



# 4-H PetPALS

*Member Resource*

**People and  
Animals  
Linking  
Successfully**



Start Date \_\_\_\_\_ Completion Date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

County \_\_\_\_\_

Advisor \_\_\_\_\_



**Virginia Cooperative Extension**

*Knowledge for the Commonwealth*



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# 4-H PetPALS Member Resource

## Authors

Lucinda Berry Miller, M.S.

Assistant Professor

Leader, 4-H Small Animal and Youth-Companion Animal Interaction Programs

4-H Youth Development

Ohio State University Extension

The Ohio State University

Columbus, Ohio

H. Marie Suthers-McCabe, D.V.M.

Associate Professor

Extension Specialist Human-Companion Animal Interaction

Department of Small Animal Clinical Sciences

Virginia-Maryland Regional College of Veterinary Medicine

Blacksburg, Virginia

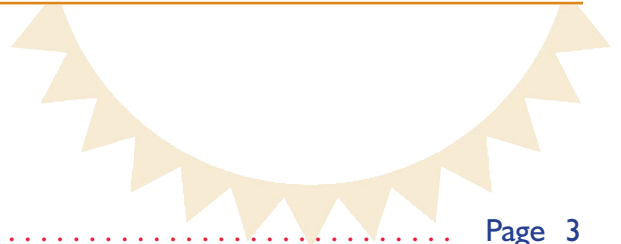


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# Introduction

## What is 4-H PetPALS?

4-H PetPALS is an intergenerational program of Ohio State University Extension, 4-H Youth Development, linking young people and their pets with senior adults. Supported by the Iams Company, 4-H PetPALS was developed utilizing the natural bond between young people and animals to promote positive youth development. 4-H volunteers teach youth the skills needed to interact with residents in healthcare facilities, such as assisted living and nursing home facilities, enhancing intergenerational relationships. Young people learn about the physical changes associated with aging, as well as medical conditions they may encounter while visiting. Applying the power of the human-animal bond, youths learn to train and prepare their pets so the youth-pet teams can participate in animal-assisted activities. Young people learn about animal behavior, animal handling techniques and proper pet care.

4-H PetPALS allows youth to be models for residents in healthcare facilities and the community at-large of the significance of human-companion animal interactions, as well as the importance of intergenerational relationships.



## 4-H PetPALS Project Background

4-H PetPALS is a leader-directed project and cannot be completed as a self-guided independent project. To take this project, you must be enrolled in a 4-H PetPALS club with a Master 4-H PetPALS Volunteer Leader as your adult advisor. Your advisor will teach you the subject matter and guide you through this 4-H project. The 4-H PetPALS curriculum is designed as ten steps with each lesson building upon the other. You begin learning about human-animal interactions in Step 1. Step 2 helps you understand animal behavior and how your pets communicate. In Step 3 you learn how to identify animals that are appropriate for animal-assisted activities. Step 4 introduces you to senior adults and others with different medical conditions. Step 5 takes you through the decision-making process of where to visit and how to contact the facility. You will learn how to prepare for a visit, what is expected of you during a visit, and effective communication skills in Step 6. In Step 7 you will visit the selected healthcare facility without taking any pets. Step 8 teaches you how to prepare pets for visiting, including instituting a year-round wellness program.





You will role-play visiting situations in Step 9, to help you feel more comfortable when you visit with pets. In Step 10 you will visit the facility with your pet, provided you and your pet are ready for an animal-assisted activities visit.

Many of the Steps will take more than one meeting to complete. Your advisor will help you and the other club members determine how many meetings to have so you will effectively and successfully complete the required activities

After completing Steps 1 through 9, you will receive a 4-H Pet PALS Steps 1-9 Completion Certificate. You will be permitted to go on an animal-assisted activities visit only when both you and your pet are ready for the visit. Once you have successfully completed a 4-H PetPALS visit, you will receive a project completion certificate.

## 4-H Pet PALS Member Resource

This Member Resource is a 4-H project book intended for use by all 4-H PetPALS project members. This resource includes records, activities, worksheets, and journal pages for you to complete, but does not include enough information for you to be able to successfully accomplish the activities on your own. The 4-H PetPALS Member Resource is designed for use in a three-ring binder. You must purchase a new Member Resource if you take a different animal. As long as you take the same pet, you can reproduce records, worksheets, and journal pages, and recycle your original book.

Keep an individual scrapbook of activities you complete as well as information you collect that shows growth and achievement in your project. You may keep a scrapbook separate from the Member Resource or incorporate your scrapbook into the Member Resource.

## Criteria to Become a 4-H PetPAL

To become a 4-H PetPAL you must

- **Be at least age 8 and enrolled in the third grade as of January 1 of the current year and not over 18 years old. 4-H eligibility ends December 31 of the year in which an individual attains the age of 19.**
- **Either own a pet or have access to a pet that is suitable for visiting.**
- **Establishing the human-animal bond and forming that youth-pet team are very important in this project and the basis for successful completion.**
- **You must have contact with the pet over a long enough time period to establish a positive bonding relationship with that animal.**
- **Dogs and cats must be at least one year old prior to the first visit to the healthcare facility.**
- **Rabbits, guinea pigs, and chinchillas must be at least six months old prior to the first visit to the healthcare facility.**
- **Have a strong desire to visit healthcare facilities with your pet.**
- **Enroll in a 4-H club with a Master 4-H PetPALS Volunteer Leader.**
- **Complete the activities in the 4-H PetPALS curriculum.**
- **Make a commitment to visit healthcare facilities upon completion of the curriculum.**

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# General Project Guidelines

*Do the following each year you take this project:*

- **Identify your 4-H PetPALS goals and objectives (page 4).**
- **Take beginning project pictures of you and your pet (page 7).**
- **Complete the pet information chart (page 8).**
- **Draw or attach a picture of your pet's home (page 9).**
- **Attend and participate in your 4-H PetPALS club meetings (page 9).**
- **Take part in two or more Climbing Higher activities [Learning Experiences] (page 10).**
- **Be involved in at least two Leadership/Citizenship Activities (page 11).**
- **Keep accurate Project Expense Records (page 14).**
- **Participate in the 4-H PetPALS Activities (pages 16 – 38).**
- **Plan three or more activities from Activity Ideas For Visiting to do with residents (page 39).**
- **Summarize your 4-H PetPALS visits and awareness activities (page 41).**
- **Take ending project pictures of you and your pet (page 42).**
- **Keep a journal throughout your entire project including after each animal-assisted activities visit (page 43).**

**Add pages as needed to any section in this Member Resource.**

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# My Goals and Objectives for the Year

What do you want to accomplish by participating in the 4-H PetPALS project during your first year? Answering this question will help you identify your personal goals for this year. Personal goals are broad statements that say what you want to accomplish or what you want to improve. Objectives are the specific steps you need to take to reach your goals.

For example, your goal is for you and your pet to pass the Canine Good Citizen (CGC) Test. Objectives you identify to reach that goal might include learning the individual tests that make up the CGC Test, watching the test be administered to other people and their dogs, training your dog to perform in each test item, practicing each test item with your dog until he/she can competently perform each exercise, or practicing each test item in front of several people with an adult acting as an evaluator.

Identifying goals and objectives is important to help you become more knowledgeable and skilled in animal-assisted activities. In the 4-H PetPALS curriculum, objectives are listed at the beginning of each Step. These statements reflect the anticipated outcomes you should achieve as a result of completing that Step. At the end of each Step are statements that describe in more detail the immediate, intermediate, and long-term outcomes.

