

Stage

8



# PUBLIC SPEAKING & TEACHING GROUP CLASSES

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## Stage 8: PUBLIC SPEAKING & TEACHING GROUP CLASSES

Congratulations! Welcome to Stage 8 – Public Speaking & Teaching Group Classes. The first portion of this stage provides information regarding effective public speaking. The second portion provides information on teaching group classes. As an ABC Certified Trainer, it is crucial that you speak and organize your instruction in an effective manner. In this stage, we will discuss a variety of techniques used for communicating effectively with both individuals and groups, along with methods of improving basic people skills.

### Goals - Public Speaking Section



The following are the goals set for you to complete in this section:

1. Understand the difference between the Flight and Fight Responses
2. Understand Why People Fear Public Speaking
3. Learn the Importance of Eye Contact
4. Learn Methods for Speaking Confidently
5. Learn Methods for Projecting Your Voice
6. Become Familiar With Effective Uses of Hand Gesturing
7. Understand the Importance of Active Listening
8. Learn How to Effectively Manage Questions, Comments, and Concerns
9. Learn Methods of Staying Focused in Your Presentation
10. Learn How to Provide Constructive and Motivational Feedback Regarding Client Performances
11. Learn to Connect With Each Client/Dog Team
12. Learn How to Promote Patience
13. Learn How to Turn Problems into Solutions
14. Become a Polished Public Speaker

## Public Speaking

Public speaking is a common fear of people everywhere. With that in mind, we've devoted an entire stage of this program to teach you methods that will help you overcome this fear while improving your overall public speaking ability.



📖 Question	✍️ Answer
<p>What happens when a person gets nervous when speaking in front of a group of people?</p>	<p>This nervous response triggers a release of the hormone adrenaline, which pumps through your body and elicits a variety of reactions. It often results in either the <b>flight or fight</b> response.</p>

## The Flight Response

For some people, the pressure of speaking in front of a group triggers the flight response. When this happens, you may see a variety of reactions. People may show signs of the flight response through:

- Sweating
- Tenseness throughout the body
- Speaking at a lower volume
- Less speaking
- Stop speaking altogether
- Completely leaving the area



## The Fight Response

Others use the adrenaline pumping through their body to stay and overcome their anxiety. The fight response can be beneficial; however it could also impair your presentation. Often, those who stay to fight their anxiety may still show nervousness by:

- Speaking too quickly or too loudly
- Having trouble staying on topic
- Becoming so distracted that their presentation does not make any sense at all



## The Right Response

The right response is closer to the fight response. However, you must be aware of any signs you might be exhibiting that may impair your speaking presentation. It is best to use the adrenaline's effects on your body to produce a more effective and impressive presentation.

 <b>Question</b>	 <b>Answer</b>
<p>Why do people get nervous when speaking in front of groups of people?</p> 	<p>People get nervous for a variety of reasons, including:</p> <ul style="list-style-type: none"><li>• Fear of appearing unknowledgeable</li><li>• Fear of rejection</li><li>• Fear of being judged</li><li>• Fear of embarrassment</li><li>• Fear of panicking</li><li>• Fear of saying something wrong</li><li>• Fear of a mental block when speaking</li><li>• Fear of not making sense</li><li>• Fear of the public's reaction to what you're saying</li><li>• Fear of appearing afraid</li></ul>

The best way to conquer the common fears previously listed is to:

1. Know your material
2. Prepare yourself – come with a game plan or outline
3. Work on basic public speaking skills
4. Practice, practice, practice!

So far in the ABC program, you have been learning how to teach basic obedience cues and answer questions about common dog behavior problems. We will now focus on basic public speaking skills.

## Eye Contact

### PUBLIC SPEAKING TIP #1

**Make eye contact with every client you are speaking to.**

Eye contact is an important aspect of public speaking because it indicates that you are speaking to someone. Making direct eye contact with your clients will help them focus more intently on you when you are speaking.

The challenge in a group class is to alternate eye contact among all clients while you speak. Practice speaking and allowing your eyes to briefly meet with each client in class. This makes each client feel as if you are talking directly to them. This may take some practice. Some people become uncomfortable when looking someone in the eye, but it is absolutely necessary as an instructor to do so confidently. Eye contact will help your clients to learn and understand what you are trying to teach them.



## Speaking Confidently

### PUBLIC SPEAKING TIP #2

**Speak with friendly confidence at all times.**

You will be able to speak confidently to people when you genuinely *know* the material you are speaking about. Speaking confidently is essential from an instructor's standpoint because people are seeking answers from you. If you seem unsure about what you are saying, your clients will also demonstrate this doubt when working with their dogs.



Show confidence in the information you are presenting and in the feedback that you provide your clients. Clients will be more comfortable and receptive to what you have to say. An environment of relaxed confidence leads to greater success in training.

At the same time, it is important to not come across as overly confident or “cocky.” There is a definite difference between being confident and cocky. Subtle differences in body posture, tone of voice, and word selection all contribute to how your clients perceive you.

## Voice Projection

### PUBLIC SPEAKING TIP #3

**Speak to your group from a place that ensures everyone can hear you.**



When speaking to a group, it is imperative that *everyone* can hear you. If you have to yell instructions or feedback, it can be annoying and decrease the clients' desire to listen and pay attention.

When you stand in the center of a group, you should assume that the clients behind you cannot hear you as well as the clients you are facing. They may not even be able to hear you at all. This is especially true if you are teaching a class in an area with many noisy distractions. It is better to stand as part of the circle so that everyone can hear you clearly and understand what you are saying.

In order to project your voice, you must practice speaking loudly -- without yelling. Many people project better when trying to speak deeper, from their diaphragm and not from their throat. With practice, you will be able to speak loudly without sounding like you are screaming.

### PUBLIC SPEAKING TIP #4

**Vary the tone of your voice and speak in peaks and valleys.**



Your voice should naturally show fluctuations in tone. If you always speak in a monotone voice, whether it is low, medium, or high, it can quickly become uninteresting and irritating. Learn to speak using peaks and valleys in your tone. This means to speak using low, medium, and high voices interchangeably.

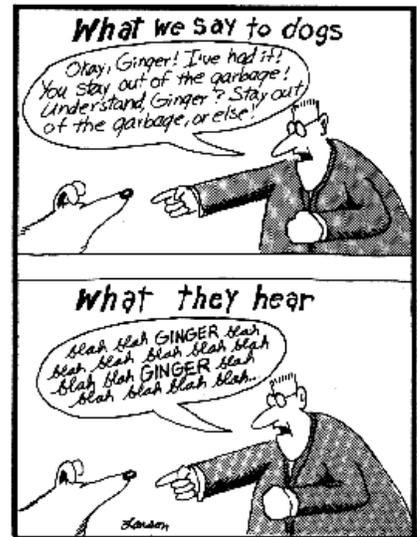
This method is quite effective in maintaining the attention of your clients. However, be sure not to fade out the ends of your sentences. Many people tend

to mumble the last few words of sentences at a low volume, and often they are the most important words spoken. Try to be aware of this tendency, and finish each sentence as strongly and loudly as you begin them.

## PUBLIC SPEAKING TIP #5

**Your sentences should be concise, complete, and spoken clearly.**

The clarity of what you say is crucial. Use concise sentences and brief examples to illustrate key points. Be sure to enunciate and speak at an appropriate pace. Nervousness can cause you to speed up your speech. When you talk too quickly, your words tend to run together and your clients will be unable to understand what you have just said. Clients will typically not ask you to repeat what you said out of embarrassment and will simply go about working their dogs in an incorrect manner. Also, make a habit of repeating specific instructions several times to ensure that everyone understands.



Word choice is also essential when explaining concepts to your clients. Be sure to introduce any necessary canine training jargon before using it.

### Hand Gestures

## PUBLIC SPEAKING TIP #6

**Use hand gestures to accentuate, emphasize or illustrate a concept.**

Most people naturally gesture with their hands while speaking. Their hands move as they speak, whether it's to exaggerate a word or to help describe something they are discussing. Gesturing can be very useful, but it can also be terribly distracting.

When you use your hands excessively, it can draw attention away from what you are saying, defeating the purpose of gesturing in the first place. At the same time, gestures can be quite useful when describing



something or teaching a certain technique. It is important to learn to use hand gestures in a meaningful way to improve your public speaking technique.

### Sincerity and Empathy

## PUBLIC SPEAKING TIP #7

**Answer each question as if it were the first time you were ever asked it.**



Keeping your answers to common client questions exciting and interesting and maintaining a fresh, fun teaching style are challenges that many trainers face. Instructors will be asked the same questions hundreds, thousands, and eventually tens of thousands of times over the years. Although these questions will become routine for you, they are new for each client. Instructors must strive to answer all questions with sincerity and empathy.

When you answer your clients' questions with sincerity and empathy, it lets them know that you care about their problems and concerns. If you rush through your answers, it creates a sense of insincerity and hinders the training process with clients and their dogs. When clients feel that you care about them, they are more receptive and attentive to what you have to say and teach.

### Stay On Track

## PUBLIC SPEAKING TIP #8

**Stay focused, and remember to complete your train of thought.**

To effectively teach your clients new concepts, it is important to stay focused and to present your instructions in an orderly fashion. Some instructors use stories or analogies to help explain topics. Sometimes, a client will interrupt your train of thought with a question. Distractions like these can easily get you off track.

Know your material and what you want to accomplish for each class. Minimize the use of stories to help explain techniques as this could elicit numerous, often off-topic questions from your clients. Once you lose your train of thought, you may find yourself explaining something

that has no relevance to your initial topic. Stay focused, and remind yourself of the topic that you are speaking about if you need to.

## PUBLIC SPEAKING TIP #9

**Handle interruptions politely and effectively.**

If a client interrupts and asks a question that is not relevant to the current topic, politely explain that her question is important and that you will make sure to cover it later on or at the end of the class during a designated question-and-answer time.

### Tactful Suggestions

## PUBLIC SPEAKING TIP #10

**Provide feedback and corrections to the group as a whole.**

It can be quite difficult to correct clients' mistakes without alienating them. This is especially important when teaching a group class. Although each client will react differently to your suggestions, you should follow a few basic guidelines.



If you single out a certain client for correction in front of the class, you will probably embarrass her. Instead of addressing the individual client, give your suggested improvements to the group as a whole. A great way to accomplish this is to demonstrate the incorrect technique yourself and ask the group to decipher what is wrong with your performance. Ask direct questions that lead the client to identify the incorrect technique and possible solutions. Follow up by demonstrating the correct techniques and asking for feedback from the group.

