

Pet Grooming Curriculum Guide

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Skills Training Certificate - STC 4743



ELAWSINGWEI
GINA'MUO'GUOM
ADULT EDUCATION



Introduction

Note from author: This course guide was created with the Pet Grooming AEP Program of Study document. However, this guide uses the term **Units** in place of competencies, and the writer has also included Unit-specific learning objectives to help focus the lessons.

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Course Goal:

This course aims to provide the learner with the skills, expertise, and drive to pursue a career in pet grooming.

Course competencies (These competencies were created to illustrate the progression of learning):

C1: To gain knowledge about the field of dog grooming and what it entails through class discussions, research, and presentations.

C2: To gain experience in the field of dog grooming with as much hands-on learning as possible.

C3: To become confident in the skills and knowledge that are learned in this course and pursue a career in dog grooming.



Big Question Learning

Each lesson in this program begins with a question to pose to the learners in your class - "Ask your students..." allows you to introduce a new concept, activity, or pose a thought-provoking question to get a conversation started to begin your class. This technique is called Big Question Learning.

Big Question learning supports inquiry-based learning, which

encourages adult learners to think critically and pursue learning outside of the classroom.

Units

Course Introduction

Unit 1: Determine their suitability for the occupation and the training process

Unit 2: Prevent health and safety hazards in the workplace

Unit 3: Establish links between the anatomical characteristics of pets and the grooming process

Unit 4: Communication in the workplace

Unit 5: Interpreting pet behaviour

Unit 6: Prevent infections and contamination

Unit 7: Provide pets with basic hygiene care

Unit 8: Shave or trim a pet's coat

Unit 9: Give a finishing cut

Unit 10: Provide first aid for pets

Unit 11: Carry out administrative tasks

Unit 12: Enter the workforce - Stage

Lessons



Course Introduction

Lesson 1: Introduction to Course - guidelines and expectations	
Activities	Resources & Evaluations
<p>The purpose of this mini-unit is to discuss course expectations. For many students, this might be their first time back in a classroom in a very long time. It's important to reacquaint them with classroom expectations, workload & attendance expectations, and what the goals of the program are.</p> <p>Please read through the Course Introduction Slide presentation with them.</p> <p><i>Note: Part of this presentation requires the class to brainstorm and define their expectations. You can do this on the board together or on some paper. Be sure to display these expectations in the classroom.</i></p>	<p>Course Introduction Slides Presentation</p>

Lesson 2: Introduce Journals	
Activities	Resources & Evaluations
<p>Throughout this course, students will be asked to journal. This is to keep track of their thoughts, learning, and ideas as they navigate the world of pet grooming.</p> <p>Have students set up their journals. Journals should be half a page to a full page in length. They are encouraged to doodle, draw diagrams, take notes, add photos, etc.</p>	
<p>Journal: For their first entry, have students write about why they are here today. Why did they sign up for this course?</p>	<p>Journals</p>

Unit 1: Determine their suitability for the occupation and the training process

Hours: 15

Unit 1 Objectives
<ol style="list-style-type: none">1. The learner explores what skills and knowledge are required to become a pet groomer2. The learner can collect information and research from the appropriate books and websites3. The learner will reflect on and demonstrate through writing and presenting the reasons they want to be a pet groomer

Lesson 1.1: Introduction to Pet Grooming	
Activities	Resources & Evaluations
<p>Ask your students: What do you know about pet grooming? What do pet groomers do?</p> <p>Go through the Pet Grooming 101 Slides presentation together, stopping to discuss questions.</p> <p>Give students a copy of the Important Terms to Know handout and review it together. Quizlet games are available.</p>	<p>Pet Grooming 101</p> <p>Important terms to know</p> <p>Important Terms to Know Quizlet</p>
<p>Journal: Ask students to write a reflective journal entry discussing the following:</p> <ol style="list-style-type: none">1. What are your hopes for this course?2. What is something you are looking forward to learning about?3. What is something that you are nervous to learn about?	<p>Journals</p>

Lesson 1.2: Researching the job	
Activities	Resources & Evaluations
<p>Ask your students: What qualities do you think you need to be a good pet groomer?</p> <p>Activity: Students will research the Pet Groomer job position and create a fake job posting looking for a pet groomer. (See Sample for ideas)</p> <p>They must list the qualifications and qualities needed to be a pet groomer. They must reflect on what they think makes a good pet groomer. They must also attempt to make the posting look good and appeal to prospective hires.</p> <p>Students can create these postings on card paper and decorate them or on Google Slides.</p> <p>Things to consider and discuss beforehand: <i>Do you need a formal education to be a pet groomer? What qualities do you need? Experience? What kind of salary do groomers make?</i></p>	<p>Sample Job Posting</p> <p>Job Search Websites: National Occupation Classification (NOC)</p> <p>Job Bank</p>
<p>Presentation Have students present their job postings to the class and ask them to discuss where they gathered their information for the posting.</p>	<p>Job Posting Presentation Evaluation</p>

Lesson 1.3: Guest Speaker and/or visit a dog grooming business	
Activities	Resources & Evaluations
<p>Before Class: Have students prepare a list of questions to ask the guest speaker before they</p>	

visit. Ask a groomer to visit the class to answer students' questions and to talk about realities of the job.	
Journal: What did I learn about grooming from this visit? Did this visit meet or exceed my expectations of the dog grooming career?	

Lesson 1.4: 10 Things to Consider	
Activities	Resources & Evaluations
<p>As a class, watch the 10 Things to Consider Video and discuss the following questions:</p> <ol style="list-style-type: none"> 1. Have you considered any of these 10 things? 2. Were there any you hadn't considered? 3. Are there any that concern you? 4. Are there any other things you can think of that should be added to this list? 	<p>10 Things to Consider Video</p>
<p>Assignment: As a class, create a pros and cons list that considers what it's like to be a pet groomer.</p> <p>Students may work together or individually, but they should all have a list in their journal.</p>	<p>Journal</p>

Lesson 1.5: Why do I want to be a groomer?	
Activities	Resources & Evaluations
<p>Ask your students: Why do you want to be a groomer?</p> <p>Ask students to reflect on this question and discuss it in class.</p>	

Assignment: Students will write a 500-750 word paper on why they want to be a groomer. This is a personal reflection, so they won't be required to cite sources. Their paper must include an introduction, body, and conclusion.

[5 Paragraph Essays](#)

500-750 [Word Paper Evaluation](#)

Evaluation

[Unit 1 Evaluation](#) - Must print and fill out a copy for each student for their portfolio.

Additional Unit Activities & Notes

Unit 2: Prevent health and safety hazards in the workplace

Hours: 30

Unit 2 Objectives

1. The learner will review and research what rights they have as a self-employed groomer.
2. The learner will examine managing and preventing serious workplace hazards or hazardous situations.
3. The learner will gather materials to create a health and safety resource.

Lesson 2.1: Introduction to rights & responsibilities

Activities	Resources & Evaluations
<p>Ask your students: Why is it important to know about your rights and responsibilities as a pet groomer?</p> <p>Read through the Rights & Responsibilities slides together.</p> <p><i>Provide students with a copy of the slide presentation, as they will be quizzed on the material later on in the unit.</i></p>	<p>Rights & Responsibilities Slides</p> <p>Human Rights Handbook for First Nations</p>
<p>Journal: Discuss the following:</p> <ul style="list-style-type: none">• What is something you learned today?• Did any of this information surprise you? Why or why not?	