List three goals for your 4-H PetPALS project this year. For each goal, list at least three objectives you need to achieve to reach the goal. For each year you continue in this project, list three additional goals and three objectives for each goal. Add paper as needed.

**Goal 1:** \_\_\_\_\_

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

Objective 3: \_\_\_\_\_

**Goal 2:** \_\_\_\_\_

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

Objective 3: \_\_\_\_\_

**Goal 3:** \_\_\_\_\_

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

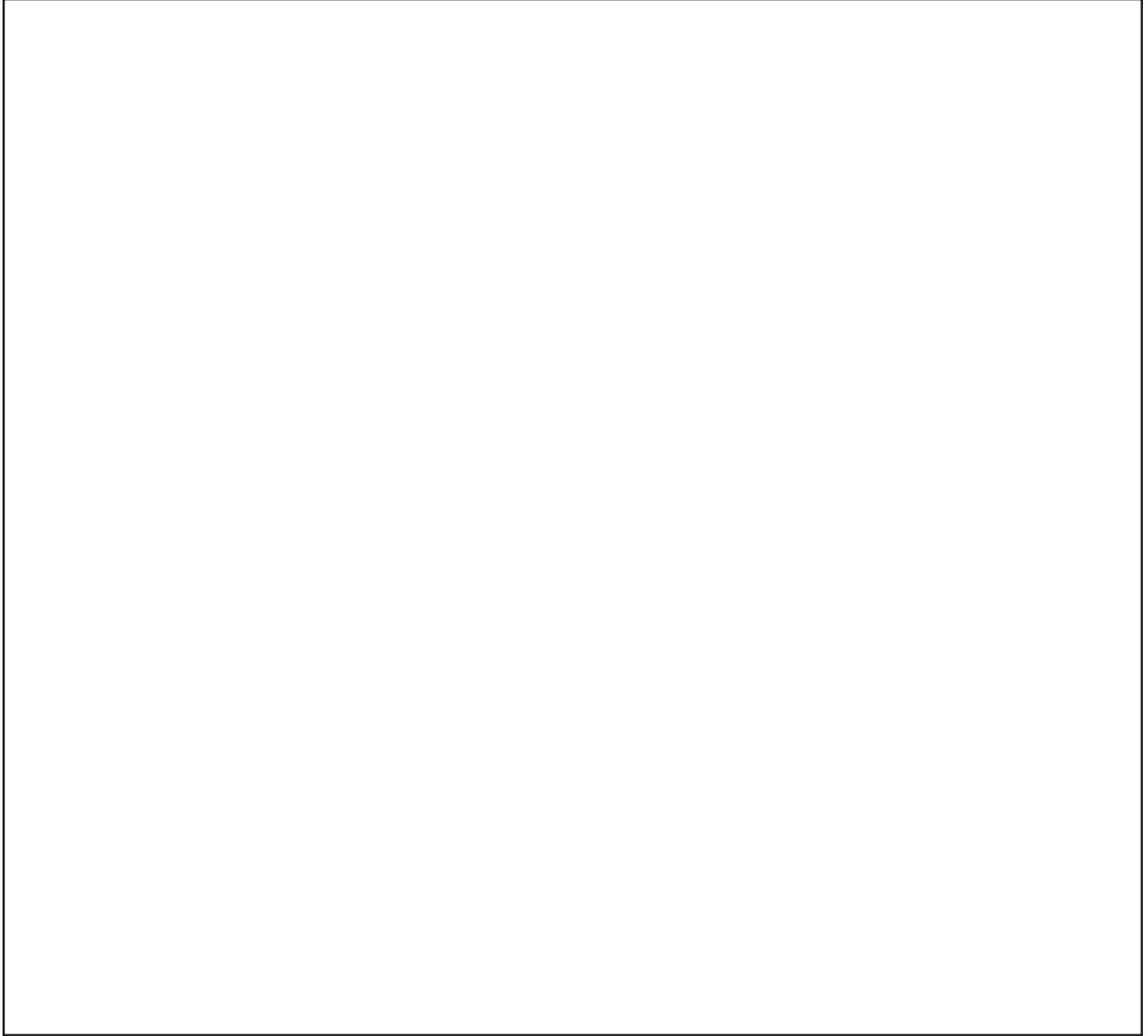
Objective 3: \_\_\_\_\_



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# Beginning Project Pictures

Attach one or more pictures of you and your pet.



Caption \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(In caption, include such information as date, name of pet, pet's description, and a short comment.)

---

# Information About My Pet

Species of Pet \_\_\_\_\_ Breed \_\_\_\_\_

Pet's Name \_\_\_\_\_

Color & Markings \_\_\_\_\_

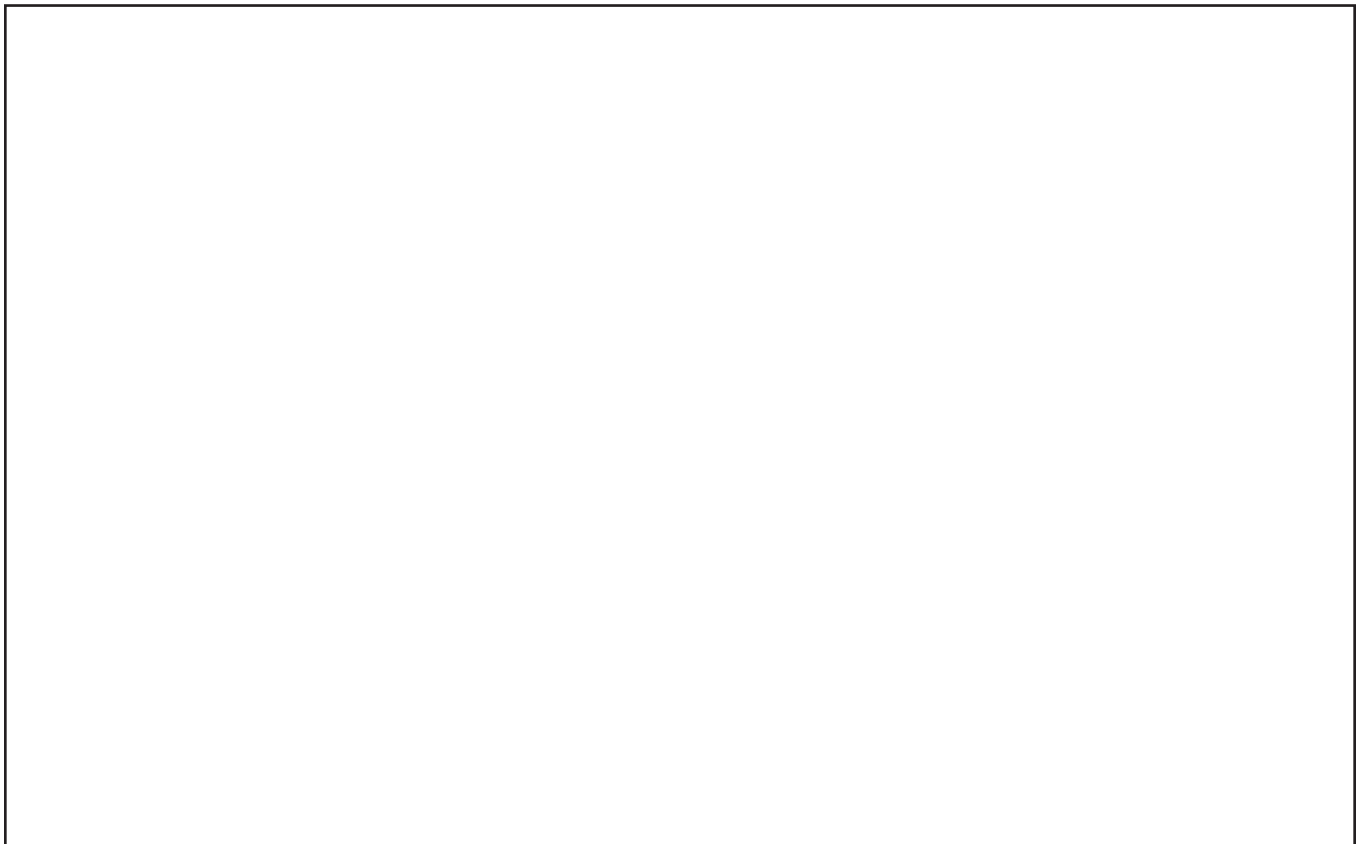
Age \_\_\_\_\_ Date of Birth: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Spayed or Neutered: Yes \_\_\_\_\_ No \_\_\_\_\_