Even if you only see one client making an apparent mistake, the entire class can benefit from hearing a reminder of what to do instead of what not to do. Just be sure that the client who made the mistake is not made an example of for the benefit of the class.

If you notice that the client continues making the same mistake after you have made the announcement to the class, simply approach her and sincerely suggest the proper method to her individually.

## PUBLIC SPEAKING TIP #11

**Manage objections and criticisms with facts.**

When dealing with clients, managing their objections and criticisms in a positive and professional way can be a challenge. You will often not be the first dog trainer these clients have taken a class with. Sometimes clients have had positive prior training experiences and sometimes they have not. It is difficult for clients to understand why instructors use variable training methods. The best approach is always to explain how your method works and how it benefits each client/dog training team. Addressing why other trainers use other methods sidetracks your presentation and forces you to defend your own methods.

## PUBLIC SPEAKING TIP #12

**Put yourself in the client's shoes.**



When counseling your clients about mistakes they are making, consider sharing with them that you used to make those very same mistakes when you were first learning. This is an effective way of helping your clients to feel at ease. You can talk about how you thought you were doing something correctly, when you were actually doing it wrong, and that you too would get frustrated sometimes. This can inspire many clients and help them

realize that dog training can be challenging, but they are capable of learning and having success and fun with their dogs.

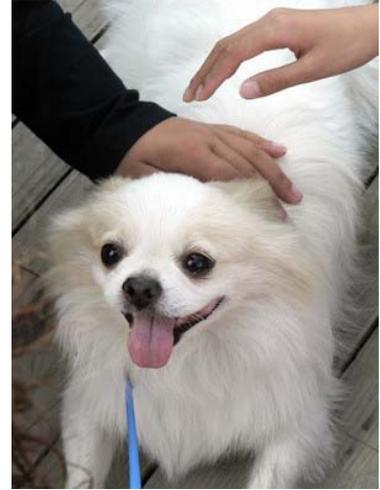
### Provide Individual Attention

## PUBLIC SPEAKING TIP #13

**Give each client an equal amount of positive attention.**

Clients who feel as though the instructor is favoring certain clients may resent the instructor, which can impair the learning process. Many times, the instructor is unaware that she is showing favoritism. Clients tend to be more sensitive to the issue.

Instructors tend to spend more time with clients that are having problems and much less time with clients that are doing well in the class. This is understandable; however, do not forget to spend quality time with the clients that are doing well, even if it is simply to praise them for doing everything correctly.



### Connect With Each Client/Dog Team

## PUBLIC SPEAKING TIP #14

**Help clients feel that you like them and their dog.**

Studies have shown that adult clients are often concerned about whether or not the teacher likes them and their dog. In fact, this is often considered the most important aspect of their obedience training experience. There are a number of ways to help your clients feel that you like them.



1. Greet everyone by name as they come to class. Do your best to remember the names of all of your clients and their dogs.
2. Smile and make eye contact with your clients when you speak to them.
3. Say something nice about each client. You can compliment them on something simple, such as their car, their shoes, or the brand new collar they purchased for their dog.
4. Say something positive about their dog. This is especially important when they are having difficulty with their dog.

5. Give them the benefit of the doubt. If a client tells you she forgot to do something or that she is trying very hard on a particular cue and still having trouble, accept it and go on from there. Focus on fixing the problem, not on shaming her for doing something wrong.
6. Praise them for the things they do correctly, no matter how small.
7. Smile!

Instructors should never say anything negative about breeds that they do not care for or even mention what their favorite breeds are. This immediately implies favoritism. You may be working with a client and her poodle and make a negative remark about boxers, completely unaware of the fact that her most beloved friend during childhood was a boxer. Also avoid making negative statements about breed traits since many clients will take immediate offense to your statement and this can lead to further problems.

### Provide Constructive and Motivating Feedback

## PUBLIC SPEAKING TIP #15

**Begin and end any feedback with something positive.**



This is not to suggest that you are insincere with your feedback. However, there is always something that the client did correctly with her dog, and it is up to you to let her know what that was. If you simply approach a client, tell her what she did wrong and then leave, it can discourage her and leave her feeling stupid and frustrated. Give feedback that is partnered with positive comments.

Find something to like about every dog and owner's performance and compliment them. Here is a list of suggestions:

- "Good job on using your voice correctly!"
- "Good job with using the proper hand signal!"
- "I liked how you led the dog back into the proper position."
- "You gave the Release cue for the behavior perfectly."

- "It was great how you said your dog's name before the cue."
- "I really liked your enthusiasm when rewarding your dog."  
...and there are SO MANY MORE!

### Promote Patience

## PUBLIC SPEAKING TIP #16

**Remember that dog training is a new concept for most clients.**



Remember that patience and frustration are contagious. When you speak with your clients in class, be patient with them and never show any frustration that you may be experiencing.

While training a dog may be easy and obvious to you as a professional dog trainer, some clients find it complex and confusing. Clients may need to hear instructions again and again, and in different ways until it sinks in. Don't give up if it seems like the client doesn't get it right away. It may mean that you need to explain it a different way. This experience will make you a better instructor.

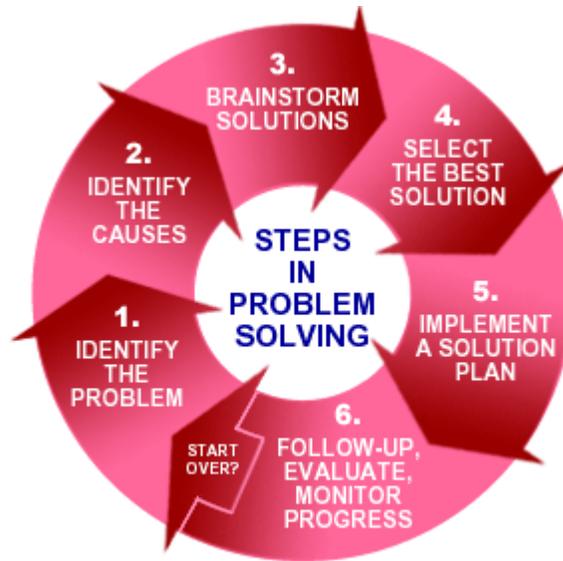
### Turn Problems Into Solutions

## PUBLIC SPEAKING TIP #17

**Know that there is always a solution to every problem.**

Often when presented with a problem, you should ask yourself:

- Why is the problem happening in the first place?
- What are the causes?
- Is it because the dog doesn't understand what is expected?
- Is the owner practicing enough?
- What are possible solutions?
- What is the best solution?
- How do I effectively communicate a solution plan to the client?



Whatever the case may be, focus on the solution when responding to clients, not the problem. Sometimes problem solving involves a little creativity.

### Respond to Questions by Actively Listening

## PUBLIC SPEAKING TIP #18

Actively listen to each client's concerns, questions, and comments.

It is important that all instructors truly listen when presented with a challenging group class question or scenario. The key is to understand what the client really wants and not what you think the client needs. This is the difference between hearing and listening.

Active listening is a way of attending and encouraging without intruding on the person speaking. Allow clients to fully describe the situation, question or problem to you.

The skills of active listening include:

- **Attending** – Give clients your undivided attention when they are speaking.
- **Listening** – Listen first before thinking about your response.

Good Listeners	Listening Mistakes
Talk minimally Concentrate Wait to give advice Communicate to the client that she is being heard Refrain from questions	Inadequate listening Evaluating while listening Filtered listening Rehearsing a reply while listening Interrupting

- **Paraphrasing** - Rephrase the client's inquiry in a fresh way, using a combination of their words and your own words.
- **Open Questioning and Answering** - Process questions and allow for elaboration. What, how and when? Repeat the question so the entire class can hear it. Respond fully to the content of the question. Ask for feedback from the class.

While it is important to project confidence when speaking and handling questions, it is also important to know your limits. When a client asks you a question that you do not know the answer to, do not attempt to answer it. Politely tell the client that her question is a good one and that you would like to address it one-on-one with her after class. After class, you can tell the client that you need to get back to her with more information or refer her to an appropriate source if it is something you really can't answer effectively. A good instructor does not always have the answer to every question. A great instructor knows how to find the answer and knows when she needs to refer the client to another source. Many dog-related questions are better answered by the client's veterinarian, a dog nutrition specialist, or an animal behaviorist (in the case of serious behavior problems).

### Become a Polished Public Speaker

Public speaking is an art. It takes lots of practice and self-evaluation. Have a friend videotape you teaching a group class and take the time to evaluate your performance based on all of the public speaking tips presented in this stage.

When it comes to public speaking, many qualities separate an adequate instructor from an outstanding one:

- **Communication Skills.** An outstanding public speaker speaks clearly, listens carefully and uses reinforcing body language. She enjoys communicating with a variety of clients and dogs. She is able to capture and hold her clients' interest. She is able to "read" clients and respond appropriately.

- **Subject Knowledge.** She has a thorough knowledge of the information she is teaching and keeps abreast of any new developments.
- **Positive Attitude.** She is enthusiastic about dog training and anxious to share her enthusiasm with clients. Her friendliness towards clients and enthusiasm about teaching helps clients learn.
- **Patience and Flexibility.** An effective public speaker patiently explains facts and answers questions. She is flexible in meeting the diverse learning needs of clients.
- **Problem Solving.** She views problems as opportunities for growth and learning and is easily able to propose solutions.
- **Professional Behavior.** She is punctual, reliable, and able to manage a group of clients and dogs.

These public speaking skills are not only useful in becoming a better obedience instructor, but are also useful in becoming a better person. Public speaking skills are truly the ticket to success.

## **Teaching Your Human Clients in Group Class**

By presenting information to your group class clients in the following manner, you can help them understand and retain the presented information better.

### **Starting Point**

Have a definite beginning to the class. Clap your hands and announce to your clients that you are ready to begin.

### **Class Overview**

Begin class by outlining what you will be covering that session. For example, you might say, “tonight I will show you how to get your dog’s attention, how to get him to focus on you, how to get him into the sit position and how to walk with him on a loose leash.”

### **Safety Rules**

Remind everyone of any class rules, such as the three-foot rule.

### **Introduce the Exercise and Explain “Why”**

Start with the first exercise you said you were going to teach. Explain the reasons why you are having them do each exercise. For example, if you ask your clients to attract their dogs’ attention up to their faces by moving their hands and using food treats and toys, tell them why you are having them do this and what relevance it has to living happily with their dogs in the future. You should mention that a dog who learns to focus on his owner’s face is much less likely to become distracted and will be calmer in public. Focus improves all of the obedience cues. A dog that is focused on his owner is less likely to become distracted while in a sit or Down-Stay or during heeling.