Lesson 2: Animal Ethics & Reporting

Activities	Resources & Evaluations
<p>Start class by discussing the following questions:</p> <ul style="list-style-type: none">• What are ethics? How are they defined?	<p>National Groomer Association of Canada's Code of Ethics</p>

<ul style="list-style-type: none"> • Why do you need to have them as pet groomers? • How do we hold ourselves accountable as groomers? • How do we make sure we're doing the right thing? <p>Read through the National Groomer Association of Canada's Code of Ethics. Discuss that as independent groomers, it's important to uphold a code of ethics, to ensure we act responsibly and ethically. Codes of ethics give us something to hold ourselves accountable to. They set a standard to work towards and maintain.</p>	
<p>Assignment: Write your code of ethics. Using Oliver's Dog Groomer's Code of Ethics and the NGA's Code of Ethics as inspiration, create a code of ethics to use in your practice. Consider what is important to you not just as a groomer, but as a person.</p> <ul style="list-style-type: none"> • Can you incorporate the 7 Sacred Teachings? • Can you incorporate any other Indigenous ways of knowing/being? <p>Complete the Code of Ethics and share with classmates for feedback.</p>	<p>Oliver's Dog Groomer's Code of Ethics</p> <p>NGA Code of Ethics</p>

Lesson 3: Animal Ethics and Protection Laws	
Activities	Resources & Evaluations
<p>Ask your students: How do you know if an animal is being mistreated?</p> <p>Read through the Animal Ethics and Protection</p>	<p>Animal Ethics & Protection</p>

<p>Slide presentation and discuss the realities of ethics and pet grooming in Canada.</p> <p>Read the CBC Article “Dog Groomers Consider Ways of Regulating Industry” and discuss the following questions:</p> <ol style="list-style-type: none"> 1. Should all dog groomers adhere to a Code of Ethics? Why or why not? 2. Do you think the pet grooming industry should be federally or provincially regulated? 3. Do you think these regulations are important? Why or why not? 4. How can we protect ourselves as groomers? 	<p>Dog Groomers Consider Ways of Regulating Industry</p>
<p>Journal: Write a reflective journal on the issue of animal ethics. How do they feel about everything? What does ethics mean to them?</p>	<p>Journals</p>

Lesson 4: Provincial Legislation	
Activities	Resources & Evaluations
<p>Ask your students: What do you know about provincial Animal Protection Legislation?</p> <p>Discuss and provide students with both provincial legislation documents.</p>	<p>Quebec Animal Welfare and Safety</p> <p>New Brunswick Society for the Prevention of Cruelty to Animals Act</p>
<p>Assignment: Using the Compare Grid, read through the provincial legislation for Quebec and New Brunswick and compare (similarities) and contrast (differences) the two documents. Ask students to find 3 differences for each province and 3 similarities.</p>	<p>Comparing Animal Welfare Legislation Grid</p>

Lesson 5: Animal Safety at Work	
Activities	Resources & Evaluations
<p>Ask your students: How can we ensure the pets we groom are safe in our care?</p> <p>Print out both Bathtub and Table safety lists for students and read through them together.</p> <p>Use the lists to inspect your grooming space and highlight any areas needing improvement.</p>	<p>Bathtub Safety and Security</p> <p>Table Safety and Security</p>
<p>Assignment: As a class, ensure that your tub and grooming tables are safe and ready for use.</p> <p>Are there any updates needed?</p>	

Lesson 6: Hazard Management at Work	
Activities	Resources & Evaluations
Workshop: TBD	<p>Health & Safety Slides</p> <p>Code of Practice</p>

Lesson 7: Protective Equipment	
Activities	Resources & Evaluations
<p>Ask your students: How can we protect ourselves when grooming an animal?</p> <p>Read through the Protective Equipment slides together and discuss the important role of PPE while grooming.</p>	<p>Protective Equipment</p>

Ask students to think about what kind of risks might occur if proper PE is not used while grooming.	
<p>Research Assignment: Research the risks of not wearing proper PPE while grooming.</p> <p>Fill out the PE Research form to help guide research.</p> <p>Share findings with the class.</p> <p>Remind students to only use credible sources.</p>	PE Research

Lesson 8: WHMIS	
Activities	Resources & Evaluations
<i>To be booked</i>	

Lesson 9: Knowing your limits	
Activities	Resources & Evaluations
<p>Ask your students: When is it okay to refuse a groom?</p> <p>Read the article When Should You Just Say No together and discuss.</p>	<p>When Should You Just Say No</p> <p>Knowing Your Limits Discussion Questions</p>
<p>Assignment: complete the Knowing Your Limits questions. Discuss answers as a class.</p>	

Lesson 10: Incident Reports

Activities	Resources & Evaluations
<p>Ask your students: Have you ever filed an incident or event report?</p> <p>Discuss the importance of reports and the steps that go into filing them.</p>	<p>Building Inspection Report</p> <p>Event Report</p> <p>Incident Analysis Report</p>
<p>Assignment: Conduct an inspection and file report.</p>	

Lesson 11: Test of terms	
Activities	Resources & Evaluations
Have students write the Unit 2 Test.	<p>Unit 2 Test</p> <p>Unit 2 Answer Key</p>

Evaluation
<p>Unit 2 Evaluation - Must print and fill out a copy for each student for their portfolio.</p>

Additional Unit Activities & Notes

Unit 3: Establish links between the anatomical characteristics of pets and the grooming process

Hours: 45

Unit 3 Objectives

1. The learner examines the different health and physical abnormalities that can present
2. The learner explains the role animal-specific anatomy plays in safe and effective grooming practices
3. The learner creates a grooming profile and plans out each groom before even touching the animal

Lesson 1: Introduction to Canine Anatomy

Activities	Resources & Evaluations
<p>Ask the class and discuss: <i>Why is it important to know the anatomy of a dog before grooming them?</i></p> <p>Read The Importance of Canine Anatomy article together</p> <p>watch the video canine anatomy related to article</p> <p>Class discussion:</p> <p>A. Revisit: Why is anatomy important to consider in the grooming process?</p> <p>B. What else can anatomy teach or tell us about our pets? (health, etc)</p> <p>Look at basic muscle structures on pg 20, look at head shapes, measuring points/body types, common physical landmarks in pattern setting pgs 22-25 (Notes from the grooming table) together.</p> <p>Watch videos:</p>	<p>The Importance of Canine Anatomy</p> <p>Canine anatomy related to article</p> <p>Notes from the Grooming Table (pp. 20, 22-25)</p> <p>Understanding a dog's anatomy can improve your grooming</p> <p>Round head shape grooming style</p>

[understanding a dog's anatomy can improve your grooming](#)

[round head shape grooming style](#)

Journal Entry & Class discussion:

- A. What are the three main types of head shapes?
- B. What are the two main types of body shapes?
- C. What is a measuring point?
- D. Name three major physical landmarks on a dog.
- E. Explain the importance of understanding anatomy and how it can help you better groom each pet
- F. Talk a little bit about what you learned from the videos

Lesson 2: Canine Anatomy

Activities	Resources & Evaluations
<p>Review: Why is it important to learn about the anatomy of a dog?</p> <p>Go over the powerpoint Canine Anatomy Get students to write in journal key points from the powerpoint.</p> <p>Watch Learn About a Dog's Anatomy Video for a basic overview and anatomy lesson. (if time)</p> <p>Give them blank diagrams in a clear sleeve to be able to use a white board marker on to fill in. They can take turns quizzing each other</p>	<p>Canine Anatomy</p> <p>Notes from the Grooming Table (p.21)</p> <p>Julie's Book (p. 33)</p> <p>Learn About a Dog's Anatomy (if time)</p>
<p>Evaluation: Have students complete a fill-in-the-blank quiz. Allow them to use their</p>	<p>Canine Anatomy Quiz & Answers: Canine</p>

textbook to fill in the answers.	Anatomy Quiz
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Lesson 3: Canine Anatomy: Breed related anatomy	
Activities	Resources & Evaluations
<p>Go over PowerPoint</p> <p>Journal entry & class discussion:</p> <ol style="list-style-type: none"> 1. Why is it important to know breeds and their specific anatomy? 2. Why do you need to know what coat types there are? 3. Why is it important to understand your breeds? 4. How will this lesson help you better groom a pet? 	<p>Breed Related Anatomy</p>
<p>Evaluation: Small breeds quiz</p> <p>Take home assignment: Breed Research Assignment</p>	<p>Canine Breed Quiz</p> <p>Canine Breed Answers (Document has 2 tabs)</p> <p>Breed Profile: Research Assignment</p>

Lesson 4: Canine Abnormalities	
Activities	Resources & Evaluations
<p>Review the Canine Abnormalities Slides and ask students to take notes in their journals of the prominent abnormalities featured in the presentation.</p>	<p>Canine Abnormalities Slides</p> <p>Humane Society Guide to congenital heritable disorders in dogs</p>

Ask students to select one abnormality to look closer at. They may also The Humane Society disorders list	
<p>Assignment: Create an infographic or informative poster on a common canine abnormality.</p> <p>The infographic must include:</p> <ul style="list-style-type: none"> • A detailed description of the abnormality • A photo or diagram of the abnormality • Any relevant statistics and facts • Which breeds are affected • Any prevention measures 	<p>What is an infographic?</p> <p>Infographic Sample</p> <p>Informative Poster Sample</p>

Lesson 5: Taking precautions and avoiding injury	
Activities	Resources & Evaluations
<p>Ask your students: What are some precautions we can take as groomers to avoid injuries on the job?</p> <p>Read through both articles and reflect in your journal.</p>	<p>The 20 worst dog grooming mistakes to avoid making</p> <p>Dog grooming: avoid injuries and what to do if they happen</p>
<p>Journal: Reflect on both articles and consider ...</p> <ol style="list-style-type: none"> 1. What are some important things a groomer can do to avoid causing injury? 2. What are some of the gravest mistakes a groomer can make? 3. How can we avoid making these mistakes? 	