Age When Purchased \_\_\_\_\_ Date of Purchase: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

## My Pet's Home

Attach or draw a picture or pictures of your pet's home (crate, cage, etc.).



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# 4-H PetPALS Club Meetings

List below all of the 4-H PetPALS meeting you attended. For each meeting describe club business discussed and lessons taught by your advisor. (Add pages if needed.)

<b>Date (include yr.)</b>	<b>Club Business Conducted</b>	<b>Lessons Taught by Advisor</b>
<i>1-12-00</i>	<i>Discussed our goals as a club</i>	<i>Learned what AAA and AAT are Learned how pets help people</i>

# 4-H PetPALS Learning Experiences (Activities)

You will participate in several learning experiences or activities with each Step. For each meeting describe your learning experiences below. In addition, report all Climbing Higher activities you did in the spaces below. (Add pages if needed.)

## Report of Learning Experiences

Date (include yr.)	Step	What Activities You Did
1-12-00	<i>Step 1: Introduction to Human-Animal Interactions</i>	<i>Played get acquainted game – What Animal Are You? Made picture collage of my family and included my pets</i>



# Leadership/Citizenship Activities

Check (✓) the *Leadership/Citizenship* activities you plan to do or write your own in the spaces provided. Plan to do at least two activities each year. These activities may be added or changed at any time. Keep track of your progress by marking the date (month/year) that you complete each activity. Some activities have county or state age requirements that you must follow.

Plan to Do (✓)	Date Completed (Month/Year)	Activity
_____	_____	1. Lead the Pledge of Allegiance at a 4-H PetPALS meeting.
_____	_____	2. Lead the 4-H Pledge at a 4-H PetPALS meeting.
_____	_____	3. Lead one of the 4-H PetPALS activities at a meeting.
_____	_____	4. Serve as a club officer.
_____	_____	5. Serve as a Teen/Junior Leader in your club.
_____	_____	6. Become a member of the county Teen or Junior Leadership Club.
_____	_____	7. Attend summer 4-H camp.
_____	_____	8. Attend a fall, winter, or spring 4-H camp.
_____	_____	9. Attend a leadership conference (4-H Youth Expo, State 4-H Leadership Camp, Buckeye Leadership Workshop, etc.).
_____	_____	10. Write a news story about 4-H PetPALS or a related topic for a local paper.
_____	_____	11. Give a presentation (demonstration, illustrated talk, speech) to your club.
_____	_____	12. Give a presentation about 4-H PetPALS to a group other than your 4-H club.



Plan to Do (✓)	Date Completed (Month/Year)	Activity
_____	_____	13. Give a presentation about 4-H to a group other than your 4-H club.
_____	_____	14. Serve as host/hostess for a 4-H meeting.
_____	_____	15. Serve as chair of a committee.
_____	_____	16. Participate in a community service project other than 4-H PetPALS animal-assisted activities.
_____	_____	17. Serve as a 4-H camp counselor.
_____	_____	18. Secure a speaker to complement a 4-H PetPALS activity.
_____	_____	19. Help at a club or county fund raising activity.
_____	_____	20. Serve as a youth representative on your county 4-H Committee or another Extension committee.
_____	_____	21. Participate in an annual meeting of a local organization.
_____	_____	22. Complete the All-in-One Achievement Record for a State Achievement Award.
_____	_____	23. Complete the Ohio 4-H Scholarship application.
_____	_____	24. Complete the Ohio 4-H Ambassador application.
_____	_____	25. Complete county 4-H award and scholarship applications.
_____	_____	26. Help construct and staff a 4-H PetPALS booth at your county fair and during other county festivals and events.



Plan to Do (✓)	Date Completed (Month/Year)	Activity
_____	_____	27. Help other members in your club learn the 4-H PetPALS subject matter and activities.
_____	_____	28. Help your advisor prepare activities for the next 4-H meeting (the Next Step).
_____	_____	29. Prepare a window display promoting 4-H Pet PALS during 4-H Awareness, Ohio or National 4-H week.
_____	_____	30. Make tour arrangements for your club.
_____	_____	31. Help educate the public about dog bite safety.
_____	_____	32. Do something to improve your neighborhood.
_____	_____	33. Talk about 4-H PetPALS and 4-H on a radio or television program.
_____	_____	34. Demonstrate or teach about something learned from 4-H PetPALS on a television program.
_____	_____	35. Develop plans to further your education beyond high school.

**Modify or Add Your Own Activities Here**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Project Expense Record

List expenses you encountered during your project on this page. This should include the cost of your pet's feed; crate, cage, or carrier, and other equipment; collar or harness and leash; veterinary expenses, including monthly medications; and costumes or special props used in visiting, etc. (Add pages if needed.)

Date (include yr.)	Items, Service or Treatment	Quantity	Price per Unit	Total Cost
<i>2-10-00</i>	<i>Buckle Collar</i>	<i>1</i>	<i>\$6.50</i>	<i>\$6.50</i>
<b>Total Cost of Expenses</b>				\$





# Activities for 4-H PetPALS

The following section contains worksheets to help you learn the information in each Step. Complete the worksheets only when your advisor instructs you to do so.



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# Be Safe Around Dogs Quiz

Answer the following statements by circling either True or False.

- True False 1. Spay or neuter your dog.
- True False 2. Always walk your dog on a leash.
- True False 3. Children should be taught how to behave around dogs.
- True False 4. It is okay to play tug-of-war and attack games with your dog.
- True False 5. Socialize your dog to friends, neighbors, children, other dogs, playgrounds, and areas where there are all ages of people, dogs, and lively activity.
- True False 6. Never tie a dog in a yard which is not fenced in and where children could approach the dog.
- True False 7. Teach children not to scream, run, and play rough with each other around a dog.
- True False 8. Never approach a dog you don't know, or a dog who is alone without his owner.
- True False 9. Never approach a dog who is confined inside a car, behind a fence, or tethered to a chain.
- True False 10. Always ask permission before petting someone's dog.
- True False 11. When first approaching a dog, allow him to sniff your open hand.
- True False 12. It is okay to pat the dog on the back of his head after letting him sniff the back of your hands.
- True False 13. Never disturb a dog who is sleeping, eating, has puppies, or is guarding something.
- True False 14. It is okay to approach a loose dog, especially if she seems friendly.
- True False 15. Always let your own dog see you and sniff you before you pet him never surprise him.
- True False 16. If approached by a dog, scream, and run away.
- True False 17. If approached by a dog, make like a tree.
- True False 18. If knocked down by a dog, act "like a log."
- True False 19. Block an attack with a backpack or jacket.
- True False 20. A barking dog won't bite.

