higher classes it is important to aim for the dog not to move forward as it goes into the down position.

(In higher classes, the dog must be able to perform more position changes. Handlers may wish to introduce additional position changes while training for Novice.)

CHAPTER 14

OPEN

General

CCD and Novice are the very foundation of Obedience, and handlers should be encouraged not to move on to formal Open, Utility and Utility Dog Excellent work too quickly. However, it is useful to introduce some exercises early, such as retrieving, in an informal, play manner.

Heeling

Instructors should be aware that a higher standard of heeling is required in Open than is adequate for Novice. Handlers should thus concentrate on improving their dogs' heelwork while working on the Open exercises.

Introducing "fun" exercises in the heeling can help improve the dog's skills while maintaining interest for both the handler and the dog. Possibilities include quick multiple turns, turns of more than 180 degrees, quick changes between paces, and more potential distractions.

Stand Free for Examination

This exercise should be built upon the Novice exercise. Distance should be increased gradually. Duration and thoroughness of examination can also be increased, but increase only one variable at a time – duration or thoroughness of examination.

Handlers should get their dog used to being examined by as many people as possible, including people wearing coats, hats and glasses.

Drop on Recall

Before attempting to teach the Drop on Recall, the dog should be doing a straight recall proficiently, and should be dropping instantly on command while heeling or from a sitting or standing position.

Instant obedience to the drop command should be encouraged so that the dog carries out the action without any hesitation or moving forward.

The goal to work towards is for the dog to drop on command instantly – at any time or in any position or angle relative to the handler, especially while playing. To achieve this, the handler should introduce the command on lead in a controlled fashion, then gradually progress to having the dog drop on or off lead, in any position or at any distance. The dog may also be taught to drop whilst playing.

When the dog will do random drops reliably, there should be little problem introducing the drop into the recall.

Remember that dropping the dog on a recall is preventing him reaching the handler, an action that should be a pleasure and a reward for the dog. Therefore dogs should be praised enthusiastically for dropping. The handler may return to the dog to do this. After the dog has dropped, the exercise may be completed by returning to the dog, or completing the recall.

The dog will learn to anticipate the drop if the formal drop on recall is taught excessively. The dog should practise more straight recalls than drop on recalls.

Retrieve Dumbbell on the Flat

This exercise is similar to Novice, except that the dog is required to “finish “ after delivering the dumbbell.

Jumping – a note of caution

Handlers should be warned about the risks of making their dogs jump before the dog has matured physically, because of the risk of injury to the dog. The dog may be introduced to low jumps after he is 12 months old. Dogs should not be jumped near their maximum required height until they reach 18 months of age, so that their bones are allowed to grow and become strong before putting too much pressure on them.

Retrieve Dumbbell over the Solid Jump

Jumping requires the use of muscles not usually used, and the dog can become tired if pushed too hard. Once jumping has begun, the dog should be jumped regularly to keep the muscles in tone. Overweight dogs will have problems jumping, and their handlers should be strongly encouraged to reduce the dog's weight before jumping in order to prevent skeletal damage to the dog. Some dogs may have invisible physical deformities such as hip dysplasia, which may render them incapable of jumping, or cause it to hurt them. Dogs which show a reluctance to jump at any height should be checked out by a vet – the instructor should talk privately to the handler about getting the dog checked by a professional.

Dogs which are reliable and enthusiastic retrievers will handle the introduction of a small jump without a problem. Other dogs should be taught the jump and the retrieve as separate exercises. In either case, jumps should initially be set at the absolute minimum height – the aim here is to develop the dog's skill and confidence in jumping and retrieving, rather than his agility.

When the dog progresses to short retrieves over the obstacle, it is important that the dog is prevented from returning around the jump. Handlers should stand close to the jump with the jump set at the minimum height, whilst allowing the dog sufficient room to jump, before throwing the dumbbell. While the dog is retrieving, the handler may move even closer to the jump to ensure that the only way back to the handler is over the jump. As the dog approaches the jump, the handler moves quickly backwards to allow the dog enough room to jump and land.

Directed retrieve

This is an alternative exercise to Retrieving Over the Obstacle in the Open class.

The handler needs to provide two predominantly white, wrist length, cotton work gloves.

1. First, teach the dog to retrieve a single white glove which is thrown.
2. Then teach the dog to retrieve a glove which is placed, firstly with the dog watching, then with the dog's back to the glove.
3. The turn to face the glove is the critical part of the exercise. It is much easier for the dog to retrieve the correct glove if he sits in a consistent position, straight at heel, when his handler turns to face the glove. Start by teaching the dog to turn and face the glove in the three different positions.

With the handler and dog facing away from the line of gloves, glove number 1 is a right turn. Glove number 2 is a left turn.

The glove is only placed a metre or so away from the dog in initial training. The command used may be the same for each glove, or a different command, such as the number of the glove, which will assist the dog in the exercise.

The handler may give the dog the direction to the glove with a single motion of either the left or the right hand and arm. The handler may bend the body and knees as appropriate for the height of the dog. The command to retrieve may be given either simultaneously with the signal, or immediately afterwards. The handler should make sure that the direction is correct for the dog's line of sight to the glove, and does not swing away from that line. Handlers should also be careful that they actually face the correct glove, and are not angled towards an incorrect one. Instructors may need to stand behind the handler, possibly without the dog actually being there, to check that the direction being given is correct.

One glove only is used to teach the exercise until the turns are proficient. When beginning to use two gloves, start by having them about 12 metres apart and gradually bring them to the correct distance of 10 metres apart.

Start with the dog close to the line of gloves, and gradually increase the distance to 12 metres. As with all exercises, only increase one aspect of difficulty at a time.

Broad Jump

In competition, handlers may choose between this exercise and the Distance Control exercise.

This exercise should be preferably taught before the high jump. If the dog is taught to jump long first, it tends to land lighter, which is a definite advantage for the heavier dogs. Dogs of the size of, for example, Labradors, Golden Retrievers, and Rottweilers can have trouble with their elbows and shoulders. Dogs should gradually be conditioned to jump by starting with a small jump, so their muscles are gradually built up.

To start teaching the broad jump, stand 3 or 4 metres in front of the jump with the dog in the centre of the jump, using only one or two boards close together. With the dog on lead, run and jump with the dog, giving the selected command when the dog is in mid air. On landing, continue straight ahead showing great delight to your dog. This teaches the dog to jump straight through the jump and avoids teaching the dog to cut across the width of the jump.

The next step is to leave the dog in position on one side of the jump. The handler steps over the jump, faces the dog and then calls the dog to him.

In the final steps, the handler should stand at ninety degrees to the jump and over a series of lessons start taking up position away from the centre of the jump moving progressively back towards the side, and then to the correct position for the exercise.

Distance Control

In competition, handlers may choose between this exercise or the Broad Jump.

This exercise is an extension of the Change of Position in Novice. The dog is left in the stand and is commanded to down, sit, come and finish. The commands may be verbal and physical. The dog must

not move more than one body length when moving from one position to the next. (Refer to UD Signal Exercise for details of the exercise.)

