



# 4-H PetPALS

*Leader's Guide*

**People and  
Animals  
Linking  
Successfully**



Virginia Cooperative Extension  
*Knowledge for the Commonwealth*



VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY



VIRGINIA STATE UNIVERSITY

## 4-H PetPALS (People and Animals Linking Successfully)

# 4-H Volunteer Leader's Guide

### Co-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

### Contributing Authors:

Leighann Daristotle, D.V.M., Ph.D., Manager,  
Veterinary Communications Research &  
Development, The Iams Company, Dayton, Ohio  
Pattie Stover, Pattie's Grooming, Covington,  
Ohio

### Reviewers

Susan Crank, Instructor, Animal Management  
Technician, Northwest Career Center, Dublin,  
Ohio; State 4-H Dog Advisory Committee

Teah Crew, formerly Extension Agent, 4-H Youth  
Development, Mahoning Co.

Jane Higgins, Administrator, The Madison Place,  
London, Ohio

Christine Price, Ph.D., Extension Specialist,  
Aging, Human Development and Family Science,  
Ohio State University Extension

Elizabeth Smith, Program Assistant, 4-H Youth  
Development, Ohio State University Extension,  
Stark-Summit Counties; State 4-H Dog Advisory  
Committee; Ohio 4-H Small Animal Leadership  
Team

Pattie Stover, 4-H Volunteer, Miami County;  
State 4-H Dog Advisory Committee; State 4-H  
Feline Education Committee

### Acknowledgements

American Kennel Club, Raleigh, North Carolina  
Arlington Court Nursing & Rehabilitation  
Center, Upper Arlington, Ohio

Dianne M. Bell, Delta Society® Pet Partners®  
Program Coordinator, Renton, WA

Linda Blaine, A.A.T., Animal Assisted Facilitator,  
Circleville, Ohio

Dr. John Bach and Dr. Linda Barnett, Waverly  
Veterinary Hospital, Waverly, Ohio

Susan Crank, Instructor, Animal Management  
Technician, Northwest Career Center, Dublin,  
Ohio; State 4-H Dog Advisory Committee

Dr. Gail Counts, Shawnee Animal Clinic,  
Portsmouth, Ohio

Paula Davis, Ed. D., Extension Agent, 4-H/Youth  
Development, University of Florida, Bay County;  
formerly Extension Agent, 4-H Youth  
Development, Ohio State University Extension,  
Lawrence County

R. Warren Flood, Graduate Administrative  
Associate, Human and Community Resource  
Development, The Ohio State University

Four Paws Animal Behavior Services, Ken  
McCort, Doylestown, Ohio

Tina Green, formerly Extension Agent, 4-H  
Youth Development, Ohio State University  
Extension, Allen County

Janet Gudenkauf, 4-H Volunteer, Warren County,  
Ohio

Jill Hale, Administrator, Pleasant Hill Manor,  
Piketon, Ohio

Nancy Hawk, Office Associate, Ohio State  
University Extension, Athens County

Diana Henderson, 4-H Volunteer, Clinton  
County, Ohio

Julie Hosley, 4-H Volunteer, Licking County;  
State 4-H Dog Advisory Committee

Ann R. Howie, ACSW, currently Director,  
Human-Animal Solutions, Olympia, WA;  
formerly AAT Services Director with Delta  
Society®

Rick and Kim Kelley, 4-H Volunteers, Caring Is  
Magic 4-H Club, Trumbull County, Ohio

Chelsea Kelley, 4-H Member, Caring is Magic  
4-H Club, Trumbull County, Ohio

Debby Lewis, Program Accountability Specialist,  
Program Development and Evaluation, Ohio  
State University Extension; formerly Extension  
Agent, 4-H Youth Development, Ohio State  
University, Lorain County

Lori Meyer, 4-H Volunteer, Lorain County, Ohio

Jessica Miller, 4-H Alumna, Rhapsody 4-H Club,  
Pike County, Ohio

Margie Pierson, 4-H Volunteer, Clinton County,  
Ohio; State 4-H Dog Advisory Committee

Pleasant Hill Manor, Piketon, Ohio

Susan Rinehart, Ph.D., Extension Agent, 4-H  
Youth Development, Ohio State University  
Extension, Hocking County

Elizabeth Smith, Program Assistant, 4-H Youth  
Development, Ohio State University Extension,  
Stark-Summit Counties; State 4-H Dog Advisory  
Committee; Ohio 4-H Small Animal Leadership  
Team

Lisa Stanley, 4-H Volunteer, Clark County

Kathleen Steiner, Office Assistant, Ohio State  
University Extension, Athens County

Pattie Stover, 4-H Volunteer, Miami County;  
State 4-H Dog Advisory Committee; State 4-H  
Feline Education Committee

Jacinta Taulbee, 4-H Volunteer, Hocking County

The Grand Court, Columbus, Ohio

The Iams Company, Dayton, Ohio

The Madison House, London, Ohio

The Ohio State University

The Ohio State University College of Veterinary  
Medicine

University of Illinois, Champaign, Illinois

Ardyce Van Oss, Program Assistant, 4-H Youth  
Development, Ohio State University Extension,  
Greene County

Virginia-Maryland Regional College of Veterinary  
Medicine, Blacksburg, Virginia

Virginia Tech, Blacksburg, Virginia

Ed Wheeler, formerly Marketing Director,  
Pleasant Hill Manor, Piketon, Ohio

Christine Vogler, 4-H Volunteer, Warren County

### Graphic Designer

Brian Deep, Columbus, Ohio

### Editor

Julie Hosley, Special Contract Faculty, The Ohio  
State University, Newark Campus, Newark, Ohio

### Illustrator

Terry Lawrence, Medical Illustrator/Graphic  
Designer, Virginia Tech

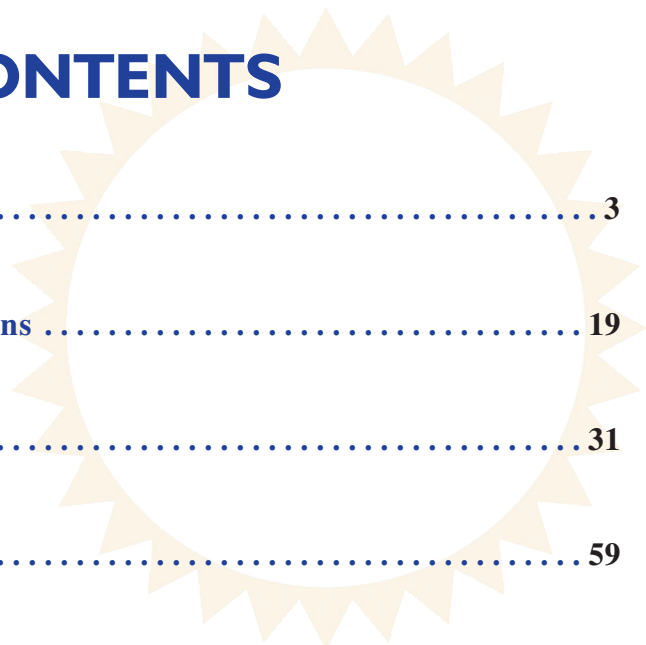
### Photographers

Jodi Miller, Photographer, Communications &  
Technology, Ohio State University Extension

Hal Pixley, The Millennium Agency, Waverly,  
Ohio

[www.ext.vt.edu](http://www.ext.vt.edu)

# TABLE OF CONTENTS



<i>Introduction</i> .....	3
<i>Step 1: Introduction to Human-Animal Interactions</i> .....	19
<i>Step 2: Understand Animal Behavior</i> .....	31
<i>Step 3: Identify Appropriate Animals</i> .....	59
<i>Step 4: Learn About Senior Adults</i> .....	77
<i>Step 5: Decide Where to Visit</i> .....	99
<i>Step 6: Prepare Youth to Visit</i> .....	109
<i>Step 7: Visit Without Pets</i> .....	131
<i>Step 8: Prepare Pets to Visit</i> .....	147
<i>Step 9: Practice With Pets</i> .....	161
<i>Step 10: Visit With Pets</i> .....	167
<b>References</b> .....	170
<b>AAA/AAT Organizationsa</b> .....	173
<b>Resources</b> .....	174
<b>Appendices</b> .....	186

A young woman with dark hair is smiling and hugging a long-haired dog. The entire image has a warm, orange-toned overlay. The dog is looking towards the camera with its mouth slightly open, showing its teeth. The woman's face is partially visible behind the dog's head.

**4-H PetPALS** (*People and Animals Linking Successfully*)  
4-H Volunteer Leader's Guide

# Introduction to 4-H PetPALS

## 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. Youth 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, young people learn to train and prepare their pets so the youth-pet teams can participate in animal-assisted activities. Youth learn about animal behavior, animal handling techniques and proper pet care.

4-H PetPALS allows young people 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.

## Criteria to Become a Master 4-H PetPALS Volunteer Leader

To become a Master 4-H PetPALS Volunteer Leader, you must first complete the requirements to be accepted as a 4-H volunteer leader. Volunteer applications are available from your county Extension office. Master 4-H PetPALS volunteers must be committed to young people and their

growth in all areas. Some experience in working with dogs, and/or cats, and other pets is necessary. You must also have a sincere interest in enhancing the lives of residents in assisted living and nursing homes through animal-assisted activities.

You should then agree to commit at least two years to this project. Once that commitment is made, you are required to attend an 8-hour

workshop to become trained as a Master 4-H PetPALS Volunteer Leader. The volunteer leader workshop will provide you with the necessary skills to recruit and teach youth to become 4-H PetPALS. You will complete various activities provided in the Leader's Guide. Learning about animal behavior and animal handling skills will enable you to determine what pets are appropriate for animal-assisted activities. You will learn how to include young people who have inappropriate pets for visiting, until they can become 4-H PetPALS.

Volunteers registered for the workshop must purchase a copy of the curriculum to review prior to the training. Become familiar with the format and

content before attending the workshop. Volunteers successfully completing the training will receive a certificate of completion. Statewide and district training opportunities will be offered yearly or more often as needed. (Refer to the Appendix for the Master 4-H PetPALS Volunteer Leader Job Description.)

## 4-H PetPALS Club Guidelines

The youth curriculum is designed as ten steps, to be taught and experienced in a minimum of ten meetings. Once youth complete the curriculum and





become 4-H PetPALS, the adult volunteer should plan to spend four hours per month facilitating animal-assisted activities.

Involving parents or other caring adults is critical to the success of animal-assisted activities. Youth are not permitted to be alone with residents. One facility staff person, parent, or other adult must accompany each youth when visiting residents. Parents and other adults who plan to accompany the members on animal-assisted activities must participate in the 4-H PetPALS meetings to learn the subject matter provided in the curriculum. Adults who complete the curriculum should receive a completion certificate. (Refer to the Appendix for a copy of the Adult Partner certificate.)

A 4-H PetPALS club should be small enough to be effective. A ratio of one volunteer leader per 5 members is recommended.

---

## Criteria for Youth to Become 4-H PetPALS

This project is for young people who have a passionate desire to visit healthcare facilities with their pets. A youth cannot become a 4-H PetPAL without a suitable animal. Ownership of the animal is not required, however the youth must be associated with the animal long enough to form a bond.

To become a 4-H PetPAL a young person must:

- 1) 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.
- 2) either own a pet or have access to a pet.
  - Establishing the human-animal bond and forming that youth-pet team are very important in this project and the basis for successful completion.
  - Youth 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.
- 3) enroll in a 4-H club with a Master 4-H PetPALS Volunteer Leader.
- 4) successfully complete the activities in the 4-H PetPALS curriculum.
- 5) make a commitment to visit healthcare facilities upon completion of the curriculum.



**Participating in the 10-Step curriculum to become 4-H PetPALS allows young people the benefits of becoming 4-H members.**

## Desired Outcomes for 4-H PetPALS Members

### Animal Skills

#### *4-H'ers will*

- Learn to select, socialize, and train their pets for animal-assisted activities.
- Understand and positively influence their pets' behaviors.
- Learn animal handling skills to enhance animal-assisted activities.
- Train pets at a level where they could be certified by Therapy Dogs International; or Therapy Dogs, Inc., and ultimately by the Delta Society®.
- Have more respect for their animals because of their worth.

### The Facilities

#### *4-H'ers will*

- Learn to select facilities and contact appropriate staff members for visits.
- Become familiar with the facility and the staff.
- Learn public health and liability considerations when visiting facilities.
- Learn the importance of confidentiality, and keeping journals and records.

### Visiting With The Elderly & Others With Different Medical Conditions

#### *4-H'ers will*

- Learn about aging-related changes occurring in older adults.
- Learn about different medical conditions.
- Learn how living with physical and sensory changes affects older people.
- Identify their own attitudes about the elderly and others with different medical conditions.

- Dispel myths and stereotypes about older adults and others with different medical conditions.
- Communicate effectively with older adults and others with different medical conditions, both verbally and non-verbally while using pets as form of touch and conversation.
- Facilitate communication between their pets and the residents they visit.
- Feel more comfortable and confident by having their pets by their sides, as pets help break the ice, and start and enhance conversations.
- Become more understanding and compassionate.
- Develop linkages across generations within families and communities.
- Learn to respect and admire the elderly and others with different medical conditions for their knowledge, history, courage, and perseverance.

### Service Learning

#### *4-H'ers will*

- Understand the power of the human-animal bond.
- Become dynamic youth-pet teams and experience the human-animal bond.
- Learn that giving, sharing, serving, caring, etc. is rewarding.
- Develop a sense of pride in seeing their pets enhance the lives of others.

## How to Use the Leader's Guide

4-H PetPALS is an experientially based leader-directed curriculum. With the guidance of an adult leader, youth move through four phases of experiential learning in each Step of the curriculum. Youth: 1) *experience* the lesson and activity; 2) *reflect* on the experience by discussing, processing, and analyzing; 3) *generalize* the experience to their own everyday experiences and to real-world examples; and 4) *apply* or practice what they learn to similar or different situations. Youth must successfully complete the curriculum in a leader-directed setting before becoming 4-H PetPALS. The curriculum

---

is designed in 10 Steps with each Step divided as follows:

- 1) **Objectives** – Statements of the anticipated outcomes youth should achieve as a result of completing each Step of the 4-H PetPALS curriculum. Use the objectives listed at the beginning of each Step to help you focus on what young people are expected to learn.
- 2) **Time Requirements** – Where the recommended duration of the lesson is stated. More than one session may be needed to complete each Step.
- 3) **Words to Know** – Key words each youth should learn.
- 4) **Background Information** – Subject matter to help you teach the Step.
- 5) **Introduction to the Activity** – Information setting the stage for the activity.
- 6) **Materials Needed** – What is needed to conduct each activity.
- 7) **Preparing for the Activity** – A step-by-step explanation of how to prepare for the activity or involve members in preparing for the activity.
- 8) **Conducting the Activity** – A step-by-step explanation of how to do the activity. After completing each activity, allow time for members to: 1) describe their experiences and reactions; 2) process their experiences by discussing, analyzing, and reflecting; and 3) generalize to relate the life skills learned and practiced back to their own everyday experiences.
- 9) **Appraising the Step** – Statements that describe what members will learn (the desired outcomes) as a result of completing each Step. Use the statements as a basis to evaluate: 1) what 4-H members have learned (immediate outcomes); 2) what actions they are taking as a result of what they have learned (intermediate outcomes); and 3) the impact those actions have on them as individuals, and on the people and animals around them (long term outcomes). For example, an objective of Step 1 is to *“help youth understand the importance of animal-assisted activities. One immediate outcome of this objective*

*would be for young people to increase their knowledge of animal-assisted activities. An intermediate outcome would then be for youth to learn skills needed to participate in animal-assisted activities. A final outcome would be for members to successfully complete an animal-assisted activities visit enhancing (impacting) the lives of the residents as well as their own.*

- 10) **Climbing Higher** – Activities youth can do beyond what is presented in each Step.
- 11) **The Next Step** – This will give you information to help you plan for the next Step. This also tells you what members need to bring to the next meeting. Most of the forms needed for the next meeting are inserted after *The Next Step*.

The lessons are designed to build upon each other, like climbing a ladder. Members begin learning about human-animal interactions in Step 1, the lowest rung of the ladder, and reach the top of the ladder in Step 10 by visiting a healthcare facility with their pets.

Each Step requires a minimum of 45 minutes to teach, depending on the ages and developmental stages of club members, as well as the size of your club; however, several of the Steps could require more than one club meeting to complete. The goal should always be on the clear understanding and successful completion of the Step by all members. Use whatever time requirement works for your club members to successfully accomplish the objectives in each Step. For example, you could hold one or two meetings per week for ten weeks, or combine certain Steps in longer meetings and finish in less than ten weeks. Each youth must complete the required activities in each Step. 4-H members must successfully complete the first nine steps before progressing to Step 10.

Before you begin each Step, review the requirements of the lesson and activities. Allow ample time to prepare for the activities. Involve older members in gathering materials and preparing for the meetings. As you begin each Step, help members prepare for the learning that follows by properly introducing and discussing the information to be covered. After completing each activity, allow time for members to reflect and process what they learned. At the end of each Step, review what is expected and required of the 4-H members for the next Step, and allow them to decide on which



optional activities they want to complete.

General time requirements for the Steps are outlined below to help you plan for your meetings.

- Step 1:* Introduction to Human-Animal Interactions – one 60-minute session
- Step 2:* Understand Animal Behavior – one 60-minute session and one 45-minute session
- Step 3:* Identify Appropriate Animals – one 45-minute session and one 60-minute session
- Step 4:* Learn About Senior Adults – one 90-minute session and one 45-minute session
- Step 5:* Decide Where to Visit – one 45-minute session
- Step 6:* Prepare Youth to Visit – one 60-minute session
- Step 7:* Visit Without Pets – one 60-minute session and one 90-minute session
- Step 8:* Prepare Pets to Visit – two 45-minute sessions
- Step 9:* Practice with Pets – one 60-minute session
- Step 10:* Visit with Pets – one 60 to 90 minute session

Master copies of most of the handouts required for members to complete during the next Step are found at the end of the previous Step. Many of these handouts are also in the Member Resource. You can either require members to complete the activities using their Member Resource or make copies for them from the masters in the Leader's

Guide. The Appendix includes masters for certain activities, 4-H PetPALS certificates of completion, and other helpful information. These may be copied as needed.

The Leader's Guide is designed for use in a three-ring binder. It can be purchased one time and used each year for this project.

## Project Completion Requirements

All youth must successfully complete Steps 1 – 10 to become 4-H PetPALS. Before moving to Step 10, recognize all youth who complete Steps 1 – 9 with a completion certificate. (Refer to the Appendix.) This celebrates their successes achieved in Steps 1 – 9. Recognize all youth who successfully complete Step 10 with a 4-H PetPALS completion certificate. (Refer to the Appendix.)

## How to Use the 4-H PetPALS Member Resource

The Member Resource is the 4-H member's project book. It is a workbook, record book, and journal. The Member Resource includes activities, worksheets, and journal pages for members to complete, but does not include enough information for them to be able to successfully accomplish the activities on their own. Any of the sections may be reproduced if more pages are required. The number listed on this resource is the number you will use to enroll your members in the 4-H PetPALS project.

Member Resources must be purchased yearly by members if they take a different animal. If taking the same pet, they can reproduce additional journal and record keeping pages and recycle their original book. 4-H members cannot simply purchase the Leader's Guide and Member Resource and complete the activities themselves. 4-H PetPALS projects **must** be leader facilitated. This cannot be a self-guided independent project.

Members should keep an individual scrapbook of activities completed as well as information collected that shows growth and achievement in their project. They may keep a separate scrapbook from the Member Resource or incorporate their scrapbook into the Member Resource. The Member Resource is designed for use in a three-ring binder for this purpose.

---

# Life Skills Development

As a 4-H volunteer, you have many opportunities to help young people develop personal or life skills. In the Targeting Life Skills Model, Hendricks (1996) defines life skills as those “skills that help an individual to be successful in living a productive and satisfying life.” (Refer to the following website address for information about the Targeting Lifeskills Model: [www.extension.iastate.edu/4H/lifeskills/homepage.html](http://www.extension.iastate.edu/4H/lifeskills/homepage.html).) Young people acquire many life skills from the subject matter learned. They need to experience and practice these skills until they are mastered and used in everyday activities. It is a skill to teach subject matter and, at the same time, be consciously aware of the life skills youth are acquiring.

The Four-Fold Youth Development Model (Barkman and Machtmes, 1998) illustrates the kinds of personal development skills targeted by 4-H Youth Development. This model consists of 47 life skills that focus on all four aspects of youth: head, heart, hands, and health. Forty-seven skills can be grouped into sets of skills to develop youth as capable, competent, caring and contributing citizens. (Refer to the Appendix for a complete list of the 47 lifeskills and website.)

Several life skills have been identified as those learned by 4-H PetPALS. Review these life skills outlined below to increase your awareness of the skills youth are learning through activities taught.

## HEAD

- Acquiring & Evaluating Information
- Interpreting & Communicating Information
- Problem Solving
- Decision Making
- Learning to Learn
- Marketable Skills
- Creative Thinking
- Reasoning
- Keeping Records
- Planning & Organizing
- Goal Setting

## HEART

- Sharing
- Empathy
- Concern for Others/Caring
- Nurturing Relationship
- Accepting Differences
- Social Skills
- Communication
- Cooperation

## HANDS

- Community Service Volunteering
- Service Learning
- Leadership
- Responsible Citizenship
- Teamwork
- Completing a Project or Task
- Self-motivation
- Contributions to Group Effort

## HEALTH

- Self Esteem
- Self Responsibility
- Character
- Managing Feelings
- Self Discipline
- Personal Safety
- Disease Prevention
- Stress Management
- Integrity/Honesty
- Sense of Purpose

The activities identified in the 4-H PetPALS curriculum will help you teach these life skills. Looking at the life skills listed in the Four-Fold Model, are there other life skills that you could target for 4-H PetPALS members to develop?

# Ages and Stages of Youth Development

Children are individuals and develop at their own pace. Characteristics common to different age levels will not be observed in all young people at the same age or at the same stage of development. The following shows some of the characteristics of different ages and stages of youth development.

## Characteristics of Nine-Year Olds

### Physical Development

- Important to wear what the group wears
- Health is usually excellent
- Very active
- Do not like to stay confined to one area very long
- Manual dexterity improves

- Often hold their work close to their eyes
- May experiment with smoking, alcohol and substance abuse

### Cognitive Development

- Concrete thinkers
- Things are black and white, right or wrong, fun or boring
- Relate ideas to something they can do or experience with their senses
- Prefer active, project-oriented, hands-on learning
- Read to learn new information

### Emotional Development

- Moods and behavior are uneven and hard to predict





members realize how much they have improved and what they could do to be better the next time. Do not compare them with or to other children. They become easily embarrassed about doing either better or worse than their friends. Evaluate and treat each child as an individual.

## Characteristics of Ten to Thirteen-Year Olds

### Physical Development

Adolescence begins by a rapid acceleration in growth in both height and weight

Noted increase in appetite

Girls usually mature faster than boys

Rapid physical changes are a source of embarrassment

Clumsiness due to hands and feet growing first

Acne is often a problem

Voice changes happen

Some teens will develop physically later than peers

Onset of puberty

Reaction time improves

### Cognitive Development

Move from concrete to abstract thinking

Still tend to think in all-or-nothing terms

Like to find solutions on their own, often rejecting solutions offered by adults

Demonstrate formal operational thinking

Speak in longer sentences and increase vocabulary

Understand multiple levels of meaning

### Emotional Development

Begin to test values

At onset of puberty, are on an emotional roller coaster due to changes in hormones

Individual personality characteristics show up clearly

Think of themselves as very grown up

Becoming independent, responsible, self-sufficient

Becoming thoughtful, rational, self-controlled

Very important to complete tasks

Not easily bothered by interruptions

### Social Development

Begin questioning parents' infallibility and power

Less demanding of parents

Relationships with siblings better

Friendships become more important

Want things to be reasonable and fair

Enjoy discussing things

Very involved in clubs and organized activities with their own age group

Exhibit dislike for the opposite gender

Your role as a volunteer leader is especially critical at this stage. The younger members look to adults for approval, and have strong needs to feel accepted and worthwhile. They will follow rules out of respect for the adults who make them. Provide lots of encouragement. Emphasize successes regardless of how small they are, and minimize failures. Build positive self-concepts by helping

Have a weak sense of individual identity  
 Can feel challenges to personal self-concepts  
 Feel the need to be a part of something important

### Social Development

Interpersonal relationships change, beginning to interact with the opposite sex  
 Move from dependence on parents to independence  
 Interests move from family to clubs, animals, sports, opposite gender, and career exploration  
 Opinions of peers become more important than those of parents or other adults

Tremendous changes take place from ages ten through thirteen. The timing and rate of these changes vary from individual to individual, with some being gradual and others sudden. The diversity of this age range can present a challenge for adults. These youth value adults who are well respected. They usually respond better when in small group settings because of their self-consciousness. Provide an environment where boys and girls can feel comfortable interacting. Pre-teens and young teens look to adults who accept them. Avoid comparing individuals to each other. Be careful not to embarrass them. Propose activities that lead these adolescents to self-knowledge and self-discovery.

## Characteristics of Fourteen to Sixteen Year Olds

### Physical Development

Physical changes have been accepted by most of these teens  
 Many girls have reached growth potential  
 Boys are still rapidly growing  
 Most awkwardness has been overcome  
 Males gain muscle cells; females gain fat cells  
 Anorexia and bulimia may be a problem

Most middle adolescents know their abilities and talents  
 Reach fastest reaction time

### Cognitive Development

Gain metacognitive abilities (to think about thinking, to play with thoughts)  
 Improve study skills  
 Ability to write more complex sentences  
 Use slang  
 Mastering abstract thinking  
 May challenge and sometimes threaten adults who work with them  
 Egocentric  
 Have difficulty understanding compromise  
 Label efforts of others as hypocrisy to cope with inconsistencies. For example, adults tell youths to “Do as I say, not as I do.”  
 Explore and prepare for future careers  
 Set goals based on personal needs and priorities

### Emotional Development

Actively involved in search for independence and personal identity  
 Achieving sexual identity  
 Defining career goals is important  
 Learning to cooperate with each other as





adults do

Emotions are unsettled at times, causing teens to be angry or withdrawn

Take pride in assuming responsibility and gaining respect from others

### Social Development

Generally self-centered, but capable of understanding what other people are feeling

Relationship skills are well developed

Friendships formed are often close, sincere and long-lasting

Dating increases and moves from group dates to double dates to couple-only dating

Acceptance by members of opposite sex is extremely important

May begin sexual relationships

Want to belong to groups but also want to be recognized as unique individuals within the groups

## Characteristics of Seventeen to Nineteen Year Olds

### Physical Development

Growth has tapered off

Older teens are no longer preoccupied with

body changes and body image

Performance levels in sports are perfected

Males continue to gain muscle strength and mass

Both sexes continue to develop bone mass

### Cognitive Development

Metacognitive abilities and study skills continue to improve with instruction and practice

Plans for the future are very important and influence which activities youth choose to participate

Can determine own schedules

Only general directions are needed when assigned familiar tasks

### Emotional Development

Achieve independence and identity formation

Believe they are fully mature and expect to be treated as adults

Separate from parents

Leave home for education, employment, and establishing own households

Clubs, meetings, rituals, traditions, uniforms have lost much of their appeal

### Social Development

Become preoccupied with the need for intimacy; some will marry

Employment and education fill need for social relationships that were earlier filled by club and group activities

Will control their activities

Keeping teens engaged during middle adolescence and especially late adolescence is a continual challenge. These youths need to feel ownership in the groups to which they belong. Allow members to have plenty of input into the club's programs and activities. Advisors should serve more as resource people, no longer controlling the activities. Give these adolescents activities for them to plan and

conduct under adult supervision. Have them evaluate how successful they believe the activities were and how they would change or improve them. Emphasize how valuable their opinions are to you.

Middle and late adolescents who are not actively engaged in things they feel are worthwhile will quickly lose interest and no longer be a part of the group.

## A Positive 4-H Experience

**E**ight elements have been identified as being critical in making a young person's 4-H experience a positive one. All eight may not prevail at one time; however, elements such as a *caring adult* and *safe environment* must be present at all times.

### 1. Positive Relationships With A Caring Adult

Young peoples' understanding of what it means and what it takes to be productive, self-assured citizens depends largely on the adult role models and connections they have. Caring 4-H adults serve as guides, mentors, and role models. They help 4-H youths discover their personal visions, missions, and lifetime goals. Caring 4-H adults help set appropriate boundaries and expectations for youth engaged in 4-H programs.

### *Indicators of a positive relationship with caring 4-H leaders through 4-H PetPALS:*

- Adults commit to training 4-H youth in the 10-step 4-H PetPALS program for a minimum of two years.
- Adult volunteers commit at least four hours per month for animal-assisted activities during the two-year time period
- Adult volunteers engage youth in establishing group parameters, rules, behaviors, and expectations
- Adult volunteers guide and teach youth through the 10-step program, while supporting their efforts, as well as actively participating in the learning activities and animal-assisted visits



- Older youth may model responsible behavior for younger members
- Parents or guardians who complete the 4-H PetPALS curriculum accompany youth on animal-assisted activities
- Young people and senior adults (residents of community care retirement centers, assisted living and nursing home facilities) interact and form caring relationships

**A 4-H PetPALS Example:** Youth engage in positive relationships with you, their leader, as well as the healthcare facility residents. To help your members set parameters and expectations, ask them to list club rules, including how they believe they should behave during the meetings and activities. List these so everyone can see them. Discuss the rules and guide members choosing the rules that lead to acceptable behaviors. Next, have them discuss the expectations of the entire club as well as individual members. Given the curriculum, what do they hope to learn and accomplish? You are showing these youths that you care about the club, their conduct, and what they learn.

Relationships with people the 4-H PetPALS visit will vary greatly. As a 4-H'er visits the same person on a regular basis, and both may become eager for the next visit, a positive relationship is affirmed.

## 2. A Welcoming Environment

A welcoming 4-H environment is one that actively cultivates a sense of group identity and belonging, encourages and supports its members, offers encouragement with positive and specific feedback, and shares the successes of all members of the group by providing many forms of recognition.

### *Indicators of a welcoming 4-H PetPALS environment:*

- Adult volunteers involve all youth in introductory activities
- The curriculum involves all youth in animal-assisted activities at various levels depending on the youths' interest and suitability of the pet

- The curriculum specifies goals, learning outcomes, and evaluation techniques for each step which provide adults with guidelines for giving positive feedback
- 4-H PetPALS environment encourages group decisions
- Group identity is well established
- Recognition for young people, their pets and senior adults is built into curriculum
- Young people will be recognized for their successes throughout program
- All youth will receive certificates for completing the first nine Steps
- Youth who successfully visit the facility will receive certificates for completing the 10-Step curriculum and be recognized as 4-H PetPALS

**A 4-H PetPALS Example:** A 4-H member may find that his or her pet is unsuitable for visiting. The youth can participate in learning activities and partner with another 4-H member and his or her pet while acquiring or training another pet, so he or she can remain a part of the 4-H club. 4-H members have the opportunity to decide as a group on the optional activities they want to participate in and the facility they want to visit. They also decide as a group about their club shirts, pets' passports, 4-H Pet PALS packs, pets' bandanas, and other forms of identification using their club name and 4-H PetPALS logo. 4-H members wear 4-H PetPALS name badges to emphasize group identity during animal-assisted activities.

## 3. Mastery and Competence in a Chosen Activity or Subject Matter

Young people learn best when the program or activity is centered on a topic that is of personal interest or a passion. Providing an opportunity for mastery and competence allows 4-H members to experience success and achievement which serve as building blocks for their success – not only in 4-H but also in their school and community work.



### *Indicators of mastery and competence through 4-H PetPALS:*

- Goals and objectives are outlined in each step
- Each step builds upon previous skills learned
- Young people practice and demonstrate skills associated with pets and seniors, allowing time to reflect on successes and improvements needed
- Young people take turns teaching each other
- Young people become confident in their abilities and their pets' abilities
- Young people become confident in interacting with seniors

**A 4-H PetPALS Example:** The 4-H PetPALS curriculum provides the 4-H leader with the necessary subject matter to help youth learn the skills required to competently accomplish animal-assisted activities in nursing homes or assisted living facilities. For example, a dog must be bathed before taken on a 4-H PetPALS visit. Think of the steps involved in bathing a dog. Then think how you would teach a 4-H'er these steps.

- Step 1: Gather all of the equipment needed for brushing and bathing the dog. Teach the youth what equipment is needed.
- Step 2: When combing or brushing the dog, he must be still. How will this be accomplished? What happens if the dog shows aggression or fear of grooming? How will the youth's safety be insured? Teach different restrictive methods and grooming methods depending on the dog's size and the youth's age, size, and skills.
- Step 3: Brush or comb the dog prior to bathing. Teach the youth how to comb a dog.
- Step 4: Remove any mats from the dog. Who will remove the mats? If the 4-H member has had no experience removing mats, and/or is very young, does he or she need help? Someone

experienced should remove the mats. Show the youth how to remove mats using the proper grooming tool.

- Step 5: Once the dog is groomed, he is ready to be bathed. Teach the youth what equipment is needed. Teach the youth the steps involved in the bathing process which are as follows: 1) gather the equipment needed for bathing; 2) place a rubber mat into the bottom of the tub; 3) place a cotton ball in each ear of the dog; 4) lift the dog into the tub; 5) wet the dog using a pitcher or washing hose with a sprayer, using warm water; 6) shampoo the dog's body; 7) shampoo the dog's head; 8) rinse and towel dry the dog's head; 9) rinse the dog's body; 10) squeeze excess water from the coat; 11) lift the dog from the tub and towel dry; 12) remove the cotton balls from the ears; 13) dry and brush the dog's hair.

- Step 6: Where will he be bathed? Is warm water available? Who will hold the dog, if necessary, while he is being bathed? How will the youth be prepared if the dog is afraid or aggressive? What happens if water gets in the dog's ears or soap in the dog's eyes? Help the 4-H'er answer these questions.

- Step 7: The final step in the bathing process is drying the dog. How will he be dried? Is there a warm place to keep him until he is dry?

What does the 4-H leader need to do to ensure that a nine-year-old or an 18-year-old has a positive experience with this task and feels like he or she has mastered it? Bathing a dog is a learned behavior, and like all other learned behaviors, must start slowly and build with repetition. By starting slowly and building on small accomplishments, the dog will eventually accept his bath. The process of bathing must be done consistently to be able to see improvement in acceptance by the animal. The improvement needs to be consistently rewarded. It might take time for a dog to accept bathing, and it is necessary for the youth to be patient. 4-H'ers will need to build on their small

---

accomplishments and eventually they will be able to master the entire task.

#### 4. Opportunity To Value And Practice Service For Others

Service is a way for 4-H members to gain exposure to the larger community and the world. It is necessary for youth to actively practice and value serving others. Many times, this experience enables young people to recognize the difference they can make for others and for their communities.

##### *Indicators of valuing and practicing service for others through 4-H PetPALS:*

- 4-H PetPALS is a community service project
- Trained adults and older youth help younger members with club activities, with safely working with their pets, and with visiting senior adults
- Youth learn the importance and rewards of helping others, of community service and of service learning
- 4-H PetPALS serves as a stepping stone for youth's continued interest and participation in other community service projects and activities
- Youth have a sense of pride in seeing their pets help others
- Youth develop linkages across generations within families and communities
- Youth respect and admire seniors and others with medical conditions for their knowledge, history, courage and perseverance

**A 4-H PetPALS Example:** This is what 4-H PetPALS is all about. Once the 4-H members successfully complete Steps 1 through 9, they will make the first visit to the facility with their pets. 4-H members are participating in a community service activity. After visiting the facility, discuss how the animal-assisted activities went, how each member felt about his or her visit, and what could be improved or changed for the next time.

#### 5. An Emotionally and Physically Safe Environment

Youth should not fear physical or emotional harm from our 4-H learning environment, from adults who work with them, or from other youth. In our world today, this element is especially important. 4-H strives to provide a safe environment at each and every activity involving our youth.

##### *Indicators of a safe environment through 4-H PetPALS:*

- Adults and older youth help younger members with club activities and to safely work with their pets and visit senior adults
- Pets are socialized and temperament tested prior to coming together
- Youth are educated on safe animal handling techniques
- An environment is created for introducing animals that is safe for youth and pets
- Positive behavior guidelines are set for the interaction between youth, pets, and seniors by the curriculum and the club
- Healthcare facilities are evaluated without pets to insure safety of members and animals
- A sign-in and sign-out procedure is established and followed for all visits
- Journaling and documentation follow each visit
- One trained adult always accompanies a youth when visiting one-on-one with residents; adults are always present in group settings
- An appraisal of the visiting process is on-going by the leader, the adults who accompany the youth, facility, and the 4-H'er

**A 4-H PetPALS Example:** Learn to expect the unexpected when working with animals. Prior to youths bringing their animals to a meeting, ask them to assess their pet's temperament and behavior. Have them explain how they socialized their pets and how their pets act

around strange animals. Go over a procedure for introducing pets to other pets. When the animals are brought for the first time, be firm and do not allow the members to take chances with their animals. Let them know that you do not want them to be scratched or bitten, nor do you want their pets harmed. If your 4-Hers' pets have not been well socialized or have not been introduced to each other, create an environment for introductions that is safe for both the members and the pets. Make sure each animal is restricted by a collar, harness, or head halter, and leash, or cage. Provide enough space to make introductions, allowing pets to keep their distance.

## 6. Self-Determination

4-H youth must believe that they can have impact over their life's events, rather than life's events having control of their lives. The opportunities we provide through 4-H help youth foster a personal sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

### *Indicators of self-determination through 4-H PetPALS:*

- Young people are a part of the decision-making process for group activities and visiting
- Youth learn critical thinking skills and how to improve their skills through role-playing techniques
- Youth learn to be prepared for the unexpected when working with pets and when visiting
- Young people learn how to be flexible as well as how to think clearly and rationally when confronted with situations during visiting

**A 4-H PetPALS Example:** The adult volunteer should seize the opportunity to involve more experienced club members as teen leaders. Each can be assigned to individually mentor a younger member to help them complete 4-H PetPALS activities.

## 7. Engagement In Learning

An engaged youth is one who is not only mindful of the subject area, but is building relationships and connections to develop greater understanding. 4-H provides opportunities for self-reflection that enable 4-H youth to connect what they learn today to their future. Hands-on learning provides opportunities to develop important life skills.

### *Indicators of engagement in learning through 4-H PetPALS:*

- Young people learn to design a 4-H PetPALS visit plan
- Young people learn to socialize their pets and teach their pets skills specific to animal-assisted activities
- Youth learn through activities that relate to real life situations, such as aging sensitivity, stroke simulations, and wheelchair protocol activities
- Youth learn communication skills, how to start conversations, communicate with people with physical and mental conditions, and interact with senior adults
- Youth first experience visiting a facility without their pets, then problem solve to decide how to plan the visits, include activities, involve their pets, and interact with seniors
- Young people complete journal entries and document each visit

**A 4-H PetPALS Example:** Boys and girls enrolled in a 4-H PetPALS club need to learn how to interact with senior adults with different physical conditions, such as a person who uses a wheelchair. Ask to borrow a wheelchair from a nursing home, grocery store, etc., or use a chair with arms and rollers. After teaching the unit on wheelchair protocol, have your 4-H members take turns being the person using the wheelchair and the person visiting with a pet. Ask members to reflect on what they learned, how it felt to be in a wheelchair, how it felt to talk with the person in the wheelchair, and so on. Active learning opportunities such as this allow boys and girls to become mentally and physically engaged in the learning process.

---

## 8. Active Participation in the Future

Providing 4-H youth with the opportunity to see themselves in the future gives them the hope and optimism to shape their life choices accordingly. Leaders can teach all the facts and figures in various subject matter areas, but if they don't link the information to the future, those facts and figures will likely go unused. 4-H is committed to positive youth development programs that make the connection from today's activities to tomorrow's successes.

### *Indicators of seeing active participation in the future through 4-H PetPALS:*

- Young people have opportunities to explore careers related to animals and careers related to the healthcare industry
- Youth have opportunities to outline and achieve goals
- Youth have opportunities to make decisions about future activities and programs not included in their 4-H PetPALS project
- 4-H PetPALS might serve as a stepping stone to future community involvement in more ways than animal-assisted activities

**A 4-H PetPALS Example:** Ask your 4-H members what they want to do after graduating from high school. Help them brainstorm to identify the many careers associated with companion animals, senior adults, nursing homes, assisted living and other healthcare centers. If they have a career in mind, have them list 3 to 5 steps they must first take in order to attain their career goals.

---

## As a Result of 4-H Youth Development Programs:

### 1. Youth Develop Marketable Skills for Lifelong Success

Youth gain important leadership, communication, problem-solving and teamwork skills. These abilities are gained through the numerous projects and activities youth

participate in as 4-H members. Such skills are important not only to their immediate success, but are tools for continued success.

### 2. Youth Engage in Community Service and Citizenship to Transform Local Communities

This goes beyond just conducting a project; its focus is on recognizing that youths can make valuable contributions to their local communities. Youth can make a difference.

### 3. Youth Appreciate and Build Upon Diversity to Foster a Harmonious Global Society

This is a critical awareness tool for success of youth today and far into the future. Rather than looking at the differences in people as potential sources of conflict and disengagement, our goal is for our youth to recognize these differences as opportunities for positive and rewarding experiences.

### 4. Youth Build Sustained Relationships with Adults to Enable them to Become Better Citizens

We can all remember the significant contributions an adult had during our adolescent lives. Similarly, adult 4-H volunteers should make a tremendous positive impact on the lives of 4-H youth. The two-year commitment (minimum) required of 4-H PetPALS leaders provides an opportunity for a positive sustained relationship to develop.

### 5. Volunteers Build Skills and Abilities to More Effectively Work with Youth

Land-grant universities throughout the nation provide educational opportunities in subject areas, working effectively with youth, and leading positive youth development programs. Educational workshops, clinics, and conferences are taught by Extension professionals and other university faculty and staff to teach volunteers many skills and abilities needed to work effectively with youth.

# Step 1:

## Introduction to Human-Animal Interactions



### Objectives

To introduce young people to

- The human-animal bond.
- Human-animal interactions.
- Animal-assisted activities.
- Animal-assisted therapy.



To help young people

- Appreciate the human-animal bond.
- Identify the benefits of animal-assisted activities.
- Identify the benefits of animal-assisted therapy.



### Time Requirement

One 60-minute session

### Words to Know

*Human-animal bond* – The positive relationship and attachment between a person and an animal.

*Human-animal interaction* – The positive communication and relations between a person and an animal.

*Companion animals* – Domestic animals that accompany humans or that humans are friends with.

*Animal-assisted activities* – Casual “meet-

and-greet” activities that involve pets visiting people.

*Animal-assisted therapy* – A goal-directed intervention where a therapist involves animals in a person’s treatment process.

### Background Information

#### Human-Animal Bond and Human-Companion Animal Interactions

Demographics published by the American Veterinary Medical Association in 1997 showed that of the 98.9 million households in the United States, more than 58.9% (or 58.2 million) shared



their homes with companion animals. Of those households, 62% had one dog, and 48% had one cat.

A variety of other animal species, such as birds, rodents, and reptiles, are also considered companion animals in United States households. Families with children are more likely to own companion animals than are families without children. Almost 80% of the households with children also have pets.

Research has provided evidence that humans consider their companion animals to be members of the family. In this view, ‘family’ may be defined as including not only members of the immediate nuclear family but also relatives, friends, and pets.

Human-companion animal interaction is a relatively new field of research study. Initial reports

of the therapeutic benefits of this interaction were mainly verbal accounts. Now, growing numbers of observed studies are contributing to the development of a body of knowledge supporting the physical and emotional benefits for humans interacting with companion animals in a variety of settings.

Research also indicates that companion animals play important roles in childhood development. Benefits of pet ownership for children have been described in terms of facilitating psychosocial development, including studies showing greater self-esteem and empathy.

Companion animals may promote quality of life for children by

- Contributing to their sense of basic trust
- Facilitating play, exploration, and independence
- Assisting in learning and in acquisition of self-competence
- Helping with identity exploration and achievement through the animal's ability to provide a nonjudgmental audience

A number of studies have also found that pet ownership enhances the quality of life of older people. Pet attachment positively influences the health of the elderly. The strongest support for health benefits is provided by research associating pet ownership with lower levels of some cardiovascular risk factors, including blood pressure and triglyceride levels.


The human health benefits of interaction with companion animals are similar to accepted definitions of the effects of social support, which has been well established as a mechanism to help humans respond successfully to stressful events. Similarly, research has provided evidence of the positive effects of animal-assisted activities and animal-assisted therapy in healthcare settings with children and adults. Reduced anxiety levels and distress in stressful situations, reduced behavioral problems, and increased socialization and participation are among the many benefits reported. Contact with animals promotes dialogue among family members, children, people with mental and physical disabilities, and lonely people.

Companion animals offer one of the most accessible enhancements to a person's quality of life.

Pets can provide companionship, non-judgmental affection, and an unconditional support system. They act as a social lubricant, facilitate nurturing experiences, and provide opportunities for teaching and modeling responsibility to children. For adolescents, pets can serve as confidants, provide emotional support, relieve anxiety, and inspire humor and play. For the elderly, pets facilitate healthful activities, provide opportunities for socializing, and provide a buffer against stress. It is clear, therefore, that animals play a major positive role in human development and quality of life for all ages.

---

## Documented Medical Effects of Interactions with Animals

- Increased survival after heart attacks
- Decreased recurrence of coronary disease
- Lower blood pressure
- Decreased stress
- Fewer medical visits
- Decreased pre- and post-operative medical anxiety
- use in  Decreased drug hospital

---

## Pets as Family

### 1. Physical benefits of pets to their owners

- Facilitate exercise

### 2. Psychological benefits of pets to their owners

- Reduce feelings of loneliness
- Ease times of adversity or stressful transitions
- Increase feelings of comfort, happiness, security and self worth
- Contribute to general sense of well being

- Provide opportunities to nurture

### 3. Social benefits of pets to their owners

- Provide identity
- Offer extended social networks and social interaction
- Source of recreation
- The positive effects of social support are of the same magnitude as the negative effects of cigarettes on health

## Benefits of Pets in Child Development

### Social - Emotional

- Teach responsibility
- Promote positive self-esteem
- Serve as social lubricants
- Provide companionship
- Offer compassion
- Give non-judgmental affection
- Facilitate nurturing experiences

### Cognitive Development

- Facilitate language acquisition
- Enhance verbal skills

### Physical

- Facilitate play
- Facilitate exercise



## Benefits of Pets for Adolescents

- 



- Serve as confidants
- Offer emotional support
- Relieve anxiety
- Inspire humor and play

## Benefits of Pets for the Elderly



- Provide socializing effects
- Give a personal identity
- Reduce stress
- Facilitate healthful activities



---

## Animal-Assisted Activities and Animal-Assisted Therapy

As the field of human-companion animal interaction becomes more organized, documented and recognized, there has been a movement toward identifying common terminology. Animal-assisted activities (AAA) and animal-assisted therapy (AAT) are terms that human service providers and volunteers use when referring to the involvement of animals in human treatment programs. In the Delta Society's® Standards of Practice for Animal-Assisted Activities and Animal-Assisted Therapy, differentiation is made between Animal-Assisted Activities (AAA) and Animal-Assisted Therapy (AAT). Definitions from these Standards of Practice are as follows:

**Animal-Assisted Activities (AAA)** provide opportunities for motivational, educational and/or recreational benefits to enhance quality of life. AAA are delivered in a variety of environments by a specially trained professional, paraprofessional or volunteer in association with animals that meet specific criteria. AAA activities involve animals visiting people. The same activity can be repeated with different people, unlike therapy that is tailored to a particular person or medical condition.

**Animal-Assisted Therapy (AAT)** is a goal-directed intervention in which an animal meeting specific criteria is an integral part of the treatment process. AAT is delivered and/or directed by a health or human service provider working within the scope of his or her profession. AAT is designed to promote improvement in human physical, social, emotional and/or cognitive functioning (cognitive functioning refers to thinking and intellectual skills such as language acquisition). AAT is provided in a variety of settings and may be group or individual in nature. The process is documented and evaluated. AAT is provided by a health or human service professional who includes an animal as part of his or her practice. The professional has identified specific goals for each client, and progress is measured and recorded.

Other terms you may hear include animal-facilitated activities, animal-facilitated therapy, pet-facilitated activities, pet-facilitated therapy, and pet-assisted activities or pet-assisted therapy. Animal-assisted activities and animal-assisted therapy are the preferred terminology. Avoid the term *pet therapy*. This term is used to refer to animal behavior training programs, which provide a *therapy* to a pet. In AAA/AAT programs, the animal is the catalyst that enhances treatment provided by a well-trained person. In animal-assisted activities or animal-assisted therapy, the pet is the one *helping* with the therapy, not *receiving* therapy.

*Animal-assisted activities* are what 4-H PetPALS members and their pets will participate in. They may visit several people at one time in an Activity Room. They may visit individuals one at a time, and repeat the same activity with each individual. The main purpose of this program is for young people and their pets to interact primarily with adults and others with physical differences and disabilities.

On the other hand, animal-assisted therapy is provided by professional therapists, assisted by a trained animal partner. In animal-assisted therapy, specific treatment goals are planned for each visit. The therapy program is tailored to a particular person or medical condition. Health and/or human services professionals direct, measure, and document the progress the individual makes during each session. Some of the professional staff may include occupational therapists, physical therapists, speech therapists, or mental health professionals. Pets used in animal-assisted therapy bring additional benefits to residents. Therapists address specific treatment goals. Some physical goals may be to use pets to help improve a resident's strength and endurance, range of motion of joints, sensations, or balance and mobility. Also, cognitive and perceptual deficiencies may be addressed.

Pets provide many benefits when involved in animal-assisted activities. A major benefit is socialization. The pet helps "break the ice" as the 4-H member introduces him or her to a resident. The pet becomes the focus of attention helping everyone get acquainted. Residents focus on the animal and the 4-H member. While doing this, they tend to forget about their problems. Pets bring out compassion in those who may not be as compassionate toward human beings. Many times there is an instant friendship established between the resident and pet. This friendship and bond



carries over to the 4-H member who is visiting with his or her pet. Visiting with a 4-H PetPALS team may increase the resident's self-esteem and motivation. Petting a furry animal feels safe, warm, and non-threatening to many residents. Some will touch an animal, but are afraid of human contact. Seeing and petting an animal may bring out a nurturing or parenting instinct in those visited. Visiting with a pet is mentally stimulating to the resident. Communication increases when a resident meets the 4-H PetPALS team. Well-socialized pets accept others unconditionally, disregarding an individual's looks, mobility, and medical conditions. Pets are entertaining. Just their presence in a healthcare facility brings smiles to residents' faces.

## Journals and Scrapbooks

As 4-H members learn about animal-assisted activities, they are required to keep a journal as the main part of their project records. Journal pages are found in the 4-H PetPALS Member Resource. Upon completion of activities, members should document their thoughts in the journals. Youths will document each visit in their journals.

Members should keep their own scrapbooks of activities accomplished at club meetings and facility visits. The club is encouraged to keep a scrapbook that involves input from all of the members. This scrapbook can be taken to the healthcare facility for residents to enjoy. Journals and scrapbooks should be started during Step 1.

# Activities

**4-H** members must do Activity One or Activity Two, and both Activity Three and Activity Four.



## What Animal Are You?

The purpose of this activity is for members to become acquainted. If they already know each other, use this activity to help them learn more. The questions you ask should reflect how well the members know each other. Some examples include: What is your name? What 4-H project(s) are you taking? What animals do you own? What is your favorite animal? Why do you want to be a 4-H PetPAL? Conduct this activity at your first meeting prior to introducing Step 1.