# 4-H PetPALS Pet Questionnaire

The 4-H PetPALS Pet Questionnaire helps you learn more about your pet. For the 36 statements below, circle the most correct answer that applies to your pet. More than one answer may apply to some of the statements. Complete “d” with an appropriate answer, if the answers to a statement do not reflect your pet’s actions. Leave the statement blank if it is not applicable to your species of animal.

Name of Pet \_\_\_\_\_ Age \_\_\_\_\_

Species \_\_\_\_\_ Breed \_\_\_\_\_

**1. My pet can detect changes in my mood...**

- a. most of the time
- b. some of the time
- c. not that I know of
- d. \_\_\_\_\_

**2. When my pet sees me with his/her collar and leash he/she...**

- a. shows no expression
- b. gets excited and knows he/she gets to go somewhere
- c. runs and hides
- d. \_\_\_\_\_

**3. When I shake or open my pet’s treats, he/she...**

- a. recognizes the noise and comes running
- b. pays no attention
- c. runs to his/her food bowl expecting feed
- d. \_\_\_\_\_

**4. When I give my pet a treat, he/she...**

- a. takes it gently
- b. won’t take it until I say so
- c. grabs it from my hand
- d. \_\_\_\_\_

**5. When my pet hears a sudden, loud noise, he/she**

- a. hides
- b. looks but isn’t afraid
- c. investigates where the noise came from
- d. \_\_\_\_\_

**6. My pet...**

- a. knows more than one trick
- b. was never taught any tricks
- c. can’t seem to learn tricks
- d. \_\_\_\_\_

**7. If I let my pet loose, he/she would...**

- a. stay by my side
- b. run and play, but keep me in sight
- c. run off and I would have to find him/her
- d. \_\_\_\_\_

**8. My pet...**

- a. likes animals that are the same species
- b. likes other species of animals
- c. does not like other animals, regardless of species
- d. \_\_\_\_\_

**9. When traveling in a car, my pet...**

- a. is happy and calm
- b. is afraid and/or gets carsick
- c. is excited and bouncy
- d. \_\_\_\_\_

**10. Around children my pet behaves...**

- a. aggressively
- b. submissively
- c. happily
- d. \_\_\_\_\_



**11. When in new surroundings, my pet...**

- a. acts curious
- b. pays very little attention
- c. acts afraid
- d. \_\_\_\_\_

**12. When I give my pet a simple command, he/she**

- a. obeys immediately
- b. doesn't understand
- c. makes me repeat it before he/she obeys
- d. \_\_\_\_\_

**13. Around adults my pet behaves...**

- a. aggressively
- b. submissively
- c. happily
- d. \_\_\_\_\_

**14. My pet prefers the company of...**

- a. animals
- b. any people
- c. only people he/she knows well
- d. \_\_\_\_\_

**15. My pet prefers being with...**

- a. children
- b. adults
- c. either are fine
- d. \_\_\_\_\_

**16. My pet...**

- a. easily lets me trim his/her toenails
- b. requires that I have help trimming his/her nails
- c. must be tranquilized by a veterinarian for his/her nails to be trimmed
- d. \_\_\_\_\_

**17. My pet likes...**

- a. most women, but is afraid of men
- b. most men, but is afraid of women
- c. men and women equally
- d. \_\_\_\_\_

**18. My pet is afraid of...**

- a. sudden, loud noises
- b. nothing, usually
- c. strangers
- d. \_\_\_\_\_

**19. In a crowd of people, my pet...**

- a. acts the same as usual
- b. becomes nervous or scared
- c. becomes excited and wants to play
- d. \_\_\_\_\_

**20. When something frightens my pet, he/she...**

- a. reacts with aggression
- b. immediately recovers
- c. stays nervous for awhile
- d. \_\_\_\_\_

**21. When we have company over, my pet...**

- a. likes their attention, but acts mannerly
- b. hides
- c. is excited and jumps all over them
- d. \_\_\_\_\_

**22. When a strange dog approaches my pet, he she...**

- a. is afraid and tries to hide
- b. acts aggressive
- c. either ignores it or shows some slight interest
- d. \_\_\_\_\_

**23. My pet...**

- a. puts up with being groomed, but doesn't really like it
- b. loves to be groomed
- c. hates to be groomed
- d. \_\_\_\_\_

**24. My pet...**

- a. is not housebroken
- b. is housebroken, but occasionally "marks" or has accidents
- c. is completely housebroken
- d. \_\_\_\_\_



**25. My pet...**

- a. is especially gentle around babies, the elderly, and/or sick people
- b. sometimes likes to play rough
- c. treats everyone the same
- d. \_\_\_\_\_

**26. If I give my pet a simple command, he/she...**

- a. doesn't understand
- b. makes me repeat it before he/she obeys
- c. obeys immediately
- d. \_\_\_\_\_

**27. When I roll a ball across the floor, my pet...**

- a. shows no response
- b. watches the ball
- c. chases the ball
- d. \_\_\_\_\_

**28. When I hold my pet in my arms, he/she...**

- a. lies there contentedly
- b. struggles to get free
- c. only tolerates being held
- d. \_\_\_\_\_

**29. When a stranger pets my animal, my pet...**

- a. enjoys the attention
- b. tries to get away
- c. shows aggression
- d. \_\_\_\_\_

**30. If people are angrily shouting at each other, my pet...**

- a. also makes noise
- b. hides
- c. looks as if he/she has been punished
- d. \_\_\_\_\_

**31. If my pet acts afraid...**

- a. I can reassure him/her with my voice
- b. I can reassure him/her with my touch
- c. I cannot do anything to reduce his/her fear
- d. \_\_\_\_\_

**32. When my pet is afraid, he/she...**

- a. trembles
- b. whines
- c. hides
- d. \_\_\_\_\_

**33. My pet has...**

- a. growled at a person
- b. bitten a person
- c. scratched a person
- d. \_\_\_\_\_

**34. When I put an object on top of my pet's crate or cage, he/she...**

- a. looks at it calmly
- b. acts afraid
- c. is very curious
- d. \_\_\_\_\_

**35. I would best describe my pet as being...**

- a. predictable
- b. unpredictable
- c. trustworthy
- d. \_\_\_\_\_

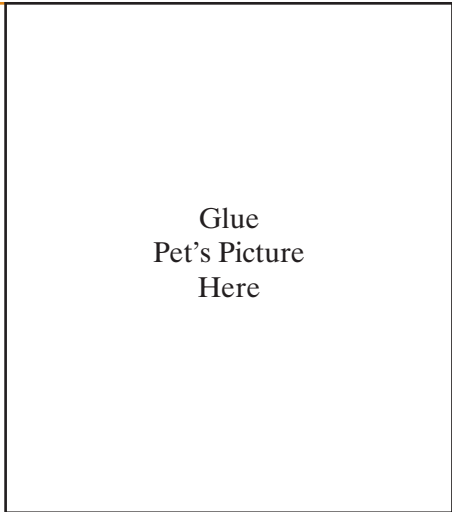
**36. I would describe my pet as being...**

- a. hyper
- b. affectionate
- c. lazy
- d. \_\_\_\_\_

After reviewing your answers, do you think your pet is ready for 4-H PetPALS visits? What areas does your pet need to improve upon to be suitable to visit? How do you plan to teach your pet the necessary skills for visiting?