3 Minute Down Stay (Handler Out of Sight)

The dog should be completely reliable and confident with down stays before the handler attempts to go out of sight. It is far preferable to prevent problems from occurring, than to try to fix them. It will help if the dog has done exercises like those described as “tolerance to separation” in Chapter 11. Out of sight stays should be introduced in a place where the dog is comfortable and relaxed. Initially, the handler should only go out of sight momentarily, behind something which is close to the dog, before returning and praising the dog. As the dog gains in confidence, handlers may gradually increase the length of time they are out of sight, and the distance between the dog and the hide. As with initial training in stay exercises, only one level of complexity, either distance or time away from the dog, should be increased at a time. It is essential that dogs are reliable at each stage before making the exercise more difficult. Dogs should be trained to stay for longer than required times and for varying times, to ensure that they do not break from the stay at the time when their handlers usually return.

Although not a trial exercise, the Sit Stay out of Sight could be an optional exercise to train.

CHAPTER 15

UTILITY

This class is the biggest challenge for instructors. The dogs will be working free and independently, and instructors and handlers must analyse why a dog reacts in a certain way, in varying circumstances.

It must be stressed that the new work in Utility contains many elements from the dog's previous training, and in most cases is an extension of Open exercises.

The exercises can be trained in conjunction; it is not necessary to perfect one exercise before teaching another.

If the dog becomes insecure in any exercise, then go back to a simpler form of the exercise, or right back to the basics.

Seek Back

The handler needs to obtain a seek back article, made of leather or wood, which conforms to the description in the ANKC Obedience Rules. The dog should be familiarised with the article, for example, by retrieving it and/or playing with it. The article must be thoroughly scented with the handler's scent. Seek backs should be done on ground which the handler and dog have not been over that day.

1. The first step is simply to have the dog retrieve the article when it is placed on the ground, not thrown.
2. The next step is for the handler to walk in a straight line with the dog, place the article so that the dog sees it being placed, continue a couple of steps, turn and halt, then send the dog. The dog may be on lead until it is sent.

This is the first time that the dog has had to work independently of the handler, so it is essential to proceed slowly. The dog must

develop confidence. The dog must be completely reliable at each step before the level of difficulty is increased.

3. The handler gradually increases the distance that the dog is sent. The dog must still know where the article has been placed.

The aim in training the exercise is to gradually increase the complexity of the heeling pattern and the distance the dog is sent, but whenever a new level of difficulty is introduced, the dog must know where the article has been placed.

4. When the dog is willingly finding the article along a straight line, a turn can be included in the track. Initially, the turn should just be a bend, or a 45 degree turn. As the dog learns, the handler can build up to a 90 degree turn. Ensure that the handler does both right and left turns.

5. The next steps are to introduce a second turn, then further turns and to increase the length of the track.

The handler should ensure that one leg of the track does not cross or come too close to another leg.

The dog may find the article by sight or by scent. The dog must develop confidence to stay away from the handler until he finds the article.

In initial training, the track should be laid so that scent is blowing from the article to the dog when the dog is sent. When turns are introduced, the track should be laid so that the wind is blowing the scent to the dog on the last leg of the track.

The command used may be the word “fetch” or the handler may choose a distinct command. Once the command is chosen, it must be used consistently. The signal usually indicates the direction of the track.

Directed Jumping

The send away to the prescribed area and the directed jumping should be taught separately.

Send away

1. The handler should choose a distinctive command, such as “box”, “back”, “place” or “away”.

It usually assists the dog to initially raise the box slightly, for example, by placing the corners of the box on ice-cream or margarine containers, so that the dog is conscious of stepping into the box.

2. The handler may start close to the box, or may run with the dog to the box. The handler may encourage the dog into the box, or may use a lure to get the dog to enter the box. If a lure is used, the food should be placed on a conspicuous marker, such as a white, flat disc. As the dog progresses, first the food is removed, and then the marker. Food should not be used without a marker, because the dog may learn to sniff around the box before sitting.

As soon as the dog is in the box, the handler should attract the dog's attention by calling his name and commanding him to sit. The dog should be instantly praised and rewarded.

3. If the handler is running with the dog, the next step is to send the dog out on his own.

4. When the dog is going confidently to the box, gradually increase the distance the dog is sent to that required for the utility class.

5. If the dog becomes insecure, go back to a short distance. When the dog regains his reliability, the distance can be increased gradually again.

6. If the handler is using a lure, then when the dog is confidently going the full distance to the box, the handler can discontinue first

the food and then the marker. The handler must continue to reward the dog immediately for a successful response.

7. The dog is eventually required to enter the box, turn and sit without further command. As with teaching an automatic sit in heeling, the command is given consistently until the dog learns to expect the command and to sit without it.

Directed jumping

Training for this exercise may start with a single jump. Jumps should be set low until the dog knows the exercise. The bar jump may be introduced conveniently while the jumps are low, to accustom the dog to the bar.

At all stages, the handler turns to face the dog as the dog is jumping.

1. The first step is to accustom the dog to coming over a jump, towards the handler, on a signal consisting of a single arm outstretched. While the dog is learning initially, the handler may also step in the direction of the required jump. Instructors should ensure that the handler's arm moves from the side straight to the direction of the jump. The handler should leave the dog on one side of the jump, not far from the jump, step over the jump, turn and face the dog, and call the dog with a simultaneous signal and command. The dog should be accustomed from the start to jumping to both right and left.

2. The next step is to leave the dog slightly off-centre, with the handler standing in line with the centre upright.

3. Gradually, as the dog gains proficiency, the angle to the jump can be increased. The handler should still step over the jump and stand in line with the centre upright. Continue increasing the angle until the dog is jumping from the centre of two jumps, at the distance required in utility competition.

4. Next, bring the dog's position back in line with the jump, and gradually increase the angle of the handler towards the centre.

5. Then start again with both the dog and handler in line with the jump, and gradually increase the angle of both until the dog is jumping from the centre and the handler is standing in the centre. When the dog is reliable, the handler can eliminate the step and signal with the arm only.
6. Finally, the jumps may be raised to the dog's required height.

Combining send away and directed jumping

1. Start with the jumps about 10 metres apart, and progress to 7.5 metres, as required in the Utility class.
2. Start the send away with the dog level with the line of the jumps, so that the dog does not jump on the way to the box. Gradually move the start further back to the required distance.
3. Continue to praise the dog for going to the box before calling the dog over the jumps.

Scent Discrimination

This exercise can be done with the articles on a mat or on the ground. The advantages of using a mat are: it indicates to the dog which exercise is happening; the grass may be long; and the grass may be fouled. The disadvantages are: the articles may roll together; and the mat at a trial may not have been aired sufficiently.

The handler needs to acquire a set of regulation articles, and will probably need more than one set. The handler should neutralise the scent of new articles, for example, by soaking them in a container of vanilla and water.

It is important that the handler does not correct the dog for picking up an incorrect article. The handler should take the article from the dog in a neutral manner, without reward or praise; send the dog again; help the dog get the correct article; and praise for the correct article.

It is also important that the handler does not praise the dog effusively when the dog picks up the correct article, because the dog may learn to wait for praise before picking up the article or returning with it. The dog should be praised when he sits in front of the handler with the article.