### Materials Needed

- Magazines or catalogs containing pictures of animals
- 4" x 6" plain index cards (enough for one per 4-H member; any colors)
- Glue stick
- Scissors
- Large sheet of paper
- Marker

### Preparing for the Activity

1. Before the meeting, cut out pictures of several species of animals.
2. Using a glue stick, attach one animal picture to a single 4 x 6 index card.
3. Make 2 animal cards depicting each species of animal.
4. Make one extra card of one or two species of animals in case there is an odd number of youths. (See "Conducting the Activity," #2)



Suggested animals include: (2 cards each)

Dog, Cat, Rabbit, Horse, Cow, Sheep, Goat, Bird, Moose, Fish, Frog, Guinea Pig

(Any animals are acceptable provided they make identifiable noises and/or movements.)

5. On a large sheet of paper, write 3 or 4 questions you want your members to ask each other. Questions should reflect how well they are already acquainted.

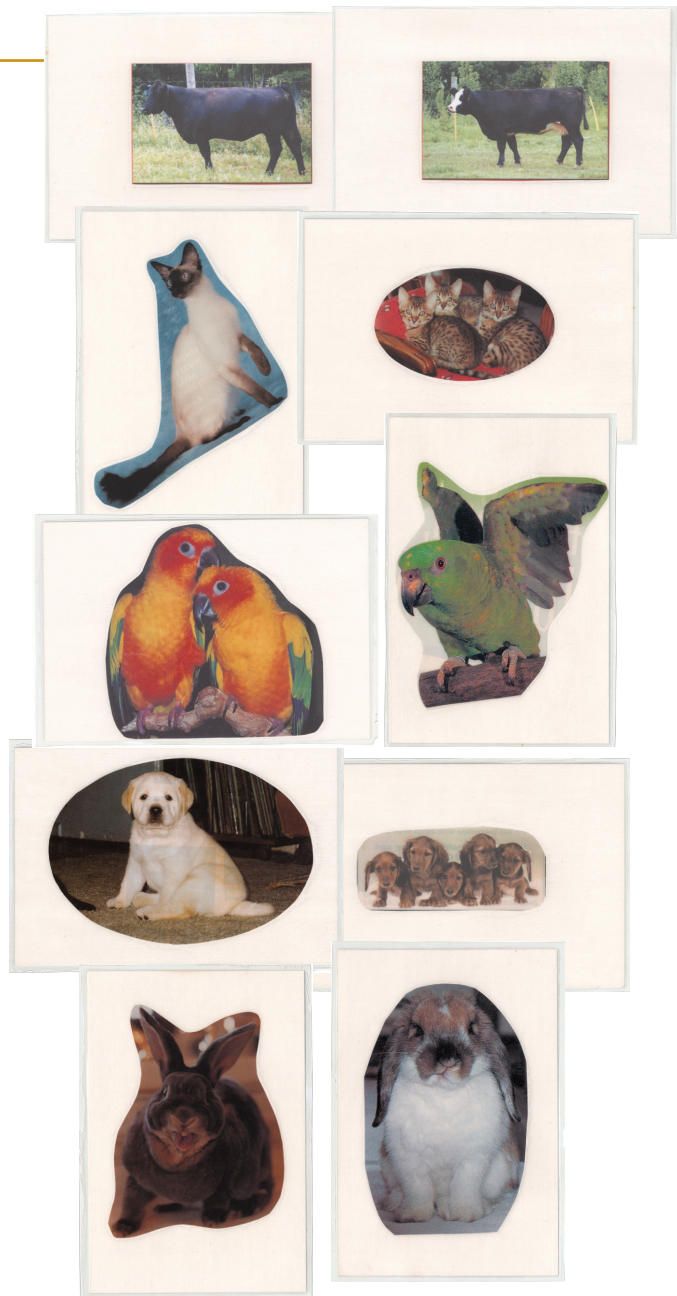
You could have teen leaders make the animal cards prior to the first meeting; however, you would distribute the cards.

### Conducting the Activity

1. Post the questions where all of the 4-H'ers can see them.
2. As 4-H members arrive, give each member an animal card. There must be two of each kind of animal. If there is an odd number of youth, hand out three cards depicting the same animal.
3. Instruct the 4-H members to look at their own card but not to let anyone else see it.
4. Once assembled, tell the members to move around the room and find the other person with the same animal as theirs. They cannot speak, but can act like that animal and make animal noises to help find each other.
5. Once those having the same animal cards have found each other, allow time for them to exchange information, answering the questions you have asked. Have each member introduce his or her "animal partner" to the group, telling the information learned about the partner.

### Variation to Activity One:

Hand out one animal card to each member. Instruct them to form a circle. Blindfold them or ask them to close their eyes. Have the 4-H'ers make their animal noises and mill around listening for their animal partner. When they find each other, tell them to link arms. When everyone is paired up, have them remove their blindfolds or open their eyes. Have them sit together to exchange information. (See "Conducting the Activity," Step 5.)



## Manimals

This is a fun way to help your group remember each other's names, and is especially effective if the project has brought youth from different clubs

together. You can do this activity along with “What Animal Are You?”

### Materials Needed

- One small stuffed companion-type animal

### Preparing for the Activity

1. Bring one small stuffed animal to the meeting.

### Conducting the Activity

1. Have all members form a circle.
2. Designate a group leader.
3. Instruct each youth to think of an animal that begins with the first letter of his or her first name.
4. The leader introduces herself as, “I am Shelly the Seal,” for example.
5. The person to the left of the leader introduces himself and then the leader in the same manner. For example, “I am Paul the Puffin and she is Shelly the Seal.” The next person would introduce himself and the other two before him. For example, the third person would say, “I am Bill the Bull, and he is Paul the Puffin and she is Shelly the Seal.”
6. Continue this way until everyone introduces themselves and their chosen animal, and all of the people before them.
7. Having completed one round of Manimals, the group leader tosses the stuffed animal to someone across the circle while saying his or her name and animal association. That person will then toss the stuffed animal to somebody else while saying his or her name and animal association.

8. Continue until everyone has caught the stuffed animal and returned it to the group leader. A participant should catch the stuffed animal only once during this round.



## Family Portrait Collage

The purpose of this activity is for the 4-H member to realize everyone who makes up his or her family, including their pets. This activity will be the start of a scrapbook or journal that each youth will create throughout the duration of this project. They can add any articles they find about AAA, and write stories, draw pictures, or cut out pictures or articles



about animal encounters and interactions with older adults. Youth could also write, draw pictures or cut out pictures or articles from TV programming and websites related to animals and interactions with the senior adults.

### Materials Needed

- 8 ½" x 11" unlined paper (enough for one per 4-H member)
- A variety of assorted colors of colored pencils, crayons or markers
- Magazines with pictures of people and animals.
- 3 or 4 gluesticks
- 3 or 4 pairs of scissors

### Preparing for the Activity

1. The only preparation is collecting the materials needed.

### Conducting the Activity

1. Give one unlined 8 ½" x 11" piece of paper to each youth.
2. Give each youth 2 - 3 markers or colored pencils.
3. Have each 4-H'er draw an illustration of his or her family. Explain that this is not an art contest and that stick figures are okay. Do not give further instructions as to whom to include in the drawing.
4. Once everyone has completed his or her drawings, ask each youth to stand up, show the group the drawing, and identify each family member illustrated. See how many pictures included pets as a part of the family.
5. Lead a discussion about pets as a part of the family. Some discussion questions may include:
  - 1) Why did you or didn't you include pets in your drawing?
  - 2) Were all of your pets included as part of the family? If not, why were some excluded?
  - 3) What makes a pet a part of the family?

- 4) Do all of your family members believe the pet or pets you illustrated are a part of your family?

### Variation to Activity Three

- Instead of having 4-H members draw illustrations of their families, have them find pictures that represent their family members. Instruct them to cut out the pictures and glue them on the paper provided. Then resume with number 4 in Conducting the Activity, above.



## It's More Than a Word

This activity is designed to help 4-H members learn the many benefits of pet-human interaction and animal-assisted activities.

### Materials Needed

- Two 4" x 6" index cards per member
- Any colors of markers
- One pencil per member

### Preparing for the Activity

1. Before the meeting, print the following words on index cards, with one word or phrase per card.

Entertainment  
Acceptance  
Relationship  
Memories  
Compassion

Feelings of Worth  
 Touch  
 Nurturing  
 Empowering  
 Play  
 Emotional Support  
 Confidant  
 Relieve Anxiety  
 Stress Reduction  
 Comfort  
 Happiness  
 Security  
 Responsibility  
 Companionship  
 Identity  
 Love

### Conducting the Activity

1. Have 4-H'ers pair into their teams of two animal partners (from Activity One).
2. Give one blank index card and pencil or marker to each team.
3. Give one "word card" to each team.
4. Ask each team to create one sentence using the word and print it on the blank card.
5. Have each team present their sentence to the group.
6. Discuss, as a group, what the sentences mean to everyone as well as how the words or phrases are benefits of animal-assisted activities.

### Appraising the Step

4-H members will

- Define the vocabulary words.
- Describe 10 benefits of human-animal interactions.

- Differentiate between animal-assisted activities and animal-assisted therapy.
- Determine how their pets fit into their families and environments.
- Reflect on the bond they have with their pets.
- Include their pets as a part of their family.
- View companion animals as beneficial to humans.
- View companion animals as beneficial to society.

### Climbing Higher

1. Have youth search the Internet or library for information about animal-assisted activities and animal-assisted therapy. Ask each of them to bring information from two websites, or two books or magazine articles to the next meeting.

### The Next Step

1. Remind 4-H'ers to bring their 4-H PetPALS Member Resource to the next meeting.
2. You must have one clicker for every two members to conduct Activity One. Clickers may be purchased from a pet supply catalog, local store, or on the Internet.
3. For Activity Two, *Be Safe Around Dogs*, make copies of the *Be Safe Around Dogs Quiz* found at the end of this Step for your members or have them use the quiz found in their Member Resource.
3. If doing Activity Three, have members bring in magazines with pictures of dogs, cats, rabbits, and guinea pigs that can be cut out.



---

# 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.

# Be Safe Around Dogs Answer Sheet

Answer the following statements by circling either True or False.

1. Spay or neuter your dog.

**True.** *Dogs who have been spayed or neutered are three times less likely to bite than dogs who have not been spayed or neutered.*

2. Always walk your dog on a leash.

**True.** *This allows you to monitor your dog's behavior and remove him from a potentially serious situation.*

3. Children should be taught how to behave around dogs.

**True.** *Teaching children how to act around a dog will prevent the dog from feeling threatened or from being teased, for example.*

4. It is okay to play tug-of-war and attack games with your dog.

**False.** *Playing roughly with dogs may teach them to be aggressive, scratch, bite, or jump. They may not always understand the difference between play and real-life situations.*

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.** *Exposure to children playing, other people and activities will accustom your dog to the unexpected.*

6. Never tie a dog in a yard which is not fenced in and where children could approach the dog.

**True.** *A dog will protect his territory. Children may tease a dog without even knowing it, for example, by running in front of him. The dog may feel threatened and attack.*

7. Teach children not to scream, run, and play rough with each other around a dog.

**True.** *Screaming, hitting, and rough play could excite a dog causing the dog to show his dominance. This could lead to aggressive behavior. Running could trigger a chase response in the dog.*

8. Never approach a dog you don't know, or a dog who is alone without his owner.

**True.** *If you do not know the dog's personality, you do not know how he is going to react to you, so stay away.*

9. Never approach a dog who is confined inside a car, behind a fence, or tethered to a chain.

**True.** *Dogs are protective of their territory and their property.*

10. Always ask permission before petting someone's dog.

**True.** *This is common courtesy. The owner will tell you if it is okay to pet the dog.*



- 
11. When first approaching a dog, allow him to sniff your open hand.  
**False.** *Always offer the back of your closed fist for the dog to sniff. This protects your fingers in case the dog tries to nip.*
12. It is okay to pat the dog on the back of his head after letting him sniff the back of your hand.  
**False.** *Pet the dog under her chin or on her chest first. She may interpret a pet on the head as a dominant motion.*
13. Never disturb a dog who is sleeping, eating, has puppies, or is guarding something.  
**True.** *Dogs naturally protect their food, owners, and property.*
14. It is okay to approach a loose dog, especially if she seems friendly.  
**False.** *NEVER approach a loose dog, no matter how friendly she seems.*
15. Always let your own dog see you and sniff you before you pet him; never surprise him.  
**True.** *Even your own dog might be frightened if startled.*
16. If approached by a dog, scream and run away.  
**False.** *NEVER scream or run. That can excite the dog. Their prey instinct tells them to chase and catch something that is running away.*
17. If approached by a dog, make like a tree.  
**True.** *If a dog is running after you or approaches you, **STOP. DO NOT RUN.** Make like a tree, standing straight with feet together. Put your fists under your neck, and your elbows into your chest or put your hands in your pockets. Do not make eye contact with the dog. Looking or staring into the dog's eyes will only make him exert his dominance. You are threatening him with that stare. Avert your eyes and lower your head, looking slightly away.*
18. If knocked down by a dog, act "like a log."  
**True.** *If a dog knocks you to the ground, put your legs together, curl into a ball, put your face down, put your fists covering the back of your neck and your arms over your ears. Keep quiet and lie still until the dog goes away. Lying in this position protects your vital areas and can save your life.*
19. Block an attack with a backpack or jacket.  
**True.** *If attacked by a dog, "feed" the dog your jacket, purse, backpack, jacket, bicycle, or anything else that can keep the dog's teeth away from you.*
20. A barking dog won't bite.  
**False.** *Barking or growling can both signal a possible attack. That is why it is very important to watch a dog's body language for signs of aggression.*



# Step 2:

## Understand Animal Behavior



### Objectives

To help young people

- Learn how animals communicate.
- Develop an understanding of their animals' behavior.
- Develop an understanding of animal behavior for each species studied.
- Identify their animals' behavior in various situations.
- Learn how stress affects animals.
- Identify the signs of stress in animals studied, including their own.
- Learn how to reduce stress in their pets.
- Recognize calming signals in animals studied, including their own.
- Determine if their animals are appropriate for AAA.

encourage an approach. *These are referred to as calming signals in animals.*

*Hackles* – The raised hairs at the back of an animal's neck or along its back.

*Homeostasis* – A tendency to maintain a state of internal equilibrium within a particular environment.

*Inguinal* – Of, pertaining to, or situated in the groin.

*Intact* – Animals said to be intact have their reproductive organs; they are not spayed or neutered.

*Nictitating Membrane* – A thin membrane, or inner or third eyelid, present in many animals, capable of being drawn across the eyeball, as for protection.

*Reward Marker* – A signal, such as a word (yes!) or sound (like a click) that tells an animal her behavior has just earned a reward.

*Positive reinforcement* – Rewarding behaviors you want your animal to repeat.

*No-reward Marker* – A signal, such as words like “aah” or “oops,” that tells an animal its behavior was unacceptable and did not earn a reward. (Use no-reward markers sparingly).

*Sclera* – The tough, white, fibrous outer envelope of tissue covering the entire eyeball except the cornea.

*Shaping a behavior* – Training a behavior by breaking it down into small steps, marking and rewarding each small step toward a desired behavior until the final behavior is achieved.

*Socialization* – Interaction with people, animals, and surroundings, and being able to adapt to their challenges.

*Stress* – The body's reaction to changes in the environment.

*Temperament* – The manner of thinking, behaving or reacting characteristic of a person or animal.

### Time Requirement

Two sessions:

1<sup>st</sup> session – 60 minutes

2<sup>nd</sup> session – 45 minutes

The 60-minute session should be devoted to dogs. The 45-minute session should be devoted to other species.

### Vocabulary

*Behavior* – The actions or reactions of people, animals, or things under specified circumstances.

*Displacement behaviors* – Stress-reducing behaviors humans or animals use to decrease a threat or to

---

## Background Information

Not all pets are suitable for animal-assisted activities. Visiting pets must possess predictable qualities that inspire confidence in the people they visit. Many animals make great family pets, but do not learn all of the skills necessary for animal-assisted activities. Early handling and socialization can influence the learning ability and trainability of pets. Proper socialization is a necessary beginning step for pets to become 4-H PetPALS.

During 4-H PetPALS visits, 4-Hers must have control of their pets at all times. It is extremely important for members to be able to predict their animal's behavior. Knowing how their pets communicate will help prepare them to notice and react to certain behaviors they might display.

---

## How Animals Communicate

Animals communicate through vocalizations, facial expressions, scents, direct contact, and body language or postures. These forms of communication help us identify the possible behavior or reaction that an animal might have to a particular situation. Not all species of animals communicate in the same manner. It is important to know the communication capabilities of each species.

Certain body postures, as well as vocalizations and facial expressions, are associated with specific kinds of behaviors. It is essential to know the animal's natural or basic body posture. This relaxed or stress-free posture indicates the animal is comfortable. Any deviation from the norm signifies a behavior change. Signs for behaviors range from very few to several, depending on the animal and the circumstance. Generally speaking, dominant, aggressive animals try to appear taller and larger, standing forward and higher on their feet, as well as bristling their hair. Animals that are afraid or submissive try to appear smaller by crouching low to the ground, with tails tucked. Typically, when animals make low-pitched sounds they are saying, "Go away." High-pitched sounds mean, "Come here." Individual animals, as well as breeds within a species, may display variations in the way they communicate their behavior. Some signs may be very subtle and go undetected to anyone not familiar with the animal. Animals also have the ability to notice subtle movements by other animals and humans. They associate these movements with consequences. To get the most complete and accurate picture of what the animal is communicating, look at the entire picture. This includes the animal, all of its signals, and the surrounding environment. To help 4-H members understand their pet's behavior, they need to become familiar with the different breed types within their animal species.

---

# Dog Behavior

**D**og behaviors are more influenced by breed types than are rabbit and cat behaviors. Large breeds of dogs mature slower than small breeds. The American Kennel Club (AKC) categorizes dogs into seven groups by breed type. Group I is the Sporting Dogs, including pointers, retrievers, setters and spaniels. Pointers find and silently point game; retrievers retrieve downed game, setters find, point, and flush game, and spaniels find and flush game. Group II is the Hounds. Scenthounds use their nose to follow trails, while sighthounds are very alert to movement, and show their speed and stamina as they chase prey. The Working Dogs, Group III, were bred to perform such jobs as guarding property,

pulling sleds, and performing rescues. Group IV, the Terriers, are feisty, energetic dogs typically having little tolerance for other animals. Group V, the Toys, are small in stature and popular with people without much living space. They were bred specifically to be companion animals. Group VI, Non-Sporting Dogs, are a diverse group ranging from the Chow Chow to the French Bulldog. There are a lot of differences in personalities and appearances in this group. Group VII is the Herding Dogs. These dogs were bred to herd cattle and sheep, and instinctively try to control moving objects.

## The Language of Dogs

Dogs are social animals. If allowed to run loose, they will live and travel in groups called packs. This pack is the dog's family. The dog who most often initiates pack activity is the pack leader or alpha dog. Our dogs should be viewed as members of our human pack or family. It is our responsibility to provide dogs with a stable and orderly environment.

We serve in a leadership role by communicating with our dogs in a reliable and trustworthy manner. Dogs should never be threatened or physically punished. Instead, use positive reinforcement to reward correct responses. Learn to distract or ignore dogs when they display inappropriate behavior and to use proper handling techniques when inappropriate behavior becomes a safety issue with people and/or other animals. (Refer to the Appendix for resources on positive

reinforcement and non-aversive training methods.)

Socialization involves the dog's ability to positively interact with people, animals, and surroundings. Puppies develop their primary social attachments between about six and ten weeks of age. It is important that puppies bond with humans during this time. During the first twelve to sixteen weeks of life, socialization, or lack of it, has the most impact on shaping a dog's temperament and behavior.

Socialization involves physical, emotional, and mental stimulation. Dogs who are poorly socialized do not get along well with other animals or strange humans. They may develop behavioral problems such as self-mutilation, scratching, chewing, biting, destroying things, obsessive barking or tail chasing, and health problems. They may show aggression, avoidance, or fear behaviors.

For dogs to be partners in animal-assisted activities, they must be well socialized and able to adapt to challenges in changing environments. Ask your 4-H'ers how they have socialized their dogs (and other pets). Discuss ways to continue the socialization process by exposing their animals to new and exciting situations.

Dogs have a complex system for communicating. They communicate through vocalizations, smells and scents, body language, and direct contact. Below are some examples of different behaviors dogs display when they communicate with people, other dogs, and other animals. A dog does not express all of these

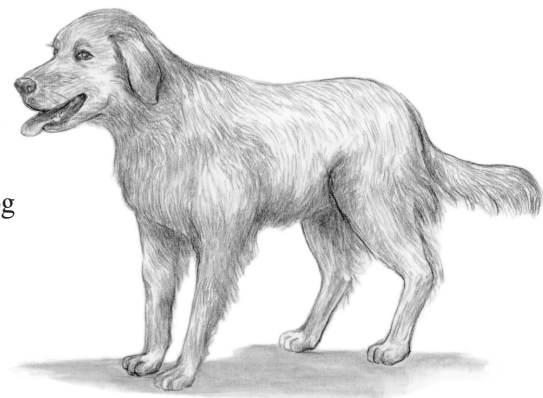


behaviors in each situation. Remember to observe the complete picture within the dog's environment when interpreting these behaviors. Variations between individual dogs, as well as between breeds, must be considered when interpreting behaviors.

### Relaxed Posture

A relaxed dog displays a natural body posture. This dog is not worried or threatened by what is going on in his immediate surroundings. He is content and reasonably happy. Knowing what a dog looks and acts like when he displays this posture serves as a foundation for determining his other behaviors.

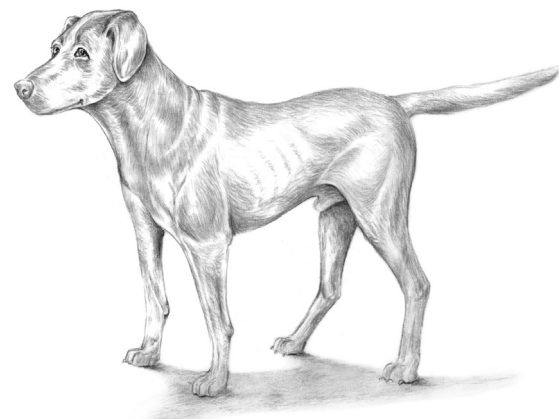
- Eyes relaxed and slowly blinking
- Ears pricked (up) but not forward, or relaxed slightly down and back
- Mouth loose, corners relaxed, mouth may be slightly open
- Tongue may be slightly visible or hanging over lower teeth
- Soft muscle tone
- Weight evenly distributed on all four feet
- Tail down and even, may show relaxed sweeping back and forth



### Alert Posture

An alert dog is aroused by something interesting in his environment. He is standing at attention, ready to react depending on what happens next.

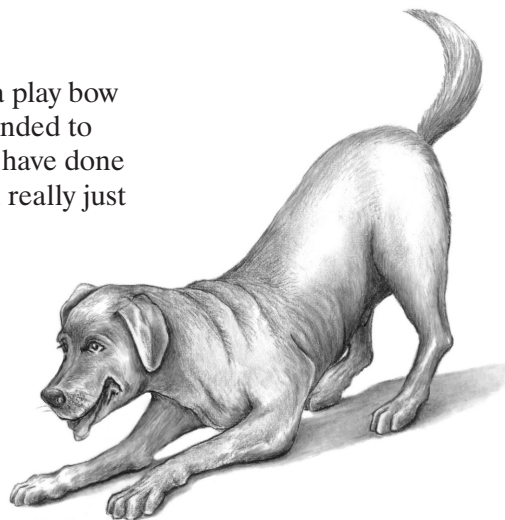
- Eyes open wide, alert eye contact (however, this may signal aggression from a strange dog)
- Ears pricked and forward, may move back and forth
- Mouth closed
- Tail pointing away from dog, almost horizontal, not stiff or bristled
- Leans body slightly forward
- Stands tall on toes



### Playful or Play Bow Posture

The play bow invites others to play. Dogs may also use a play bow to communicate that any prior rough behavior was not intended to be threatening. Dogs may also assume this posture if they have done something wrong, to let you know they meant no harm and really just wanted to play.

- Ears pricked, may move back and forth
- Lips pulled back, mouth open, tongue visible
- Slight grin
- Front end lowered
- Forepaws bent and extended
- Hind end up



Tail up, may give sweeping wags

May stutter bark or give high-pitched short barks

### Submissive-Fearful or Active Submission Posture

A dog displaying active submission behaviors is offering signs of submission to a superior dog or person to avoid any additional threats or confrontations. This dog is a bit fearful and hopes the superior individual will either retreat or show signs of friendliness.

Ears back

Indirect and brief eye contact, may blink

Corners of mouth drawn back and up (submissive grin)

Mouth slightly open

Licks at mouth or face of dominant dog or in air

May nudge dominant's dog's muzzle with own nose

May make nudging movement without touching dominant dog

Skin on forehead and nose unwrinkled and smooth

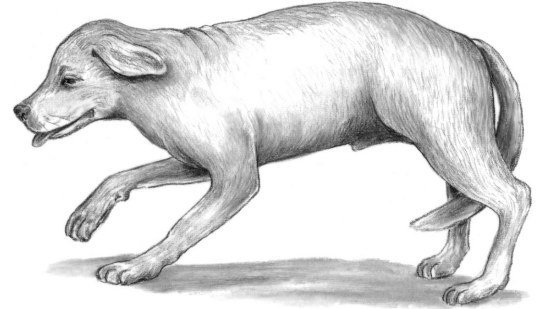
Raises one forepaw

Body lowered, hind end low

Tail down, slight tail wag, small swings

May whimper

May leave sweaty paw prints



### Completely Submissive-Very Fearful or Passive Submission Posture

A completely submissive dog is very afraid of a confrontation. He is signaling to the dominant individual absolute surrender assuring that he is of no threat. Some dogs may show complete submission, exposing their inguinal (groin) region, as a friendly gesture deferring to their owners or their animal friends.

Ears flattened back

Eyes narrowed and averted eye contact

Skin on forehead and nose smooth

Mouth closed, corners drawn back and up (submissive grin)

Rolls onto back exposing underbelly

Uppermost hind leg raised to expose inguinal (groin) area – 1 do this in sitting or laying position

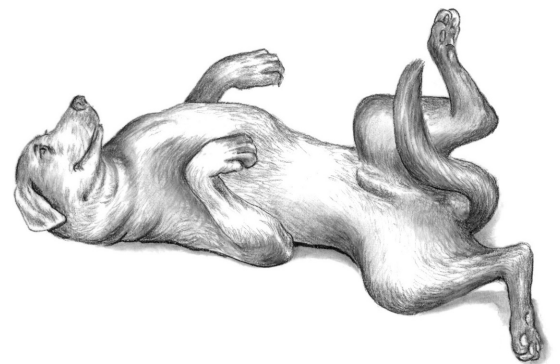
Exposes throat

Tail tucked between legs, may slightly wag

May urinate or defecate

May whimper

Remains completely still if touched

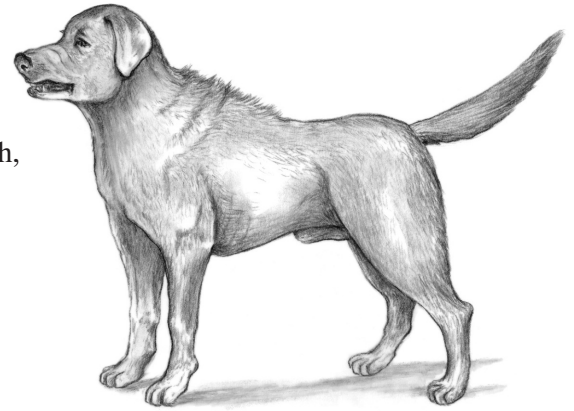


---

## Aggressive-Dominant or Offensive Threat Posture

This is a very threatening posture communicating confidence and dominance if confronted. Dogs in this posture are preparing to attack and, if pressed, will bite and will fight.

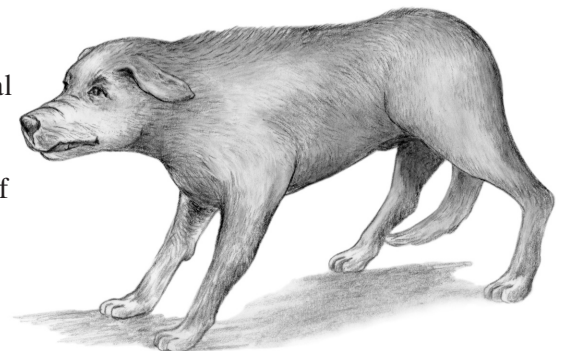
- Ears forward, lifted as high as possible
- Direct eye contact, fixed stare
- Corners of mouth and lips pushed forward (snarl)
- May curl upper lip, exposing some teeth, mouth mostly closed
- May curl upper lip, baring teeth to reveal incisors and canine teeth, mouth partly open
- May curl upper lip exposing teeth and gums
- Nose slightly or very wrinkled
- Stands as tall as possible, leaning stiffly forward on toes, putting weight forward on frame
- Neck arched
- Hackles on neck and back raised
- May push with shoulder or hip
- Tail up high, stiff
- Hair bristled down tail or at tip
- May have sharp bend in tail or near tip of tail
- May wag tail with short and fast wags
- May stalk (stiff-legged walk)
- May warn with bark or low-pitched growl
- May snap or bite



## Aggressive-Fearful Dog or Defensive Threat Posture

Be very concerned about dogs in defensive threat posture. These dogs are showing signs of fear or submission and aggression. Dogs displaying this behavior are afraid and may attack if pushed. This is the posture assumed by fear-biters, dogs who bite out of fear. People often read them wrong, thinking they are harmless because most of their facial expressions show signs of submission. They do not look beyond the facial expression to the rest of the dog's posture to see what he is really communicating. Defensive threat is the most dangerous body posture of dogs.

- Ears flattened back against head
- Direct eye contact, fixed stare
- Eyes large and round, dilated pupils
- Corners of mouth drawn back, lips slightly curled (similar to submissive grin)
- May slightly expose teeth
- Nose wrinkled



Weight shifts to hind feet  
 Body lowered, crouching position  
 Hackles on neck and back raised  
 Tail tucked, may slightly wag  
 Growls, raises and lowers pitch

## Dogs as 4-H PetPALS

Dogs will be the most common animals accompanying 4-H members on animal-assisted activities. More information is provided about dogs than other species in this Leader's Guide. It does not matter what breed of dog a member has, nor do dogs have to be purebred. Provided the dog is healthy and is suitable for visiting, he or she can be a part of the 4-H PetPALS team.

Some residents may be more accepting of certain sizes or breeds of dogs. For example, if a certain breed of dog or a mix resembling a breed previously bit the person being visited, he or she may not want

a visit from that breed of dog. Large dogs may intimidate or scare some residents. Smaller dogs may be more suitable in certain settings, where they can sit on a person's lap or lie next to him or her on the bed. A larger dog, who can stand or sit beside a resident's bed or wheelchair for petting, might be better in other circumstances. Usually 4-H members have a variety of breeds and sizes of dogs, making the visits great for everyone.

Dogs can be very entertaining to residents. They can perform tricks for an individual or really show off in an activity room with an attentive audience. Provided there is enough room, 4-H PetPALS teams can perform agility, flyball, and Frisbee feats, for example.



---

# Cat Behavior

---

**L**ike dogs, cat behavior is somewhat dependent on their breed. According to the results of a survey of veterinarians conducted by Dr. Bruce Fogle, the oriental or foreign shorthaired cats, such as the Siamese and Abyssinians, demand a lot more attention than do either domestic shorthaired or domestic longhaired breeds. Oriental shorthairs are more active than the domestic longhairs. Domestic shorthairs are friendlier to other cats, while the oriental shorthairs are the least friendly. Oriental shorthairs are more playful than domestic longhaired cats.

---

## The Language of Cats

Cats have a different social structure than dogs. They are solitary hunters that stalk their prey, pounce on it, trap it with extended front claws, and kill it with powerful jaws and razor-sharp teeth. Domesticated cats do not eat all or as much of their prey as do feral cats. This may be because they have food waiting for them at home.

There is a great deal of individuality in cats. Cats seem to choose human companionship on their own terms. They are ritualistic and like a predictable environment.

Cats' senses play an important role in how they communicate. They have super-sensitive hearing, more in tune to high-pitched sounds. By independently rotating each ear 180 degrees, cats (and dogs) can distinguish sounds that cannot be heard by humans.

Cat's eyes are designed to collect the maximum amount of light. This allows them to see in light six times dimmer than that in which humans can see. Cats are particularly responsive to movement. They have excellent binocular vision that enables them to find the exact position of their prey and pounce accurately.

The cat's sense of smell is about five times more developed than that of humans, however not as keenly developed as the dog's. Cats (and dogs) have two receptors to detect smells. The most obvious is their nose. The second receptor, located in the nasal septum, with nerve endings on the roof of the mouth, is called the Jacobson's Organ. This receptor allows the cat to smell odors associated with food and sex. It is also responsible for a behavior in

cats called flehmen. When a cat smells something particularly attractive,





she will raise her head, curl back her top lip, and open her mouth in a sneering expression. Her mouth may even quiver.

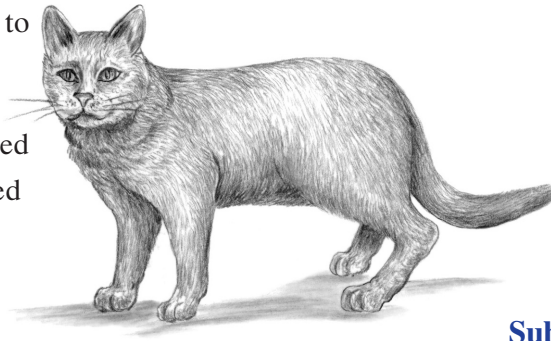
Cats claim their territory in three main ways. They have facial scent glands below their ears, around their eyes, and on their lips and chin. These glands are just underneath their skin and release chemical scents wherever the cat rubs. This form of marking tells other cats that this object or person is theirs. Scratching is a second form of marking or claiming ownership by sending a visual message. The interdigital glands between the toes and the sweat glands on the pads have scent molecules that are released when the cat scratches an object, thus claiming ownership. The most obtrusive territorial marking is that of spraying urine. Usually done by

an intact tom, spraying is accomplished by backing up to an object and releasing a jet of urine on that object. Cats mark their territory to claim their home, as well as to leave their scent for others.

Below are some examples of different behaviors cats display when they communicate with people, other cats and animals. A cat does not express all of these behaviors in each situation. Remember to create a complete picture within the cat's environment when interpreting these behaviors. Variations within individual cats, as well as breeds, must be considered when interpreting behaviors. Aggressive and fearful cats can remain irritable for as long as two hours after being provoked. A frightened cat is just as liable to attack as an aggressive one.

### Relaxed Posture (walking)

- Whiskers held straight out to the sides
- May purr
- Eyes open, pupils not dilated
- Ears straight up and relaxed
- Tail high and quivering
- Body has soft muscle tone
- Pushes object with head



- Whiskers forward
- Alert facial expression
- Extends and swats with front paws
- Claws may be exposed
- Lies on back
- Hind legs extended
- Tail twitches or wags

### Relaxed Posture (lying down)

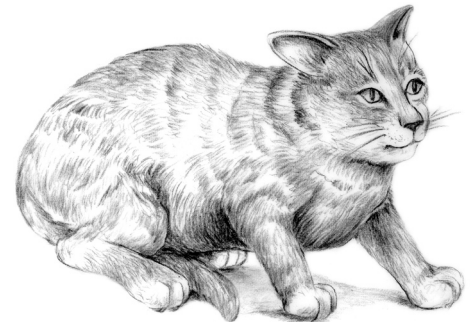
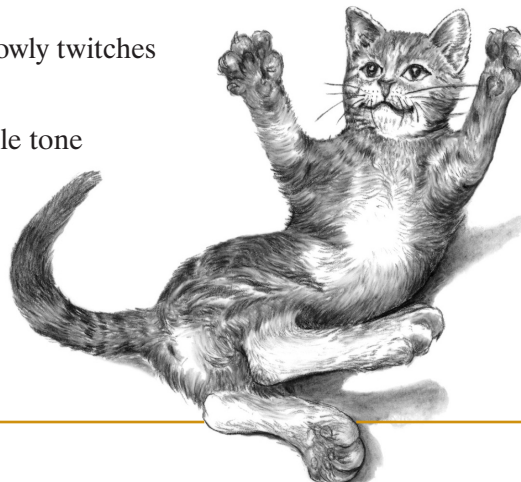
- Whiskers held straight out to the sides
- Purring sound (Note: purring may also signal pain)
- Eyes closed, or long, slow blinks
- Ears up and slightly forward
- Mouth closed, lips curled up slightly
- Tail at rest or tip slowly twitches
- Lies down
- Body has soft muscle tone

### Submissive Posture

- Avoids eye contact
- Ears back
- Crouched passively
- Belly low to ground
- Tail tucked between legs
- May lie on back with belly up

### Playful Posture

- Makes eye contact
- Ears up or forward



---

## Fearful Posture

Whiskers flattened back against face  
Eyes wide open, pupils completely dilated  
Ears flattened back against head  
Head pulled back  
Often hisses or spits  
Back arched  
Tail vertical  
Hair stands on end on body and tail (Halloween-cat appearance)

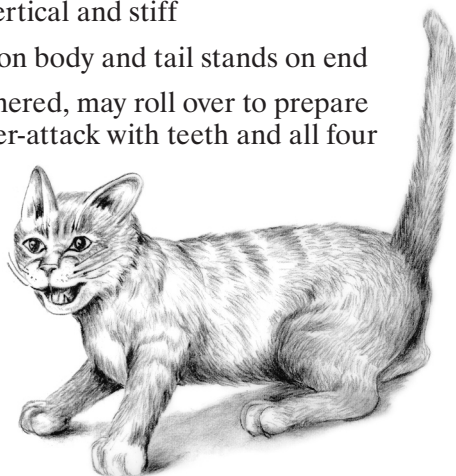


May growl or hiss  
Faces enemy head on  
Hair on back may stand up  
Tail straight out away from body with tip turned down  
Tail may be vertical with rear end raised  
Will twitch or lash tail back and forth



## Defensive Threat Posture

Very similar to fearful cat posture  
Whiskers flattened back against face  
Eyes wide open, pupils dilated  
Ears flat back  
Often growls or hisses  
Faces enemy sideways  
Crouched down so body is parallel to floor  
Tail vertical and stiff  
Hair on body and tail stands on end  
If cornered, may roll over to prepare counter-attack with teeth and all four feet



## Offensive Threat or Aggressive Posture

Whiskers spread out and thrust forward  
Eyes narrow and pupils constricted  
May stare at potential victim  
Ears up and turned straight back  
Head forward  
Mouth may open, baring teeth

---

## Cats as 4-H PetPALS

Cats as 4-H PetPALS can be amusing and enjoyable to residents. The right cat can be playful one minute and curled up ready for petting the next. Cats that have not been handled and thoroughly socialized as kittens may not have the skills or manners needed for animal-assisted activities. Start potential 4-H PetPALS cats out by involving them in a lot of socializing and handling activities. This process should begin with kittens that are two weeks old. The primary socialization period in kittens begins at two weeks of age and ends at about seven weeks. Therefore, it is very important that kittens are exposed to human handling (at least 45 minutes a day) beginning at two weeks of age. Continue handling the kitten after the seven-week period to increase her potential of being a 4-H PetPAL. As the kitten becomes older, have other people handle her, expose her to safe dogs, other safe animals, and a variety of environments. Early weaning of kittens, prior to seven weeks of age, can cause future behavioral problems. As kittens mature into cats, properly socialized ones have a much better chance of becoming 4-H PetPALS.

Because cats tend to be less social and more aloof than dogs, many residents prefer dogs to cats. However, it is because of this carefree attitude that others enjoy visits from cats. Some people are

highly allergic to cats. Therefore, be sure to find out prior to entering an individual room or activity area if anyone is allergic. This is also true for dogs and other visiting pets.

At home, a cat may be friendly, relaxed and enjoy the attention and petting of his family; he may even like to sleep with the family dog. However, taking this same cat out of his safe environment may cause him to become frightened or aggressive. Spend a considerable amount of time exposing a potential visiting cat to environments and situations outside of his home. Cats cannot be 4-H PetPALS if they scratch, bite, or their behavior is unpredictable. Cats must also be housebroken.

Members must teach their cats what *No* means, or use a no-reward marker such as *Aah*. If a cat starts

to extend his claws, tell him *no* or *aah* to redirect the behavior. Then, in a smooth, happy voice, tell him, *Good*. Use positive reinforcement training as is used for dogs. Be careful when petting a cat's belly. What begins as a friendly petting exercise often turns into play-fighting. Some cats will tolerate their bellies being petted for a few strokes, and then begin biting, clawing and kicking the hand that is petting them. Other cats enjoy having their bellies rubbed for a long period of time. Predicting your cat's behavior can prevent accidents.

Cats can be taught many skills needed for visiting, especially if they learn as kittens. It is hard to teach an older cat.

## Rabbit Behavior

Generally speaking, smaller or dwarf breeds of rabbits tend to be more nervous than larger breeds. They are also more fragile. Rabbits raised for fur tend to be more docile than rabbits raised

for meat. Giant breeds of rabbits, as well as wool breeds, are known for their calm dispositions. However, any individual rabbit within any breed may be calm, inquisitive, and enjoy petting.



## The Language of Rabbits

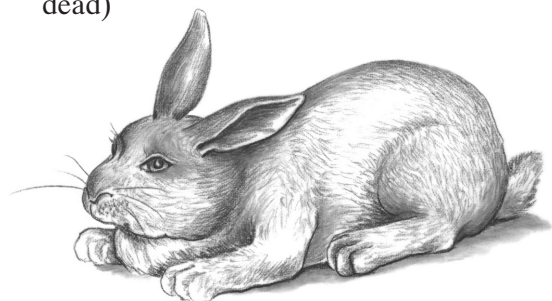
Rabbits are distinctly different from dogs and cats. While dogs and cats are predators, rabbits are prey for many species. Being prey animals, their protective instincts help keep them safe from the air and ground attacks of predators. Much of a domestic rabbit's behavior relates back to the behavioral characteristics of wild rabbits. Although domestic rabbits have a calmer temperament and are more relaxed in captivity than wild rabbits, they are still prey animals and are easily startled and frightened.

Rabbits are assertively territorial. They scent-mark their environment with urine or feces. Rabbits also mark their territory by chinning. Equipped with scent glands under their chins, they rub their chins on objects, people, and other rabbits. Spraying urine is predominantly a male sexual behavior and not a mark of territorialism.

Below are some examples of different behaviors rabbits display when they communicate with people, other rabbits, and other animals. A rabbit does not express all of these behaviors in each situation. Remember to observe the complete picture within the rabbit's environment when interpreting these behaviors. Variations between individual rabbits, as well as between breeds, must be considered when interpreting behaviors.

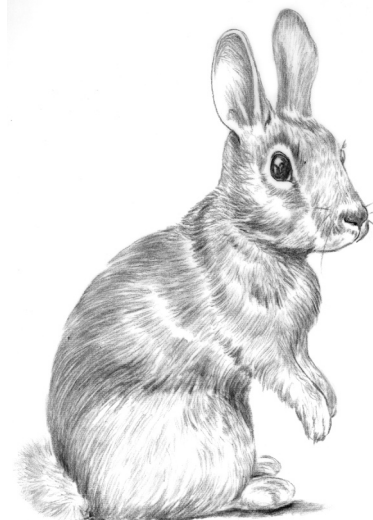
### Relaxed Posture

- Silent
- Purring or soft clicking noise
- Quiet grinding of teeth
- Head protrudes forward
- Ears at ease
- Lays on belly
- Lays on side, stretched out (almost appears dead)



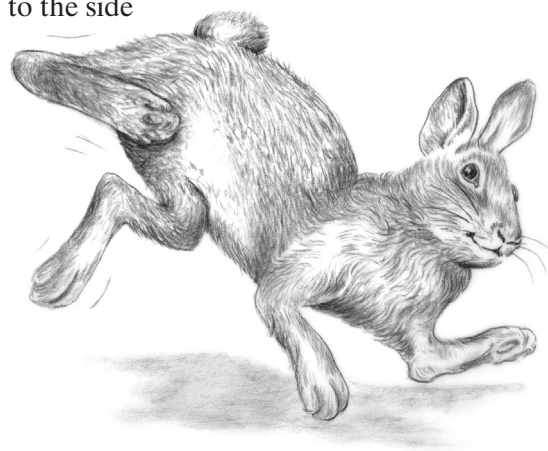
### Alert Posture

- Head up
- Ears forward
- Sits up noticeably on all fours
- Sits up on hind feet



### Playful Posture

- Jumps
- Bounces
- Leaps
- Twists in air
- Kicks to the side



### Startled Posture

- Eyes wide open, sclera visible
- Ears up, pushed together
- Head up
- Alert
- Sitting position
- Sits up on toes



### Active Submission Posture

Lies crouched down close to ground  
Appears small and non-threatening  
Ears pinned back  
Indirect eye contact

Scrapes ground with front feet  
Kicks with hind feet  
Chases  
Dominant male may spray subordinate male rabbit

### Passive Submission Posture

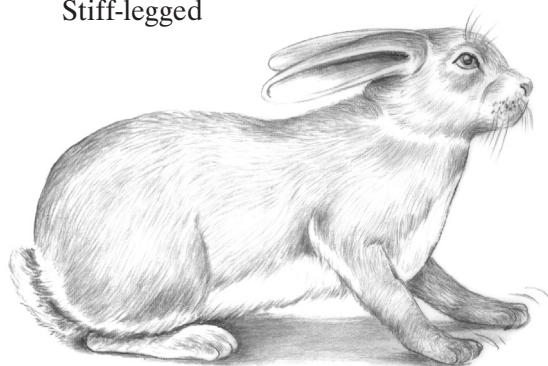
Lies close to ground  
Pushes throat out  
One ear up, one ear down  
Avoids eye contact

### Fearful Posture

Silent  
Screams if extremely frightened (or in pain)  
Rapid breathing  
Ears pinned tightly back  
Facial muscles very tight, making eyes bulge, appearing to pop out of head (can see sclera)  
Posture very similar to submissive rabbit  
Body pressed to ground  
Appears to freeze in position  
Signals warning by thumping hind feet  
If fleeing, raises hindquarters, displaying white underside of tail  
Kicks high and straight back

### Aggressive Posture

Loudly grinds teeth, grunts, growls, hisses  
May bite  
Ears pinned tightly back  
May shake head  
Stiff-legged



## Rabbits as 4-H PetPALS

Pet rabbits should be quiet, gentle, and generally appreciate affection. Fewer people are allergic to rabbits than to some of the other furred pets, such as cats. Rabbits are cute, with soft fur, gentle eyes and breathing patterns. They are less threatening to some people than are dogs or cats, thus provoking less anxiety in visiting situations. They make great subjects for initiating conversations and triggering memories about treasured pets and special times.

Rabbits should be comfortable around unfamiliar people and should be accustomed to being held. They are easily frightened by sudden movements or loud noises. When frightened they kick hard enough to cause significant scratches and skin tears. Rabbit teeth are very sharp and dangerous. An innocent nibble can cause serious bleeding. Never visit with a rabbit that has shown aggressive tendencies or has purposefully nipped, kicked, or scratched anyone. Neutered bucks and spayed does tend to be less aggressive than intact animals.

4-H'ers should get rabbits used to objects above them. This can be done by putting an object, such as a shoebox, in a corner on top of the rabbit's cage. Leave the object there for only a few seconds at first, especially if the rabbit startles. Talk in a soothing voice while acclimating the rabbit to this object.

Never give a treat, such as a carrot, to a rabbit directly from the hand. Hand feeding treats encourages rabbits to nibble fingers. Always put treats in a container and then put the container in front of the rabbit, or lay treats down in front of them.

Be aware that a rabbit might act differently in the facility than he does at home. End the visit if the rabbit acts strangely. Make sure youth with rabbits understand their personalities.

A rabbit is more likely to remain calm if 4-H'ers visit individual rooms or where only a few people are present at a time.

---

# Stress in Animals

All visiting situations have the potential to over stress pets. 4-H'ers must learn signs of stress in their pets, and ways to remove that stress. Stress is the body's reaction to changes in the environment. For example, stress can be the effect of physical, physiological, or emotional factors that cause a change in the animal's homeostasis or adaptive state. Animals, like humans, actually need stress in their lives. Lack of emotional and physical stimuli can harm an animal's health and growth. However, when stress becomes overwhelming, it has a negative influence on the animal. This state of distress occurs when the animal is ultimately unable to adapt to an altered environment or to altered internal stimuli. Adaptive responses to short-term stressors usually do not have any long-term detrimental effects. Prolonged or excessive distress may alter feeding and social behavior, as well as reproductive efficiency. Behavioral responses to stress include inappropriate chewing, self-mutilation, excessive activity, aggression, unexplained house soiling, fearfulness, barking, whining or excessive vocalizations. Rabbits can go into shock when the stress level is higher than they can tolerate.

What are some causes of stress in animals?

Each animal will react differently to changes in its environment, just as each person reacts differently to the stresses in his or her life. Some people deal better with stress than others, as do some animals. It is essential for 4-H'ers to know their pets well enough to be aware of their stress signals to avoid any unhealthy levels of stress.

*The following situations or environments may stress pets during animal-assisted activities:*

- Meeting strange animals and strange people
- Unusual smells
- Loud or strange noises, including alarms
- Strange equipment and machines
- Being touched, hit or run over by chairs and equipment
- Walking on strange flooring, such as textured, smooth, carpeted, slippery
- Being petted by strange people or people they

don't like

- Being petted incorrectly
- Being in very cold or hot rooms
- Being in areas of high activity or crowds

People may exhibit behaviors youths and their pets are not used to. *The following mannerisms or appearances of people may stress pets:*

- People who are over active
- People who are unusually loud
- People with unusual movements (like swaying, or swinging arms)
- Aggressive or abusive
- Heavy-handed people
- Very depressed people
- People in masks or unfamiliar clothing
- People attached to equipment
- People with exaggerated movements
- People unfamiliar with pets

Pets are aware of their owner's emotions, as well as the emotions of other people around them. They react to human stress as well as their own. Their perception of a situation is usually more intense than ours. Therefore, 4-H members must be aware of their animals' stress level at all times to insure that their exposure to the situations or environments listed above is a healthy one.

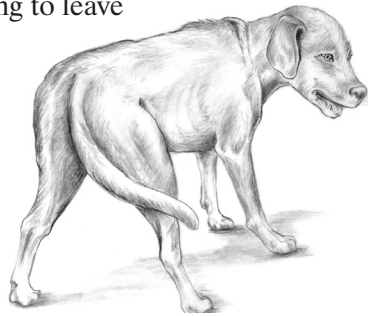
An animal's behavioral tendencies also influence how it may act in different environments or situations. Dominant pets may be aggressive or watchful around other pets, making it more difficult to visit residents when other pets are present. Submissive and shy pets are more anxious in new surroundings, making it harder for them to relax around strange pets and people.

All visiting situations have the potential to over stress pets. 4-H'ers must be able to recognize signs of stress in their pets, and monitor them for signs of increased stress. Listed below are several signs of stress in dogs, cats, and rabbits. Pets may exhibit one or more of these signs in a given situation. They

may show more signs as their stress levels increase, or the signs may intensify. Many times, signs of stress and signs of fear are synonymous.