4. What are your biggest takeaways from these articles? What stuck out to you?	
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Lesson 6: Cat anatomy, abnormalities and precautions to consider	
Activities	Resources & Evaluations
Review the Cat Anatomy slides presentation and discuss the most important abnormalities or diseases to look out for.	Cat Anatomy
Journal: Reflect on how learners plan on approaching cat grooms. How can they screen cats for abnormalities/potential diseases? What should they look for? What important markers are they looking for?	

Lesson 7: Pre-work	
Activities	Resources & Evaluations
Questions to discuss: <ul style="list-style-type: none"> • Why is this step important? • What steps are needed before you start a groom? • Is prep work the same for every groom? • What is something you can ask the owners to do beforehand? 	Prep Work Video
Assignment: Create a pre-work checklist together. Things to consider: <ul style="list-style-type: none"> - Bathing - Checking for ailments - State of their fur - Basic health info, etc. Review p. 32-33 in Notes from the Grooming Table together as a class. Note any steps that	Pre-work checklist template

were left out and add them to the checklist.	
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Lesson 8: Tools and Equipment

Activities	Resources & Evaluations
<p>Class discussion: As a class, make a list of all of the tools you think are used while grooming. Brainstorm on the board together.</p> <ul style="list-style-type: none"> • Review Notes from the Grooming Table pp. 26 - 30 • Watch Groomer Starter Kit video • The instructor should bring tools in to show students. 	<p>Groomer Starter Kit</p>
<p>Assignment: Create a tools and equipment inventory list; research where to purchase tools and how much they will cost.</p>	<p>Students will require a computer to complete the list and do research.</p>

Lesson 9 : Other animals

Activities	Resources & Evaluations
<p>Ask your students: Besides cats and dogs, what other pets might require a visit to the groomer?</p> <p>While not as common, these pets can also visit a groomer: ferrets, hamsters, gerbils, chinchillas, mice, bunnies, and rats.</p> <p>Watch the video of a ferret being groomed to see how an unconventional pet gets groomed.</p>	<p>Ferret Grooming</p> <p>Article: grooming small pets</p>

Discuss how the groom went - what are some of the similarities or differences they noticed from grooming a cat or a dog?	
<p>Journal Assignment:</p> <p>Read the article on Grooming Small Pets and discuss as a group what kind of grooming each pet requires at home and by a groomer.</p> <p>Questions to answer:</p> <ol style="list-style-type: none"> 1. How can I groom a small pet? 2. How is this groom different from grooming a dog? 3. What are the steps I need to take when approaching this groom? List them. 4. Other than basic hygiene, what else am I taking care of or looking for on a smaller pet? <p><i>Be sure to encourage students to approach small pets like cats and dogs - check for ailments, injuries, and other concerns their owners may have missed.</i></p>	

Lesson10 : Case Study: Standard Schnauzer (p. 232)	
Activities	Resources & Evaluations
<p>Read through pp. 232 - 236 from Notes from the Grooming Table together and discuss the importance of understanding the characteristics and individual anatomy of each breed. In this case, the Standard Schnauzer.</p> <p>Read through Max the Schnauzer's profile and discuss what kind of grooming plan he would require. What tools? What treatments? Etc.</p>	<p>pp. 232 - 236 from Notes from the Grooming Table</p> <p>Schnauzer profile</p>

Record notes on the board together.	
Discuss: What makes a schnauzer special? What kind of grooming do they specifically require? What are Max's specific needs? How would you groom Max?	

Lesson 11: Individual case study project	
Activities	Resources & Evaluations
<p>Using the animal profile sample, create an animal profile for a pretend client.</p> <p>Present project to peers</p> <p>Project guidelines:</p> <ul style="list-style-type: none"> - Create an animal profile - name age, head shape, body shape, etc. - Grooming plan for animal - Tools needed - Anatomy diagram of that particular breed - Present plan to peers for feedback 	<p>Animal Profile Sample</p>
Assignment: Animal profile, grooming plan, anatomy diagram and presentation	Unit 3 Project Evaluation

Evaluation
Unit 3 Evaluation - Must print and fill out a copy for each student for their portfolio.

Additional Unit Activities & Notes
The Ultimate Dog Grooming Quiz: How Much Do You TRULY Know? - QC Pet Studies

Unit 4: Communication in the workplace

Hours: 30

Unit 4 Objectives

1. The learner explores the different forms of communication used in the workplace to determine which ones are effective in a pet grooming scenario
2. The learner will experiment with effective communication strategies, such as active listening, in role-play scenarios
3. The learner will synthesize the Seven Sacred Teachings with effective communication skills and explain how they compliment one another

Lesson 1: What is communication?

Activities	Resources & Evaluations
<p>Ask your students: What is communication?</p> <p>Work through the slides presentation together. Define communication in groups. Investigate the different types of communication and why it's so important.</p> <p>This is an overview of what communication is and why it matters.</p>	<p>Communication in the Workplace Slides</p>
<p>Assignment: Write a journal entry discussing a time in their life when they had a communication breakdown or a communication success.</p>	<p>Journals</p>

Lesson 2: Active Listening

Activities	Resources & Evaluations
<p>Ask your students: Why is listening important? What do you think makes someone a good</p>	<p>Sheldon is a bad listener</p>

<p>listener?</p> <p>Watch Sheldon is a bad listener video and discuss the following as a group:</p> <ol style="list-style-type: none"> 1. Who was better at listening? Why do you think they were the better listener? 2. Do you think they communicated well and listened to one another? Why or why not? <p>Watch the Active Listening and take note of the 4 principles that make someone a good listener together as a class.</p> <p>They are:</p> <ul style="list-style-type: none"> • Removing any distractions, especially phones • Trying not to interrupt, asking open-ended questions when in break • Focusing on the present moment, asking the other if you miss the details • Don't be afraid of silence, both can use those moments to think of a more thoughtful conversation. <p>Have students write them down in their journals.</p> <p>Using these 4 principles, rewatch the Sheldon/Leonard conversation and revisit the questions.</p> <ol style="list-style-type: none"> 1. Who was the best at listening? Why? 2. What could they both have done to make the conversation flow better? 3. What would you have done in this situation? 	<p>Active Listening video</p>
<p>Activity: Have your students pair up. They must take turns talking about themselves (5 mins each) and practising their active listening. At</p>	

the end of their convos - they need to present 5 facts about their partners. No writing/only listening.	
Reflect and discuss as a group.	