### **Explain “How” in Clear Steps**

Explain to your clients how you would like them to do each exercise. Clarify each different aspect of the exercise; don’t run the full description of the exercise together.

**Example:** “This is how I want you to get your dog’s attention up to your face.”

- 1) “One: Place your hand with a food treat or toy in front of your dog’s nose.”
- 2) “Two: Move your hand with the food treat or toy up to your face.”
- 3) “Three: Calmly say ‘Good’ when he focuses on your face.”
- 4) “Four: Give him the food treat, toy or petting.”
- 5) “Five: Release him from focusing his attention on you by saying ‘OK’ and patting him on the chest to clarify that you are done with him.”

You can also summarize or even make up a mnemonic for the process to make it easier to remember. “So, from the dog’s nose to your face, eyes meet, Good, treat and Release.”

Remind your clients that you gave them five steps to follow. You may even run through them again quickly or ask the clients to repeat them back to you. When the clients go home, it will be easier for them to remember what you said.

### **Instructor’s Demonstration**

Show your clients what you want them to do. Use a dog to demonstrate with and make sure you position yourself so everyone can see the demonstration from various angles. You will probably have to do one demonstration, rotate, and demonstrate again. Be sure you explain what you are doing as you are doing it.

### **Clients Try, Instructor Guides With Explanation**

Now have the clients try the exercise once. Ask the class for their attention and tell them when to begin. Talk them through the exercise as they go along and be sure to praise each client anytime you see them doing any part of the exercise correctly.

### **Stop for Feedback**

Ask everyone to pause so they can hear your feedback. You may need to demonstrate again at this point.

### **Clients Try Again, Instructor Helps Individuals**

Ask the clients to try the exercise again. This time, be sure to walk over and give some individual help to those who need it. While you are focusing on an individual client, glance up at

the rest of the class every two to three seconds to praise or comment on the other clients. If you don't do this, the rest of the class may feel left out.

### **Questions on This Exercise**

Ask the clients if everyone understands the exercise well enough to practice it properly at home. Inform them that if they don't feel ready, they should see you after class.

### **Introduce the Next Exercise**

Introduce the next exercise to the class and begin this cycle again.

### **Repeat Pattern throughout Class**

Repeat this pattern until you have reviewed all of the topics you wanted to cover.

### **Stop for Final Questions, Answers, and Homework**

Stop training ten minutes before the end of the hour so you can give homework and answer questions. Reiterate to the class what you covered this session, and remind them of their homework.

#### **Example:**

- 1) "Practice your focus exercises ten times each day."
- 2) "Practice rewarding your dog every time she sits instead of jumping on you."
- 3) "Practice Sit at your front door ten times each day."
- 4) "Work on your Loose-Leash Walking. Reward your dog with treats, praise and petting for being near you while walking. Give consistent, effective corrections each and every time she pulls and change direction so you are always in the lead position."

### **Preview Next Class**

Close by telling the clients what you will be covering next week. This gives them something to look forward to.

### **Final Questions**

Ask if there are any other questions or concerns.

## Goals – Teaching Group Classes



The following are the goals set for you to complete in this section:

1. Understand How to Structure a Group Class, Week-by-Week
2. Learn How to Keep Clients and Their Dogs Safe During Group Class Sessions
3. Be Able to Briefly Discuss Training Techniques With Clients
4. Learn What Homework to Give at the End of Each Session
5. Become Familiar With Group Class Paperwork

## Teaching Group Classes

The information outlined in this section is intended to be used as a guideline for teaching basic obedience group classes. Although group classes can be taught in a myriad of locations, the outline we have selected is as follows:

### 7-Week Group Class

<b>Class 1:</b>	Pet store (without the dogs)
<b>Classes 2 - 5:</b>	Local park
<b>Class 6:</b>	Field trip to a veterinary hospital
<b>Class 7:</b>	Back to the park

Each class (training session) will be approximately one hour in length.

## Basic Group Class Information

### Before Enrolling any Client in Group Class

Prior to enrolling any dog/owner team in a group class, the dog owner should know the prerequisites for attending the class and any requirements for the first meeting.

Some suggested requirements include:

**1. Do not bring a dog to the first class.**

This allows clients to complete all the necessary paperwork and take notes during the first class without the distraction of their dogs.

**2. Certain vaccinations are required for all dogs attending basic obedience classes.**

These requirements can differ depending upon individual veterinary preferences.

Vaccination requirements could include:

- Three or four sets of DHLPP
- Corona
- Bordatella

Depending upon geographic location, rabies and other inoculations may also be recommended or required.

**3. There are age requirements for dogs attending basic obedience classes.**

Due to the vaccination requirements, the minimum age requirement for most basic obedience classes is approximately 16 weeks.

**4. Training equipment and other supplies (i.e., leashes, collars, water bowl, treats, potty bags) may be required when attending class.**

**5. There are specific temperament requirements for dogs in basic group classes.**

Dogs who have previously bitten a person or another dog might not be good candidates for group class.

**6. There is a required time commitment to ensure a successful training program.**

Clients should be advised to work their dog for brief training periods throughout the day totaling 30 minutes in order to have a successful training experience.

## Sample Group Class Outlines

### Class Outline - Week 1

1. **Arrive Early** - Arrive 10 to 20 minutes early at the training location. Have sample leashes, collars and other training aids to show your clients during class.
2. **Introductions and Paperwork** - As clients arrive for their orientation, introduce yourself to each person. Hand out a General Information Sheet (*see sample at the end of this stage*) and a Registration Form (*see sample at the end of this stage*). Have them fill out the Registration Form and return it to you. Make sure to provide sufficient paper and pens for note-taking.
3. **General Information Sheet** – Review all obedience and safety equipment outlined on the General Information Sheet.
4. **Cues** - List all cues, behaviors, and problem solving topics taught in the Group Class program. These might include:
  - Food Lure
  - Sit, Sit-Stay
  - Come
  - Down, Down-Stay
  - Heel
  - Loose Leash Walking
5. **Training Technique** - Take a moment to touch briefly on the training techniques that will be used to teach these obedience cues.

**Example:** *"My training technique teaches dogs that obedience and other desirable behaviors, such as not jumping on people, earn him things he likes, such as treats, toys, petting and praise. This type of training creates a dog whose primary motivation is based on earning a reward as opposed to avoiding a punishment. My goal is to teach you to look at your dog as an individual and use the things he likes as a way of rewarding him whenever he does something you like. This will motivate both you and your dog without causing confusion or stress -- and it's a lot of fun too!"*

6. **Assign Homework** – Handout the Week 1 homework sheet and recommend the following exercises:

- The owners should get their dogs used to wearing the training equipment (i.e., head collars) by having their dogs wear them for 10 minutes each day.
- They should also practice simple Food Luring exercises. Remember to teach them to say "Good" before each treat and "Eh-Eh" if the dog's nose falls away from their hand while luring. Remind clients to practice the food lure exercise for at least 10 minutes each day. Instruct them to spread out the practice time throughout the entire day.
- Owners can also begin practicing Focus exercises using a food lure while the dog is in the heel position (i.e., sitting on the left side of the owner).
- They should begin practicing the Release cue. Remind them that shy dogs may need extra encouragement.
- Ask the owners to make a list of desirable behaviors (i.e., not jumping when greeting people) and start rewarding those behaviors with treats, petting and praise during the week.
- Remind owners that it is important for *everyone* in the family to participate in training, and they must do so consistently.
- Remind them that their dogs will have good and bad days, just like them. What matters most is gradual improvement over the next seven weeks.
- Announce the second class location and make certain that clients write down the address. Ensure that every client has also written down your name and phone number. Review your class postponement policy, in case of inclement weather.

7. **Problem Solving Lecture** - Start the problem solving lecture by polling your class to determine which problem behaviors they are experiencing. If several clients raise their hands to the same problem, you should spend more time addressing that problem than one that afflicts only one or two clients. If no one indicates that they are experiencing the problem you mention, go on to the next problem. Be sure to cover:

- Jumping on owners and guests
- Chewing
- Puppy nipping
- Barking

- Digging
- Door crashing
- Unruly behavior in the house
- Housebreaking

Each time you finish discussing a problem and its solutions, make sure to ask if anybody has any questions. Try to stay on topic as much as possible. If there are no questions about the problem you're currently discussing, move on to the next one. If a client asks a question about a problem or topic that you haven't gotten to yet, politely inform her that you will address that as well, but you need to finish addressing the current issue first.

8. **Reactive Dogs** - After all the problems have been covered, ask your clients if anyone feels that their dog may be fearful, aggressive or tends to bark excessively during class. Ask those clients who indicate yes to stay after class so you may give them some preliminary exercises to work on.

- Encourage these clients to bring their dogs to the second class location a few times throughout the next week (before the next training session) and give food treats and play with toys there. This will help the dog feel more comfortable at class next week.
- Remind them to bring their dogs to class with a good appetite, and to bring tasty food treats. This is important for everyone, though even more important for these dogs.
- Also, remind them to give their dogs plenty of space during class so they do not become stressed. The dogs will be properly integrated into class once they are ready.
- Discuss training collars. Recommend head collars. This is the ideal training collar for most group class situations. Instruct the clients to use a back-up collar (i.e., flat collar) along with the head collar. Pinch collars and choke chains should not be recommended.

9. **Reward Good Behavior** - Remind clients again to focus on rewarding their dogs for good behavior and not to reward them for "free."

10. **Bring Dogs With an Appetite** - Remind the clients to bring their dogs to class with an appetite. Typically the dog should not have eaten for approximately six to eight hours prior to the beginning of class, depending on the age of the dog. Clients should bring a variety of tasty food treats, like cut up chicken, liver snacks, etc. Extra-special treats are recommended, as the dogs are going to be extremely distracted by one another.
11. **Location and Time of Next Class** - Before dismissing the class, make sure everyone knows exactly where and at what time to meet the following week.
12. **Purchase Training Aids** - Before dismissing the class, remind them to buy all the necessary training aids they will need for their dogs as soon as possible. This will allow them to get started right away.
13. **Dismiss Class** - After dismissing the class, be prepared to answer some minor questions and speak to those clients who may require preliminary exercises to get ready for the first class with the dogs.
14. **Process Paperwork** - After this first class, it is important to process your paperwork. Use your Registration Forms to create an Attendance Sheet for class. (*See sample Attendance Sheet in this stage*). Make certain that each client has filled out and signed the Release of Liability section for your own protection. Then you should file the Registration Forms for future reference.