## Signs of Stress in Dogs

- Shaking or shivering
- Scratching
- Excessive dandruff (exfoliate)
- Excessive shedding
- Dilated pupils
- Excessive blinking
- Loss of appetite
- Diarrhea
- Restlessness
- Use of calming signals
- Sweating through pads of feet
- Frequent or inappropriate urination or defecation
- Panting
- Salivating
- Biting or licking self
- Whining, barking, howling
- Hiding or trying to leave



## Signs of Stress in Cats

- Sleeping more than usual
- Unusually passive, lethargic
- Dilated pupils
- Exfoliate
- Abnormal shedding
- Nervous, irritated
- Low, growling tones



## Signs of Stress in Rabbits

- Nictitating membrane covers eye
- Rigid body posture
- Ears up
- Exfoliate
- Growls, squeaks or screams (frightened)
- Tries to avoid petting
- Rapid respiration
- Hiding or trying to leave



## Calming Signals

Animals may attempt to calm themselves, as well as each other, in stressful situations. Turid Rugaas, a Norwegian dog behaviorist, called these stress-reducing behaviors *calming signals*. The psychological term is *displacement behaviors*. Dogs use calming signals to maintain a healthy social hierarchy, to decrease a threat, or encourage an approach. They use calming signals at an early stage in a stressful situation in an attempt to prevent stress from leading to distress.

## Some Calming Signals in Dogs

- Turning the head
- Averting eyes
- Blinking
- Licking lips
- Panting
- Salivating
- Freezing
- Yawning
- Exaggerated slow movements
- Sitting or lying down
- Play position
- Moving in a curve or arc
- Sniffing
- Wagging Tail
- Scratching
- Shaking off

---

## Some Calming Signals in Cats

Twitching ears  
Squinting eyes  
Yawning  
Licking lips  
Licking paws  
Contracting claws  
Twitching tail  
Grooming

---

## Some Calming Signals in Rabbits

Twitching ears  
Yawning  
Licking lips  
Grinding teeth  
Grooming  
Turns head away



## De-stress Pets

There are a variety of methods that can be used to de-stress pets before, during, and after visiting a healthcare facility. Youths should practice these with their pets prior to visiting, so they know which de-stressing methods work best. Always focus on consistent, positive, and gentle training techniques. Never punish a behavior caused by stress, as it will make things worse.

---

### De-stress pets before a visit:

- Keep them on a regular exercise program.
- Feed a high-quality diet.
- Club members can learn to recognize calming signals by watching their dogs (and other species of pets) closely in different situations. They then should learn to imitate these signals to communicate reassurance to their pets.
- Give pets an exercise outlet before the visit.

---

### De-stress pets during a visit:

- Allow pets time outs between individual visits or back-to-back group visits. During time outs provide fresh, cool water, a favorite toy, play a game, or exercise to release tension.
  - Regulate times and frequencies of visits and activities to best suit pet needs.
  - Alternate types of residents seen in succession. For example, after visiting residents in a sitting area, visit someone in his or her room, where there is less activity.
  - Avoid starting the visit in a hurried or stressed manner.
  - Acclimate pets to costumes, toys, and other items prior to using them during the visit.
- 

### De-stress pets after a visit:

- Give the pet mild exercise with no mental challenges.
  - Allow the pet to rest in a quiet, undisturbed place.
  - Give the pet at least 8 – 10 hours of rest before attempting more work.
  - Use TTouch techniques to relax pets. (see below)
- 

## Tellington TTouch

Linda Tellington-Jones, a distinguished animal trainer, created the Tellington TTouch, a hands-on therapy technique to correct and improve animal behavior. This method for calming, healing, and communicating with animals involves using varying pressures of the fingertips, fingers, or hand in a circular motion to sooth the animal.

The basics of learning the TTouch is organized into four components: mental attitude, using the hands and fingers, breath awareness, and finding the pressure scale. Each TTouch exercise has a name associated with the characteristics of a particular animal. The circular movement, called the Clouded Leopard, is the foundation of the TTouch method. 4-H'ers will have the opportunity to research the



Touch method in the Climbing Higher section of this Step.

In summary, it is essential to have well-behaved, friendly animals as 4-H PetPALS. Animals must not show any signs of fear, aggression, or threat to people or animals while they are doing animal-assisted activities. 4-H PetPALS members must be so familiar with their pets that they can read all of their forms of communication, quickly evaluate their pets as a whole, and immediately remove them from

the environment if they become afraid, aggressive, or stressed. Discuss with your 4-H'ers what instincts and behaviors different species of animals possess and how their actions or reactions may affect 4-H PetPALS visits.

Guinea pigs are prey animals and react similar to rabbits. 4-H members with guinea pigs can follow the information provided about rabbits, as well as learn specifically about guinea pigs from other resources.

## Activities

**4-H** members must do Activity One and Activity Two. Activity Three is optional.



### Clicker Game

Dogs must be rewarded for positive behaviors or distracted from negative behaviors within a split-second of when the behavior occurs. Communicating pleasure or displeasure with a dog must be done *immediately* when the behavior occurs. Waiting as long as one second after the fact is too late for a dog to associate a person's reaction with a certain behavior. For example, you must correct your dog while he is in the act of getting into the trash. If you wait a few seconds after he has walked away from the trash can to correct him, he will associate the motion or sound you use to correct him with whatever he is doing at that moment, not with the trash can.

One way to immediately reward a dog for a positive behavior, such as sitting on signal, is to give a reward marker using a clicker. A clicker is



a hand-held small plastic training tool that makes a two-toned clicking sound when pressed. The sound marks the desired behavior at the exact time it occurs. A dog associates hearing the click with receiving a food treat, toy, attention, or other reinforcement for executing a desired behavior. The sound is only rewarding because it is paired with reinforcement. It will lose its "power" if it is consistently not rewarded. Other pets, such as cats and rabbits, can also be clicker-trained.

To first begin clicker training, condition the animal to the clicker, so the sound equals a reward is coming. Start with the animal being good. It is crucial to click the *instant* the dog is doing the desired behavior, not before or after. The clicking sound ends the behavior. After the click, pause, and

---

then give the treat. Only click once. If the animal does especially well, you may give another treat, but do not click more than once.

Do not click for bad behaviors. Click for good behaviors to fix undesirable behaviors. For example, click the dog for sitting instead of jumping up. Do not use a leash as a training tool. If a leash is needed, loop it over your arm, allowing a lot of slack.

Click and treat for small movements toward the desired behavior. When you get a good voluntary response, such as starting to come, click and treat. The next time, when the dog comes a little farther, click and treat. This is how you establish or “shape” a behavior. Once a dog has learned to do something for a click, he will show that behavior trying to get a click, knowing he will get a treat.

When a dog has learned that a behavior, such as sitting, is good for a click and treat, then teach the dog that sitting only gets a click and a treat when he is given the command, “Sit.” The word now becomes the signal that the dog will receive a treat for the appropriate sitting behavior. Never use the clicker training method as command-based training. (Refer to the Appendix for resources on clicker training.)

### Materials Needed

- One clicker per every two members. (Clickers may be purchased from a pet supply catalog, local store, or Internet. Refer to the Appendix for clicker resources.)
- Treats such as M & M’s or other small snacks.

### Preparing for the Activity

1. Review the information about clicker training in the Introduction to Activity One section. If you are still unsure about clicker training, read one of the resource pieces listed in the Appendix.
2. Purchase enough clickers so a team of two each has one.
3. Purchase snacks for each member.

### Conducting the Activity

1. Briefly explain the clicker training method to the group.
2. Have the 4-H’ers get into teams of two.

3. One member of the team is designated as the *animal* and the other as the *trainer*.
4. Ask the *animals* to leave the room.
5. Have the *trainers* decide what behavior they will have the *animals* accomplish using the clicker method.
6. Tell the *animals* to come back in the room.
7. Instruct the group that there will be no verbal communication allowed by anyone in the room. The game proceeds like the game of “hot and cold.” The *animal* is given a click and treat when he or she gets close to displaying the desired behavior.
8. At first, a click and treat might be given for the *animal* just moving in the right direction. Eventually clicks and treats are only given for movement that is closer to the desired behavior.
9. When the *animal* exhibits the correct behavior, have the team sit down and observe the remaining teams.
10. You can have the teams reverse their roles, with the *animal* being the *trainer* and vice versa, and begin the activity over. Require that the *trainers* request different behaviors of the *animals* during the second round.
11. The *trainers* can give snacks as treats when the desired behavior is displayed.
12. Once everyone has experienced this training technique, have the members discuss their reactions and feelings.

*Variation to Activity One:* If the group is very large this activity could take a long time. You might need to limit the activity to two or three teams or have the group all train one *animal* at a time. You could also do one or two *animals* individually. Everyone in the group could click and treat for approximations, such as the *animal* or *animals* moving in the right direction.



## Be Safe Around Dogs

Dogs bite an estimated 4.7 million people in the United States each year, according to the U.S. Centers for Disease Control and Prevention. Children are the most common victims of severe dog bites. Responsible dog owners must make every effort to prevent their dogs from biting people, as well as teach others how to avoid being bitten. In this activity, 4-H members will learn how to be safe around dogs and prevent dog bites. They will learn what to do if approached or attacked by a dog. After reviewing the answers to the quiz, have them role-play what to do if approached or attacked by a dog. Challenge them to role-play how to be safe around dogs with other boys and girls until it becomes second nature. Knowing how to act around dogs can spare a child a dog bite and save his or her life. (Refer to the Appendix for dog bite safety responses.)

### Materials Needed

- One copy of the *Be Safe Around Dogs Quiz* for each member (refer to end of Step 1). A copy is also in the Member Resource.
- One pen or pencil for each member

### Preparing for the Activity

1. Review the information about safety around dogs.
2. Review the *Be Safe Around Dogs Quiz* and answers.

### Conducting the Activity

1. Give each youth a quiz or have him or her turn to the quiz in the Member Resource.
2. Give each youth a pen or pencil.

3. Ask one person to read the first statement.
4. Have members tell how they would answer the statement.
5. Give them the correct answer and explanation.
6. Have them mark the correct answer.
7. Repeat the above procedure for each statement.
8. Discuss what they should do to prevent their dogs from biting someone.
9. As a group, practice the procedure for avoiding and preventing serious dog bites.
19. As a result of this activity, ask them how they could educate people about dog bite prevention.



## Say What?

The purpose of this activity is for youths to look at pictures of dogs, cats, rabbits and guinea pigs and determine what the animals' body postures are conveying. Youths will cut out pictures and write captions for each picture. They must include in each caption what they believe the animal is saying with its body posture. Encourage the 4-H'ers to write creative captions. Have members include these pictures in their scrapbooks or organize them into booklets.

### Materials Needed

- Magazines containing pictures of dogs, cats, rabbits, and guinea pigs, which can be cut out
- At least one pair of scissors for every 2 or 3 members



- 2 or 3 glue sticks
- Members' journals, scrapbooks or 5 pieces of 8 ½" x 11" plain paper per member
- Colored pens or fine markers
- Stapler – optional
- Hole punch and paper fasteners – optional

### Preparing for the Activity

1. Have members bring in magazines with pictures of dogs, cats, rabbits and guinea pigs that can be cut out.
2. Gather the materials listed. (There might be a problem finding pictures of other than relaxed or playful postures. Have members look for pictures of other postures, as well as the relaxed and playful postures.)

### Conducting the Activity

1. Give each 4-H member one or two magazines that have pictures of at least two species of the pets mentioned above.
2. Have them look through the magazines to find different body postures of animals depicted by the pictures.
3. Instruct them to try to find at least 5 pictures of at least 2 species that depict different body postures.

4. Have them cut these out and glue either in their scrapbooks or on the papers you provide.
5. Tell them to write a caption for each picture that depicts what the animal is saying. Encourage their creativity as long as they include what they believe the animal's body posture depicts.
6. When all members are finished, have them share their pictures and captions with each other. Discuss what the different body postures mean. Discuss the differences and similarities in the body postures and how that may affect a person's interpretation.

## Appraising the Step



4-H members will

- Define the vocabulary words.
- Explain three ways animals communicate.
- Compare the way cats and dogs communicate.
- Examine the behavioral differences between prey animals and predators.
- Describe three postures of a relaxed dog, cat and rabbit.
- Describe three postures of a submissive dog, cat and rabbit.
- Describe three postures of a fearful dog, cat and rabbit.
- Describe three postures of an aggressive dog, cat, and rabbit.
- Describe their animals' natural body postures.
- Analyze their pets' behavior.
- Compare their pets' behavior to the recognized behavior of their respective breeds.

- Predict their pets' behavior.
  - Socialize their pets.
  - Name three signs of stress in dogs, cats, and rabbits.
  - Name four situations or environments that may stress pets during AAA.
  - Describe one way to de-stress their pets before a visit.
  - Demonstrate one way to de-stress their pets during and after a visit.
  - Remove their pets from stressful situations.
  - Define calming signals.
  - Identify their pets' calming signals.
  - Recognize three calming signals in their pets.
  - Describe how to prevent dog bites.
  - Demonstrate what to do if approached by an aggressive dog.
  - Prevent themselves and others from being scratched or bitten as a result of understanding their animals' behavior.
  - Teach others how to prevent dog bites.
  - Teach others what to do if approached by an aggressive dog.
4. Have members investigate non-verbal body language of species not covered in this Step. Have them find pictures of different body postures or draw illustrations of different postures and add them to their scrapbooks or journals.
  5. Have members research their communities' leash and vicious dog laws and report their findings at the next meeting.
  6. Targeting is using a clicker to shape an animal to target or touch an object with its nose or paw. Ask members to research and demonstrate target training.

---

## The Next Step

1. Order Canine Good Citizen information from the American Kennel Club so it arrives prior to teaching Step 3. Familiarize yourself with the CGC materials.
2. Become familiar with the Socialized PetPALS Test found at the end of this Step.
3. 4-H members will need to bring a 2" x 3" (wallet size) picture of themselves and their pets to this meeting. Throughout the remainder of the curriculum, members will need 2 more pictures of themselves and their pets. If they plan to visit using more than one pet, they will need a picture of themselves with each pet. You may want to arrange to take pictures of the members and their pets during one of the meetings and then make several copies. Digital pictures printed on photo quality paper are acceptable provided the images are clear.
4. For Activity One, 4-H PetPALS Questionnaire, make copies of the *4-H PetPALS Questionnaire* found at the end of this Step for your members or have them use their copies in the Member Resource.
5. For Activity Two, 4-H PetPALS Biography, make copies of the *4-H PetPALS Biography* found at the end of this Step for your members or have them use their copies in the Member Resource. 
6. Remind 4-H'ers to bring their Member Resource books to the next meeting. 

---

## Climbing Higher

1. Have 4-H members research the TTouch exercises. At another meeting, show the different TTouces on their respective pets. Have them discuss the learning process and explain to others how to do a certain TTouch exercise.
2. Have members explore how they can communicate with their animals using their own body language. For example, when a person assumes the play bow posture with his or her dog, the dog may also assume this position realizing the person wants to play.
3. Have members learn and practice using calming signals to displace signs of stress or fear in their pets.

# Socialized PetPALS Test Information

4-H'er's Name \_\_\_\_\_ County \_\_\_\_\_

4-H Club/Group Name \_\_\_\_\_

Master 4-H PetPALS Volunteer Leader's Name \_\_\_\_\_

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

Pet's Species \_\_\_\_\_ Pet's Breed \_\_\_\_\_

Date Test Given \_\_\_\_\_

Evaluator Name (print) \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

**To pass the SPP Test and receive a certificate, pets must pass all 9 items of the test.**

## Pass

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Did Not Pass

Test Item(s) Not Passed: \_\_\_\_\_

\_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Socialized PetPALS Test

	Pass	Needs Training
<b>1. Accepting a Friendly Stranger</b> Evaluator approaches animal, shakes hands, and walks on. Pet is held in manner in which it is presented during visits. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Sitting Politely for Petting</b> Evaluator pets animal. Pet must show no shyness or resentment. Pet is held in manner in which it is presented during visits. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Appearance and Grooming</b> Evaluator inspects pet, combs or brushes lightly, examines ears and each front foot. Pet is held in arms, on lap, or in basket/pet bed. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Out for a Walk</b> Cats and chinchillas must wear collar or harness and be on leash. Pet must be carried as it would be on visits. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Walking Through a Crowd</b> Pet and 4-H'er walk close to several people. Pet must be carried as it would be on visits. Pet should not try to get away from owner. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Sit and Down on Command/Staying in Place</b> Pet is placed in arms of lap of stranger and left for 30 seconds while 4-H'er walks 20 feet away. Pet is then placed on table for 30 seconds while member walks 20 feet away. There is no interaction either time. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Coming When Called</b> Pets other than dogs do not complete this test.	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Reaction to Another Dog</b> Both handler and dog, and 4-H'er and pet approach each other. Both people stop, shake hands, move on. Pet should only show casual interest. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Reaction to Distractions</b> Pet is held in manner in which it is presented during visits. Pet should not panic, try to get away, or show aggression. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Supervised Separation</b> Pet is in basket or on leash and held by stranger for 3 minutes with 4-H'er out of sight. Pet should not be excessively nervous, fearful, or continually vocalize. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>



# 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...**

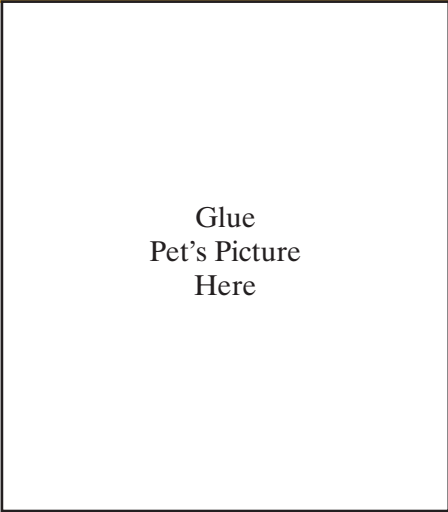
- a. predictable
- b. unpredictable
- c. trustworthy
- d. \_\_\_\_\_

**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



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

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

Variety \_\_\_\_\_

Markings \_\_\_\_\_

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

Glue  
Pet's Picture  
Here

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 your 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 \_\_\_\_\_





# Step 3:

## Identify Appropriate Animals



### Objectives

To help young people

- Learn the requirements of pets for AAA visits.
- Learn the importance of having an appropriate for AAA visits.
- Learn the testing requirements to evaluate an animal's appropriateness for AAA visits.
- Prepare their pets to pass either the Canine Good Citizen Test or the Socialized PetPALS Test.
- Teach their pets the skills needed for AAA visits.
- Evaluate the appropriateness of their pets for AAA visits.

### Time Requirements

Two sessions:

1<sup>st</sup> session – 45 minutes

2<sup>nd</sup> session – 60 minutes

### Vocabulary

*Ad libitum* – At one's pleasure or own will. An animal that eliminates ad libitum does so whenever and wherever with very little or no warning.

*American Kennel Club (AKC)* – A non-profit organization devoted to the advancement of purebred dogs. AKC's mission is to maintain a registry for

purebred dogs and preserve its integrity; to sanction dog events that promote interest in, and sustain the process of, breeding for type and function of purebred dogs; and to take whatever actions necessary to protect and ensure the continuation of the sport of purebred dogs.

*Lure* – A piece of food used to elicit a behavior.

*Luring* – Using a piece of food to encourage the animal to achieve the desired behavior.

*Molding* – Physically guiding the animal into the desired position.

*Salmonella* – A group of bacteria that can cause diarrhea, fever, and abdominal cramps in people. *Salmonella* can be found in contaminated foods, such as beef, poultry, milk, or eggs. *Salmonella* may be found in the feces of some pets. Reptiles are highly likely to harbor the bacteria.

*Salmonellosis* – An infection with salmonellae, characterized by intestinal problems and fever that is readily transferred from animals to animals, animals to humans, and humans to humans by direct or indirect pathways.



## Background Information

How do you know your 4-H members' animals are appropriate for animal-assisted activities? A pet's personality and temperament are what counts when determining the appropriateness as a 4-H PetPAL. Just like people, animals have individual personalities and temperaments. Littermates can be totally different. A particular dog of any breed or mix, whether a pet, obedience competition dog, conformation show animal, or working dog, may or may not be suitable to be a 4-H PetPAL. For example, a bouncy, overactive dog may be friendly, but is inappropriate to visit where people may have challenges with balance and frail skin, or where people may be connected to IV's.

The ideal 4-H PetPAL is people-oriented. This pet is genuinely happy to be in the company of people and more interested in people than other animals. There should be a strong bond between the youth and pet. This bond enhances the ability of the animal to rely on and understand the signals given by the 4-H'er. An animal cannot be friendly one minute and growling or scratching the next. 4-H'ers must be able to rely on their animals to instill confidence in the people they are visiting.

A pet's age also determines if the animal is suitable to visit. Dogs and cats must be at least one year of age. This is to protect them as well as those they visit. Dogs and cats should be out of their puppy and kitten stages, respectively. Different breeds mature at different rates. Other animals, such as rabbits, cavy, and chinchillas must be six months old before visiting.

In addition to a pet's age, 4-H'ers must have spent enough time with their animals to be able to predict their behavior. Youths are not required to own their animals, but they must spend enough time with them to know their personality and form a bond.

4-H members are not permitted to make AAA visits with reptiles. Reptiles are very likely to carry the bacteria *Salmonella*, which can be transferred to humans by touching the reptile or touching where the reptile has been. *Salmonella* causes diarrhea, abdominal pain, and fever in humans. Young children, the elderly, and others with compromised immune systems are the most likely to have severe infections.



## Requirements of Pets for Animal-Assisted Activities

What is required of pets for animal-assisted activities? Cats and dogs must be housebroken. Pets, such as rabbits, guinea pigs, and chinchillas, eliminate ad libitum and must be contained while visiting. They must visit in baskets or pet cuddle beds. If taken out of baskets or beds, they must be carried in towels.



### Baskets

Line baskets with plastic to prevent leakage, covered by a towel or fabric. Do not expose plastic where it can be chewed by pets, as plastic is toxic. The basket should be made of natural material that is non-toxic if ingested. It should not have rough edges or a rough bottom that might snag or scratch someone. Baskets are hard to disinfect after a visit. 4-H members can decorate their baskets, but be sure the pets do not eat the decorations.

Members can also use rubber dish pans or similar containers as "baskets." These are easy to disinfect and decorate.



## Pet Beds

A pet bed or cuddle bed is an oval or round foam bed with sides. There may be an extra cushion in the bottom that can easily be removed. These pet beds are very soft when put on someone's lap. They can also be washed after each visit. Put plastic underneath the cushion of the pet bed to prevent any leakage. Put a towel over the cushion for easy cleaning.

## Collars, harnesses and leashes

Dogs must wear a collar, harness, or head halter and be on a nylon or leather leash. Collars must be well-fitting plain buckle or quick release collars, or slip collars made of leather or fabric. Chain collars, including training collars, pinch collars, and any other type of corrective collars, are not permitted. Residents could hurt their fingers or hands more seriously if they get them caught in a chain collar, as opposed to nylon or leather collars. Pinch, prong, and other training collars do not promote confidence in the dog. Chain leashes and retractable leads are



not permitted. Chain leashes can cause more serious injury than nylon or leather if they come in contact with a resident. Retractable leads allow too much freedom for the dog. It is easy for the lead to be unlocked and for the dog or a person to become entangled in the cord. Leashes four feet in length are recommended, as the dog should be by the youth's side unless performing tricks. Leashes can be no longer than six feet. Muzzles are not allowed, as they do not inspire confidence. Some people may see a dog with a head halter and think it is a muzzle. If using a head halter, make sure the staff and residents understand its purpose. It is good to use a quick release collar on dogs or cats, in case a resident

grasps the collar and will not let go.

A cat must wear a harness or collar and leash while visiting. Teaching a cat to walk on the leash allows a youth to restrict the cat's movements, and can be entertaining to the residents.

Rabbits and guinea pigs should be accustomed to harnesses and leashes. Chinchillas must wear harnesses and be on leashes, as well as being contained in a basket or bed. They are extremely quick and can easily run off, enjoying a game of chase.

As discussed in Step 2, it is very important that pets are well socialized before becoming active 4-H PetPALS. Pets should be taken as many places as possible. When transporting pets, secure them in the car so they do not distract the driver or become scared or injured as a result of a sudden stop. Transport cats, rabbits, and other small pets in a carrier. Put a car seatbelt through the handle of the carrier or around the carrier to keep it secure in the car.

Accustom them to a harness or collar and leash. Practice lifting, holding and carrying small pets. Pets should not struggle, scratch, vocalize, or bite while being carried. Teach rabbits, guinea pigs, and chinchillas to ride in a basket or a small pet bed. They should be able to sit in their carriers quietly while being petted. Introduce pets to many different kinds of environments. Be careful not to cause undue stress to the pets. It is best to bring them to the facility in an enclosed carrier.

Some residents may enjoy having a small dog or other small animal sit on their laps or lay next to them in bed. Before laying a pet beside a person in bed, get approval from the staff. Use a clean bath towel or other fabric provided by the staff to lie on a person's lap or bed. After the visit put the towel in the appropriate laundry receptacle.

## For visiting dogs

Dogs should look forward to visiting residents. The size and temperament of the dog can dictate where he can visit and what he is asked to do. A large dog cannot lie on a person's lap. He may even be too big to lie on the bed. A giant breed, such as a Mastiff, may be too large to visit in some of the residents' rooms, depending on the furnishings. A more active dog might be great performing before a crowd of residents in the activity room; however, he may not be happy staying quiet very long in a resident's room. A small, lightweight dog could be placed on the person's lap or bed, with permission,



so the resident can pet or brush him. Place the dog on a clean towel provided by the staff. The 4-H'er should stay close to the dog, keeping a hand on the leash.

The 4-H member should keep the dog at his or her side when entering a room. The youth should quickly evaluate the space and furnishings to know where to position the dog. Greet the resident from the front and ask if he or she would like to



see the dog. First present the dog no higher than the person's waist level. The resident and/or the dog may be frightened if the dog is at the level of the person's face or above him or her. Stand or sit the dog by the resident's bed or chair. Once the dog and resident see each other and seem friendly toward each other, ask the person if he or she wants to pet the dog. Allow the person to pet the dog's back, scratch his ears, and then pet his head. Let the resident set the pace for petting the dog, but be ready to intervene if the petting gets too rough. Always be your animal's advocate and protect him or her from possible danger.

### For visiting cats

A 4-H PetPAL cat should be happy to lie on a resident's lap, bed, or chair, and accept petting. The cat should allow the member to hold him while being petted by the person. A cat should also tolerate

being hugged and held by a resident, as well as being held upside down. Members can teach their cats some tricks, such as standing on their hind feet or playing with toys. Practice with strangers and distractions, so the cat will do tricks for the residents. (Refer to clicker training resources in the Appendix.)

Cats must allow being touched all over their body. 4-H'ers must be able to predict if their cats are going to use their front or hind claws and stop them from doing so. Cats may quickly go from purring to playing, and scratch a resident with their claws.

Use positive reinforcement to teach the cat to ride in a pet carrier in a car. The cat needs to accept the carrier without fear or anger, and enjoy riding in the car.

### For visiting rabbits

Encourage the residents to pet the rabbit on the back of its body rather than on the head. This prevents someone from accidentally poking the rabbit in the face or from frightening it by







approaching the face too quickly. Only the 4-H'er should hold the rabbit if taken out of the basket or pet bed used for visiting. This will avoid the chance that the rabbit may scratch the resident. A rabbit might also become restless or frightened and wiggle or hop out of a person's arms.

If someone wishes to take a flash photo, be sure to secure the rabbit in case the flash of light startles it. If needed, wrap a towel or baby blanket around the rabbit with its head sticking out to create a sense of security, but be aware that rabbits can overheat easily if using a towel. *Never* hold a rabbit by its ears.

Loud noises or sudden movements easily frighten rabbits; therefore, it is best to visit only one or two residents at a time in a small, quiet room. Encourage residents to speak softly; some people with hearing impairments may speak more loudly than rabbits are accustomed to.

Do not let anyone feed a rabbit unplanned treats. Even carrots can make the rabbit sick if they are not part of the regular diet. Feeding a rabbit from someone's fingers may encourage her to nibble or nip empty fingers. Give a rabbit a treat by first showing the treat to the rabbit. Then lay it down in front of the rabbit, allowing it to eat without grabbing it from someone's fingers.

Entertain residents by walking a rabbit on a leash. Teach rabbits to hop over obstacles and show residents this trick.



## 4-H PetPALS Testing Requirements

One way to evaluate an animal's appropriateness for animal-assisted activities is by testing his personality and abilities in different situations. The 4-H PetPALS *team* must pass either the Canine Good Citizen Test (for dogs) or Socialized PetPALS Test (for other pets) before they can visit healthcare facilities. The animal must be able to successfully accomplish the test items; however, the *team* is emphasized because the 4-H member handles the animal during the test. The evaluator will be assessing the animal as well as how the youth and pet work together as a team.

*Note:* The Canine Good Citizen Test and the Socialized PetPALS Test are not official certification tests for dogs and other animals, respectively, visiting healthcare facilities. Organizations such as Delta Society®; Therapy Dogs, Incorporated; and Therapy Dogs, International have specific testing criteria for evaluating animals to participate in animal-assisted activities and animal-assisted therapy. The Canine Good Citizen Test and Socialized PetPALS Test are indicators of an animal's temperament and aptitude to be a 4-H PetPAL. Passing the appropriate test is required for completion of the 4-H PetPALS project.

## Testing Requirements for Dogs

### AKC Canine Good Citizen® (CGC) Test

Before a dog can become a 4-H PetPAL, he or she must pass the American Kennel Club's Canine Good Citizen® (CGC) Test. The American Kennel Club created the Canine Good Citizen Program in 1989 to encourage people to train their dogs to be good neighbors. The Canine Good Citizen Test is a certification program that tests dogs in simulated everyday situations in a relaxed environment. It identifies and rewards dogs who have the training and manners to be reliable family members. This Test helps ensure that dogs can be respected members of the community because they are trained and conditioned to act mannerly in public places, and in the presence of dogs and other animals. This program stresses responsible pet ownership for owners and basic good manners for dogs. The CGC

---

program is open to all dogs, purebred or mixed, and all handlers. All dogs passing the CGC test receive a certificate from the American Kennel Club and are automatically recorded in the AKC's Canine Good Citizen Archive. To become a Canine Good Citizen, dogs must pass every part of the 10-part test.

---

## Testing Requirements for Other Animals

### Socialized PetPALS (SPP) Test

Animals other than dogs must pass the Socialized PetPALS (SPP) Test adapted (with permission) from the AKC's Canine Good Citizen Test. These modifications should help you teach your members to train their pets for visiting. Pets must pass each part of the SPP Test. The same person evaluating those taking the CGC Test can evaluate youth and their pets taking the SPP Test. A copy of this test form is found at the end of Step 2. A copy of the certificate is in the Appendix.

4-H members desiring to take pets other than dogs, cats, rabbits, guinea pigs and chinchillas as 4-H PetPALS must have them tested for temperament and aptitude. Small pets such as gerbils, rats, mice and hamsters can be tested using the Socialized PetPALS Test. Other pets, such as llamas and pot bellied pigs can be tested by adapting the SSP Test using information from their respective breed organizations. They must wear a halter, collar or harness appropriate for their species. You must be familiar with the species of animals that are in your club, their body postures, temperaments, and abilities. You can limit the kinds of pets members may take for visiting.

---

## Preparing for the CGC and SPP Tests

Animal training methods have evolved from the old military style of aversive dog training (give a command and punish the dog if he did not execute it) to motivational, reward-based training using positive reinforcement. This is a result of research in the field of animal behavior, learning how animals interrelate, think, and learn. There are as many animal-training methods as there are child-rearing

methods. You and your 4-H'ers need to find the style of training that best fits your philosophies, keeping in mind the benefits of positive training and the drawbacks of aversive or coercive training methods. Use gentle corrections in lieu of punishment when discipline is necessary.

Before becoming 4-H PetPALS, members with their dogs should complete a basic obedience course. They should find an obedience class with an instructor that uses positive dog training methods. Members should observe the instructor teaching an obedience class before registering their dogs. If the instructor will not let them observe, they should think twice about enrolling their dogs.

If you are not aware of such an obedience club in your area, contact your local Extension office to find the closest training club or individual who gives obedience lessons. Many 4-H dog club advisors teach basic obedience.

Introduce the test items to the 4-H'ers. Allow ample time for members to learn the exercises and to practice with their pets. Intervene if youth are having problems with any of the exercises. Teach them the skills needed to train their pets. Keep the members informed of their progress with their pets throughout the training period. If you do not believe a 4-H'er's pet will pass a certain exercise, give him or her some training tips that he or she can use to train the pet. Inform the 4-H member if the pet is not progressing and will not be suitable for visiting. Look for ways for the member to stay involved by getting a different pet or temporarily partnering with another youth and his or her pet.

The CGC and SPP Tests can be given anytime during or after Step 3 of this curriculum. Some of your members' dogs may already be Canine Good Citizens. If you notice an uncertainty in a CGC dog's behavior, you can require that the dog be re-evaluated. The youth with their pet must pass their respective test prior to Step 10, which is the first animal-assisted activities visit.

The AKC Canine Good Citizen Program *Participant's Handbook* explains each test as well as gives training tips for each test. *Participant's Handbooks* are available from the American Kennel Club. Each 4-H member in your club should have a copy of this handbook, regardless of what species of pet they have. (Refer to the Appendix for AKC's address and website.)

## Equipment for the CGC and SPP Tests

All tests for dogs must be performed on leash. Dogs should wear well-fitting buckle or slip collars made of leather or fabric. Chain collars are not permitted during AAA visits, therefore, should not be used during CGC Testing for 4-H PetPALS. Special training collars such as pinch collars, head halters, etc. are not permitted in the CGC test.

Other pets must complete the test in the manner in which they would be taken on an animal-assisted activities visit. For example, if they wear a collar or harness and leash, they must wear this during the SPP Test. If they visit in a pet bed or basket, they must be presented in the same manner during the SPP Test. Cats and chinchillas must wear collars or harnesses and be on leashes.

The evaluator supplies a 20-foot lead for the test. The evaluator also supplies medical equipment, such as a wheelchair, a walker, or crutches, as distractions used during Test Item 9. The 4-H member must bring written proof of rabies vaccines for dogs and cats, and the pet's brush or comb to the test.

## Encouragement

4-H members should praise, encourage and interact with their pets throughout the test. The youth may pet the animal between exercises. Food and treats are not permitted during testing, nor is the use of toys, squeaky toys, etc. to get the animal to do something. The 4-H member and animal are expected to work as a team during the test. Youths cannot use harsh corrections or force with their pets and must show good sportsmanship at all times. The evaluator can end the testing at any time and suggest ways for a youth to improve with his or her pet. All items of the tests must be passed before certificates are awarded.

## Failures/Dismissals

Any dog or cat that eliminates during testing must be marked failed. The only exception to this rule is that elimination is allowable in Test Item 10, but only when Test Item 10 is held outdoors. Any animal that growls, snaps, bites, attacks, or attempts to attack a person or another animal is not a good citizen and must be dismissed from the test.

## Evaluators

Local specialty or kennel clubs, obedience clubs, AKC judges, dog-knowledgeable 4-H leaders, therapy dog evaluators, veterinarians, vet techs, groomers, private trainers, kennel owners, animal control and police K-9 officers can administer the test. Individual dog enthusiasts may also coordinate the testing. The AKC's Canine Good Citizen Department can provide names of clubs and evaluators in your area. Contact the American Kennel Club to receive CGC materials, including the Evaluator's Informational Packet, Participant's Kit, and CGC testing materials. (Refer to the Appendix for AKC's address and website.)

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

Below are the ten test items for the Canine Good Citizen Test. (Reprinted with permission from AKC.) The modifications to each CGC test item for other pets follow each test item.

### 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:** The 4-H member should hold his or her 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 the 4-H member's arms or carried in a basket or pet bed. This test can be performed with the 4-H'er 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:** The 4-H member should hold his or her pet as he or she would when visiting. The pet should be held either in the 4-H'er's arms or carried in a basket or pet bed. This test can be performed with the 4-H member 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:** The 4-H member should be sitting, holding the pet in his or her arms or lap, or with the pet sitting in a basket or pet bed on the 4-H'er's lap. The member should supply his or her 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.

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:** The 4-H member must carry the pet as it would normally be carried during visits, such as in the 4-H'er's arms or in a basket or pet bed. Cats and chinchillas must wear a harness or collar and be on a leash. Chinchillas must also be in a basket or pet bed.

### 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:** The 4-H member must carry the pet as it would be normally carried during visits, such as in the 4-H'er's 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. Chinchillas must be in a pet bed or basket. 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, the member will walk 20 feet away from the 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.

### 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:** The 4-H member can either carry his or her 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. The 4-H member 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:** The 4-H member should either hold the 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 the 4-H'er is out of sight for three minutes. The 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.

Four other situations 4-H'ers may encounter with their pets during a visit include: (1) being bumped from different directions, (2) being approached and petted by more than one person at the same time, (3) being petted in a rough or awkward manner, and (4) being approached by people using crutches, a walker, wheelchair, etc. The 4-H PetPALS team must be prepared to deal with situations like those mentioned above. Youths must interact positively



with and encourage their pets during strange or stressful situations. Teach 4-H'ers to prepare their pets for any possible circumstances and actions they might encounter by helping them practice the requirements of the CGC and SPP tests prior to the actual testing. Also help them accustom their pets to the four situations mentioned above and those mentioned in Step 2.



### Four Specific Concepts Dogs Must Understand for Visiting

Below are four concepts dogs must understand before visiting healthcare facilities. A discussion of each concept is provided.

**No**

**Sit**

**No Jumping Up**

**Taking Treats Gently**

#### 1. No!

No! is one of the first words a puppy should learn, along with his or her name. This command, or instructive reprimand, can be a life-saving one. Pets who do not respect the word *no!* or do not respond to it immediately should receive further training prior to participating in animal-assisted activities. Many dogs can learn over 200 commands; therefore, use other words in place of *no!* to tell your dog not to do something. For example, teach your dog the word *off* if she is jumping on a person, the couch, bed, and other things she is not supposed to. Then the alternative behavior *off* can be used to stop the dog from a jumping situation. Say *quiet* to your dog if he is barking, instead of *no!*. In addition to the word *no!*, use

no-reward markers such as *oops* or *aah* when your dog begins an undesirable behavior or is not completing a command. The word *no!* should be used only in critical situations where it is imperative for the dog to immediately stop what he is beginning to do.

## 2. Sit

*Sit* is an essential behavior that dogs must learn. To begin the *sit*, have a small treat in your hand (as well as a clicker) and position yourself next to the standing dog. Hold the treat above his nose with one hand while you steady him by resting your other hand on his back. By holding the treat above his nose, he will tip it up for the treat and slide back into a sitting position. This is called luring your dog into a sit. As he does this immediately reward him with a click and the treat. You may need to gently guide his rear into the sitting position. Try to get him to sit without molding so he has to think about the requested behavior. The dog may become dependent on your touch to guide him into the sit. Repeat this exercise 4 or 5 times each session. Use any reward marker the dog responds to, to get the desired behavior. Once the dog associates sitting with a reward, add the command “*sit*,” followed by an immediate click and treat.



## 3. No Jumping Up

Jumping is a natural behavior for dogs; however, do not let dogs jump up on people. Older people may have fragile skin that could tear easily from a dog's claws. A dog jumping on someone could cause the person to lose his or her balance and fall, or possibly tear an IV from someone's arm. Most dogs are naturally enthusiastic and happy to greet new people. A typical doggy greeting might be to jump up on the people regardless of who they are. If the 4-H'er allows the dog to jump on him or her, it will be difficult for the dog to understand that is not allowed behavior with strangers. It is wise to teach the dog not to jump up, ever, although some people do assign a special word and have the dog jump up on command. To correct jumping problems, it is important first that the dog is competent at the sit. Put treats in your pocket or in a pouch. Have a friend come into the room and greet you. If the dog tries to jump up, use a clicker and treat for “four on the floor” or for a controlled

sit. If you do not use a clicker, ask the dog to sit instead, and then immediately reward for the sit with either food or praise. It is impossible to jump up and sit at the same time, and this technique allows you to praise the dog instead of scolding. If you do not react quickly enough and your dog does jump up, say, “Off!” Do NOT use the word “down” as this means to lie down. Do not knee the dog in his chest or step on his hind toes. It may be harder for you to remember to use the word *off* than it is for the dog to learn not to jump up.

## 4. Taking Treats Gently

People like to give animals treats. This can become an occupational hazard for pets doing animal-assisted activities. Too many treats can make pets fat, and the wrong kinds of treats may make them sick. Members who allow their animals to receive treats from health facility residents should bring their own healthful treats



with them on visits. Treats could be a portion of the pet's dinner, not necessarily food in addition to his regular meal. Bringing a part of dinner will help keep the pet from getting fat. The treat should not be so exciting or tempting that the pet is more interested in the treats than in the people. It can be discouraging or depressing to the residents if a pet ignores them and keeps watching the 4-H member, hoping for a treat.

It is also important to consider the safety of the person desiring to give a treat. The pet must take the treat slowly and gently, using the lips to grasp the food. The animal's teeth should not come in contact with a person's fingers or hand. Youth should practice this at home. Teach a dog a word like *easy* when giving him a treat. Some people can even teach a dog to balance a biscuit on its nose and then take it on command.

As 4-H PetPALS visits become regular, some residents may keep treats for the pets. Certain

members may not wish to allow their pets to have treats from residents when visiting. Even so, some residents will slip the animal a treat before the member can stop them. Therefore, it is still important that pets take treats gently.

Members must not allow their pets to eat anything off the floor. There could be medication laying on the floor that is deadly for the animal. Watch for medications left on low tables, etc. as well. Teach dogs, especially, to leave what appear to be snacks alone. Do not allow them to help themselves. Additionally, residents may have tempting goodies like meal trays or boxes of candy on low tables. Dogs must be taught ahead of time that such things are off limits.

Note: to give treats to pets who are natural nibblers like rabbits, guinea pigs, and chinchillas, have the resident put the treat in a small container for the pet to pick up on his own.

---

## Equipment Encounters

In addition to learning basic obedience, pets need to become acquainted with equipment that they might encounter in the facility you are visiting. Some of this equipment might include wheelchairs, walkers, IV poles, canes, crutches, umbrellas, and hats.

Pets might find this equipment frightening at first. Introduce pets to the equipment in a positive way. 4-H members can practice at home using mobility aids such as walkers or crutches. If they do not have these, they can use simulated equipment such as a chair on rollers, a broom, vacuum cleaner, small appliance cart, etc. Clicker training is a good way to help a pet overcome any fear of strange looking and/or sounding equipment. Begin by showing the pet a piece of equipment. Ignore any bad behavior, and the instant the pet happens to show a desired behavior toward the equipment, click the clicker and give a treat. Once the pet gets over its fear of being close to the equipment, have someone make noise by the object or knock it over. Click and treat for each desired behavior the pet displays toward the object. The pet may not overcome its fear during one training session; however, end the session in a positive manner getting a desired behavior from the pet. Always give the pet plenty of praise and petting.



As the pet becomes accustomed to the equipment and any noise associated with it, replace the food treat with praise.

Acclimate pets that will walk during visits to tile or vinyl flooring, and other slippery flooring. Find some place with these types of flooring, like

a kitchen, basement, pet-friendly store, etc. Stand the pet on this surface, and allow it to stand until comfortable. Encourage the pet to walk, but do not force the issue. It may be helpful to walk along the wall initially. Praise the pet for being brave when she starts walking with confidence.

## Activities

**4-H** members must complete the three activities listed. Activity One and Activity Two should be done during the first session. Activity Three should be done during the second session.



### 4-H PetPALS Pet Questionnaire

The purpose of this activity is to help the 4-H member decide if his or her pet is appropriate for animal-assisted visits. The questions will help the member determine if his or her pet would be a suitable 4-H PetPAL. This is only one measurement of appropriateness and does not mean that the animal is or is not suitable for visits. Pets must be people-oriented. They must be happy and at ease doing things with their owners. Just because the 4-H member wants his or her animal to be a 4-H PetPAL does not mean that the animal **likes** doing the type of things required for animal-assisted activities. Conversely, an animal that is not currently ready may be ready for the project after maturing or training.




#### Materials Needed

- *4-H PetPALS Pet Questionnaire* (found at the end of Step 2). A copy of the *4-H PetPALS Pet Questionnaire* is in the Member Resource.
- One pencil or pen per member

#### Preparing for the Activity

1. Review the *4-H PetPALS Pet Questionnaire*.
2. Copy the Questionnaire for the members if they do not use the copies in the Member Resource. Extra copies can be made from the master and used for members with more than one pet. Remind members that only one pet can visit at a time. It is not a good idea to exceed the one animal per person ratio in a healthcare facility visit.

#### Conducting the Activity

1. Ask the members to turn to their *4-H PetPALS Pet Questionnaire* in their Member Resource. Give them a blank copy if not using the copy in the Member Resource, or a copy for a second pet, if applicable. 
2. After each youth writes his or her pet's name, age, and species, have one member read the first statement with the three possible answers out loud.
3. Ask the members to circle the answer that best describes their pet's behavior, or write in an appropriate response. 
4. Have another member read the second statement and possible answers. Repeat this with each member reading one or 

---

more statements until the questionnaire is completed.

5. Once the questionnaire is completed, review the responses with the group. Discuss which answers are best for a suitable 4-H PetPAL. Help the members process their answers and understand the appropriateness of their pets in each situation.



## 4-H PetPALS Biography

The purpose of this activity is for the 4-H member to profile his or her pet(s) that he or she plans to take on animal-assisted activities. Prior to bringing the pets together, members should learn about each other's animals.

### Materials Needed

- *4-H PetPALS Biography* (found at the end of Step 2). A copy of the *4-H PetPALS Biography* is also in the Member Resource.
- One pencil or pen per member
- Glue stick
- Picture of each 4-H member's pet

### Preparing for the Activity

1. Review the *4-H PetPALS Biography*.
2. Copy the Biography for the members if they do not use the copies in the Member Resource. Extra copies can be made from

the master and used for members with more than one pet.

### Conducting the Activity

1. Have each 4-H member bring a picture of his or her pet(s) to this meeting.
2. Ask them to turn to the *4-H PetPALS Biography* in their Member Resource. Give them a blank copy for their second pet, if applicable.
3. Have them complete the information asked on the *4-H PetPALS Biography*. Older members or advisors may need to help younger members complete the information.
4. Have each member glue the picture of his or her pet in the appropriate area.
5. Once everyone has completed the *4-H PetPALS Biography*, take turns sharing the information with each other.



## Who is the CGC Dog?

Conduct this activity after members become familiar with the requirements of the Canine Good Citizen test. Youth who have had the opportunity to see how a dog who is already a Canine Good Citizen performs each test item can then score another dog, who may or may not pass all ten test items, so they can see how a dog performs who may not be ready for CGC certification. If possible, have a CGC evaluator present to explain each test item and discuss the performance of the CGC dog. The CGC evaluator would also discuss the performance of the second dog with each test item, and how he or she

scored the test. If an evaluator is not present, lead your members in a discussion of how they scored the second dog and the reasons for those scores.

### Materials Needed

- CGC Certified Dog
- Friendly, safe dog who may not be ready for CGC testing
- CGC Evaluation Forms (copies will do)
- Props for the CGC test items
- One pencil or pen per member
- CGC Evaluator (optional)

### Preparing for the Activity




1. Contact a CGC evaluator and invite him or her to the meeting. This would be something an older member could do.
2. If an evaluator can come, ask him or her to bring a CGC certified dog.
3. If not, or an evaluator cannot attend, invite someone who has a CGC certified dog to the meeting.
4. Find a dog who is friendly and safe, but probably will not pass the CGC test the first time.
5. Make enough copies of the CGC evaluation form for each member. Photocopies are fine for this meeting.
6. Have the CGC dog's handler and dog perform the requirements of each test item. Club members can serve as a crowd and help with the test items where needed.
7. After the completion of each test item, discuss the dog's performance with the members.
8. Once the CGC dog is finished, hand out one blank evaluation form to each member.
9. Now have the non-CGC dog and handler perform the requirements of each test item.
10. After completion of each item, ask the members to write down their scores and comments, and then discuss the dog's performance, and why it should or should not pass that item.
11. Follow the same procedure listed in No. 10 for each test item. Once the entire test has been given, summarize the dog's performance and answer any questions your members may have. The evaluator would do this if present.

Once the 4-H members have seen how the CGC Test is conducted, practice the steps of the Socialized PetPALS (SPP) Test using a different species of animal. This allows the members to see how to handle another kind of animal during testing. Ideally, find a friendly cat that is used to a harness and leash and would enjoy being tested, and a rabbit or guinea pig that can be tested in a basket or pet bed.

Youths should practice each test item at home with their pets. They will need the help of other people and may need to improvise with equipment. By practicing several times at home, they should have a good indication whether or not their pets can become Canine Good Citizens or Socialized PetPALS. They might also try test elements in public away from home in places such as pet supply supermarkets, etc.

## Appraising the Step

4-H members will

- Define the vocabulary words.
- Identify the minimum age for dogs, cats, and rabbits to visit.
- Describe how a dog, cat, and rabbit must be presented for visiting.
- Name six characteristics necessary for an animal to be a suitable 4-H PetPAL.
- Demonstrate each part of the Canine Good Citizen (CGC) Test with their animals. 
- Demonstrate each part of the Socialized PetPALS (SPP) Test with their animals.
- Compare the differences between the CGC and SPP Tests. 
- Practice the CGC and SPP Tests with their animals.
- Pass the CGS Test with their dogs and receive CGC certificates. 

- Pass the SPP Test with species other than dogs and receive SPP certificates.
- Demonstrate each of the four skills dogs must know before visiting.
- Demonstrate how to give their pets a treat.
- Name four types of equipment the 4-H PetPALS team may encounter while visiting.
- Recognize the importance of having an appropriate animal for AAA visits.
- Recognize if their animal is appropriate for AAA visits.
- Train their animals for AAA visits.
- Practice animal handling skills to enhance AAA visits.

---

## Climbing Higher

1. Divide the group into teams of three. Have one team research the Delta Society®; the second team research Therapy Dogs, Incorporated, and the third team research Therapy Dogs International. At a meeting have them give an overview of each organization and discuss their similarities and differences.
2. Have youth research other organizations that certify people and pets for AAA/AAT.
3. Ask youth to divide into teams of two or three and research information on the different methods of training animals. Have them bring their findings to a meeting and discuss which methods they prefer and why. They could form teams to debate, for instance, the military method versus the motivational theory. List the pros and cons of each method and have them decide which is the best for training pets.
4. Encourage members to train their pets at levels where they could be registered by Delta Society®; Therapy Dogs International; Therapy Dogs, Inc.; or other national AAA/AAAT organizations.
5. An ultimate goal for 4-Hers is to become registered Delta Society Pet Partners®. The Delta Society is the premier international resource for human-animal

bond. Delta Society has been the force to substantiate the significant role of animals for people's health and well-being by promoting the findings of research to the media and health and human services organizations.

Delta Society's Pet Partners Program established in 1990, helps people heal through the comfort and motivation from a specially trained pet. The Pet Partners Program trains volunteers and screens volunteers and their pets for visiting animal programs in hospitals, nursing homes, rehabilitation centers, schools, and other facilities.