Lesson 3: Communication Role Play	
Activities	Resources & Evaluations
Role Play: Using the roleplay scenarios, break into small groups or pairs and roleplay how you would handle each communication dilemma. Refer to the 4 principles as much as possible. Present in front of the group.	Role Play Scenarios
Evaluation: Presentation of role-play conversations (marks towards participation)	Roleplay Evaluation

Lesson 4: Communicating with Clients	
Activities	Resources & Evaluations
Read through the Communication with Clients slides presentation together to discuss the different	Communication with Clients
Scenarios: Read through each scenario together. Please consider: <ol style="list-style-type: none"> 1. Where is the communication breakdown? 2. Could this breakdown have been avoided? How? 3. What would you do to remedy the breakdown? 	Client communication scenarios

<p>For instructor: Refer to the Client communication scenarios doc for ideas on where the breakdown happened, as well as some resolutions.</p>	
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Lesson 5: 7 Sacred Teachings and Communication	
Activities	Resources & Evaluations
<p>Ask your students: How does each of the 7 sacred teachings contribute to how we communicate?</p> <p>Discuss how the 7 Sacred Teachings are connected to good and effective communication techniques. Go through each teaching and make links as a group.</p> <p><i>Ask students to take notes as they will assemble a presentation to share with the class.</i></p>	<p>7 Sacred Teachings</p>
<p>Assignment: Create Slides/Canva/PP presentation making connections between the 7ST and effective communication.</p> <p>Their presentation should show the following:</p> <ul style="list-style-type: none"> - Define what effective communication looks like - What role do the 7 sacred teachings play in effective communication? - Examples of this in real-life situations 	<p>7 Sacred Teaching Presentation Evaluation</p>

Lesson 6: Greetings	
Activities	Resources & Evaluations
<p>Ask your students: Why is it important to greet someone in their native/birth language?</p>	<p>The Life-Changing Act of Saying Hello</p>

<p>Watch the video: The Life-Changing Act of Saying Hello</p> <p>Discuss:</p> <ol style="list-style-type: none"> 1. What is the message of this video? 2. What can we learn from this greeter? 3. How do you feel when greeted in a new space? 4. How do you feel when you're ignored? <p>Discuss the importance of being greeted. And how it also feels to be greeted in your language. Have students think about the importance of this in running their own business.</p>	
Create a document with basic greetings in Mi'gmaq, French, English, etc.	Computer

Lesson 7: Client Roleplay	
Activities	Resources & Evaluations
<p>In pairs or small groups, students will create two roleplay scenarios:</p> <ol style="list-style-type: none"> 1. A scenario where there is a communication breakdown. <p>Students will select a specific communication breakdown from the Communication Barriers slide in this presentation. They may also identify a new one. They will write and perform a short sketch showing the breakdown and the consequences of that breakdown.</p> <ol style="list-style-type: none"> 2. A similar or the same scenario, but the communication breakdown has been resolved or avoided by using effective 	<p>Revisit the Communication Barriers</p>

communication strategies. Students will also need to write and perform this sketch.	
<p>Assignment:</p> <p>Students will present their Role Play Scenarios and submit their scripts and a detailed explanation of the communication breakdown and the way to fix it using effective communication strategies.</p> <p>Students will evaluate their peers using the Evaluation and Feedback form.</p> <p>They will then discuss the evaluations as a group using effective communication skills.</p>	<p>Peer Evaluation and Feedback Form (Not counted towards their final grade, but a good chance to practice effective communication)</p> <p>Role Play Teacher Evaluation</p>

Lesson 8: Social Media	
Activities	Resources & Evaluations
<p>Ask your students: Do you think your social media posts affect your business? Why or why not?</p> <p>Discuss the role social media can play in making or breaking a business.</p> <p>Journal: How do you plan on using social media to start/promote your pet grooming business? Consider all of the ways you can use it, as well as some of the obstacles you may encounter.</p>	<p>Social Media Slides</p>
<p>Assignment: Create an advertisement for your prospective pet grooming business on Canva. Think about:</p> <ul style="list-style-type: none"> • The language you are using • what information is important for the ad 	<p>No formal evaluation - worth 15 points if completed.</p>

<ul style="list-style-type: none"> • What images you are using • The design/colours - is it eye-catching? • Your audience - whom does it appeal to? 	
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Evaluation

[Unit 4 Evaluation](#) - Must print and fill out a copy for each student for their portfolio.

Additional Unit Activities & Notes

Unit 5: Interpreting Pet Behaviour

Hours: 60

Unit 5 Objectives

1. Learners will explore different dog breeds and categories their behaviours using an ethogram.
2. Learners will make connections between behavioural challenges and breed type, developmental stage, pet health, and other factors that influence pet behaviour.
3. Learners will research ways to discourage and prevent negative or dangerous behaviour including counterconditioning and desensitization.

Lesson 1: Ethograms

Activities	Resources & Evaluations
<p>Ask your students: Do all dog breeds behave the same way? Are some breeds more aggressive? Docile? Social?</p> <p>Read through the Dog Ethograms slides presentation and discuss as a class, reflecting on the following questions:</p> <ol style="list-style-type: none">1. What can these ethograms teach us?2. Is it important as groomers to be familiar with specific-breed behaviours? Why? Why not?	<p>Dog Ethograms</p>
<p>Assignment: Ask students to pick one of the following Breed Types to create an ethogram:</p> <ul style="list-style-type: none">• Hound Dogs• Working Dogs• Terrier Dogs• Toy Dogs• Non-sporting Dogs• Misc/Utility Dogs	<p>Breed Ethogram Chart</p> <p>Breed Ethogram Evaluation</p>

<ul style="list-style-type: none"> - Use the Breed Ethogram Chart - Ask students to focus on only 3 behavioural categories. - Have each student pick a different breed type - Compare and contrast their findings <p>Journal: Reflect on what they found out about that specific breed type. What do they think it would be like to groom that type of dog? What challenges might they encounter? How could they work around those challenges?</p>	Journals
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Lesson 2: Understanding Animal Behaviour	
Activities	Resources & Evaluations
<p>Ask your students: What do we already know about pet behaviour? What influences it? What are some things we can control and some that we can't?</p> <p>Read through the Understanding Dog Behaviour slides together and discuss the questions at the end of the Slides as a group.</p>	<p>Understanding Dog Behaviour</p>
<p>Journal: Read through Behaviour Scenarios Part 1 and reflect on them in their journals.</p> <p>Share and reflect as a group.</p>	<p>Behaviour Scenarios Part 1</p> <p>For teachers: Behavior Scenario Responses</p>

Lesson 3: Greetings and Important Body Language	
Activities	Resources & Evaluations
<p>Ask your students: What can a dog's body</p>	<p>Greetings and Body</p>

groom. How would you greet them? How would you proceed with the groom?	
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Lesson 5: Basic Needs of the Dog	
Activities	Resources & Evaluations
<p>Ask your students: What is a basic need? How do the basic needs of humans differ from those of a dog?</p> <p>Read both articles and ask students to pick one to reflect on.</p>	<p>Basic Needs of the Dog Article</p> <p>17 Basic Needs of Dogs</p>
<p>Journal: Write a page reflection on one of the articles.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • What are the key points of the article? • How can I apply what I learned in this article into my pet grooming practice? 	Journals

Lesson 6: Distemper and Aggression	
Activities	Resources & Evaluations
<p>Ask your students: What causes aggression in dogs?</p> <p>Read through the Canine Distemper & Aggression Slides presentation together.</p> <p>Work through the Distemper and Aggression Scenarios together - have students brainstorm ideas and guide them through each step. Roleplay if students are willing.</p>	<p>Canine Distemper & Aggression</p> <p>Distemper & Aggression Scenarios</p>
<p>Journal:</p> <p>After each scenario, encourage students to</p>	Journals

<p>reflect on:</p> <ul style="list-style-type: none"> • What went well in their approach? • What could have been done differently? • How they felt during the “roleplay” and how they might improve handling similar situations in real life? 	
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Lesson 7: Counterconditioning and Corrective Techniques	
Activities	Resources & Evaluations
<p>Ask your students: Can we prevent or stop aggressive behaviour? How?</p> <p>Read the Introduction to Desensitization and Counterconditioning article and answer the discussion questions.</p>	<p>Introduction to Desensitization and Counterconditioning</p> <p>Discussion Questions</p>
<p>Assignment: Discussion Questions</p>	<p>Discussion Questions</p> <p>Discussion Questions</p> <p>Evaluation</p>