# 4-H PetPALS Biography



Glue  
Pet's Picture  
Here

Pet's Name \_\_\_\_\_

Species \_\_\_\_\_ Breed \_\_\_\_\_

Variety \_\_\_\_\_

Markings \_\_\_\_\_

Eye Color \_\_\_\_\_

Name of Registry Association (if registered) \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Spayed or Neutered Yes \_\_\_\_\_ No \_\_\_\_\_

How old was your pet when you first got him or her? \_\_\_\_\_

Where did you get your pet? \_\_\_\_\_

How long have you had your pet? \_\_\_\_\_ Do you know your pet's parents? Yes \_\_\_\_\_ No \_\_\_\_\_

Who trained your pet? \_\_\_\_\_

List some activities you enjoy doing with your pet \_\_\_\_\_

List any tricks your pet knows \_\_\_\_\_

What is your pet's favorite food? \_\_\_\_\_ Favorite treat? \_\_\_\_\_

Where does your pet live? (crate, cage, etc.) \_\_\_\_\_

What is your pet's favorite toy? \_\_\_\_\_ Favorite thing to do? \_\_\_\_\_

Where is your pet's favorite place to be? \_\_\_\_\_

Does your pet like to ride in a car? Yes \_\_\_\_\_ No \_\_\_\_\_

Where does your pet sleep? \_\_\_\_\_ What time does your pet wake you up? \_\_\_\_\_

Who is your pet's best friend? \_\_\_\_\_

How often does your pet eat each day? \_\_\_\_\_

What time(s) does your pet eat? \_\_\_\_\_

Has your pet ever acted aggressive toward a person? Yes \_\_\_\_\_ No \_\_\_\_\_, An animal Yes \_\_\_\_\_ No \_\_\_\_\_

Has your pet ever visited an assisted living facility or a nursing home? Yes \_\_\_\_\_ No \_\_\_\_\_



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# Canine Good Citizen (CGC) Test and Socialized PetPALS (SPP) Test

Below are the ten test items for the Canine Good Citizen Test. The modifications to each CGC test item for other pets follow each test item. You and your pet must pass each test item to be a 4-H PetPAL.

## Test Item 1: Accepting a Friendly Stranger

This test demonstrates that the dog will allow a friendly stranger to approach it and speak to the handler in a natural, everyday situation. The evaluator walks up to the dog and handler and greets the handler in a friendly manner, ignoring the dog.

The evaluator and handler shake hands and exchange pleasantries. The dog must show no sign of resentment or shyness, and must not break position or try to go to the evaluator.

**SPP Test:** Hold your pet in the manner in which it would be presented during visits while greeting a friendly stranger; in other words, the pet should be either held in your arms or carried in a basket or pet bed. This test can be performed with you either standing or sitting.

## Test Item 2: Sitting Politely for Petting

This test demonstrates that the dog will allow a friendly stranger to touch it while it is out with its handler. With the dog sitting at the handler's side, to begin the exercise, the evaluator pets the dog on head and body. The handler may talk to his or her dog throughout the exercise. The dog may stand in place as it is petted. The dog must not show shyness or resentment.

**SPP Test:** Hold your pet as you would when visiting. The pet should be held either in your arms or carried in a basket or pet bed. This test can be performed with you either standing or sitting.

## Test Item 3: Appearance and Grooming

This practical test demonstrates that the dog will welcome being groomed and examined and will permit someone, such as a veterinarian, groomer or friend of the owner, to do so. It also demonstrates the owner's care, concern and sense of responsibility. The evaluator inspects the dog to determine if it is clean and groomed. The dog must appear to be in healthy condition (i.e. proper weight, clean, healthy and alert). The handler should supply the comb or brush commonly used on the dog.

The evaluator then softly combs or brushes the dog, and in a natural manner, lightly examines the ears and gently picks up each front foot. It is not necessary for the dog to hold a specific position during the examination, and the handler may talk to the dog, praise it and give encouragement throughout.

**SPP Test:** You should be sitting, holding the pet in your arms or lap, or with the pet sitting in a basket or pet bed on your lap. You should bring your own brush or comb.

## Test Item 4: Out for a Walk (Walking on a loose leash)

This test demonstrates that the handler is in control of the dog. The dog may be on either side of the handler. The dog's position should leave no doubt that the dog is attentive to the handler and is responding to the handler's movements and changes of direction. The dog need not be perfectly aligned with the handler and need not sit when the handler stops.

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The evaluator may use a pre-plotted course or may direct the handler/dog team by issuing instructions or commands. In either case, there should be a right turn, left turn, and an about turn with at least one stop in between and another at the end. The handler may talk to the dog along the way, praise the dog, or give commands in a normal tone of voice. The handler may sit the dog at the halts if desired.

**SPP Test:** Carry your pet as it would normally be carried during visits, such as in your arms or in a basket or pet bed. Cats and chinchillas must wear a harness or collar and be on a leash.

### Test Item 5: Walking Through a Crowd

This test demonstrates that the dog can move about politely in pedestrian traffic and is under control in public places. The dog and handler walk around and pass close to several people (at least three). The dog may show some interest in the strangers but should continue to walk with the handler, without evidence of over-exuberance, shyness or resentment. The handler may talk to the dog and encourage or praise the dog throughout the test. The dog should not jump on people in the crowd or strain on the leash.

**SPP Test:** Carry your pet as it would be normally carried during visits, such as in your arms or in a basket or pet bed. The pet should not show signs of shyness, resentment, fear, aggression, struggle, or be over-exuberant. If in a basket or pet bed, the pet should not try to jump out.

Note: For 4-H PetPALS testing, at least one person in the crowd must have healthcare equipment, such as a walker, crutches, or wheelchair in order to test the animal's reaction to such equipment.

### Test Item 6: Sit and Down on Command – Staying in Place

This test demonstrates that the dog has training, will respond to the handler's command to sit and down and will remain in place commanded by the handler (sit or down position, whichever the handler prefers).

Prior to this test, the dog's leash is replaced with a line 20 feet long. The handler may take a reasonable amount of time and use more than one command to get the dog to sit and then down. The evaluator must determine if the dog has responded to the handler's commands. The handler may not force the dog into position but may touch the dog to offer gentle guidance.

When instructed by the evaluator, the handler tells the dog to stay and walks forward the length of the line, turns and returns to the dog at a natural pace. The dog must remain in the place in which it was left (it may change position) until the evaluator instructs the handler to release the dog. The dog may be released from the front or the side.

**SPP Test:** Cats and chinchillas must wear a harness or a collar and be on a leash. Pets must be carried as they would during visits. The pet will be placed in the arms or lap of one stranger and held for 30 seconds with no interaction. If the pet is too large to be placed in a stranger's arms, it must stay at the stranger's side for 30 seconds with no interaction. The pet will then be placed on a table and must remain there for 30 seconds with no interaction. If the pet is too large to be placed on a table, it must remain on the floor by the table for 30 seconds with no interaction. The animal must remain reasonably still for the 30 seconds, without moving around on the table or floor. Someone must stay close to the animal so it will not injure itself if it tries to jump off the table, or so it will not run away while on the floor. In both instances, you will walk 20 feet away from your pet, yet remain in sight of the pet. Time will begin once the pet is placed with the stranger or on the table or floor.



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### Test Item 7: Coming When Called

This test demonstrates that the dog will come when called by the handler. The handler will walk 10 feet from the dog, turn to face the dog, and call the dog. The handler may use encouragement to get the dog to come. Handlers may choose to tell dogs to “stay” or “wait” or they may simply walk away, giving no instructions to the dog.