Pet Partners is the only national registry that requires volunteer training and screening of animal and handler teams. Refer to the Appendix for more information about Delta Society. Go to the following website for Pet Partners information: <http://www.deltasociety.org/petpart/ppover.htm>



---

## The Next Step

1. You are highly encouraged to purchase one copy of the *Walk in My Shoes* Leader's Guide for your use and have 4-H members each purchase one copy of the *Walk in My Shoes* Member Project Book (Refer to ordering information in the Appendix). Select activities from this book for youth to complete. *Walk in My Shoes* is an excellent resource and a complement to the 4-H PetPALS project.
2. For Activity One, Stereotypes of Aging, make copies of the *Stereotypes of Aging Quiz* found at the end of this Step for your members or have them use their copies in the Member Resource.
3. Activity Two, Walk a Mile in My Shoes, requires a lot of preparation. Enlist the help of older members to prepare for this activity. Refer to the Appendix for copies of the *Walk a Mile in My Shoes* activity masters.
4. Remind members to bring their Member Resource books to the next meeting.

# 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

---

# Stereotypes of Aging Quiz Answer Sheet

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

1. Older people are all alike.

**False.** (Because older people have had so many different life experiences, they tend to be more different than alike.)

2. The majority of older people become confused and forgetful..

**False.** (Most older people do not experience memory loss or intellectual decline. Intellect is maintained or improved as people grow older. When changes do occur in intellectual function, they are not normal.)

3. All five senses tend to decline in old age.

**True.** (Refer to the information provided earlier in this lesson.)

4. Most older people live in nursing homes.

**False.** (Only 5% of people over 65 years of age live in nursing homes at any one time.)

5. Most older people are usually bored.

**False.** (Most older adults, after retirement, become active in volunteer work, hobbies, traveling, etc.)

6. Physical strength tends to decrease in old age.

**True.** (There is a loss of muscle mass as people age. Muscles also become weaker if they are not used as much.)

7. The majority of older people are socially isolated and lonely.

**False.** (Less than 5% feel they do not have enough friends. Ninety percent (90%) have seen at least one of their children during the past month. Few older people (12%) report loneliness as a serious problem.)

8. Most older people are set in their ways and unable to change.

**False.** (Adapting to change is more related to life-long personality traits than to age. Older adults have to adapt to major changes, such as retirement, loss of a spouse, chronic illnesses. Most adapt well to these changes.)

9. An older adult with a hearing problem will know it.

**False.** (Hearing loss is so gradual that many older people are either not aware of the loss or underestimate it.)

10. The majority of older people are usually irritated or angry.

**False.** (Typically, older people's personalities are the same as when they were younger. If they were irritable and became angry easy when they were young, they probably are the same now...maybe even more so. However, if they had a pleasant, easy-going personality as a younger person, they usually still have one now.)

11. Most older workers cannot work as effectively as younger workers.

**False.** (Most older people generally perform as well as younger workers, have lower job turnover, fewer accidents, less absenteeism, experience less job stress, are more reliable than younger workers, and contribute time and talent to community organizations.)

12. Lung capacity tends to decline in old age.

**True.** (The lungs are less elastic and do not expand as well.)

13. It may become difficult for older people to tell the color green from the color blue.

**True.** (The yellowing of the lens causes this.)

14. Older people should not exercise because they might fall.

**False.** (Exercise at any age can strengthen the heart and lungs, and it may lower blood pressure. It can also improve muscle strength.)

15. The reaction time of most older people tends to be slower than reaction times of younger people.

**True.** (Due to changes in the central nervous system, the time between the brain receiving the signal and the person responding increases with age.)

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

# Step 4:

## Learn About Senior Adults

### Objectives

To help young people

- Understand the value of intergenerational relationships.
- Understand the physical and cognitive changes of people associated with aging.
- Understand the physical and cognitive changes of people associated with different medical conditions.
- Learn about the various medical conditions of people they may encounter on AAA visits.

### Time Requirements

#### Two sessions:

1<sup>st</sup> session – 90 minutes

2<sup>nd</sup> session – 45 minutes

### Vocabulary

*Activities of Daily Living (ADL)* – The fundamental measure of functional independence and applies to a person’s ability to manage personal hygiene and mobility.

*Arthritis* – An inflammation of the joints (“arthr-“ means joint; “-itis” means inflammation).

*Instrumental Activities of Daily Living (IADL)* – A measure of a person’s ability to manage household and independent living tasks, and requires cognitive functioning.

*Intergenerational Relationships* – Interactions between young people

and senior adults that cause a friendship and bond to develop.

*Osteoarthritis* – A form of arthritis characterized by the loss of joint smoothness and range of motion without major joint inflammation; the cartilage eventually wears away; also called degenerative joint disease (DJD).

*Protocol* – Strict following or observance of a procedure or practice.

*Stereotype* – A statement or belief about a group of people that can be either positive or negative for the entire group.

### Background Information

As a Master 4-H PetPALS Volunteer Leader, you must first learn about the people you and your members will visit in assisted living and skilled nursing facilities. Some activities are provided to help youth become more sensitive to the aging process.

### Defining Intergenerational

Intergenerational relations refer to formal or informal interaction between young people and senior adults. Intergenerational programs provide opportunities for sharing skills, knowledge and experiences across the generations, promoting



---

friendships between young and old. These programs can also dispel negative stereotypes that young people and older adults may have about each other.

Successful intergenerational programs provide rewarding experiences for both generations by allowing youths and senior adults to learn from and about each other. Youth have an opportunity to witness the benefits and the challenges of growing older. A broadened understanding of the aging process often results. Additionally, young people gain a sense of responsibility and learn to accept differences among people. Older adults can gain insight into the lives, value systems, and growing pains of youth. By interacting with the younger generation, seniors can create new friendships often at a time they are losing friends, receive new incentives to remain active, and restore confidence in themselves and their value to others.



---

## How Old is Old?

At the age of eight, did age 25 seem old? When you were twelve, did you think your parents were old? There is no good definition of *old*. Chronologically there are milestones, such as the age you get your driver's license, graduate from high school, graduate from college, secure your first *real* job, retire from your career, and so forth. What is old to one person is young to another.

Aging is a normal process that begins at birth and continues until death. Barring any major accident or disease, our personalities pretty much stay the same throughout our lifetime. Changes such as memory loss, inability to learn, or confusion are not a part of the normal aging process, and are due to factors such as disease, adverse effects of medication, or other causes.

The older population is society's most heterogeneous group. Heterogeneous means *different from one another*. Older adults are more different from each other and from all other people than are members of any other age group. This is because they have had more life experiences.

---

## Who to Visit?

Who 4-H PetPALS visit depends on the type of

facility selected. It also depends on how the person is feeling that day. Always ask the staff members who to visit on a given day. Also ask if there is someone not appropriate to visit. **Never** just walk into a person's room.

4-H'ers will be visiting people who are at different physical stages of the aging process, as well as people with a variety of physical and cognitive conditions. It is important to understand the aging process and learn the characteristics of some common physical and cognitive conditions.

---

## Who Determines an Older Person's Care?

Assessment is an organized approach to collecting information about a person and his or her situation. To determine the best possible care for an older person, a comprehensive assessment team may work together to collect information about a person's situation. This team may include social workers, nurses, physicians, therapists, counselors, senior service workers, drivers, home health aides, volunteers, family members, and any others who work with the older person. They work together to identify problems, determine needs, establish goals, and then decide about services.

Five criteria that may be used in helping an older person select the appropriate service include availability, adequacy, appropriateness, acceptability, and accessibility of that service.

There are five major areas examined in a formal assessment. These include the person's physical status, cognitive status, environmental conditions, social resources and supports, and functional ability.

The functional ability assessment focuses on whether a person can manage his or her self-care and living environment, both in and outside the home. There are two areas that are observed in assessing a person's functional abilities:

- The first area is called Activities of Daily Living (ADL). This is the fundamental measure of functional independence and applies to a person's ability to manage personal hygiene and mobility. The number of ADLs that a person is capable of determines the style of living required. There are six daily living activities. These include: *bathing* (bathes



completely or needs assistance with a single part of the body), *dressing* (gets clothes from closet, puts them on and fastens them...does not include tying shoelaces), *eating* (can get food from cup or plate to mouth), *mobility* (ability to move about without assistance), *transferring* (moves in and out of bed and chairs without assistance), and *toileting* (gets to, on and off toilet).

An *index of independence* has been established to measure how well an older person can do these activities alone. The index ranges in descending order from total functional independence to total dependence.

- The second area of functioning is called Instrumental Activities of Daily Living (IADL). This applies to a person's ability to manage household and independent living tasks, and requires cognitive functioning. These nine areas include *ambulation* (completely mobile, including stairs), *cooking* (can plan and prepare nutritious meals), *house cleaning* (knows when house needs to be cleaned and can clean, including vacuuming), *laundry* (can wash, dry and iron clothes), *management of medications* (takes the right dose of the right medication at the right time), *use of telephone* (can answer, look up a number, dial, and call emergency services), *shopping for food and clothing* (can identify food and clothing needs; knows what stores have these items), *use of transportation* (understands public transportation schedules; can travel alone), and *money management* (handles own money, manages checkbook, writes checks, pays bills).

There are various scales for measuring functional independence in performing an IADL. The emphasis in functional assessment is on the impact of impairment, not the impairment itself or how it was caused.

## Physical Changes Associated With Aging

As we age, changes in our body happen gradually over many years. Obvious signs of aging include gray hair and wrinkles, and the use of bifocal lenses to read and do close up work. Less obvious signs include vision and hearing loss, as well as a diminished sense of touch, taste, and smell. There is a decrease in physical strength, endurance, and flexibility. Older people have slower reflexes due to changes in the central nervous system. Metabolism slows, decreasing the body's ability to burn calories. Some older people are frail. The loss of bone mass causes the bones to become thin and brittle. Their skin is thinner and can be easily scratched or torn.

### Changes in Vision

The aging process causes changes in our eyes.



Some of these changes include:

- decline in the sharpness of vision
- decline in the decrease in ability to differentiate between colors (especially greens and blues) due to the yellowing in the lens of the eye



- decline in the decrease in depth perception (judging distances)
- decline in the decreasing ability to adjust to changes in light levels (such as going indoors from being outside in the daylight)
- decline in the increased time needed for the eyes to focus on objects at different distances
- decline in the decrease in the ability to see in dim lighting or at dusk
- decline in the decrease in the capacity to adapt to glare

Most of these vision changes can be corrected by wearing glasses. For some older adults, however, decline in vision can significantly impact their daily lives. It becomes harder to perform such tasks as reading the mail, reading a recipe or written directions, or completing personal grooming tasks, such as shaving or applying make up. Driving may no longer be possible with significant vision impairment. Some hobbies or social activities may also be restricted or impossible.

### Changes in Hearing

Loss of hearing is very gradual. *Presbycusis* is the most common type of hearing loss. This is the decreased ability to hear high frequency sounds. High-pitched consonant sounds such as *s*, *p*, *sh*, and *th* are harder to hear. Vowels are much easier to hear. As people age, talking may sound muffled. This makes it more difficult to talk on the telephone,

hear in noisy places, and watch television with others because the volume may be too low.

Don't assume all older people have difficulty hearing; therefore, do not automatically speak louder. Never shout at a person who is hearing impaired. This includes those wearing hearing aids. Shouting raises the pitch of your voice, making it even harder for them to hear.

Hearing impairments can range from mild loss to total deafness and can vary from individual to individual and day to day. Hearing aids can improve certain kinds of hearing loss, but cannot totally restore hearing. People with hearing loss may feel completely isolated from others.

### Changes in Touch, Smell, and Taste

As a person's sense of touch diminishes, it is harder to detect extremes in temperature, feel pressure, or sense pain. On the other hand, skin may become more sensitive due to the effects of medications. Joints may also be inflamed and cause increased sensitivity to pressure, for example when shaking hands.

You must have the sense of smell to taste food. An impaired sense of smell could diminish the flavor of foods. The threshold of taste buds also decline, so older people prefer stronger flavors. This reduced sense of smell could also pose a safety threat. Smells such as spoiled food, smoke, and escaping gas may go unnoticed.

### Changes in Flexibility, Strength, Endurance, and Reaction Times

As people age, their joints begin to feel stiff due to changes in the connective tissue and in the membrane around the joints. It is harder for some seniors to move their fingers, knees, and other joints. This decrease in flexibility and agility makes it harder for people to get up and down. It may be hard to get out of a chair or in and out of a car. Arthritis is the most common chronic condition among seniors. Osteoarthritis, or degenerative joint disease (DJD), is the most common type of arthritis, affecting many people over 60 to some degree.





Muscles grow smaller, are less elastic, and become weaker, even in seniors who exercise regularly. It becomes harder to lift heavy objects or perform other activities requiring strength. A decrease in strength may cause problems with balance, increasing the potential for falls. Falls are the leading cause of accidental deaths in people over 75 years of age.

Walking may become painful due to a decrease in fatty tissue that forms a cushion between the bones and skin. As the central nervous system changes, reaction times become slower, resulting in slower reflexes.

### Loss of Bone Mass

Bones become thinner and brittle. This is most significant in the spine and long bones of the arms and legs. It is easier to break a bone when falling. Many people become shorter as they age due to the compression of the spinal column. They also may have a stooped posture. Osteoporosis is a severe example of loss of bone mass.



## Other Physical and Cognitive Conditions (not necessarily related to aging)

### Speech Impairment

A small percentage of older adults have difficulty speaking and may, therefore, mumble or slur

their words making it hard to understand them. Others may have difficulty verbalizing the message their brain is sending. Never assume that a person who can't speak well doesn't understand what is being said. Just because they are unable to speak clearly does not mean they cannot think!

### Diseases of the Eyes

Three eye diseases that are more common to people over the age of 65 include:

- cataracts
- glaucoma
- macular degeneration

These conditions have a much greater impact on a person's independence and ability to function than normal age-related changes.

A *cataract* is the clouding of the lens of the eye so the lens cannot transmit a clear image to the retina. Vision becomes faint, hazy or blurred, like looking through a thin film of petroleum jelly. Fortunately, laser surgery procedures today can remove cataracts during an out patient visit.

*Glaucoma* is caused by increased pressure in the eye. This results from an increased output of eye fluids or impaired drainage. The result of glaucoma is loss of peripheral or side vision. In advanced stages of glaucoma, the individual experiences "tunnel vision" which is like looking through a hollow tube.

*Macular degeneration* is caused by damage to or breakdown of the macula. This results in the loss of central vision. When the person looks directly forward at an object, it may appear blurred, distorted, or completely gone.



### Dementia

Dementia itself is not a disease but a symptom that accompanies certain physical conditions or diseases. Dementia is the loss of mental function in two or more areas such as memory, language, spatial and visual abilities, or judgment severe

enough to interfere with daily life. Conditions causing dementia may be reversible or may get progressively worse and be irreversible. There are over 100 reversible physical conditions that can cause dementia. Some of these include depression, head injuries, brain tumors, nutritional deficiencies, drug reactions, thyroid problems, and infections such as syphilis or meningitis.

People with dementia often see and hear things differently from what is really happening or being said. What they perceive to be true is true for them. You have entered their reality, their world, and you must accept this. Do not try to make them perceive reality, because that is not real for them. When visiting, watch for any change in personality and actions, as these resident's perceptions can change rapidly. Common behaviors may include confusion, frustration, fear, and anger. An example might be calling a 4-H'er or pet by a different name, or being eager to visit one time and agitated by a visit the next time.

Many times, long-term memory is still present and the person likes to talk about his or her memories. Instruct 4-H'ers when talking to residents to smile, remain calm, and speak in a quiet, controlled manner. 4-H'ers need to use short, literal sentences. Have 4-H'ers ask if the person had a pet when he or she was young, and, if so, what kind of pet was it? If there is no long-term memory, they could ask how the visiting pet makes him or her feel? If the person does not appear interested in talking but is interacting with the visiting pet, the 4-H'er could try sitting quietly and allowing the interaction to take place. Coach 4-H'ers to do things methodically with minimal changes. Remind 4-H'ers to keep the animal close so the 4-H'er and pet present one picture. This way the 4-H'er also has better control of the animal and can protect both the person and the pet.

Touching is very important for people with dementia. It may be their only true link to reality. Teach 4-H'ers that as residents pet the visiting animal, the 4-H'er should watch for signs of uneasiness in the person. 4-H'ers will need to be prepared to quickly, yet quietly, remove the pet from the situation. Teach 4-H'ers to never laugh, argue or criticize a person with dementia. When it is time to leave, whether planned or abrupt, the 4-H'er should offer to visit again another day.

The two leading causes of irreversible dementia are Alzheimer's Disease and Multi-infarct Dementia.

## Alzheimer's Disease (AD)

Alzheimer's Disease (AD) is responsible for 50 - 60% of all dementia, affecting as many as 4 million Americans. AD is a degenerative disease that attacks the brain. It begins gradually and progresses at a variable rate unique to each person. AD results in impaired memory, thinking, and behavior, and can last from 3 to 20 years from the time of onset of symptoms. Warning signs of Alzheimer's Disease include memory loss that affects job and home skills, difficulty performing familiar tasks, problems finding the right words, disorientation as to time and place, poor or decreased judgment, difficulty with learning and abstract thinking, placing things in inappropriate places, changes in mood and personality, and marked loss of initiative. In the last stages of AD, people are unable to take care of themselves. The exact cause of Alzheimer's Disease, at present, is unknown.

## Multi-infarct Dementia (MID)

Multi-infarct Dementia, also known as vascular dementia, results from brain damage caused by multiple strokes (infarcts) within the brain. Symptoms include disorientation, confusion, and behavior changes. MID is neither reversible nor curable, but treatment of underlying conditions (i.e. high blood pressure) may modify its progression.

## The Term *Senile*

Cognitive decline is not a normal part of aging. *Senile* or *senility* is an outdated term applied to decline in cognitive functioning. This is an inappropriate term to use.

## Strokes

A stroke (Cerebral Vascular Accident - CVA) is caused when the blood supply to the brain is interrupted and the brain tissue is damaged. Strokes may be caused by a *thrombus*, which is a clot which forms from arteriosclerosis of the vessels in the brain; a *hemorrhage*, which is a rupture in the blood vessel which causes bleeding and the interruption of blood flow; an *embolism*, which is a clot which forms elsewhere in the body and travels to the brain; or an *aneurysm*, which is a permanent, abnormal blood-filled dilation or *bulge* of a blood vessel.

Symptoms of strokes vary depending on the area of the brain affected and how severely the tissue is damaged. People with damage to their left brain may have right-sided weakness or paralysis.



## Wheelchair Protocol

A wheelchair user will consider the wheelchair as a part of his or her body image and an extension of personal body space. There is a sense of security because a wheelchair allows a person to be mobile and independent. Touching the wheelchair may be offensive to him or her. Instruct the 4-H'ers to never lean or hang on the wheelchair or sit on the arm of the chair. 4-H'ers must never reach over a person's head. They must never demean or patronize the wheelchair user by patting him or her on the head or shoulder.

When making introductions, it is appropriate for the youth to stand during the introduction and shake hands. It is correct to shake

hands left-handed if needed. After the introduction, the 4-H'er should be situated at eye level, so he or she is talking with the person face to face. Do not talk over the person and never look down on the person. Speak in a normal tone; assume the person can hear.

As a safety precaution, instruct 4-H'ers to ask the person if his or her wheelchair is locked. A youth should never move the wheelchair without asking. If the person asks the 4-H member to take him or her somewhere, have the youth get a staff member's permission and assistance.

Remind 4-H members to think how they would like to be treated if they were the people using a wheelchair. People who use other mobility aids, such as walkers, canes, and crutches should be treated the same as a person using a wheelchair.

Small dogs and cats can be placed on a towel or blanket on the lap of a person using a wheelchair, with permission from that person. Other small pets, such as rabbits or guinea pigs, can be placed in their baskets or pet beds and then on the resident's lap. The resident can pet, brush, and/or hold the pet from this position.

Damage to the right brain may cause a person's left side to become weak or paralyzed. People with strokes often have difficulty communicating. They may be able to understand what is heard, but unable to find the right words to speak or write. They may understand the written word better than the spoken word, or vice versa. People who have had a stroke may use improper words or gibberish to refer to things, or may only understand gestures. They may experience uncontrollable changes in their personalities and behavior, such as laughing or crying without reason, or becoming easily upset and/or vulgar, or loud and unruly. Strokes may cause people problems in perceiving distances, sizes, speeds of movement, forms, and how the parts relate to the whole objects.

Prior to visiting a person who has had a stroke, the 4-H'er or leader should ask a staff member for hints in communicating with him or her. The staff member should know, or be able to find out, how the stroke has affected the person and explain the best way to visit this person with the pet. The 4-H'er should be prepared to help the person pet the animal, if he or she so desires.



---

## Infantilization

Infantilization is the portrayal of older adults as having the same status as children. Infantilization reduces any minority population (women, seniors, ethnic groups, etc.) to the status of children, and treats them as if they lack moral, intellectual or physical abilities. Even those seniors who are cognitively impaired or otherwise dependent should be treated as adults in a respectful manner. Many stereotypes associated with the aged portray old age as a *second childhood*, especially in those seniors who are physically or cognitively disabled. These portrayals imply a backward development where a lifetime of experience is essentially dismissed.

---

## Patronizing Speech

How people talk to an older person is one way that we can intentionally or unintentionally infantilize them. Often, when people talk with an older adult, especially one in a skilled nursing facility, they use a high-pitched voice, simplified words, and ask a lot of questions. This change in demeanor is similar to how we talk to children and can be patronizing to an elder. It is important to remember that older adults deserve our respect and

are to be treated with dignity. When communicating with an older adult, teach 4-H'ers to avoid patronizing this person. Tell 4-H'ers to never use an endearment such as *sweetie* or *honey* unless a relationship has been established with that person, and he or she has given the youth permission to address him or her in such an informal way. Teach youth to address adults as Mr. \_\_\_\_\_ or Mrs. \_\_\_\_\_, showing them the respect they deserve.

---

## The Person Comes First

The words 4-H members use when describing people with medical or physical conditions (impairments or disabilities) are as important as the way they interact with them. Put the person first, before the condition. They should avoid language that is negative, inaccurate, and patronizing. For example, a person who uses a wheelchair is not *bound* or *confined* to the wheelchair; a person who has epilepsy is not *an epileptic*. A person with an impairment or disability is a person with feelings. Teach 4-H members to treat people with disabilities the way they would want to be treated.

Examples are listed below which provide positive terms used to describe people with impairments and disabilities.

---

## Positive Terms

### Person who....

uses a wheelchair  
uses crutches  
uses a walker  
uses a cane  
is deaf or hearing impaired  
has seizures  
has physical disabilities  
is blind or visually impaired  
has had a stroke

### Person with ...

a learning disability  
Cerebral Palsy  
a brain injury  
Downs Syndrome  
a disability  
dementia  
a congenital disability  
paraplegia  
a speech impairment

The above list is not complete, but it should give you a good understanding of putting the person first and the condition last. Teach 4-H'ers to never use words like mongoloid, senile, birth defect, brain-damaged, invalid, victim, suffers from, crippled by, stricken with, afflicted by, deformed, or incapacitated. Teach them to avoid describing people with disabilities as courageous and exceptional or poor and unfortunate. They don't want to be measured against a separate set of expectations. Teach youth to avoid expressions like *physically challenged*, *special*, or *handi-capable*. People with disabilities generally regard these as patronizing. Explain the correct use of the word *handicap*. Handicap describes a problem or barrier created by society or the environment. For example,

people with disabilities might be handicapped by their employers' beliefs that their abilities are somehow limited.

When describing people without disabilities, teach 4-H'ers to avoid the words *healthy*, *normal*, or *able-bodied*. These words imply that a person with an impairment or disability isn't normal or healthy. They should refer to people without disabilities as *non-disabled*.

Teach your 4-H members the correct terminology and practice putting the *person* first.



## Activities

**4-H** members must complete Activity One, Activity Two, and Activity Three. Activities Four and Five are optional. Activity Three can be completed during the second session.



### Stereotypes of Aging

Sometimes we form stereotypes about older people. A stereotype is a belief about something or a group of people that can be either positive or negative. *Older people are all alike* is one stereotype, where we are grouping all older people together. This statement is false. Older people are just as much individuals as everyone else.

#### Materials Needed

- One *Stereotypes of Aging Quiz* per member (Refer to end of Step 3.) A copy of the quiz is also in the Member Resource.
- One pen or pencil per member

#### Preparing for the Activity

1. Make copies of the *Stereotypes of Aging Quiz* for the 4-H members, or have them use their copies in the Member Resource.
2. Review the questions and answers prior to conducting this activity.

#### Conducting the Activity

1. Ask members to turn to the *Stereotypes of Aging Quiz* in their Member Resource or to the copy you provided.
2. Read each statement and have members circle whether they believe it is true or false.
3. Once you are finished with the quiz, ask one 4-H'er at a time to read the statement

and give his or her answer. Ask the group if they agree or disagree.

4. Tell them the correct answer.
5. Discuss why the answer is true or false.



## Walk a Mile in My Shoes

*Do not judge someone until you have walked a mile or more in his or her moccasins* is a Native American saying that applies to this activity. Walking in the shoes of an older person will help members develop sensitivity to the older population and increase their awareness of some of the challenges that result from aging. Through the use of devices in the Instant Aging Kit, 4-H'ers and other participants will *age instantly* and experience some of the losses that can occur with aging.

All participants should be divided into eight groups with about the same number of people in each group. First, explain the activity, the activity stations, and the procedure for moving through the eight stations. Then hand out the Instant Aging Kits. Make sure they follow instructions as they put on the contents of the kit. Be sure to let members discuss their feelings and abilities to function while doing the activities. This activity will take around one hour for a group of 15 – 20 people for processing the activity once everyone has completed all 8 stations.

### Materials Needed

#### *Instant Aging Kit*

- 1 Instant Aging Kit per club member
- 1 Instant Aging Kit contents list

- 8 adhesive address labels (3.75" x 1.25") or 1" masking tape – 8 pieces, each about 4" long
- 2 cotton balls or disposable ear plugs
- 10 popcorn kernels in plastic wrap
- 1 disposable poly/plastic glove
- 1 yellow blindfold (3-4' x 4" yellow Easter basket film, yellow cellophane, or yellow plastic wrap; can also use amber-colored sunglasses or eye doctor disposable glasses with yellow or amber lenses)
- 1 sandwich size zip lock bag to hold contents of kit

- Index cards (lined or unlined) – one per member
- Aging Sensitivity Answer Sheet – one per member (master copy provided in the Appendix)
- Word search puzzle (different from that in Station No. 7) – one per member (master copy provided in the Appendix )
- Crossword puzzle – one per member (master copy provided in the Appendix )
- 1 pencil per member
- 8 tables to serve as stations
- 1 large garbage bag
- 2 pieces of poster board or flipchart paper (optional)

*Activity Station Supplies* – The amount of certain supplies will depend on the number of club members. Members will be evenly divided and rotate from station to station.

- *Activity Station No. 1 - Buttoning Buttons*
  - 1 12" x 15 ½" manila envelope or a plastic container
  - 1 activity station number card (master copy provided in the Appendix)
  - 1 activity direction card (master copy provided in the Appendix)
  - 3 shirts or blouses with buttons buttoned
- *Activity Station No. 2 - Counting Pills*



- 1 12" x 15 ½" manila envelope or a plastic container
- 1 activity station number card (master copy provided in the Appendix)
- 1 activity direction card (master copy provided in the Appendix)
- 9 amber-colored pill bottles with child-proof lids (ask pharmacy for these)
- 1 – 1 pound bag of M & M's
- 3 sandwich size zip-lock type bags
- *Activity Station No. 3 – Reading the Comics*
  - 1 12" x 15 ½" manila envelope or a plastic container
  - 1 activity station number card (master copy provided in the Appendix)
  - 2 activity direction cards (master copy provided in the Appendix)
  - 2 Sunday comic sections (color sections; not black and white)
  - 2 comics instruction cards (master copy provided in the Appendix)
- *Activity Station No. 4 – Phoning a Friend*
  - 1 12" x 15 ½" manila envelope or a plastic container
  - 1 activity station number card (master copy provided in the Appendix)
  - 1 activity direction card (master copy provided in the Appendix)
  - 3 residential phone book sections
  - 3 prepared name search cards (1 per phone book section)
  - 1 toy, cordless, or cell telephone
- *Activity Station No. 5 - Making Change*
  - 1 12" x 15 ½" manila envelope or a plastic container
  - 1 activity station number card (master copy provided in the Appendix)
  - 1 activity direction card (master copy provided in Appendix)
  - play money (5 - \$100.00, 15 - \$10.00, 15 - \$5.00, 25 - \$1.00)
  - real coins (70 pennies, 5 nickels, 10 dimes)
  - 5 small coin envelopes (2 ½ x 4 ¼ )
  - (Each coin envelope contains: 14 pennies, 1 nickel, 2 dimes)
  - 5 No.10 business envelopes (4 ¼" x 9 ½") labeled: **"Count Out \$36.36."**
  - (Each business envelope contains: 1) *play money* [1 - \$100.00, 3 - \$10.00; 3 - \$5.00; 5 - \$1.00], and 2) *a coin envelope with real coins [14 pennies, 1 nickel, 2 dimes]*
- *Activity Station No. 6 - Playing Cards*
  - 1-12" x 15 ½" manila envelope or a plastic container
  - 1 activity station number card (master copy provided in the Appendix)
  - 1 activity direction card (Master copy provided in the Appendix)
  - 5 decks of playing cards
- *Activity Station No. 7 – Tasting Jelly*
  - 1-12" x 15 ½" manila envelope or a plastic container
  - 1 activity station number card
  - 1 activity direction card
  - 2 plastic spoons
  - 1 plastic knife per participant
  - 1 small paper plate per participant
  - 2 small plastic or paper bowls
  - 2 jars of different kinds of jelly, similar in color and texture
  - 1 box of saltine-type crackers
- *Activity Station No. 8 – "Free as a Bird" Word Search*
  - 1-12" x 15 ½" manila envelope or a plastic container
  - 1 activity station number card (master copy provided in the Appendix)
  - 1 activity direction card (master copy provided in the Appendix)

- 1 word search puzzle per participant (master copy provided in the Appendix)

### Preparing for the Activity

This activity will take substantial time to prepare for, however is an essential part of the curriculum. Upon completing the activity, 4-H'ers will have a sense of how it feels to age and a better understanding of senior adults. Other family members may be invited to participate, also. If so, make sure there are enough Instant Aging Kits for all participants. Ask some older youth or adults not involved in doing this activity for assistance. They can help the members put on their aging kit materials as well as facilitate at the stations.

The Instant Aging Kits are disposable (except for sunglasses). Many items from the stations can be reused provided they are secured in the manila envelopes or plastic containers.

1. Prepare one Instant Aging Kit for each member. Club members could help



prepare the kits. Address labels can be put in the kit. If using masking tape, bring a 1" roll to the meeting. Disposable foam or wax earplugs reduce the sound better than cotton balls, but are more expensive. For a one-time activity, the effect of the earplugs would be worth the cost. You can cut the wax earplugs in half; therefore a box of six pairs of earplugs would be enough for 12 members. Instead of using yellow cellophane, youth who have amber-colored sunglasses could bring them to the meeting or get amber-colored disposable glasses from an eye doctor. (Be sure the lenses are amber-colored.)

2. Unless using masking tape and sunglasses, put all of the items from the Materials Needed Section, in the amounts listed, in the zip-lock sandwich bag and seal the bag.
3. Activity Station No. 1 – Buttoning Buttons
  - a. Label the manila envelope (or container) Station No. 1 – Buttoning Buttons

- b. Copy the activity station number card and activity direction card and put in the envelope
  - c. Find 3 shirts or blouses with buttons, button the shirts or blouses, and keep them with the envelope. (They probably will not fit inside.)
4. Activity Station No. 2 – Counting Pills
- a. Label the manila envelope (or container) Station No. 2 – Counting Pills
  - b. Copy the activity station number card and activity direction card and put in the envelope.
  - c. Label 3 pill bottles with the number “1”, 3 pill bottles with the number “2”, and 3 pill bottles with the number “3”.
  - d. Put the same number and color of M & M’s in all bottles labeled number “1”; the same number and color of M & M’s in all bottles labeled number “2”; and the same number and color of M & M’s in all bottles labeled number “3”. For example, all number “1” bottles contain 13 red M & M’s; all number “2” bottles contain 10 blue M & M’s; and all number “3” bottles contain 8 orange M & M’s.
  - e. Put one set of bottles (bottles numbered 1, 2, & 3) in each zip-lock bag and seal them.



- f. Put the bags of bottles in the manila envelope.
5. Activity Station No. 3 – Reading the Comics
- a. Label the manila envelope (or container) Station No. 3 – Reading the Comics.
  - b. Copy the activity station number card and activity directions card and put in the envelope.



- c. Select 2 comics (colored comics) from each of 3 Sunday papers.
  - d. Prepare each comic instruction card by selecting 2 comics and writing 2 questions, one for each comic.
  - e. Put the comics and completed comic instruction cards in the envelope.
6. Activity Station No. 4 – Phoning A Friend
    - a. Label the manila envelope (or container) Station No. 4 – Phoning A Friend.
    - b. Copy the activity station number card and activity direction card and put in the envelope.
    - c. Prepare the name search cards by selecting a name in the telephone book and writing it on the card.
    - d. Put the phone books, or a portion of the residential section of an old phone book, and the completed name search cards in the envelope.
    - e. Secure a toy phone, cordless or cell phone for this activity. You may want more than one phone if the group is large.
  7. Activity Station No. 5 – Making Change
    - a. Label the manila envelope (or container) Station No. 5 – Making Change.
    - b. Copy the activity station number card and activity direction card and put in the envelope.
    - c. Label each business envelope: “Count out \$36.36.”
    - d. In each business envelope put play money: 1 - \$100.00, 3 - \$10.00, 3 - \$5.00, and 5 - \$1.00.
    - e. In each business envelope also put the coin envelope with real coins: 14 pennies, 1 nickel, and 2 dimes.
    - f. Put the finished business envelopes in the manila envelope.
  8. Activity Station No. 6 – Playing Cards
    - a. Label the manila envelope (or container) Station No. 6 – Playing Cards.
    - b. Copy the activity station number card and activity direction card and put in the envelope.
    - c. Put the 5 decks of playing cards (each in their own boxes) in the envelope.
  9. Activity Station No. 7 – Tasting Jelly
    - a. Label the manila envelope (or container) Station No. 8 – Pass the Jelly Please
    - b. Copy the activity station number card and activity direction card and put in the envelope.
    - c. Collect the items needed for this station (see Materials Needed).
    - d. Put all of the items in a container for easy transport.
  10. Activity Station No. 8 – Word Search
    - a. Label the manila envelope (or container) Station No. 7 – Word Search.
    - b. Copy the activity station number card and activity direction card and put in the envelope.
    - c. Make enough copies of the Free as a Bird Word Search puzzle for each person and put in the envelope.
  11. Record your answers to the stations on an Aging Sensitivity Answer Sheet once you know the number of pills, name of comics, etc., that you are using at the stations.
  12. Copy the Aging Sensitivity Answer Sheet for each person.
  13. Copy either the 4-H PetPALS Word Search (not the one used at Station No. 7) and/or Crossword Puzzle for each person. The Word Search should be used for younger members or those with reading challenges. Use the Crossword Puzzle for all others.
  14. Once the Instant Aging Kits are made, put on the contents and try some of the activities yourself. This gives you an idea of what the members will be experiencing, allowing you to relate to them better.

## Conducting the Activity

1. Explain the following to the 4-H members:





“You are about to *step into the shoes* of an older person by putting on the contents of the Instant Aging kit. During this activity you should become more sensitive to the impact that aging-related changes can have on an older person. Each person is an individual and ages at a different rate and degree. This is just a simulation of how some of the senses diminish during the aging process.

Once you have completed these activities, think of times you may have become frustrated or impatient with a senior adult. If you encounter these frustrations again, remember your feelings as you experienced aging-related losses.”

2. Tell the participants that they must follow the instructions carefully and not work ahead.
3. **Before** handing out the Instant Aging Kits, explain the activity stations and procedures for doing the activities.
4. Explain the activities at each station as you
  - a. Go to each station in sequence.
  - b. Tell what number the station is.
  - c. Tell the name of the activity.
  - d. Explain how to do the activity.
    - read the directions from the activity direction card
  - e. Ask if there are any questions before moving on to the next station.
  - f. Tell them to use their best judgment concerning the activities at a station.
 

For example, if a person is diabetic or hyperglycemic, he or she might not be able to do the Tasting Jelly activity.
5. Explain the procedure for doing the activities.
  - a. Divide the participants into 8 groups of equal numbers. Have them get into their groups while you explain the procedure.

They are to remain in their groups until the activities are completed.

- b. Allow 5 – 10 minutes to complete each activity (depending on group size and age). They must stay in their groups and not move ahead until told to do so.
  - c. Have the groups rotate from station to Station in sequence. For example, those at Station no. 1 move to Station no. 2, people at Station no. 2 move to Station no. 3, and so forth.
  - d. Remind each person to put everything back the way he or she found it. Before moving on, the station must be put back in order, as it was when participants began the activity.
  - e. When someone finishes the activity before it is time to move on, have him or her work on a 4-H PetPALS word search or crossword puzzle.
  - f. Remind them again to stay in their groups and not move to the next station until told to do so.
6. When doing the activities, participants will need to take three items with them.
    1. A pencil or pen
    2. Their other word search or crossword puzzles
    3. Their Aging Sensitivity Answer Sheets. Tell them they will use this to record their answers to the activity questions. 
  7. Now it is time to hand out one Instant Aging Kit to each member. (Members are to remain in their 8 groups.) Do not let them open their kits until everyone has one. They are to follow your instructions with each item. 
  8. Once all of the participants have their kits, tell them to open them. Hold up each item as you give directions.
  9. Instruct the groups as follows: 
    - a. Open the popcorn packet and put half of the popcorn kernels in the bottom of each shoe. This simulates the loss of fatty tissue in your feet, making it more difficult to walk. 

- b. Next, take out one of the cotton balls or earplugs and put it in one of your ears. This simulates hearing loss.
  - c. Then, take out the address labels (or give them masking tape) and wrap them around the lower joint of each finger and the upper joint of the thumb on your dominant hand (the hand you write with). Next, splint your index and middle fingers together (same hand) using the remaining address labels. This simulates stiff joints and loss of tactile sense (sense of touch). *Note: This may take some time to do. If using masking tape, have a couple helpers hand out the tape. Helpers may also need to assist members putting the labels or tape on their fingers. Remind those finished not to move ahead.*
  - d. Now, put the glove on your non-dominant hand. This simulates loss of tactile sense.
  - e. Next, put the remaining cotton ball or earplug in your other ear, simulating hearing loss.
  - f. And last, put on the yellow blindfold (or amber-colored sunglasses or disposable glasses). This simulates the yellowing of the lens of the eye. Helpers, or other members who are finished, may need to assist in tying the blindfolds.
  - g. Before releasing members to the stations, tell them to think about how they feel and how they are able to function at each station as they complete the activities.
10. Tell them now that they have “aged”, they may go to their stations. Have group 1 go to station 1, group 2 to station 2, and so forth. Do not let them begin until you say, “Go!”
  11. Allow 5 – 10 minutes per station, being consistent with time allotted throughout the activities. Do not allow them 5 minutes at one station and 10 minutes at the next because it will mess up the rotation.
  12. When the 5 minutes are up, tell members to move to the next station, reminding them to stay in their groups. Remind 4-H’ers to work on their other puzzles if they finish at a station. Remind them also to think about how they are feeling and functioning as they do the activities.
  13. When the rotation is almost complete, announce that the next station will be the last. When 4-H’ers are done at the last station, have them return to their original seats. Instruct 4-H’ers to remove their aging kit materials and throw **all** of the used kit items away (except sunglasses) in a garbage bag. (Note: If sunglasses are used, and they are not an individual’s personal sunglasses, wash them in an anti-bacterial soap before they are stored or before others use them.) Have members keep their pencils and Aging Sensitivity Answer Sheets. They can also put the word search and crossword puzzles in their scrapbooks.
  14. Once the 4-H’ers are back in their seats and have thrown the used kit items away, read the answers from your Aging Sensitivity Answer Sheet. Hand out an index card to each member. On the top of one side of the card have them write the word *Feeling*. On the top of the other side ask them to write the word *Function*. Show them an example.
  16. On the *Feeling* side of the card ask them to write down some of the feelings or emotions they experienced while doing the aging sensitivity activities. When finished, have them turn to the other side and write down what it was like for them to function and move with their simulated aging losses.
  17. When they are finished, ask them the following questions:
    1. “What were some of the feelings you experienced?”
    2. “What did you notice about your ability to function and move?”
    3. “How do you think this experience will effect the way you interact with senior adults?”

18. Have them share their responses with the group. You could list these responses on poster board or flipchart paper so all of the members can see what was said. Help them process their thoughts by allowing time for group discussion about their feelings and functioning abilities. Ask your 4-H'ers if they have ever become frustrated or impatient with

1. An older person driving in front of them, or pulling out in front of them?
2. An older person in front of you in a supermarket line or bank teller line?
3. Your grandparents or other relatives who seem to do things so slowly?

Tell them that if they find themselves becoming impatient or frustrated with an older person, to remember how they felt and functioned when doing the aging activities. These activities gave them merely a glimpse of how it was to walk in someone else's shoes.

*Variation to Feeling and Function Cards:* Put one index card in each Instant Aging Kit. Before beginning the activity, tell the members to write the word *Feeling* on the top of one side of the card and the word *Function* on the top of the other side. Instruct the 4-H members to record their feelings and how they functioned after they complete each station.

The purpose of this activity is to increase young people's awareness of and sensitivity to the effects aging-related changes can have on older adults. There is a lot of individual variation in the way people age. The aging-related changes the members experienced were broad generalizations that do not apply to all older people. The degree of change will be different with each person. Each adult will also experience the aging process differently because of his or her personality, social supports, and cultural and environmental backgrounds.



## Stroke Simulation

Do not generalize the symptoms of a person who has had a stroke. There are various physical, emotional, and communication problems that may result from the damaged brain tissue. This activity will simulate an experience a person with a stroke might have during recovery.

### Materials Needed

- 1-3" x 5" index card (lined or unlined) per member
- 1 pencil per member

### Preparing for the Activity

1. Obtain the materials.
2. On an index card or a large piece of paper, write the information you want your members to write on their cards to show them while explaining the procedure. (See number 2 under Conducting the Activity.)
3. Review the directions.
4. Practice this activity at least once before teaching it to the 4-H'ers.

### Conducting the Activity

1. Give each member a 3 x 5 index card.
2. On the index card instruct each member to: (Show them your completed card.)
  - a. Write the numbers 1, 2, 3, & 4 down the left side of the card.
  - b. Next to #1 write or print the word *NAME*.

- c. Next to #2 write or print the word *ADDRESS*.
  - d. Next to #3 write or print the word *JOB*.
  - e. Next to #4 write or print the letters *SSN* (Social Security Number).
3. Give instructions for simulating a stroke as follows:
- a. Put your pencil in your non-dominant hand (hand you don't write with).
  - b. Cross your legs at the knee with the opposite leg on top. (If you write with your right hand, cross your legs with the right one on top.)
  - c. Move your left foot in a counter-clockwise direction in a circular motion.
  - d. While your foot moves in a counter-clockwise circle, complete the information requested on the card using your non-dominant hand. Keep your foot moving the entire time!
  - e. When you have finished filling out the card, put your pencil down and look up.

When the 4-H'ers are finished, ask:

1. What was it like trying to do this exercise?
2. How did you feel?

Summarize and process what the youth experienced. Close with the following:

“Writing with the non-dominant hand and moving the opposite foot counter-clockwise are not natural activities. However, they can serve to help us imagine what it might be like when the brain is receiving two or more different signals and has a problem interpreting them. Something similar to that might happen when a person is recovering from a stroke.

Imagine what it must be like to know how to do something and to have been able to do it easily, but now, not be able to do it because the brain cannot process the information as it once did. These mixed messages must be extremely frustrating at the very least. You experienced this briefly, but think how it must be for a person with a stroke whose experience continues to be difficult and frustrating.”



## Vision Impairment

Cataracts, glaucoma, and macular degeneration are eye diseases that have a much greater impact on a person's ability to function and be independent than the normal aging-related changes. The purpose of this activity is for members to gain a better understanding of how people with these eye conditions view the world.

### Materials Needed

- 4 pairs of inexpensive amber-colored sun glasses
- Petroleum jelly
- 2" x 3" or 3" x 3" black adhesive labels (2 labels for each pair of glasses)
- 4 - 2" black adhesive dots
- Printed materials - different sizes, color, some good, some poor
- Storage container(s) for glasses
- Disinfectant hand wipes
- Facial tissues




### Preparing for the Activity

1. Purchase 4 pairs of inexpensive amber-colored sunglasses. Depending on the size of your group, you may want to purchase more than four glasses, so that you have enough for each team of two to do the activity simultaneously.



2. Prepare the glasses as follows:
  - a. On the first pair of glasses, smear petroleum jelly lightly on both lenses. This is to simulate cataracts.
  - b. On the second pair of glasses, put black labels at the outside of each lens, along the frame and temple pieces to eliminate peripheral (side) vision. Position the labels so they also project forward about 1 ½" and wrap around the outer curve of the frame. You may have to cut the labels. This simulates glaucoma.
  - c. On the third pair of glasses, put (goop) a lot of petroleum jelly in the center of each lens to simulate macular degeneration.
  - d. On the fourth pair of glasses, put 2 of the 2" black dots in the center of each lens to simulate a more advanced stage of macular degeneration.
3. Store the prepared glasses in a container(s).
4. Collect different kinds of printed materials, such as a newspaper, magazines, poorly photocopied articles, etc., with print of different sizes, colors, and copy quality.
  - reading signs;
  - going up or down stairs;
  - looking up a phone number;
  - dialing the telephone;
  - using a vending machine;
  - reading a wall clock or wristwatch;
  - using the restroom;
  - tying a shoe picking up a dropped coin;
  - opening and closing a door;
  - going in and outside.
 (Adjust the tasks according to your location; think of other everyday jobs you might do.)
- d. Tell them that the last thing they will do, before giving the glasses to their partners, is to read a few sentences of the different kinds of printed materials you have provided. Once the 10 minutes are up, have the partners switch roles and repeat the activity for another 10 minutes, doing the same tasks. Before giving the next person the glasses, use a disinfectant wipe to clean the rims, temples, and nosepieces Also, offer facial tissues to those who need to wipe off petroleum jelly.

### Conducting the Activity

1. Divide members into teams of two.
2. Give each team one pair of glasses. (If you have more than 8 members, the others will need to wait until the first group is done with the activity.) Do not tell them what each pair of glasses represents.
3. Instruct members as follows:
  - a. One person on each team should put on the glasses.
  - b. The team member who is not "visually impaired" will be the guide. This job is important to ensure your partner's safety.
  - c. For the next 10 minutes, you will walk around the room and other areas and perform some everyday tasks, such as:
    4. When the entire group has experienced wearing the glasses and doing the tasks, collect the glasses and have them reconvene as one group. 
    5. Discuss their reactions during this simulation activity. Ask them to tell their experiences, how they felt and how they functioned. Some words they may use to describe their experiences are: frustration, hard to see details, couldn't focus on reading, couldn't see, didn't like my partner to help, felt disoriented, made me tired, got mad, took me too long to do anything, and was scary. 
    6. Following the discussion, show them an example of each pair of glasses and what disease they simulated. Review what each disease is and the conditions it causes. 





## I Need Your Help

Senior adults who can no longer function independently must rely on the help of family members and/or healthcare providers to accomplish certain tasks. When a person is dependent on someone else for any of his or her care, the caregiver must be sensitive to what it is like for those on the receiving end. This activity will help sensitize the 4-H members to seniors who have lost some of their independence.

### Materials Needed

- 1 container of disinfectant hand wipes (enough for one wipe per every three members)
- 1 roll of paper towels

### Preparing for the Activity

1. Obtain the materials.

### Conducting the Activity

1. Divide the group into equal teams of 3 members.
2. Have one member in each group be number 1, another member be number 2, and the last member be number 3.
3. Explain that they are going to do a dependency activity to help sensitize them to senior adults who can no longer function independently when doing some jobs. All number 1's in each group will be the *Helpers*, all number 2's will be *The Helped*, and all number 3's will be the *Observers*.
4. Next, explain that the *Helpers* will wash the hands of *The Helped* while the *Observers* watch.

5. Have the *Helpers* raise their hands and give each of them a hand wipe.
6. Allow two minutes for this activity.
7. When time is up discuss what they have learned by doing this dependency activity. Ask the *Observers* to raise their hands if they observed
  - a. The *Helpers* asking permission to touch *The Helped*.
  - b. The *Helpers* explaining what they were about to do and why.
  - c. The *Helpers* talking with *The Helped* as they were washing their hands.
  - d. *The Helped* giving permission for the washing.
  - e. *The Helped* talking with and asking questions of the *Helper*.
  - f. *The Helped* saying, "Thank you."
  - h. Eye contact between the *Helper* and *The Helped*.

Only the *Observers* are to respond to the seven questions listed above.

Ask the *Observers* what else they noticed. Tell the group that asking permission and making eye contact are important considerations that we should accord those who we help. In turn, we should expect thanks for our help. When we do not receive thanks, maybe our continued courteous behavior will eventually bring out the same in those whom we help.

8. Next, ask the *Helpers* what feelings they experienced.
9. Last, ask *The Helped* how they felt.
10. Close by asking the entire group what they have learned from this activity.

In summary, those helping an older person may find it easy to lend a hand, but may not be sensitive to how the person on the receiving end feels. When visiting older adults, ask if they need help even if it appears that they do. This kind of help may be assisting them to a chair, their wheelchair, or bringing them a mobility aid. Staff members will be nearby, or can be called on, to help residents with more personal issues.

Provided there are enough helpers, Activities Four and Five could be conducted at the same time, with the groups switching activities once one group is finished. This would keep all members engaged in positive learning experiences. *(The aging activities were adapted and/or used with permission of the Central Ohio Area Agency on Aging.)*

## Appraising the Step

4-H members will

- Define the vocabulary words.
- Define intergenerational relationships.
- Dispel myths and stereotypes about senior adults and people with medical conditions.
- Identify their own attitudes about senior adults and others with medical conditions.
- Resolve their own attitudes about senior adults and others with medical conditions.
- Accept senior adults and others with medical conditions for who they are.
- Name four Activities of Daily Living (ADL).
- Name four Instrumental Activities of Daily Living (IADL).
- Differentiate between ADL's and IADL's.
- Describe three physical changes associated with aging and explain how to conduct the visit in each situation.
- Describe three medical conditions they may encounter when visiting and tell how to conduct the visit in each situation.
- Practice wheelchair protocol.
- Use appropriate terminology when interacting with people with physical and medical conditions.

- Be sensitive and compassionate to senior adults and others with medical conditions.

## Climbing Higher

1. Pair members into teams and have each team research physical or mental conditions not discussed in this Leader's Guide. Ask them to report on their findings at the next meeting.

## The Next Step

1. Explain the Sign In and Sign Out activity in Step 5 to the 4-H'ers. Tell them to each bring a picture of themselves with their pets for this activity.
2. Remind 4-H'ers to bring their Member Resource books to the next meeting.
3. For Activity Two, Contacting a Facility, make copies of the *First Phone Call Checklist* found at the end of this Step for your members or have them use their copies in the Member Resource.



---

# 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.

# Step 5:

## Decide Where to Visit



### Objectives

- To introduce young people to the different living environments for senior adults.
- To help young people learn the appropriate titles for the administrative and professional staff working at healthcare facilities.
- To help young people learn the responsibilities of the administrative and professional staff working at healthcare facilities.
- To teach young people how to select a facility to visit.
- To teach young people how to contact the staff

at a facility to discuss 4-H PetPALS and for permission to visit.

- To help young people realize the importance of always signing in and signing out when on AAA visits.