1. The dog should first just do simple retrieves of single articles. The retrieves should be from the mat if it is being used. If the dog will not pick up metal articles, they may be covered partly with tape, which can later be gradually removed. The articles may be thrown initially and then later placed.

2. At this stage, the handler should keep three articles from the set to use for retrieving and keep the others free of the handler's and dog's scent.

3. Next, leave the dog in a sit stay, facing away from the mat. The handler should place a single article on the mat; return to the dog; about turn with the dog and halt; then send the dog to retrieve.

The handler should determine the order in which the dog will do the articles and be consistent. The dog usually should retrieve the easiest article first and the most difficult last. The dog is then being rewarded by initial success, and has the motivation of finishing the exercise when doing the most difficult article.

4. With tongs, place items other than articles on the mat, preferably items which the dog does not retrieve, such as stones or leaves. Then place one scented article, as in Step 3, and send the dog. Reward the dog enthusiastically for each correct retrieve.

5. Next, include one unscented metal article with the other items, and place the scented article beside the unscented metal article.

6. As the dog learns the exercise, increase the number of unscented metal articles until there are four metal articles in the vicinity of the scented article.

7. Now omit all the non-retrieve items, and use one scented and one unscented article of the same type. Gradually increase the number of unscented articles, still keeping all articles of the same type.
8. Next use one unscented article of each type, plus one scented article. Gradually increase the number of unscented articles.
9. As the number of articles is increased, place the articles in a curve, then a circle, to encourage the dog to work systematically. Increase the area covered by the articles to the area required in the Utility class.
10. If the handler knows from play retrieves that the dog naturally brings back the particular article thrown by the handler, this exercise can be taught by using unscented articles initially, rather than non-retrieve items. The dog should initially see which article is placed. At first, the scented article should be the first one which the dog will reach when approaching the group of articles. As the dog learns the exercise, the article may be placed in progressively more difficult positions.

Signal Exercise

The dog is required to perform a heeling pattern as in the Open class, but without the Figure 8, acting on signals only, followed by a section of signals given from a distance: stand to down, down to sit, recall and finish.

Handlers must be consistent with their signals, making sure they are given in a clear and well-defined fashion. Suggested signals for the heeling exercise are -

- Heel signal: Forward movement of the left hand on the outside of the dog's face,
- Stand signal: From heeling – hand across the front of the dog's face
- Stay signal: Right or left hand towards the dog's face
- Down signal: From heeling – lower hand in front of dog's face towards the ground.

The second part of the exercise requires the handler to signal the dog from a distance. (In the UDX class, the dog must be able to perform all possible position changes between the sit, stand and down positions. Handlers may wish to train all position changes while training for UD.)

From stand to down

Initial training of the exercise starts with the dog standing at heel on lead. The handler leaves the dog and takes up position close to and facing the dog. The handler should hold the lead in the left hand and take one step forward while giving the signal with the right hand and the command to the dog to down. The step forward is to prevent the dog from moving towards the handler as he downs. If necessary, the dog can be guided with the lead or lured into the down position. The handler returns his foot to the original position when the dog is down, if necessary giving a command to stay

The signal to down is to move the hand from the handler's left shoulder towards the ground.

From down to sit

The exercise starts with the handler close to and facing the dog, with the dog on lead. The handler should take one step towards the dog, while signalling and giving the command to sit. As before, the step is to prevent the dog from moving forward and to encourage the dog to move his front feet backwards to sit. If necessary, the dog can be guided with the lead or lured into the sit position. Again, the handler returns to the original position when the dog is sitting, if necessary giving a command to stay.

The sit signal is a sweeping movement from in front of the dog's face upwards.

Recall

The handler should step back from the dog, and signal and command the dog to come.

The signal is to raise one arm or both arms simultaneously in a calling action.

Finish

With the dog sitting in front of the handler, the handler should signal and command the dog to finish.

The signal is a sweeping action around the handler's body.

Once the dog is proficient at the position changes with the handler close to the dog, the distance between dog and handler can be gradually increased to about 6 metres. The next step is for the handler to stay close to the dog, omit the commands, and use signals only. Finally, with the handler using signals only, the distance can be increased gradually again, to about 6 metres.

Speak on Command

This is an alternative exercise to Food Refusal and Directed Retrieve in the Utility class, and possibly one of the hardest to teach a dog to do consistently in the trial ring.

Some dogs are natural barkers and are relatively easy to teach to "speak". Stopping them can be the difficult part. Others are of a quiet disposition and it can be extremely difficult to get them to bark.

If the dog is a natural barker, the handler should take advantage of any occasion that the dog barks by giving the command "speak" and praising the dog for doing so. This may be when a stranger appears, at meal times, at the cat next door, or any other reason.

By the handler's using every opportunity that presents itself, the dog will come to know what the "speak" command means. The exercise can then be practised in the sit, stand and down positions as required in the trial ring.

The first problems usually encountered are that the dog barks before receiving a command or barks continually. It requires a fine balance to be maintained in correcting the dog. If he is corrected too hard he may not bark when required, and if not enough correction is applied the problem will not be solved.

If the dog barks before being told, he should be told “quiet” or “enough”. The usual training procedure of not telling the dog to speak every time the handler stands in front of him applies.

The length of time before giving the command should be varied, or the dog will soon get the idea that no command or signal is needed.

The quiet or shy dog is a much harder proposition to teach, and requires infinite patience. While also endeavouring to take advantage of the rare occasion on which the dog does bark or even whine, the handler may have to virtually manufacture a sound for the dog to imitate.

This is an optional exercise and some handlers will not want to teach their dogs to speak, especially handlers interested in field and gundog work.

Food Refusal

This is an alternative exercise to Speak on Command and Directed Retrieve in the Utility class.

Start with the dog beside the handler, on lead. Undesirable food should be offered by the instructor. The instructor holds the food far enough away so that the dog cannot reach it.

If the dog leans toward the food, the handler tells the dog to stay and the instructor moves the food away.

As the dog learns to leave the food, the food can gradually be offered closer.

Then more appetising food can be offered. Each time the food is made more appetising, the distance between the food and the dog should be increased again, then gradually decreased.

On no account should the dog be struck or corrected by the person offering the food.

After continued practice in this manner, the handler can leave the dog and face him from a short distance away. The command to stay must be enforced at any time the dog shows an inclination to take the food. Over a period, the dog should progress so that he can be left the required distance for the Utility class, with the handler's back to him.

The dog should not be left any distance until he is refusing all types of food and drink. It is only a matter of practice to have the dog carry out the same action in the sit, stand and down positions.

Directed Retrieve

This is an alternative exercise to Food Refusal and Speak on Command in the Utility class.

The handler needs to provide three predominantly white, wrist length, cotton work gloves.

1. First, teach the dog to retrieve a single white glove which is thrown.
2. Then teach the dog to retrieve a glove which is placed, firstly with the dog watching, then with the dog's back to the glove.
3. The turn to face the glove is the critical part of the exercise. It is much easier for the dog to retrieve the correct glove if he sits in a consistent position, straight at heel, when his handler turns to face the glove. Start by teaching the dog to turn and face the glove in the three different positions.

With the handler and dog facing away from the line of gloves, glove number 1 is a right turn. Glove number 2 is a right about turn, and glove number 3 is a left turn.