## Dog Obedience Homework - Week 1



- 1. Practice Food Luring** **40 times per day**  
Place a treat in the palm of your hand and close your fingers over it. Present your hand to your dog, wrist up, and encourage him to touch your hand with his nose. When he does, say “Good,” then open your hand and give him the treat.
- 2. Practice Focus With Treats** **40 times per day**  
Begin with your dog standing or sitting directly in front of you. Place a treat in the palm of your hand and close your fingers over it. Put this hand by your dog’s nose and bring the treat up by your face. A hungry dog will follow your hand with his eyes. As soon as he looks directly into your eyes, say “Good” and give the treat.
- 3. Practice Release With Treats** **40 times per day**  
Make sure you give the Release cue, “OK,” only once. If your dog is not responding immediately, wait one second after you say “OK” before you coax him to come toward you. Once your dog reaches you, treat and praise lavishly.
- 4. Reward all Good Behavior** **All the time**  
Be on the lookout for all behaviors you would like your dog to continue. For example, every time your dog is calmly sitting or lying down, praise and treat him. Ignoring this behavior teaches your dog that being calm isn’t rewarding.
- 5. Remember to bring training equipment next week.**  
Don’t forget to bring your training collar, 6’ leash, treats, and treat pouch (if applicable).

*Give treats this week for everything good or right that your dog does. All unwanted behaviors should be ignored.*

NOTES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Trainer’s Name:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

If you have any questions, please call.

## Class Outline - Week 2

1. **Take Attendance** – Using the Attendance Sheet you created after your first class session, call attendance to ensure that all registered clients are present. If somebody on your list is not in attendance, highlight or make a mark next to her name on your attendance sheet and follow up with her via e-mail or phone after class. Also, if a client did not previously fill out and sign the Release of Liability form, have her do so before class begins.
2. **Check Equipment** - Check each collar for proper fit. Make sure clients have proper equipment that is in good working order. It is a good idea to carry tasty food treats with you to help put the dogs at ease. If a dog's temperament is questionable, do not touch the dog yourself. Instruct the owner to show you the collar is properly fitted.
3. **Accepting Strangers** - Explain to your clients the importance of desensitizing their dogs to being touched by strangers. Let them know that this is probably the best way for them to avoid having their dog bite someone. As you greet each dog, give a treat just before you pet him and as you are petting him. However, do not place yourself in a dangerous situation by being too forward with a dog exhibiting signs of stress (hackles up, stiff body or tail, staring eyes, growling, showing teeth, backing away from you, extremely upright or extremely crouched body posture). Explain to your clients that they should give their dog the opportunity to get treats from a wide variety of strangers as a way for them to make positive associations to strangers. Making positive associations to approaching strangers will develop a dog that is confident in public. Many dog bites are due to a lack of proper socialization. An under-socialized or fearful dog may bite when startled or when he does not understand that the stranger means them no harm. Positive socialization makes it easier for a dog to pay attention in public and typically creates dogs that are stable and safe to be around.
4. **Review Class 1 Homework** - Instruct each client to show you their progress on the Food Lure, Focus, and Release cues. You can either do this as a group or on an individual basis depending on the size of the class.
5. **Food Lure Into Heel Position** – Have the class practice food luring their dogs into the heel position and focusing on them. The dogs should be lured to sit on the left side of their

owners and then to look up, directly into their owners' eyes. The goal is to get the dogs to focus on their owners for longer and longer periods of time. The progress of the Focus exercise can vary greatly from dog to dog depending on their individual food drive and temperament, as well as the amount of time the owner has spent working with the dog.

6. **Introduce the Sit Cue** – Walk your clients through the Sit cue. Make sure to individually counsel any clients who are having difficulties. Tell them to practice the Sit, Focus, and Release cues when they take their dog out through the front door or side gate at home. Remind them that developing a strong focus and sit at doorways is very valuable because it reduces bolting, jumping, being underfoot, barking, shyness and aggression.
7. **Introduce the Running Come Game** - Begin the Running Come Game on-leash and discuss the Puppy Come Game to be used when the dog is off-leash. (*Refer to the Recall and Come cue instructions in How to Teach Basic Obedience Cues if you need a review of these games*).
8. **Introduce and Discuss the Informal Down** - Prepare for teaching the Down cue in class by introducing the informal down. Clients should be instructed to reward their dogs with treats and attention every time they “catch” him lying down. In addition, instruct them to place their dogs in their assigned area of the family room and lure them into the down position. It is helpful to place a comfortable mat in the dog's assigned area and give him food treats, praise, attention and chew toys there. Whenever the dog is lying down, the owner should say “Down” and put a treat between his two front feet. Remind clients that their dog may initially have to be tethered to something secure on a buckle collar to keep him from getting up.
9. **Loose Leash Walking** - Remind clients to:
  - Use the “Let's Go” cue when they begin Loose Leash Walking.
  - Reward their dog with food treats, praise and petting for walking near them with a loose leash.
  - Remind clients to stop rewarding their dog when he pulls. Tell your clients that every time they allow their dog to reach something he is pulling toward, they are rewarding him for pulling!

- Abruptly stop, turn around and walk in the opposite direction every time the dog even *begins* to pull on the leash. Tell them not to let their dog get ahead of them, not even a little.
8. **Problem Solving Review** – Comment that the Focus and Sit behaviors are invaluable tools for redirecting dogs who are engaged in problem behaviors. Remind clients to practice, practice, practice. Ask if there are any additional problem behavior-related questions.
9. **Assign New Homework** – Hand out the Week 2 Homework Sheet and ask if there are any questions. Remind your clients to:
- Practice the Sit, Focus, and Release cues when they take their dog out through the front door or side gate at home.
  - Reward their dog with treats and attention every time they “catch” him lying down.
  - Place their dog in their assigned area of the family room and lure them into the down position.
  - Practice Loose Leash Walking.

## Dog Obedience Homework - Week 2



- 1. Continue to Practice Focus** **20 times per day**  
**Begin Weaning Off Food**  
Continue to practice Focus with your dog sitting directly in front of you. Add the "OK" or Release cue. Start to wean your dog off food rewards by only giving him food rewards for the longer-than-average focuses. Begin introducing real-life rewards.
- 2. Continue to Practice Food Luring** **20 times per day**  
**Add Food Lure With Dog in Heel Position**  
Food Lure your dog into the heel position (i.e., sitting directly beside you on your left). Once your dog is in the heel position, practice food luring him into the Focus behavior by placing your baited hand at the end of his nose until he shows interest and then quickly moving your hand upwards toward your face. A hungry dog will follow your hand with his eyes. Once the dog makes direct eye contact, say "Good" and give him the treat. Then, Release him by saying "OK."
- 3. Introduce the Sit Cue** **40 times per day**  
Place a reward in the palm of your hand and close your fingers over it. Place your hand directly in front of your dog's nose. Slowly begin to move your hand up and over the top of his head. A hungry dog will follow your hand movement. This movement will cause him to sit. As the dog is moving into the sit position, say "Good" and give him a food treat. Release by saying "OK."
- 4. Introduce the Running Come Game** **10 minutes per day**  
Use treats and lots of praise. Stand directly in front of your dog and present your baited fist to him at nose level. With your dog's nose attached to your baited hand, begin slowly backing up. His nose will either stay attached to your hand or fall away as you are backing up. Encourage your dog to keep up or catch up with verbal praise. Slow down if necessary to keep him interested and attached. Just before your dog catches your hand, say "Come" and encourage him to touch your baited hand. When he does, say "Good" and give him the food treat.
- 5. Introduce Informal Down** **10 times per day**  
Reward your dog whenever he is lying down by putting a treat between his front feet. Place a comfortable mat in the dog's assigned area and give him treats, praise, attention and chew toys whenever he is lying there. Your dog may have to be tethered to something secure on a buckle collar (use a chain leash for chewers) initially to prevent him from getting up. **Never leave your dog unattended while he is tethered.**
- 6. Loose Leash Walking, Let's Go** **10 minutes per day**  
Put your dog on a six-foot leash. Place a reward in the palm of your left hand and close your fingers over it. Let your dog know you have a reward. With your dog on your left side, begin practicing the loose leash exercises. Remember to abruptly stop walking or turn in the opposite direction the instant he begins to pull. Remember to praise him whenever he is not pulling.

Trainer's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

If you have any questions, please call.

### **Class Outline - Week 3**

1. **Take Attendance** – Call attendance to make sure that all registered clients are present. If somebody is not in attendance, make a mark next to her name on your attendance sheet and follow up with her via e-mail or phone after class.
2. **Greet Dogs** - Go around and greet all dogs while they are sitting in the heel position.
3. **Review Class 2 Homework** - Instruct everyone to show you their progress on the Focus, Release, Sit, Come, and Let's Go cues. You can either do this as a group or on an individual basis, depending on the size of the class.
4. **Introduce the Heel Cue** - Instruct clients to say "Heel" while they are food luring their dogs in the heel position. Begin requiring that all dogs sit when their owners stop walking (i.e., Auto-Sit).
5. **Introduce the Down Cue** - Introduce the formal Down.
6. **Practice the Come Cue** - Continue to practice Come on the six-foot leash. Tell clients to focus on practicing around distractions. Try to make this exercise as fun as possible.
7. **Introduce the Sit-Stay** - Introduce the Sit-Stay.
8. **Practice Loose Leash Walking and Let's Go** – Continue to practice Loose Leash Walking.
9. **Desensitize to Training Lead** - Instruct clients to desensitize their dog to the training lead by having them drag the lead around for approximately 20 minutes at home every day (10 minutes inside the house and 10 minutes outside the house). Remind them to ignore their dog the entire time he is dragging the lead. The dog should not associate the training lead to obedience training.
10. **Problem Solving Review** - Ask if there are any questions about problem behaviors.

11. **Assign New Homework** – Hand out the Week 3 Homework Sheet and ask if there are any questions. Remind your clients to:
- Practice the Heel cue with the focus.
  - Practice the Come cue around distractions.
  - Practice Down, Sit, Sit-Stay, and Loose Leash Walking.
  - Desensitize their dogs to the training lead by having them drag it around the house for 20 minutes every day.