### Time Requirements

One 45-minute session



---

## Words to Know

*Skilled care* – A high level of care provided by trained medical professionals, including nurses, doctors, and physical therapists

---

## Background Information

---

### Housing for Seniors

The type of housing an older person either chooses or requires depends on that person's ability to function independently. This includes the ability to perform his or her Activities of Daily Living and Instrumental Activities of Daily Living.

---

### Independent Living

Senior citizens may choose to live in an independent living community such as a retirement center or village. These are for elders who have characteristics associated with aging, but do not have serious cognitive or physical health conditions. Residents do not need help with Activities for Daily Living. They may rent or own their own homes. Pets are usually allowed without an additional fee. A retirement village may or may not be part of a continuing care retirement community.

---

### Continuing Care Retirement Community or Life Care Community

Continuing care retirement communities or life care communities are set up in campus-style environments, offering multiple levels of care, including independent living, assisted living, and skilled nursing care. Each level is usually housed in different areas of the same community. Continuing care retirement communities enable a person to enter at a low level of care and, as needs become pronounced, move to a higher level of care on the same campus. Residents are assured skilled care for as long as they reside at the facility. Continuing care retirement communities provide residential services,

such as meals, housekeeping, and laundry, as well as social and recreational services, personal care, health care services and nursing care. The resident totally finances his or her stay at a continuing care retirement community. Usually a large up-front fee, supplemented by a monthly maintenance fee is required. Pets are typically allowed, providing the residents can care for them.

---

### Assisted Living

Assisted living is for people who need help with some of their Activities of Daily Living, but not enough to require skilled care. Enriched housing, assistive living, and senior housing are also terms associated with adult-care facilities for people needing some assistance. Residents often have private apartments or rooms specially designed for the elderly. They are offered services such as meals, shopping, personal care and some medical care, depending on their capabilities. Emergency response is available 24 hours a day. In some facilities, residents are permitted to keep a small pet for an additional fee, provided they can care for the animal.

---

### Nursing Homes

Nursing homes are facilities that provide 24-hour skilled nursing care to their residents. In addition to skilled nursing care, they provide personal care, room and board, supervision, medication, therapy, and rehabilitation. People enter nursing homes because they need help with usually three or more of their Activities of Daily Living. Nursing homes will probably be the most common facility visited by 4-H PetPALS. Nursing home residents fall into two separate groups

- *Short Term Care* – These are residents who stay for a short time, usually less than 6 months. These people typically come to a nursing home to finish a hospital stay, undergo rehabilitation, or deal with short-term medical care needs. Some come into the nursing home and die shortly thereafter.
- *Long Term Care* - These are residents who stay for a long period of time, usually until they die. They may have chronic diseases or disabilities that require preventative, diagnostic,

therapeutic, and/or supportive services. Some possible conditions could include impaired mobility; hearing, speech, or visual losses; dementia or Alzheimer's disease; persons who have had strokes; and people with other physical or cognitive conditions.

Some people call facilities “nursing homes” that not only provide skilled nursing, but also provide care for people requiring intermediate care, as well as assisted living. These are often called Manors or Courts. They are not strictly nursing homes and should not be mistaken for providing only skilled nursing.

Some people in nursing homes may feel lonely and depressed. Some may be angry, fearful, or feel socially isolated. They will often look forward to visits from young people and their pets.

---

## Titles of Administrative and Professional Staff

Learn the correct titles of the administrative and professional staff of the facility. Unless a 4-H'er already knows a person on a first-name basis, it is proper etiquette to call him or her Mr., Mrs., Dr., etc.

### Become familiar with the following important terminology:

*Administrator* - a professional who is responsible for managing the facility, including the staff; also responsible for ensuring policy is followed; usually responsible to the company who owns the facility.

*Activities Director* - a person with formal training who is responsible for planning recreational activities and events for people at a facility. This person may also help prepare and conduct many of the activities.

*Marketing Director* - a person responsible for promoting the facility to the community and potential clients through a variety of mass communication techniques.

*Occupational Therapist (OT)* - a professional who is trained to give therapy in which patients are encouraged to engage in vocational tasks or expressive activities, such as art or dance, usually in

a social setting.

*Physical Therapist (PT)* - a professional who is trained to treat or manage people with physical disabilities or in pain, using exercise, massage, hydrotherapy, etc., without the use of medicines, surgery, or radiation.

*Physician (Doctor) (MD)* - a professional who is legally qualified to practice medicine and prescribe medicine.

*Registered Nurse (RN)* - a professional who is a major caregiver of sick and injured patients, serving their physical, mental, and emotional needs. A nurse must have an educational degree in nursing and be licensed in his or her state in order to practice.

*Social Worker* - a health professional who has an education in social work and has specialized in mental health. A social worker is usually part of a multidisciplinary team, and typical functions include counseling, advocacy, family work, and social and community development to improve human welfare.

*Volunteer Coordinator* - a person who is a liaison between the facility and the volunteers, making sure the volunteers follow the facility's policies; also helps with the facility's programs.

*Volunteer* - a person who provides services willingly and without compensation.

---

## Selecting a Facility

The facility you visit will depend upon what is available in your area and how far you are willing to travel. One way to select a facility is to have the 4-H'ers ask their parents, relatives, or friends if they have any family members living in nursing homes, assisted living facilities, or retirement communities. Start by calling those facilities first. A resource to help find a facility close to you is the local telephone book. Look under “nursing homes,” “rest homes,” “continuing care retirement communities,” or “retirement & life care communities & homes.”

Public facilities may not be as clean or well maintained as those that are privately owned. They may not have adequate staff for the number of residents.



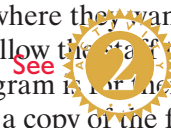


question, finds the answer, and returns the call.

Prior to calling the facility contact person, select three or four dates that either the entire club, if the group is small (less than 6 members), or the executive committee or facility sub-committee could meet with the contact person and discuss the 4-H PetPALS program. The 4-H member calling the contact person should ask him or her for an initial meeting. This initial meeting is to introduce yourselves to the contact person and find out what is expected of animal-assisted activities. This is not intended to be the meeting where you tour the facilities, meet the staff, and possibly some of the residents. However, the 4-H members must be flexible, and if the contact person wants the

entire club to meet the staff, etc., be prepared to do so.

The contact person may not find it necessary for a sub-committee of the club to meet. The designated 4-H member may be able to give and receive enough information during the first phone call that the next step will be for the entire club to visit the facility. If so, the date for the initial visit should be set. The initial visit will give the group the opportunity to decide if this is where they want to visit with their pets, as well as allow the staff to decide if the 4-H PetPALS program is for them. At the initial meeting, ask for a copy of the facility's Policy and Procedure Volunteer Handbook.



---

## Contacting a Facility

After selecting the facility, the next thing to do is to call the facility contact person to determine if he or she is interested in the 4-H PetPALS project. An age-appropriate 4-H'er should call the facility and ask to speak to the Activities Director or Volunteer Coordinator. Refer to the *First Phone Call Checklist*. If that is not the correct person to talk to, he or she will direct the youth to the right contact. The 4-H'er should write down the person's name with whom he or she is speaking so that person can be reached directly on subsequent phone calls.

Once the correct person is contacted, the 4-H'er can proceed through the *First Phone Call Checklist* that will guide him or her through what he or she should ask and what the facility contact person may want to know. The 4-H member needs to be prepared for questions asked by the contact person. In all situations, if the youth does not know or is unsure of the answer, make sure he or she writes the

---

## Sign-in and Sign-out Procedures

The 4-H PetPALS program requires that members follow a sign-in/sign-out protocol. Every visit by each 4-H member must be documented. The use of a sign-in/sign-out procedure verifies the date and times each youth visited, as well as the number of residents visited. The room numbers of residents



visited may also be recorded. A staff member may have a question about the youth's visit, and could refer to the sign-in/out cards. The physical therapist may have a question about the resident's interaction with a pet, and may ask the 4-H member to bring his or her pet back in a supervised therapy session.

Facilities should have specific documentation procedures. Discuss these procedures when meeting with the staff. The facility your club plans to visit may require that each youth sign in and out on their visitor's log. Members must follow the facility's procedure. However, ask the contact person if they will also keep the club's sign-in/sign-out box at the front desk for 4-H PetPALS visits, since it is a requirement of the project.



## Activities

4-H members must complete three activities.



## Selecting a Facility

Depending upon your location, there may be several assisted living, nursing homes, and/or

continuing care retirement communities in your community. In some rural areas, only one or two nursing homes may exist. Help your members decide what type of facility they want to visit and find out how far parents are willing to drive.

### Materials Needed

- Telephone book with business section (one or more depending on size of group)
- Pens or pencils
- Notebook paper

### Preparing for the Activity

1. Gather the materials.
2. Review the healthcare listings prior to the meeting.

## Conducting the Activity

1. Depending on the size of the teams, giving each team a phone book, pencil, and couple of sheets of notebook paper.
2. Ask them to look up all of the nursing homes, assisted living, and retirement communities in your telephone locale. Have them find other headings that these types of healthcare facilities may be listed under.
3. If working in one group, the members will list all of the facilities. If you have divided them into two or three teams, have each team list a specific kind of facility.
4. Instruct the team(s) to decide on a recorder, and have that person list the kind of healthcare facility they are looking for at the top of the paper.
5. As members find the information, the recorder will write down the name, address, and telephone number of each facility.
6. If you live in a large community where there are many (over 10 or 12) healthcare facilities, ask members to read the names and addresses of each facility prior to recording them. Record those in the locale(s) the club will consider visiting.
7. Narrow the list to 2 or 3 facilities to contact. Members will contact 2 or 3, or decide to contact just one.



## Contacting a Facility

This activity is designed for a selected 4-

H member to actually contact the Volunteer Coordinator or Activities Director to briefly explain the 4-H PetPALS program and see if he or she might be interested in the club visiting. The 4-H'er should also see if the contact person and other staff would be willing to meet with the club's executive committee to find out more about 4-H PetPALS. This phone call should be made during the week before 5:00 p.m. for a better chance to talk with the correct contact person.

### Materials Needed

- First Phone Call Checklist (Refer to the end of Step 4 for a copy. A copy is also in the Member Resource.)
- Pen or Pencil
- Telephone
- Notepad

### Preparing for the Activity

1. Make one copy of the *First Phone Call Checklist* found at the end of Step 4. A copy is also available for use in the Member Resource.
2. Bring the items listed in the materials section to the meeting.

### Conducting the Activity

1. Chose a 4-H member to make the initial contact. You might ask for a volunteer or have club members vote on an older member.
2. Have him or her call the facility during the club meeting.
3. Once reaching someone at the facility, have the youth ask for the appropriate person, following the directions on the *First Phone Call Checklist*.
4. Using the *First Phone Call Checklist*, give the requested information and ask questions.
5. Record information received on a sheet of paper or on a copy of the *First Phone Call Checklist*. Have members also record the information on their copies of the *First Phone Call Checklist* in their Member

Resource.

6. Discuss the results of the phone conversation with the members and make plans for a small group to visit the facility.



## Sign In and Sign Out

Each 4-H PetPALS visit must be documented by signing in when arriving and signing out when departing the facility. In this activity, members will make cards for sign-in and sign-out purposes. Using these cards verifies who visited the facility on a given date and time. This helps with accountability and liability.

### Materials Needed

- 1 - 5” x 8” lined index card per club member
- Index card holder (like a recipe box) to fit cards
- Colored pens or thin markers of various colors
- Glue stick or double-sided tape
- Picture of each 4-H member with the pet
- Animal stickers (optional)

### Preparing for the Activity

1. Obtain the index cards, cardholder and other materials.
2. Youth will need to bring a small (2”x 3” or smaller) picture of themselves with their visiting pet. If a youth plans to alternate visits with different pets, separate cards should be made with a picture of the member and that particular pet.
3. You may have to help the members arrange for pictures to be taken prior to this meeting.
4. Make a sample sign in/out card as an example. (Refer to the sample below.)

### Conducting the Activity

1. Give each member one 5” x 8” index card.

## SAMPLE SIGN-IN/SIGN-OUT CARD

DATE	TIME IN	TIME OUT	NO. PEOPLE VISITED	ROOM NOS.	SIGNATURE
(Can write names here if required)					
May 2, 2001	9:00 a.m.	10:30 a.m.	5	2, 3, 16, 22, 4	Chris Clover

- 
2. Usually, only one side of the index card is lined. On the unlined side, have each 4-H'er affix the picture. Using a pen or marker, have each member write his or her name, the pets' name, and a home phone number on the unlined side. Also on this side, each should write the name of the facility the club is visiting. Encourage members' creativity by letting them put the picture and information wherever they want to on the unlined side. They can also decorate that side of the card with stickers or artwork.
  3. At the top of the lined side, have members print the words *Date*, *Time In*, *Time Out*, *No. People Visited*, *Room Nos.*, *Signature*. Show them your example. Note: Using a computer, you could print this information on labels and have them stick the labels across the top of the index card.
  4. Tell members that if or when the lined side of the index card becomes full, they can staple a second card to the first and resume documentation.
  5. Some of the members can decorate the outside of the index cardholder. Put the name of your 4-H club or group on the outside where it is easily visible.

---

## Appraising the Step

4-H members will

- Define the vocabulary words.
- Describe three types of living environments for seniors.
- Explain the roles of three administrative or professional healthcare staff positions.
- Select a facility to visit.
- Outline the steps followed when calling the facility contact person to set up a visit.
- Plan and organize the first visit without pets.
- Design sign-in/sign-out cards to use as a method of documenting AAA visits.

---

## Climbing Higher

1. Working in teams, have members investigate other kinds of healthcare facilities not addressed in this Leader's Guide. Ask them to report their findings at the next meeting. Have the group compare the facilities visited by 4-H PetPALS with the other healthcare facilities.
2. Divide the group into teams of 2 or 3 to learn more about the administrative and professional staff working in a facility. Call the facility contact person to find out the names of these people and to ask permission to contact them. Each team should call their staff person, explain the activity, and ask if they could spend 20 minutes interviewing that person to find out what his or her job responsibilities are. Help them formulate 5 to 8 questions to ask.

---

## The Next Step

1. Carefully review all of the information in Step 6.
2. Familiarize yourself with the five activities. 4-H members must complete Activity One, and must select at least two other activities to complete.
3. Remind members to bring their Member Resource to the next meeting.
4. For Activity One, 4-H PetPALS Name Badges, make one copy of the *4-H Pet PALS Name Badge* prototype found at the end of this Step for each member. Copy these on card stock paper.
5. Have 4-H members bring 2" x 3" pictures of themselves with their pets to affix to their name badges.
6. For Activity Four, The Gossip Line, make a copy of the *Preventing Stress in Your Pet While Visiting* story found at the end of this step to use for the activity.
7. For Activity Five, Hear Those Words, make a copy of the *Hear Those Words* statements found at the end of this Step to use for the

# 4-H PetPALS Name Badges

**Instructions to Volunteers:** Copy the 4-H PetPALS name badges on card stock paper. Each 4-H PetPAL must provide a 2" x 3" picture of him/herself and his/her pet. Instruct each member to glue his/her picture on the front of the name badge. Print using ink the requested information on the back of the name badge. You may want to type in their names and other information, or affix a computer-generated label with the completed information. Laminate the Name Badges. Attach the name badges to a lanyard or pin. 4-H PetPALS must wear these name badges during each visit. If the badges are hooked to lanyards, be sure they don't hang down in an interfering manner.

## FRONT OF NAME BADGE

**COLOR PHOTO FOR ID**

PICTURE OF 4-H  
MEMBER AND PET

MUST FIT WITHIN THIS  
BOX

**COLOR PHOTO FOR ID**

PICTURE OF 4-H  
MEMBER AND PET

MUST FIT WITHIN THIS  
BOX

## BACK OF NAME BADGE

Name \_\_\_\_\_

Phone \_\_\_\_\_

4-H Club \_\_\_\_\_

County \_\_\_\_\_

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

Species \_\_\_\_\_

Breed \_\_\_\_\_

Name \_\_\_\_\_

Phone \_\_\_\_\_

4-H Club \_\_\_\_\_

County \_\_\_\_\_

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

Species \_\_\_\_\_

Breed \_\_\_\_\_



---

## “Hear Those Words” Statements

1. Susie was going to the zoo. She wanted to see the bears, giraffes, tigers and elephants. She got to see the giraffes, bears, elephants and monkeys. Which animals didn't she get to see?  
(Answer: tigers)
2. Listen carefully to these words: lie, pie, sly, sky, fly. What was the third word?  
(Answer: sly)
3. Listen carefully to these names: Bob, Ronald, Sam, Donald, William. Which name begins with a 'D'?  
(Answer: Donald)
4. Frank went to his friend's house at 635 Eighth Street. They went swimming and had milk and cookies. What was the address of the house on Seventh Street? Was it 536, 635, or 356?  
(Answer: 635)
5. Mary went to the grocery store for her mother. She bought three cans of green beans, two cans of pears, and four cans of corn. How many cans of pears did she buy?  
(Answer: two)
6. John was on the telephone committee of his 4-H club. He was asked to call Susan, Bridget, Joe, Allen, and Michelle to tell them about the meeting. He ran out of time and did not call the last two people on the list. Who did not find out about the meeting?  
(Answer: Allen and Michelle)

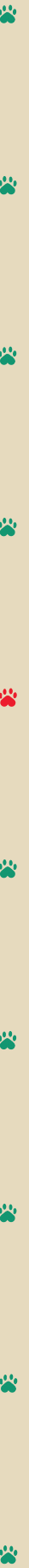
---

## Preventing Stress in Your Pet While Visiting

Be aware of what causes your pet stress. Work to prevent stress by taking your pet's favorite toy or familiar item along on the visit. During the visit, take your dog on a walk outside or nplay fetch away from people. Let your cat, rabbit, or guinea pig relax in a quiet area away from people. Use the TTouch method to relax your pet. Offer him or her fresh water.

# Step 6:

## Prepare Youth to Visit



### Objectives

To help young people

- Learn how to dress appropriately for AAA visits.
- Learn to communicate with people with medical and cognitive conditions.
- Identify activities they can do while visiting with the residents.
- Learn how to end a visit.
- Cope with the death of a resident.
- Cope with the death of their pet.

### Time Requirements

One 60-minute session

### Words to Know

*Active listening* – Using good body language, listening attentively, asking clarifying questions, summarizing facts and acknowledging feelings without being judgmental, giving opinions or advice.

*Conversation* – A spoken exchange between people of thoughts and feelings.



---

*Empathy* – The ability to identify with and understand another person’s situation, feelings, and motives from his or her own perspective.

*Nonverbal communication* – Communicating without using words through vocal tones, body language, facial expressions, eye movements, gestures, posture and touch.

*Sympathy* – A relationship in which whatever affects one correspondingly affects the other.

---

## Background Information

4-H members and their pets are 4-H PetPALS teams and are representing 4-H. First impressions are very important! First impressions can leave lasting impressions on staff people and residents. The facility personnel are forming impressions and opinions about your 4-H Club members and 4-H when talking with youths over the phone and meeting them in person. The key to a successful visit is being knowledgeable, organized, and prepared.

---

## Appearance Matters!

All visiting 4-H members must be easily identified as 4-H PetPALS. Club members must wear their 4-H PetPALS name badges in a visible location on their shirts. They should wear clothing that is clean, comfortable, and washable. Polo shirts and t-shirts with the 4-H PetPALS logo or your 4-H group name should be worn along with clean colored jeans, slacks, or shorts. Cheerful and festive colors may brighten the moods of the people they are visiting, as well as their own.

4-H’ers should wear comfortable shoes with soft soles that give good traction and do not leave black marks on floor surfaces. Feet should be protected from spills. Sandals, clogs or other kinds of shoes with open areas are not appropriate. The amount of jewelry worn should be limited as it harbors bacteria. Bracelets or necklaces that dangle should be avoided. Sunglasses should not be worn inside. 4-H’ers should remove hats when inside a facility, unless they are part of a costume.

4-H members should always be neat and clean. They must make sure their hands are clean and there is not any dirt under their fingernails. Hair should

be out of their faces. Long hair should be tied back so it will not touch the residents.



---

## Developing Effective Communication Skills

Developing good communication skills are valuable for 4-H PetPALS. Members communicate with their animals (Step 2) and with the people they are visiting. They also facilitate communication between their pets and the residents.

Effective communication is a two-way sharing of information through writing, listening, speaking, and body language. Sending messages involves speaking, writing, and nonverbal communication skills. Receiving messages from others requires good listening and observation skills. Communicating well makes genuine understanding possible.

Residents’ abilities to communicate will vary depending upon their physical and cognitive capabilities. 4-H’ers may hear words that they do not understand but were common terms used decades ago, or terms familiar to a particular culture. There are numerous meanings for all common words in the English language. Tell 4-H’ers to listen to the overall content and if they do not understand something, ask the person to repeat him or herself. If a word seems strange, members could ask what it means. On the other hand, when 4-H’ers are doing the talking, they need to be aware of slang or trendy terms residents may not understand. If the person looks confused, 4-H’ers should explain what they mean.

## Hints for Communicating with People with Vision Impairments

- Identify yourself clearly to the person by introducing yourself and your pet, as well as anyone else who is with you.
- Position yourself and your pet in the person’s direct view.
- Speak directly to the person in your normal tone. If your gaze wanders, your voice follows and the person will know you are not speaking directly to them.



- Do not shout. Most people with visual impairments have normal hearing.
- Ask the person if he or she would like to pet your animal. Offer to help the person if it appears your help is needed.
- Be very descriptive when talking. Tell the person the color and markings of your pet, the length of its hair, color of its eyes, expressions on its face, if it has floppy ears or a long or short tail, if the tail is wagging, and so on. This helps the resident visualize your pet as well as increases your ability to observe things.
- Do not be embarrassed if you use accepted, common expressions like “See you later.” People who are visually impaired use the same expressions.
- Excuse yourself when it is time to end your visit so the person knows you are leaving. If you have a date you plan to return, tell him or her so.
- Simplify your sentences and avoid abruptly changing the subject.
- Give your complete attention to the person you are speaking with.
- Face the light if the person you are speaking to is lip-reading.
- Stand in front of the person and use more facial expressions, body language, and gestures.
- Do not pretend to understand what the person is saying if you do not. Repeat what you thought you understood, and ask again.
- Write notes if it helps you communicate effectively.

### Hints for Communicating with People with Hearing Impairments

- As soon as you enter the room let the person know you are there.
- Lightly touch the person’s hand or shoulder and make eye contact with him or her if needed to get his or her attention. Do not startle the person.
- Position yourself so he or she can see you.
- If the television or radio is on, ask if you should turn it off to make it easier for both of you to talk. Always ask permission before touching any of the person’s possessions.
- Look at the person you are talking with and speak directly to them. Never turn away in mid-sentence.
- Speak calmly, slowly, and clearly. Do not cover your mouth.
- Do not exaggerate your lip movements.
- Do not chew gum while talking.
- Talk in your normal tone. Do not shout. If you do need to speak louder, do so in a lower tone, and speak slowly and distinctly.
- Look directly at the person and speak in a normal tone.
- If you talk fast, slow your conversation down, but do not speak exceptionally slow.
- Pay attention to what the person is saying.
- Do not pretend to understand if you don’t. Ask the person to repeat what he or she said. Then tell the person what you heard and see if it is close to what he or she is saying. A person with speech impairment would rather repeat a message in order to communicate, rather than have someone pretend to understand what he or she is saying.
- Do not interrupt, correct or speak for the person.
- Resist finishing the person’s sentences.
- Wait quietly and patiently while the person talks. Give him or her time to respond.
- Ask questions in such a way to get a yes or no response if needed.
- Be prepared for various devices or techniques used to enhance or augment speech. Encourage your pet if he seems hesitant of a certain device.
- Your ability to understand his or her speech will improve with each visit.

---

## Hints for Communicating with People with Alzheimer's Disease

- Assume the person understands part or all of what you are saying.
- Call the person by name to get his or her attention.
- Do not talk about the person as if he or she was not present.
- Look eye to eye and use a gentle touch. Lower the pitch of your voice and use simple words.
- Do not shout.
- Speak slowly and give one message at a time.
- Give the person time to respond.
- Help the person put words together.
- If necessary, repeat the question using the same words you said the first time.
- Watch the person's body language.
- Affirm the meaning of his or her response.
- Ask uncomplicated, answerable questions.
- Ask one question at a time and limit the choices for an answer. Too many questions can be confusing. Yes or no questions are best.
- Do not use confronting or controlling statements. Agree first and then limit your response.
- Identify feelings rather than dispute the facts.
- Never argue. Try to change the subject.
- Ignore repetitive statements provided the individual is calm.
- Always feel comfortable in asking for help from a staff person.
- Use gestures to explain statements.
- After you have told the person something, ask him or her to repeat it.
- Write a simple note.
- Do not use the clock to measure time. Use events such as "after lunch" or "before bedtime." This is more reassuring to the individual.
- Be encouraging and calm.

- Your pet may have a calming effect on the person. Interestingly, some people with Alzheimer's Disease who once did not like dogs or cats have forgotten their dislike for them. Now seeing, touching, and talking to these pets bring happiness into their lives.

---

## Communicating through Touch

We communicate with people through the sense of touch. Giving someone a pat on the back, shaking a person's hand, putting an arm around his or her shoulder, or giving a hug or kiss are all forms of tactile communication. People living in healthcare facilities may not have family members or pets readily available to touch, hug, or hold. Animals provide this incredible opportunity for residents to pet, hug and/or hold something warm, loving, and non-threatening. During most 4-H PetPALS visits, residents will want to pet the animals. Petting an animal's fur provides a secure, calm, and pleasing feeling. People who feel threatened by a person's touch may feel less intimidated by stroking a pet.

### Hints for Communicating through Touch

- It is appropriate to reciprocate with a handshake if greeted in that manner by a resident.
- Some residents may want to hold your hand, or give you a hug or a kiss. Holding a resident's hand or giving him or her a hug will depend on his or her physical or mental condition and the facility's policies.
- Never kiss a resident. Kissing may cause transmission of germs.
- Tell and then show the resident where and how to touch your pet.
- Show them your pet's favorite place to be scratched.
- Describe how your pet feels when he is being petted. Ask if the resident notices your pet's expression.
- You may need to guide the resident's hand over your pet's fur.
- Offer the person a small, soft bristle brush to groom your pet. This is another way of

touching that is pleasing to the pet and may be less threatening to the resident than actually touching the animal.

## Nonverbal Communication Skills

We derive a large portion of what a person is saying by his or her nonverbal communication signals. A person may say one thing, but through vocal tones or body language communicate something entirely different. Never assume a person you are visiting is unaware of your tone of voice or body language. When you send mixed messages, you may create uneasiness or distrust in the person you are talking with.

Nonverbal communication is visual, vocal and tactile, and involves time, space, and image. We communicate visually through body language. This includes our facial expressions, eye movements, gestures, and posture. Our body posture can indicate how we really feel, such as being self-confident, happy, excited, afraid, nervous, guilty, etc. We read people's faces to interpret how they may feel and what they are saying. The head is the most expressive part of the body. Instruct the 4-H'ers to be careful when communicating across cultures, as people of different cultures interpret many gestures differently.

Our tone of voice may be telling someone something totally different than the words actually spoken. Have 4-H members think of all the different ways they can say the word *no* using different inflections. The inflection of someone's voice may be interpreted differently across cultures.

The use of time as a nonverbal form of communication can communicate how we view the importance of a particular meeting or event. Teach 4-H'ers that being late for a scheduled 4-H PetPALS visit could communicate disinterest on their part, and is a reflection on 4-H. Ask the members which they would be early or on time for, cleaning their rooms or going to the movies with friends? Arriving on time or ahead of schedule is an indicator of a person's interest or eagerness for that activity.

Youth learned in Step 2 how animals mark their territory. Humans mark their territory by building a wall, putting up a fence, hanging up a coat, laying down a book, parking in a certain space, closing the door to the bedroom, and so forth. Claiming physical space is a way to communicate power and

intimacy. Teach 4-H'ers to respect a person's space. Standing too close to someone can make them feel uncomfortable. Ask the 4-H members if they know a person who invades their space by standing too close to them when talking? This *intimate zone* is about two feet for the American culture. We reserve this intimate zone for our closest friends. It is commonplace for people from some cultures to stand very close and touch a lot while communicating. The *personal zone* is from two to four feet and is reserved for family and friends. The *social zone* is from four to twelve feet and is where most business transactions take place. The *public zone* is when you are over twelve feet away from a person. This is usually in classroom lecture-type settings.

Teach 4-H'ers to not immediately invade a resident's space. Once they have initially greeted the person, they should ask if they could show them their pets. This will bring the 4-H'ers into their personal zone. Some residents may not want the 4-H'ers very close to them, but want to touch the pets. Instruct every 4-H'er to always be at the animal's side when she is being petted or brushed. Residents may not mind the member's closeness if they are enjoying the pet.

Our personal image sends signals to people. Someone may interpret our personality by the way we dress or style our hair, when we are not at all the way they perceive us to be. Our image is also communicated through our possessions, such as expensive things, pictures, music, if we are neat or messy, things we collect, and so forth.

Remember how powerful nonverbal communication can be. If 4-H members get unusual reactions from the people they visit, remind them to stop and think if they are sending signals that might be causing these reactions.



## Effective Listening Skills

Being a good listener is very important when visiting with residents. Help 4-H'ers to realize they can learn a lot about residents' interests, talents, and history by listening. Good listening

---

requires a number of skills described below that should be taught to 4-H members.

- Listening requires you to focus your attention on the person speaking. Certain nonverbal cues may indicate you really are not listening. Send a message that you are paying close attention to what someone is saying by leaning forward slightly and focusing your eyes on the person.
- Maintain good eye contact to keep from being distracted from the person you are talking with. Watch the eyes and face of the person talking to help you understand what is being said.
- Watch your body postures and movements. Do not cross your arms and legs, or lean back in a chair, while the person is talking. That might be perceived that you no longer want to hear what the person is saying. Sitting too close may be interpreted as being too pushy, and sitting too far may be seen as being too distant or cold.
- Be open and objective to the message the other person is sending. You may hear the same stories over and over. Usually the person has forgotten he or she has told the story before. Do not be judgmental when listening to stories or outbursts of varying emotions.
- It is often hard to listen to someone with beliefs that are very different from yours. Do not argue with people over political or religious beliefs, for example. Let them have their opinions and listen objectively. Try to appreciate and understand the wide range of opinions on controversial subjects.
- Silence is a very powerful communicator. Many people are not comfortable with silence. Sometimes a resident just wants to be with the animal, without conversation. Allow them this time.
- Do not moralize, preach, or oblige what the passion should or should not believe. Don't tell a resident that it will be okay, because you don't know that it will.
- Ask questions if you are unclear about the intent of the message. Do not ask questions that will embarrass, humiliate, or hurt the person you are visiting. Do not blame the person talking if the message is unclear. As an active listener, you must help them help you

understand the message.

- Have empathy for the person talking. Do not sympathize with them. As a good listener you need to be able to understand and be sensitive to what the person is saying, but you do not have to become like them.
- Do not interrupt the person who is talking. It is very tempting to finish a sentence for someone who speaks slowly or with uncertainty. It may be frustrating for you not to complete sentences, but think how frustrating it is for them not to be able to engage in a flowing conversation.
- Encourage additional conversation by asking a brief question or nodding your head while the person is speaking.
- You cannot listen while you are talking. If you find yourself talking instead of listening, ask yourself why?
- Be an active listener. One of the best gifts you can give is listening.



---

## Active Listening

The term *active listening* refers to a set of skills that includes using good body language, listening attentively, asking clarifying questions, summarizing facts, and acknowledging feelings, without being judgmental, giving advice or opinions. Using active listening skills assures the person talking that you really hear what he or she is saying.

### Active Listening Techniques

An encouraging statement is used to convey interest in what the person is saying and to keep the person talking. Do not agree or disagree with the person. Use noncommittal words with a positive tone of voice.

Example: The 4-H PetPAL notices pictures of a cat on a resident's dresser. The youth might say, "I see you have some pictures of a cat. Would you tell me about the cat?" "I see . . ." is an example of an encouraging statement.

**Example:** A resident may talk about growing up outside of a small town and walking two miles to school each day. The 4-H PetPAL might say, “That’s really interesting. Please tell me what your school was like.” “That’s really interesting...” is an example of an encouraging statement.

Reflecting what a person said shows that you are listening and understand his or her feelings or what he or she means, rather than the content of the conversation.

**Example:** The resident talks about missing her dog. The 4-H PetPAL might say: “Do you feel sad because you don’t have your dog here with you?” The resident nods her head. The 4-H PetPAL then might say, “I brought Spot for you to pet today. Maybe he will remind you of your dog.” “Do you feel...”? is an example of a reflective statement.

**Example:** A resident talks about being angry with his children for “putting” him in the nursing home against his will. The 4-H'er might say, “You seem troubled by this. Why don’t you pet Gallagher, my rabbit? I’ll show you how he hops using a leash.” “*You seem troubled...*” is an example of a reflective statement.

Note that the youth in this example did not give advice or agree with the resident for being angry. Many situations are beyond a resident’s control, so avoid giving advice or offering solutions to a problem.


Paraphrasing or restating a person’s basic ideas in your own words is another active listening technique to show that you grasp what the he or she is saying.

**Example:** A resident may talk about not having any electricity when she was a kid. The 4-H PetPAL might say, “Did I understand that you didn’t have any lights or a television when you were growing up?” This then allows the resident to explain what it meant to not have electricity and to explain how she read in the dark or cooked


meals. “*Did I understand...?*” is an example of restating the statement.


**Example:** The resident tells the 4-H'er how he trained dogs when he was younger. The 4-H'er could say, “In other words, you trained dogs using the military method.” The 4-H'er might then show the resident some ways she trained her dog. The 4-H'er should not judge, disagree with, or criticize the resident’s dog training method. “*In other words...*” is an example of restating the statement.


Underlining what a person says means that you repeat the person’s exact words or phrases. This allows the person to tell you what is wrong, and is therapeutic for him or her. Remember not to give advice or offer a solution.

**Example:** A resident tells the 4-H'er that it has been a terrible day. The 4-H PetPAL would say, “So, it has been a terrible day.” This then allows the resident to talk about his or her day. 

Clarifying a resident’s statement is no way of admitting you didn’t completely understand. It also encourages further conversation. 

**Example:** The resident talks about her children and grandchildren. The 4-H'er doesn’t understand which generation she is referring to. The 4-H PetPAL would say, “Mrs. Jones, I’m not sure I heard you right. Did you say you have six grandchildren?. This opens the door for the resident to clarify what she meant and talk more about her children and grandchildren. 

Summarizing is another form of active listening to show you understand what the resident has said. 

**Example:** A resident may spend several minutes telling the 4-H'er about his day. The 4-H member could summarize what he or she heard by saying, “It sounds like you’ve had a very busy day.” The resident may then tell the 4-H'er how he feels about his day. Do not tell the resident how he *should* feel. 

---

## Initiating Conversations

Three important skills are needed in starting conversations: greetings, exchange of basic information, and small talk. Greetings are comments such as “Hi,” “How are you?” and “It’s nice to meet you.” Instruct 4-H’ers to deliver such greetings with full eye contact, a smile, and a clear, audible voice. Most people like to hear their names used. When the 4-H members know a person’s name, have them add that to their greeting. For example, say “Hi Mrs. Smith. It’s nice to see you today.”

Since the 4-H members’ pets will be with them, the pets become part of the greeting. Pets are a great way to *break the ice* and initiate the greeting. Teach the 4-H’ers how to initiate greetings centered on pets. Some examples are listed below.

- “I’d like you to meet my cat, Sebastian.”
- “Belle came to see you today.”
- “I can see that Austin really likes you.”
- “I brought Maggie to visit you today.”
- “Hi, I’m Creed and I brought my dog, Riley, to see you today.”

An exchange of basic information generally follows the greeting. It is an opening question or statement to help begin a conversation. Some examples follow.

### *Ask to join the*

- resident.* “May I sit here?”  
“May I bring Aggie over to see you?”  
“I can see Alley really likes you.”  
“Kirby wants to visit with you today.”  
“Marco wants to know if you want to pet him.”  
“Would you like to see Grayson, my rabbit?”

### *Compliment*

- the person.* “You are wearing a very pretty dress.”  
“Angel thinks your sweater is beautiful.”  
“Cleo really likes the way you are petting her. You are very good with

animals. Have you been around animals before?”

### *Make a casual observation.*

“I really like the quilt that’s on the back of your chair.”

“The pie you are eating looks delicious.”

“Fluffy keeps watching the trees outside your window.”

“Sheba really likes your room. She feels right at home and so do I.”

### *Ask a simple question.*

“Do you enjoy reading magazines?”

“Did you have any pets while you were growing up?”

“What is your favorite kind of animal?”

### *Ask for directions or help.*

You see the person is cross-stitching. You might ask, “Can I watch how you cross-stitch?” or “Will you show me how to cross-stitch?” or “Molly is watching you make that scarf. Will you show her how you do that?”

### *Offer something.*

“Would you like to read the Sunday paper?”

“Bailey brought her brush. Would you like to brush her?”

“I brought a treat for you to give Pippin. Would you like to give it to her now?”

### *Share a feeling.*

The person is watching a television show. You might say, “That show you are watching is really popular with teenagers.” “McKenzie gets so excited when we enter your room. He loves to visit you.”

Small talk is the third skill 4-H’ers should learn in initiating conversation. Making small talk serves as an important function with people who have not met before. Small talk gives people a chance to feel each other out while getting to know each other better. Help 4-H’ers prepare several small talk topics before visiting with residents. This helps to ease the anxiety of meeting new residents.

Tell 4-H members to focus the resident's attention around their pets to begin making small talk. This will likely increase comfort and receptivity. Instruct 4-H'ers to be positive with their questions or comments. Tell them to be genuine and act naturally. Encourage members to approach people as if they are treasure chests. Help members learn to identify the gifts the residents have to offer. Remind 4-H'ers to value how senior adults can greatly enrich their lives.

**Below are examples of some phrases or questions to initiate small talk.**

4-H members could ask about a person's experiences as a child.

- Did you have pets as a child? What kind were they? What were their names?
- Do you remember a favorite bedtime story?
- Was there a historic event that happened while you were growing up? Do you remember where you were when it happened? How did you feel?
- What was your favorite subject in school?
- Did you grow up on a farm? What kinds of animals did you raise? What kinds of crops did you raise? Did you have a favorite kind of tractor?
- Did you grow up in town? How big was your town? Could you walk to school?
- How did you spend your summers?
- What was the best vacation or trip you took as a kid?

4-H members could ask about a person's experiences as a teenager or young adult.

- What was your first job?
- Did you go to college or work as an apprentice?
- How old were you when you were allowed to date?
- Did you marry your childhood sweetheart?
- Do you have any children? What do they do?
- Tell me what it was like growing up as a teenager.
- Describe your first home. What appliances did you have?

- What was your favorite song?
- What was your favorite movie?
- Did you always have a pet?
- Please tell me about a funny experience you had growing up.

4-H members could ask about a person's experiences as an adult, including the present.

- What is your favorite hobby or interest?
- Do you have any grandchildren? Tell me about them.
- What is the best part about being a grandparent?
- What are your favorite television shows?
- What kinds of books or magazines do you like to read?
- Do you have any pets? Tell me about them. Where do they stay?
- What is your favorite food?
- What are some of the biggest changes you have seen in your lifetime?
- Those pictures on the wall are lovely. Please tell me about them.
- What a beautiful dresser. Is it an antique?

A conversation might go like this. Notice the different parts of the conversation, including the active listening skills used by the 4-H'er.

**4-H PetPAL:** "Hi, I'm Jess and this is my dog, Christy. Would you like us to visit you today?"

**Resident:** "Yes, please come in."

**4-H PetPAL:** "Christy likes visiting people. Is it okay if I bring her over to see you?"

**Resident:** "She won't bite, will she?"

**4-H PetPAL:** "No, she won't bite. Christy loves people. You may pet her if you'd like."

**Resident:** "Okay, as long as she like me."

**4-H PetPAL:** "She loves to have her back scratched. (Show the resident where to pet her.) See how she likes it when you pet her."

---

**Resident:** “She likes this. Christy is a nice dog.”

**4-H PetPAL:** “Did you have any pets while you were growing up?”

**Resident:** “Yes, I had a dog and a cat.”

**4-H PetPAL:** “Does Christy remind you of your dog? Please tell me about your pets.”

Always ask the resident if they want a visit. It is their choice. This is very important because many times they have lost their ability to choose.

Teach 4-H members not to spend all of their time asking questions. Help them practice using questions to initiate a conversation. Tell them to talk about themselves, their hobbies, interests, school, family, 4-H, and pets. Instruct them to interject a question about the resident while they are talking about themselves. Have them bring a small photo album or scrapbook to help encourage a conversation. Reinforce to the 4-H members, that while talking with residents, they must always be aware of what their pets are doing and any interaction between the residents and pets.

4-H members will have the opportunity to use the examples from the Active Listening section to practice role playing techniques in Step 9: Practice with Pets.

---

## Activities To Do While Visiting

There are many activities 4-H PetPALS can do during a visit. Have them ask the Activity Director what the residents like to do. Tell the 4-H'ers to discuss some activities they have in mind with the Activity Director. He or she may ask them to participate in special activities with the residents, such as playing games or reading stories. Have 4-H'ers include their pets in the activities, even if the pets are just lying by the members' sides or near the residents. When visiting from room to room, the activities the youths do will be one-on-one. When they are visiting several residents in an activity room, members will need to do things for all to see.

Some activities 4-H'ers might do are listed below. More activities are listed in the Appendix as well as in the Member Resource.

- The pet could perform a quiet trick. In an activity room the pet could do more active

tricks or obedience exercises.

- Allow the resident to brush the pet.
- Allow the resident to give the pet a treat. (It should be a treat that is brought from home.) Show the resident the proper way to give the treat. Tell them the command used to allow the pet to take the treat.
- Bring pictures of the pet(s) to stimulate conversation.
- Bring books of familiar breeds of dogs or cats.
- Bring a scrapbook that has pictures of the 4-H member, his or her family, pets, and home.
- Make a collage of the 4-H PetPALS' home and activities they are involved in.
- If the residents are able to *take a walk* with the 4-H'er and pet, be sure the 4-H'er has control of the pet at all times using a second leash. Residents who use a wheelchair might be able to hold on to the pet's leash or hold the pet basket on their lap as they go for the walk.
- Show the resident how the pet does a trick and then ask them to have the pet do the trick.
- If the pet is thirsty, ask the resident to give him a drink (using a bowl and water brought from home)

---

## When It's Time to Say Goodbye

Teach members to always bring closure to their visits. Sometimes they will know it is time to leave when the residents appear tired or disinterested. Other times, the people may not want them or their pets to leave. They may insist on continuing to pet the animals. Coach members to tell the residents they had a great time visiting, but now they must leave. Tell them to inform the residents of what they will be doing next, such as visiting another resident, going to an extracurricular function, or home to do their homework. If the people insist that the 4-H'ers stay, have them tell the residents that their pets are getting tired and need a rest, or need to go outside to use the bathroom. Teach members to always follow through with what they say.

Instruct 4-H'ers to ask the residents if they would like them to visit another time; however, impress



upon the 4-H members that if they do not plan to come back, **do not** say they will. The residents will look forward to the return visit. Teach 4-H'ers to always honor their commitments if they say they will visit on a certain day and time. The residents will be expecting the visit. Instruct members to call the facility and tell the appropriate staff person if they cannot visit on the promised day. Have them tell the staff person the date they can return, and ask him or her to tell the residents the change in plans.

Tell 4-H'ers to never assume the resident is unaware of them leaving. Treat nonresponsive residents with the same respect as if the person had been interacting with the 4-H member. Have them always announce when they leave. Instruct them to tell the resident that they and their pets enjoyed the visit, and what they are going to do next, such as visiting another room, doing homework, coming back next week for another visit, etc.

## When NOT To Visit

4-H members, leaders, and other adults should not visit if

- They are sick.
- They have been exposed to someone who is sick. (e.g., your brother has the flu)
- They have been exposed to a contagious disease. (e.g., chicken pox)
- They have experienced something very upsetting and are not emotionally up to visiting.

The resident should not be visited if

- He or she does not like animals or a certain species of animal.
- He or she is allergic to fur or specific chemicals related to animal grooming.
- He or she displays aggressive behaviors toward others (people or animals).
- He or she displays unpredictable behavior.
- He or she has open wounds.
- He or she has an illness transmittable to people or animals.

## When a Resident Dies

Once a visiting routine is established, youth and their pets develop relationships with the residents. 4-H PetPALS may experience death more often than other young people because of the ages and health conditions of the residents whom they visit. When a resident dies, experiencing grief can be difficult for the youth. It takes courage to face the death of someone close. Grief is the deluge of emotions that people experience when they lose a friend or loved one. The number of times a youth visited the resident, the conversations and activities that occurred while visiting, the personalities of the youth, and the suddenness of the death will affect the grieving process. The greater the loss, the more intense are the feelings of grief. Grieving is a positive process that helps heal the deepest emotional wounds. Every person grieves differently. Be aware of the developmental differences of your members. Youth need to know that whatever they are feeling is OK. They have the right to experience all of their feelings—to cry, to not cry, to talk about their pain, to be quiet, to find solitude. Several members may have visited the same resident; however, the resident's death will affect each person differently. Youth can find support in each other.

Grief generally follows a pattern. First there is *shock*, which is a defense mechanism. Next comes *disorganization*, as the shock subsides. Then the *volatile emotions* occur, such as anger, hostility, bitterness, and resentment. *Guilt* is the next stage, often occurring simultaneously with anger. Often the most painful stage is *loss and loneliness*. Youths in this stage may not feel like visiting other residents. They may be depressed or withdrawn.

The final stage of grief is *relief and recovery*. The grieving person realizes the worst is over and life goes on. The person is ready to let go of the past and move into the future. Recovering from grief can be a slow process, with the person slipping in and out of the various stages. Younger children usually move in and out of three stages of grief: shock, suffering and disorientation, and readjustment.

Quick, Quick, Morpheus, and Flashman (1998) give the following suggestions to teenagers for their recovery from the death of a loved one or a friend.

- Don't try to escape your pain
- Share your grief with those who understand

- Breathe freely and naturally
- Let yourself cry – tears are one of nature’s ways of cleansing and healing; cry in the shower if you have difficulty crying in front of others; crying is a gift
- Consider joining a peer support group
- Give those around you a break – realize they may be grieving also
- Forgive and let go
- Draw on your spirituality, if that is important to you
- Appreciate the bright spots as you reminisce
- Offer a gesture of special remembrance

Be there for any of your members who are grieving the loss of a resident. Be accepting, patient, willing to listen, and reassuring. Help them reminisce. Suggest doing something in the resident’s honor. Put together a scrapbook of pictures, stories, and anecdotes recorded in journals to give to the resident’s family. Youth could write a poem about the person, plant flowers at the facility in honor of the person, or put a bouquet of flowers or plant in the lobby. Grieving in a healthy manner sets a positive pattern for their future. (Refer to the Appendix for information to help children cope with death.)

---

## When a Visiting Pet Dies

The death of a visiting pet not only affects the youth, but also may affect the people he or she has been visiting. The stages of grief one goes through with a human loss also apply to the loss of a pet. Often, the more sudden the death, the more difficult the loss is to accept. The 4-H member has established a close bond with his or her pet. As a result of this bond and interaction, the 4-H PetPALS team enhanced the lives of other people. Often the resident also has formed a bond with the pet.

Someone must notify the staff at the facility if a youth is scheduled to visit and cannot because of the death of his or her pet. The youth may still want to visit and tell the residents about the loss of his or her pet. Whoever tells the resident(s) should do so in an honest and kind manner. To help both the 4-H

member and residents deal with the pet loss, plan a farewell ceremony involving the residents and staff. Donate a picture of the 4-H PetPALS team to the facility, or plant flowers, shrubs or a tree outside the facility in honor of the pet. The 4-H club could make a donation to the facility in the pet’s honor.

Often, the pet is the youth’s best friend, and now that friend is gone. Helping the youth deal with this pet loss can be a challenge. Your presence and understanding can help the youth through the grieving process. The death of a pet is often a young child’s first experience with loss and grief. Even though the 4-H member may be the closest person to the pet, the animal was probably considered a member of the family. All of the family members may be affected by the loss. Some ways for the youth and his or her family to memorialize their pet include: 1) burying him or her some place special, such as in a pet cemetery or in a favorite location on the family’s property, 2) planting a tree or flower bush at the gravesite, 3) erecting a grave marker, and 4) having the pet cremated and scattering the ashes in a place that has special meaning to the family or youth. Remember the pet by making a scrapbook of photographs and other reminders. Enlarge a picture of the pet or of the family or youth and pet. Plant a tree or flowers in honor of the pet.

The 4-H member may have another pet he or she wants to train to be a 4-H PetPAL, or it may take the youth a long time to decide to train a pet for visiting. Respect the 4-H member’s wishes and support his or her decision.

---

## Retiring a pet

Deciding when to retire a pet can be difficult. Pets should no longer visit when their age or health affects their mental or physical performance. A pet becomes easily stressed and stays that way throughout the visit should no longer be a 4-H PetPAL. A pet may just not like visiting anymore. For whatever the reason, it is important to recognize a pet when he or she retires. Some ideas include having a retirement party for the pet, presenting the pet with a certificate for being a dedicated 4-H PetPAL, or putting a picture of the 4-H member and his or her pet in a designated area in the facility. Regardless of the type of recognition given, the important thing is to do something for the retiring pet.

# Activities

**4-H** members must complete Activity One and any two of the remaining activities.



## 4-H PetPALS Name Badges

The youth-pet team must always be identifiable when visiting residents. One form of identification is to wear a 4-H PetPALS name badge. The front of the badge has the 4-H member's picture with his or her pet. This helps legitimize the youth-pet team by quickly allowing someone in the facility to compare the picture with the youth and pet. Step 7 is when 4-H members will visit the facility without their pets. Even though the pets will not be with them, it is important for 4-H'ers to wear identification so facility personnel know they are a part of the 4-H PetPALS program.

Leaders and adult partners may also want to make 4-H PetPALS name badges.

### Materials Needed

- 4-H PetPALS Name Badge prototypes for each member (found at the end of Step 5)
- 2" x 3" picture of each 4-H PetPALS team
- One name badge clasp or lanyard per member
- Enough pens for every 2 or 3 members
- Enough glue sticks or double-sided tape for every 2 or 3 members
- Enough scissors for every 2 or 3 members
- Enough self-laminating sheets to cover a name

badge for each member or access to a laminator and laminating film

### Preparing for the Activity

1. Copy the 4-H PetPALS name badge prototypes on cardstock paper.
2. Make enough copies so each member has one. If the member has a second visiting pet, he or she must make a second name badge.
3. Obtain enough glue sticks, scissors, and pens for every 2 to 3 members.
4. Purchase self-laminating sheets or gain access to a laminating machine and film.
5. Purchase clasps or lanyards made for name badges from an office supply.

### Conducting the Activity

1. Give each member the copied name badge prototype.
2. Have them cut out each section. Younger members may need help using the scissors.
3. Using either double-sided tape or glue, have each member affix his or her picture to the appropriate side of the badge.
4. Have each member use a pen to print the information requested on the back of the badge. You or older members may want to print the information for the younger members. You could also type in the information or affix a computer-generated label containing each member's information.
5. Glue the front and back of the name badges together.
6. Laminate them.
7. Trim the edges, leaving at least 1/4<sup>th</sup> inch border to keep the name badges enclosed.
8. Affix the finished name badge either to a lanyard or name badge clasp.



## Sounds of Silence

This activity will help members see how easy or hard it is to act out and interpret someone's emotions using nonverbal communication. 4-H members will name several emotions that you and/or older members will write on index cards. Each member, or team of members, will take turns acting out an emotion using nonverbal communication while the remaining members guess that emotion.

