



Saskatchewan



# Small Pet 4-H Project

## Leader's Guide

[www.4-h.sk.ca](http://www.4-h.sk.ca)

## The 4-H Motto

“Learn to Do by Doing”

## The 4-H Pledge

I pledge

My Head to clearer thinking,  
My Heart to greater loyalty,  
My Hands to larger service,  
My Health to better living,  
For my club, my community, and my country.

## The 4-H Grace

*(Tune of Auld Lang Syne)*

We thank thee, Lord, for blessings great  
on this, our own fair land.  
Teach us to serve thee joyfully,  
with head, heart, health and hand.

### *Acknowledgements*

This project has been developed by the Saskatchewan 4-H Council for 4-H members and leaders. No portion of this manual may be reproduced without written permission from the Saskatchewan 4-H Council, 3830 Thatcher Avenue, Saskatoon SK S7K 2H6



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Check out our web site at: <http://www.4-H.sk.ca>

*Revised in 2010*

# What's Inside?

- **General 4-H Information**
- **Requirements of 4-H Clubs, Members, CloverBuds and Achievement Days**
- **Small Pet Project Information**

This material has been developed and/or compiled by the staff of the Saskatchewan 4-H Council for the use and benefit of 4-H members and leaders in Saskatchewan.



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*Revised August 2002*



# Introduction

## Welcome to the Small Pet 4-H Project!

We are excited that you chose to become a Saskatchewan 4-H leader. This challenging and exciting project allows you and members to have **fun** while learning through a variety of topics and activities covered in the **Small Pet 4-H Project**.

## About the Material & Who Gets What

**Leaders Get:** Leader's Guide, Member's Manual & General Record Book

**PLEASE NOTE:** You do not have to use the activities in the project material. If you have others you want to try, please do so. Keep in mind that these activities are merely suggestions.



**Members Get:** Member's Manual & General Record Book

## Project Leader Requirements

To be a Saskatchewan 4-H Project Leader, you must ...

1. Be a minimum of 18 years of age.
2. Complete the **Volunteer Screening** Procedures of the Saskatchewan 4-H Council, consisting of an application, a criminal record search and 3 reference forms. Once approved by the Saskatchewan 4-H Council, applications are valid for 5 years. After which time an individual must re-certify.
3. Be positive, enthusiastic and honest, and above all have **fun!**

## Your Role as a 4-H Leader

- ✓ Become familiar with the small pet materials. You should have a copy of the Member's Manual and Record Book for your own reference. If you haven't received a copy, contact your General 4-H Leader or the provincial 4-H office.
- ✓ Encourage members to set goals and complete the activities provided. You don't have to use the activities in these materials. You can choose to do your own.
- ✓ Serve as a resource person to help members connect with the community, resource materials, and others knowledgeable about pets.
- ✓ Provide a safe, supportive environment for members, and encourage them in their activities.

## Your Responsibility?      **FUN!   FUN!   FUN!**

A project leader has the responsibility of teaching a project to a group of 4-H members. But it doesn't have to be all work and no play! Chances are you will enjoy your work as a 4-H leader and will be successful if you:



- **HAVE FUN!**
- Are interested in young people and are willing to spend the time helping them have FUN!
- Enjoy working with members, giving them encouragement and guidance when needed – and teaching them to have FUN!
- Believe in, and are enthusiastic about 4-H club work, knowing that it is something worthwhile to offer young people and to have FUN!

**I think you get the picture...**



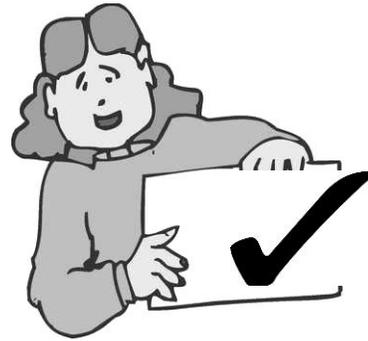
A 4-H leader must also be **flexible**, **patient** and **understanding**. These traits are more important than possessing the skills of this project (which you can "*learn to do by doing*" along with your members). However, skill does make your job easier.

Therefore, training opportunities may come your way, and you will want to take advantage of them. If you want to read more on the role of the project leader, refer to your **Leader Resource Guide: Section 4: Project Leader**.

# Member Requirements

Members are the backbone to any 4-H club. However, in order for them to fully benefit from the program, a member must participate and complete all the necessary requirements:

- ✓ Complete a project and record book
- ✓ Participate in public speaking at the club level
- ✓ Participate in Achievement Day by...
  - Completing a 4-H questionnaire
  - Displaying a completed record book
  - Exhibiting and/or demonstrating project work
- ✓ Any other requirements specified in your club constitution



## What are the benefits of 4-H?

As a leader, it is important to know how the member will benefit from the program. Here are some of the benefits a member may receive:

- **Have FUN!**
- District, regional and provincial events
- Travel opportunities
- Public speaking
- Scholarships
- High school special project credit
- Make new friends
- Learn a new skill
- Belong to a club

Most importantly, the member benefits educationally and builds skills through project work while having **fun**. Sometimes, they don't even know they are learning, just so long as they are having **fun**!

## The 4-H Year & What it Involves

The 4-H year usually begins in the fall and winds up the following spring. During the year, you will be involved in club and project meetings and various other club activities. The project year also involves a process of **evaluation**.

The evaluation at the end of the year helps members reflect on what they have accomplished. It also gives the leader a sense of satisfaction to realize that the group has progressed.