## Dog Obedience Homework - Week 3



- 1. Continue to Food Lure in Heel Position** **5 minutes per day**  
**Add the Heel Cue**  
Begin to say "Heel" while food luring your dog into the heel position once you are certain he will follow the food lure. Begin to wean him off food rewards and start introducing real-life rewards.
- 2. Focus With Treats** **40 times per day**  
Practice the Focus cue with your dog in the heel position about 30 times per day. Practice the Focus cue with your dog sitting directly in front of you about 10 times per day. Continue to wean your dog off food rewards and on to real-life rewards.
- 3. Sit With Cue Before Action** **40 times per day**  
Ask your dog to Sit. If he does, give him lots of treats and praise followed by "OK." If he doesn't sit immediately, turn away from him. Try again. If he still doesn't sit immediately, he probably needs more shaping. Food Lure him a few more times and then try again. After a few food lures, your dog should automatically sit when given the Sit cue without having to be lured.
- 4. Come With Lots of Praise** **10 minutes per day**  
Practice Come on the six-foot leash while running backwards, exactly the same way as you did last week. Begin to practice around mild distractions. Make this exercise the most fun. Give your dog treats and praise 100% of the time.
- 5. Introduce Down** **40 times per day**  
Place a reward in the palm of your hand and close your fingers over it. Place your hand directly in front of your dog's nose. Slowly move your hand straight down from the nose to the ground. A hungry dog's eyes will follow your baited hand. When your dog's elbows are on the floor, say "Good" and reward with lots of treats and praise. Release by saying "OK." After you are certain he will follow the food lure to the ground, you may begin adding the word Down as he is going into the down position.
- 6. Introduce Sit-Stay Cue** **5 minutes per day**  
With your dog in the sitting position and focused on you, say "Stay." Count to 10 and then Release with "OK." Practice the Stay cue, gradually increasing the duration of the stay from 10 seconds to 30 seconds.
- 7. Loose Leash Walking, Let's Go** **10 minutes per day**  
Place a reward in the palm of your hand and close your fingers over it. Let your dog know you have a reward and start walking, saying "Let's Go." Remember to praise when he is not pulling. Begin to wean him off food rewards and start introducing real-life rewards.
- 8. Desensitize Dog to 30-Foot Training Lead** **20 minutes per day**  
Have your dog drag around a 30-foot training lead for approximately 20 minutes every day (10 minutes inside the house and 10 minutes in the yard). Ignore your dog while he is dragging the lead, but monitor him at all times for safety. **Do not leave your dog unattended.**

Trainer's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

If you have any questions, please call.

## Class Outline - Week 4

1. **Take Attendance** – Call attendance to make sure that all registered clients are present. If somebody is not in attendance, make a mark next to her name on your attendance sheet and follow up with her via e-mail or phone after class.
2. **Greet Dogs** - Greet all dogs while they are sitting in the heel position. Use food treats. This is an important way to let the clients practice deterring jumping and to work for any shyness or aggression problems.
3. **Review Class 3 Homework** - Ask everyone to demonstrate their progress on the Focus, Release, Heel and Auto-Sit, Come, Down, Sit-Stay, and Loose Leash Walking on the six-foot leash. You can either do this as a group or on an individual basis, depending on the size of the class. All dogs should be improving on each cue.
4. **Add Distractions** - Begin adding more distractions (i.e., clapping hands, whistling, allowing friendly dogs to work closer to each other) on all known cues:
  - Focus
  - Release
  - Sit, Sit-Stay
  - Down
  - Heel, Auto-Sit
  - Loose-Leash Walking
5. **Changing Variables** - Introduce the concept of only changing one variable at a time when working to improve obedience cues. The common variables are distance, distractions, and length of stay. Practice this in class, but also remind all clients to continue practicing at home.
6. **Problem Solving Review** - Ask if there are any questions about problem behaviors.
7. **Assign New Homework** – Hand out the Week 4 Homework Sheet and ask if there are any questions. Remind your clients to:

## Stage 8: Public Speaking & Teaching Group Classes

- Practice all known obedience cues: Focus, Release, Heel and Auto-Sit, Come, Down, Sit-Stay, and Loose Leash Walking on the six-foot leash.
  - Continue to desensitize their dogs to the training lead at home for approximately 20 minutes per day. Remind them to never leave the dog unattended with the training lead on.
  - Begin to practice with distractions (i.e., clapping hands, whistling).
  - Begin changing variables (i.e., distance, distractions, length of stay) while practicing obedience cues.
8. **Reminder for Next Class** - Instruct clients to bring their 30-foot training lead to class next week.



## Dog Obedience Homework - Week 4

- 1. Heel With Auto-Sit** **5 minutes per day**  
Place a reward in the palm of your hand. With your dog in the heel position directly beside you, focused on your face, step off with the leg closest to your dog and say "Heel." Take two steps, then stop and have your dog sit directly beside you again. Reward and Release. Begin adding distractions during the week.
- 2. Sit** **10 times per day**  
Continue to practice the Sit cue. Begin to wean your dog off food rewards by only giving rewards for the better-than-average responses. Start introducing real-life rewards.
- 3. Come With Lots of Praise** **10 minutes per day**  
With your dog on a leash, place a reward in the palm of your hand and close your fingers over it. Call your dog by his name and immediately say "Come." Do not run backwards. He should still come to you. Once your dog gets to you, say "Good," give lots of treats and praise. Release with "OK." Begin adding mild distractions during the week.
- 4. Down With Cue Before Action** **10 times per day**  
Ask your dog to Down. If he does, give him lots of treats and praise, followed by "OK." If he doesn't go down immediately, turn away from him. Try again. It may be necessary to food lure him into the down position a few more times. Once your dog is down, praise, treat, and Release. After a few food lures, he should automatically Down when given the Down cue without having to be lured.
- 5. Sit Stay With Distractions** **20 times per day**  
Continue to practice the Stay cue with variables (distance, distractions and length of stay). Begin to wean off food rewards and start introducing real-life rewards.
- 6. Loose Leash Walking, Let's Go** **10 minutes per day**  
Place a reward in the palm of your hand and close your fingers over it. Let your dog know you have a reward. Start walking, saying "Lets Go." Remember to praise when he is not pulling. Continue to use real-life rewards.
- 7. Introduce Down Stay for 3 seconds** **20 times per day**  
With your dog in the down position directly in front of you or beside you and focused on you, say "Stay." Count to 3 and then Release. Praise and treat.
- 8. Desensitize Dog to 30-Foot Training Lead** **20 minutes per day**  
Continue to have your dog drag around the 30-foot training lead for approximately 20 minutes every day (10 minutes inside the house and 10 minutes in the yard). Ignore your dog while he is dragging the lead, but monitor him at all times for safety. **Do not leave him unattended.**
- 9. Remember to Bring 30-Foot Training Lead to Class Next Week!**

Trainer's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

If you have any questions, please call.

## Class Outline - Week 5

1. **Take Attendance** – Call attendance to make sure that all registered clients are present. If somebody is not in attendance, make a mark next to her name on your attendance sheet and follow up with her via e-mail or phone after class.
2. **Greet Dogs** - Greet all dogs in the heel position.
3. **Review Class 4 Homework** - Ask everyone to demonstrate their progress on the Focus, Release, Heel and Auto-Sit on the six-foot leash, Come, Down, Sit-Stay, and Loose Leash Walking, preferably with distractions and other variables. You can either do this as a group or on an individual basis, depending on the size of the class.
4. **Heel With Auto-Sit** - Practice Heeling with an Auto-Sit on a six-foot leash.
5. **Sit-Stay** - Begin practicing Sit-Stays using the 30-foot training lead. Have clients practice the Sit-Stay from distances of 6 feet, 10 feet, 5 feet, and 11 feet, etc. The goal is to increase the distance between dog and owner and distractions, as well as the length of the Sit-Stay. Remind clients to only change one variable at a time.
6. **Down-Stay** – Introduce and begin practicing Down-Stays on the 30-foot training lead. Have clients work the Down-Stay from distances of 6 feet, 10 feet, 5 feet, and then 11 feet, etc. The goal is to increase the distance between dog and owner and distractions, as well as the length of the Down-Stay. Remind clients to only change one variable at a time.
7. **Long-Distance Come** – Introduce and begin practicing long-distance Comes using the 30-foot training lead. Make sure to have plenty of space between each client before you begin.
8. **Loose Leash Walking, Let's Go** - Practice Loose Leash Walking on a six-foot leash.
9. **Problem Solving Review** - Ask if there are any questions about problem behaviors.
10. **Assign New Homework** – Hand out the Week 5 Homework Sheet and ask if there are any questions. Remind your clients to:

## Stage 8: Public Speaking & Teaching Group Classes

- Practice all known cues.
- Practice Sit-Stays and Down-Stays. Remind them to increase distances and distractions, but to only change one variable at a time.
- Practice the long-distance Come.
- Continue to practice Loose Leash Walking with Auto-Sit.

11. **Reminder for Next Class** - Remind clients that next week's class will be an educational field trip. Ask them to meet you at the designated neighborhood veterinary hospital. Make sure everyone is provided with the address and phone number of the veterinary hospital, as well as your personal contact information. Make sure to get permission from the hospital staff *prior* to showing up.

## Dog Obedience Homework - Week 5



- 1. Heel With Auto-Sit** **5 minutes per day**  
Continue to work on "Heel" with Auto-Sit. Continue adding distractions and begin weaning off food rewards.
- 2. Come With Distractions** **10 minutes per day**  
Practice the "Come" cue on the 30-foot training lead without distractions for a couple of days. Then begin adding mild distractions and weaning off food rewards. If your dog is doing well at this exercise you can start to call him in the house off-leash. Be sure to have a reward and lots of praise when he gets to you. If your dog does not come to you when called off-leash, more practice is necessary.
- 3. Sit** **40 times per day**  
Continue to practice the Sit cue. Continue to wean the dog off food rewards by only giving rewards for the better than average responses.
- 4. Down With Distractions** **40 times per day**  
Begin adding distractions and weaning off food rewards.
- 5. Sit-Stay With Distance and Distractions** **10 minutes per day**  
Continue to practice the Sit-Stay cue on the 30-foot training lead. Work on distance, distractions and length of stay. Continue to wean off food rewards.
- 6. Down-Stay With Distance and Distractions** **10 minutes per day**  
Continue to practice the Down-Stay cue on the 30-foot training lead. Work on distance, distractions and length of stay. Begin to wean off food rewards.
- 7. Loose Leash Walking, Let's Go** **10 minutes per day**  
Continue to work on Loose Leash Walking. Begin adding distractions and weaning off food rewards.
- 8. Remember to meet at the veterinary hospital next week.**

Trainer's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

If you have any questions, please call.