### Materials Needed

- 12 - 15 3" x 5" lined or unlined index cards
- 1 marker for every person writing an emotion

### Preparing for the Activity

1. Purchase the materials.
2. On a sheet of paper, list as many emotions as you can think of to have in case members can only think of a few. Some examples include:

love  
sorrow  
fear  
satisfaction  
anger  
hurt  
pain  
hate  
surprise

happiness  
tired  
discouraged  
excited  
jealous  
bored  
amused  
giddy

### Conducting the Activity

1. Explain to the 4-H'ers that in this activity members will be acting out emotions using only nonverbal communication.
2. Depending on the size of the group, everyone will have a chance to act out an emotion, or members may work in pairs if the group is large.
3. Ask youths to name an emotion they think either their family or they have shown in the last week. Talk about how they were able to identify those emotions.
4. Write the name of one emotion on each index card until all ideas have been exhausted.
5. Shuffle the index cards and randomly give one to each member.
6. Ask each member, or team, to act out the emotion listed on his or her card, using only nonverbal communication.
7. Have the rest of the group guess which emotion is being acted out.
8. Once all the emotions have been presented, discuss the following questions with the group.
  - a. What emotions sometimes look the same?
  - b. What parts of the body do you look at when you are trying to understand a person?
  - c. Do you feel that many emotions have actions that are clearly recognizable?
9. Discuss how this activity will help them notice emotions of residents, or how it has helped them identify their nonverbal actions to certain emotions.



## Back to Back

This activity is designed for members to experience talking without looking at each other while being in close proximity of one another.

### Materials Needed

- No materials are needed for this activity.

### Preparing for the Activity

1. Review the steps listed in conducting the activity.

### Conducting the Activity

1. Ask the 4-H members to each find a partner and designate one as the *talker* and one as the *listener*.
2. Instruct them to sit back-to-back with their partners. The person designated as the *talker* will talk about something that happened to him or her lately – something that was a really good experience.
3. After about one minute tell the *talker* to stop sharing and move about five feet away from his or her *listener*. Remind them to stay back-to-back.
4. Tell the *talker* to continue talking for another 30 seconds.
5. Tell them to stop their conversations.
6. Ask the *listeners* to share their feelings with the *talkers*.
7. Repeat the activity with the listener now

becoming the *talker*. The new *talker* will talk to the new *listener* about something really good that happened to him or her lately.

8. Repeat steps 3 through 6.
9. When finished, discuss the following with the entire group.
  - a. When you talk, do you look at your listener's eyes?
  - b. How important is it to you to be able to see the listener's eyes?
  - c. Was it frustrating not to be able to look at the other person?
  - d. Did you want to turn around so you could see them as they talked or listened?
  - e. Did you find yourself missing the nonverbal hand and body motions and expressions of the other person's face?
  - f. How easy was it to concentrate on what you were saying?
  - g. Did your partner have trouble concentrating?
10. Discuss the importance of seeing the person you are talking with to be able to read the nonverbal messages as well as the spoken words.



## The Gossip Line

A good communicator must have skills both in sending good messages and receiving others' messages. Sending messages

involves speaking, writing and nonverbal communication skills. Receiving others' messages requires good listening and observing skills. This activity will help the 4-H'ers realize that effective listening is a skill.

### Materials Needed

- *Preventing Stress in Your Pet While Visiting* story (Found at the end of Step 5)

### Preparing for the Activity

1. Copy the story *Preventing Stress in Your Pet While Visiting* from the master found at the end of step 5.
2. Tell several members they will be asked to leave the room. Before they leave, tell them they will be called back one at a time and each will receive verbal instructions that he or she will be asked to pass on to another.
3. Send 5 members from the room.
4. Call the first person back into the room. Either you or a 4-H'er read the story to him or her. Read it only once. Do not repeat it. Do not allow questions to be answered about the story.
5. Call the second person into the room. Instruct Person 1 to tell Person 2 the story only once, answering no questions.
6. Repeat this process with Person 2 telling Person 3: Person 3 telling Person 4: and Person 4 telling Person 5 their versions of the story, again only telling it once and answering no questions. Person 5 then reports the story to the group as he or she understands it.
7. Re-read the original story. Watch the reactions from the members and ask them to talk about the amount of change they noted in the message.
8. Discuss the following with the group.
  - a. What happened to the story between when it was first read until Person 5 shared it with the group?
  - b. In what ways did the message change?
  - c. What observations do you have about

how messages change?

- d. What kinds of information were changed most?
- e. What does this tell you about how well we listen or are able to remember what we hear?
- f. Discuss how easy it is for stories to get blown out of proportion and how gossip hurts people. Ask youth how gossip has affected their lives.



## Hear Those Words

This activity provides an opportunity for members to listen to details. Often we say we are listening, but we are unable to repeat the information if asked. Intensive listening, or trying to remember most of what is said, is a learned skill.





### Materials Needed

- One copy of the *Hear Those Words* statements (Found at the end of Step 5)
- One piece of paper per member
- One pen or pencil per member

### Preparing for the Activity

1. Copy the *Hear Those Words* statements from the master found at the end of Step 5.
2. Gather enough paper and pencils for each member.
3. Read through the *Hear Those Words* statements and discussion questions prior to doing this activity.

## Conducting the Activity


1. Give each 4-H member a piece of paper and pen or pencil.
  2. Tell them that you are going to read a total of six statements. After each statement there will be a question. Instruct the 4-H members to write the correct answer to each question after you read it. Do not repeat the statement. Tell them they cannot ask any questions or get help from another member.
  3. After you have read all of the statements and questions, tell them the correct answers and see how many answers members got right.
  4. Explain that the purpose of the activity was to see how many were good listeners. Review the information in the Hear Those Words statements.
  5. Discuss the following with the members:
    - a. What portion of the group was able to answer all the questions correctly?
    - b. What causes most of us not to know the answers?
    - c. Were questions with number answers more difficult for some members than others?
    - d. What types of information seemed easier or harder to absorb than others?
    - e. What could each of us do to listen better?
    - f. Discuss with the members the importance of listening to what the residents tell them.
- Practice three ways to communicate with people with vision impairments.
  - Practice three ways to communicate with people with hearing impairments.
  - Practice three ways to communicate with people with speech impairments.
  - Practice five ways to communicate with people with Alzheimer's Disease.
  - Practice three appropriate ways to communicate through touch.
  - Practice four methods to communicate non-verbally.
  - Explain five ways to be an effective listener.
  - Practice two ways to be an effective listener.
  - Practice two ways to begin a conversation.
  - Communicate effectively, both verbally and nonverbally, with residents.
  - Identify four activities they can do with residents. 
  - Prepare one activity to do with the residents.
  - Complete one activity with a resident.
  - Describe how to end a visit. 
  - Successfully end a visit.
  - Explain four reasons why they should not visit.
  - State three reasons why residents should not be visited.
  - Visit only when appropriate for them as well as the residents. 
  - Describe two ways to cope with a resident's death.
  - Tell two ways to cope with a pet's death. 
  - Document their reactions to Step 6 in their journals.

## Appraising the Step

4-H members will

- Define the vocabulary words.
- Describe what to wear when visiting.
- Wear appropriate clothes on AAA visits.
- Describe effective communication.

## Climbing Higher

1. Divide youth into teams of two or three. Decide as a group on a place each team will observe people (a shopping mall, library, airport, school, church, department store, pet shop, etc.) Prior to observing 

people, review the follow-up questions, *a* through *f*, listed below. Go as teams to the designated places. Watch how people communicate with one another by talking, nonverbal signs, listening, or visually (writing, videotape, audiotape, etc.) Have members write notes about what they see. After the activity meet as a group and ask members the following questions.

- a. What types of communication did you observe?
- b. How were the messages given and received?
- c. How does not saying anything play a part in communicating?
- d. How can body language improve communication skills with others?
- e. How did body language support or conflict with verbal communication?
- f. What do you suppose would happen if you couldn't use language when you talked?

## The Next Step

1. Step 7 is to visit the facility without pets. You and your members will evaluate the facility and decide if that is where you want to visit. Adults who have participated in the Steps should be part of your group. The staff will also be evaluating your group.
2. Step 7 should be done in two sessions. The subject matter in Step 7 should be covered in the first session. Review the *Evaluating the Facility Checklist* found at the end of this Step, prior to visiting the next meeting.
3. Visiting the facility is the activity for the second meeting. The *4-H PetPALS Facility Information Form*, found at the end of this Step, should be used as a guide for asking questions during the visit and then completed following the visit.
4. Remind members to bring their Member Resource to the next meeting.





# 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.

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

Do you see residents immediately upon entering?




## 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 members to sign in at a time?

## 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 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 residents' rooms clean?

Is the resident's 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?

---

# 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 \_\_\_\_\_

# Step 7:

## Visit Without Pets



### Objectives

To help young people

- Visit and tour a healthcare facility without pets.
- Evaluate the facility to make sure that it is appropriate for visiting with pets.
- Meet the facility's staff.
- Identify common environments they may encounter during AAA visits.
- Identify potential risks to themselves and their pets during AAA visits.
- Learn the liability issues involved in AAA visits.
- Learn how to reduce risks during AAA visits.
- Learn how to keep the AAA visit healthy for themselves, their pets, and the residents.
- Identify how to report an incident should one occur.
- Understand the importance of maintaining confidentiality.
- Understand the importance of documenting each visit.
- Learn the value of teamwork.

secrecy. Not divulging information to anyone.

*Liability* – The state of being legally obligated; responsible. Often used in reference to an unfavorable outcome.

### Background Information

4-H members are required to visit the facility first without their pets to meet the staff and learn the rules, regulations, and expectations for the 4-H PetPALS visits. A selected 4-H'er should call the facility contact to make an appointment for the 4-H PetPALS club members to visit. Tell the 4-H member to make it clear to this contact person that the club wants to meet the staff, tour the facility, and meet some of the residents prior to the animal-assisted activities visits.

Utilize this meeting to find out what the facility's responsibilities are to the club, and the club's responsibilities are to them. Adults and youth should ask questions as well as answer the staff's questions. Request a copy of the facility's Policy and Procedure Volunteer Handbook if the club does not already have one. After the meeting with staff members, request a tour of the facilities. Once the tour is over and questions are answered, ask if the club members

### Time Requirements

Two sessions:

1<sup>st</sup> session – 60 minutes

2<sup>nd</sup> session – 90 minutes

### Words to Know

*Confidential* – Keeping something in strict confidence, privacy, or



can pair off with facility personnel to meet some of the residents.

Use the *4-H PetPALS Facility Information Form* (refer to a master copy at the end of Step 6) as a guide for asking questions. Have the club secretary take notes on a blank form. While at the facility, keep in mind the questions on the *Evaluating the Facility Checklist* reviewed during the first part of Step 7. After the visit, complete the *Facility Information Form* and answer the questions on the *Evaluating the Facility Checklist*. Finally, help the 4-H'ers decide if this facility is right for them to visit.

## Visiting Without Your Pet

Three main reasons to visit a facility without pets are

1. To introduce all club members, advisors, and adult chaperones to the facility staff.
2. To informally evaluate the site.
3. To make sure this is where club members want to visit.

Some members may have never been to this type of healthcare facility. A youth may decide he or she does not want to visit residents after seeing certain health conditions, medical equipment, or smelling strange odors. Sometimes a youth may decide to visit several times without his or her pet to determine if this is what he or she really wants to do.

Do not be critical of a 4-H'er who isn't sure if the 4-H PetPALS project is for him or her. Never force the member to visit a facility. Discuss what the 4-H'er liked and disliked about the visit. Give the member the opportunity to come along on animal-assisted visits without a pet for a pre-determined period of time. Once a youth determines he or she

does not want to do animal-assisted activities, he or she should be redirected to another 4-H project, since the end goal of members taking the 4-H PetPALS project is enhancing intergenerational relationships through animal-assisted activities.

4-H members who do not successfully complete Step 10, which is the first visit with pets, cannot receive a 4-H PetPALS completion certificate; however, members completing Steps 1 – 9, should be recognized with the appropriate certificate.

## Evaluating the Facility

During Activity One review the *Evaluating the Facility Checklist*. Do not take this checklist with you to the facility. Certain staff members may already be apprehensive about animals coming to visit. Formally evaluating their facility could make them very skeptical of the 4-H PetPALS program.

When arriving at the facility, instruct the 4-H members to check the outside for places to walk their animals. Have them remember where the front entrance and any other visible access doors are. Go to the reception desk when entering the facility and ask for the person the club has been in contact with. He or she should take the group to an area to meet.

During this meeting ask where members report to when they first arrive. Discuss the facility's sign in and out procedures. Explain that one requirement of this project is to teach youth the importance of accountability by signing in and out during a visit. Describe the cards and box club members made for this purpose, or bring it with you to show staff. Work with the appropriate staff to begin a sign in and sign out procedure using the club's sign-in/sign-out cards. Members may also be required to sign in and out on the facility's log.

When touring the facility, look for things mentioned in the *Evaluating the Facility Checklist* to determine if the site is a safe and suitable environment for members and pets to visit. Each facility has varying activity levels, depending upon the type of facility, unit visited, and time of day. It has its own unique odors and sounds. Animals will be more aware of smells and sounds than people. Visiting at mealtime adds to the aromas.

Most facilities will have similarities. There will be different wings, such as an Alzheimer's unit, housing people with specific medical conditions. 4-H PetPALS will encounter such things as bells, buzzers, alarms, wheelchairs, gurneys, rolling IV



poles, and supply carts. When visiting someone who is in bed, members must be prepared for close quarters and various types of beds such as electric, crank, vibrating, hot, cold, and circular.

Depending on the time of day, people could be everywhere. Hallways may be crowded with residents, staff, and carts. Some residents may be using walkers, canes or crutches, while others are going down the hallway using wheelchairs and possibly attached to rolling IV poles. Some people will be walking independently, however, seemingly unsteady.

Locate the nearest restroom members are permitted to use. NEVER use a resident's bathroom. Ask if pets are permitted in the bathroom with members. Find trash receptacles. Locate a telephone. Tell members to ask what areas are off limits to them and/or their pets. Have them ask how to contact a staff person in an emergency, and locate emergency buzzers and call buttons. Know where first aid kits are kept and the protocol for using them. Note the lighting and the flooring. Members and their pets may be going from brightly lit to dimly lit areas, and from carpeted floors to slick or rough finished floors.

Instruct 4-H'ers to ask where they will be visiting. Youth are not permitted in a resident's room alone with the resident. Either a staff member or appropriate adult must accompany youth on visits. Many times, residents will be brought to the Activity Room for 4-H PetPALS to visit. Bringing residents to the Activity Room encourages them to interact with other residents. It also provides more room for animal-assisted activities and allows youth to visit more people with their pets.

Healthcare facilities generally have several wings, making it easy to get lost. Notice wall and floor colors and patterns. Wings may be lettered, numbered or named, or have different themes. They may be constructed in T or H patterns, for example. Small sitting areas, called common areas, usually divide the wings. Courtyards may connect the wings. Assure 4-H members and accompanying adults that they will eventually learn their way around the facility.

## Timing the Visit

4-H members should plan their visits so they are not during meal times. Residents are engaged in activity during this time. The added aromas of

food may affect the pets. Visiting animals are not permitted in the dining areas of any healthcare facility. Instruct 4-H'ers to ask the staff when the best times are for them to visit.

Possible times to visit are between:

- 9:00 a.m. and 11:00 a.m.
- 1:00 p.m. and 4:30 p.m.
- 7:30 p.m. and 9:00 p.m.

Usually 1 to 1½ hours in the facility is plenty for pets, as well as the members. Some animals may not be able to stay that long, while others could stay longer. The same is true for the 4-H members. Emphasize to the 4-H members that they are their animals' advocates. They must continually monitor the stress level of their pets and immediately remove them from visiting when signs of stress are apparent.

## The Environment within a Facility

There are common environments 4-H members and their pets may encounter in a healthcare facility during a visit. Some of these include:

- Unusual odors from medicines, chemicals, cleaning agents, soiled clothing or bedding, and people.
- Hallways with equipment or machines along the walls.
- Hallways crowded with people such as the facility staff, medical staff, residents either walking or using mobility aids, and visitors.
- Hallways with equipment and people can make it hard to maneuver with an animal.
- Floors that are wet from mopping.
- Strange noises depending on the unit the members are visiting. Noises may come from residents who are crying, moaning, yelling, or talking loudly or angrily. Other noises may include buzzers, bells, and clicking, clanging or ringing noises.



---

## Potential Risks to 4-H Members and Their Pets

Any environment different from what members and their pets are accustomed to might involve potential risks. Some rules to follow are listed below:

1. Avoid areas where *chemicals* have been used.
2. Avoid any *edible items* that are on the floor, such as *pills, food, and unknown liquids*; do not allow pets to lick the floor.
3. Do not allow pets to snoop under the bed or in other hidden spaces.
4. Avoid medical equipment hazards such as *equipment with prongs, equipment hooked to other equipment or humans, long cords, or top-heavy equipment*.
5. Watch for *elevator doors* or *electric doors* that may close quickly.
6. *Turn off cellular phones* and *paggers* while in the facility as they may interfere with hospital equipment.

### Liability Issues

Even though you, your members, and the staff at the facility take all possible precautions to prevent an incident from occurring, accidents do happen. As a volunteer, you could be held liable if an incident involving yourself or one of your club members and/or their pets occurs while visiting at the facility. The members and their families could be held liable also.

Everyone volunteering with his or her pets should be covered by liability insurance. Liability insurance is insurance that will cover most or all of the costs in the event that an accident occurs caused by the person or the pet. Some facilities will not allow people to volunteer with or without pets unless they can show proof of liability coverage.

Liability insurance is neither provided nor available through 4-H or The Ohio State University for Master 4-H PetPALS Volunteer Leaders or members. For your own protection and the protection of the members, require that all 4-H PetPALS have at least one million dollars worth of liability insurance. Ask them to find out if their parents or guardians have homeowner's insurance and what kinds of coverage the policy provides.

Some families may have other personal policies that would protect members and their pets while doing animal-assisted activities.

Certain organized AAA/AAT groups provide either primary or secondary liability coverage to volunteers who are registered with that organization. Three such organizations include the Delta Society®; Therapy Dogs, Incorporated; and Therapy Dogs, International. (Refer to the Appendix for a listing of AAA/AAT organizations.) The standards and screening requirements vary for each organization.

---

## A Healthy Visit

When 4-H members arrive at the facility, instruct them to check the contact person to find out who should be visited that day. The contact person, or another appropriate staff person, should tell them who must not be visited because of an increased risk of infection. Teach members to always ask if there is someone who shouldn't receive a visit.

To keep the visit healthful for youth, their pets, and the people they visit, members must take precautions to prevent the spread of germs and disease. ***The most important single factor in preventing the spread of germs is hand washing.*** Emphasize to members that they must wash their hands before and after each person they visit. The residents should also wash their hands before and after petting the animals. Youth should also wash toys, brushes, and other objects between visits if possible.

Residents can spread germs through saliva, mucous or other body fluids from their hands to the pet's fur, toys, or brushes. Then whoever pets the animal next may be exposed to those germs. **Hand washing helps prevent the spread of these germs.**

Instruct 4-H members to not visit someone with open sores or broken skin. If they notice this after they meet the person, they should make every effort to not come in contact with the affected areas, nor allow their pets to. Never allow pets to sniff or lick an open wound.

4-H members must wash their hands after covering their mouths after coughing, sneezing or blowing their noses. This holds true for the residents also. People can easily spread bacteria by rubbing their eyes with their hands, and then touching something.

Antibacterial hand wipes can be substituted for soap and water. They make it easier for the resident



to clean his or her hands before and after a visit. Ask the resident if he or she is allergic to the wipes before giving them one. These hand wipes are also good to wipe pet's toys, brushes, and leashes, and can be carried in the 4-H's Pet Pack.

When visiting several people in an activity room, it is harder to wash between residents; however, tell 4-H members to take every opportunity to wash their hands and the toys their pets play with.

Instruct 4-H members to get immediate help if either they or their pets come in contact with any kind of body fluids. The accompanying adult should contact a staff person, or if the staff person is present, he or she will guide the member in proper cleanup procedures. To reduce the risk of spreading the germs elsewhere, exposed youth and pets should not leave the facility until both are properly cleaned.

Pets, such as dogs, may accidentally walk through some type of fluids. Tell 4-H's to wash the pads of their pet's feet before going anywhere else in the facility, or before leaving the facility.

If the staff requires youth to wear protective barriers such as gloves, gowns, masks and protective eyewear or face shields to visit someone, **DO NOT** visit that resident. Pets cannot wear protective barriers.

Know where the facility's first aid kits are located and the protocol to follow if first aid is needed.

## Infection Control – the Chain of Infection

A chain of events must take place for an infection to occur. A person can only acquire an infection if all six of the following conditions are met.

1. Bacteria, viruses, fungi, and other microbes are present everywhere and on everyone. We live in harmony with most of them. However, some microbes are pathogenic, meaning they cause infection.
2. The microbes must have a place where they can grow and reproduce. This is usually in or on a person or animal, but can be in water and on equipment or other objects.
3. Microbes must have a way of getting out of where they grow, such as when a person coughs or sneezes, from shedding human skin, or by garbage and waste.
4. Since microbes do not have legs, they cannot infect someone unless they are

carried or transmitted. Transmission occurs by touching someone without them first washing their hands, by air currents if it is a respiratory infection, or by ingesting contaminated food or water. Transmission can also occur from touching contaminated objects such as bed linens, dishes, clothing, instruments, and a person's belongings.

5. After transmission, microbes must have a way of entering a person's body before infection can occur. This can be through an IV site, broken skin, breathing, urinary catheter, or any number of medical procedures performed daily on residents.
6. Microbes must have a susceptible person to infect. Most of us have microbes entering our bodies all the time, but we have effective immune systems that destroy them before they can infect us. The elderly may not be so lucky. Their immune systems may not be working well; therefore, they could easily acquire an infection.

The goal in infection control is to break just one of the links in the chain of infection. How is that chain broken? Breaking the chain of infection is not hard. The most important way to prevent infection is **HAND WASHING**. Hand washing should become a habit, something everyone does often and without thinking about it. It is simple and it is cheap.



---

## Proper Hand Washing

Teach 4-H members how to properly wash their hands. Explain the following to them:

“If you are in an area where there is a paper towel dispenser, first prepare your towel by cranking it down and letting it hang from the dispenser. Wet your hands and, using an anti-bacterial soap, lather your hands and vigorously rub them together for about 20 seconds, the time it takes you to sing the alphabet song. Friction is the key to effective hand washing. Friction kills the bacteria and removes the debris from your skin. Use plenty of soap and warm water.

Rinse your hands under water that is as hot as you can stand, tear the prepared paper towel from the dispenser, and dry your hands thoroughly with the paper towel. Use the paper towel to turn off the faucet. If there is a hand dryer, turn it on with the back of your hand and then dry your hands underneath it.”

Jewelry harbors bacteria. Tell members to remove their rings and other jewelry prior to visiting.

Refer to the hand-washing checklist below:

### When do I Wash My Hands?

- Before and after the entire visit
- Between residents
- After handling resident’s belongings, laundry, etc.
- After blowing your nose
- After using the restroom
- After your pet relieves itself and you clean up the waste
- Whenever your hands are obviously soiled
- Before and after breaks
- Before eating, drinking, applying make-up or touching your face, lips, or eyes
- All residents will be assisted in washing their hands after interacting with the animals
- When in doubt – **WASH!**

---

## Protocol

Each facility has policies, regulations, rules and procedures that people must follow when visiting residents. These include their own administrative policies and procedures, as well as those governed by the federal, state, and local governments. Healthcare facilities must follow state and local public health laws. Find out what the policies are for the facilities the 4-H PetPALS club is visiting.

---

## Incident Reporting

Facilities must have written procedures to follow in case accidents occur. During the club’s meeting with the staff, ask them to go over the procedures that must be followed in the case of an accident. An incident can be real, such as a scratch from the pet, or an injury to the pet. An incident can be perceived to be real by the resident, and therefore must be treated as real. An example of this might be that a resident puts his or her fingers in front of a rabbit and feels the nose twitch, thinking the rabbit has bitten him or her. (Refer to information in Step 4 about a person’s reality.)

An adult **must** always accompany a youth and his or her pet on visits. Therefore, the youth will not have to cope with the incident alone. If an accident happens, instruct members to remain calm, stop whatever activity they are doing, and immediately call a staff person. The staff person will take care of the resident’s immediate needs. Explain what happened. The adult who is with the youth can help verify what happened which should keep the incident from being blown out of proportion. Complete the facility’s incident report form.

If a 4-H member sees blood on a resident, and the resident either does not notice, or says not to worry about it, he or she should report the blood to a staff member right away. It may or may not be a result of his or her visit, but the blood must be reported. The staff member will clean the wound and follow the facility’s protocol. It might be appropriate to end the visit depending on the concern of the resident and the 4-H member’s stress level. The 4-H member needs to document what happened in his or her journal, as well as attach a copy of the incident report to the Member Resource.

## Maintaining Confidentiality

During the club's initial visit, ask about the facility's confidentiality policy. Some facilities may require club leaders to sign a statement saying that the club will follow their confidentiality policy. Some facilities require each person visiting residents to sign a confidentiality statement. Club members, leaders, and accompanying adults must respect the resident's right to privacy. Remind 4-H'ers not to discuss the residents they visit, or their medical conditions, with anyone. Ask them to think how they feel when someone tells a friend their secrets.

When discussing their 4-H PetPALS experience, 4-H members must not use a resident's full name or talk specific enough that others will know who they are talking about. A member might say, "I visited a lady in the nursing home who would pet my cat but not talk to me." Another example might be, "Bob didn't want to see my dog, but he would like for me to come back to read to him."

### Tips for Maintaining Confidentiality

- Think before you speak.
- Remember what it is like when someone tells someone else your secret.
- Give appropriate responses to requests for information about residents.
- Do not talk about residents at home or in other social situations.
- Remember, you never know who might be listening.

## Pictures and Stories

Facilities will not allow anyone to take pictures of the people living there unless they have a signed release from those residents. The facilities should have their own release forms. If not, use the Adult and Minor Photo Release Forms in the Appendix. These forms should be kept on file by the facility.

Out of courtesy, even though photo release forms are signed, instruct each 4-H'er to always ask residents if he or she can take pictures of them. Also ask if it is okay to have someone else take a picture

of the 4-H member and resident. Many residents like to have their pictures taken with young people and/or pets. Tell the residents what you want to do with the pictures and ask them if that is okay. It is more acceptable to take pictures of residents in the activity room or of them sitting on a chair or sofa, than it is of them lying in bed. Ask 4-H members to think of how they are going to use the pictures. If a certain pose could belittle the resident, instruct the youth not to take the picture.

Photographs or stories cannot be given to any form of media without permission from the facility administrators. This includes putting them on a website. If a 4-H member writes a story to be published, the administrator must review and approve it before the story goes to press.

Members should keep photos and stories for their scrapbooks, personal, and club use. Residents often enjoy looking at members' scrapbooks and reading their stories. Staff might put pictures of the residents involved in 4-H PetPALS activities on a centrally located bulletin board.

## Keeping A Journal

4-H members should use the *4-H PetPALS Visit Record* (found at the end of Step 9) to document their visits. These recordings are kept as a part of their journals. Members can record anything they wish about their visits, keeping in mind the importance of confidentiality. Teach members how to reflect on their feelings, their pets' reactions, conversations with residents, and so forth, following visits. Have them document these reflections in their journals.

4-H members should record any unusual occurrences and the circumstances that may have precipitated the events. For instance, a youth may write, "I visited *Mary* on the fourth floor. She wanted to pet my dog, Belle. I moved Belle so she was sitting at *Mary's* side so *Mary* could pet her head and back. *Mary* kept pulling Belle's hair. I kept directing her hand to Belle's head, but I could see that Belle was becoming stressed. I asked *Mary* to pet her one more time and then tell Belle goodbye. I ended the visit."

---

## Be Part of the Team

The 4-H PetPALS group is a team in itself, as well as part of a team of volunteers in the facility. Below are some volunteer service standards that should be reviewed and followed by your group.

### Volunteer Service Standards

**Teamwork** - Work together, respect and recognize the value of each team member.

*Behaviors that demonstrate this outcome are:*

- Demonstrate positive, open and upbeat attitude with others.
- Work cooperatively to accomplish tasks.
- Acknowledge and respect the diversity of each volunteer in all interactions.
- Accept feedback in a positive manner.

**Communication** - Use open, honest, active, and respectful communication and listening skills with those we serve.

*Behaviors that demonstrate this outcome are:*

- Smile, listen, and communicate effectively in a confidential, quiet, courteous, and respectful manner.
- Demonstrate patience in interactions.
- Introduce yourself and others to those served
- Avoid gossip.

- Follow facility protocol for providing appropriate feedback.

### Physical

**Environment** - Help build and maintain a professional environment, which is welcoming, comfortable, and appealing.

*Behaviors that demonstrate this outcome are:*

- Share accountability for cleanliness, safety, and noise level.
- Help visitors and residents find their way in a courteous, helpful manner.
- Wear your 4-H PetPALS name badge at all times.
- Wear your 4-H PetPALS or 4-H club shirt.
- Have a nametag on your 4-H PetPAL at all times.

**Respecting Others** - Support and strengthen personal, department, and facility-wide relationships.

*Behaviors that demonstrate this outcome are:*

- Build positive relationships with others.
- Respectfully handle confidential information.
- Take ownership of resident and volunteer issues and direct them to the appropriate person according to facility policy.

---

### Steps to Success:

1. Treat every person like he or she is the most important person of the day!
2. Always knock before entering a resident's room and be respectful of his or her privacy.
3. Be considerate and patient when interacting with facility personnel. If a nurse or other staff member is in the room, ask permission to enter the resident's room.
4. **NEVER** enter a room that has an Isolation or No Visitors sign on the door.
5. Properly identify yourself by stating your name and explaining that you are with 4-H PetPALS.
6. Never sit on, lean against, or jar the resident's bed.
7. Do not put your pet on the bed unless instructed to do so by facility staff.
8. Avoid discussing personal problems with residents.
9. Be a good listener. If the resident does not appear responsive to your visit, don't force yourself.
10. Never offer medical advice. Do not attempt to answer resident questions that are medically related.

See



(Adapted from Carilion Health System, Carilion New River Valley Medical Center, Volunteer Orientation Packet.)

# Activities

Activity One will be done during the first session. All 4-H members will participate in Activity Two during the second session.



## Evaluating the Facility

The reasons to evaluate the facility the club plans to visit are twofold: 1) to make sure this facility is right for the members, and 2) to make sure the environment is appropriate and safe for the animals. The *Evaluating The Facility Checklist* helps you and the 4-H'ers know what to look for when initially visiting the facility without animals. Do not take this checklist to the facility and visibly use it to assess the site. This may be offensive to facility personnel.

### Materials Needed

- One copy of the *Evaluating The Facility Checklist* for each member. (Refer to the end of Step 6 for a master copy. A copy is also in the Member Resource.)
- 1 pencil or pen per 4-H member

### Preparing for the Activity

1. Either make a copy of the *Evaluating The Facility Checklist* for each member or refer each member to the Checklist in the Member Resource.
2. Review the Checklist prior to doing this activity.

### Conducting the Activity

1. Ask a 4-H member to read an item, such as *Parking Lot/Grounds*, and the questions following the item.
2. Explain why these questions are asked and ask if the members have questions about them.
3. Repeat numbers 1 and 2 above for each item and questions following the item.
4. Once the entire checklist has been reviewed divide the members into teams and assign each team one or more items to assess during their facility visit. You could also allow members to choose which items their team wants to assess. The team who assesses the facility layout item may want to each take three or four questions to review, since the list is long.
5. Have each team review the questions listed under their item or items, and repeat to the entire group what they are looking for during the visit. This will help them remember the questions.
6. Following the visit, meet with the 4-H members and answer each of the questions on the *Evaluating the Facility Checklist*. Cross out items that were not applicable to the site, and add items that were. Discuss the appropriateness of the facility for the members and their pets to visit.



## The First Visit

This activity might be the first visit to the facility without any pets for the majority of 4-H members. Have an older 4-H member call the facility contact person and schedule the group meeting. Instruct 4-H members to wear their 4-H PetPALS name badges and a 4-H shirt. Remind members of what they learned in Step 6: Prepare Youth to Visit. Decide on a central meeting place. Tell members what time to meet, and stress punctuality. Let members know what you expect of them while at this facility. Remind them to be quiet, respectful, and attentive. Encourage them to always say *please* and *thank you*. Enter the building as a group about 5 minutes prior to your expected arrival, and report to the receptionist.

### Materials Needed

- Transportation
- Adult partners as chaperones
- Facility Policies and Procedures Volunteer Handbook (if applicable)
- *4-H PetPALS Facility Information Form*

### Preparing for the Activity

1. Set the date and time for the visit.
2. Ask the adults who have been learning the curriculum to chaperone.
3. Bring the *Facility Information Form*.
4. Review with your members some general policies and procedures from the volunteer handbook if it is available.

5. Review the *Evaluating the Facility Checklist*.
6. Prior to the visit, arrange for a place to meet as a group after visiting the facility to discuss and process what everyone learned as a result of this visit, and to answer the questions on the *Evaluating the Facility Checklist*.

### Conducting the Activity

1. Tell the 4-H members what time and where to meet.
2. Discuss what clothing to wear. Shirts should show your 4-H club name or the 4-H logo. Members must wear their name badges.
3. Meet in a designated location such as facility parking lot 15 minutes prior to your expected meeting time.
4. Quickly review your expectations with the members.
5. Enter the facility, go to the reception desk, announce your arrival, and follow instructions.
6. Following the meeting, discuss what the group learned, how each member felt about the meeting, and if this is the place they want to bring their pets.
7. Answer the questions on the *Evaluating the Facility Checklist*.
8. Complete the *Facility Information Form*.
9. Ask the club secretary to write a thank you note to the staff.
10. Follow up with the facility contact about 4-H PetPALS visits, letting him or her know the club's decision about visiting.

### Appraising the Step

4-H members will

- Define the vocabulary words.
- Identify three administrative or professional staff members they met by name and title.

- Evaluate the facility.
- Describe four common environments within a facility.
- Describe four potential risks either to themselves or their pets.
- Discuss with their parents or guardians the limits of their liability insurance coverage.
- Explain five characteristics of a healthy visit.
- Name three of the six conditions necessary for infection to occur.
- Demonstrate proper hand washing.
- Practice proper hand washing.
- Describe how to report an incident.
- List three tips for maintaining confidentiality.
- Express their attitudes and feelings about maintaining confidentiality.
- Reflect on the importance of teamwork.
- Document the visit in their journals.
- Develop rapport with staff members.

---

## Climbing Higher

1. Find out if the facility you are visiting has a Volunteer Orientation program. If so, successfully complete this orientation. Some facilities may require this prior to 4-H PetPALS visits.

---

## The Next Step

1. For Activity One, My Pet's Care, make one copy of *My Pet's Care* from the master found at the end of this Step for each 4-H member or have members use their copies in the Member Resource. One copy is needed for each visiting pet.
2. For Activity Two, Is Your Pet Ready? make one copy of the *Is Your Pet Ready?* checklist from the master found at the end of this Step for each 4-H member or have members use their copies in the Member Resource. One copy is needed for each

visiting pet. Members will also need a copy of their pets' health and/or vaccination records.

3. For Activity Three, 4-H PetPALS Passport, each 4-H member will need a pocket folder, a picture of the member with his or her pet, and his or her pet's vaccination record. 4-H members who have more than one pet can use the same pocket folder for all pets, but must have a separate picture and vaccination record for each pet. Let the 4-H members decide on types and colors of pocket folders they want to use for their passport items.
4. **Before ending the Step 7 meeting**, ask members to refer to their copies of the *It's In the Bag Checklist* in their Member Resource. Review the items on the checklist so members will know what items they need for their 4-H PetPALS Packs. Tell them to collect these items and bring them to the next meeting. If they are unsure of a particular item, have them wait until after the next meeting to get the item. Ask the members if they would like to try to find matching bags to use as 4-H PetPALS Packs. These could be small duffle bags, backpacks, waist packs, tote bags, or other bags that would hold the necessary items. If they want to find like bags, you or another adult will need to organize a shopping trip for members to purchase these bags prior to the next meeting. If not, ask each member to bring a bag large enough to hold their pet's needed items.
5. For Activity Four, It's In the Bag, make one copy of the *It's In the Bag Checklist* from the master found at the end of this Step for each 4-H member or have members use their copies in the Member Resource.
6. Remind youth to bring their Member Resource to the next meeting, as well as a 4-H PetPALS Pack, pocket folder and other items for Activity 3.

# 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 shampoos, powders, sprays, or other topical treatments

No scented or perfumed shampoos or sprays

Remove flea collars

# 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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Step 8:

## Prepare Pets to Visit



---

### Objectives

To help young people

- Learn the importance of feeding their pets a high quality diet.
- Understand the importance of grooming their pets prior to visiting.
- Learn the steps involved in grooming their animals.
- Recognize signs of sickness in their pets.
- Recognize when their animals should not visit.
- Learn preventative care strategies that will enhance the health and welfare of their pets.
- Learn what vaccinations their animals must have prior to visiting.
- Prepare a supply kit to take with them on visits.

*Giardiasis* – An intestinal infection with the protozoan *Giardia lamblia*.

*Lactation* – The period of milk production.

*Psittacosis* – An infectious disease of birds caused by the bacterium *Chlamydia psittaci* and communicable to humans, in whom it produces high fever, severe headache, and symptoms similar to pneumonia.

*Vaccination* – An injection of vaccine that will stimulate an animal's immune system to protect itself against a particular disease.

*Vaccine* – A substance that contains live, modified, or killed pathogens, such as a bacterium or virus, or a portion of the pathogen's structure that is injected into an animal in an attempt to protect the host (animal) from a disease caused by that pathogen.

*Zoonoses* – Diseases that can be transmitted from animals to people and people to animals

---

### Time Requirements

- Two 45-minute sessions

---

### Words to Know

*Campylobacteriosis* – A bacterial disease of the intestine that usually causes diarrhea, abdominal pain, and fever in humans. This communicable disease is caused by the bacteria, *Campylobacter*, found in poultry, farm animals, and pets such as dogs (puppies) and cats (kittens).

*Giardia lamblia* – A small protozoan parasite found in water that causes diarrhea in animals and humans.

---

### Background Information

There is a lot of work involved in getting pets ready for animal-assisted activities. This Step will provide information about what the 4-H members must know and do to make sure their pets are in tiptop shape. Some members may have more than one pet they plan to take on AAA visits. **4-H members are permitted to take only one pet at a time on 4-H PetPALS visits.** The second pet must be left at home, and can be taken to visit on a different day. Certain residents may prefer seeing one pet over the other, which could dictate which day a certain pet visits.

---

## The Importance of a High-Quality Diet

One expression of the bond fostered between youth and their visiting pets is concern with providing the best available nutrition for their animals. Feeding an appropriate high-quality diet is essential for maintaining performance in these working animals. Poorly fed pets lack the energy and stamina to keep up with an active training and visiting program, are more likely to suffer skin and coat problems, and are more susceptible to illness and the effects of stress.

Pets that participate in visiting programs should be fed complete and balanced commercial diets that are guaranteed to contain the nutrients they need.

- Dogs and cats are best fed meat-based foods. Feeding table scraps or unbalanced homemade diets increases the likelihood of nutrient deficiencies or excesses that may be hazardous to the animal's health.
- Rabbits and pocket pets can be supplemented with appropriate forages, fruits, vegetables, and nuts.

No matter what the species, choosing the right diet involves considering the animal's life stage, lifestyle, and body condition.

- Immature animals need foods that provide

ample calories (usually as fat), protein, and minerals to fuel their growth. Because younger animals have more limited gut volume, their foods must contain a high concentration of nutrients in each feeding.

- Adult animals generally need less concentrated nutrition, unless they are stressed, working, pregnant, or nursing. Each of these conditions increases nutrient needs and is best addressed by feeding a diet formulated with those special needs in mind.
- Older animals, like older humans, have special nutritional considerations that result from the effects of aging. They may have problems maintaining muscle mass and desired body weight, may be more “picky” eaters or have trouble eating, and may be more likely to develop certain diseases. When an animal approaches its golden years, it's a good idea to reassess the diet choice and make sure that what's being fed is adequate to support continued good health.
- Animals that are too thin should be fed diets that supply extra calories (e.g., fat, the most concentrated source of energy) until ideal body weight is reached. Conversely, animals that are overweight should be fed fewer calories. A veterinarian should evaluate any animal that has problems maintaining appropriate body condition.



Making sure the animal is eating an appropriate high-quality diet is a critical step in keeping it healthy, happy, and able to work. Proper feeding will be evident in a glossy coat, strong muscles, firm stools, and an alert, ready attitude.

A 4-H member should not feed his or her pet within two hours of a visit. Waiting two hours allows for most of the pet's food to be digested prior to transporting and introducing him to the various activity levels and stresses of visiting.



## Good Grooming is a Must!

Pets must be groomed within 24 hours of the planned visit. Depending on the cleanliness of the animal, grooming may include bathing, but must include brushing the coat; trimming and/or filing the nails if they are long or rough; cleaning the ears, eyes, nose; and brushing the teeth (dogs). Pets must be free of dirt, burs, mats and tangles, and external parasites such as fleas, ticks, and mites. The nails or claws must be trimmed and filed so there are no rough edges to scratch someone's skin or snag clothing. Grooming allows close inspection of every square inch of a pet, as well as lets the 4-H member spend time with the animal. Grooming should be an enjoyable task.

### *Instruct 4-H'ers about grooming as follows:*

Find a quiet, comfortable place for grooming. Use a table or area elevated where the animal will be high enough to easily groom. Make sure this grooming table or area has a non-skid mat or non-slip surface so the pet feels secure.

Establish a routine. Use the same area for grooming each time. Pets will know that it is time to be groomed when put on the grooming table. It may be necessary to groom pets with long hair a few minutes each day, at regular times. For shorthaired animals, brushing once a week may be enough.

Before actually beginning to groom, be prepared. Know what grooming the animal needs. If the pet needs a bath, first brush him and remove any tangles. Bathing requires additional equipment than does brushing. Have the equipment ready, including an extra pair of hands when possible. Always have treats available to reward appropriate behavior. Make sure they are out of the animal's reach, but accessible to you. Let the pet see and smell the equipment and surroundings before grooming begins.

It is important for 4-H'ers to remain calm so the animal stays calm. Talk in a soothing voice, working gently around the pet. Start slowly. Be satisfied with small accomplishments and reward them. Be prepared to wait for good behavior.



---

Be patient and firm. Do not ask for permission to groom your pet. You are in control.

End the grooming sessions on a positive note. “Win” before you stop, even if you just untangled one mat or trimmed one toenail. Always make the sessions short at first and as positive as possible.

To groom feet and nails, have help at first. For dogs, one helpful suggestion is to try having a helper hold a spoonful of peanut butter for the dog to lick, keeping his or her mind off of what you are doing. Also, when you are just relaxing with the pet, massage his or her feet or just hold them so the pet gets used to that. Using blunt-ended scissors, trim excess hair from around the pads on the pet’s paws. Always reward the pet for appropriate behavior by petting, praising, playing, or giving treats. Ignore or remove yourself from any bad behaviors. Never punish your pet!

For brushing or combing, start at the bottom of the animal’s legs and work upwards. Comb in the direction the hair lies. Brush deeply enough so that you are not just skimming the outer layer of the coat, but avoid scratching the skin. Be careful around sensitive areas.

Mats or tangles should be split or separated and then combed out. Do not tug on mats hoping to pull them free. This pulls the pet’s skin, like pulling your hair, and can make grooming unpleasant. Be careful with scissors. Get the help of an adult if the mats need to be cut. For extreme matting, especially behind the ears and under the legs, the help of a professional groomer may be needed.

When bathing a pet, make sure the area is warm and free from drafts. Put cotton balls in the pet’s ears to help keep the water from going in the ear canal. Be careful not to get water in the ears and eyes. Use a shampoo that best suits the species and condition of the pet. Certain shampoos that are safe to use on dogs may not be safe for use on cats, cavies or rabbits. Use lukewarm water and begin wetting your pet on the legs and underneath before going to the body. As in brushing, make this a pleasant experience and have help until the pet gets used to his or her bath. (Refer to the *steps in bathing* example in the Introduction under *Mastery and*

*Competence in a Chosen Activity or Subject in A Positive 4-H Experience* section.)

When clipping the nails, use a nail trimmer suitable for the pet. Use a nail file or grinder to smooth the rough edges. Each nail has a vein, called the quick. Trim just in front of the quick so as not to cause the nail to bleed. If bleeding occurs, use cornstarch or styptic powder to stop the bleeding.

4-H’ers are probably so used to the way their pets smell that they do not notice their natural odors. Some residents, however, may be sensitive to smell and find even minor odors offensive. Advise 4-H’ers not to bathe their animals with scented shampoos or use pet perfume the day prior to or of a visit. Also, avoid the use of flea powders or sprays due to potential allergic reactions in humans.

Sometimes even a day after a pet’s bath and brush-out, dogs especially will continue to shed. Some breeds are more prone to shedding than others. Loose pet hair may be offensive to some residents. To reduce loose hair, brush the pet with a soft brush between visits. Use a baggie to collect the hairs. Utilize a lint remover to clean up loose pet hair from clothing and bedding.

The visiting dog’s teeth should be brushed within 24 hours of the scheduled visit using toothpaste formulated for pets. Begin brushing a dog’s teeth when he is young. Weekly brushing helps reduce tarter build up and promotes healthy gums.

Each species of animal enjoys grooming at different levels. Breeds within each species, and personalities within each breed, may react to grooming differently. The information provided above discusses general grooming practices. Using other resources, encourage 4-H members to find out the proper grooming procedure for a particular pet.

---

## Health Screening for Your Pet

A veterinarian must examine the 4-H’er’s pet on a regular basis for it to be a 4-H PetPAL. At the very minimum this must be once a year and should be as a part of a wellness program. 4-H members must have a copy of their pets’ health records, which include vaccinations given, fecal exam results, and parasite prevention program. Vaccinations must be given at least two weeks prior to the animal’s first visit to allow the pet’s immune system to produce antibodies that work against the viruses or bacteria



that cause the disease.

Vaccinations dogs must have before visiting include

- Canine Infectious Distemper
- Adenovirus II
- Parainfluenza
- Leptospirosis
- Parvovirus
- Bordetella (intranasal) Rabies

If a veterinarian does not give a certain vaccination, such as leptospirosis, he or she should state that the dog is free of this disease on the health form. Also, if a veterinarian does a titer test to assure the animal still has immunity to a disease, he or she should state that on the form.

Vaccinations cats must have before visiting include

- Feline Viral Rhinotracheitis
- Calicivirus
- Panleukopenia
- Pneumonitis - Chlamydia
- Feline Leukemia Virus
- Rabies

The facility may also have other health screening requirements of dogs and cats.

Vaccinations are not required for rabbits, guinea pigs, and chinchillas; however, a wellness program should be established for these pets. They must be free of internal and external parasites and show no signs of sickness or disease. The facility may require these pets be screened for coccidiosis or salmonella.

Visiting pets other than those mentioned above must also be free of parasites and show no signs of sickness or disease. They must meet the vaccination and health screening requirements of their species as well as the facility.



## Wellness Program

Concerns may emerge when introducing 4-H PetPALS to people unfamiliar with animal-



assisted activities. Some residents or employees may be allergic to or afraid of animals. There may be apprehension that introducing animals would increase the workload of the housekeeping staff.

The administration may be concerned with **zoonoses**. Zoonoses, pronounced Zo-uh-NO-seez, are diseases transmissible from animals to humans and visa versa. People with compromised immune systems are at most risk for contracting zoonotic diseases. Examples of these groups are people with AIDS/HIV, people on chemotherapy, people who have received organ or bone marrow transplants, pregnant women (a fetus's immune system is not fully developed), people born with congenital immune deficiencies, and most important to 4-H PetPALS, people who are aged.

Zoonoses transmitted by pet rabbits are quite rare. The most common problems usually stem from reactions to rabbit scratches. Scratches should be immediately washed and disinfected.

Dogs and cats pose a minimal threat for transmitting a disease, but in order to limit the risks of disease transmission, a wellness program needs to be in place. A wellness program goes beyond the annual physical examinations and associated vaccinations and medications. It involves continuous monitoring by the pet owner and periodic monitoring by the veterinarian for the purpose of developing preventive care strategies that will enhance the health and welfare of the animal. These strategies should include:

- Active involvement of a veterinarian. Annual visits, or more frequently if recommended by the veterinarian, should be made to

---

the veterinarian to assess the physical and behavioral health and well being of the animal including regularly scheduled examinations and preventive care. This establishes a veterinarian-client-patient relationship (VCRP).

- Wellness programs should include regular vaccinations, parasite prevention and control, selected screening for common diseases and conditions, behavioral evaluation, preventive medical, dental, nutritional, and behavioral care, including environmental enrichment, and an assessment of genetic health when appropriate.
- Wellness visits should include a thorough physical examination that includes assessment of nutritional and oral health, screening for selected infectious and parasitic diseases, and an evaluation of behavior.
- Animals should be vaccinated for rabies, if appropriate for that species, in accordance with local and state ordinances or regulations. Other vaccinations should be given at appropriate intervals, as determined by the veterinarian to be in the best interest of the animal and the individuals with whom the animal will be in contact.
- Internal and external parasite prevention and control programs should be implemented in accordance with local risks and the life stage of the animal. Parasites that dogs can transmit to people include roundworms, hookworms, whipworms, *cryptosporidia* and *Giardia*. These parasites are usually associated with puppies. That is one of the reasons a dog must be at least one year old to visit.
- The veterinarian and facility physician should cooperatively determine the need for specific screening tests. Screening tests for psittacosis for birds, salmonellosis, campylobacteriosis and giardiasis may be considered.
- Disabilities should not necessarily eliminate an animal from participation in AAA. Amputees, blind, or deaf animals, if otherwise healthy, can have a positive impact on special populations. Their activities should not intensify their disabilities, and the ability that is lacking must not be necessary for safe and effective interaction with the residents.

- Maintain the animal's hair coat and nail quality through regular grooming, realizing that excessive grooming or bathing including the use of harsh products may be harmful.
- Feed the pet a high quality commercial diet that is designed for the animal and his or her stage of life. Never feed animals raw or undercooked meats or unpasteurized milk. Microwave cooking may not heat the meat sufficiently to kill organisms.
- Provide plenty of clean, fresh water at all times. Bring water from home or buy bottled water to give pets during visits. Pets may not drink unfamiliar water, or it could give them diarrhea.
- Prevent the pet from hunting or eating other animals. Consider placing two bells on the collar of a cat that goes outdoors to help warn potential prey.
- **Practice regular hand washing.** As discussed in Step 7, this is the most important point in preventing transmission of diseases. People involved in AAA sessions should wash their hands before and after each activity with a resident and pet. This applies to 4-H members and the people visited, and helps protect humans and animals from disease transmission.



---

## When Pets Should Not Visit

If a pet is showing any of the following symptoms, DO NOT take him or her on an animal-assisted activities visit.

- Ocular discharge (gooey, runny eyes)
- Smelly ears
- Unusual body odors
- Persistent bad breath
- Skin rash
- Coughing or sneezing
- Diarrhea
- Increased urination

- Depression or lethargy
- Unusual behavior
- Stress

Do not visit with a pet if she is in heat, pregnant, or lactating. To prevent bacteria from entering a pet's open wounds, do not take her on an AAA visit if she has an open sore such as a hot spot, or has sutures.



