

# Riverside County 4-H



## Project Proficiency Program

### Dog

## Proficiency Program Guidelines

The Riverside County 4-H Project Proficiency program assists youth in measuring themselves against “standards of excellence” in a project area. In the Project Proficiency Program, youth strive for mastery of a subject and receive recognition as each level is completed. Each Project Proficiency is comprised of five skill levels which increase in scope and difficulty. The levels are:

- Level I – Explorer
- Level II – Producer
- Level III – Consumer
- Level IV – Leader
- Level V – Researcher

Youth members are not the only ones who benefit from this program. The Project Proficiency Program can assist leaders in organization of the project material. It also encourages leaders to infuse new ideas within specific curriculum in a sequential manner.

The proficiencies are three-fold in purpose:

1. To provide youth opportunities to sample a broad array of experiences, to measure personal progress, and to become self-directed learners;
2. To provide a standard of excellence where members are recognized for knowledge and skills they have mastered; and
3. To provide guidelines for leaders to enhance and expand project content and experiences.

The Proficiency program is **not** designed to be an award or a prize for the best in a competition. Instead, members are **rewarded** for their personal progress. The proficiencies are **not a test**. Youth should not be quizzed at the end of each 4-H year to determine how much they have learned. The proficiencies should be given to each youth member as a set of goals that they, as individuals, can work toward over one or more years. There is no deadline for completing each level. Completion of all five levels of a proficiency program indicates “mastery” of a subject.

The proficiency program is voluntary. Not all youth will find this type of activity rewarding. Many youth enter projects to learn a specific skill or group of skills, but not to achieve mastery of a subject.

We encourage leaders to give proficiency guides to members sometime during the first year in a project. At this point, the leader allows the member to determine which skills and/or knowledge areas he or she wants to master. Youth members can work on skills in several levels at the same time. They do not need to complete each skill in order, but must complete one Level before completing the next. A member must complete 80% of the skills in each level in order to complete that level.

For the skill areas which require demonstration, youth members may demonstrate individually to the project or teen leader, the group, or the club at a local meeting. Members are not required to demonstrate in front of a group as we are measuring mastery of a subject, not bravery. Some leaders leave time at the end of each project meeting for members to work on their proficiencies. This gives the youth some one-on-one time with their project and teen leaders as they demonstrate acquired knowledge and skill mastery.

Allow time to lapse between when a skill is taught and when a member demonstrates mastery. This allows time to practice and achieve mastery, not merely reflect on a newly learned skill.

Leaders are cautioned not to accept a questionable answer. This indicates incomplete mastery of the particular skill or body of knowledge. If the youth member is unsure of the correct method or term, use this time to teach the individual and allow the member time to think about it and review. The youth member will return with the knowledge learned and present it with confidence.

Reward immediately! Recognition is most meaningful when it is presented immediately following a learning experience. Sign and date the worksheet each time a member completes a level skill task.

Each proficiency program includes a certificate that can be completed and awarded to the member immediately upon successful completion of each level. The level passed can be placed in the member's project records, and the certificate can be placed in the Collection of Work portion of the Record Book.

At the year-end Awards Ceremony, the member will receive a patch for each level completed. A copy of the completed level will be turned in to the Incentives & Recognition Committee at the end of the year in order for the patch to be awarded to the member at the Awards Ceremony.

Good luck with your project!

## Riverside County 4-H Dog Proficiency Program

### Level I – Explorer

	Activity	Date completed
1.	Name five ways dogs serve people.	
2.	Give a demonstration or illustrated talk on the background of the breed or breed-type of your dog.	
3.	Explain the sets of teeth a dog will grow. How many are permanent and how many are temporary?	
4.	Locate and identify the hock, loin, shoulder, and muzzle.	
5.	Does it hurt a dog or injure it to bolt or gulp its food? Give two reasons why or why not.	
6.	Dogs are said to have "nose brains." What does this mean? What things might a dog learn by smelling "sign posts" such as auto tires or fire plugs? (Name at least three.)	
7.	Why does a dog have or not have a tail? What is it used for?	
8.	Explain why it is possible to housebreak a dog but not a cow or bird.	
9.	Name the seven groups of dogs recognized by the American Kennel Club and name a breed from each group.	
10.	Demonstrate how you groom your dog.	
11.	What do you feed your dog and why?	
12.	Show how to put a slip collar and leash on your dog.	
13.	Demonstrate how to show your dog's bite.	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

