

# Conscious Canine Communication

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## *Document 2 of 2 — Annexes A-N*

DCU-CRS-000 002 · Version 1.0 · English · INTENSIVE\_60 · INTERNAL REVIEW

## **Annex A — Learning assessment and practical evidence**

### **Part 1 — Multiple choice**

#### **1. Which is an observation?**

- A. He is jealous.
- B. He turns his head when the hand approaches.
- C. He wants to dominate.
- D. He feels guilty.

#### **2. Which order corresponds to CANINE MODE?**

- A. Human → Environment → Dog
- B. Environment → Dog → Human
- C. Dog → Human → Environment
- D. Dog → Emotion → Diagnosis

#### **3. What does 60% human · 40% dog mean?**

- A. A mathematical page quota.
- B. Human blame.
- C. A qualitative priority to review controllable variables.
- D. Ignoring the dog.

#### **4. Which test is most prudent?**

- A. Repeat until a reaction occurs.
- B. Change four variables.
- C. Restrain the dog to observe.
- D. Reduce one source of pressure and compare.

#### **5. When should practice stop?**

- A. When risk, apparent pain, intense fear, or escalation appears.
- B. Only after five repetitions.
- C. Never during a lesson.
- D. When the expected behaviour does not appear.

## Part 2 — Gap-fill

Complete: One \_\_\_\_\_ behaviour does not by itself confirm an emotion. First describe what is \_\_\_\_\_, add sequence and context, formulate a provisional \_\_\_\_\_, and test a \_\_\_\_\_ adjustment. Word bank: reversible · observable · hypothesis · isolated.

## Part 3 — Yes / No

- 1. The tail alone reveals the dog's state with certainty.
- 2. Human orientation and distance are part of the interaction.
- 3. 'No change' may be a valid test result.
- 4. A sudden change with apparent pain is outside basic practice.

## Part 4 — Comprehension

1. Explain why one isolated behaviour is not a universal dictionary entry.
2. Turn 'my dog is stubborn' into a verifiable description and provisional hypothesis.
3. What information would you collect before, during, and after an interaction?
4. Describe a time when your orientation, voice, or distance may have influenced the dog's response.

## Part 5 — Reflection

What will change in your everyday observation, and what is your next specific goal for practising without increasing pressure?

Response: \_\_\_\_\_

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## Part 6 — Practical evidence

Document a spontaneous low-intensity scene in writing or private audio: three observable facts, context, Dog–Human–Environment perspectives, one provisional hypothesis, one adjustment, and a before/after comparison. Do not provoke behaviour or include personal data.

## Solutions to closed tasks

Multiple choice: 1-B, 2-C, 3-C, 4-D, 5-A. Gap-fill: isolated · observable · hypothesis · reversible. Yes/No: 1-No, 2-Yes, 3-Yes, 4-Yes.

## Continuum of observable load

Not a diagnostic scale; it supports prudent decisions



The decision is based on the cluster, context, and development; when in doubt, reduce pressure and increase distance.

Figure 1. A prudent continuum for adjusting or stopping; not a clinical or diagnostic scale.

## Annex B — Video script

Purpose: a 10–12 minute teaching video derived from the validated course.

| Time        | Segment       | Voice / content                                                  | Visual                        |
|-------------|---------------|------------------------------------------------------------------|-------------------------------|
| 0:00–0:45   | Hook          | Luna turns her head: what did we observe, and what did we add?   | Neutral scene; FACT ≠ STORY   |
| 0:45–2:00   | Objective     | Separate observation, context, and hypothesis.                   | Five-step figure              |
| 2:00–4:00   | System        | Dog → Human → Environment; qualitative 60/40.                    | DC360° infographic            |
| 4:00–6:30   | Channels      | Body, face, movement, sound, and distance.                       | Body scan without labels      |
| 6:30–9:30   | Demonstration | Change frontal to lateral orientation; compare before and after. | Low-intensity scene with exit |
| 9:30–11:00  | Errors        | Dictionary, anthropomorphism, dog-only view, provocation.        | Four cards                    |
| 11:00–12:00 | Close         | Pause, describe, broaden, adjust, compare.                       | CTA: private record           |

## Annex C — Workbook

Learning objective: apply contextual observation in a real low-intensity situation.

