



AMERICAN
KENNEL CLUBSM

THE CLASSROOM-PRESENTATION

Revised - September 8, 2008

GOALS:

- To help create a clear mental image of correct breed type according to the standard. This mental image is necessary for good judging – sometimes the correct dog may look different from the others. A presenter has to be able to verbalize this mental image in easy to understand terms.
- Clarify the breed standard. What does it call for? Where is the emphasis? Where do you “give” when judging this breed? Or what are you willing to “forgive” and why?
- Reveal what longtime breeders think and value. What are the hard to get virtues that are treasured and what is the drag of the breed? What are the hallmarks of the breed?
- Familiarize the participant with the development of the breed including its history and purpose and the evolution of breed type. Discuss those features important in a breed relative to its purpose, i.e. a herding dog’s ability to be sure-footed and swift, or a bloodhound having enough extra skin to reach the ground in order to detect scent.
 - Provide BREED SPECIFIC exam techniques such as bite, mouth, the approach, eyes etc...
- Why do you use your hands the way you do and what specifically are you checking for?
- Answer questions regarding the breed and clear up any confusion regarding the standard, breed type and character. Personality: Aloof, overly friendly? What should you expect as a judge when going over a breed? What is acceptable behavior (for example, Min Pins hardly ever stand still).
- Finally, to inspire the prospective judge with the beauty and uniqueness of the breed so that he or she WANTS to judge the breed.



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PACKETS

The packets serve as an ongoing reference. Packets are handed out at the conclusion of the classroom session to avoid distraction from the speaker. The packet should be designed to reinforce and coincide with the material that was presented in the classroom.

Some items for inclusion in the packet:

- AKC Breed Standard
- Illustrated or Pictorial Standard
- Abbreviated standard such as Snapshots or Two-Minute Standard
- The Breeder's Perspective
- Key articles regarding breed type and judging and any other material selected by the Judges Education Committee.
- Bibliography of educational materials
- National club website information including approved Mentors list.

HANDS ON

The better the quality of the dogs the more powerful the presentation. Be sure to include dogs with strong virtues - these qualities will be much better understood if they are seen in the flesh. It is best to provide a wide age range of acceptable type (including color) for the attendees. Use the room provided as a ring and take charge of it as you would if you were actually judging.

If the Breed specific examination has not been covered in the classroom it should be done first.

- What is the best way to approach the breed and what are its idiosyncrasies of temperament?



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- Why do you use your hands the way you do and what specifically are you checking for?
 - Provide BREED SPECIFIC exam techniques such as bite, mouth, the approach, eyes etc...

After the individual examination demonstration has been completed, line up a class of three or more dogs. Have the participants look at the dogs from across the room. This is the time to discuss and compare balance, proportion and shape. Next have the participants walk in line in front of the dogs to take a closer look at expression.

Repeat the above with a class of bitches and field any questions that arise.

Have half the participants go to one end of the room and half go to the other. Move the dogs down and back and field any questions regarding coming and going movement.

Next, have the participants go to one side of the room and move the dogs one at a time to assess side-gait. Ask them to go at least twice so the differences between the dogs are more apparent. Mention appropriate speed, reach, drive, foot timing, topline and efficiency. Turn any questions into a discussion and encourage the attendees to participate. If they are comfortable they will be less hesitant to ask their questions.

Line up the dogs in the center of the room so that participants can go over each one. Work with them individually on the examination and answer their questions.

After the participants have evaluated all the dogs request that they go and stand in front of the dog that is their "best" or class winner. Ask them to speak about the virtues that their choice possessed and encourage discussion at this point. If time permits ask the participants to move to their runner-up and elaborate on the virtues of these dogs. Keep the tone positive at all times and make it enjoyable as well as educational.