The glove is only placed a metre or so away from the dog in initial training. The command used may be the same for each glove, or a

different command, such as the number of the glove, which will assist the dog in the exercise.

The handler may give the dog the direction to the glove with a single motion of either the left or the right hand and arm. The handler may bend the body and knees as appropriate for the height of the dog. The command to retrieve may be given either simultaneously with the signal, or immediately afterwards. The handler should make sure that the direction is correct for the dog's line of sight to the glove, and does not swing away from that line. Handlers should also be careful that they actually face the correct glove, and are not angled towards an incorrect one. Instructors may need to stand behind the handler, possibly without the dog actually being there, to check that the direction being given is correct.

One glove only is used to teach the exercise until the turns are proficient. When beginning to use three gloves, start by having them about 10 metres apart and gradually bring them to the correct distance of 6 metres apart.

Start with the dog close to the line of gloves, and gradually increase the distance to 12 metres. As with all exercises, only increase one aspect of difficulty at a time.

Group Examination

This is an extension of Stand for Examination in the Open class.

With the class in line, handlers stand their dogs and leave them, taking up position about 3 metres in front of the dogs and facing them. The instructor examines each dog.

If a dog is inclined to be unsteady the handler should stay closer to the dog until he is reliable.

The exercise can progress to having each handler in class take a turn at handling the dogs. While each handler is examining the other dogs, the instructor should stand close to that person's dog, in case he becomes unsteady.

5 Minute Down Stay (Handler out of sight)

This is just an extension of the Open class down stay exercise. The length of time of the stay should be gradually increased. The dog should be trained to stay for longer than the required 5 minutes, to ensure the dog is stable in the exercise.

CHAPTER 16

UTILITY DOG EXCELLENT (UDX)

Many of the exercises in UDX are an extension of UD. In some cases it may even be more appropriate to teach some UDX exercises before the similar UD exercise.

Seek Back with Decoy Article

In UD there is only one article on the track, which the dog is able to find by sight or scent. In UDX there are two articles, one which is scented by the handler and the other by the judge or steward. Therefore the dog really needs to become confident at finding the handler's article by scent.

It is necessary to have another person work with you to scent the decoy article. If possible the other person scents and places the decoy article. Another method of scenting the decoy articles is to have someone scent several articles for you and place them in a sealed bag – the scent should last for about a week. It is wise to use someone outside of the family to scent the decoy article. Take care to use different tongs for the scented article and the handler's article.

Start with four or five decoy articles close together on the track. Place the handler's scented article amongst these. Walk the dog about 5 metres past the articles and then direct him to find the handler's article. Refrain from reprimanding an incorrect article – simply send the dog to find the correct one.

Slowly increase the distance the dog is sent to the articles and then increase the distance the articles are apart. Next begin to reduce the number of articles on the track until there are only two articles.

The articles need to be placed in a variety of places on the track. It is also important to randomly vary which article (the decoy or the

handler's) is closest to the handler when they about turn to send the dog.

Positions in Motion

In this exercise the handler may use signal or voice command (but not both at once). The handler chooses which type of command to use, and may vary which command is used for any position, as long as only one of voice and signal is used on each occasion.

Give your signal on the left leg (lead leg) and initially command your dog to stay as you step off on the right leg (stay leg) Only move a short distance and return and reward the dog. When first training the positions in motion, the initial short distance may be forwards, or around to face the dog (to ensure that the dog does stop).

Proof the position by leaving the dog for greater distances and also walking around the dog.

Train each position separately.

When the dog confidently performs each position – sit, stand and down – as per the description of exercise, then include the positions in a heeling pattern. After leaving the dog, the handler will be asked to about turn and then they must walk back past the dog's right side, about turn once again past the dog and collect the dog in the heel position as they pass.

The judge will advise "Sit (Stand, Down) position coming upNow" when a position in motion is to be carried out.

Scent Discrimination – Judges Scent.

This exercise requires ten "face washer" size cloths, approximately 30cms square, in a light colour. The cloths are folded in half and then rolled firmly and secured with a rubber band. It is a good idea to have five pairs of towels with different band colours. This ensures that the handler knows that the correct towel is returned.

When training this exercise it is important to have another person's scent on two towels. One scented towel (judge's scent) and eight towels (scented by the steward) are set out in any pattern, with 50cms between adjacent towels. The second scented towel (judge's scent) is used to provide the dog with the scent. If you are working by yourself have someone scent several pairs of towels for you and place them in a sealed plastic bag, for future use.

The exercise can be introduced in a similar way to the scent discrimination exercise in UD. For example, the handler could start with two cloths. The handler should know which way the dog usually turns as it goes out to the articles, and place the scented article so that is the first article in the dog's path. Add more articles as the dog starts to understand the exercise.

Once the dog becomes confident with the exercise ensure that you place the cloths out in many different patterns, as the cloths can be placed in any pattern that the judge chooses.

Be careful not to "over scent" your dog when giving him the scent of the cloth. Putting too much scent in the dog's nostrils may make it difficult for him to find the correct article.

When the dog understands the exercise, the eight cloths in the pile need to be placed out by a different person to the one handling the two towels. The dog will need to be able to distinguish the judge's scent from the steward. If the dog is confused, work through the same steps listed above.

Directed Sendaway and Recall

This is an exercise which could be taught very early in the dog's training as it can help to increase a dog's stability.

If the dog has already been trained for UD then commence training by placing the cones on the four corners of the UD box. Gradually remove the sides of the box in the following order – rear, sides (the last side to be removed is the way the dog turns) and front.

Another method to train the dog to sit in the centre is to use a “target”. The dog is taught to touch or to sit next to the target, then the target is placed in the centre of the four cones.

Once the dog is in the Nominated Area, it may sit automatically or the handler may attract the dog’s attention by using its’ name before giving a command to sit. The handler may not give a command to sit while the dog is outside the Nominated Area,

The dog should be rewarded once it successfully sits in the prescribed area.

The most difficult part of this exercise is getting the dog to wait in the prescribed area until called to heel. The dog needs to be reminded to wait, as dogs tend to anticipate this part of the exercise.

Distance Control

This exercise is an extension of the distance section of the Signals Exercise in UD. The dog will be required to change position six times after being left in the stand position and must not move more than one and a half times its body length overall. The dog can be asked to move between the stand, sit and down positions in any order; the order is chosen by the judge.

It is the handler’s choice whether they use signal or verbal commands in this exercise, but it is important to proof the dog to the judge’s command so that the dog does not anticipate.

Since the dog must not move more than one and a half times its body length overall, it is important to train the position changes so that the dog moves forward or backwards at each change little as possible. In particular, it helps to teach the dog to do a “kick back” stand – it should change to the stand position from the down or sit positions by moving the hind legs back, rather than the front legs forward.

If the handler stands directly in front of the dog while it is in the sit or down position and then encourages the dog to stand by placing hands on the dog's forequarters the dog will learn to move its back feet back and keep the front still. Mark and reward when dog moves its feet back.

Suggestions for training are included in the UD section.

Multiple Retrieve

In the Multiple Retrieve, the articles to be retrieved are much less visible to the dog than the gloves used for the Directed Retrieve in UD. The dog may not be able to see the articles when it is sent to retrieve.