## 1. Facts

What could a camera see or hear?

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## 2. Before

What changed immediately before?

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## 3. During

What occurs in dog, human, and environment?

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## 4. Hypothesis

Write 'may...' and one alternative.

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## 5. Adjustment

Which one reversible variable will you change?

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## 6. Result

What changed, what did not, and what will you do next?

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## 10-second body scan

Record observable changes without automatically assigning an internal state

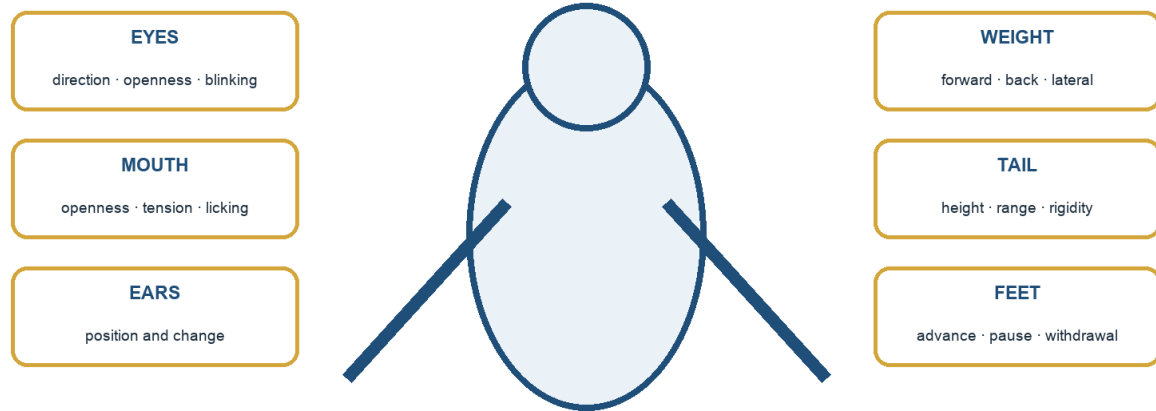


Figure 2. Body scan regions to describe; the graphic assigns no automatic meaning.

## Annex D — Standalone quiz

### Learner version

Answer without consulting the solution key.

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### Gap-fill

A conscious reading integrates \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. It then changes one \_\_\_\_\_ and compares the response. Words: environment · variable · dog · human.

### Yes / No

- 1. A hypothesis remains provisional.
- 2. Repeating pressure is a valid observation method.
- 3. Withdrawal must remain possible.
- 4. Human attention may be part of the communication context.

## Separate quiz key

Multiple choice: 1-B, 2-C, 3-C, 4-D, 5-A. Gap-fill: dog · human · environment · variable. Yes/No: 1-Yes, 2-No, 3-Yes, 4-Yes.

## Annex E — Practical assignment

- Objective: produce a verifiable contextual record.
- Preparation: low-intensity everyday scene, free exit, 10–30 seconds.
- Performance: three facts, context, three perspectives, provisional hypothesis, and one adjustment.
- Duration: ten minutes of observation and writing.
- Criterion: another person can distinguish facts, hypothesis, and response.
- Reflection: what changed when you reviewed your own contribution?