## Class Outline - Week 6

1. **Take Attendance** - Call attendance to make sure that all registered clients are present. If somebody is not in attendance, make a mark next to her name on your attendance sheet and follow up with her via e-mail or phone after class.
2. **Explain Purpose of Location** - Conducting a training session at a veterinary hospital will give the dogs new distractions, help them to make a positive association to the hospital and allow the hospital staff to get to know you a little better. This will be good for business. 😊
3. **Use of Location Grounds** - Depending on the size, staff, and limitations of the hospital, you may either conduct your class outside in the parking lot or in the waiting room. If at all possible, try to hold at least part of the lesson inside the hospital.
4. **Work Known Cues With Distractions** - Tell everyone to expect their dog to be more distracted in this new environment. Work on Focus, Release, Heel, Sit-Stay, Come, Down-Stay, and Loose Leash Walking cues on the six-foot leash only. You can either do this as a group or on an individual basis depending on the size of the class. The dogs should be improving on each cue.
5. **Safe Socialization** - Teach clients how to use obedience to properly socialize their dogs when they are outside of class.
6. **Meet-and-Greet With Distance** - Have the owners of two friendly dogs walk up to one another while heeling and stop about six feet apart.
7. **Observe Dogs' Body Language** - Tell the clients what warning signs they should look for in their dog's behavior and the other dog's behavior. Do not proceed unless both dogs are calm and under control and are able to look at their owner. If either one of the dogs is out of control, fearful or aggressive, do not continue.
8. **Release** - Have the owners Release their dogs with a pat on the chest and "OK, go play!" If one of the dogs balks, have his owner gesture toward the other dog to encourage him to move forward.

9. **Come** - Have the owners distance themselves from each other and practice the Come cue with their dog in this new area.
10. **Group Greeting** - Re-group and allow the friendly dogs to “hang out” close to one another without actually making physical contact. Continue to allow them to socialize, provided they remain calm. Over-stimulated dogs need to be removed from the group until they calm down.
11. **Practice Cues and Re-Group** - Continue the routine of practicing the obedience cues and re-grouping. Gradually increase the amount of time the dogs are allowed to spend together.
12. **Watch for Unacceptable Behavior** - Remind clients to stay calm. Normal dog interactions can be loud and active and may startle some clients. The instant a dog’s behavior escalates, his owners should calmly remove him from the group until he has calmed down. Remind owners that it is best to remove their dog at the first sign of unacceptable behavior and not to wait until the behavior gets out of control.
13. **The Waiting Room** - Show your clients how to teach their dog to have a positive association to the veterinary hospital. Begin by having the dogs enter the waiting room and do a Sit-Stay for five seconds. Release the dogs and give them lots of treats and attention. Do this a few times before leaving the hospital. This will help teach the dog that a trip to a veterinary hospital doesn’t always mean getting a shot and having your temperature taken.
14. **Problem Solving Review** - Ask if there are any questions about problem behaviors.
15. **Review and Assign New Homework** – Review the Week 5 Homework and ask if there are any questions. Hand out the Week 6 Homework Sheet and remind clients to:
  - Continue practicing all obedience cues with variables (distance, distractions and the length of time).
  - Practice the proper socialization techniques you worked on in this class.
16. **Reminder for Next Class** - Remind your clients to meet you back at the park next week.

## Dog Obedience Homework - Week 6



1. **Heel With Auto-Sit** **5 minutes per day**  
Continue to practice the Heel cue with Auto-Sit. Continue adding distractions and weaning off food rewards and onto real life rewards.
2. **Come With Distractions, Lots of Praise** **10 minutes per day**  
Continue to practice the Come cue on the 30-foot training lead. Continue adding distractions and distance and weaning off food and onto real life rewards.
3. **Sit** **40 times per day**  
Continue to practice the Sit cue. Continue adding distractions and weaning off food rewards and onto real life rewards.
4. **Down** **40 times per day**  
Continue to practice the Down cue. Continue adding distractions and weaning off food rewards and onto real life rewards.
5. **Sit Stay** **10 minutes per day**  
Continue to practice the Sit-Stay cue on the 30-foot training lead. Continue adding distractions and distance and weaning off food rewards and onto real life rewards.
6. **Down Stay** **10 minutes per day**  
Continue to practice the Down-Stay cue on the 30-foot training lead. Continue adding distractions and distance and weaning off food rewards and onto real life rewards.
7. **Loose Leash Walking, Let's Go** **15 minutes per day**  
Continue to practice Loose Leash Walking. Continue adding distractions and weaning off food rewards and onto real life rewards.
8. **Remember to meet at the park next week.**

Trainer's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

If you have any questions, please call.

## Class Outline - Week 7

1. **Graduation!**
2. **Review All Cues** - Ask each of your clients which cues they feel they need the most help with, and focus on training those cues during your last class.
3. **Diplomas** - Pass out diplomas and a small graduation gift.



**Important Note:** These instructions are intended to be used as a general guideline ONLY. You will notice not only differences between individual trainers, but also differences between your assigned Mentor Trainer and the written instruction provided here. This is to be expected. Once you begin training dogs yourself, you will mold your lessons into something that you are comfortable with, utilizing all the knowledge attained through the ABC Program. You should view the variances in training techniques and styles as an advantage, because you are being exposed to different methods of teaching, as well as different class formats.

**Dog Obedience Homework - Week 7 - Graduation**



**I'm Proud Of You!**

1. **Heel With Auto-Sit** **5 minutes per day**  
Continue to practice the Heel cue with Auto-Sit. Continue adding distractions and weaning off food rewards and onto real life rewards.
2. **Come With Lots of Praise** **10 minutes per day**  
Continue to practice the Come cue on the 30-foot training lead. Continue adding distractions and distance and weaning off food rewards and onto real life rewards.
3. **Sit** **40 times per day**  
Continue to practice the Sit cue. Continue adding distractions and weaning off food rewards and onto real life rewards.
4. **Down** **40 times per day**  
Continue to practice the Down cue. Continue adding distractions and weaning off food rewards and onto real life rewards.
5. **Sit-Stay** **10 minutes per day**  
Continue to practice the Sit-Stay cue on the 30-foot training lead. Continue adding distractions and distance and weaning off food rewards and onto real life rewards.
6. **Down-Stay** **10 minutes per day**  
Continue to practice the Down-Stay cue on the 30-foot training lead. Continue adding distractions and distance and weaning off food rewards and onto real life rewards.
7. **Loose Leash Walking, Let's Go** **15 minutes per day**  
Continue to practice Loose Leash Walking. Continue adding distractions and weaning off food rewards and onto real life rewards.

*Training is a lifetime commitment to your dog. Practice will always be necessary in maintaining the cues and behaviors taught in this class. Many dog owners re-enroll in the class a few times a year just to refresh their obedience and help keep their dogs socialized.*

**It has been a pleasure having you and your dog in my class.**

**Trainer's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_**

## Teaching a CGC Class

As an ABC Certified Dog Trainer, you may desire to become a CGC® Evaluator and/or teach CGC® classes. This can be a good addition to your training repertoire as many clients in your obedience classes may be interested in taking their training to the next level.



There are several steps that will be necessary for trainers when building a course for potential clients. These steps include:

- Passing the CGC® Approved Evaluator Written Test and paying the \$30 fee (if you choose to become an Evaluator; instructors do not necessarily need to take the exam)
- Being assigned an AKC Evaluator number by the AKC
- Ordering necessary paperwork and materials, including AKC test kits.
  - Test kits usually include the following:
    - Test summary forms
    - Posters
    - Test/registration forms
    - Participant's handbooks
    - Evaluator guides
    - Tag order forms
    - Patch order forms
  - Test kits can take three to four weeks to arrive, so make sure all materials are ordered several weeks before your class's start date.
- Creating a class outline and curriculum for CGC® students
- Marketing your class to potential clients (see Stage 9: Business Building for more information on marketing your training business)

## Sample Class Outlines

Creating a class outline for your CGC® training class involves understanding all 10 test items and determining how you will teach your clients and their dogs to perform them consistently. Here, we will provide examples for a six-week-long CGC® course. The AKC provides a sample course outline for an eight-week-long course on their website. Depending on the length of your group classes, you may choose either format.

When teaching a CGC® course, it is recommended that you bring a demo dog to at least the first few classes. A demo dog can help you to accurately demonstrate the test items and show how a dog should act and react in response to the stimuli that he will face. Thus, it is recommended that you work with your own dog on perfecting all cues necessary (if you have a dog capable of this task) and have him CGC® tested and certified before bringing him to class. If not, you may choose to borrow a friend's CGC® certified canine or simply decide not to use a demo dog.

### Six-Week Course Outline

<p><b>Class #1: Introduction (With Dogs)</b></p> <p><b>Test Items: 1, 2, 3</b></p>	<ul style="list-style-type: none"> <li>• In this orientation class, you would introduce yourself and give a brief history of the AKC and the CGC® program for any participants who are not familiar.</li> <li>• Review the Responsible Dog Owner's pledge, discuss equipment that should be brought to every class (and that will be needed during testing), and go over any test rules (including vaccinations, safety, etc.).</li> <li>• Introduce all 10 test items in detail and demonstrate with your demo dog.</li> <li>• Meet-and-greet all human and canine participants. During your meetings, it is recommended that you greet each dog with petting, including especially the ears and feet. This will help prepare for test items #2 and #3, Sitting Politely for Petting and Appearance and Grooming.</li> <li>• Begin practicing Sit-Stays and Down-Stays at a distance of 3' to 6' and have the dog owners walk 360° around their dogs in the Sit-Stay and Down-Stay. Use food treats and/or a clicker if necessary.</li> <li>• Introduce and practice test item #1 (Accepting a Friendly Stranger) by pairing up class members.</li> <li>• Assign homework, which should include practicing all learned test items.</li> </ul>
<p><b>Class #2</b></p> <p><b>Test Items: 1, 2, 3, 4</b></p>	<ul style="list-style-type: none"> <li>• Begin by greeting each dog/handler team, petting each dog while the owner verbally praises the dog for compliance.</li> <li>• Ask if any participants have any questions about what has been taught up to this point.</li> <li>• Review Sit-Stays and Down-Stays. Use food treats or other rewards.</li> <li>• Review Accepting a Friendly Stranger by pairing teams up together. Provide assistance to anyone having difficulties.</li> <li>• Practice test item #3, Appearance and Grooming. Handlers should provide their dogs' brushes. Brush each dog while gently checking the ears and picking up the feet. Have owners praise/treat their dogs for compliance.</li> <li>• Introduce test item #4, Out for a Walk (Walking on a Loose Lead). Demonstrate with a demo dog or a borrowed dog from class. Then, have owners walk in a circle with their dogs on a loose lead. Owners should praise their dogs for staying beside them and keeping slack in the leash.</li> <li>• Troubleshoot with any clients having problems with their dogs. Work one-on-one with these clients as the class practices test items #2, #3, and #4.</li> <li>• Assign homework, which should include practicing all learned test items.</li> </ul>