## 4-H PetPALS Passport

The 4-H PetPALS Passport contains information the facility staff may want to know about a visiting pet. The Passport should contain a picture of the 4-H'er's animal, a copy of the *Is Your Pet Ready?* checklist, the pet's health records from the veterinarian, and any other pertinent information about the pet. Members can also put their dog's license tag and pet's rabies tag and/or certificate in the folder. Advise 4-H members to keep a pen and notepad in their folders incase they need to document something, or want to make a note about a visit prior to writing in their journals. Keeping this information in folders show that the members are organized. The information is easily accessible if requested by a staff person.



## It's In the Bag

Certain items are necessary for 4-H members to take on visits. These items, or equipment, should be organized and carried in a backpack, tote bag, or similar pack. Items may vary depending on the species of pet. Club members may wish to purchase duffle bags, backpacks, waist packs, or tote bags similar in design and color, and put the 4-H PetPALS logo on the outside.



4-H'ers can give their 4-H PetPALS Packs a name, such as Pooch Pack, Kitty Kit, Bouser Bag, or Bunny Bag if they desire.

Items to put in the bags are listed below. Those with an asterisk (\*) must be carried.

*Water bowl or bottle\** – Thoroughly wash the bowl or bottle with antibacterial dishwashing liquid prior to and after the visit. Youth can buy disposable plastic bowls found in stores where paper plates and picnic items are kept. They are inexpensive and can be disposed of after the visit.

*Water\** – Either bring water from home or buy bottled water. Do not use the facility's water unless it is the same water the pet is accustomed to. Pets may not drink unfamiliar water, and it is important they drink water between visiting residents if they are thirsty. Drinking unfamiliar water could give pets diarrhea.

*Anti-bacterial hand wipes or gel\** – Use these for yourself and to offer to the residents after they are done petting the animal. Make sure they are not allergic to the hand wipes. Also use these to wipe off the pet's feet, toys, or brushes.

*Plastic baggies\** – Use these to collect fecal matter if the dog eliminates outside prior to visiting or during a break. Use plastic bags to collect hairs if the pet needs brushed between visits

*Lint-hair remover\** – Use this to clean hair off clothing or bedding if the pet sheds.

*Favorite animal brush\** – This brush should be soft bristled, so the bristles do not scratch a resident's skin. Also, if the resident tends to push hard with the brush, it will not hurt the pet.

*4-H PetPALS Passport\** - Keep important papers in this folder.

*Paper towels\** – These are a must for general cleanup and can be used to wipe off the pet's feet or fur if they get wet from the weather.

*Disinfectant* – Roccal™ is a good disinfectant that is used in veterinary clinics. Do not use the household spray, Lysol, as it is very toxic to cats. Check the facility’s policy on use of disinfectants.

*Hand or bath towel* – Use this to wipe off the pet’s feet or dry the pet if it’s raining.

*Treats* – Bring pet treats to hand out to the people who would like to give your pet a treat, rather than risk them giving the pet something that would not be good for it. The treat should be part of the pet’s normal daily calorie intake, and can be kibbles of its regular chow. Do not allow residents to give a pet a treat from their hands if the pet might not take it gently; however, have the residents put the treat in

a bowl for the pet to eat. The 4-H member should supply a plastic disposable bowl.

*Favorite animal toy* – Bring one or more toys to show the resident a trick, or so the person can play with the pet. Choose toys that can be easily disinfected. Use balls with smooth surfaces that can easily be cleaned. Do not use tennis balls because the covering is hard to clean and harbors bacteria.

*Extra collar, harness or leash* – Always be prepared. Have an extra collar, harness or leash on hand incase the one on your pet breaks or becomes soiled.



## Activities

4-H members must complete Activities One, Two, Three and Four. Activity Five is optional.



### My Pet’s Care

Responsible pet ownership and learning responsible pet care means that the 4-H member has accepted the responsibility of owning and caring for a pet. The *My Pet’s Care* handout is a tool for 4-H members to use to determine the care they have already provided for their pets, are currently doing for their pets, or want to improve upon. When the activity is completed, have each member tell one thing they have already done for their pet, one thing they are currently doing, and one thing they want to improve upon. Mentally note how well the members

believe they are caring for their pets.

#### Materials Needed

- One copy per member of the *My Pet’s Care* handout (found at the end of Step 7). A copy is also in the Member Resource. Give members a second copy if they have another visiting pet.
- One pencil or pen for each member.

#### Preparing for the Activity

1. Make one copy of the *My Pet’s Care* handout found at the end of Step 7 for each 4-H member. Members can use the copy in their Member Resource. Make extra copies for additional visiting pets.
2. Review the information listed on the handout.
3. Obtain one pencil or pen for each member.

#### Conducting the Activity

1. Give each member a copy of the handout for each visiting pet or ask them to turn to that page in their Member Resource.
2. Have them take turns reading each item of

care. After reading each item, have them check the box in the appropriate column.

3. Lead 4-H'ers in a discussion of the many responsibilities involved in caring for a pet. Ask them how they would define being a responsible pet owner, and help them expand on the definitions they give. One example might be that a responsible pet owner spays or neuters his or her pet. If a cat was not spayed, and had two litters a year beginning when she was one year old, how many litters would she have by the time she is six years old? If the average litter size was five kittens, how many kittens would that be by the time she was six? Tell them that those numbers do not even include the offspring's progeny.



## Is Your Pet Ready?

The *Is Your Pet Ready?* checklist is a good way for 4-H'ers to evaluate their pet's health and to make sure the pets have the required vaccinations, given at least two weeks prior to the first visit. The checklist is also a review of the grooming requirements. The items on this list should be check marked and the list put in the 4-H PetPALS Passport, along with a copy of the pet's health records.

### Materials Needed

- One copy per member of the *Is Your Pet Ready?* checklist (found at the end of Step 7). A copy is also in the Member Resource. Give members a second copy if they have another visiting pet.
- Vaccination records for each member's pet.

### Preparing for the Activity

1. Copy the *Is Your Pet Ready?* checklist from the master found at the end of Step 7 or have the 4-H members use their copies in the Member Resource. Make extra copies for members who have second visiting pets.
2. Review the items in the checklist.

### Conducting the Activity

1. Give each member a copy of the handout or ask the 4-H'er to turn to that page in his or her book. Provide an extra copy if the member has a second pet.
2. Ask them to take turns reading each item and telling what needs to be done to prepare their pets for the item they read.
3. Discuss with them any concerns they may have in getting their pets ready. Instruct the 4-H members to checkmark and date the checklist when they complete a task.
4. Have them put the *Is Your Pet Ready?* checklist in their 4-H PetPALS Passports.



## 4-H PetPALS Passport

In this activity, the 4-H members will make their 4-H PetPALS Passport. This pocket folder will contain a picture of each youth's pet, a copy of the completed *Is Your Pet Ready?* checklist, a copy of the pet's vaccination records, a pen and notepad, and any other information the 4-H'er wants to include about his or her pet. 4-H'ers will put the passports in their 4-H PetPALS Packs to take on visits.

---

## Materials Needed

- One pocket folder for each member
- A picture of each 4-H member's pet
- A variety of colored markers
- Enough scissors for every 2 or 3 members
- Enough glue sticks for every 2 or 3 members
- Pet magazines
- Animal stickers (optional)

## Preparing for the Activity

1. Secure one pocket folder per member, or ask each member to bring a pocket folder. If you do this, show them what kind of folder to bring.
2. Collect the rest of the materials.

## Conducting the Activity

1. Tell the 4-H members the purpose of the 4-H PetPALS Passport.
2. Give each member a pocket folder.
3. Give them a variety of pet magazines that they can cut pictures from. Provide markers, scissors, and glue sticks.
4. Have each member design his or her pocket folder. Some members may want to use computer graphics for their folders. If so, have them make the designs prior to the meeting.
5. After they are done designing their folders, have them put the pet information in the folders.
6. Lead them in a discussion about why it is important for them to carry their pets' health papers and other information with them to the facilities.



---

## It's in the Bag

Since this activity was introduced to 4-H members at the end of Step 7, they should have brought their bags they plan to use to this meeting, as well as items to be carried in the bags. Prepare your own 4-H PetPALS Pack prior to this meeting to use as a teaching tool. Purchase or supply one of each of the items listed in the *It's In The Bag Checklist* to show members. Review the checklist with your group, explaining the reasons for needing each item. There may be an item not on the list that is needed for the pet or that the 4-H member wants to bring. Those items can be listed at the bottom. There also may be supplies a pet needs that cannot be carried in the bag, such as a litter pan and litter.

You may want to put extra supplies, such as paper towels, bath towels, disinfectant hand wipes, baggies, lint-hair remover, a soft grooming brush, etc., in a plastic tub to keep in your car in case they are needed. Consider purchasing a first aid kit to keep in the tub. The items in the first aid kit would only be used on 4-H members if an injury occurred. NEVER treat a resident.

## Materials Needed

- One copy per member of the *It's In The Bag Checklist* master found at the end of Step 7. A copy is also in the Member Resource.
- 4-H PetPALS Packs
- Items from the checklist.

## Preparing for the Activity

1. Copy the *It's In the Bag Checklist* from the master found at the end of Step 7 or have the 4-H members use their copies in the Member Resource.

2. Prepare your own 4-H PetPALS Pack with items from the checklist.

### Conducting the Activity

1. Give members a copy of the *It's in the Bag Checklist*, or have them turn to their copy in the Member Resource.
2. Ask each member to show the group the items he or she brought. Tell members to notice if any items are missing or not needed for that member's pet.
3. When the members show the toys they brought, ask them to explain the tricks their pets will do using the toys.
4. Have the members fill their bags and note any missing items.
5. Tell them to refer to their checklist prior to preparing their packs for visiting, so items needed for the visit are not left out.



## Invite a Guest Speaker

Companion animal professionals can provide a wealth of information for 4-H members as well as adults. Invite a companion animal veterinarian, pet groomer, or pet nutritionist to a meeting for members to learn about their profession and how they help animals.

### Materials Needed

- Telephone book
- Telephone
- Name of a veterinarian

- Name of a groomer
- Name of a pet nutritionist

### Preparing for the Activity

1. Make plans at the end of Step 7 if the members want to invite a guest speaker to this meeting. A special meeting could be held for a guest speaker, and club members could invite family and friends to the meeting. Be sure you have a meeting room large enough to accommodate everyone.
2. Have the members vote on which professional they want as a guest speaker. They may want someone in a different profession from those listed. Once they decide on the profession, they need to decide on the person to call. All youth should know a veterinarian and many will know a groomer. You may have to provide them with a name of a pet nutritionist.
3. Youth will learn more if the speaker is entertaining and can speak in lay terms. Guide the members in this direction, if you know of such a person. Have a member call the individual and invite them to the meeting. Tell them the length of time they have to speak, the characteristics of the audience, and the location of the meeting.
4. Decide if refreshments will be served.
5. Formulate some questions to ask the speaker in case the 4-H'ers have none.

### Conducting the Activity

1. Have members arrive at least 30 minutes prior to the time the speaker is due.
2. Have them help arrange the seats and prepare the refreshments.
3. Ask them to write down some questions they might ask the speaker.
4. Designate one or two members to greet the guest. Have them find out some biographical data, such as the correct title for the professional, where they went to professional school, how long they have been in that profession, etc.
5. Have one member introduce the guest.
6. Afterwards, thank the speaker. Offer

---

refreshments to the group.

7. When the speaker leaves, lead a discussion on what the speaker said and what the members learned.
7. Have the club secretary send the speaker a thank you note.

---

## Appraising the Step

4-H members will

- Define the vocabulary words.
- Name three reasons why it is important to feed a high-quality diet.
- Feed a high quality diet to their pets.
- Have healthier pets as a result of feeding a high quality diet.
- Demonstrate four of the steps in grooming their pets.
- Groom their pets prior to visiting.
- Identify five preventative care strategies in a wellness program.
- Establish a wellness program for their pets with their veterinarian.
- Identify all of the vaccinations their pets must have before visiting.
- Have their pets vaccinated as a part of the wellness program.
- Maintain a healthier pet as a result of a wellness program.
- Establish a veterinarian-client-patient relationship.
- Describe four symptoms of sickness in their pets.
- Evaluate the health of their pets prior to each visit.
- Recognize when not to take their pets on visits.
- List four items they should have in their 4-H PetPALS pack.
- Assemble a 4-H PetPALS pack for visiting.
- Define zoonoses.
- Name two kinds of zoonotic diseases.

---

## Climbing Higher

1. Encourage members to explore careers related to companion animals. Have them brainstorm, listing as many careers as they can think of. As a group, categorize the careers according to the level of education one must have to hold that career. For instance, a veterinarian must have four years of veterinary school after earning a Bachelor of Science degree.
2. Tour a veterinary clinic, pet grooming shop, or other profession.
3. Have members shadow a veterinarian, groomer, pet nutritionist, pet shop owner, or other professional for a day. Instruct them to share their experiences at the next meeting.
4. Divide members into teams of two or three and, for dogs and cats, have them find the descriptions of each disease that the required vaccinations can prevent. Have them report their findings at the next meeting.

---

## The Next Step

1. Step 9 is Practicing with Pets. During this meeting, members will use scenarios learned in Step 6 to help them practice visiting using role-playing techniques.
2. Prepare scenarios and conversations from the material in Step 6. Prepare these on index cards prior to the role-playing activities. Use scenarios also provided at the end of this Step.
3. Youth must bring their pets to this meeting. They must also bring their pet's equipment and 4-H PetPALS Packs.
4. Props such as canes, crutches, walkers, and a wheelchair, etc. are also needed. You can improvise, for example, by using a chair with arms and rollers to represent a wheelchair.
5. Make one instant aging kit per member for them to use when role-playing as residents.



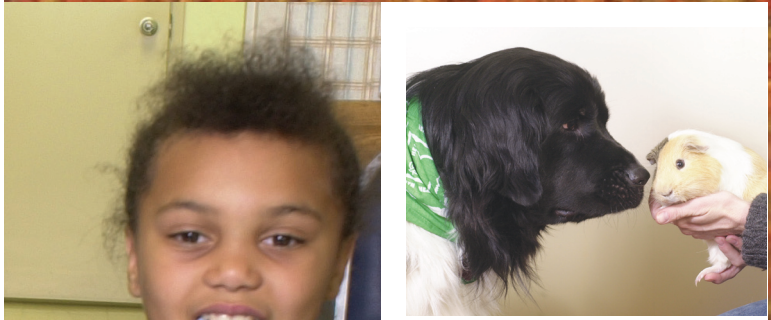
# Role Playing Scenarios

Have each youth find a partner. For each team of two, designate one youth as the 4-H PetPAL and the other as the “resident.” Explain what role-playing is and what they are to accomplish. Using the scenarios below, the 4-H PetPAL should dialog with the “resident,” practicing communication techniques learned in Step 6. The team should then switch roles.

Below are some examples of scenarios 4-H PetPALS teams may encounter when visiting residents. What other examples can you think of? Add yours to these.

1. You and your cat are visiting residents in their rooms. You just stopped outside the room of a resident and ask to come in for a visit. The resident says she has no use for cats. She says she was raised where cats were always in the barn and shouldn't be kept as pets.
2. You are walking down a crowded hallway with your dog. You see a resident walking toward you pulling an IV pole. He seems hesitant to come any closer to you.
3. You are visiting several residents in an activity room. Each person is taking turns petting your dog. A lady in a wheelchair says she doesn't want to see your dog, because she is afraid of dogs.
4. You and your cat are visiting a gentleman with Alzheimer's Disease. He tells you his dad is going to pick him up in a little while to go to his sister's birthday party. You know this is not true.
5. You are talking with a resident who tells you the people are mean at this place. She says they are not friendly and treat her badly. You are visiting with your dog.
6. You and your guinea pig are visiting a lady who has a severe hearing impairment. She keeps asking you questions about your guinea pig.
7. You bring your rabbit in to visit a resident in his room. He wants to pet your rabbit so you sit the basket beside him on his bed. All of a sudden the man pulls his hand away from the rabbit and yells that the rabbit bit him.
8. A resident tells you that you remind her of her daughter. She pets your dog and talks about her daughter the entire time. When it comes time for you to leave she wants to give you a kiss.
9. You and your dog are visiting a gentleman who has very impaired vision. He acts frustrated at not being able to see you and your dog very well.
10. The resident you are visiting is recovering from a stroke. It is difficult for her to talk, and when she does, her words are jumbled, and it is hard for you to understand what she is saying.





# Step 9:

## Practice with Pets



---

### Objectives

To help young people

- Prepare for AAA visits using role-playing techniques.
- Safely introduce their pets to each other's animals.
- Learn how to introduce themselves and their pets to residents in a simulated visiting situation.
- Learn how to introduce their pets to medical equipment and mobility aids in a simulated situation.
- Review what was learned from each Step and apply that knowledge in a role-playing environment.

---

### Time Requirements

One 60-minute session

---

### Words to Know

*Role-play* – To assume the actions of another in a make-believe setting in an effort to understand or experience a situation.

*Simulation* – The act of taking on the appearance, forms, or sound of something.

---

### Background Information

People use role-playing techniques to experience a situation in a simulated setting. In this Step 4-H members will practice visiting with their pets using role-playing techniques. Members will take turns being the 4-H PetPALS as well

as the residents. It is important that you oversee role-playing to ensure 4-H'ers are practicing what they have learned and their pets are acting in a predictable manner. Involve adult partners as observers and helpers during the role-playing activities.

---

### Bringing Pets

Throughout these Steps you have had a chance to observe the pets in different situations. Most of the animals have met one another; however, all of the pets may not have been together at one time. Members who have more than one pet may bring it to the meeting provided the pet is in a crate or cage.

Instruct 4-H members to give the pets an opportunity to meet one-on-one in a controlled environment. It is important for the members' pets to get along with other animals because the pets may be together in an activity room, or there might be another animal visiting the facility while you are there.

Initially, tell members to give every animal plenty of space. Tell them never to force a pet on another animal or person. Once the pets have become adjusted to the environment, which includes seeing, smelling, or hearing the other animals from a distance, carefully introduce *one pet at a time to another pet*.

If a cat acts afraid of a dog, keep the cat away from the dog. Show the cat to the dog from a distance, keeping both animals under control at all times. The cat should eventually adjust, and if it cannot, then it is not suitable to visit. A dog may instinctively try to chase or attack a rabbit. The dog can show interest in the rabbit, but must willingly respond to the 4-H member when told to leave the rabbit alone. These are all behaviors that were evaluated during the Canine Good Citizen and Socialized PetPALS testing.

Instruct 4-H members to bring the harnesses, collars, leashes, baskets, and pet beds the animals will use during visiting. Members may want to use a certain collar or harness only when visiting, so their

pets associate that collar or harness with the animal-assisted activities. Members with dogs may want to put bandanas embossed with the 4-H PetPALS logo around their dogs' necks. Youth may wish to decorate the pet beds or baskets with bandanas.

## Bringing Equipment

Ask the 4-H members what kinds of medical equipment and mobility aids they have access to. Some examples include: wheelchair, walker, cane, crutches, bedpan, and IV pole. If not, improvise. To simulate a wheelchair, use a chair with arms that is on rollers. A metal pie plate can be used for a bedpan. Make an IV pole by using a broomstick or similar pole and attaching air tubing used in aquariums. Attach one end of the tubing to the broomstick. Tape the other end of the tubing to the member playing the resident.

Pets should wear the collars, harnesses and leashes they will wear when visiting. Rabbits, guinea pigs, and other pets that are presented in baskets or pet beds, should be offered that way during role-playing. Practice sitting the baskets or beds on the laps of the *residents*. Hold cats for the *residents* to pet.

Make some Instant Aging Kits so youth role-playing residents can get a truer sense of what some residents experience during visits. 4-H members should bring their 4-H PetPALS packs. Allow the *resident* to brush the pet. Have a stranger give the pet a treat to determine if it can be done by hand or if a small bowl is needed.

4-H members can now practice what they have learned during this project and learn what improvements or changes must be made prior to the first visit with their pets.

# Activities

All youth will be involved in this one activity. Adult partners should participate as observers and helpers.



## Let's Role-Play

Role-playing is a good way for 4-H members to practice visiting before the actual visit. This allows them to experience how a visit should take place and adjust for any mistakes made. One teaching method would be to use a video camera to record their role-playing. After each youth has had the opportunity to visit a *resident*, stop the role-playing and let them

watch their visit. Ask the 4-H'ers to critique each other, always making sure they end on a positive note.

### Materials Needed

- Pets
- Harnesses, Collars, Leashes, Baskets, Pet Beds
- 4-H PetPALS Packs
- 1 Instant Aging Kit per member
- Mobility Aids and Medical Equipment

Wheelchair

Crutches

Walker

Cane

Bedpan

IV Pole

- Role Playing Scenarios (refer to the content in Step 6: Prepare Youth to Visit and the scenarios listed at the end of Step 8.)

### Preparing for the Activity

1. Gather equipment and supplies listed in the Materials Needed section. Tell the 4-H members to bring their pets, pet's equipment, 4-H PetPALS Packs, and any mobility aids they have access to.
2. Make enough Instant Aging Kits for each 4-H member to use when being the "resident."

### Conducting the Activity

1. Use the role-playing scenarios found at the end of Step 8, as well as the conversation starters from Step 6.
2. Divide the members into teams of two, with one member being the resident and the other the 4-H PetPAL.
3. Ask each resident to put on an Instant Aging Kit.
4. Ask each 4-H PetPAL to get his or her pet ready for visiting by putting on the appropriate collars, harnesses, leashes, as well as putting specific pets in baskets or pet beds.
5. Give each team a role-playing scenario. Allow them 7 – 10 minutes to visit. Videotape segments of each team's visit if possible.
6. When time is up, ask each team member to



explain their scenario and how they acted it out. Have them tell what went well and what they need to change or improve upon. If their role-playing was videotaped, play the segments back and ask them to review.

7. Next, have the 4-H PetPALS become the residents and put on the Instant Aging Kits, and the residents become the 4-H PetPALS and prepare their animals for the visit.
8. Have the teams switch partners so they are interacting with someone new.
9. When they are ready, give them 7 – 10 minutes to visit, videotape segments if possible, and repeat No. 6.
10. Repeat practicing specific parts of the visits if there are questions or if the youth and/or pets need more practice.
11. Have the adult partners help throughout the role-playing and critique the members. Involve the adults in a discussion with the members on what was successful and what needs improvement. Devise a plan to make those improvements before the youth and pet go on their first visit.



## Recognition of 4-H Members

Following the completion of Step 9, recognize all of the 4-H members who have completed the

---

4-H PetPALS curriculum through Step 9. The 4-H members have worked hard to accomplish the learning objectives through Step 9. Recognize each 4-H member by presenting him or her with a certificate that says he or she has successfully completed Steps 1 – 9. (A master of the certificate is in the Appendix.) Recognize these youth in front of the adult helpers and parents. Take a picture for the club's scrapbook and for member's journals.

---

## Recognition of Adult Partners

Also recognize the adult partners who have completed Steps 1-9. Present them with a certificate acknowledging their role in the 4-H PetPALS club. (A master of the certificate is in the appendix.)

---

## Appraising the Step

4-H members will

- Define the vocabulary words.
- Practice visiting with their pets using role-playing techniques.
- Work as a team with their pets during role-playing.
- Practice using equipment around their pets in simulated visiting situations.
- Practice the subject matter learned throughout each step during the role-playing activities.
- Assimilate the information learned to conduct a successful visit.
- Evaluate their progress in preparing to visit.
- Analyze problems they encountered while role-playing.
- Determine the solutions for problems encountered while role-playing.
- Change practices to resolve the problems encountered while role-playing.
- Be prepared for the actual visit.
- Feel more confident about visiting with their pets.

- Receive a certificate for successfully completing Steps 1 – 9.
- 

## Climbing Higher

1. 4-H members can teach other youth about the changes associated with aging and, using instant aging kits, can help them experience those changes. Have teams of 4-H members contact their local schools to request doing an aging awareness program for elementary school-age youth. Members must outline the lesson plans and prepare the props, as learned in Step 3.
- 

## The Next Step

1. The final Step of the 4-H PetPALS project is the first animal-assisted activities visit. Review the checklist at the end of Step 9 for a quick assessment of the steps involved for 4-H members to prepare themselves and their pets for the first AAA visit. Refer club members to the same checklist in their Member Resource, and tell them to review this list to help prepare for the visit. Decide when you will visit the facility and have a member call to schedule the visit. Tell the 4-H members and adult partners when and where to meet the day of the visit.
2. Review the *4-H PetPALS Visit Record* found at the end of this Step. Make a copy of this for each 4-H member. Copies of the *4-H PetPALS Visit Record* are also in the Member Resource. Ask members to review this Visit Record prior to the first AAA visit. Tell 4-H'ers that they will use this Visit Record to document their AAA visits as a part of their journals.

# Visit With Pets Checklist

- Call facility contact person to schedule visit
- Designate a time members are to meet in parking lot prior to visit (at least 15 minutes before time to report to front desk)
- Groom pet within 24 hours of visit
- Do final grooming before leaving house
- Do not feed pet within 2 hours of visit
- Prepare 4-H PetPALS Pack with necessary items
- PetPALS Name Badge
- Pet's basket, pet cuddle bed
- Advisor bring one tub with larger items like paper towels, etc. for use with entire club
- Water from home or bottled water; water bowl
- Kitty litter pan with clean litter
- When arriving at facility allow pets to eliminate in grassy area – clean up
- Enter facility and go to front desk to get Sign-in Box; each member sign-in
- Ask either volunteer coordinator, activities director, or other appropriate staff member who wants visits and who should not receive visits
- Ask if there are any certain activities they would like done with the residents
- Visit
- You may schedule a return visit; if so, set date and time with staff. You may want to wait until processing the visit as a group, then set a date and call the contact person to arrange the next visit.
- Sign out
- Take pets outside; allow them to eliminate and drink
- When pets get home, bathe them if necessary, then allow them to rest
- Wash and/or disinfect equipment, towels, baskets, beds
- Put items away for next visit
- Journal

---

# 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 \_\_\_\_\_



# Step 10: Visit With Pets



## Objectives

To help young people

- Complete a successful animal-activities visit.
- Analyze the efforts of their visit.
- Appreciate the power of the human-animal bond.
- Appreciate the visiting relationship between themselves, the residents, and their pets.
- Develop a sense of pride in seeing their pets

enhance the lives of others.

- Become dynamic youth-pet teams.

To provide guidance to young people

- Before, during, and after the visits.
- In proper documentation of an AAA visit.

## Time Requirements

One 60 – 90 minute session

# Activities

The activity in this Step is the 4-H PetPALS animal-assisted activities visit.



## The 4-H PetPALS AAA Visit

It is now time for 4-H members to put into practice what they have learned throughout this project. Review the major points noted in the

checklist at the end of Step 9 with members, and ask them if they have any last-minute questions. Designate a time and place to meet following the visit to help members reflect on and process the events of their visits.





### Materials Needed

- 4-H PetPALS Visit With Pets Checklist (found at end of Step 9 and in the Member Resource)
- Transportation to the facility
- Adult partners who have completed Steps 1 – 9
- Name badges
- 4-H PetPALS Pack
- Pets with appropriate equipment
- 4-H PetPALS Visit Record (found at the end of Step 9 and in Member Resource)

### Preparing for the Activity

1. Call the facility to see if there are any last minute changes or concerns.



2. Prepare your 4-H PetPALS Pack and extra container with supplies discussed previously.
3. Remind 4-H'ers to review the Visit with Pets Checklist and make sure they have everything ready for the visit.
4. Remind members and adult partners when and where to meet.

### Conduct the Activity

1. Conduct the 4-H PetPALS visit.
2. After the visit, schedule a time to meet as a group. This should be soon after visiting the facility.
3. Tell the 4-H members to complete the 4-H PetPALS Visit Record when they get home.  
They may want to wait a day or so to reflect on their visit before writing in their journals.
4. Ask the adult partners how they thought the visit went and discuss their suggestions or concerns.
5. Write down your (and the adult partners') suggestions, concerns, and ideas for improving the next visit.

### After the Visit

Tell the 4-H members to take their pets home soon after the visit. Review with them ways to de-stress their pets. Remind them to give their pets water, play, and rest.

Remind members to complete the 4-H PetPALS Visit Record when they get home. They can use this Visit Record as a part of their journaling. Parents or older members may need to help the younger ones. Ask them to wait a day or so to reflect on their visit before writing in their journals.

Schedule a time to meet as a group. This should be within a few days of the visit. During this meeting, encourage the members to discuss anything they wish about the visit. Encourage them to talk

about their feelings, thoughts, impressions, and concerns they had during the visit. You also want to get their suggestions and ideas for subsequent visits.

Facilitate the discussion, giving them feedback throughout. Talk about what went well, what each person could do differently, and how he or she felt as an individual and as an overall group. Ask them how easy they found it to apply what they have learned. Discuss goals for the next visit.

Discuss subsequent visit plans and set the date for the next visit. Also decide when, where, and how to recognize the youth who successfully completed their first AAA visit.

Talk with members who were not as successful visiting as they thought they would be, asking them what changes they would make. Talk with the adult partners to find out what the members need to do to be more successful. Give those members suggestions and help them outline a procedure to make their visits successful. Be up front with any members whose pets were found to be not ready or unsuitable for visiting, even though all indications prior to the visit were that the pets would be appropriate. Encourage youth whose pets were not ready to continue socializing and training them in the areas where their skills were lacking. Help youth whose pets were unsuitable decide if they want to continue with this project and, if so, their plans for finding a suitable pet.

## 4-H PetPALS Recognition

A 4-H member cannot receive a 4-H PetPALS Completion Certificate until the youth and pet team have successfully completed a visit. However, all members should be recognized for going on the first AAA visit! Present the successful teams with the completion certificate and all teams with some type of goodie bag or similar gift.

Recognition could take place in the facility's activity room with residents present. Invite parents and other family members to the recognition activity. A local newspaper may want to cover the recognition, or someone could take a picture of the group for newspaper publicity. Include pets in the recognition program. However you chose to recognize these youth, make it an important event and not an afterthought.

## Appraising the Step

4-H members will

- Complete an animal-assisted activities visit.
- Interact with residents.
- Reflect upon the animal-assisted activities visit.
- Analyze the animal-assisted activities visit.
- Evaluate the animal-assisted activities visit.
- Document the animal-assisted activities visit.
- Receive recognition for successfully completing the 4-H PetPALS program.
- Enhance their respect for senior adults because of the relationships established.
- Enhance their respect for their pets because of their worth to people.
- Become dynamic youth-pet teams.
- Experience the human-animal interactions at a high level.
- Understand the power of the human-animal bond.
- Communicate with their pets and the residents.
- Believe that giving, sharing, serving, caring, etc. is rewarding.
- Feel a sense of pride in seeing their pets help others.
- Engage in other community service projects.
- Involve other youth in the 4-H PetPALS program.

# REFERENCES

- American Friends Service Committee. (1997, May 21). *Guide to etiquette and behavior for relating to persons with disabilities*. Retrieved October 12, 2000, from <http://www.afsc.org/etiquette.htm>
- American Kennel Club. (1997). *The complete dog book: Official publication of the American Kennel Club* (19th ed.). New York: Howell Book House.
- American Kennel Club. *AKC evaluator's guide: Canine Good Citizen program*. Raleigh, NC: American Kennel Club.
- American Rabbit Breeders Association, Inc. (2001). *Standard of Perfection: Standard bred rabbits and cavies, 2001 thru 2005*. Bloomington, IL: American Rabbit Breeders Association, Inc.
- American Veterinary Medical Association. (1997). *Companion animal statistics* [On-line]. Available: <http://www.avma.org>
- American Veterinary Medical Association. (2001). *Wellness guidelines for animals used in animal-assisted activity, animal-assisted therapy, and resident animal programs*. AVMA Membership Directory and Resource Manual.
- American Veterinary Medical Association. (2001). *Guidelines for animal-assisted activity and therapy programs*. AVMA Membership Directory and Resource Manual.
- Anderson, R. K., Hart, B. L., & Hart, L. A. (Eds.) (1984). *The pet connection: The human-animal bond in military communities* by T. E. Catanzaro. Minneapolis, Minnesota: University of Minnesota Press.
- Anderson, R. K., Hart, B. L., & Hart, L. A. (Eds.) (1984). *The pet connection: The companion animal in the context of the family system* by V. L. Voith. Minneapolis, Minnesota: University of Minnesota Press.
- Anetzberter, G., & Palmisano, B. (1993). *The Ohio Aging Network education project: A core curriculum for senior service providers*. Western Reserve Geriatric Education Center: Case Western Reserve University, Northeastern Ohio Universities College of Medicine, & Bowling Green State University.
- Baer, T. (1999). *Communicating with your dog: A humane approach to dog training*. Hauppauge, NY: Barron's.
- Barkman, S. J., & Machtmes, K. (1998). *The Four-Fold Youth Development Model: A model for the design and evaluation of youth development curriculum and programs*. W. Lafayette, IN: Purdue University. [www.four-h.purdue.edu/fourfold/](http://www.four-h.purdue.edu/fourfold/)
- Barkman, S. J., Machtmes, K., Myers, H., Horton, R. L., & Hutchinson, S. (1999). *Evaluating 4-H curriculum through the design process: Pilot testing and collection data for the 4-H National Jury Review process*.
- Beck, A. M., & Katcher, A. (1996). *Between pets and people* (Rev. ed.). W. Lafayette, IN: Purdue Press.
- Behrend, K. (1998). *Guinea pigs: A complete pet owner's manual*. Hauppauge, NY: Barron's.
- Burch, M. R. (1996). *Volunteering with your pet*. New York: Howell Book House.
- Caffarella, R. S. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). San Francisco: Jossey-Bass
- Carilion Health System. *Volunteer Orientation Packet*. Carilion New River Valley Medical Center.
- Community Resources for Independence, Inc. (2001, March 8). *Disability etiquette: Use words with dignity*. Retrieved April 10, 2001, from <http://www.crinet.org/moreinfo/etq3.htm>
- Coren, S. (1994). *The intelligence of dogs: A guild to the thoughts, emotions, and inner lives of our canine companions*. New York: Bantam Books.
- Coren, S. (2000). *How to speak dog*. New York: Simon & Schuster.
- Cosumnes River College Enabling Center. (1995, May 3). *Etiquette for helping people with disabilities*. Retrieved October 12, 2000, from <http://www.csuchico.edu/abilcon/etiquette.html>
- Curran, W. L. (1995). *Your guinea pig: A kid's guide to raising and showing*. Pownal, VT: Storey Books.
- Cusack, O. & Smith, E. (Eds.) (1984). *Pets and the elderly: A therapeutic bond*. New York: Haworth Press.
- Davis, K. D. (1992). *Therapy dogs: Training your dog to reach others*. New York: McMillan Publishing.
- Delta Society (1992). *Handbook for animal-assisted activities and animal-assisted therapy*. Renton, WA: Delta Society.
- Delta Society (1999). *The Pet Partners® team training course: Pets helping people manual*. Renton, WA: The Delta Society®
- Eames, E., & Eames, T. (1997). *Partners in independence: A success story of dogs and the disabled*. New York: Howell Book House.
- Fogle, B. (1984). *Pets and their people*. New York: Penguin Books.
- Fogle, B. (1990). *The dog's mind: Understanding your dog's behavior*. New York: Howell Book House.
- Fogle, B. (1992). *The cat's mind: Understanding your cat's behavior*. New York: Howell Book House.
- Fox, M. W. (1972). *Understanding your dog*. New York: St. Martin's Press.
- Fox, M. W. (1990). *Superdog: Raising the perfect canine companion*. New York: Howell Book House.
- George, J. C. (1985). *How to talk to your dog*. New York: Warner Books.

- Godke, M. S., Bradley, L., Cox, K. J., Eyre, N., King, A., Lindsay, S. J., Nickles, S., Weber, E., & Wingerter, B. (1990). *Leadership skills you never outgrow II: Individual skills for older members*. Columbus, OH: The Ohio State University.
- Godke, M. S., Bradley, L., Cox, K. J., Eyre, N., King, A., Lindsay, S. J., Nickles, S., Weber, E., & Wingerter, B. (1990). *Leadership skills you never outgrow III: Skills working within groups*. Columbus, OH: The Ohio State University.
- Godke, M. S., Bradley, L., Cox, K. J., Eyre, N., King, A., Lindsay, S. J., Nickles, S., Weber, E., & Wingerter, B. (1990). *Leadership skills you never outgrow IV: Skills leading groups*. Columbus, OH: The Ohio State University.
- Godke, M. S., Bradley, L., Cox, K. J., Eyre, N., King, A., Lindsay, S. J., Nickles, S., Weber, E., & Wingerter, B. (1990). *Leadership skills you never outgrow: Advisor's guide*. Columbus, OH: The Ohio State University.
- Goodwill Industries. *Terminology*. Retrieved October 21, 2000, from <http://www.okgoodwill.org/termin.htm>
- HABIT: Human-Animal Bond in Tennessee*. College of Veterinary Medicine, Knoxville, TN.
- Hansen, G. L. (1998). *GriefWork: Guides for survival and growth: Working through grief*. Lexington, KY: University of Kentucky Cooperative Extension Service.
- Harriman, M. (1995). *The house rabbit handbook: How to live with an urban rabbit* (3rd ed.). Alameda, CA: Drollery Press.
- Harris, J. C. (1987). *Chinchillas: A complete introduction*. Neptune City, N. J.: T. F. H. Publications, Inc.
- Hendricks, P. A. (1996). *Targeting life skills model: Incorporating age-appropriate learning opportunities to assess impact of life skill development*. Ames, IA: Iowa State University.
- Hetts, S. (1999). *Pet behavior protocols*. Lakewood, CO: AAHA Press.
- Hoffer, M. (1994). *Walk in my shoes*. Champaign, IL: University of Illinois Cooperative Extension Service.
- Hoffman, M. (Ed.). (1999). *Dogspeak*. Emmaus, PA: Rodale Press, Inc.
- Hoffman, M. (Ed.). (2000). *PetSpeak*. Emmaus, PA: Rodale Press, Inc.
- Horton, R. L., Hutchinson, S., Barkman, S. J., Machtmes, K., & Myers, H. (1999). *Developing experientially based 4-H curriculum materials*. W. Lafayette, IN: Purdue University.
- Karns, J., & Myers-Walls, J. *Ages and stages of child and youth development: A guide for 4-H leaders*. Lafayette, IN: North Central Region Extension Services
- Knapp, C. (1998). *Pack of two: The intricate bond between people and dogs*. New York: Dell Publishing.
- Knoth, M. (1994). *The professional activity director*. Lafayette, IN: Valley Press
- Levinson, B. M., & Mallon, G. P. (1997). *Pet-oriented child psychotherapy* (2nd ed.). Springfield, IL: Charles C. Thomas Publisher, Ltd.
- Lindsay, A. (1998). *The guide to owning a rabbit*. Neptune City, N. J.: T. F. H. Publications, Inc.
- Marlo, S. (2000). *New art of dog training: Balance love and discipline*. Lincolnwood, IL: Contemporary Books.
- Martin, F. (2000). *Caring compassion: Applications of the human-animal bond*. Pullman, WA: People-Pet Partnership, College of Veterinary Medicine, Washington State University.
- McBride, A. (1998). *Why does my rabbit...?* London: Souvenir Press.
- McMains, J. M. (1995). *Dog training projects for young people*. New York: Howell Book House.
- Milani, M. M. (1987). *The body language and emotion of cats*. New York: William Morrow & Company, Inc.
- Miller, L. B. (1997). *Small animals record book*. Columbus, OH: The Ohio State University.
- Miller, L. B., & Stanforth, W. (1997). *Small animals resource handbook*. Columbus, OH: The Ohio State University.
- Miller, L. B., & Stanforth, W. (1997). *Small animals project book*. Columbus, OH: The Ohio State University.
- Miller, M. (1993). *The dog I. Q. test*. New York: Penguin Books.
- Montgomery, M. & Montgomery, H., (1995). *Good-by my friend: Grieving the loss of a pet*. Minneapolis, MN: Montgomery Press.
- National Center for Access Unlimited. (October, 1995). *Ten commandments of etiquette for communicating with people with disabilities*. Retrieved October 12, 2000, from <http://www.empowermentzone.com/etiquet.txt>
- Nebbe, L.L. (1995). *Nature as a guide: Nature in counseling, therapy, and education* (2nd ed.). Minneapolis, MN: Educational Media Corporation.
- Nolan, J. E. (1998). *Senior series: Making sense of aging*. Columbus, Ohio: Ohio State University.
- Office for Disability Services (2001). *Instructor handbook: Teaching students with disabilities*. Columbus, OH: The Ohio State University.
- Ohio Commission on Dispute Resolution & Conflict Management. (2000, September 14). *Communication skills*. Retrieved November 11, 2001 from <http://www.state.oh.us/CDR/schools/contentpages/loadedpg15.htm>
- Ohio Department of Aging. *Aging sensitivity project: Train the trainer manual*. Columbus, Ohio: Ohio Department of Aging.
- O'Neil, J. (1996). *Kids + dogs = fun*. New York: Howell Book House.
- Owens, P. (1999). *The dog whisperer*. Holbrook, MA: Adams Media Corporation.
- Palika, L. (1996). *Love on a leash*. Loveland, CO: Alpine Blue Ribbon Books

- Peaceful Solutions. *Communication skill building*. Retrieved November 11, 2001, from <http://www.thirteen.org/peaceful/strate.html>
- Pryor, K. (1984). *Don't shoot the dog!: The new art of teaching and training*. New York: Bantam Books.
- Pryor, K. (1996). *A dog & a dolphin 2.0: An introduction to clicker training*. North Bend, WA: Sunshine Books
- Quick, S., Quick, J., & Quick, D. (1998). *GriefWork: Guides for survival and growth: Helping children deal with death*. Lexington, KY: University of Kentucky Cooperative Extension Service.
- Quick, S., Quick, J., Morphey, M., & Flashman, R. (1998). *GriefWork: Guides for survival and growth: For teenagers – facing the death of someone close*. Lexington, KY: University of Kentucky Cooperative Extension Service.
- Raphael, P., Colman, L., & Loar, L. (1999). *Teaching compassion: A guide for humane educators, teachers, and parents*. Alameda, CA: The Latham Foundation.
- Robinson, I. (Ed.). (1995). *The Waltham book of human-animal interaction: Benefits and responsibilities of pet ownership*. Great Britain: Pergamon.
- Roder-Thiede, M. (1999). *Chinchillas: A complete pet owner's manual*. Hauppauge, NY: Barron's.
- Root, J. P. (1990). *Organization and management of a K-9 therapy group*. Fairfax, VA: Denlinger Publishers
- Ross, J., & McKinney, B. (1992). *Dog talk: Training your dog through a canine point of view*. New York: St. Martin's Press.
- Ruckert, J. (1987). *The four-footed therapist: How your pet can help you solve your problems*. Berkeley, CA: Ten Speed Press.
- Rugaas, T. (1997). *On talking terms with dogs: calming signals*. Colorado Springs, CO: Legacy Press.
- Safrit, R. D., Lattner, C., Lindsey, S. J., & Smith, W. (1993). *BLAST: Building leadership and skills together*. Columbus, OH: The Ohio State University.
- Schickedanz, J.A., Hansen, K., & Forsyth, P. (1990). *Understanding children*. Mountain View, CA: Mayfield Publishing Co.
- Searle, N. (1992). *Your rabbit: A kid's guide to raising and showing*. Pownal, VT: Storey Books.
- Sife, W. (1993). *The loss of a pet*. New York: Howell Book House.
- Siino, B. S. (Ed.) (1996). *The essential rabbit*. New York: Howell Book House.
- Steiger, B. (1995). *Man and dog*. New York: Donald I. Fine, Inc.
- Steinberg, L. (2002). *Adolescence* (6th ed.) New York: McGraw-Hill.
- Sussman, M. B. (Ed.) (1985). *Pets and the family: A study of pets in the family system by Ann Cain*. New York: Haworth Press.
- Tellington-Jones, L. (1992). *The Tellington Touch: A revolutionary natural method to train and care for your favorite animal*. New York: Penguin Books.
- The Memphis Center for Independent Living. (1997). *Disability etiquette: How to interact with people who have disabilities*. Retrieved February 12, 2001, from <http://home.mem.net/~mcil/mcil/etiqu01.htm>
- Thomas, W. H. (1996). *Life worth living: How someone you love can still enjoy life in a nursing home*. Acton, MA: VanderWyk & Burnham.
- United Nations ESCAP. (1999, June 11). *Using the correct terminology concerning people with disabilities and disability issues*. Retrieved February 12, 2001, from <http://www.unescap.org/decade/terminology.htm>
- University of Arizona, College of Agriculture Diversity Committee. (2000, November 5). *Etiquette tips that fight discrimination*. Retrieved February 12, 2001, from <http://ag.arizona.edu/agdiv/etiquette.html>
- University of Arizona. (1998). *National 4-H impact study: Critical elements*. Available online from: [http://ag.arizona.edu/icuf/evaluation/critical\\_elements.htm](http://ag.arizona.edu/icuf/evaluation/critical_elements.htm)
- University of Vermont, Center for Rural Studies. (1997, April 1). *Active listening*. Retrieved November 11, 2001, from <http://www.crs.uvm.edu/gopher/nerl/personal/comm/e.html>
- Vaughn, S., Peterson, J.D., Bustad, L., Ryan, T., Hines, L., & Larson, M. (1996). *Learning and living together: Building the human-animal bond*. Pullman, WA: People-Pet Partnership (PPP).
- Veevers, J. E. (1985). *The social meaning of pets: Alternative roles for companion animals*. *Marriage and Family Review*, 8, (11-30).
- Volhard, J., & Volhard, W. (1994). *The canine good citizen: Every dog can be one*. New York: Howell Book House.
- Waltner-Toews, D. & Ellis, A. (1994). *Good for your animals, good for you: How to live and work with animals in activity and therapy programs and stay healthy*. Ontario, Canada: The University of Guelph.
- White, J. A., & May, J. L. (1999). *Therapet training course: Helping pets lend a paw* (5th ed.). Green Castle, IN: Hannible Jones Publishing.
- Wilson, C. C., & Turner, D. C. (Eds.) (1998). *Companion animals in human health*. Thousand Oaks, CA: Sage Publications.

# AAA/AAT ORGANIZATIONS

Delta Society  
289 Perimeter Road East  
Renton, WA 98055-1329  
800.869.6898 (mailbox only)  
425.226.7357  
[www.deltasociety.org](http://www.deltasociety.org)  
email: [info@deltasociety.org](mailto:info@deltasociety.org)

Therapy Dogs, Inc.  
P. O. Box 5868  
Cheyenne, WY 82003  
877.843.7364/307.432.0272  
<http://therapydogs.com>  
email: [therdog@sisna.com](mailto:therdog@sisna.com)

Create-A-Smile AAT Team LA  
237 Hill Street  
Santa Monica, CA 90405  
310.392.6257  
[www.create-a-smile.org/](http://www.create-a-smile.org/)  
email: [info@create-a-smile.org](mailto:info@create-a-smile.org)

Bright & Beautiful Therapy Dogs, Inc.  
80 Powder Mill Road  
Morris Plains, NJ 07950  
888.PET.5770/973.292.3316  
[www.golden-dogs.org](http://www.golden-dogs.org)  
email: [info@golden-dogs.org](mailto:info@golden-dogs.org)

Fidos for Freedom, Inc.  
P. O. Box 5508  
Laurel, MD 20726  
410.880.4178  
[www.fidosforfreedom.org/](http://www.fidosforfreedom.org/)

Therapy Dogs International, Inc. (TDI)  
88 Bartley Road  
Flanders, NJ 07836  
973.252.9800  
[www.tdi-org.org](http://www.tdi-org.org)  
email: [tdi@gti.net](mailto:tdi@gti.net)

Love on a Leash  
P. O. Box 6308  
Oceanside, CA 92058  
619.724.8878  
[www.loveonaleash.org](http://www.loveonaleash.org) [www.fppt.org](http://www.fppt.org)  
[www.lizpalika.com/index.html](http://www.lizpalika.com/index.html)  
email: [watachie@aol.com](mailto:watachie@aol.com)

Alpha Affiliates, Inc.  
P. O. Box 176  
Mendham, NJ 07945-0176  
973.539.2770  
[www.caninetimes.com/NonProfits/alphaaffiliate/](http://www.caninetimes.com/NonProfits/alphaaffiliate/)  
email: [alfaffiliates@webtv.net](mailto:alfaffiliates@webtv.net)

Therapet Animal Assisted Therapy Foundation  
P. O. Box 1696  
Whitehouse, TX 75791-1696  
[www.therapet.com](http://www.therapet.com)  
email: [therapet@juno.com](mailto:therapet@juno.com)

People-Pet Partnership College of Veterinary Medicine  
P. O. Box 647010  
Pullman, WA 99164-7010  
509.335.1303/509.335.4569  
[www.vetmed.wsu.edu/depts-pppp/index.htm](http://www.vetmed.wsu.edu/depts-pppp/index.htm)

## Other AAA/AAT Websites

[www.golden-retriever.com/therapy.html](http://www.golden-retriever.com/therapy.html)  
This website has a listing of several therapy dog associations and programs.

[www.amchessieclub.org/TharapyDog.html](http://www.amchessieclub.org/TharapyDog.html)

[www.abap.org/therapy2.htm](http://www.abap.org/therapy2.htm)

[www.dog-play.com/therapy.html](http://www.dog-play.com/therapy.html)

[www.superdog.com/therapy.htm](http://www.superdog.com/therapy.htm)

[www.doglogic.com/therapy.htm](http://www.doglogic.com/therapy.htm)

[www.rehabnet.com/Programs/aft.htm](http://www.rehabnet.com/Programs/aft.htm)

[http://trfn.clpgh.org/animalfriends/pt\\_intro.html](http://trfn.clpgh.org/animalfriends/pt_intro.html)  
Animal Friends Online, Pet Therapy Handbook

# RESOURCES

The resources listed below are samples of the many resources in the companion animal field.

---

## DOGS

### National Kennel Clubs

American Kennel Club (AKC)  
5580 Centerview Drive, Suite 200  
Raleigh, NC 27606  
919.233.9780  
[www.akc.org](http://www.akc.org)

American Rare Breed Association  
9921 Frank Tippett Road  
Cheltenham, MD 20623  
301.868.5718  
<http://www.arba.org>

United Kennel Club (UKC)  
100 East Kilgore Road  
Kalamazoo, MI 49002-5584  
616.343.9020  
[www.ukcdog.com](http://www.ukcdog.com)

American Mixed Breed Obedience Registry (AMBOR)  
179 Niblick Rd. #113  
Paso Robles, CA 93446  
805.226.9275  
[www.amborusa.org](http://www.amborusa.org)

Mixed Breed Dog Clubs of America (MBDCA)  
National MBDCA  
13884 State Route 104  
Lucasville, OH 45648-8586  
740.259.3941  
[www.mbdca.org](http://www.mbdca.org)

North American Mixed Breed Registry (NAMBR)  
R. R. 1  
Baltimore, Ontario  
K0K 1C0  
Canada  
905.342.3391  
[www.eagle.ca/~nambr/index4.htm](http://www.eagle.ca/~nambr/index4.htm)

### Agility Associations

American Kennel Club (AKC)  
5580 Centerview Drive, Suite 200  
Raleigh, NC 27606  
919.233.9780  
[www.akc.org](http://www.akc.org)

United States Dog Agility Association (USDAA)  
P. O. Box 850955  
Richardson, TX 75085-0955  
214.231.9700  
[www.usdaa.org](http://www.usdaa.org)

North American Dog Agility Council (NADAC)  
11550 South Hwy 3  
Cataldo, ID 83810  
[www.nadac.com](http://www.nadac.com)

### Agility Books

Bonham, Margaret H. *Introduction to Dog Agility*. Barron's, 2000.