Lesson 8: What if I get bit?	
Activities	Resources & Evaluations
<p>Ask your students: What happens if you get bit?</p> <p>Read through the Getting Bit Slides together and discuss what to do if an incident occurs and how to be proactive in avoiding any incidents.</p>	<p>Getting Bit</p>
<p>Journal: Ask students to discuss what measures</p>	<p>Journals</p>

<p>they would put in place to try to avoid a biting incident. Ask them to revisit and consider the following:</p> <p>What are my responsibilities as a groomer? Did I understand the medical history of the animal? Know the breed? Their developmental stage? etc.</p>	
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Lesson 9: Creating the ideal grooming environment	
Activities	Resources & Evaluations
<p>Ask your students: How can we create an ideal grooming environment? Can such a place exist?</p> <p>Discuss what an ideal grooming environment might look like. Things to consider:</p> <ul style="list-style-type: none"> • Space • Lighting • Location • Sounds • Tools • Products • Practices 	
<p>Assignment: Design your ideal grooming space. Use paper/markers/pencil crayons and draw your ideal grooming space. Consider the grooming area, reception, office space, etc.</p> <p>In Journal, reflect on why this space is ideal for you. You may also discuss any other aspects that you cannot show in your drawing.</p>	<p>Paper Markers and pencil crayons Journals</p> <p>Ideal Grooming Environment Evaluation</p>

Evaluation
Unit 5 Evaluation - Must print and fill out a copy for each student for their portfolio.

Additional Unit Activities & Notes
Bring in a pet behaviour specialist or trainer.

Unit 6: Prevent Infections and Contamination

Hours: 45

Unit 6 Objectives

1. The learner identifies the current industry standards and protocols that exist in regard to hygiene, safety, and the prevention of contamination.
2. The learner explores and discusses the common infectious diseases that animals are susceptible to in a grooming environment and how to avoid spreading them.
3. The learner evaluates which risk management and hygiene/cleaning practices are important and determines which ones they will apply to their pet grooming business.

Lesson 1: Current Protocols and Documents

Activities	Resources & Evaluations
<p>Ask your students: What protocols should pet groomers implement to prevent infections or further contamination of infectious diseases?</p> <p>Discuss and scribe ideas on the whiteboard.</p>	
<p>Assignment: Students will research what information is already out there regarding current protocols in the industry. They may want to refer to the National Groomer's Association Code of Practice to get them started.</p> <p>They will write a 400-word summary of what their findings are. They will also reflect on what impact these findings have on the current state of the pet grooming industry and how it affects day-to-day health and safety risks.</p>	<p>NGA Code of Practice</p> <p>Protocol Summary Marking Guide</p>

Lesson 2: Identifying signs of inflammation and potential infection	
Activities	Resources & Evaluations
<p>Ask your students: What are the signs of inflammation? What about infection?</p> <p>Read through the Inflammation & Infection slides presentation as a class.</p>	<p>Inflammation & Infection</p>
<p>Assignment: Pick one of the three following questions to discuss in their journal.</p> <ol style="list-style-type: none"> 1. As a groomer, you may notice subtle signs of illness during a grooming session. What early signs of sepsis could you observe in a dog, and how would you handle the situation to ensure the pet gets the appropriate veterinary care? 2. Since grooming involves handling a dog's skin and coat, what specific grooming practices can help reduce the risk of infections that might lead to sepsis? How can you educate pet owners on the importance of maintaining good hygiene between grooming appointments? 3. In cases where you observe signs of a potential infection, what is your professional responsibility as a groomer in communicating these concerns to the pet owner? How can you balance offering advice while staying within the boundaries of your role as a groomer rather than a veterinary professional? 	<p>Journals</p>

Which communication tactics can you apply here? Any of the 7 Sacred teachings?	
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Lesson 3: Basic practices for preventing the transmission of infections	
Activities	Resources & Evaluations
<p>Ask your students: What are some things we can do as groomers to help prevent infection in the pets we groom?</p> <p>Read through the Basic Hygiene Practices slides together.</p> <p>Discuss the importance of proper hygiene while grooming to avoid contamination and prevent the animal from developing an infection. Also, it is important for groomers to protect themselves from contamination.</p> <p>Review the Bacterial vs Viral Infections article with students.</p>	<p>Basic Hygiene Practices</p> <p>Bacterial vs. Viral Infections: The Differences Explained</p>
<p>Assignment: Have students write and design a hygiene checklist to print and place in their pet grooming business.</p> <p>This checklist should serve as a visual reminder to maintain good hygiene in the workplace.</p> <p>They can create one using a Google Doc, Slides, or Canva.</p>	<p>Checklist design examples: Example 1 Example 2 Example 3 Example 4</p> <p>(Evaluate with Journals - full marks for completion)</p>

Lesson 4: Natural protection - Immune system response	
Activities	Resources & Evaluations

<p>Ask your students: What are the ways in which animals naturally protect themselves against disease or illness?</p> <p>Read the Immune System Response article and complete the discussion questions as an assignment.</p>	Immune System Response
<p>Assignment: Answer the following discussion questions in their journals:</p> <ol style="list-style-type: none"> 1. How do physical barriers, such as skin and mucous membranes, function as the first line of defense in a dog's immune system? 2. What roles do nonspecific (innate) immunity and specific (adaptive) immunity play in protecting dogs from infections, and how do they differ? 3. In what ways can the immune system malfunction in dogs, leading to disorders such as allergies, autoimmune diseases, or immunodeficiency? 4. Why is it important for pet groomers to understand the basics of a dog's immune system and how immune responses can impact a dog's skin and overall health? 	Discussion Questions Journals

Lesson 5: Types of Infectious Diseases (Different species)	
Activities	Resources & Evaluations
<p>Ask your students: What are some of the most common infectious diseases animals can carry and spread?</p>	Animal Diseases

Read through the Animal Diseases slides together.	
Evaluation: Matching quiz	Matching Quiz Matching Quiz Answers

Lesson 6: Preventing Transmission and Spread	
Activities	Resources & Evaluations
<p>Ask your students: What is the chain of transmission? Have you heard this term before? What do you think it means?</p> <p>Read through the Preventing Transmission and Spread slides together and discuss.</p>	<p>Preventing Transmission and Spread</p>
<p>Journal: Discuss the following questions:</p> <ol style="list-style-type: none"> 1. What preventive measures can grooming salons implement to minimize the risk of infection transmission among pets, staff, and clients? Which of these measures might be the most challenging to enforce, and why? 2. How can pet groomers balance business needs with safety concerns when dealing with high-risk pets (e.g., aggressive animals, immunocompromised pets, or those with contagious conditions)? Should grooming policies be standardized, or should they vary based on individual cases? 	

<h2>Lesson 7: Hygiene Practices & Cleaning</h2>

Activities	Resources & Evaluations
<p>Ask your students: What steps can we take to avoid cross-contamination in our workspaces?</p> <p>Cleaning Slides - A lot of this information will have already been covered in a previous slides presentation, so use this as a reminder and a means to revisit the information already covered.</p> <p>Read the article Sanitation for Safety to read about one groomer's opinion on the importance of proper cleaning to avoid cross-contamination.</p>	<p>Cleaning Slides</p> <p>Sanitation for Safety</p>
<p>Journal: In their journal. have the students a) compile a list of all of the hygiene products they should always have on hand and b) make a check-list of all of the cleaning practices they can implement to ensure they don't cross-contaminate.</p>	<p>Journals</p>

Lesson 8: A Closer Look at Cleaning	
Activities	Resources & Evaluations
<p>Ask your students: What's the difference between cleaning and sanitizing? Between disinfecting and sterilizing?</p> <p>Read through the In-Depth Cleaning slide and complete the Cleaning Situations together in class.</p>	<p>In-Depth Cleaning</p> <p>Cleaning Situations</p>
<p>Assignment: List and classify all of the cleaners in their households. Bring to class to discuss.</p>	<p>Home Cleaners Inventory</p>

Lesson 9: How to handle and dispose of contaminated materials

Activities	Resources & Evaluations
<p>Ask your students: What are the local protocols for handling and disposing of contaminated materials?</p> <p>In the Cleaning Slides, students looked at ways to dispose of contaminated materials. However, becoming familiar with the local protocols for handling and disposing of contaminated materials is important.</p>	
<p>Assignment: Research how to handle and dispose of contaminated materials and make notes in their journal.</p> <ol style="list-style-type: none"> 1. Define contaminated 2. Identify what is considered to be a contaminated material (Examples) 3. How to handle and dispose of locally 	Journals