As in the Directed Retrieve, the turns are very important, and it is also very important to teach the dog to follow a "mark" to a target. Commence with the "target" at a long distance and teach the dog to go in a line to the "target", although at first it may be necessary to build up the distance by starting closer to the target. A treat, as a reward, on the marker can be beneficial.

Once the dog is confidently moving to the distant target, place an article on the line. Call the dog back to you once they have the article. The wind can have an effect on this exercise, particularly in the early stages of training, so try to take the wind out of the equation so the dog has success.

Initially, the dog may be trained with only one article set out at a time, so that the dog does not learn to "hunt" for articles.

One of the ways to proof the dog, in this exercise, is to place article one and three closer to you and make them visible. Article two should be further away and should not be visible to the dog. Direct the dog to article two. Then change the position of the "hidden" article, but keep it further back than the other two.

Group Examination

This is an extension of the UD Group Examination. The handlers have their backs to the dogs while the dogs are being examined.

CHAPTER 17

OTHER SPORTING DISCIPLINES FOR DOGS

There are many sporting activities available for handlers and dogs, conducted by clubs affiliated with Dogs NSW, in addition to Obedience.. Some activities are restricted to particular groups (such as Utility Gundog Ability Tests and Earthdog); others are open to all dogs.

Other sporting disciplines can provide a good introduction to the Obedience trial ring, or can provide variety for dog and handler.

Rally for example provides a fast-moving and motivational sport for both Handler and dog that demonstrates competency in basic Obedience exercises without the precision of the formal Obedience Classes. Dogs in Rally events should demonstrate willingness and enjoyment. To that end, Handlers may use verbal praise and encouragement of the dog on the Rally course.

- Agility
- Dances with Dogs
- Draft Test
- Earthdog
- Endurance
- Flyball
- Gundogs and Retrieving
- Herding
- Jack Russell Terrier Racing
- Lure Coursing
- Obedience
- Rally
- Scent Work
- Tracking
- Track & Search
- Trick Dog
- Utility Gundog Ability Tests

Refer to Dogs Australia for further information

<https://dogsaustralia.org.au/training-dog-sports>

CHAPTER 18

ORGANISATION OF A TRAINING CLUB

Each club must have a constitution or a set of rules, which contains the fundamental laws by which a club will be governed. Such a constitution must not act as a burden or a hindrance to the proper functioning of the club. Nevertheless, it must not be too flexible, as one of the major reasons for having a constitution is to create certainty as to its application.

All clubs affiliated with DOGS NSW are subject to the rules and regulations of that body and accordingly, their constitution must contain certain provisions, which give effect to this body of rules and regulations.

Each club will have a president and an executive or committee, whose duty it is to conduct the affairs of the club during the term for which they are elected. Some members of the committee will perform particular functions, such as secretary or treasurer. However, care must be taken to avoid having too large a committee or too many office-bearers, as this will hinder the effective functioning of the committee and make its meetings cumbersome. Each club will need to work out for itself the optimum number of persons needed to run a club smoothly.

A constitution should apportion the power and authority exercised by the club between the committee on the one hand and the members in general meeting on the other. A club committee should not be given near dictatorial power, which will undoubtedly cause unrest and discontent in the club. Nor should all decisions be left to a general meeting, for this will defeat the very purpose of the committee and may render its work redundant. What must be achieved is a happy and effective medium between these two extremes. After all, the office-bearers and committee of the club are charged with the duty of acting for the benefit of all of the members of the club and with carrying out their wishes and directions. This invariably makes the committee's field of activity wide and varied.

Having stressed the importance of possessing a constitution, which is designed to meet the needs of the club and its members, it is extremely difficult to lay down any hard and fast rules as to how dog training clubs should organise their activities. For this reason, mention will be made only of certain features, common to most training clubs, which have proved successful in the past.

1. A committee of a club should not usually exceed 15 members. Quite often, a lesser number will be preferable. The guiding principle should be that a division of functions and duties among many will enable the work to be more efficiently performed. Do not place all the work on the shoulders of a few members, but, on the other hand, do not have too many committee members who are not given a specific office or duty to perform.

2. In a training club, the essential office-bearers are the president, the secretary and the treasurer. Commonly, training clubs will also have one or more vice-presidents, an assistant secretary, a publicity officer and an equipment officer.

3. Chief Instructors are amongst the most important persons in a Dog Training club. Sometimes, they will not be a member of the committee. However, because of their knowledge and experience, and because of the very important and onerous duties which are placed on them, it is advisable that they should be a member of the committee. In the majority of instances, the decisions of the committee will touch upon activities on the training ground or will affect training procedures and the advice and counsel of the Chief Instructor will be invaluable.

4. Effective publicity serves an important function in any club. Not only does it attract new members to the club, but also serves as an avenue whereby members of the club are fully informed of the club's activities. It helps bond them into a real club, rather than leaving them as individuals, who are interested in their dogs only and whose circle of friends within the club is limited. A regular club magazine or news-sheet, therefore, fulfils a most important purpose. Where possible, this type of publication ought to be introduced and

encouraged. It will naturally require an efficient, capable and dedicated person to act as its editor.

5. One of the main features of any club organisation is the holding of meetings. Most dog training clubs hold General Meetings for the members as a whole either once every month or once every two months. Because the activity of training a dog is a regular and continuous one, meetings held less frequently than suggested are not advisable.

Because of the necessity of holding regular meetings, whether these be of the club as a whole or only of the committee, it is recommended that members attending such meetings should have some knowledge of meeting procedure and of the rules of debate. Initially, reference should be made to the club's constitution and any club rules to ascertain whether the club has specifically adopted certain rules of procedure which must be followed. If such procedures are laid down, then reference should be made to any one of the number of adequate books on this subject. At all times, it must be remembered that the function of a chairman is to ensure that the meeting is conducted in an orderly and fair manner, and no person should hinder a chairman in the execution of this duty.

6. It is not unusual for a club to have a number of specialised sub-committees, either permanent or constituted for some individual occasion. In this way, it is possible to encourage members who are not on the club's committee to participate in the activities of the club. Many clubs have special committees concerned with publicity and with social functions. The sub-committees will be responsible to the club's committee for their acts. Often, the president or the president's nominee will be a member of every such sub-committee, so as to maintain liaison at all levels of the club's activities.

7. The instructors of a training club are its most important officers. It is on their shoulders that the duty to train the members of the club and their dogs rests. These instructors are at all times under the guidance and control of the Chief Instructor, who is usually a person of considerable practical experience and of sound theoretical knowledge of all phases of dog training. Under the Chief Instructor,

the instructors of the club supervise training, carry out various training programmes of the club and give advice to members on problems associated with the training of dogs. The instructors are, of course, responsible to the Chief Instructor, whilst the latter is, usually, responsible to the club's committee.

It is rather difficult to lay down any strict rules relating to the organisation of the instructional side of a training club. There is no set way of dealing with many of the problems encountered and methods will often have to be modified and improved upon to suit differing needs or situations.

The Chief Instructor should to be aware of the extent of the knowledge and experience possessed by each of the instructors and should allocate duties amongst them accordingly. The allocation of duties and functions should be performed in advance and should not be effected at the last minute. Instructors should be rotated and should not be asked to perform one function only, unless their ability and knowledge are limited.