In order to obtain this satisfaction, **evaluation should begin at the first meeting**. Here are some ideas regarding evaluation for you to consider:

- ✓ Find out what skills each member in your group has. Jot these down in a notebook and keep it in your leader file. See if you can find out what members really want to learn. Individual chats may accomplish this.
- ✓ At the conclusion of the project, review with each member what they learned. Then with the member, go over your notes from the talk at the beginning of the year. Both of you may be surprised to see exactly how much they have learned.

Don't expect all members to make the same progress even if they started with the same degree of skill. Different people learn at different rates – and everyone learns differently.

In addition to gaining knowledge and skills in project work, the member may also be learning how to get along with others, how to accept responsibility, and how to take on leadership positions. These areas of learning all need to be considered in the evaluation of a member's progress.

## Guiding the Member in Project Work

The following are some useful guidelines for teaching the **Small Pet 4-H Project**:

- Become familiar with the project material.
- When demonstrating techniques make sure everyone can see.
- Use small groups. Perhaps an older member could help you demonstrate so you won't have to do several demonstrations on the same topic.
- Review immediately by having members do what you showed them. Don't send them home with an assignment to do without having a review. They may either forget what they were to do, or find that they really didn't understand it. You may also want to plan a review of information for the beginning of every meeting.

- It is suggested that each member concentrate on three or four activities for Achievement Day. Older members are more capable to complete more. All members don't have to do the same activities; however, what a member chooses to do should be selected at the beginning to give them opportunities to develop the skills taught.
- Because it is impossible for the **Small Pet 4-H Project** material to cover everything there is to know about small pets, good resources can also be found from your local library or the internet.

## The 4-H Record Book

Record books are an important part of the completion of a member's project. 4-H views a Record Book important because it:

- Provides a record of information learned from the project.
- Teaches and develops record keeping skills that are an essential part of everyday life.
- Provides a permanent record of the member's achievements.



The following is the criteria most 4-H judges use as a guideline in evaluating record books (based on 100 points in total):



**Cover (5 points)** - Should have name, club name and project and 4-H crest



**Completeness (40 points)** - All pages completed; those not completed marked N/A



**Neatness (15 points)** - Same colour pen or pencil throughout - liquid paper for mistakes



**Accuracy (30 points)** - In spelling, information, dates



**Organization and extras (10 points)** - dividers between sections - sections should include: record book, club information, activities, general 4-H information - photo album pages can be used for pictures, news articles and other information.

### A Record Book should include all or most of the following:

- ✓ Club name and the project the member is enrolled in.
- ✓ A list of members and leaders in the club and project.

- ✓ A record of club activities.
- ✓ A record of project meetings and member responsibilities.
- ✓ A record of general meetings and business conducted.
- ✓ A record of special 4-H activities members participated in.
- ✓ Their goals for the year.
- ✓ A complete account of the work done on each article.
- ✓ A list of other resources that were used.
- ✓ An evaluation of their 4-H year.

Encourage members to practice good record keeping habits during the year as they carry out their project. Explain to them that it's much easier to remember what they did yesterday than it is to remember what they did three months ago.

Information in their Record Book should be complete and accurate. Their entries should be neat and readable as others may want to look through their records and everyone finds it difficult to read a smudged scribble.

Encourage members to organize their material into sections with dividers, and use a 3-ring binder for durability. Tell them to add extra pages as necessary, remove or mark those they are not required to do, and to consider a 'table of contents' as it is of value to them, the judge and others.

Remind them that a Record Book is flexible. Encourage them to make it **their** book by designing their own cover. Have them add pictures, newspaper or magazine clippings they have of themselves and their project.

## Achievement Day

Achievement Day is a time of celebration. This is a chance for members to show off their projects, to their family and other members in the club. It is



an opportunity for your group to show the community what they have accomplished.

Achievement Days are an ending point to a club year. By planning an Achievement Day, preparing displays and performing demonstrations, members use the leadership and decision-making skills that they have developed in the past year.

**Achievement Day is a time:**

- ✓ To give recognition to members and leaders for work accomplished.
- ✓ To evaluate project work.
- ✓ To let the public know what happens in a 4-H program.
- ✓ To give recognition to sponsors and others who have helped the club in a special way.



## Public Speaking

Public Speaking is an important requirement of 4-H because it teaches members the skills needed to interact and speak in front of others. Effectively communicating with people is an important life skill to develop.

Public Speaking is mandatory at the club level. It does not have to be a formal event. It can simply be an activity done at a project meeting, or at the general business meeting. Those that want to progress further in this area are also encouraged to participate in district and regional competitions.

**Here are some examples of fun speaking activities:**

**Me Collages** - Give members a large sheet of construction paper, scissors, glue, and a supply of magazines. Allow a set time (approx 15 minutes) for members to create a collage based on their individual personalities and preferences. When the collages are completed, have members use them as visuals and stand before the group to share "All About Me."

**A to Z Speeches** - Give members a letter of the alphabet and have them talk for 1 minute about anything that begins with that letter.

**Joke Night** - Cut jokes and short funny stories out of family style magazines such as "Reader's Digest." Have members select a story or joke to read and share with the group. This is a fun way to share the difficulty of presenting humour appropriately.