### Context map

The same behaviour may serve a different function depending on the situation

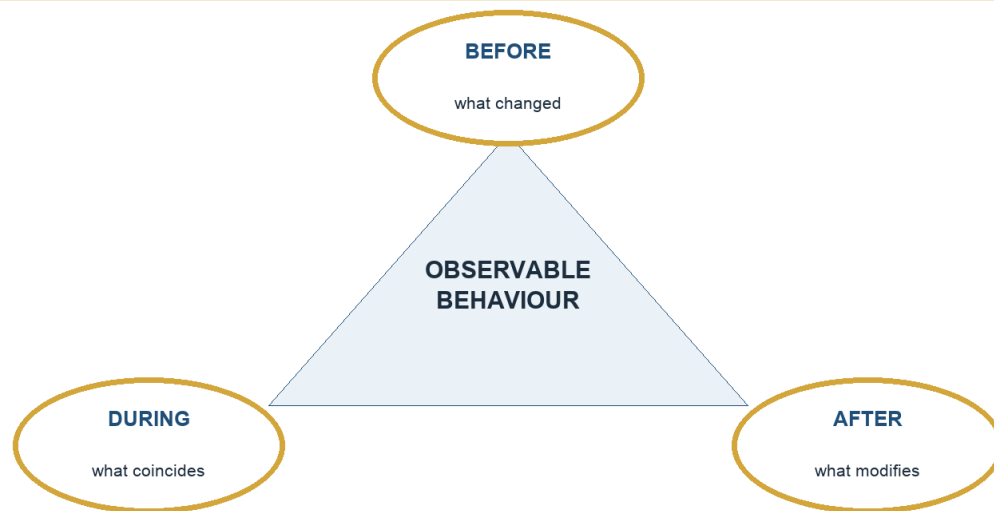


Figure 3. Before–during–after map for positioning an observable behaviour.

## Annex F — Application plan

### Today

Action: \_\_\_\_\_ If \_\_\_\_\_, then \_\_\_\_\_. Date / result:

\_\_\_\_\_

### Short term / 3 days

Action: \_\_\_\_\_ If \_\_\_\_\_, then \_\_\_\_\_. Date / result:

\_\_\_\_\_

## Medium term / 1 week

Action: \_\_\_\_\_ If \_\_\_\_\_, then \_\_\_\_\_. Date / result:  
\_\_\_\_\_

## Transfer / 2 weeks

Action: \_\_\_\_\_ If \_\_\_\_\_, then \_\_\_\_\_. Date / result:  
\_\_\_\_\_

## Progression

Action: \_\_\_\_\_ If \_\_\_\_\_, then \_\_\_\_\_. Date / result:  
\_\_\_\_\_

# Annex G — Checklist

## Preparation

- ☐ Low-intensity situation
- ☐ Exit and distance available
- ☐ No apparent pain or risk

## Performance

- ☐ Do not provoke or restrain
- ☐ Observe for 10–30 seconds
- ☐ Maintain a calm pace

## Observation

- ☐ Whole body and distance
- ☐ Before, during, and after
- ☐ Facts separate from hypothesis

## Error control

- ☐ No one-signal dictionary
- ☐ Include human and environment
- ☐ Change one variable only

## Closure

- ☐ Compare before and after
- ☐ Record 'no change' when applicable
- ☐ Stop or refer when beyond competence

## Practical evidence cycle

Observe, adjust, and document without forcing the dog

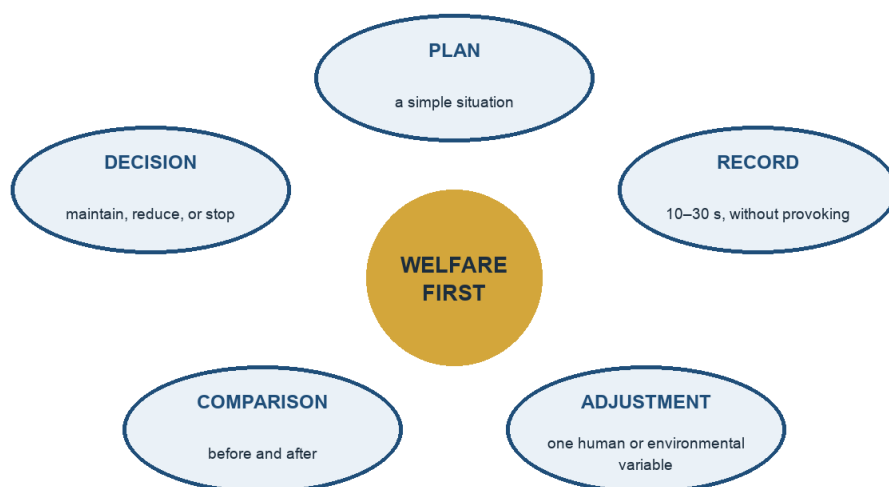


Figure 4. Practical evidence cycle with welfare and safety at the centre.