Instructors should be knowledgeable and be regarded as such by the members. It is advisable that instructors extend their understanding through further study and practice. It must be remembered at all times that the main function of a good instructor is to impart knowledge to others. For this reason, instruction must be performed in such a manner as will enable others to understand the instructor and to learn. Ideally, the instructor should prepare for each class. Planning is therefore necessary and a particular lesson should never be thrown together in a haphazard manner. This duty is made easier in most obedience clubs, as training programmes and procedures are uniform and set out in advance.

Some clubs are fortunate in having more instructors than they may require at any one training session. If this is the case, make use of any surplus of instructors you have by using more than one instructor per class or by creating smaller classes. Arrange for the newer instructors to assist the senior and experienced instructors, so that they may learn from them. Others can be asked to deal with handlers who are experiencing some particular problem with their dogs.

Often, special individual instruction will solve a problem quickly, so the handler can rejoin the normal class.

Some clubs have adopted the practice of appointing a special instructor at each training session whose only duty is to move from class to class, being concerned only with individual problems and giving special attention to handlers whose dogs have been slow to learn. Quite often, this function is performed by the Chief Instructor. The primary function of the Chief Instructor, however, is to supervise the training programme, allocate instructors and give technical advice to them. The Chief Instructor should also take classes on a regular basis. In addition, the Chief Instructor has complete control of the training ground and, in this capacity, is called upon to make a variety of decisions, many of which will not directly be concerned with individual handlers or their dogs. Where possible, work should be delegated to others who will be able to give more attention to a particular problem.

Instructors vary in knowledge and experience, but no single person ever reaches the stage where he or she knows everything about the training of dogs. It is therefore prudent to have special meetings of instructors for the purpose of discussing current training methods and individual problems. Even the most novice instructor may have valuable ideas which could improve the training system. Before any change is made or new system is introduced, however, the proposals should be fully discussed by the instructors and, where possible, the new methods first tested on a variety of breeds of dogs. These meetings of instructors not only help bind them into an efficient and cooperative group, but also afford them the opportunity of airing any grievances which they may have.

One of the greatest problems faced by training clubs is the provision of suitable and sufficient instructors. It is imperative that clubs make a serious attempt at providing a source of supply of new instructors. Persons who show above average ability in the training of their dogs and who give the impression that they may be capable of passing on their knowledge to others should be encouraged to become instructors in the club. Many clubs have a category of trainee instructors or group leaders, in order to meet this constant need for

qualified instructors. The persons thus chosen should be given every assistance by the more experienced instructors and members. Their special status is often officially recognised by the club, thus stressing the fact that the club is in need of persons with their kind of ability.

The trainee instructors are often the people who are successful in the training of their own dogs. This fact is usually indicative of people with potential. Having selected these persons, it must be borne in mind that the reason they are in the club is that they wish to train their dogs. Ensure that the training of these dogs is not neglected or that the dogs are simply reduced to giving demonstrations to training classes. Do not ask trainee instructors, or for that matter any instructor, to instruct all the time. Give them an opportunity to train their own dogs, even going to the extent of putting on special classes for them. In this way, the instructors not only maintain their dogs at the level necessary to participate in trials, but also improve their understanding and appreciation of the faults which dogs are likely to develop and how to overcome them.

We now come to the organisation of the training ground itself. All clubs divide their training into a number of progressive classes, depending on the level of training the dog has reached.

It is wise to allocate an experienced instructor to the beginners' class. Lack of proper instruction at this stage may cause faults to develop and these can prove very difficult to eradicate in the higher classes. It is necessary to impart the proper knowledge to new members right from the beginning. Much of this can be introduced to them in the form of an introductory talk, usually given by the Chief Instructor or the club president. This talk should cover the training programme and the methods used in the club, and should extend to the aims and organisation of the club with the view of encouraging participation in the club's activities. During this talk, new members should also be handed a copy of the club's ground rules, and the purpose of these rules explained to them. Often, new members are also given a copy of the club's newsletter for their general information. Too many clubs lose members after a few weeks and, for this reason, the introductory talk and early encouragement are of considerable importance.

The Chief Instructor is in control of the training ground and should ensure that everything is moving smoothly. This, of necessity, involves a considerable delegation of work and a Chief Instructor or the Deputy should never attempt to do everything by themselves.

In classes, instructors should be friendly and courteous and show that they are interested in their pupils, their dogs and any problems they may have. There should never be any public arguments, either within the class or amongst the instructors. By all means questions and even discussion should be encouraged, but this should never degenerate into heated exchanges or quarrels. If any serious matter does arise within a class, then the Chief Instructor should be called immediately to handle the situation. A Chief Instructor should avoid any criticism of an instructor in front of a class or at a club meeting; any such discussion should take place privately.

Before any class is taken for instruction, instructors should ensure:

1. That they know the material they have to teach to that particular class.
2. That they are well acquainted with the Ground Rules, in case they are called upon to remind someone of them and to ensure that they do not breach them themselves.
3. That all dogs in the class have been vetted and the appropriate ground fees have been paid.
4. That all training collars are correctly placed on the dog's neck and that any equipment used will not result in any injury either to the dog or the handler.

Each instructor must, of course, be well acquainted with the training syllabus of the club. It is advisable that such a syllabus be available to handlers.

Encouragement should be given to members to participate in recognised obedience trials. Competition acts as an incentive for improvement for both handler and dog. At the same time, it lifts the overall standard of training.

All dog training clubs have ground rules which govern the behaviour of all persons and their dogs while they are on the ground during a

training session. It is impossible to stipulate which of these rules are absolutely necessary for all clubs, for so much depends upon the individual circumstances of each case. There are some rules, however, which have been commonly used by most training clubs and which have proved both effective and beneficial.

GROUND RULES

1. All dogs entering the ground must be vetted and members must pay any appropriate ground fees.
2. Members should display their club identification.
3. Members must wear suitable footwear - scuffs and thongs are not permitted.
4. Bitches in season are not permitted on the training ground.
5. Vaccination papers must be presented when people join the club and then they must be sighted annually. Papers must be sighted before the dogs are permitted on the training ground.
6. Members are responsible for cleaning up if their dog fouls the ground.
7. Dogs must be kept on the leash at all times, unless they are in the training class and under the direct supervision of an instructor.
8. Physical reprimands of dogs will not be tolerated.
9. Children are welcome at training, provided they are supervised by a responsible adult and do not interfere with classes.
10. Any use of the club equipment for dogs should be done in conjunction with the class instructor.
11. The club reserves the right to decide that a dog must be muzzled.

CONSTITUTION

DOGS NSW has a constitution available which is designed for adoption by affiliated clubs.

CHAPTER 19

CANINE ANATOMY

INTRODUCTION

The complete subject of anatomy is divided into a number of sections such as bone structure, muscle development, gastrointestinal tract, nervous system, etc. The basic aspects most relevant to obedience triallers and instructors are:

- **Skeletal Anatomy:** This section describes the body skeleton of the dog, its various components and the joints or structures they form in relationship with one another.
- **Topographical Anatomy:** This section describes the external appearance of the dog, correlating it to the underlying structures and also deals with the nomenclature used to describe the various sections and parts of the animal.