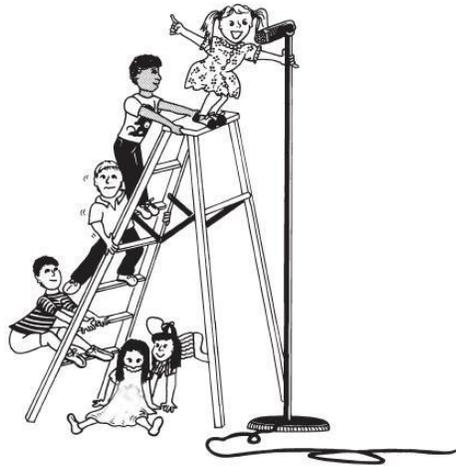
**Hobby** – Have each member prepare a 2-3 minute speech based on their hobby or special interest.

**Priorities** – Have members speak about the 10 items they would want to save in case of a fire and why.

**Hero** – Have members speak about " \_\_\_\_\_ is my hero because..."

**Whopper Speech** - Have members base a short talk on the reason they joined 4-H. One of the reasons must be false. The rest of the members must guess which statement is false.

If you want more information on public speaking, contact the provincial 4-H office or your Regional 4-H Specialist.



## Help!

***You are not alone! Call  
306.933.7727 we are at your  
fingertips for any questions  
you may have! Or email  
[info@4-h.sk.ca](mailto:info@4-h.sk.ca)***

You will likely want to find extra resources to help with the teaching of this project. Study topics are so varied that there is no one comprehensive source of information. Think about the people in your community who have special skills or knowledge that they might be able to contribute at one of your meetings. Check with your local library for books on the topics your group is studying. Browse through magazines and surf the internet.

If you need help with additional resource material and ideas for **fun** activities, call your **Regional 4-H Specialist**. They are there to help you with any questions you may have.



## General 4-H Information

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**4-H Motto**

*Learn To Do By Doing*

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## 4-H Pledge

I pledge:  
My HEAD to clearer thinking,  
My HEART to greater loyalty,  
My HANDS to larger service,  
My HEALTH to better living,  
For my club, my community and my country.

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## Saskatchewan

### 4-H Vision

We take pride and ownership in being an organization based on our pledge, our values and our belief that the power of the 4-H experience has a positive impact on individuals, families, communities and our country.

With a focus on fun and learning we provide opportunities that will develop skills needed in an ever-changing future. Using the talents and energies of our members, volunteers and staff, we create innovative ideas and programs as well as maintain our successful traditional ones. We work to spread the impact of 4-H, to help the youth of today become the leaders of tomorrow.

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## Saskatchewan

### 4-H Mission

Saskatchewan 4-H is a project-based youth organization. We are dedicated to the growth and development of our members, leaders, volunteers and staff through our motto: "Learn to do by doing".

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## Saskatchewan

### 4-H Core Values

We respect the importance of family and our 4-H traditions by upholding all of these core values:

- **Honour and Integrity:** Treating one another respectfully and fairly
- **Responsibility:** Being dependable and responsible for our actions
- **Co-operation:** Working as a team to achieve our goals
- **FUN:** Creating positive and enjoyable experiences

We do this within a safe and caring environment.

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# Getting Organized

Knowing where to find information when it's needed is a valuable skill. In the information-age today, information is readily available from many places. Additional sources are being added almost daily through the various telecommunication networks. In this activity your group will work together to

discover where information about pets can be found. Internet search engines can list websites which may not be the topic that was asked for. **Adult assistance is recommended when internet use is suggested.**

This activity will involve members more if they are asked to find and bring a source of information about pets to the group meeting. You will also want to gather several resources prior to the meeting.

At your meeting, brainstorm all the resources that could be used to answer questions the group may have about pets. Sometimes providing a specific question to find the answer is helpful. List their ideas. Then have each member share what might be learned from each resource. If resources are brought to the meeting, have members share what types of information are available from their resources list. See if they can name and discuss at least 20 different sources of information. Encourage creativity. If time allows ask teams of two to categorize the resources as people resources, written resources, businesses, organizations, electronic, audio or visual.



## A Year of Pet Fun

Pet project meetings offer exciting settings for members to develop project and life skills. When they participate in planning, members are developing an important life skill as well as becoming more personally involved. You will find that these activities more closely meet the needs of your members when everyone helps identify what to do, when to do it, how to do it and who should do it.

This activity has been designed to help your group plan its year's program of five or more project activities. You will find ideas for involving your group in the planning process. A list of meeting topics is found on page \_\_\_\_\_ of this guide.

## **Getting Started**

Before the meeting, you may want to talk to parents to see what they feel their children need, and how you can help. At the meeting, ask members and parents to discuss what they would like to learn and do. Suggest looking through the pet activity guide, and the list of meeting ideas.

Your role is to create situations in which members can develop both project and life skills. Helping a group plan a year's program, or just one meeting takes a lot of patience, and the ability to "sit on one's hands" while the members work together. Here is a technique for generating ideas and arriving at decisions.

## **Experience (Doing)**

Have everyone review the topics in the pet activity guide. Then have each member write at least two meeting ideas. Remind them to look at the additional activities for more ideas. Sometimes members can generate more ideas by working together in groups of two or three, with one person writing down the ideas. Allow 5 to 10 minutes.

Have each member share their ideas in round-robin fashion. One person shares an idea, then the next person, and so on until all ideas have been recorded on a blackboard or a large sheet of paper. List the ideas quickly without discussion. After all ideas are listed provide time for the person who suggested the idea to clarify or explain it. Others can add support or ask questions. After a short discussion, move to the next idea.

From all the ideas generated and discussed (and possibly combined), have each member rate the items in the order of preference on a separate sheet of paper. You may want to have members indicate their top five or ten choices. If ten choices are indicated, the top choice would receive ten points, and the last choice one point.

