**Restraint Lab**

Names:

So much of life is based on NETWORKING and CONNECTIONS. Find THREE things you have in common as a group and list them below:

***Restraint Lab – Throughout the room there are stations set up regarding restraint. You may move in ANY ORDER through the stations but must complete them all.***

1. Create a long nosed muzzle
	1. Why is this technique of restraint used?
	2. How do you perform this technique of restraint?
	3. When is this technique of restraint not appropriate?
	4. DEMONSTRATE the technique at your station
		1. Group member check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Peer/teacher check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Kneeling Restraint Reflection and Demonstration
	1. Why is this technique of restraint used?
	2. How do you perform this technique of restraint?
	3. When is this technique of restraint not appropriate?
	4. DEMONSTRATE the technique at your station
		1. Group member check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Peer/teacher check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Hugging Restraint Reflection and Demonstration
	1. Why is this technique of restraint used?
	2. How do you perform this technique of restraint?
	3. When is this technique of restraint not appropriate?
	4. DEMONSTRATE the technique at your station
		1. Group member check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Peer/teacher check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Create a short nosed muzzle
	1. Why is this technique of restraint used?
	2. How do you perform this technique of restraint?
	3. When is this technique of restraint not appropriate?
	4. DEMONSTRATE the technique at your station
		1. Group member check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Peer/teacher check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Reclining Restraint Reflection and Demonstration
	1. Why is this technique of restraint used?
	2. How do you perform this technique of restraint?
	3. When is this technique of restraint not appropriate?
	4. DEMONSTRATE the technique at your station
		1. Group member check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Peer/teacher check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Stretch Restraint Reflection and Demonstration
	1. Why is this technique of restraint used?
	2. How do you perform this technique of restraint?
	3. When is this technique of restraint not appropriate?
	4. DEMONSTRATE the technique at your station
		1. Group member check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Peer/teacher check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Create an E-collar for one of the cats at this station. Use any materials you can find in our classroom – be creative (consider the fact that if you were at home and needed a home maid collar, supplies would not be provided but you would need to FIND supplies)
	1. Why is this technique of restraint used?
	2. How do you perform this technique of restraint?
	3. When is this technique of restraint not appropriate?
	4. DEMONSTRATE the technique at your station
		1. Group member check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Peer/teacher check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Create a kitty burrito (towel wrap)
	1. Why is this technique of restraint used?
	2. How do you perform this technique of restraint?
	3. When is this technique of restraint not appropriate?
	4. DEMONSTRATE the technique at your station
		1. Group member check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Peer/teacher check\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Why should you stand on the ground rather than sit when getting an animal’s attention?
10. Write below then demonstrate how to safely remove Penelope from her cage and put her back in. \_\_\_

1. List words that can be used in verbal restraint.
2. Hold a gerbil and use a pencil or other object to test where their blind spot is. Draw a visual hypothesis based on your test with her as to where her blind spot or spots may be.
3. What is the first and most important rule of restraint?