Simmons-Moake, Jane. *Agility Training: The Fun Sport for All Dogs*. Howell Book House, 1991.



## Assistance Dog Organizations

The three types of Assistance Dogs are Guide Dogs for the blind and visually impaired, Hearing Dogs for the deaf and hard of hearing, and Service Dogs for the people with physical disabilities other than those related to vision or hearing.

Assistance Dogs International  
980 Everett Street  
Lakewood, CO 80215  
303.234.9512  
[www.assistance-dogs-intl.org](http://www.assistance-dogs-intl.org)

Assistance Dogs International is a coalition of not-for-profit organizations that train and place Assistance Dogs. The website lists member organizations, membership information, and training standards for service and assistance dogs, and includes legislative updates.

### Guide Dog Organizations

Guide Dog Foundation for the Blind, Inc.  
371 E. Jericho Turnpike  
Smithtown, NY 11787-2976  
1.800.548.4337  
[www.guidedog.org](http://www.guidedog.org)

Guide Dogs for the Blind, Inc.  
P. O. Box 151200  
San Rafael, CA 94915-1200  
800.295.4050  
[www.guidedogs.com](http://www.guidedogs.com)

Guide Dogs of America  
13445 Glenoaks Boulevard  
Sylmar, CA 91342  
818.362.5834  
[www.guidedogsofamerica.org](http://www.guidedogsofamerica.org)

Pilot Dogs, Inc.  
625 W. Town Street  
Columbus, OH 53215  
614.221.6367  
[www.pilotdogs.org](http://www.pilotdogs.org)

### Hearing Dog Organizations

Dogs for the Deaf  
10175 Wheeler Road  
Central Point, OR 97502  
541.826.9220 voice/TTY  
[www.dogsforthe deaf.org](http://www.dogsforthe deaf.org)

International Hearing Dog, Inc.  
5901 E. 89<sup>th</sup> Avenue  
Henderson, CO 80640  
303.287.3277 voice/TTY  
<http://members.aol.com/IHDI/IHDI.htm>

Paws With a Cause  
4646 South Division  
Wayland, MI 49348  
800.253.7297  
[www.pawswithacause.org](http://www.pawswithacause.org)

### Service Dog Organizations

Canine Partners for Life  
P. O. Box 170  
Cochranville, PA 19330-0170  
610.869.4902  
[www.k94life.org](http://www.k94life.org)

Canine Companions for Independence (CCI)  
North Central Regional Training Center  
4989 State Route 37 East  
Delaware, OH 43015  
800.572.BARK (572.2275)  
[www.caninecompanions.org](http://www.caninecompanions.org)

Freedom Service Dogs  
P. O. Box 150217  
Lakewood, CO 80215-0217  
303.922.6231  
<http://freedom servicedogs.org>

International Association of Assistance Dog Partners  
Editor/Information & Advocacy Center  
38691 Filly Drive  
Sterling Heights, MI 48311  
586.826.3938  
[www.ismi.net/iaadp](http://www.ismi.net/iaadp)

The Delta Society  
Service Dog Resource Center  
289 Perimeter Road East  
Renton, WA 98055  
800.869.6898 Ext. 16 (Voice)  
800.809.2714 (TT)  
[www.deltasociety.org](http://www.deltasociety.org)

## Dog Books

- American Kennel Club. *The Complete Dog Book for Kids*. Howell Book House, 1996.
- American Kennel Club. *The Complete Dog Book: Official Publication of the American Kennel Club* (19<sup>th</sup> Ed.). Howell Book House, 1997.
- American Rescue Dog Association. *Search and Rescue Dogs*. Howell Book House, 1991.
- Benjamin, Carol Lea. *Dog Training for Kids*. Howell Book House, 1988.
- Benjamin, Carol Lea. *Second-Hand Dog: How to Turn Yours into a First-rate Pet*. Howell Book House, 1988.
- Booth, Sheila. *Purely Positive Training: Companion to Competition*. Podium Publications, 1998.
- Burnham, Patricia G. *Playtraining Your Dog*. St. Martin's Press, 1980.
- Eames, Ed & Toni. *Partners in Independence: A Success Story of Dogs and the Disabled*. Howell Book House, 1997.
- Fogle, Bruce, D.V.M. *Keep It Simple Series (K.I.S.S.): Guide to Living with a Dog*. DK Publishing, Inc., 2000.
- Haggerty, Captain. *How to Teach Your Dog to Talk: 125 Easy-to-Learn Tricks*. Simon & Schuster, 2000.
- Hoffman, Matthew (Editor). *The Well-Mannered Dog*. Rodale Press, 1999.
- Marlo, Shelby. *New Art of Dog Training: Balancing Love and Discipline*. Contemporary Books, 2000.
- McLennan, Bardi. *Dogs and Kids: Parenting Tips*. Howell Book House, 1993.
- McMains, Joel M. *Dog Training Projects for Young People*. Howell Book House, 1995.
- Miller, Pat. *The Power of Positive Dog Training*. Howell Book House, 2001.
- O'Neil, Jacqueline. *Kids + Dogs = Fun: Great Activities Your Kids and Dogs Can Do Together*. Howell Book House, 1996.
- Owens, Paul. *The Dog Whisperer: A Compassionate, Nonviolent Approach to Dog Training*. Adams Media Corporation, 1999.
- Palika, Liz. *All Dogs Need Some Training*. Howell Book House, 1997.
- Pinney, Chris, D.V.M. *Guide to Home Pet Grooming*. Barron's, 1990.
- Ross, John & McKinney, Barbara. *Dog Talk: Training Your Dog Through a Canine Point of View*. St. Martin's Press, 1992.
- Spadafori, Gina. *Dogs for Dummies*. IDG Books Worldwide, 1996.
- Tellington-Jones, Linda. *The Tellington TTouch*. Penguin Books, 1992.
- Volhard, Jack and Wendy. *The Canine Good Citizen*. Howell Book House, 1994.
- Wright, John C., Ph.D. & Lashnits, Judi W. *Ain't Misbehavin': The Groundbreaking Program for Happy, Well-Behaved Pets and Their People*. Rodale Press, 2001.

## Dog Magazines

*DogWorld*  
Subscription Service Dept.  
P. O. Box 56240  
Boulder, CO 80322-6240  
800.365.4421  
[www.dogworldmag.com](http://www.dogworldmag.com)

*Dog Fancy*  
Subscription Service Dept.  
P. O. Box 53264  
Boulder, CO 80322-3264  
800.365.4421  
[www.animalnetwork.com](http://www.animalnetwork.com)

*DOGS USA*  
 Published Annually  
 Fancy Publications, Inc.  
 3 Burroughs  
 Irvine, CA 92618  
[www.animalnetwork.com](http://www.animalnetwork.com)

## Dog Learning Laboratory Kit

**Authors:** Lucinda B. Miller, R. Warren Flood, Susan Crank, Beth Corbin, & Judy Conrad

**Distributed by:** Curriculum Materials Service  
 114 Chambers Road  
 Columbus, OH 43212-1702  
 © The Ohio State University, Curriculum Materials Service, 1998  
 614.292.4848  
 email: [cms@osu.edu](mailto:cms@osu.edu)  
[www.ohcms.org](http://www.ohcms.org)  
[www.cms.ag.ohio-state.edu](http://www.cms.ag.ohio-state.edu)

## Dog Bite Safety

*Safety Around Dogs: Your Safety Begins With You!*

The AKC's Safety Education Program for Children

Videotape: VHS: VVTG16

Activity Guide Copy Masters

The kit is free to teachers, leaders of youth groups (including 4-H), librarians, animal control officers, animal shelters, veterinarians, and community and civic leaders. There is a limit of one copy per school or organization. To order, call AKC Customer Service at 919.233.9767 or email [orderdesk@akc.org](mailto:orderdesk@akc.org) and request part number VVTAK4.

*Dog Bite Safety* (Pre-school – 3<sup>rd</sup> grade)

State Farm Insurance

[www.statefarm.com](http://www.statefarm.com)

This program is free to schools through a State Farm agent or employee and teaches children the do's and don'ts of dog safety. It can be taught with or without the accompanying puppet show.

The Humane Society of the United States

[www.hsus.org](http://www.hsus.org)

## Clicker Training

Karen Pryor's website:

[www.clickertraining.com](http://www.clickertraining.com)

The [Clickerpet.com@Sunshine](http://Clickerpet.com@Sunshine) Books, Inc.

49 River Street, Suite #3

Waltham, MA 02453-8345

800.47.CLICK (2.5425)

## Clicker Training Books/Videos

Book, Mandy, & Smith, Cheryl. *Quick Clicks: 40 Fast and Fun Behaviors to Train with a Clicker*. Carlsborg, WA: Legacy By Mail, 2001.

Jones, Deborah. *Clicker Fun: Dog Tricks & Games Using Positive Reinforcement*. HowIn Moon Press, 1998.

---

Jones, Deborah. *The Clicker Workbook: A Beginner's Guide* (2<sup>nd</sup> Rev. Ed.). HowIn Moon Press, 1999.

Jones, Deborah. *Clicker Fun: Click & Go*. VHS. ISBN: 1-882245-00-8

Pryor, Karen. *Clicker Magic: The Art of Clicker Training*. VHS Video. Sunshine Books. ISBN: 1-890948-01-2

Pryor, Karen. *Don't Shoot the Dog!: The New Art of Teaching and Training*. New York: Bantam Books, 1984.

Pryor, Karen. *A Dog & a Dolphin 2.0: An Introduction to Clicker Training*. North Bend, WA: Sunshine Books, 1996.

Spector, Morgan. *Clicker Training for Obedience: Shaping Top Performance – Positively*. Sunshine Books, 1999.

Tillman, Peggy. *Clicking with Your Dog: Step-by-Step in Pictures*. Waltham, MA: Sunshine Books, 2000.

---

## CATS

### Cat Breed Associations

American Association of Cat Enthusiasts  
P. O. Box 213  
Pine Brook, NJ 07058  
973.335.6717  
[www.aaceinc.org](http://www.aaceinc.org)

Fanciers Breeder Referral List  
1425 Jefferson Road, No. 125  
Rochester, NY 14626  
716.889.8561  
[www.breedlist.com](http://www.breedlist.com)

The Cat Fanciers' Association  
P. O. Box 1005  
Manasquan, NJ 08736-0805  
732.528.9797  
[www.cfainc.org](http://www.cfainc.org)

The International Cat Association  
P. O. Box 2684  
Harlingen, TX 78551  
956.428.8046  
[www.tica.org](http://www.tica.org)

### Cat Books

Ackerman, Lowell, D.V.M. (Editor). *Cat Behavior & Training*. T.F.H. Publications, 1996.

Bash, Dibra & Randolph, Elizabeth. *Catspeak: How to Learn It, Speak It, and Use It to Have a Happy, Healthy Well-Behaved Cat*. Penguin USA, 2001.

Bessant, Claire. *Cat: The Complete Guide*. London, UK: **MetroBooks**, 1999.

Cat Fanciers' Association, Inc. (Editors). *The Cat Fanciers' Association Cat Encyclopedia*. Simon & Schuster, 1993.

Dickinson, Ernest. *The Companion Cat*. Denlingers Publishers, Ltd., 1990.

Fogle, Bruce, D.V.M. *The Cat's Mind: Understanding Your Cat's Behavior*. Howell Book House

Fogle, Bruce, D.V.M. *The Complete Illustrated Guide to Cat Care & Behavior*. Thunder Bay Press, 1999.

Gebhardt, Richard H. *The Complete Cat Book*. Howell Book House, 1991.

George, Jean Craighead. *How to Talk to Your Cat*. HarperCollins Children's Books, 2000.

Helgran, A. Anne. *Communicating with Your Cat*. Barron's, 1999.

Johnson-Bennett, Pam. *Think Like a Cat: How to Raise a Well-Adjusted Cat—Not a Sour Puss*. Penguin USA, 2000.

Maggitti, Phil. *Owning the Right Cat*. (Rev. Ed.). Tetra Press, 1993.

Milani, Myrna, D.V.M. *The Body Language and Emotion of Cats*. Quill Publishing, 1987.

Morris, Desmond. *Catwatching: Why Cats Purr and Everything Else You Ever Wanted to Know*. Crown Publishing Group, 1993.

Palika, Liz. *What Your Cat Needs*. DK Publishing, Inc., 2000.

Ross, John & McKinney, Barbara. *Dog Talk: Training Your Dog Through a Canine Point of View*. St. Martin's Press, 1992.

Spadafori, Gina, & Pion, Paul D. *Cats for Dummies* (2<sup>nd</sup> Ed). Hungry Minds, Inc., 2000

Tabor, Roger K. *Understanding Cats: Their History, Nature, and Behavior*. Reader's Digest Assoc., Inc., 1997.

Wilbourn, Carole C. *The Total Cat: Understanding Your Cat's Physical and Emotional Behavior from Kitten to Old Age*. Harperinformation, 2000.

Wright, John C., Ph. D. & Lashnits, Judi W. *Is Your Cat Crazy?* Macmillan, 1994.

## Cat Magazines

*Cat Fancy Magazine*  
 Subscription Service Dept.  
 P. O. Box 52864  
 Boulder, CO 80322-2864  
 800.365.4421  
[www.catfancy.com](http://www.catfancy.com)  
[www.animalnetwork.com](http://www.animalnetwork.com)

Cats Magazine  
 Primedia Special Interests  
 2 Park Avenue, 11<sup>th</sup> Floor  
 New York, NY 10016  
 800.829.9125  
[www.catsmag.com](http://www.catsmag.com)

I Love Cats Magazine  
 450 7<sup>th</sup> Avenue, Suite 1701  
 New York, NY 10123  
 212.244.2351  
[www.iluvcats.com](http://www.iluvcats.com)

## Cat Health

Cornell Feline Health Center  
 College of Veterinary Medicine  
 Suite 3113  
 Ithaca, NY 14853-6401  
 607.253.3419  
[www.vet.cornell.edu/public/fhc/FelineHealth](http://www.vet.cornell.edu/public/fhc/FelineHealth)  
[www.vet.cornell.edu/publicresources/animalhealth/](http://www.vet.cornell.edu/publicresources/animalhealth/) - Dogs, Cats, and other Animals

---

## Rabbits

### Rabbit Organizations

American Rabbit Breeders Association  
 P. O. Box 426  
 Bloomington, IL 61702  
 309.664.7500  
[www.arba.net](http://www.arba.net)

House Rabbit Society  
 P. O. Box 1201  
 Alameda, CA 94501  
 510.521.4631  
[www.rabbit.org](http://www.rabbit.org)

House Rabbit Society  
 P.O. Box 29444  
 Columbus, Ohio 43229  
 614.895.0004  
[www.columbusrabbit.org/contact.html](http://www.columbusrabbit.org/contact.html)

Buckeye House Rabbit Society  
[www.ohare.org](http://www.ohare.org)

Rabbit Hopping Organization of America (RHOA)  
 Linda J. Hoover  
 P.O. Box 184  
 Veneta, OR 97487

### Rabbit Books

American Rabbit Breeders Association. *Official Guide Book: Raising Better Rabbits & Cavies*. Bloomington, IL: American Rabbit Breeders Association, Inc., 1996. (Free when joining the ARBA).

American Rabbit Breeders Association. *A Practical Beginning to Successful Rabbit Raising*. Bloomington, IL: American Rabbit Breeders Association, Inc., 2000.

---

American Rabbit Breeders Association. *Standard of Perfection: Standard Bred Rabbits and Cavies, 2001 - 2005*. Bloomington, IL: American Rabbit Breeders Association, Inc., 2001. This book, updated every five years, has the standards for rabbits as well as cavies (guinea pigs).

Bennett, Bob. *Raising Rabbits Successfully*. Williamson Publishing, 1984.

Bennett, Bob. *Raising Rabbits the Modern Way* (Revised Edition). Storey Communications, 1988.

Evans, Mark. *ASPCA Pet Care Guides for Kids: Rabbit*. DK Publishing, 1992.

Fraser, Samantha & Hunter, Samantha. *Hop to It: A Guide to Training Your Pet Rabbit*. Barron's, 1991.

Gendron, Karen & Earle-Bridges, Michele. *The Rabbit Handbook: The Information You Need to Raise Healthy Rabbits*. Barron's, 2000.

Guidry, Virginia Parker. *Rabbits: Complete Care Made Easy. A Guide to Understanding Your Rabbit*. Bowtie Press.

Harriman, Marinell. *House Rabbit Handbook: How to Live with an Urban Rabbit* (3<sup>rd</sup> Edition.). Drollery Press, 1995.

Lindsay, Anne. *The Guide to Owning A Rabbit*. T. F. H. Publications, (no copyright date).

McBride, Anne. *Why Does My Rabbit...?* Souvenir Press, 1998.

Piers, Helen. *Taking Care of Your Rabbit: Young Pet Owner's Guide*. Barron's, 1992.

Robinson, David. *Encyclopedia of Pet Rabbits*. T.F.H. Publications, 1991.

Searle, Nancy. *Your Rabbit: A Kid's Guide to Raising and Showing*. Storey Books, 1992.

Siino, Betsy Sikora (Editor). *The Essential Rabbit*. Howell Book House, 1998.

## Rabbit Magazines

*Rabbits USA*

Published Annually  
Fancy Publications, Inc.  
3 Burroughs  
Irvine, CA 92618  
949.855.8822  
[www.animalnetwork.com](http://www.animalnetwork.com)

*Rabbits Only*

[www.rabbits.com](http://www.rabbits.com)

## Rabbit Learning Laboratory Kit

Authors: Judy Conrad, Jeff Dick, R. Warren Flood, Donna Maruschak, & Lucinda B. Miller

Distributed by:

Curriculum Materials Service  
114 Chambers Road  
Columbus, OH 43212-1702

© The Ohio State University, Curriculum Materials Service, 1998

614.292.4848

email: [cms@osu.edu](mailto:cms@osu.edu)

[www.ohcms.org](http://www.ohcms.org)

---

## GUINEA PIGS (CAVIES)

### Guinea Pig Organizations

American Rabbit Breeders Association  
P. O. Box 426  
Bloomington, IL 61702  
309.664.7500  
[www.arba.net](http://www.arba.net)

ACBA Youth Committee – Jan Tibbetts  
4711 N.E. 115<sup>th</sup> St.  
Vancouver, WA 98686  
Email: [jtibbetts@juno.com](mailto:jtibbetts@juno.com)

American Cavy Breeders Association (ACBA)  
[www.acbaonline.com](http://www.acbaonline.com)

## Guinea Pig Books

American Cavy Breeders Association. *ACBA Guide Book*. Barb Butler, 4310 Richville Dr. SW, Canton, OH 44706-3834. email: [two.judges@worldnet.att.net](mailto:two.judges@worldnet.att.net)

Curran, Wanda L. *Your Guinea Pig: A Kid's Guide to Raising and Showing*. Pownal, VT: Storey Books, 1995.

Evans, Mark. *ASPCA Pet Care Guides for Kids: Guinea Pigs*. New York: DK Publishing, 1992.

Gurney, Peter. *The Proper Care of Guinea Pigs*. T.F.H. Publishing, 1992.

## General

### PET GROOMING ORGANIZATIONS

International Professional Groomers, Inc.  
 120 Turner Avenue  
 Elk Grove Village, IL 60007  
 847.754.1938

World Directory of Grooming  
 Provides links to pet grooming  
[www.petgroomer.com](http://www.petgroomer.com)

National Dog Groomers Association of America (NDGAA)  
 P. O. Box 101  
 Clark, PA 16113  
 724.962.1919  
[www.nauticom.net/www/ndga](http://www.nauticom.net/www/ndga)

Pet Groomers Directory  
 Provides links to many pet associations, not just grooming.  
[www.petgroomerdirectory.com/associations.htm](http://www.petgroomerdirectory.com/associations.htm)

### ANIMAL BEHAVIOR AND COMMUNICATION RESOURCES

Abrantes, Roger. *Dog Language: An Encyclopedia of Canine Behavior*. Wakan Tanka, Inc., 1997.

Abrantes, Roger. *The Evolution of Canine Social Behavior*. Wakan Tanka, Inc., 1997.

Baer, Ted. *Communicating with Your Dog: A Humane Approach to Dog Training*. Hauppauge, NY: Barron's, 1999.

Bergan, Bonnie. *Understanding "Dog Mind."* Little, Brown and Co., 2000.

Coren, Stanley. *How to Speak Dog: Mastering the Art of Dog-Human Communication*. New York: Simon & Schuster, 2000.

Fogle, Bruce, D.V.M. *The Dog's Mind: Understanding Your Dog's Behavior*. New York: Howell Book House, 1990.

Herts, Suzanne & Estep, Daniel. *Canine Behavior: 2 Video Training Program*. Animal Care Training Program. ([www.4act.com](http://www.4act.com))

Hoffman, Matthew (Editor). *Dogspeak: How to Understand Your Dog and Help Him Understand You*. Emmaus, PA: Rodale Press, 1999.

Phillips, Ellen & Hoffman, Matthew (Editors). *PetSpeak*. Emmaus, PA: Rodale Press, 2000.

Rugaas, Turid. *On Talking Terms with Dogs: Calming Signals*. Legacy Press, 1997.

Rugaas, Turid. *Calming Signals: What Your Dog Tells You*. VHS Video. ASIN: B00004WFRQ

Tellington-Jones, Linda. *Unleash Your Dog's Potential: Getting in TTouch with Your Dog*. VHS. ISBN: 1-57076-209-0

### HUMAN-ANIMAL BOND RESOURCES

Abdill, Margaret & Juppe', Denis (Eds.) *Pets in Therapy*. Idyll Arbor, Inc., 1992

Beck, Alan. M., & Katcher, Aaron. *Between Pets and People* (Rev. Ed.). Purdue Press, 1996.

- Becker, Marty & Morton, Danelle. *The Healing Power of Pets: Harnessing the Ability of Pets to Make and Keep People Healthy*. Hyperion, 2002.
- Burch, Mary R., Ph.D. *Volunteering With Your Pet: How to Get Involved in Animal-Assisted Therapy With Any Kind of Pet*. Howell Book House, 1996.
- Bustad, Leo. *Compassion: Our Last Great Hope*. The Delta Society, 1996
- Calmenson, Stephanie. *Rosie: A Visiting Dog's Story*. Houghton Mifflin Co. Publishing, 1998. (A non-fiction book for children.)
- Coudert, Jo. *The Good Shepard: A Special Dog's Gift of Healing*. Andrews McMeel Publishing, 1998.
- Davis, Kathy D. *Therapy Dogs: Training Your Dogs to Reach Others*. Howell Book House, 1992.
- Donaldson, Jean. *The Culture Clash: A Revolutionary New Way of Understanding the Relationship Between Humans and Domestic Dogs*. James & Kenneth Publishers, 1996.
- Esordi, Renee Lamm. *You Have a Visitor: Observations on Pet Visitation and Therapy*. Blue Lamm Publishers, 2000.
- Graham, Bernie. *Creature Comfort: Animals That Heal*. Prometheus Books, 2000.
- Hornsby, Alison. *Helping Hounds: The Story of Assistance Dogs*. United Kingdom: Ringpress Books, Ltd., 2000
- King, Betty Lim. *Girl on a Leash: The Healing Power of Dogs: A Memoir*. Sanctuary Pr., 1999.
- Knapp, Caroline. *Pack of Two: The Intricate Bond Between People and Dogs*. Dell Publishing, 1998.
- Lang, Glenna. *Looking Out for Sarah*. Talewinds, 2001. (Children's book about a guide dog.)
- Masson Moussaieff, Jeffrey & McCarthy, Susan. *When Elephants Weep: The Emotional Lives of Animals*. Wheeler Publishing, 1999.
- McElroy, Susan Chernak. *Animals as Teachers and Healers: True Stories and Reflections*. Random House, 1998.
- Melson, Gail. *Why the Wild Things Are! Animals in the Lives of Children*. Howard Press, 2001.
- Palika, Liz. *Love on a Leash: Giving Goy to Others through Pet Therapy*. Alpine Blue Ribbon Books, 1996.
- Raphael, Pam, Colman, Libby, & Loar, Libby. *Teaching Compassion: A Guide for Humane Educators, Teachers, and Parents*. The Latham Foundation, 1999.
- Schoen, Allen M. & Procter, Pam. *Love, Miracles, and Animal Healing: A Heartwarming Look at the Spiritual Bond Between Humans and Animals*. Fireside Publishers, 1996.
- Schoen, Allen M. *Kindred Spirits: How the Remarkable Bond Between Humans and Animals Can Change the Way We Live*. Broadway Books, 2001.
- Serpell, James. *In The Company of Animals: A Study of Human-Animal Relationships* (Canto Ed.). Cambridge University Press, 1996.
- Sheldrake, Rupert. *Dogs That Know When Their Owners Are Coming Home: And Other Unexplained Powers of Animals*. Three Rivers Press, 1999.
- Thomas, W. H. *Life Worth Living: How Someone You Love Can Still Enjoy Life in a Nursing Home. The Eden Alternative in Action*. Acton, MA: VanderWyk & Burnham, 1996.
- Wilson, C. C., & Turner, D. C. (Editors). *Companion Animals in Human Health*. Thousand Oaks, CA: Sage Publications, 1998.

## OTHER PET-RELATED RESOURCES

*Critters USA Magazine*  
 Published annually  
 Fancy Publications Inc.  
 3 Burroughs  
 Irvine, CA 92618  
[www.animalnetwork.com](http://www.animalnetwork.com)

American Society for the Prevention of Cruelty to Animals  
 424 E. 92<sup>nd</sup> St.  
 New York, NY 10128  
 212.876.7700  
[www.asPCA.org](http://www.asPCA.org)

American Humane Association  
 63 Inverness Drive East  
 Englewood, CO 80112-5117  
 800.227.4645  
[www.americanhumane.org](http://www.americanhumane.org)

American Veterinary Medical Association  
 1931 North Meacham Road, Suite 100  
 Schaumburg, IL 60173-4360  
 800.248.2862  
[www.avma.org](http://www.avma.org)



The Humane Society of the United States  
 2100 L Street, NW  
 Washington, DC 20037  
 202.452.1100  
[www.hsus.org](http://www.hsus.org)

Direct Book Service/Dogwise  
 Dog & Cat Book Catalogs  
 P. O. Box 2778  
 Wenatchee, WA 98807  
 Direct: 509.663.9115  
 Orders: 800.776.2665  
[http://www.cats4sale.com/cats\\_NF/direct\\_book\\_service\\_NF.htm](http://www.cats4sale.com/cats_NF/direct_book_service_NF.htm) (Direct Book Service)  
[www.dogwise.com](http://www.dogwise.com) (Dogwise)  
 (Direct Book Service provides cat and pet books and products. Dogwise provides a wide variety of dog books and products.)

[www.petsa-z.com](http://www.petsa-z.com)  
 This website has links to pet clubs, associations,  
 on-line magazines, pet supply stores, etc.

[www.petsforum.com](http://www.petsforum.com)  
 This website is a source for websites with information  
 on dogs, cats, and other animals.

[www.SitStay.com](http://www.SitStay.com)  
 This website has a myriad of dog books, videos,  
 supplies, etc.

[www.k9web.com](http://www.k9web.com)  
 This website provides super links to canine websites.

Barron's Educational Series, Inc.  
 250 Wireless Boulevard  
 Hauppauge, NY 11788  
 800.645.3746  
[www.barroneduc.com](http://www.barroneduc.com)

Storey Books  
 210 MASS MoCA Way  
 North Adams, MA 01247  
 413.346.2100  
[www.storey.com](http://www.storey.com)

T.F.H. Publications, Inc.  
 One T.F.H. Plaza  
 Third and Union Avenues  
 Neptune, NJ 07752  
 908.988.8400  
[www.tfh.com](http://www.tfh.com)

## AGING-RELATED RESOURCES

*Walk in My Shoes: An Aging Awareness Project for 4-H Members*  
 Leader's Guide  
 Molly Hoffer, Family Life Educator  
 University of Illinois Cooperative Extension Service  
 University of Illinois at Urbana-Champaign

*Walk in My Shoes: An Aging Awareness Project for 4-H Members*  
 Member Project Book

**The *Walk in My Shoes* Leader's Guide and Member Project Book are highly recommended as a complement to 4-H PetPALS. Volunteer leaders should order the Leader's Guide and members should each order one copy of the Member Project Book so the books are received prior to Step 4.**

Walk in My Shoes Project Materials and Online Activities are at this website: [www.urbanext.uiuc.edu/wims/wimsproject.html](http://www.urbanext.uiuc.edu/wims/wimsproject.html)

Order *Walk in My Shoes* Leader's Guides and Member Project Books online at:  
[www.ag.uiuc.edu/~vista/catalog/consumer/howtoorder.html](http://www.ag.uiuc.edu/~vista/catalog/consumer/howtoorder.html)

Order by mail at:  
 University of Illinois P100  
 ACES Information Technology and Communication Services  
 1917 S. Wright St.

---

Champaign, IL 61820  
800.345.6087  
fax: 217.333.3917  
email: [acespubls@uiuc.edu](mailto:acespubls@uiuc.edu)

## Books

Hauser, Roger L. *Activities with Senior Adults*. Broadman & Holman Publishers, 1991.  
Morris, Virginia. *How to Care for Aging Parents*. Alpha Books, 2001.  
Peacocke, Iris. *Savoring Your Senior Years*. Thornton Publishing, 1998.

## Associations

National Council on Aging  
409 Third Street SW  
Washington, D.C. 20024  
202.479.1200  
[www.ncoa.org](http://www.ncoa.org)

National Association of Area Agencies on Aging  
927 15<sup>th</sup> Street NW, 6<sup>th</sup> Floor  
Washington, D.C. 20005  
202.296.8130  
[www.n4a.org/aboutaaas.cfm](http://www.n4a.org/aboutaaas.cfm)

AARP Health and Welfare  
[www.aarp.org/indexes/health.html](http://www.aarp.org/indexes/health.html)

American Geriatrics Society  
The Empire State Building  
350 Fifth Ave., Suite 801  
New York, NY 10118  
212.308.1414  
[www.americangeriatrics.org/education/geristudents/links.shtml](http://www.americangeriatrics.org/education/geristudents/links.shtml)

## DEATH AND BEREAVEMENT RESOURCES

Childs-Gowell, E. *Good Grief Rituals: Tools for Healing*. Station Hill Press, 1992.  
Gootman, M. *When a Friend Dies: A Book for Teens About Grieving and Healing*. Free Spirit, 1994.  
Miller, J. *Healing Our Losses: A Journal for Working Through Your Grief*. Resource Publications, 1993.  
University of Kentucky. *Griefwork: Guides for Survival and Growth*. University of Kentucky College of Agriculture, Cooperative Extension Service, 1988.  
Wolfelt, A. *Helping Children Cope with Grief*. Accelerated Development, 1988.

## PET LOSS RESOURCES

Coleman, J. *Forever Friends: Resolving Grief After the Loss of a Beloved Animal*. J.C. Taraent Enterprises, 1993.  
Kowalski, Gary. *Good-bye, My Friend: Healing Wisdom for Anyone Who Has Ever Lost a Pet*. Still Point Publishing, 1997.  
Montgomery, Mary & Herb. *Good-bye My Friend: Grieving the Loss of a Pet*. Montgomery Press, 1991.  
Rogers, F. *Mr. Rogers' First Experience: When a Pet Dies*. G.P. Putnam's Sons, 1988.  
Sife, Wallace, Ph.D. *The Loss of a Pet*. Howell Book House, 1993.  
Sibbitt, S. *Oh, Where Has My Pet Gone? A Pet Loss Memory Book, Ages 3 – 103*. B. Libby Press, 1991.  
Traisman, Enid. *My Personal Pet Remembrance Journal*. Portland, OR; Dave Lewis Emergency Animal Hospital, 1996.  
Walker, Kaetheryn. *The Heart That is Loved Never Forgets: Recovering From Loss: When Animals and Humans Lose Their Companions*. Healing Arts Press, 1999.

# Appendix

---

## Master 4-H PetPALS Volunteer Leader

### 4-H PetPALS is Supported by The Iams Company

#### Volunteer Job Description

#### Ohio 4-H Program

#### Ohio State University Extension

**Position Title:** Master 4-H PetPALS Volunteer Leader

**Time Required:** Two-year, minimum, time commitment.  
Must be able to attend an 8-hour volunteer workshop.  
Initially, 10 - 15 hours to teach curriculum, then four hours per month.  
Other time varies according to 4-H PetPALS training, visits, etc.

**Location:** Volunteers Community

**General Purpose:** Serve as a 4-H club project leader to youth enrolled in the 4-H PetPALS program. Help recruit, train and register approximately five youth, ages 9-18, and their pets, for animal-assisted activities & visits.

#### Specific Responsibilities:

- Incorporate the eight critical elements of positive youth development in all aspects of 4-H.
- Be committed to young people and their growth in all areas.
- Be dedicated to young people and sensitive to their abilities and needs.
- Follow all 4-H guidelines and policies of Ohio State University Extension and the Ohio 4-H Program.
- Attend an 8-hour workshop to learn about Ohio 4-H Youth Development and the 4-H PetPALS program.
- Become a Master 4-H PetPALS Volunteer Leader as a result of the 8-hour workshop.
- Identify a minimum of five youth, ages 9-18, and their pets, who might qualify as 4-H PetPALS.
- Recruit these youth, ages 9-18, to become 4-H PetPALS.
- Provide the opportunity for youth and their pets to receive training utilizing positive reinforcement and humane methods.
- Provide the opportunity for youth to receive socialization training with their pets.
- Help youth and their pets successfully complete the requirements to become 4-H PetPALS for animal-assisted visits in local nursing homes, assisted living or retirement centers.
- Identify one nursing home or retirement center desiring animal-assisted visits.
- Make contacts with nursing home or retirement center for 4-H PetPALS visits.
- Assist youth in making two visits per month to nursing home, assisted living or retirement center.
- Encourage 4-H parents' interest in 4-H PetPALS.
- Welcome parents' cooperation and support of 4-H PetPALS.

---

## **Qualifications:**

An individual serving as a Master 4-H PetPALS Volunteer Leader must have:

- A sincere interest in working with 4-H members.
- Experience in working with dogs, cats and other acceptable pets. The volunteer may have a co-leader who does not have experience with animals.
- A sincere interest in animal-assisted activities.
- A desire to enhance the lives of nursing home or retirement center residents.
- The ability to teach and motivate youth while nurturing positive self esteem, decision making, responsibility and leadership in the youth.
- A sincere interest in teaching and sharing knowledge and skills with youth in an educational setting.
- The ability to work and communicate effectively in verbal and written forms.
- The ability to work with minimal supervision from professional staff.
- A willingness to become familiar with and work within the philosophy and guidelines of Ohio State University Extension and the Ohio 4-H program.

## **Ohio State University Extension Agrees To:**

- Provide training opportunities that will help volunteers meet the needs of the youth.
- Provide appropriate curriculum and other resources.
- Provide avenue(s) for youth and their animals to become 4-H PetPALS.
- Have professionals available to consult with volunteers on a one-to-one basis.
- Provide appropriate recognition and awards to volunteers and youth.

All educational programs conducted by Ohio State University Extension are available to clientele on a nondiscriminatory basis without regard to race, color, creed, religion, sexual orientation, national origin, gender, age, disability or Vietnam-era veteran status.

Keith L. Smith, Associate Vice President for Agriculture Administration and Director, OSU Extension. TDD No. 800-589-8292 (Ohio only) or 614-292-1868

# Aging Sensitivity Answer Sheet

- Activity Station No. 1 – Buttoning Buttons – No Questions\
- Activity Station No. 2 – Counting Pills

Bottle	Color of Pills	Number of Pills
No. 1	_____	_____
No. 2	_____	_____
No. 3	_____	_____

- Activity Station No. 3 – Reading the Comics

Name of Comic	Answer
_____	_____
_____	_____

- Activity Station No. 4 – Phoning a Friend

First Name \_\_\_\_\_ Phone Number \_\_\_\_\_  
 Address \_\_\_\_\_

- Activity Station No. 5 – Making Change

Change: \$ \_\_\_\_\_

- Activity Station No. 6 – Playing Cards – No Questions

- Activity Station No. 7 – Tasting Jelly

Jelly No. 1 \_\_\_\_\_

Jelly No. 2 \_\_\_\_\_

- Activity Station No. 8 – Word Search – No Questions



# Activity Station



## Buttoning Buttons

---

# Activity Station No. 1

## Buttoning Buttons

There is a folded shirt at this station.

**You are to:**

1. Unfold the shirt.
2. Unbutton all the buttons.
3. Button all the buttons.
4. Fold the shirt and put it back the way you found it.
5. When instructed, move to the next station.
6. Thank you!!



---

# Activity Station



## Counting Pills

# Activity Station No. 2

## Counting Pills

There are 3 pill bottles at this station:

**You are to:**

1. Count the pills in each of the three (3) bottles.
2. Write the number of pills and their color on your Aging Sensitivity Answer Sheet.
3. Put the pills back in the bottles the way you found them.
4. When instructed, move to the next station.
5. Thank you!

# Activity Station



## Read The Comics

# Activity Station No. 3

## Reading The Comics

There are 2 comics at this station.

**You are to:**

1. Read each comic.
2. Read the “Comic Question Card” and put the answers to the questions on your Aging Sensitivity Answer Sheet.
3. Put everything back the way you found them.
4. When instructed, move to the next station.
5. Thank you!!

# Activity Station



## Phoning A Friend

# Activity Station No. 4

## Phoning A Friend

There is a telephone, telephone book, and a “Name Search Card” at this station.

**You are to:**

1. Look up information requested in the telephone book.
2. Write the answers to the questions on the Aging Sensitivity Answer Sheet.
3. After answering the questions, use the phone to dial the number you looked up.
4. Put things back the way you found them.
5. When instructed, move to the next station.
6. Thank you!!

# Activity Station



## Making Change

# Activity Station No. 5

## Making Change

At this station there is an envelope with money.

**You are to:**

1. Count out the amount of money specified on the envelope and set it aside.
2. Next, count how much money is left in the envelope.
3. Record the amount of money you have left on your Aging Sensitivity Answer Sheet.
4. Put things back the way you found them.
5. When instructed, move to the next station.
6. Thank you!



# Activity Station



## Playing Cards

# Activity Station No. 6

## Playing Cards

You will find a deck of cards at this station.

**You are to:**

1. Shuffle the cards.
2. Deal out 5 cards face down.
3. Turn the cards face up and sort them from highest to lowest with highest on the left and lowest on the right.
4. Put the cards back in the deck and re-shuffle the cards.
5. Repeat the process but sort the cards by suit.
6. Put the cards back the way you found them.
7. When instructed, move to the next station.
8. Thank you!

# Activity Station



## Tasting Jelly

# Activity Station No. 7

## Tasting Jelly

At this station you will find crackers and 2 kinds of jelly.

**You are to:**

1. Spread 1 kind of jelly on a cracker.
2. Pinch your nostrils closed and eat the cracker and jelly.
3. Try to guess the flavor of jelly.
4. Write your answer on the Aging Sensitivity Answer Sheet.
5. Repeat the process with a different jelly and cracker.
6. Put things back the way you found them.
7. When instructed, move to the next station.
8. Thank you!

# Activity Station



## Word Search

# ACTIVITY STATION NO. 8

## WORD SEARCH

There is a stack of word search puzzles at this station.

**You are to:**

1. Take one of the puzzles and use your pen or pencil to complete as much as possible in 5 minutes.
2. When you are finished, take the puzzle with you and leave a new puzzle for the next person.
3. When instructed, move to the next station, or return to the group.
4. Thank you!

**ACTIVITY STATION NO. 3  
READING THE COMICS  
DIRECTION CARD**

1. Look up \_\_\_\_\_ (Name of Comics)

(Ask a Question about the Comic) \_\_\_\_\_

---

2. Look up \_\_\_\_\_ (Name of Comics)

(Ask a Question about the Comic) \_\_\_\_\_

---

**ACTIVITY STATION NO. 4  
PHONING A FRIEND  
NAME SEARCH CARD**

1. Look up \_\_\_\_\_  
(Give First & Last Name)

**Record the person's name as listed in the phone book.**

**Record the person's phone number.**

**What is the person's address?**

# 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 – "Dancing 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)

# 4-H PetPALS

N	I	A	R	T	X	M	I	I	X	N	D	N	U	Z
T	J	H	N	A	N	Z	S	E	N	I	O	R	S	W
T	H	F	T	E	B	E	G	L	N	I	C	E	O	E
C	L	R	N	L	R	B	M	B	T	E	A	V	A	D
E	U	U	E	B	A	A	I	A	U	S	T	I	E	T
J	F	S	H	A	R	E	C	T	R	S	S	S	V	L
K	R	Y	F	T	T	I	H	C	S	E	P	S	I	C
V	A	C	C	I	N	A	T	I	O	N	P	I	S	L
P	E	T	S	U	R	Y	G	D	T	R	L	M	S	M
S	F	I	M	S	G	V	L	E	P	A	A	B	E	M
D	V	M	L	Y	T	M	K	R	D	H	Y	U	R	T
Z	O	A	F	Z	E	S	Y	P	E	I	F	S	G	D
C	P	G	N	H	A	E	V	V	D	D	U	J	G	M
T	J	E	S	B	C	K	S	N	C	O	L	L	A	R
V	O	D	D	G	H	S	A	E	L	P	O	E	P	W

AGGRESSIVE  
 BASKET  
 CARE  
 CATS  
 COLLAR  
 COMMUNICATION  
 DOGS  
 ELDERLY  
 FEARFUL  
 FUN  
 HARNESS  
 HEALTH  
 LEASH  
 LISTEN

PALS  
 PEOPLE  
 PETS  
 PLAYFUL  
 PREDICTABLE  
 RABBITS  
 SENIORS  
 SHARE  
 SUBMISSIVE  
 SUITABLE  
 TEACH  
 TEMPERAMENT  
 THREAT  
 TRAIN

VACCINATION  
 VISIT

## Free as a Bird

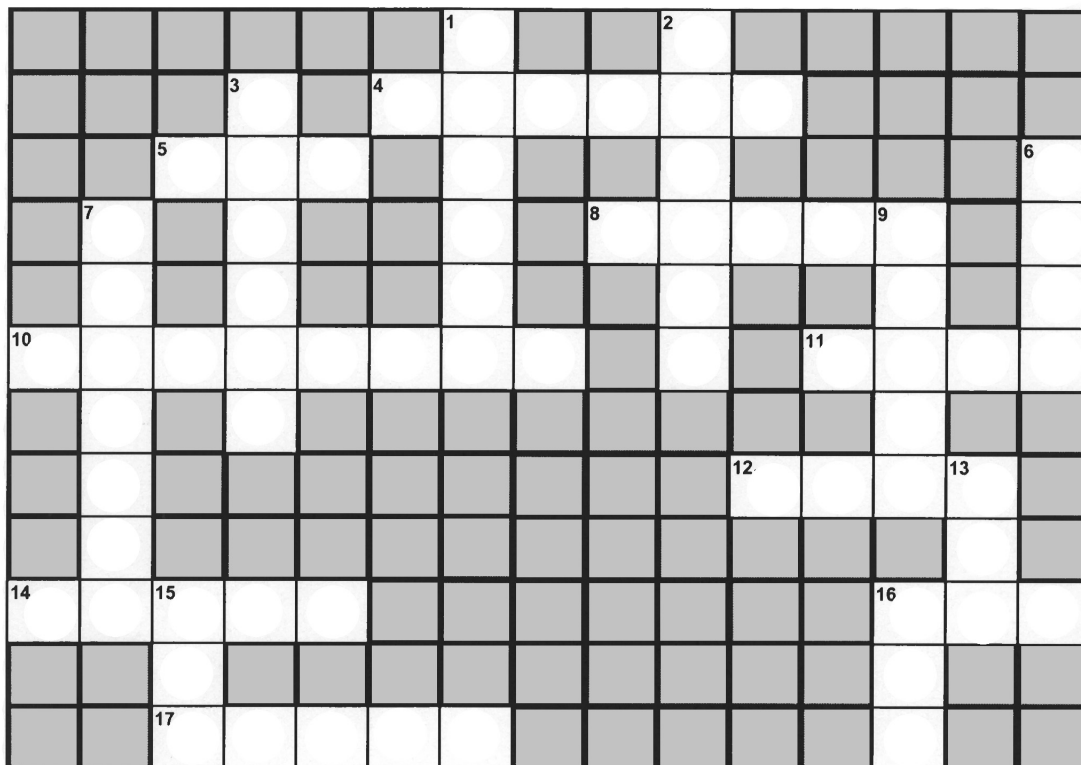
E	T	A	T	I	V	E	L	Y	E	S	W	E	E	P
P	F	F	P	E	Y	C	C	R	T	N	G	I	O	R
U	I	G	O	E	K	T	F	A	W	E	T	O	N	N
U	R	L	S	L	L	C	L	E	E	H	W	N	B	G
D	D	I	S	R	A	L	O	O	P	S	I	N	H	E
I	O	D	N	E	C	S	A	R	R	O	W	Z	A	T
P	J	E	F	T	D	A	T	F	E	O	L	R	N	I
U	M	R	E	T	T	I	K	S	H	V	B	U	G	W
P	K	Z	T	U	C	L	S	T	I	E	O	J	J	O
H	S	D	F	L	Y	A	C	X	N	M	V	H	T	F
E	L	U	I	F	K	S	N	F	O	K	E	I	C	K
W	S	M	L	V	O	B	J	O	S	H	S	K	G	S
V	B	I	H	A	E	E	Z	M	C	U	Z	R	P	S
K	T	U	R	N	K	C	E	Z	U	W	A	M	F	M

ALOFT  
 ARROW  
 ASCEND  
 CLIMB  
 DIP  
 DIVE  
 DRIFT  
 FALL  
 FLIT  
 FLOAT  
 FLUTTER  
 FLY  
 GLIDE  
 HANG

HOVER  
 LEVITATE  
 LIFT  
 LOOP  
 MOUNT  
 POISE  
 RISE  
 ROCKET  
 SAIL  
 SIDESLIP  
 SKITTER  
 SOAR  
 STALL  
 SWEEP

SWOOP  
 TURN  
 WAFT  
 WHEEL  
 WHIZ  
 WING  
 ZOOM

# 4-H PetPALS



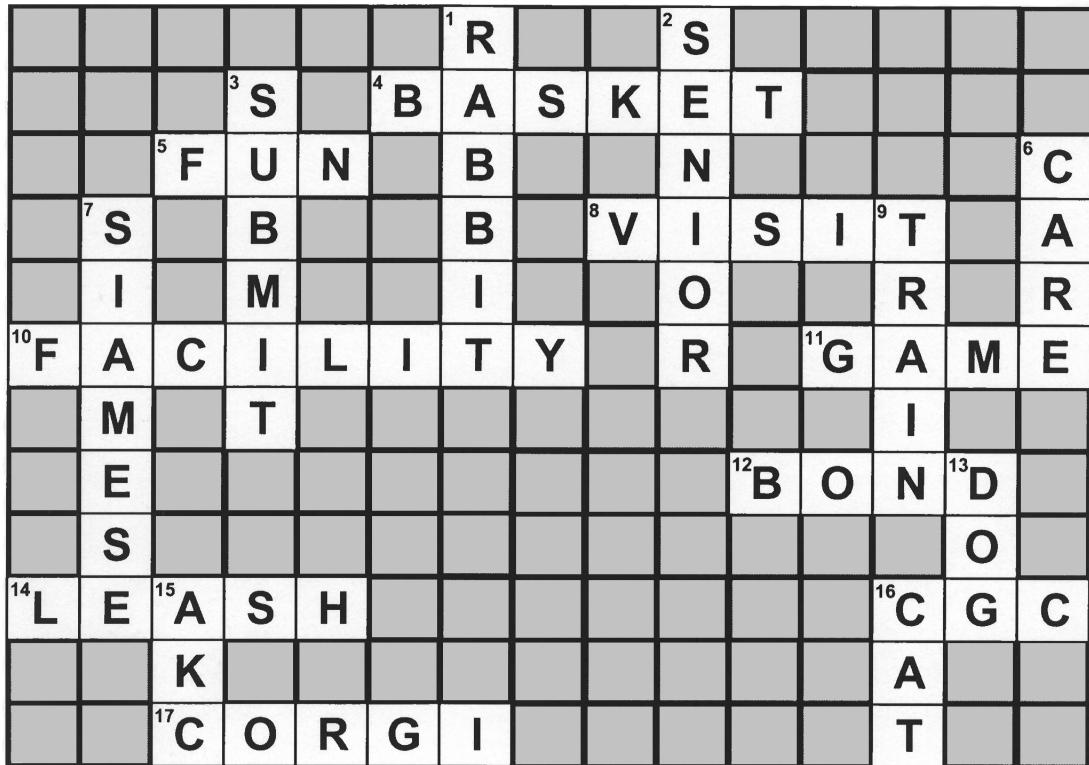
## Across

## Down

- 4. used to carry pet
- 5. 4-H
- 8. interact
- 10. where to visit
- 11. activity to do
- 12. link
- 14. used to lead pet
- 16. Canine Good Citizen
- 17. breed of dog

- 1. lagomorph
- 2. elderly adult
- 3. give in
- 6. interest
- 7. breed of cat
- 9. instruct
- 13. canine
- 15. American Kennel Club
- 16. feline

# 4-H PetPALS



Across	Down
--------	------

4. used to carry pet

5. 4-H

8. interact

10. where to visit

11. activity to do

12. link

14. used to lead pet

16. Canine Good Citizen

17. breed of dog

1. lagomorph

2. elderly adult

3. give in

6. interest

7. breed of cat

9. instruct

13. canine

15. American Kennel Club

16. feline



Has successfully completed steps 1 - 9 of the

## 4-H PetPALS curriculum

(Date)

(Name of 4-H club)

(County, State)



Master 4-H PetPALS Volunteer Leader



Has successfully completed the  
**4-H PetPALS curriculum**  
as an adult partner

(Date)

(Name of 4-H club)

(County, State)

Master 4-H PetPALS Volunteer Leader





Has successfully completed the

## 4-H PetPALS curriculum

(Date)

(Name of 4-H club)

(County, State)

Master 4-H PetPALS Volunteer Leader





# Four-fold Youth Development Skills

## Head

- Utilizing Scientific Method
- Processing Information
- Understanding Systems
- Managing Resources
- Practicing Creativity
- Making Decisions
- Solving Problems
- Visualizing Information
- Learning to Learn
- Reasoning
- Thinking Critically
- Keeping Records
- Planning and Organizing
- Achieving Goals
- Navigating in Your Environment
- Working with Numbers

## Heart

- Communicating
- Interacting Socially
- Cooperating
- Sharing
- Resolving Conflicts
- Valuing Social Justice
- Valuing Diversity
- Building Relationships
- Caring for Others
- Being Empathic
- Thinking Critically
- Keeping Records
- Planning and Organizing
- Achieving Goals
- Navigating in Your Environment
- Working with Numbers

## Hands

- Mastering Technology
- Learning Through
- Community Service
- Volunteering
- Being a Responsible Citizen
- Working in a Team
- Exercising Leadership
- Completing a Project/Task
- Motivating Yourself

## Health

- Being Responsible
- Developing Self Esteem
- Managing Yourself
- Practicing Integrity and Character
- Developing a Sense of Purpose
- Developing a Positive View of Future
- Utilizing Resistance Skills
- Being Resilient
- Managing Stress
- Making Healthy Lifestyle Choices
- Preventing Personal Injury
- Expressing Emotions Positively
- Preventing Disease



# The 4-H Motto

“To Make The Best Better”



[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