Read each idea and have all members give their ranking. Add up the numbers. Allow time to discuss the choices as they relate to the group's overall goals. From the decisions made, make up a list of topics for the year's program.

## **Deciding Who Does What**

Now that the group has decided what they want to learn, you will want to be sure everyone shares in the responsibility of seeing that it happens. Allow as many members (and parents) as possible to have a

specific part of the year’s program. Recreation, demonstrations, refreshments and hosting the main program are all possibilities. If the group is large, the team approach is encouraged.

## Completing the Program

Write an outline so everyone can see the plan taking shape. An example of one possible format follows. After the program is completed, make copies for each family. You might include a list of everyone’s name and phone number. Take a few minutes during or after the planning session to talk about the planning process.

<b>My Pet Project Group Calendar</b>			
<b>(Example)</b>			
<b>Name of Group</b>		<b>Name of Leader</b>	
Project Group Goals for the Year			
<ol style="list-style-type: none"> <li>1. We practice the life skill of decision making.</li> <li>2. Each family is involved in activities.</li> </ol>			
<b>Meeting Date Time &amp; Place</b>	<b>Meeting Topic &amp; Activities</b>	<b>Who is Responsible</b>	<b>What to do before the Next Meeting</b>
Nov 6 – 7 p.m. Ashford’s Family Home	Identifying pet parts, recreation, presentation, refreshments	Henning Family	Review caring and maintenance of pets.

## Talk it Over

### Share (What happened?)

- What have you included on your plan?
- What have you learned about planning?
- How do you feel about this planning session?

### Process (What’s important?)

- Why are decisions made through consensus often more accepted than those made by voting?

- Why is it important for youth, parents and leaders to work together on planning activities?
- What life skills do you practice when planning together?

### **Generalize (So what?)**

- How will this experience help you plan family experiences?
- How will it help you plan in other areas of your life?

### **Apply (Now what?)**

- How might the way you plan your week or year change as a result of this experience?



## **Pets in the Community**

Pet therapy programs are becoming increasingly popular as the many benefits of pets and people interacting become known. Your pet group will enjoy the many rewards that come with sharing their pets with individuals in nursing homes, hospitals and retirement communities. They will also learn to relate better to others as they sharpen their planning skills.

### **Getting Started**

This activity will help the group learn what is involved in organizing and conducting a pet therapy program, as well as recognize how companion animals contribute to human health and quality of life. To introduce the activity, ask the group to make a list of words about how people feel about pets. Sample of words might be friend, protection, companion, playmate, toy, nuisance or problem. If other adults are present have the group ask them the same question. Compare the results. Finally ask the group to share stories of times when a pet helped them feel better when they were sad, lonely, afraid or experiencing an emotional crisis.

## **Experience (Doing)**

Have members plan and conduct a pet therapy visit. Begin by role-playing a visit. Some group members might play the role of elderly nursing home residents, while others practice their pet-handling skills and talk with the “residents”. Reverse roles, or invite parents and other family members to play the residents’ roles.

**During the planning phase the group might consider the following:**

- ✓ Best pets to use
- ✓ Training necessary
- ✓ Who to visit
- ✓ How and who to contact

If possible, put the plan into practice and have members go visiting with their pets!

## **Talk it Over**

### **Share (What happened?)**

- What did you think of this activity?
- What did you learn about how others relate to you and your pet?
- How did the role-playing residents feel about the pets?
- How did the pets relate to the role-playing residents?

### **Process (What’s important?)**

- What pet behaviour is necessary in order to visit others?
- How does having a pet make it easier to get acquainted with someone new?

- How does visiting with a pet help people feel?

### **Generalize (So what?)**

- What did you learn about planning and practicing before you do the real thing?

### **Apply (Now what?)**

- What needs to be changed if the group should decide to make a real pet therapy visit?

#### **Additional Activities**

- Invite someone who is familiar with pet therapy to visit the group and assist with the planning.
- Adopt a nursing home or other place and visit at least 6 times during a one-year period.



## **Pets on Parade**

Here is a chance for every youth in the community who has a pet to participate in an educational activity. For many youth, a pet show provides a great opportunity to practice organization and leadership skills. In this activity members will actually organize and conduct a pet show.

### **Getting Started**

A pet project group can put on a pet show in three ways

1. A small show among themselves;
2. A pet show where they show their animals to the public; or
3. A pet show where the entire community is invited to show animals.

The smaller shows can be rehearsals for putting on the community show. Be sure that animal ordinances are followed, particularly those concerned with vaccinations. Create safety rules such as requiring all animals on leashes or in cages at all times. Everyone in the show should have important responsibilities and, therefore, should learn a great deal.

## Experience (Doing)

Organize the planning committee and provide behind-the-scenes support in the planning and conducting of the show. Your role as the leader of the group is to provide encouragement while the members do the actual planning. If the group needs additional ideas, the information Pet Show Ideas and Questions to Ask Participants will be useful. Be sure to allow time to discuss the planning process.



## Pet Show Ideas

In order for organizers and participants to have several opportunities to practice important life skills, the event should allow for interaction, recognition and fun. Here are some ideas:

1. Prepare fun awards or ribbons with the categories written on them. Think of something for everyone's pet; for example, longest, biggest, tallest, smallest, softest, brightest eyes, most unusual, friendliest, most colourful, longest whiskers, most beautiful eyes, most impressive tail, looks more like owner, etc.)
2. Set up the show in a circular arrangement so parents, observers and participants can easily rotate from one pet to another.