Lesson 10: Scenarios	
Activities	Resources & Evaluations
Read through the three scenarios and discuss possible outcomes/strategies by using the discussion questions to guide their train of thought.	Unit 6 Scenarios For Instructors: Unit 6 Scenarios - Possible Outcomes
Journals: Discuss how they handle each of the three scenarios. Share answers with the class.	Journals

Lesson 11: Project: Infection Control Protocol Handbook	
Activities	Resources & Evaluations

<p>Project: Students create a handbook outlining infection control procedures in a grooming salon.</p> <p>Key Components:</p> <ul style="list-style-type: none"> • Steps for disinfecting tools, surfaces, and grooming stations • Policies for handling pets with suspected contagious conditions • Proper handwashing and PPE use • Client communication scripts for refusing service due to health risks. 	<p>Infection Control Protocol Handbook Evaluation</p>
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<p>Evaluation</p>
<p>Unit 6 Evaluation - Must print and fill out a copy for each student for their portfolio.</p>

Unit 7: Basic Hygiene Care for Pets

Hours: 60

Unit 7 Objectives

1. Learners will observe bathing, drying, and nail trimming in a grooming scenario.
2. Learners will study the different types of bathing and drying techniques that exist for different dog breeds and coat/hair types.
3. Learners will reflect on and apply the techniques they have studied and practice bathing, drying, and nail trimming on a pet under the guidance of their instructor(s).

Lesson 1: Grooming: Hygiene Steps (Overview)

Activities	Resources & Evaluations
<p>Ask your students: What steps are involved when bathing an animal during a groom?</p> <p>Take some time to discuss what the learners already know and what steps they think are included.</p> <p>Read through the Grooming: Bathing Steps together and pages 63-75 of Notes from the Grooming Table, which outline how breed types should be washed and dried.</p>	<p>Grooming: Bathing Steps</p> <p>Notes from the Grooming Table Book: pp. 63 - 75</p>
<p>Assignment: Have students create a list of steps that need to be followed before, during, and after the bathing portion of the groom.</p> <p>These steps will be updated over the next couple of units, but students may want to print a copy to hang by their grooming stations.</p>	

Lesson 2: Pre-Groom Hygiene Physical Characteristics	
Activities	Resources & Evaluations
<p>Ask your students: What physical checks on the animal should you do before you groom?</p> <p>Read through the Pre-Grooming Hygiene Checks notes - stopping to read through the links included and the photocopies from the Notes from the Grooming Table.</p>	<p>Pre-Grooming Hygiene Checks</p> <p>Photocopy: Notes from the Grooming Table Pages: 36-37 Ears Pages: 60-61 Structure of the mat</p>
<p>Assignment: Update pre-grooming steps. Note: this is a working document and will be updated periodically.</p>	

Lesson 3: Brushing Techniques	
Activities	Resources & Evaluations
<p>Ask your students: How important is the role of brushing in the overall groom?</p> <p>Read through Brushing Techniques together, watch the video, and discuss questions.</p> <p>Have students practice on an animal.</p>	<p>Brushing Techniques</p> <p>Photocopies: Notes from the Grooming Table pages: 28</p>
<p>Assignment: In their journals, have students reflect on what they have learned from this lesson.</p> <p>Some areas to reflect on:</p> <ul style="list-style-type: none"> • What tools are needed? • What techniques are important? • How important is the role of brushing in the overall groom? 	<p>Journals</p>

Lesson 4: Nail Trimming	
Activities	Resources & Evaluations
<p>Ask your students: What is the importance of nail care in the grooming process?</p> <p>Read through the Nail Trimming slides presentation and the Notes from the Grooming Table handouts.</p> <p>Practice trimming nails in class.</p>	<p>Nail Trimming</p> <p>Notes from the Grooming Table pages 34-35</p>
<p>Assignment: Write a journal entry reflecting on their experience trimming nails.</p> <p>Some things to reflect on:</p> <ul style="list-style-type: none"> • What is the importance of nail care? • What are some ways we can trim nails on an animal who is anxious or not cooperative? • How can we ensure we're not trimming the nails too short? 	<p>Journals</p>

Lesson 5: Bathing & Drying Practice	
Activities	Resources & Evaluations
<p>Ask your students: What do we already know about bathing and drying?</p> <p>Review what has already been covered.</p> <p>Read through pages 38-43 of Notes from the Grooming Table together.</p> <p>Watch Video: Bathing & Drying - The Basics &</p>	<p>Photocopy:</p> <p>Notes from the Grooming Table: pp. 38 - 43</p>

<p>discuss the following questions:</p> <ol style="list-style-type: none"> 1. Did you observe any techniques you'd like to try in this video? If so, what are they? 2. What do you think went well with this bathing/drying? 3. What do you think the groomer could do differently? <p>Practice Bathing and Drying animals.</p>	
<p>Assignment: Write a journal entry reflecting on their experience bathing and drying an animal.</p>	Journals

Lesson 6: Breed type - Project	
Activities	Resources & Evaluations
<p>Assignment: Have students select two of the following breeds:</p> <p>Mini Schnauzer Golden Doodle Standard Poodle West Highland Terrier Yorkshire Terrier Maltese Cocker Spaniel</p> <p><i>(Note: Ask students to select different ones, so as many breeds are covered)</i></p> <p>Review all pet profiles together before they select their two.</p> <p><u>Create a Grooming Plan</u> for this breed. Include: Creating a Pet file, Age and Stage, behavioural or Personality Needs, Hair or Coat Type, Pre-work needed, Nail Trimming techniques, Brushing Techniques, Bathing Steps, Drying, Tools Needed, and Products to be used.</p>	<p>Pet Profiles to print:</p> <p>Mini Schnauzer Golden Doodle Standard Poodle West Highland Terrier Yorkshire Terrier Maltese Cocker Spaniel</p>

<p><i>Stop there. The shaving/trimming will come in the next unit.</i></p> <p>If possible, try to bring in one of these types of breeds for practice.</p>	
Evaluation:	Breed Types Project Evaluation

Lesson 7: Practice and Self-assessment	
Activities	Resources & Evaluations
Assignment: After each groom, have students complete a Self-Evaluation form.	Grooming Self-Evaluation 1

Evaluation
Unit 7 Evaluation - Must print and fill out a copy for each student for their portfolio.

Unit 8: Shaving or Trimming Pet Hair

Hours: 45

Unit 8 Objectives

1. Learners will observe coat trimming/cutting in a grooming scenario.
2. Learners will study the different types of trimming/cutting techniques that exist for different dog breeds and coat/hair types.
3. Learners will reflect on and apply the techniques they have studied and practice coat trimming/cutting on a pet under the guidance of their instructor(s).