**SPP Test:** Pets other than dogs will not be tested in this area.

### Test Item 8: Reaction to Another Dog

This test demonstrates that the dog can behave politely around other dogs. Two handlers and their dogs approach each other from a distance of 20 to 30 feet, stop, shake hands and exchange pleasantries, and continue on for about 10 feet. The dogs should show no more than a casual interest in each other. Neither dog should go to the other dog or its handler.

**SPP Test:** Either carry your pet or put it in a basket or pet bed and walk past the dog. Carry the pet so it can see the dog while exchanging pleasantries. You may have to lower the pet so it can see the dog.

### Test Item 9: Reaction to Distractions

This test demonstrates that the dog is confident at all times when faced with common distracting situations. The evaluator will select and present two distractions. Examples of distractions include dropping a chair, rolling a crate dolly past the dog, having a jogger run in front of the dog, or dropping a crutch or cane.

The dog may express natural interest and curiosity and/or may appear slightly startled but should not panic, try to run away, show aggressiveness, or bark. The handler may talk to the dog and encourage or praise it throughout the exercise.

**SPP Test:** Hold your pet or carry it in a basket or pet bed. The pet should not try to jump out of the basket or bed, struggle, vocalize, or show aggressiveness or fear.

Note: For 4-H PetPALS testing, one distraction must be the dropping of a crutch or walker, clanging of a bedpan or other similar noise, or someone pushing a wheelchair at a fast pace in front of the dog. The second distraction must be loud shouting, angry yelling, or exaggerated, staggering gestures.

### Test Item 10: Supervised Separation

This test demonstrates that a dog can be with a trusted person, if necessary, and will maintain training and good manners. Evaluators are encouraged to say something like, “Would you like me to watch your dog?” and then take hold of the dog’s leash. The owner will go out of sight for three minutes. The dog does not have to stay in position but should not continually bark, whine, or pace unnecessarily, or show anything stronger than mild agitation or nervousness.

**SPP Test:** Another person, preferably a stranger, must hold the pet while you are out of sight for three minutes. Your pet must either be in a basket or pet bed, or wear a harness or collar and be on a leash. The pet should not be fearful, excessively nervous, or continually vocalize.

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# Stereotypes of Aging Quiz

Answer the following true or false statements by circling the answers you believe are correct.

- T**    **F**    1. Older people are all alike.
- T**    **F**    2. The majority of older people become confused and forgetful.
- T**    **F**    3. All five senses tend to decline in old age.
- T**    **F**    4. Most older people live in nursing homes.
- T**    **F**    5. Most older people are usually bored.
- T**    **F**    6. Physical strength tends to decrease in old age.
- T**    **F**    7. The majority of older people are socially isolated and lonely.
- T**    **F**    8. Most older people are set in their ways and unable to change.
- T**    **F**    9. An older adult with a hearing problem will know it.
- T**    **F**    10. The majority of older people are usually irritated or angry.
- T**    **F**    11. Most older workers cannot work as effectively as younger workers.
- T**    **F**    12. Lung capacity tends to decline in old age.
- T**    **F**    13. It may become difficult for older people to tell the color green from the color blue.
- T**    **F**    14. Older people should not exercise because they might fall.
- T**    **F**    15. The reaction times of most older people tend to be slower than reaction times of younger people.

Adapted from: *Walk in My Shoes* Leader's Guide, University of Illinois Cooperative Extension Service, Molly Hoffer, Family Life Educator

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# First Phone Call Checklist

Below is a guide and checklist to help members through their first time contacting a person at the selected facility.

Hi, my name is \_\_\_\_\_.

I am from the \_\_\_\_\_ 4-H PetPALS Club and would like to talk with someone about our 4-H club members and their pets possibly visiting the residents.

Once you are directed to the right contact person, such as the administrator or activities director, repeat your name and why you are calling.

Tell who your 4-H advisor(s) is and how many members are in your 4-H group.

Explain the 4-H PetPALS project to the contact person.

During the conversation either tell about or ask the following:

- Tell what kinds of pets the members have
- Ask what kinds of pets are permitted to visit
- Tell what you would like to do at the facility, i. e. animal-assisted visits
- Explain the benefits all parties would gain from the visits
- Ask what the health requirements are for each species of animal
- Tell about the wellness program of each 4-H PetPALS species
- Tell about the training the members and their pets have
- Ask if there are other visiting animal programs or family members who bring their pets to visit (You may not want to visit while other animals are there.)
- Ask if they would like to learn more about your program.
- Ask if your club's executive committee could meet with the appropriate staff to discuss the 4-H PetPALS program. (The contact person may need to talk with the facility administrator or other personnel before giving an answer.)
- Ask if they have any questions. (Write the question down if you are unsure of the answer. Find out the answer and then call the contact person back with the answer.)
- Set up a day and time for the executive committee to visit the facility.

Following the first phone call, write down the contact person's name and title, the date for the first visit, and any other pertinent information.

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# Evaluating the Facility Checklist

Name of Facility \_\_\_\_\_

Type of Facility \_\_\_\_\_

Review the items/questions below prior to visiting the facility without your pets. As you tour the facility, mentally assess the environment. As a group, review the checklist after the visit and make appropriate notes.

Is there a lobby or common area when you first enter?

Do you see residents immediately upon entering?

## Parking Lot/Grounds

Is there ample parking space?

Is there an area away from the main traffic pattern to park?

Is the parking lot well lighted?

Is there a safe, clean area to walk pets?

Is there an area for pets to relieve themselves?

Are there outside trash containers to put animal waste?

Is the parking lot free from trash, glass, etc. that may affect taking pets inside?

Are there walkways for residents?

Is there an enclosed courtyard?

How are the walkways and courtyard accessible to residents?

Are the outside areas level or are there grades?

## Entrance

Is there easy access to the building?

Do the doors open automatically?

Can you enter the building without pressing a call button or using a key?

What do you see when you first enter the facility?

## Front Desk

Is it close to the main entrance?

Is there easy access for signing in?

Is there enough space to allow at least 2 youth/pets to sign in?

## Staff

Is the receptionist at the front desk friendly?

Are the staff members welcoming and ready to help with visits?

When are the shift changes?

How visible are the maintenance people?

Where is the administrator's office?

How many total staff is there?

Do uniforms indicate a difference in staff responsibilities?

What is the staff's responsibility to your 4-H PetPALS group?

## Residents

How many residents does the facility accommodate?

How many residents are currently there?

What are the residents' physical and emotional



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conditions?

What are the different units housing the residents?

### **Flooring**

What are the different types of flooring throughout the facility?

How do the different types of flooring transition?

Will pets have to walk on slippery floors?

Are the floors dry?

### **Activity Room**

Where is its location?

How large is it?

How many residents can it accommodate?

Will it be able to accommodate your entire group at one time?

What is the layout?

How is it furnished?

What types of equipment are visible?

### **Sitting or Common Areas**

How many sitting areas are there?

Where are their locations?

How much space is in these areas?

What are the furnishings?

Is the lighting adequate?

### **Residents' Rooms**

How large are the rooms?

What is the layout?

How much open space is there?

Do you have safe access to the residents?

What kinds of furnishings are there?

Is the lighting adequate?

Are there any windows?

Is the room private or shared?

What is the temperature in the rooms?

What kinds of medical equipment are visible?

Does the room have a bathroom?

Are there unusual odors?

### **Layout of facility**

How many rooms are in the facility?