## **Questions to Ask Participants**

### **General Questions**

- Tell us about yourself and your pet.
- How did your pet get its name?
- What makes your pet special to you?
- How do you hold your pet?
- What is the breed of your pet?
- Where did this breed originally come from?
- What laws affect your pet?

## **Feed & Costs**

- What kind and how much food do you feed your pet?
- What does it cost to feed your pet for a month?

## **Behaviour Questions**

- How do you communicate with your pet?
- How do you tell and show your pet you love it?
- What have you taught your pet to do?
- What's the strangest thing your pet has done?
- What's something you're training your pet to do? Not to do?

## **Fitness Questions**

- What is the condition of your pet? How can you tell?
- What kinds of exercise do you make sure your pet gets?
- How do you groom your pet?
- What did you do to prepare your pet for today?

## **Care and Health Questions**

- How do you keep your pet comfortable and happy?
- What kind of preventive medicine do you or your vet provide to your pet?
- How can you tell when your pet is really feeling good?
- How can you tell when your pet is sick?
- How can you tell if your pet has external or internal parasites?
- What pet diseases do you need to be aware of?
- If your pet had (disease), what would be the symptoms and treatment?
- How would you take the temperature and pulse of your pet?

## **Talk it Over**

### **Share (What happened?)**

- How did you go about organizing the show?
- What was most enjoyable about planning and conducting the show?
- What were the more difficult tasks you had?

### **Process (What's important?)**

- What made this a good activity?
- How did you provide opportunities for participants to practice life skills such as communicating with others?
- What did you learn about planning an activity such as the pet show?

## Generalize (So what?)

- What other experiences have you had in planning and organizing an activity?
- What would you say about your organizational and leadership skills?

### Additional Activities

- Have members organize a public forum in the community to discuss pet-related issues or a current community problem.
- Involve the group in planning and conducting a pet skillathon for another youth organization or a 4-H club.



## Visiting an Animal Shelter

For many, the local animal shelter is a place to find a new pet. A visit by your group to a shelter will provide several opportunities to learn about pet care, laws, animal control, adoption of pets and how to relate to others. The more members do to prepare for the visit the more educational it will be.

## Getting Started

Before the group goes to visit, have them think about what they already know about shelters. Asking three questions:

1. What are some things you know about animal shelters?
2. What are some things you would like to know?
3. Where do you think you can find answers to your questions?

This will usually help generate a list of questions members can ask on the tour. Everyone should have at least two questions to ask during the visit.

## Experience (Doing)

Have a member contact the shelter to make an appointment to meet with a staff member, and tour the facilities. After generating questions to ask, visit the shelter, and then follow up with questions to help the group process the experience. A thank you letter written by the group would always be appreciated.

## Talk it Over

### Share (What happened?)

- What were your feelings as you walked through the shelter?
- What surprised you?
- What did you learn about animals that have not homes?
- What did you learn about how shelter operators relate to people who either give up or adopt pets?

### Process (What's important?)

- What can be done about the over-population of pets?
- What causes someone to give up a pet?
- Why are volunteers so important in staffing shelters?

### Generalize (So what?)

- What kinds of things can be done to make sure the animals in your community have good homes and are properly cared for?

### Possible questions to ask shelter operators:

- Why are there so many animals in shelters?
- Why do people give up pets for adoption?
- Why are animal shelters an important community service?
- Why can't animals have a permanent home at shelters?
- What special training did you need for your job?
- What people skills do you need to work at a shelter?
- Why should unwanted pets be taken to a shelter rather than be abandoned?

- What can you do to support animal shelters?
- What did you learn from your visit about setting up appointments and meeting with that person?
- What did you learn about the importance of getting along well with others?

### **Apply (Now what?)**

- If you were to tour another place, how would you prepare differently so you could learn even more from the experience?

### **Additional Activity**

Have the group contact the local police department about animal control in the community.



## **Record Keeping**

Keeping records current is exciting to some and difficult for others. How to introduce record keeping may determine the member's attitude toward them. This activity contains some ideas to help your group have fun with pet project records. At the same time, they will explore how and what they can learn through good records. Record keeping also provides a memory book for them.

### **Getting Started**

Check the possible record entries to see if they are all applicable to the records the members use. Add or delete those that don't apply. Encourage teamwork for each of the activities the group chooses to do.

## Experience (Doing)

This game is called "Search". Divide into teams of two or three members. Give each team a set of cut-out record entries, tape and one record book appropriate for the age of the team members. Instruct each team to tape the record entries, one by one, where they think they belong. After each team has taped in all items, have teams check each other's records. If possible, the teams should resolve their own disagreements before you ask appropriate questions to help them reach consensus. Sometimes items will fit in more than one place. Praise their efforts.

## Talk it Over

### Share (What happened?)

- How did you feel about keeping records before you did this activity? How do you feel now?
- When are records important?
- Why are records important?

### Process (What's important?)

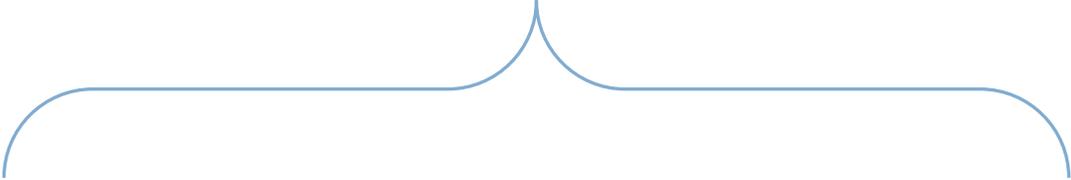
- What parts of keeping records seemed most difficult?
- What solutions were offered?