## Annex H — Quick summary

- Problem: turning one isolated signal into a definitive story.
- Core model: describe → context → three perspectives → hypothesis → reversible adjustment.
- Remember: clusters, sequences, and changes are more useful than labels.
- Avoid: provocation, anthropomorphism, ignored distance, and diagnosis.
- Act now: record three verbs and review your orientation before responding.

## Annex I — Article

### Your dog does not need a fast translator, but a careful observer

A moving tail, a yawn, or a turned head attracts attention. The error begins when one detail becomes a definitive statement about what the dog ‘wants’ or ‘feels’. Communication is not a gesture dictionary; it appears in clusters, sequences, and situations.

Useful observation begins with verbs. Then ask what happened before, what the human did, and what the environment allowed. Interpretation is not eliminated; it becomes provisional and testable.

The practical step is small: reduce one source of pressure, change one variable, and compare. If risk, apparent pain, or intense discomfort appears, stop and seek qualified help.

## Annex J — Social media version

HOOK: A yawn is not a verdict.

VALUE: Learn to separate what you see from the story you complete.

MESSAGE: Observe cluster + context + dog/human/environment.

ACTION: Today, describe three verbs before interpreting.  
CTA: Save this protocol for your next calm interaction.

## Annex K — SEO

|                    |                                                                                                                                       |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| SEO Title          | Conscious Canine Communication   DC360® Course                                                                                        |
| Meta Description   | Learn to observe canine communication in context, separate facts from interpretations, and respond clearly, safely, and respectfully. |
| Primary Keyword    | conscious canine communication                                                                                                        |
| Secondary Keywords | canine body language; stress signals in dogs; human-dog interaction; DC360® CANINE MODE                                               |
| Search Intent      | Educational: understand canine signals contextually and apply a prudent everyday response.                                            |

## Annex L — Infographic brief

- Objective: teach Pause → Describe → Broaden → Adjust → Compare.
- Central message: one isolated signal does not equal a fixed meaning.
- Hierarchy: title, five steps, safety boundary.
- Panels: one circle per step, directional arrows, final callout.
- Visual: high contrast, simple iconography, no photographs implying emotions.
- Brand: use only the verified DC360® name; do not invent logos or promises.

## Annex M — Community activity

Learning by Teaching: optionally share a text or private audio without personal data that transforms a familiar label into observable fact + context + provisional hypothesis + reversible adjustment. Public posting is not required.

## Annex N — Certification and progress data

|                              |                                                   |
|------------------------------|---------------------------------------------------|
| Course ID                    | DCU-CRS-000 002                                   |
| Course Version               | 1.0 — DRAFT                                       |
| Certification Level Relation | FOUNDATION                                        |
| Career Route                 | DOG_TUTOR; ASPIRING_PROFESSIONAL                  |
| Course Difficulty            | BEGINNER                                          |
| Membership Requirement       | BASIC                                             |
| Learning Path                | No authoritatively verified predecessor/successor |
| Course Status                | IDEA                                              |
| Progression Status           | Internal review artifact; no publication          |
| Certification effect         | No automatic certification                        |

### Four separate axes

Access, difficulty, route, and certification are not equivalent



Completing this course does not automatically grant a certification level.

Figure 5. The four governance axes remain separate.

## Derivation traceability

Annex A derives from Modules 2–7; B from 1–10 and 12; C from 2, 4, 5, 7, 9, and 10; D from A; E from 5 and 7; F from 10; G from 5 and 6; H from 1, 4, 6, and 9; I from 1, 3–6, 9, and 12; J from 1, 4, 8, 9, and 12; K from the title, problem, audience, and outcome; L from 3–6; M from 8; N from the authoritative Module 0 sources. No new facts or outcomes were added.