<p><b>Class #3</b></p> <p><b>Test Items:</b> 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> <li>• Greet each dog/handler team to practice test item #1 (Accepting a Friendly Stranger), test item #2 (Sitting Politely for Petting), and test item #3 (Appearance and Grooming). Have owners begin using praise as a primary reward and begin phasing out food treats.</li> <li>• Review any questions that participants may have.</li> <li>• Have owners practice test item #4 (Out for a Walk – Walking on a Loose Lead). Assist any clients who are having trouble with this test item.</li> <li>• Introduce test item #5: Walking through a Crowd. Have dog/owner teams take turns as the team being tested. Have three volunteers (class members with or without their dogs, friends or family, etc.) assist by serving as the “crowd.” One person should stand still while the other two walk around, and everyone may talk. However, they must all ignore the dog being “tested.” The dog/owner team then walks through the crowd and the owner encourages the dog to stay calm and ignore the crowd. Allow each dog/owner team to practice individually.</li> <li>• Review Sit-Stays and Down-Stays.</li> <li>• Troubleshoot with clients having trouble with their dogs.</li> <li>• Assign homework, which should include practicing all learned test items.</li> </ul>
<p><b>Class #4</b></p> <p><b>Test Items:</b> 1, 2, 3, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Review any questions that participants may have.</li> <li>• Have dog/owner teams pair up to practice test items #1, #2, and #3. Observe each pairing and provide suggestions for improvement.</li> <li>• Have teams practice test item #4 by walking one by one. Evaluate each team and provide suggestions for improvement.</li> <li>• Practice test item #5 by having volunteers act as the crowd. Crowd members must ignore the dog as his owner walks him through the crowd. Owners may use verbal praise as encouragement and reassurance.</li> <li>• Review Sit-Stays and Down-Stays for test item #6: Sit and Down on Command and Staying in Place. Visit each dog/handler team and attach a long line so owners may practice at a distance of 10’ to 15’. Have owners use praise as a primary reward to phase out food treats.</li> <li>• Using the long line, introduce test item #7: Coming when Called. Have owners begin at a distance of 5’, and, if successful, increase the distance to 10’. Assist any teams that are having difficulties. Only use food treats if necessary since treats will not be allowed during testing.</li> <li>• Troubleshoot with any clients who are having difficulties with their dogs.</li> <li>• Assign homework.</li> </ul>
<p><b>Class #5</b></p> <p><b>Test Items:</b> 5, 6, 7, 8, 9</p>	<p><i>For this class, you will need to bring in tools for teaching test item #9: Reaction to Distraction. Remember to bring some visual and some audible distractions. You may choose to bring in a crutch or cane, a walker or wheel chair, pizza pans or pots (something that hits the ground loudly), a crate dolly, keys, etc.</i></p> <ul style="list-style-type: none"> <li>• Review any questions that participants may have.</li> <li>• Practice test item #5 by having volunteers act as the crowd. Crowd members must ignore the dog as his owner walks him through the crowd. Owners may use verbal praise as encouragement and reassurance.</li> <li>• Review Sit-Stays and Down-Stays for test item #6. Have owners use praise as a reward. Food treats should no longer be used.</li> <li>• Review test item #7. Have dog/owner teams practice at a distance of 10’. Praise should be used as a reward; food treats should no longer be used.</li> <li>• Introduce test item #8: Reaction to Another Dog. Observe as dog owners</li> </ul>

	<p>pair up and practice greeting each other while their dogs remain calm and compliant. Each dog should ignore the other; they should not go to the other dog or to their handler.</p> <ul style="list-style-type: none"> <li>• Introduce test item #9: Reaction to Distraction. Begin as a group by dropping audible items (canes/crutches, pizza pans, keys) and observing the reactions of dogs in the group. Then, use visual distractions (i.e., act as a jogger and run by the dogs) and observe the dogs' reactions. Have teams pair up and hand out items to practice with.</li> <li>• Troubleshoot with any teams that are having difficulties.</li> <li>• Assign homework.</li> </ul>
<p><b>Class #6</b></p> <p><b>Test Items: 8, 9, 10</b></p>	<ul style="list-style-type: none"> <li>• Review any questions that participants may have.</li> <li>• Review test item #8. Have dog owners pair up and practice greeting each other while their dogs remain calm and compliant. Each dog should ignore the other; they should not go to the other dog or to their handler.</li> <li>• Review test item #9. Have teams pair up and hand out audible and visual items to practice with. Team members should take turns acting as the distraction. Help teams individually.</li> <li>• Introduce test item #10: Supervised Separation. Approach dog/owner teams individually and greet them by asking "Would you like me to watch your dog?" Have the dog owner hand you the dog's leash and go out of sight for three minutes. After three minutes, have them come back. Dogs should not show signs of agitation or nervousness.</li> <li>• Troubleshoot with any teams that are having difficulties.</li> </ul> <p><i>Since this is the last class, give owners information on test dates or instructions on how to find them. Hand out registration forms and Responsible Dog Owners' Pledges. Allow participants to contact you if they have any questions, and provide your contact information. Instruct all owners to practice as much as possible until their test time. Then, wish them good luck and congratulate them on a job well-done!</i></p>

## Troubleshooting Test Items

When teaching a CGC® course, dogs and their owners will inevitably have some issues with some of the test items. This is especially due to the fact that the test items take obedience a step further than what a basic obedience class demands. Here are some troubleshooting tips for each test item.

<b>Common Problems Encountered when Teaching CGC® Test Items</b>	
<b>Test Item #1: Accepting a Friendly Stranger</b>	
The dog jumps on the greeter or becomes excited as the greeter approaches	<ul style="list-style-type: none"> <li>• Have the owner give the Sit-Stay cue again and ask the greeter to walk away without stopping for six feet. Then, reduce the distance the greeter walks away to three feet. Have the owner reward the dog for staying in place.</li> <li>• Have the greeter walk back towards the dog but remain three feet away. The owner should reward the dog for staying in place. Repeat until the greeter can stop within one foot of the dog while the dog stays in place. The owner should praise the dog for staying in the sit position.</li> </ul>
The dog breaks the Sit-Stay as the greeter approaches	<ul style="list-style-type: none"> <li>• Have the greeter stop and step back, waiting to approach again until the dog is staying in the sit position.</li> <li>• Have the owner repeat the Sit-Stay cue as much as needed.</li> <li>• When the dog stays in the Sit-Stay position, have the owner praise him.</li> </ul>
The dog becomes nervous, afraid, or bored and tries to walk away as the greeter approaches	<ul style="list-style-type: none"> <li>• Have the owner give the Sit-Stay cue again and praise the dog when he is seated.</li> </ul>
The dog becomes aggressive, shy, or resentful when the greeter approaches	<ul style="list-style-type: none"> <li>• A shy dog may need more socialization. The owner should practice introducing the dog to one random person at a time in numerous environments. The owner should reward the dog each time he is calm in the presence of a stranger.</li> <li>• The owner may hand out treats to friends whom the dog has never met and have them treat the dog to acclimate him to strangers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Suggest that the owner practices by being the one to approach strangers with the dog. This may give the dog more confidence knowing that he is approaching the stranger, and not the other way around.</li> <li>• Have the owner put the dog in a Sit-Stay while the stranger makes large circles around the dog. The owner should praise the dog for staying in place while strangers circle. The stranger should come closer to the dog in increments.</li> <li>• If the dog is aggressive, he may not be a good candidate for CGC®. However, a canine behaviorist or aggression specialist may be able to help reduce or eliminate aggressive tendencies.</li> </ul>
<b>Test Item #2: Sitting Politely for Petting</b>	
<p>The dog becomes over-excited or nervous when someone approaches him to pet him</p>	<ul style="list-style-type: none"> <li>• Have the owner practice with people the dog already knows. Then, the owner may advance to practicing with strangers.</li> <li>• If the dog lunges at the stranger out of excitement, the owner should have the stranger stop as soon as the dog breaks the Sit-Stay. The stranger should only advance once the dog will remain in the Sit-Stay.</li> </ul>
<p>The dog breaks the Sit-Stay when someone approaches to pet him</p>	<ul style="list-style-type: none"> <li>• Have the owner ask the greeter to stop petting the dog if he breaks the sit position when being petted. The owner should then treat the dog when he returns to the sit position.</li> </ul>
<p>The dog gets nervous and backs away when being approached</p>	<ul style="list-style-type: none"> <li>• The owner should ask the stranger to approach the dog while presenting the back of her hand and allow the dog to sniff it. The stranger should then pet the dog under his chin to begin with. The stranger may then advance to petting the dog on top of his head.</li> </ul>
<b>Test Item #3: Appearance and Grooming</b>	
<p>The dog resists being groomed/examined</p>	<ul style="list-style-type: none"> <li>• Have the owner slowly introduce the dog to the brush. The dog may not be acclimated to being brushed, especially by a stranger.</li> <li>• The owner should brush the dog daily for practice and praise him for staying calm and compliant. Once the dog is reliably</li> </ul>

	<p>calm and compliant, the owner should have various people brush the dog in a variety of settings as often as possible.</p> <ul style="list-style-type: none"> <li>• The owner should then gradually increase the length of the grooming time until the dog does not react negatively.</li> </ul>
<p><b>Test Item #4: Out for a Walk (Walking on a Loose Lead)</b></p>	
<p>The dog pulls on the leash</p>	<ul style="list-style-type: none"> <li>• The owner should not reward the dog for pulling. Remind the owner to be conscious of the leash at all times, and to not allow the dog to pull her over to anything. The owner must be consistent and reward for proper leash behavior.</li> <li>• When the dog pulls on the leash, have the owner stop walking completely until the dog stops pulling. The owner may then resume walking as soon as the dog is calm and not pulling.</li> <li>• Advise your client to use a head collar to prevent the dog from pulling during the initial stages of training this cue. For many dogs, using a head collar is like installing power steering. This will allow the owner to reinforce the appropriate behavior of not pulling instead of spending their entire walk correcting the dog causing frustration in both dog and dog owner. Once the dog understands that not pulling on the leash is rewarding for her, the head collar can be replaced with a flat collar.</li> </ul>
<p>The dog is distracted by his surroundings</p>	<ul style="list-style-type: none"> <li>• Have the owner practice in an area with minimal distractions to begin with and slowly advance to working in areas with more distractions.</li> <li>• Have the owner gain the dog's focus by using verbal encouragement or patting her leg.</li> <li>• The owner may try adding basic commands (such as Sit and Down) to reinforce her leadership.</li> <li>• Have the owner praise the dog for walking without stopping.</li> </ul>
<p><b>Test Item #5: Walking through a Crowd</b></p>	
<p>The dog pulls on the leash and/or becomes excited</p>	<ul style="list-style-type: none"> <li>• Refer to tips for Test Item #4.</li> <li>• Have the owner practice in a more quiet setting and advance to walking through a crowd.</li> </ul>