### Generalize (So what?)

- How does record keeping help you plan?
- What can we learn from good records? How does keeping records help you know if you're making progress?

<b>Examples of Possible Record Entries</b>				
Picture of my pet and me	I received a red ribbon in showmanship	Name of my project group	I attended 6 of the 7 meetings of my project group	Jan. 4, purchased 50 lbs. of feed for \$5.95
Jan. 8, set up a pet disease station at my club's pet skillathon	Jan. 8, gave a project talk to the club	My name	This year I learned the parts of my pet	Purchased pet for \$20 on Apr 24

I plan to give a presentation at the fair this year	This is my 4 <sup>th</sup> year in this project	I'm in the fifth grade	June 4, received an achievement certificate	July 8, project group met at the Olson's
Started project year with new pet brush worth \$3.50	Project leader's signature	August 3 <sup>rd</sup> , showed my pet at community fair	Record started on Sept 1	I plan to enroll in this project again next year
I have a pet cavy named Sparky	Gave demonstration on grooming and showing my pet	I plan to be a youth project leader this year	Feb 3, chair of program planning committee	Helped a younger member learn the parts of his pet
Closed record on Aug 31	Nov 6, learned how to feed my pet at a project meeting	June 12, attended district animal sciences workshop	June 8, veterinarian treated by pet for \$18	Sold two of my pets for \$20 each
Attended a pet fair	Applied for travel award opportunity of May 1 <sup>st</sup>	Attended public speaking competition on March 20 <sup>th</sup>		



## Additional Activities

**Here are several other fun games:**

**Stump the Other Team** – played like **Search** except that each team prepares 10-15 entries for the other team to tape on a record.

**Record Quiz Bowl** – the activity “Bowling for Answers” outlines how to set this up. The record item can simply be read as a question. For example: “Where would you enter your project group’s tour of a veterinarian’s office?” The first team to answer correctly receives a point.

**Record Feud** – this is played like the TV game show using the record book categories. For example: “What items would you list under Equipment and Supplies Inventory?” Make a list of items ahead of time, assigning each a value. Making the list is usually a good challenge for junior leaders and parents.

**Record Relay** – for good recreation, divide the group into two teams and form two lines. On the signal “go”, the first one in each line races to a table, picks up a record entry item, decides where it belongs, tapes it in the record, runs back and tags the next person. Continue until everyone has entered two or three items. Have teams check each other’s records.

**Spin the Jar** – put the record entries in a jar in the middle of the table. With members seated around the table, spin the jar. The member closest to the mouth of the jar takes an entry and places it on the group record, thus gaining one point. Continue to spin the jar until all entries are gone. The person with the most entries wins.





# Pet Quiz

The Pet Quiz is played like the TV show “Family Feud” where one team challenges a second team to see which team can respond to the most questions or situations correctly. For young members, or new pet project groups, the moderator alternately asks each team a question. If the first team cannot answer the question for the point, the other team gets to try. If the second team knows the answer they get the point. For advanced teams, or if buzzers are available, a question is presented by the moderator. The first team to respond, and give the correct answer receives the point. Other rules could be created by the planning committee.

## Getting Started

This is a good activity for a group to learn leadership and organizing skills. Preparation may be minimal or elaborate. Some groups conduct bowls on the spur of the moment while others do a lot of research, outlining questions and answers, making buzzers and building scoreboards. Those involved will include two or more teams of two-four members per team, a moderator to ask questions and indicate who should answer the questions, judge to indicate correctness of response, scorekeeper and time keeper. Rotating positions gets everyone involved in learning how to conduct a quiz.

## Experience (Doing)

Work with planning committee members to prepare for the quiz. Support their efforts to organize and conduct a quiz for the group. Examples of questions about cavies have been included. Follow with a discussion about the quiz, how it was conducted and the lessons learned.

## Talk it Over

### Share (What Happened)

- How did you organize the quiz?
- How did you decide what rules to follow?
- How did you get the questions? (Hint: a glossary is included in the member’s manual. Another good source is from each activity the group does and the discussions that follow.)

### Process (What’s Important?)

- What were some of the challenges you faced getting the quiz organized?
- Why do you learn more when you jump in and do an activity yourself rather than have someone else show you how to do it?
- What did you learn about your knowledge of pets?

## Generalize (So what?)

- What did you learn about organizing an activity?

## Apply (Now what?)

- What would you do differently next time when organizing an activity?