The skeleton of the dog is made up of a series of bones held together by inelastic bands, termed ligaments, and may be divided into five anatomical divisions. These are:

1. The head and neck.
2. The thorax.
3. The forequarters.
4. The abdomen.
5. The hindquarters.

Another method of dividing the skeleton for purposes of discussion is into:

- (a) **Axial skeleton:** This includes the skull, spine, ribs, pelvis and tail and its purpose is to contain and protect the vital organs of the animal.
- (b) **Appendicular skeleton:** This is made up of the forelimbs and the hindlimbs, which are used for locomotion, in self care, defence and feeding.

The functions of the skeleton proper are:

1. To provide a framework by which to support all the other body parts. It not only supports but also protects some of the vital organs from outside damage by enclosing them in protective shells, e.g., brain, heart, lungs.
2. To furnish bony levers for the attachment of muscles thereby enabling movement and locomotion.
3. To act as a store for minerals, mainly calcium and phosphorus and to play a part in the manufacture of blood.

SKELETAL ANATOMY

1. Head and Neck.

The head of the dog is composed of two sections, namely the skull and the mandible. In actual fact, the larger section, the skull, which contains the brain, is made up of some 30 or so separate bones, which have become fused into one unit. Because of the many varieties of dogs in existence, the bones of the skull exhibit great variations in shape and size, but, nevertheless, their numbers remain the same, whether in the Chihuahua, the Cocker or the Great Dane.

Just inside the ridge formed by the lower portion of the bones of the eye socket (zygomatic arch) there is a hinged joint in which is fixed the mandible or bones of the lower jaw. There are two branches or rami of the mandible, which are fused in front at the symphysis, thus appearing as a single bone. The muscle groups (masseters) which are attached both to the mandibles and to the side of the facial bones enable these bones to move up and down as well as sideways, thereby allowing the dog to pick up food and chew it.

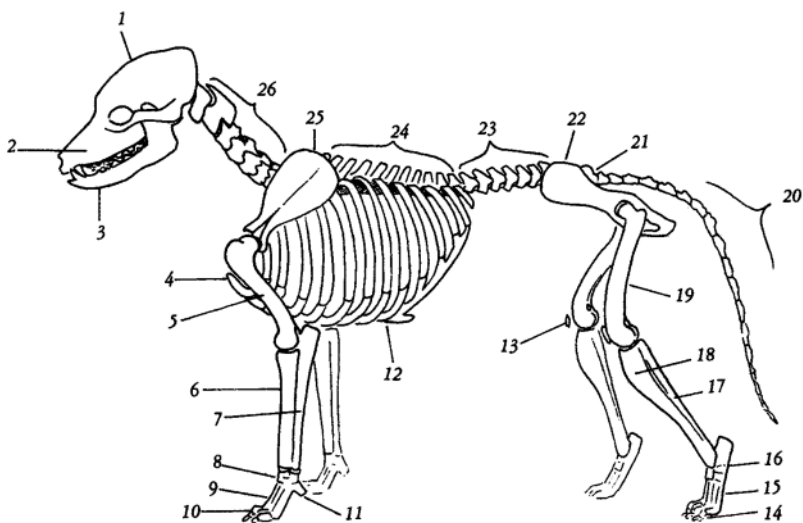


Figure 2

1. Skull	2. Maxilla	3. Mandible
4. Prosternum	5. Humerus	6. Radius
7. Ulnar	8. Carpus	9. Metacarpus
10. Phalanges	11. Accessory Carpal Bone	12. Rib Cage
13. Patella	14. Phalanges	15. Metatarsus
16. Tarsus	17. Fibula	18. Tibia
19. Femur	20. Coccygeal Vertebrae	21. Sacrum
22. Pelvis	23. Lumbar Vertebrae	24. Thoracic Vertebrae
25. Scapula	26. Cervical Vertebrae	

The teeth of the dog are situated in the upper and lower jaw. The teeth in the front of the canine jaws are called incisors, are fairly small and are used for picking up food. There are six incisors in the upper and six in the lower jaw, and at each side of the incisor teeth there is a large canine tooth, both at the top and at the bottom, these teeth being used for tearing purposes. Travelling back from the canines along the side there are three premolar teeth in the upper jaw, but four premolars in the lower jaw and finally three molars in both upper and lower jaw.

The total number of teeth in the adult dog is 42, this number being made up of 12 incisors, four canines, 14 premolars and 12 molars.

Different types of bites are observed in the various breeds of dogs. In the typical dog, the lower incisors engage with the upper incisors in such a manner that their anterior tables come into contact with the posterior tables of the upper ones. This is termed a normal or scissors bite. Should the actual chewing surfaces come into contact with one another when the jaws are closed it is termed a pincers bite. An over-long bottom jaw causing the lower incisors to jut out in front of the upper jaw is referred to as being "undershot", whilst the opposite, a receding lower jaw, is termed "overshot".

Although the standard of some breeds calls for them to be "undershot", e.g., Bulldog, Boxer, etc., there is no standard which calls for an overshot jaw position.

The head is joined to the spine by the first two vertebrae, called the atlas and axis, which are so constructed as to allow complete freedom of movement in all directions. The atlas and axis are the first two bones of the spinal column, which is the next structure to come under discussion.

The spinal or vertebral column is made up of a series of small bones called vertebrae which articulate or move one upon another on soft cushions, termed intervertebral discs, made out of cartilagenous material. To this vertebral column the bones of both the forelimb and hindlimb are attached, and the main nerve trunk, the spinal cord, runs through a series of holes (foraminae) in the vertebral column. The spine is divided into a number of anatomical sections and the numbers of vertebrae is constant for each section, regardless of the breed. These sections are:

- **Cervical Vertebrae:** Forming the region of the neck and consisting of seven vertebrae, the first two being the atlas and axis.
- **Thoracic Vertebrae:** These form the dorsal components of the chest and from them the ribs arise. This portion of the spine is made up of 13 individual vertebrae.

- **Lumbar Vertebrae:** There are seven of these, forming the back in the region of the abdomen.
- **Sacrum:** The sacral region is made up of three fused vertebrae (no movement) and from these the hind limbs originate by way of the pelvic girdle.
- **Coccygeal Vertebrae:** Forming the tail portion and varying in number with the breed.

2. Thorax

This term refers to the chest, which is made up of the thoracic vertebrae above, the thirteen ribs on the side and the sternum and xiphoid cartilage below. Only the first eight ribs are joined directly to the sternum (breast bone) below, ribs 9 to 12 are joined to the sternum by means of cartilage only and the 13th or last rib is unjoined and is therefore often referred to as a floating rib. This means in effect that the amount of movement of the first eight ribs is limited, due to their firm attachments both above and below and that the greatest amount of movement and consequent lung ventilation occurs in that area bordered by the last five ribs. Observation of a dog after exercise will easily verify this statement.

The rib cage, thus defined, contains a number of vital organs, namely lungs and heart, and must be of adequate dimensions to allow for maximal development of these structures so as to permit maximum exercise tolerance.