Lesson 1: How to hold your scissors

Activities	Resources & Evaluations
<p>Ask your students: Why is it important to correctly hold your scissors while grooming?</p> <p>Watch the following videos:</p> <p>How to hold your scissors Different Types of Scissors</p> <p>Read and review Page 27 from Notes from the Grooming Table - discussing the different types of scissors needed for a groom - which scissors for which type.</p> <p>Have students practice holding the scissors and practice cutting faux fur or a similar texture.</p>	<p>How to hold your scissors</p> <p>Different Types of Scissors</p> <p>Notes from the Grooming Table: p. 27</p>
<p>Journal: Reflect on the following questions -</p> <ol style="list-style-type: none">1. How do the different types of grooming scissors serve specific functions, and why is it important for a groomer to have a variety of them?2. Why might a professional groomer need	<p>Journals</p>

<p>multiple pairs of scissors compared to a pet owner grooming at home? How does this impact their workflow and efficiency?</p> <p>3. How can understanding the proper use of curved, thinning, and chunker scissors improve the overall styling and appearance of a groomed pet?</p>	
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Lesson 2: Grooming a Poodle	
Activities	Resources & Evaluations
<p>This lesson is an in-depth look at how to groom a poodle.</p> <p>This lesson requires you to use a lot of pages from the Notes from the Grooming Table book.</p> <p>Review the following pages as a group: Poodle: Pages 72-73 Curly and Wavy Coated - washing and drying. Pages 414-419 Poodle profile</p> <p>Review the popular types of cuts.</p> <p>Types of Poodle cuts: Pages 472 - 481</p> <p>Watch videos and discuss.</p>	<p>Photocopies needed</p> <p>Notes from the Grooming Table pages: 72, 73, 414-419, 472- 481</p> <p>Videos: How to Shave a Poodle's Face How to Shave Poodle Paws Perfect Poodle Top-Knot Tutorial</p>
<p>Assignment: Create a Grooming Plan for a Poodle. Include a diagram (Page 414)</p> <p>Things to include: Diagram, Hair or Coat Type, Pre-work needed, Nail Trimming techniques, Brushing Techniques, Bathing Steps, Drying, Select cut style and list the techniques used to achieve it, Tools Needed, and Products to be used</p>	<p>Grooming Plan Evaluation</p>

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Lesson 3: Grooming a Poodle cont'd	
Activities	Resources & Evaluations
<p>Ask your students: What can we learn from observing another groomer do a cut? Can we learn what to do? What not to do?</p> <p>Discuss the pros and cons of observing and even critiquing someone else's groom.</p> <p>Watch the video Poodle Groom and answer the assignment questions.</p>	<p>Poodle Groom</p>
<p>Assignment: Write a journal entry discussing the following ...</p> <ol style="list-style-type: none"> 1. What are (at least) three errors you picked up on while watching this groom? 2. What are (at least) three things you would do differently if this was your client? 3. What can we learn from this video? 	<p>Journal</p>

Lesson 4: Grooming a Cocker Spaniel	
Activities	Resources & Evaluations
<p>This lesson is an in-depth look at how to groom a cocker spaniel.</p> <p>This lesson requires you to use a lot of pages from the Notes from the Grooming Table book.</p> <p>Review the following pages as a group:</p> <p>Cocker Spaniel: Pages 88-89 Breed info</p>	<p>Photocopy Notes from the Grooming Table: Pages 88 - 93</p> <p>Video: Grooming a Cocker Spaniel 1</p> <p>Video: Grooming a Cocker Spaniel 2</p>

<p>Head trimming and ears - P.90-91</p> <p>Types of Cocker Spaniel cuts: Pages 92-93</p> <p>Watch video of groom and discuss how grooming a Cocker Spaniel differs from grooming a Poodle</p>	<p>Video: A Groomer's Nightmare</p>
<p>Assignment: Create a Grooming Plan for a Cocker Spaniel. Include a diagram</p> <p>Things to include: Diagram, Hair or Coat Type, Pre-work needed, Nail Trimming techniques, Brushing Techniques, Bathing Steps, Drying, Select cut style and list the techniques used to achieve it, Tools Needed, and Products to be used</p>	<p>Grooming Plan Evaluation</p>

Lesson 5: Grooming a Mini Schnauzer	
Activities	Resources & Evaluations
<p>This lesson is an in-depth look at how to groom a Mini Schnauzer.</p> <p>This lesson requires you to use a lot of pages from the Notes from the Grooming Table book.</p> <p>Read through Notes from the Grooming Table pp. 294-298.</p> <p>Watch Mini Schnauzer Groom video.</p>	<p>Photocopy Notes from the Grooming Table: pp. 294-298</p> <p>Video: Mini Schnauzer Groom 1</p> <p>Video: Mini Schnauzer Groom 2</p>
<p>Assignment: Create a Grooming Plan for a Mini Schnauzer. Include a diagram</p> <p>Things to include: Diagram, Hair or Coat Type,</p>	<p>Grooming Plan Evaluation</p>

Pre-work needed, Nail Trimming techniques, Brushing Techniques, Bathing Steps, Drying, Select cut style and list the techniques used to achieve it, Tools Needed, and Products to be used	
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Lesson 6: Grooming a West Highland Terrier	
Activities	Resources & Evaluations
<p>This lesson is an in-depth look at how to groom a West Highland Terrier.</p> <p>This lesson requires you to use a lot of pages from the Notes from the Grooming Table book.</p> <p>Read through Notes from the Grooming Table pp.336-340.</p> <p>Watch West Highland Terrier Groom videos.</p>	<p>Photocopy Notes from the Grooming Table: pp. 336-340</p> <p>Video: West Highland Terrier Groom 1</p> <p>Video: West Highland Terrier Groom 2</p> <p>Video: Westie Head Groom</p>
<p>Assignment: Create a Grooming Plan for a West Highland Terrier. Include a diagram</p> <p>Things to include: Diagram, Hair or Coat Type, Pre-work needed, Nail Trimming techniques, Brushing Techniques, Bathing Steps, Drying, Select cut style and list the techniques used to achieve it, Tools Needed, and Products to be used</p>	<p>Grooming Plan Evaluation</p>

Lesson 7: Grooming a Maltese	
Activities	Resources & Evaluations
<p>This lesson is an in-depth look at how to groom a Maltese.</p> <p>This lesson requires you to use a lot of pages from the Notes from the Grooming Table book.</p> <p>Read through Notes from the Grooming Table pp.370-371.</p> <p>Watch Maltese Groom video.</p>	<p>Photocopy Notes from the Grooming Table: pp. 370-371</p> <p>Video: Maltese Groom 1</p> <p>Video: Maltese Groom 2</p>
<p>Assignment: Create a Grooming Plan for a Maltese.</p> <p>Things to include: Diagram, Hair or Coat Type, Pre-work needed, Nail Trimming techniques, Brushing Techniques, Bathing Steps, Drying, Select cut style and list the techniques used to achieve it, Tools Needed, and Products to be used</p>	<p>Grooming Plan Evaluation</p>

Lesson 8: Grooming a Yorkshire Terrier	
Activities	Resources & Evaluations
<p>This lesson is an in-depth look at how to groom a Yorkshire Terrier.</p> <p>This lesson requires you to use a lot of pages from the Notes from the Grooming Table book.</p> <p>Read through Notes from the Grooming Table pp.386-389.</p>	<p>Photocopy Notes from the Grooming Table: pp. 386-389</p> <p>Video: Yorkshire Groom</p> <p>Video: Grooming a Yorkie with Long Hair</p>

Watch Yorkshire Terrier Groom video.	
<p>Assignment: Create a Grooming Plan for a Yorkshire Terrier.</p> <p>Things to include: Diagram, Hair or Coat Type, Pre-work needed, Nail Trimming techniques, Brushing Techniques, Bathing Steps, Drying, Select cut style and list the techniques used to achieve it, Tools Needed, and Products to be used</p>	Grooming Plan Evaluation

Lesson 9: Feline basic grooming	
Activities	Resources & Evaluations
<p>Ask your students: What do we know about grooming cats? Do they require the same kind of grooming? What do you think are the main differences?</p> <p>Go through Cats Google Slides together and discuss.</p>	Cats Google Slides
<p>Journal Assignment: Watch cat grooming videos and discuss the differences. Things to consider:</p> <ol style="list-style-type: none"> 1. What challenges are presented here? 2. How would you approach each of these grooming sessions? 3. What would you have done differently? What would you have done the same? 	<p>Video 1: Cat Grooming 1</p> <p>Video 2: Cat Grooming 2</p>

Lesson 10: Risks	
Activities	Resources & Evaluations

<p>Ask your students: Do you know of any risks that may develop post-groom? What are they? Can we avoid them?</p> <p>Read the Post-Clipping Alopecia article and discuss:</p> <ol style="list-style-type: none"> 1. Had you heard of this condition? 2. How can we avoid it? Can we avoid it? 3. What other ailments or conditions can develop post-groom? (Research together and discuss) 	<p>Article: Post-Clipping Alopecia</p>
<p>Journal Assignment: Reflect on the risk of post-clipping alopecia. Take a moment to research other ailments or conditions that may transpire post-groom. As groomers, it's important to be aware of all possible scenarios.</p>	<p>Journals</p>

Lesson 11: Checking Steps and Self-Evaluation	
Activities	Resources & Evaluations
<p>As a group, create a visual reminder of the 4 Broad Steps that make up a groom:</p> <ol style="list-style-type: none"> 1. Plan the work 2. Position the animal 3. Apply techniques for shaving or trimming a pet's coat 4. Clean and tidy work area <p>Print and display near work stations.</p> <p><i>Students are now required to complete a Self-Evaluation 2 form after each groom.</i></p>	<p>Self Evaluation 2</p>

Evaluation
Unit 8 Evaluation - Must print and fill out a copy for each student for their portfolio.