Questions and Answers about Cavies		
<ul style="list-style-type: none"> <li>• About how many ounces of water does a cavy consume daily? <i>3 to 4 ounces</i></li> <li>• What does “broken” refer to? <i>The colour pattern of a cavy</i></li> <li>• What special vitamin does a cavy require? <i>Vitamin C</i></li> <li>• How many square feet of living space does a cavy need? <i>Two square feet</i></li> <li>• How many toes does a cavy have on its right front foot? <i>Four</i></li> <li>• What is a polydactyl? <i>A cavy with extra toes on its hind feet</i></li> <li>• How many rosettes should a showable Abyssinian Cavy have? <i>Ten</i></li> <li>• What is a sow? <i>A female cavy</i></li> <li>• What is the difference between a disqualification and elimination? <i>A disqualification cannot be corrected; elimination can</i></li> <li>• Why should a cavy’s drinking water be changed</li> </ul>	<p>frequently? <i>To control bacteria growth</i></p> <ul style="list-style-type: none"> <li>• How many days is the gestation period for a cavy? <i>65-70 days</i></li> <li>• What is the life expectancy of a cavy? <i>6 to 8 years</i></li> <li>• What would you use if a cavy’s teeth need trimming? <i>Fingernail clippers</i></li> <li>• About how many weeks should a young cavy stay with its mother? <i>3-4 weeks</i></li> <li>• Approximately how many days are there in a cavy sow’s breeding cycle? <i>14 days</i></li> <li>• What is a boar? <i>A male cavy</i></li> <li>• What are the names of five breeds of cavies? <i>Abyssinian, Abyssinian Satin, American, American Satin, Peruvian, Peruvian Satin, Silkie, Silkie Satin, Teddy, Teddy Satin and White Crested</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is the average litter size of a cavy sow? <i>Three</i></li> <li>• How do you sex a cavy? <i>Depress gently on its abdomen</i></li> <li>• Where did cavies originate? <i>South America</i></li> <li>• What are three colours of the Asiatic Variety? <i>Golden, Silver and Dilute</i></li> <li>• What is another term for wall eyes? <i>Moon eyes</i></li> <li>• To prevent breeding, at what age should young cavies be separated? <i>3-4 weeks</i></li> <li>• What does it mean if a cavy is “banded”? <i>it has a colour pattern where one colour encircles the body</i></li> <li>• How many nipples should a cavy sow have? <i>Two</i></li> <li>• What is it called when a cavy eats its own solid waste? <i>Coprophagy</i></li> </ul>

### Additional Activity

Have the group set up and conduct a bowl for another group to introduce pet-related ideas and information in a fun way.



## Pet Pyramid

Having fun while learning is a winning combination for any educational experience. You'll find that all ages will enjoy playing Pet Pyramid. If you are looking for a game that gets members involved, and lets them develop their communication skills, this is the one.

## Getting Started

The purpose of the game is for half of the team to guess as many words or phrases being described by the other half of the team in the shortest time possible for each category.

Prepare for the game by having those who will lead the activity make cards for each team. On one side of each card a category is written, and on the other side the words that relate to that category. Some ideas for categories and related words are included at the end of this section.

## Experience (Doing)

Select a game show host. Form teams of two to four players, with half the team facing the other half. Hand out one category card to the half of the team that will be giving the clues. When the show host announces the category and says "Go!" the half of the team holding the category card will turn the card over, and begin giving one-word clues for the first word on the card to the other half of the team. Clues are given until the word being described is guessed or the word is passed. The team then tries the second word. Play continues until at least half of the teams have raised their hands, indicating they have guessed all the words in the category.

*Confused? If the category is: Types of Pets and the word is guinea pig, the clue giver might say rodent, agouti, American, tailless.*

After each round, have the teams discuss words not easily understood. The game show host then gives another category card to the other half of each team, and the process is repeated.

So that everyone has the opportunity to communicate with a number of players, have one-half of each team pair with a different half of another team after each round of two categories.

## Talk it Over

**Share (What happened?)**

- How did you feel about playing this game?
- What did you learn about giving clues?
- What was it like to communicate by just giving one-word clues?
- What part of the game was most difficult for you? Why?

### Process (What's important?)

- What did you learn about communicating with others?
- In what ways did you communicate besides talking?
- What types of communicating helped the other half of your team the most?
- How did nonverbal clues help you guess some words?
- Why is it hard to communicate when you don't have much information?

### Generalize (So what?)

- What did you learn about your own skills in communicating with others?

### Apply (Now what?)

- What did you learn about communicating that will help you in the future?




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### Examples of Categories

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<ul style="list-style-type: none"> <li>• <b>Companion Time</b> – types of pets: gerbils, guinea pigs (cavies), mice, rats, snakes, hamsters,</li> </ul>	tropical fish, lizards, budgies, hedgehogs, rabbits	<ul style="list-style-type: none"> <li>• <b>Land and Water</b> – types of amphibians: frogs, lizards, salamanders, newts, toads,</li> </ul>
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chameleons, geckos,  
iguanas

- **Polly Want a Cracker?** – types of caged birds: parakeets, budgies, canaries, finches, cockatiels, parrots
- **Under the Shell** – types of reptiles: turtle, snake, tortoise, alligator, terrapin
- **Different Kinds of Pigs** – breeds of cavies: American, Abyssinian, Peruvian, Silkie, Teddy, White Crested, Satin
- **Specialized Equipment** – pet body parts: fin, paw, tail, ear, eye, nose, wing, shell
- **Who’s Talking?** – pet sounds: hiss, chatter, squeal, whistle, cheep, squeak, purr, chirp
- **A Career for Me** – pet careers or businesses: pet show owner, pet groomer, pet food producer, veterinarian, nutritionist, pet shelter operator, pet sitter
- **Let’s Go Shopping** – items in a pet store: pet food, pet toys, waterers, snakes, bedding, puppies, fish, birds, kittens, resource books