Frontwards the chest extends into the neck near the region of the forequarters, whilst posteriorly it blends into the abdomen, from which it is separated internally by a strong muscular sheet, the diaphragm. Contractions of the diaphragmatic muscle into the abdomen create a partial vacuum inside the chest cavity, thereby assisting in lung expansion, whilst the converse movement causes exhalation. Breathing then is carried out by alternate contraction and expansion of the muscles of respiration, namely, the diaphragm and the intercostal muscles between the ribs. During rest, most respiration is by way of diaphragmatic pumping movement, but during exercise the other muscles come into play, and chest movement becomes more pronounced.

3. Abdomen

The abdominal cavity is made up above by the lumbar portion of the vertebral column, consisting of seven lumbar vertebrae, articulating upon one another as already described. The walls and floor of the abdominal cavity are constructed entirely of muscle, which arises in the main from the sides of the vertebral bodies. In front, the abdominal cavity is limited by the diaphragm, whilst its posterior wall ends with the body of the dog.

Inside the abdomen are housed a number of vital organs, such as stomach and intestines, liver, spleen, kidneys and bladder, and it is essential that the abdominal wall be constructed so as to afford maximal protection to these structures.

From the lumbar vertebrae the three fused sacral vertebrae arise, and these in turn articulate with the final portion of the spinal column, the coccygeal or caudal vertebrae.

4. Forequarters

The first component to be discussed is the shoulder blade or scapula, which, as you may observe from the illustration, is a triangular flat bone and is attached by ligaments, tendons and muscles to the flat lateral surfaces of the first four ribs. Repeating, it is held in position by ligaments, tendons, etc., only, and it articulates at its lowest point with a long bone, the humerus, their junction being termed the shoulder joint.

The outside surface of the shoulder blade is divided roughly in half by a prominence called the spine of the scapula, which is quite easily palpable in the live animal, and the angle formed by this spine with the longitudinal axis of the humerus enables one to determine the "lay" of the shoulder, i.e., the more upright the shoulder placement, the greater the angle it makes the humerus and vice versa.

The humerus runs in a downward and backward direction and ends by forming the elbow joint with the radius and ulna. The area formed by the humerus is termed the arm, whilst the radius and ulna form the region of the forearm.

The radius and ulna are both long bones, the former being the larger one and placed in front, whilst the ulna positioned at the back forms in its uppermost extent a large and easily palpable protuberance, the olecranon process or point of the elbow. The radius and ulna are practically fused in their entire length and little movement only may take place between them. These two bones run in a vertically downward direction and at their end form the wrist, with the bones of the carpus or wrist joint.

There are five bones in the wrist joint, in two rows with an accessory carpal bone at the back; its position is demarcated by the presence of the stopper pad.

From the region of the carpus, four metacarpal bones arise as well as one vestigial one, termed the dewclaw. These metacarpal bones form the region of the pastern and end in articulation with the bones of the foot, termed phalanges. Each phalanx consists of three sections, the final one ending in the nail or claw. Each toe is equipped with a thick pad and there is a large communal pad behind the individual ones. As these pads play a large part in cushioning the foot, they must be thick, well developed and covered with hard, cornified skin, capable of resisting the wear and tear of severe exercise.

5. Hindquarters

The bones of the pelvic girdle form a double structure attached to the sacral vertebrae already mentioned, by means of strong ligaments.

From a socket on each side of the pelvis, termed the acetabulum, arises the longest bone in the body of the dog, the thigh bone or femur. The joint of the acetabulum and head of the femur is called the hip joint. Although this joint cannot be palpated in the live animal, the pelvic wing in front and the pelvic tuber at the back can be located and the hip joint lies approximately halfway between the two, but at a slightly lower level. It is of some importance to be able to ascertain the position of the hip joint as this in turn enables one to determine the slope of the thigh bone and the subsequent angulation of the stifle joint.

The femur runs downward and forward and ends by forming the knee or stifle joint in articulation with the tibia and fibula below and the kneecap or patella in front. The anatomical region of the femur is called the thigh.

The stifle joint is made up of four components, namely, the lower end of the femur above and the composite tibia and fibula below. In front of the lower femoral end, and positioned in its own special groove, lies the kneecap or patella, which is held in position not only by bony ridges at the sides, but also by special ligaments above and below. The kneecap is only able to move up and down.

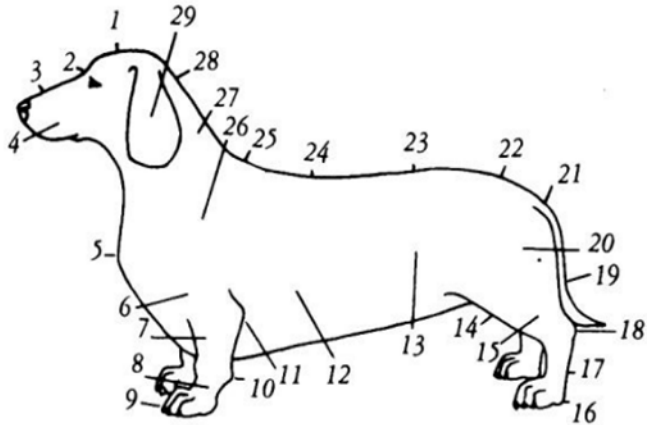
From the stifle joint at its lower part arise two bones, the tibia in front and the much thinner fibula behind, and, as was the case with the radius and ulna of the front limb, these bones are fused together and are capable of only very limited movement one upon the other. The angle formed by the femoral tibial/fibular articulation is in direct relationship to the slope of the femur and this in turn influences greatly both the driving force of the hindquarters and the length of stride. In the ideal anatomical relationship between the components of the knee joint, an angle of approximately 90 degrees is formed between the longitudinal axes of the femur and tibia and fibula. The more upright the femur, the less the driving force, the shorter the step and the more obtuse the angle.

The tibia and fibula forming the region of the lower thigh run downward and in a backward direction to end by forming the hock joint in articulation with the bones of the tarsus. At the back of this joint is a large prominence called the calcaneus, and on to this is attached the tendon of the massive biceps muscle of the hind leg called the Achilles tendon, which is easily identifiable.

The four metatarsal bones arise at the distal border of the hock joint and run vertically downwards to end in articulation with the phalanges of the foot in a manner identical to those of the front limbs. As is the case in the foreleg, a vestigial or fifth metatarsal bone may be present, but only rarely, and is referred to as a rear dewclaw.

TOPOGRAPHICAL ANATOMY

The illustration shows the parts of the external anatomy.



- | | | |
|-----------------|------------------|-----------------|
| 1. skull | 11. elbow | 21. set of tail |
| 2. stop | 12. rib cage | 22. croup |
| 3. foreface | 13. flank | 23. loin |
| 4. muzzle | 14. stifle | 24. back |
| 5. prosternum | 15. lower thigh | 25. withers |
| 6. upper arm | 16. hind foot | 26. shoulder |
| 7. forearm | 17. rear pastern | 27. neck |
| 8. pastern | 18. hock | 28. crest |
| 9. forefoot | 19. tail | 29. ear |
| 10. stopper pad | 20. upper thigh | |

REFERENCES AND ACKNOWLEDGEMENTS.

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Obedience, Tracking, Endurance & Rally Judges Committee of DOGS NSW

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