<p>The dog lags or appears shy</p>	<ul style="list-style-type: none"> <li>• Have the owner utilize praise and/or treats if necessary to lure the dog to follow her.</li> </ul>
<p><b>Test Item #6: Sit and Down on Command while Staying in Place</b></p>	
<p>The dog pops out of the Sit or Down too soon</p>	<ul style="list-style-type: none"> <li>• Have the owner practice the Sit-Stay and Down-Stay in low distraction environments and move up to more stressful settings.</li> <li>• Have the owner use the Sit-Stay and Down-Stay in real-life settings by enforcing the “No Free Lunch Policy.”</li> </ul>
<p>The dog does not stay; he gets up out of the Sit-Stay or Down-Stay when the owner walks away</p>	<ul style="list-style-type: none"> <li>• Have the owner Go Back to Kindergarten on the Sit-Stay and Down-Stay by practicing less repetitions, reducing the distance between her and the dog, and praising/treating the dog for compliance. Then, have the owner increase the amount of repetitions, then the distance and length of the stay.</li> </ul>
<p><b>Test Item #7: Coming when Called</b></p>	
<p>Dog seems to not understand the Come cue</p>	<ul style="list-style-type: none"> <li>• Help the owner Go Back to Kindergarten on this cue. See Stage 5: How to Teach Basic Obedience Cues on teaching the Recall/Come cue.</li> </ul>
<p>The dog is easily distracted by the environment</p>	<ul style="list-style-type: none"> <li>• Have the owner practice the cue in an area with minimal distractions until the dog is consistently coming when called. Then, the owner may move on to a more distracting environment.</li> <li>• Have the owner use a very encouraging voice when asking the dog to Come.</li> </ul>
<p><b>Test Item #8: Reaction to Another Dog</b></p>	
<p>The dog becomes over-excited as he approaches the other dog or while the owner talks to the other person</p>	<ul style="list-style-type: none"> <li>• When the owner is out walking with the dog, have her move to the opposite side of the street when another dog approaches. Then, the owner should get the dog to focus, Sit, and Down while the other dog passes by. Praise should be given when the dog ignores the other dog. This should help desensitize the dog to other dogs passing by.</li> <li>• When the dog will remain in position as another dog passes, the owner may reduce the distance between her dog and the unfamiliar dog. Of course, remind owners to ensure that</li> </ul>

	<p>strangers do not mind allowing their dogs to be in close proximity.</p> <ul style="list-style-type: none"> <li>• Have the owner keep repeating the exercise until her dog can walk by other dogs without reacting or needing to approach the other dog.</li> <li>• If the dog becomes over-excited when passing another dog, the owner should repeat the Sit-Stay or Down-Stay exercise until the other dog passes.</li> <li>• Owners of fully trained dogs can utilize the Heel cue to keep her dog close to her.</li> </ul>
<p>The dog is shy or fearful of other dogs</p>	<ul style="list-style-type: none"> <li>• This dog may also need extra socialization.</li> <li>• The suggestions mentioned above for an over-excited dog may be used in this instance as well. The dog should simply be worked at a distance of 15' to 20' away from other dogs and be asked to Sit or Down while other dogs pass by from a distance. Then, the distance can be reduced until the dog no longer shows signs of nervousness or fear.</li> </ul>
<p><b>Test Item #9: Reaction to Distractions</b></p>	
<p>The dog becomes scared or annoyed by the distraction</p>	<ul style="list-style-type: none"> <li>• The dog must be desensitized to unfamiliar sights and sounds. The owner should gradually expose him to various distractions, namely the ones used in training classes and testing. Initial exposures should be in a setting that is non-threatening and comfortable for the dog, such as his own backyard. The distance should also be far enough to the point where the dog feels brave and does not get scared. The proximity should be reduced in increments until the dog does not get scared or agitated.</li> <li>• The owner should work on strengthening the dog's Sit-Stay.</li> </ul>
<p><b>Test Item #10: Supervised Separation</b></p>	
<p>The dog becomes nervous when separated from his owner</p>	<ul style="list-style-type: none"> <li>• The owner should practice by leaving her dog with the stranger for only a few seconds before returning and gradually increase the amount of time that she is out of sight. The dog will soon realize that the owner will be coming back.</li> </ul>

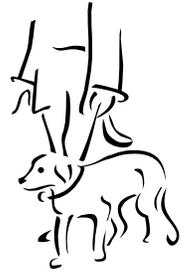
Stage 8: Public Speaking & Teaching Group Classes

	<ul style="list-style-type: none"><li>• The owner should ask the dog to perform a known behavior such as the Sit-Stay or Down-Stay before leaving the room so the dog has a behavior to focus on and not just the absence of his owner.</li><li>• The departure and arrival of the owner should be unexciting and without recognition. The same principals should be used as with dogs with separation anxiety; the bigger the deal made when the owner departs, the more anxious the dog will become.</li></ul>
The dog becomes excited and jumps or lunges when the owner returns	<ul style="list-style-type: none"><li>• When the owner observes this behavior, she should stop moving toward the dog and ignore him until he settles down. The owner may then move toward the dog again. If the dog gets up again, the owner should stop again and ignore the dog until he stops lunging.</li></ul>

# Sample Forms



# YOUR DOG TRAINING COMPANY



## Registration Form (800) 000-0000

Name: \_\_\_\_\_ Referred By: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Email Address: \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_ Ext: \_\_\_\_\_

Cell Phone: (\_\_\_\_) \_\_\_\_\_ Fax Number: (\_\_\_\_) \_\_\_\_\_

Dog's Name: \_\_\_\_\_ Breed: \_\_\_\_\_

Dog's Age: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Sex: Male  Female  Spay/Neuter: Yes  No

Vet's Name: \_\_\_\_\_ Vet's Phone: (\_\_\_\_) \_\_\_\_\_

**This is a BASIC DOG OBEDIENCE class.  
The class will meet once a week for approximately 1 hour.**

Class Fee: \$99.95

Start Date: \_\_\_\_\_

Location: \_\_\_\_\_

### Release of Liability

I, (Owner's Name) \_\_\_\_\_, as the legal owner of, (Dog's Name) \_\_\_\_\_ do hereby waive and release, (Trainer's Name) \_\_\_\_\_ from any and all liabilities of any nature. I agree to take complete responsibility for the actions of my dog, and myself, before, after and during class. At no time will the instructor of this class be liable or responsible for the actions of myself, my dog or any other person who accompanies me to class.

**Owner's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# YOUR DOG TRAINING COMPANY

## General Information Sheet

(800) 000-0000

### OBEDIENCE AND SAFETY EQUIPMENT

**When attending classes, please bring the following:**

1. Six-foot-long leather or nylon leash (thickness should correspond to the size of the dog). Retractable leashes are not recommended for training.
2. A training collar fitted for the individual dog. Head collars are typically recommended for dogs that pull on the leash. A head collar has a strap that goes around the dog's neck right behind the ears and has a loop or strap that goes over the nose. The leash is attached where these two straps come together usually at the base of the dog's lower jaw near the neck. Flat buckle collars are good for calm or shy dogs. The collar must be in good condition.
3. A 30-foot nylon training lead (dogs under 10 pounds may use a 15-foot lead). The training lead is used for long distance work during class. The lead must be in good condition.
4. Approximately 150 pea-sized soft treats that your dog really likes. You will need a training pouch or a pant/shirt pocket to house the treats. Make sure your dog has a good appetite for class. Food should be withheld for approximately six to eight hours before class depending on the age of your puppy or dog.
5. All dogs should have identification. Microchipping, tattooing, or a simple-to-read ID tag stating the owner's name and phone number should be attached to each dog's collar.
6. Proper shoes prevent injury. No open-toed shoes or sandals please.
7. Pooper-scooper or similar type of waste disposal tool.
8. Children must be supervised by an adult not participating in the class.



### PROBLEM SOLVING EQUIPMENT

**The following equipment and products aid in problem solving:**

**Chewing** – Dogs (especially puppies) should have plenty of safe toys to chew on. Consider Nylabones and Gumabones (soaked in bouillon), Rhino or Kong toys (stuffed with peanut butter) or compressed rawhide. Also, an anti-chewing deterrent, applied several times daily, should be used on objects you wish your puppy or dog to avoid.



**Digging** – Provide your dog with a digging pit with hidden chew toys. Bury small lava rocks below the ground's surface in non-acceptable digging spots. Give your dog plenty of exercise to prevent boredom.

**Housebreaking** – Treat affected area with an odor neutralizer. Purchase a crate and crate train the puppy.

**House Manners** – Tether your dog with a 4-foot chain leash for time outs in the house when playing gets out of hand. Provide plenty of chew toys and lots of exercise. **Never leave your dog unattended while tethered.**

- An ounce of puppy prevention is worth a pound of cure. Being aware of what your untrained puppy or dog is doing at all times will help prevent him from behaving inappropriately.
- Rewarding correct behavior is also critical. Know what your dog likes and reward him when he is being good. Most owners ignore their dogs when they are good! Praise a quiet, calm, non-jumpy puppy. Please, don't reward your dog for free, or he won't want to work for it.
- Be consistent; don't allow your dog to engage in behavior that you won't want when he's fully grown.

**Trainer's Name:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

## YOUR DOG TRAINING COMPANY

### Class Attendance Sheet

Start Date: \_\_\_\_\_ Location: \_\_\_\_\_

	1	2	3	4	5	6	7
Owner: _____	<input type="checkbox"/>						
Dog: _____ M/F      Age: _____							
Breed: _____ Phone: _____							
Paid: \$ _____ Vet: _____							
Owner: _____	<input type="checkbox"/>						
Dog: _____ M/F      Age: _____							
Breed: _____ Phone: _____							
Paid: \$ _____ Vet: _____							
Owner: _____	<input type="checkbox"/>						
Dog: _____ M/F      Age: _____							
Breed: _____ Phone: _____							
Paid: \$ _____ Vet: _____							
Owner: _____	<input type="checkbox"/>						
Dog: _____ M/F      Age: _____							
Breed: _____ Phone: _____							
Paid: \$ _____ Vet: _____							
Owner: _____	<input type="checkbox"/>						
Dog: _____ M/F      Age: _____							
Breed: _____ Phone: _____							
Paid: \$ _____ Vet: _____							