**KEEP IN YOUR RECORD BOOK WITH THE ANNUAL PROJECT REPORT.**

## Riverside County 4-H Dog Proficiency Program

### Level II – Producer

	Activity	Date completed
1.	Name the requirements a dog must meet before being registered in AKC.	
2.	Be able to name and locate the external parts of a dog.	
3.	Name the basic types of sporting dogs.	
4.	Demonstrate how to measure your dog and how to trim toenails.	
5.	Name two types of hounds and tell what AKC group they are in.	
6.	Show how to sit, down, heel, recall, stand, and stay your dog.	
7.	Explain the term "gestation."	
8.	Learn, correctly spell, and define the terms "spayed" and neutered	
9.	Demonstrate how to clean your dog's ears.	
10.	How long ago was the dog domesticated? The common ancestor of the dog is a long-extinct animal called _____ (spell correctly). What present day animal does it resemble?	
11.	What three methods could you use to cure your puppy of jumping on you?	
12.	What are mammary glands?	
13.	Tell what you can do to help your dog accept the touch of a stranger.	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

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## Riverside County 4-H Dog Proficiency Program

### Level III – Consumer

	Activity	Date completed
1.	What vaccinations does a dog need and why?	
2.	If you are the owner of a dog, list at least three other dog responsibilities besides feeding, grooming, and immunity protection.	
3.	What is the meaning of "leash law"?	
4.	Name and spell correctly four insects or parasites that are common with dogs.	
5.	Tell or show how to introduce a dog to chickens or other animals.	
6.	Give a detailed report on the life cycle of a parasite of dogs.	
7.	What do the initials AKC stand for? In what city and state is it's home office?	
8.	Should you use the previous owner's dog diet the first day or two for your new puppy? Why?	
9.	Before getting a dog, what three things will you want to inquire about?	
10.	Visit a grooming shop, pet store, kennel, or another training class and report to the members some things you learned from your visit.	
11.	Explore a career associated with dogs and report on that career to your club.	
12.	Is there a Humane Society in your area? What is its function?	
13.	What preparation would you make before you bring home a puppy?	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

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## Riverside County 4-H Dog Proficiency Program

### Level IV – Leader

	Activity	Date completed
1.	What are the nutrition requirements for a dog? Give the advantages and disadvantages of canned, dry, semi-moist dog food, and table scraps as a meal for your dog.	
2.	What is DHLPP? When should it be given to your dog? How long does the booster last?	
3.	What is rabies? When should your dog have its first rabies vaccination? How often should it be repeated? How is this infection transmitted?	
4.	Tell how to rid a dog of four different external parasites.	
5.	Develop an emergency first aid kit for dogs and demonstrate how to use it.	
6.	Diagram and describe the digestive system of the dog.	
7.	What is heartworm? Where is it found? How do you control it?	
8.	Demonstrate how to give a dog a pill.	
9.	Name five types of worms dogs may have. If you suspect worms, what procedure can you use to make certain? Will the same medicine be effective for treatment of all worms?	
10.	What is ringworm? Is it contagious? How is it controlled?	
11.	Are pork chop bones good for your dog? Chicken bones? Between meal snakes? Leftovers from the table? Why?	
12.	Demonstrate how you have taught your dog to work off leash, retrieve, or jump.	
13.	Show how to give liquid to your dog.	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

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## Riverside County 4-H Dog Proficiency Program

### Level V – Researcher

	Activity	Date completed
1.	Show the tools and demonstrate how to groom your dog.	
2.	Name seven careers associated with the dog world.	
3.	A dog that barks too much is a nuisance. How would you stop this bad habit?	
4.	Diagram and describe the internal parts of the dog.	
5.	Diagram the skeletal parts of the dog.	
6.	Give a report on dog parasites, internal and external. Have samples, if possible.	
7.	Name five characteristics to look for when selecting a puppy from a litter.	
8.	Put an emergency muzzle on your dog and tell why one should be used when giving first aid to a dog.	
9.	Demonstrate how to clean your dog's teeth.	
10.	Diagram and describe the reproductive system of a dog.	
11.	Show or tell how to bathe a dog. Include how to determine when a dog should get a bath, the temperature bathwater should be, and the choice of soap or shampoo.	
12.	What is the best tool for removing loose or shedding hair? Show how it should be done.	
13.	Your dog's hair is sometimes referred to as its insulated blanket. Why?	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

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# Certificate of Achievement



*Explorer*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*Producer*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*Consumer*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*Leader*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*Researcher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*This certifies that*

\_\_\_\_\_

*has completed the Dog Proficiency  
in the Riverside County 4-H Youth Development Program*

\_\_\_\_\_  
Leader

\_\_\_\_\_  
Date