Is there easy transition between units or wings?

Is each unit or wing identifiable?

What are the colors and patterns of each wing?

Are there common areas dividing the units?

What are the different traffic patterns?

What are the locations of the nurse and staff stations?

Where are the restrooms for 4-H PetPALS use?

Can your pet go in the bathroom with you?

Are the restrooms clean and well maintained?

Where are telephones for public use?

Does the layout create a homey atmosphere?

What areas are off limits?

How will you remember these areas are off limits?

Is there a quiet area where you can let your pet relax if needed?

Where are the kitchen and dining areas?

Where are trash containers?

Are there elevators and if so, where?

Where are the exits?

Are there stairs you and your pet will have to climb?

Where are the fire extinguishers?

Where are the emergency buzzers or phones?

Is there a visible emergency plan?

## Lighting

Is the lighting adequate throughout the building?

Is the activity area well lighted?

Does the lighting create a warm atmosphere in sitting areas?

## Activity Level

What time of day is activity level the highest?

When between 8:00 a.m. and 8:00 p.m. is it the lowest?

Are the hallways busy?

Are the hallways crowded?

When are meals served?

Are meal carts in the hallways?

## Equipment and Machines

What kinds of equipment and machines are in the hallways?

What kinds of equipment and machines are in the rooms?

Is the equipment noisy?

Are electrical cords out of the way?

Are cords, wires, and other extensions of equipment or machines accessible?

## Environment

Can you hear strange noises from residents?

What are they?

(Moaning, yelling, crying, humming, etc.)

Do the machines make strange noises?

Are their noises such as buzzers, bells, etc.?

What are the usual background noises in each wing?

What odors can you smell?

Are the odors too pungent?

Are the odors tolerable?

Are the odors very noticeable?

What is the temperature throughout the facility?

## Cleanliness

Overall, is the facility clean?

Are the resident's rooms clean?

Is the residents' clothing clean?

Is the bedding clean?

Is the equipment clean?

Are the ceilings, walls, and floors clean?

Are the staff appearances neat and clean?

## Other Visiting Groups/Pets

What other groups visit the facility?

Do other pets visit?

If so, what kind are they?

Do family members bring pets to visit?

Are there any resident pets?

If so, will they be loose when 4-H PetPALS visit?

Will your 4-H PetPALS group be the only group visiting at one time?

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# 4-H PetPALS Facility Information Form

Type of Facility \_\_\_\_\_ (i.e.: Assisted Living, Skilled Nursing, etc.)

Address \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

Contact Person \_\_\_\_\_ Title \_\_\_\_\_

Location \_\_\_\_\_ (area of county, city, etc.)

Visit Arrangements \_\_\_\_\_

\_\_\_\_\_ (group size, population description, age)

Day(s) Preferred:

Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

Times Preferred:  Morning  Afternoon  Evening

Number of Visits Per Month: \_\_\_\_\_ Maximum Length of Visit \_\_\_\_\_

Animals Wanted (Species) \_\_\_\_\_

Additional Health Requirements of Animal(s) \_\_\_\_\_

Maximum Number of PetPALS \_\_\_\_\_

Areas Visits Permitted \_\_\_\_\_

Pictures Allowed (Note Restrictions) \_\_\_\_\_

Residents' Requests \_\_\_\_\_

Notes \_\_\_\_\_

# My Pet's Care

CARE	I have done this	I am doing this	I want to improve
Prepare for my pet before purchasing. . .			
Housing. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water & Food Container . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collar, Harness, Leash . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grooming Equipment . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide adequate housing and bedding . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide clean, fresh water at all times . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feed a balanced diet specific for my pet . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feed my pet daily or more often as needed. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly store all pet food and treats. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep food and water containers clean. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep crates, carriers, pens, kennels, & bedding clean . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be aware of the health and comfort of my pet at all times . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a veterinarian/client/patient relationship (VCRP). . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With a VCRP, develop a health program to prevent disease, including a vaccination program, if applicable . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With a VCRP, properly treat my pet for internal and external parasites . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe my pet daily & get immediate health treatment when needed. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep accurate health records . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe and follow label directions for any medications prescribed by my vet for my pet . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If my pet is being medicated, properly educate my family on proper administration of medicine . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**CARE**

**I have done  
this**

**I am doing  
this**

**I want to  
improve**

Properly store, label, and account for all drug products ..... ..........

Spay or neuter my pet ..... ..........

Use my pet for breeding or raising litters only as a  
responsible pet owner ..... ..........

Provide an identification tag for my pet..... ..........

Do not allow my pet to roam free or run unsupervised ..... ..........

Exercise and play with my pet daily ..... ..........

Socialize my pet ..... ..........

Utilizing positive reinforcement & humane methods,  
train my pet to be well-mannered..... ..........

Always utilize positive reinforcement & humane  
methods when with my pet ..... ..........

Treat my pet as a member of the family..... ..........

After you decide what you are going to change or improve upon when caring for your pet, list your specific short-term and long-term goals:

Short-term (immediate) Goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Long Term Goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Is Your Pet Ready?

Name of Pet \_\_\_\_\_ Species/Breed \_\_\_\_\_

Groomed within 24 hours of visit

Date

- \_\_\_\_\_  Bathed
- \_\_\_\_\_  Brushed or Combed
- \_\_\_\_\_  Nails Trimmed
- \_\_\_\_\_  Nails Filed
- \_\_\_\_\_  Teeth Brushed
- \_\_\_\_\_  Excess hair clipped from pads
- \_\_\_\_\_  Ears & Eyes clean

Vaccinations given at least 2 weeks prior to first visit

Date

*Dogs*

- \_\_\_\_\_  Rabies
- \_\_\_\_\_  Canine Infectious Distemper (CDV)
- \_\_\_\_\_  Adenovirus II (CAV-2)
- \_\_\_\_\_  Parainfluenza (CPI)
- \_\_\_\_\_  Leptospirosis
- \_\_\_\_\_  Bordatella (intranasal)

*Cats*

- \_\_\_\_\_  Rabies
- \_\_\_\_\_  Feline Viral Rhinotracheitis (FVR)
- \_\_\_\_\_  Calicivirus (FCV)
- \_\_\_\_\_  Panleukopenia (FPL)
- \_\_\_\_\_  Pneumonitis-Chlamydia (FPN)
- \_\_\_\_\_  Feline Leukemia Virus (FeLV)

General Health – Free From:

Date

- \_\_\_\_\_  Signs of ill health
- \_\_\_\_\_  External parasites
- \_\_\_\_\_  Internal parasites
- \_\_\_\_\_  Skin rashes/sore spots
- \_\_\_\_\_  Open sores
- \_\_\_\_\_  Diarrhea
- \_\_\_\_\_  Runny nose and/or eyes
- \_\_\_\_\_  Signs of estrus

Other animal health requirements of facility before visiting

Date

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Remember:**

**24 hours prior to visit:**

No flea and/or tick hampooos, powders, sprays, or other topical treatments

No scented or perfumed shampoos or sprays

Remove flea collars

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# It's In The Bag Checklist

Use this checklist to assure you have everything necessary for your pet. Some items may be too large to put in your pack, depending on the kind you carry. Some items may not be applicable to your pet. Items with an asterisk (\*) **must** be carried.