Unit 9: Finishing Cut

Hours: 60

Unit 9 Objectives

1. Learners will apply the four key steps that make up a groom from start to finish.
2. Learners will reflect on the grooms they have completed and discuss where their strengths and weaknesses lie.
3. Learners will reflect on the feedback they receive from their instructors and clients and adjust their grooms where needed.

Overall

Students should continue to complete Self-Evaluation forms after each groom to keep a record of their learning and progress to date.

[Self Evaluation Form](#)

Lesson 1: 4-Step Checklist Review

Activities	Resources & Evaluations
<p>Ask your students: What are the four key steps that make up a groom?</p> <p>Review the 4-step Checklist together and discuss how they can ensure they are following these 4-steps while grooming.</p>	<p>4-Step Checklist</p>

Lesson 2: Finishing Touches - Bows and Bandanas

Activities	Resources & Evaluations
<p>Ask your students: What are some finishing touches we can add at the end of the groom to make our work extra special or stand out?</p> <p>Read through Finishing Touches handout together, and practice making bows and</p>	<p>Finishing Touches</p>

no-sew scarves.	
Assignment: Make a bow or a no-sew scarf	Fabric and ribbons

Lesson 3: Update and finalize their Grooming Plan template	
Activities	Resources & Evaluations
<p>Assignment: Have students update and finalize their Grooming Plan template.</p> <p>Review previous templates used and make any final changes and improvements - submit to instructor for feedback and evaluation.</p>	Grooming Plan Evaluation

Lesson 4: Self-Evaluation	
Activities	Resources & Evaluations
<p>Ask your students: How do you think you are doing in the practical portion of this course? What are your strengths? What are your weaknesses?</p>	
<p>Assignment: Have students reflect on the Self-Evaluations they have completed to date.</p> <p>Write a journal entry reflecting on their journey so far.</p>	Self-Evaluation Template Journals

Lesson 5: Client Feedback Form	
Activities	Resources & Evaluations
<p>Assignment: Have students research and create a client feedback form to use in their grooming business.</p>	<p>Example: Satisfaction Survey Client Feedback Form</p>

Forms must include: A simple and user-friendly design, a space for clients to provide feedback, a space for reflection.	Evaluation
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Lesson 6: Correcting a Groom	
Activities	Resources & Evaluations
Ask your students: Scenario: A client comes to you and they are unsatisfied with a cut that another groomer did - what do you say? How do you proceed?	
Assignment: If possible, find a groom done by another groomer that needs to be corrected. Ask students to reflect on: <ul style="list-style-type: none"> - What is wrong with the groom? Why wasn't the client satisfied? - What is needed to correct it? - How can we avoid making similar mistakes? 	Journal

Evaluation
Unit 9 Evaluation - Must print and fill out a copy for each student for their portfolio.

Unit 10: First Aid for Pets

Hours: 15

Unit 10 Objectives

1. Learners will become familiar with an animal's vital functions and be able to identify signs of shock and/or hemorrhage.
2. Learners will review and practice the appropriate injury care protocols, such as how to dress cuts, stabilize injured limbs, and administer allergy treatments.
3. Learners will accurately evaluate emergency scenarios and apply the appropriate intervention/life-saving techniques, such as CPR.

Course Work:

This portion of the course was completed with a Pet First Aid training offered through St. John Ambulance. [Click here](#) for more details.

Evaluation

[Unit 10 Evaluation](#) - Must print and fill out a copy for each student for their portfolio.

Unit 11: Carry out administrative tasks

Hours: 15

Unit 11 Objectives
<ol style="list-style-type: none">1. Learners will create and implement an organized recording/filing system to keep track of client's files.2. Learners will explore the day-to-day admin tasks that are required to operate a pet grooming business.3. Learners will research ways to fund and support their business.

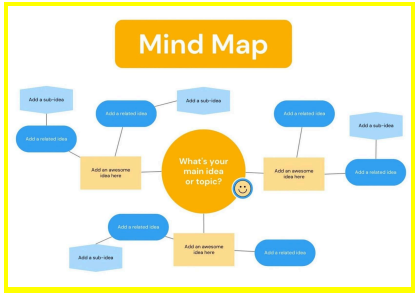
Lesson 1: The 12 Rules of Filing	
Activities	Resources & Evaluations
Review the 12 Rules of Filing together and discuss how to practically implement the rules.	The 12 Rules of Filing
Assignment: Complete Exercises in PDF as a group.	

Lesson 2: Create a Survey	
Activities	Resources & Evaluations
Ask your students: How can we find out what the pet grooming needs are in our community/surrounding communities?	Create a Survey
Assignment: Create a survey and circulate in your community. What do the results show? Discuss how these results may inform your future pet grooming business.	Journal

Lesson 3: Scheduling	
Activities	Resources & Evaluations
Ask your students: How do you currently keep yourself organized? Do you use a calendar?	Scheduling
Activity: Using the Scheduling PDF , fill in the Weekly Calendar Template .	Weekly Calendar Template

Lesson 4: Business Plan	
Activities	Resources & Evaluations
<p>Assignment: Create a business plan. A comprehensive business plan is made up of:</p> <ul style="list-style-type: none"> • Executive Summary – A brief overview of the business, including its mission, goals, and key highlights. • Business Description – Details about the company, its structure, location, and the problem it solves. • Market Research & Analysis – An assessment of industry trends, target customers, and competitors. • Organization & Management – Information on business ownership, team structure, and key roles. • Services & Products – A description of the grooming services and any additional products offered. • Marketing & Sales Strategy – Plans for attracting and retaining customers, branding, and advertising. • Operations Plan – Daily business operations, workflow, and service delivery process. • Financial Plan – Budget, startup costs, 	Business Plan Evaluation

<p>pricing, revenue projections, and funding needs.</p> <ul style="list-style-type: none"> • Legal & Licensing Considerations – Required permits, insurance, and compliance with regulations. • Appendix – Supporting documents, such as resumes, business licenses, contracts, and research data. 	
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Lesson 5: Applying for business funding	
Activities	Resources & Evaluations
<p>Ask your students: How can we fund our pet grooming businesses?</p> <p>Brainstorm and mindmap ideas.</p>	
<p>Assignment: Have students research and fill in the Business Funding Form to see what funding options are available for them to apply for.</p>	<p>Business Funding Form</p>

Evaluation
<p>Unit 11 Evaluation - Must print and fill out a copy for each student for their portfolio.</p>

Unit 12: Entering the Workforce

Hours: 75

Unit 12 Objectives

1. Learners will prepare for practicum in the workplace.
2. Learners will observe and participate in various pet grooming tasks.
3. Learners will request feedback on their work performance and behaviour during the practicum and work to improve their performance.

Practicum Tasks	Supporting Documents
Information Phase: <ul style="list-style-type: none">• Review what is expected during the work practicum• Find placements for students	Stage Expectations
Participation Phase: <ul style="list-style-type: none">• Students will observe and participate in various Pet Grooming tasks• They will integrate into the work team• They will request feedback on their work performance and behaviour during their practicum	Self-Reflection Feedback from Supervisor/Mentor Teacher Visit and feedback (To be completed if students complete stage outside of the EG)
Synthesis Phase: <ul style="list-style-type: none">• Reflect• Evaluate	Final reflection - what they learned during the stage to add to their technique/ways that they groom.

End of Course

End of course evaluation
All students must have an End of Course Evaluation completed for them to receive their final course mark. This is a culmination of all of their Unit Evaluations which evaluate the necessary competencies and fulfill the necessary hours allotted for each unit.