## To include in 4-H PetPALS Pack:

- Water bowl or bottle\*
- Bottled water or drinking water from home\*
- Anti-bacterial hand wipes or gel\*
- Plastic baggies\*
- Lint-hair remover\*
- 4-H PetPALS Passport\*
- Soft animal brush\*
- Paper towels\*
- Hand or bath towel
- Disinfectant
- Favorite animal toy
- Extra collar or harness
- Extra leash
- Treats
- Other items \_\_\_\_\_  
\_\_\_\_\_

Below list items needed for your pet, but will not fit in the bag.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# 4-H PetPALS Visit Record

My Name \_\_\_\_\_ My Pet's Name \_\_\_\_\_

My Pet's Species & Breed \_\_\_\_\_

Name of Facility Visited \_\_\_\_\_

Type of Facility \_\_\_\_\_

Facility Employee or Adult with Me \_\_\_\_\_

Date Visited \_\_\_\_\_ Time of Visit \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

Total Time Spent at Facility \_\_\_\_\_

Person(s) Visited (*remember confidentiality*) \_\_\_\_\_

Conversations We Had \_\_\_\_\_

How I Felt \_\_\_\_\_

How My Pet Felt \_\_\_\_\_

What I Liked about the Visit \_\_\_\_\_

What I Would do Differently \_\_\_\_\_

Other Comments \_\_\_\_\_



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# Activity Ideas For Visiting

## 4-H members could:

- Bring pictures their pet(s) to stimulate or facilitate conversation.
- Bring books of familiar breeds of dogs or cats or other animals to share with residents.
- Bring scrapbooks that have pictures of themselves, their families, pets, homes, etc.
- Bring pictures of their activities in school, sports, church, 4-H, etc.
- Make collages of 4-H PetPALS' homes, activities, etc.
- Take a picture of the resident and member's pet, or the resident, member, and pet, and give it to them, provided permission is granted by the facility staff and a photo release from the resident
- Bring a picture of themselves and their pets to hang on the residents' walls, or put in photo frames. Make sure the picture is enlarged if they have impaired vision.
- Make crafty type gifts during a 4-H meeting and give them to the residents.
- Give an agility demonstration.
- Give an obedience demonstration.
- Show tricks their pets can do.
- Take a walk with the resident. He or she may "help" the member walk his or her pet. (Use two leashes on dogs, with the member holding one and the resident holding the other.)
- Share other 4-H projects with residents.
- Take a "self-determined" project and work on it with a resident.
- Make "treasure boxes" of things that could be passed around or shown to residents.
- Dress in costumes (both members and pets) and have a parade or fashion show letting the residents choose the winners.
- Go caroling with their pets. Members could teach their dogs to sing or dance to the music.
- Dress up for Halloween and help hand out treats to the visitors, NOT the residents. Pets could be dressed up, too.
- Make personal ornaments for the residents with a picture of the 4-H PetPALS team (could be in dog bone frame, etc.)
- Make cards for each season or holiday, including pictures of 4-H PetPALS team or club, to give to residents.
- "Adopt-A-Grandparent" and spend additional time with the resident, with or without their pets accompanying them.
- Find out if the facility needs magazines, games, etc. and have a fund raising drive to get these items.
- Have an animal fair if the facility has an area where they could view different species of animals, but not come in contact with them.
- Do "My Dog Can Do That!" activities, without the actual game board. Available from [www.dogwise.com](http://www.dogwise.com) Authors: Dr. Ian Dunbar and Terry Ryan.
- Give a drill team demonstration
- Give a freestyle obedience demonstration – "Dances with Dogs."
- Do an indoor scavenger hunt done by remembering (reminiscence). Ask for everyone who had a dog of a certain breed, those who were in the military, those who were in a war, those who lived on a farm, etc., etc.
- Have the 4-H PetPALS club historian (or designated member or members) keep copies of pictures taken (with permission only) during visits, or during club meetings, to give to residents

- 
- or put on facility bulletin boards.
- Keep the club's scrapbook up-to-date and offer it to residents to view or leave at facility for a while.
  - Have a Silly Pet Trick contest with residents being the judges.
  - Take pictures (with permission) of 4-H PetPALS teams and residents and write articles about them to put in their rooms or on a bulletin board.
  - Write a 4-H PetPALS Club monthly or quarterly newsletter to leave with the residents
  - Read to the residents.
  - Bring in awards, ribbons, and other 4-H items, or school items to show residents.
  - Make drawings, paintings, or posters for facility to hang for residents to see.
  - Have different kinds of "parties" for residents to see or participate in:
    - Pet Prom
    - Pet Luau
    - Toga Party
    - Beach Party
  - Have a Pet Beauty Contest with residents picking the winners.
  - Have a PetPALS Look-a-Like Contest with residents picking the winners.
  - Have a Pet King and Queen Contest with residents being the judges.
  - Put dog biscuits in a container and have a Count the Biscuit Contest
  - Play Animal Bingo
    - saw animal did a trick
    - saw animal with brown hair
    - saw animal with short tail
    - saw animal with wings
    - saw animal that looked like owner
    - saw animal with a bow
    - saw animal with a costume
    - saw an unusual animal
  - Play People Bingo
    - met someone with 10 or more grandchildren
    - someone with same color eyes
    - someone with birthday same month
    - someone who loved your pet
    - someone who was in 4-H
    - someone who had been to a fair
    - someone who had owned a pet
  - Play "Who Am I?"
  - Tell residents about a pet and have them guess the species or breed.
  - Have a Pet Derby and do recall races with dogs.
  - Make a video (with permission) of visits for residents to watch.
  - Have a Precious Pet or Secret Pet (like Secret Pal or a Secret 4-H PetPAL)
  - Have a pretend campfire and tell pet stories or have pet skits or challenges.
  - Play Pet Jeopardy
  - Play Pet Wheel of Fortune
  - Play Pet Squares (like Hollywood Squares)

# Summary of 4-H PetPALS Visits and Public Awareness

Summarize your 4-H PetPALS visits to facilities, as well as places you have gone to make others aware of the 4-H PetPALS project. Staffing a booth at the county fair or local festival to promote 4-H PetPALS, or giving a talk about 4-H PetPALS at a Rotary Club meeting are some examples. Summarize these activities chronologically, starting with at the beginning of your project year. This gives you an overview of how often you visited residents and what you did to tell others about 4-H Pet PALS. (Add pages as needed.)

Date (include yr.)	Name of Activity	Amount of Time Spent	Comments
<i>3-23-00</i>	<i>Visited Pleasant Hill Manor</i>	<i>1 hour and 15 minutes</i>	<i>Visited 6 people in their rooms with Belle. Great day!</i>
<i>4-06-00</i>	<i>4-H PetPALS Information Booth at Spring Festival</i>	<i>6 hours</i>	<i>A lot of people stopped by the booth. Belle and I worked with Sherry and her dog.</i>

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# Ending Project Pictures

Attach one or more pictures of you and your pet at the end of the project.



Caption \_\_\_\_\_  
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# My 4-H PetPALS Journal

The following pages are for you to reflect on the knowledge you have gained, activities you have experienced, and animal-assisted activities you have practiced. You may add your own pages or change the format of this journal.

Date \_\_\_\_\_ Topic \_\_\_\_\_

Thoughts \_\_\_\_\_

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# The 4-H Motto

“To Make The Best Better”



VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY



VIRGINIA STATE UNIVERSITY



[www.ohio4h.org/petPALS](http://www.ohio4h.org/petPALS)

## The 4-H Pledge

I pledge

My Head to clearer thinking,  
My Heart to greater loyalty,  
My Hands to larger service and  
My Health to better living, for  
My Club, My Community, My Country  
and My World.



VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY



VIRGINIA STATE UNIVERSITY