- **The Right Equipment** – tools of a veterinarian: stethoscope, syringe, needles, medications, resource books, x-ray machine, examination table
- **Get the Group Together** – pet group activities: quiz bowls, skillathons, tours, judging, shows, demonstrations
- **Front Page News** – pet-related issues: pet factories, pets used for research, pet over-population, animal welfare, animal rights, therapy
- **Pet Time Fun** – pet toys: wooden blocks, balls, wheels, mirrors, tunnels, swings
- **Fins and Gills** – kinds of fish: guppy, swordtail, mollie, black tuxedo, tiger barb, cheekier barb, zebra danio, neon tetra, catfish, minnow, angelfish
- **Call the Vet** – pet diseases: constipation, diarrhea, malocclusion, muscular dystrophy, wasting disease, scurvy
- **Itching and Scratching** – pet parasites: ringworm,

mites, fleas, lice, round worms, tics

- **Ready to Eat** – pet foods: seeds, mice, alfalfa pellets, vegetables, water, worms
- **A Balanced Diet** – nutrients in pet foods: protein, carbohydrates (energy), minerals, vitamins, water
- **Those that Gnaw** – name of rodents: rats, mice, gerbils, gophers, chinchillas, guinea pigs, hamsters
- **Pets on the Screen** – cartoon pet characters: Fievel, Tweetie, Tom and Jerry, Woodstock, Roadrunner, Tazmanian Devil, Mickey Mouse, Minnie Mouse, Speedy Gonzalas, Wren and Stimpy
- **Underwater Home** – fish aquarium equipment: cover, hood, light, heater, aerator, filter, gravel, decorations, plants



## Presenting... PETS!

Presentations have always been an important part of youth development. Many youth say their experiences giving demonstrations, presentations, illustrated talks and speeches help them present their ideas more effectively and be more self-confident. If the first experience in presenting is both fun and educational, it may ignite a spark of enthusiasm that will continue for a lifetime. This section will outline a very successful way to involve your entire pet group (including parents) in a learning-by-doing session.



## Getting Started

Gather a variety of everyday pet- and non pet-related items. With young members, use everyday items with which they are familiar. Collect three or four more pieces than the number of members in your group. The items will be used by the members as props to show how to do something. Examples include a pet toy, needle and thread, model pet, dolls, bandages and equipment used to care for pets. Check the page Pet Project Meeting Ideas on page \_\_\_\_ for additional ideas. Put all the items in a box or sack. Then have an experienced member give a short presentation of giving a demonstration. A sample outline is below.

### Sample Outline

1. What a demonstration is
2. Parts of a demonstration and purpose of each
  - a) **Introduction** - Gets your audience's attention. Tells them what you are going to tell them or show them and why.
  - b) **Body** – tells or shows them what you said you were going to tell them, or show them.
  - c) **Conclusion** – tells them what you told, or showed them. Show the finished product, summarize the main ideas, ask for questions, and follow up with a closing statement.

## Experience (Doing)

With all the demonstration props still hidden, give members the following instructions:

*“Using the information you have just been given, your task is to prepare a 3-minute demonstration on a subject of your choice. To help you get started, you can select one of the items from this sack (box). After you have selected what you want, you will have a full 15 minutes to prepare an individual or team (of two) demonstration. The adults and other members will work with you. Decide now if you want to demonstrate by yourself, or with someone.*

*You can use poster paper and other supplies for your title and major points. The first demonstration will be in 15 minutes. You can volunteer, or we can draw names from a hat.*

*Here are the articles from which to choose.”*

You may want to assign adults, and older members to each member or team before you have everyone select props. This will provide immediate reinforcement. You will also assure that every adult, and older youth is involved.

After 15 minutes, ask for a volunteer or draw a member’s name from the hat. Allow the person, who just finished, draw the next name. With a large group, and limited time, you will want to divide the group, and have youth giving demonstrations in two or more locations. Be sure to divide the audience also.

The importance of giving praise cannot be overstated. By emphasizing the positive aspects of each demonstration, everyone will quickly recognize a good one. Be sure that each member is asked questions about what was presented. You can involve everyone by assigning two members each time to ask as least one question each. Often several others will then also ask questions.

## **Talk it Over**

### **Share (What happened?)**

- How did you decide what to choose as a topic?
- What was most fun about giving a presentation? The most difficult?
- What are the basic differences between the four major types of presentations?
  - A demonstration is usually showing how to do something. An illustrated talk is a speech using posters or other props. A speech does not use props, and a member-in-action presentation is a demonstration that involves the audience.

### **Process (What’s important?)**

- As you listened and watched others give their presentations, what techniques kept the audience most interested?
- Why is it important to choose a topic that can be covered in the time given?
- What is the purpose of a presentation?

- To convince, persuade, challenge, inform, entertain or share information with an audience.

### **Generalize (So what?)**

- How do you make informal presentations every day?
- How will learning to give good presentations help you?

### **Apply (Now what?)**

- What did you learn that will help you improve your next presentation?
- Where, when and about what would you like to give a presentation?

### **Addition Activities**

- Ask an older member to present a 3-minute overview of the parts of a presentation. Refer to the “Sample Outline”.
- Have members prepare and give presentations at other events and activities on topics that will interest an audience.
- Ask members to listen and report on a speech, illustrated talk, or demonstration they see on television, or elsewhere. Encourage them to listen closely to the introduction, how the presenter relates to the audience, and how the presentation is constructed (introduction, body and conclusion).



## **Pet Skillathon**

A skillathon is a great way to involve members in a challenging, non-competitive, cooperative, learning-by-doing activity. This teaching method helps members develop both personal and project skills. The skillathon works well at a project meeting, group meeting, in the classroom, or at a mall or fair.

A skillathon is a series of learning stations at which teams are presented with realistic situations and tasks to do. The teams attempt to complete the tasks before being told or shown how. The operator at each station follows with questions to help the teams build on their experiences.

## **Getting Started**

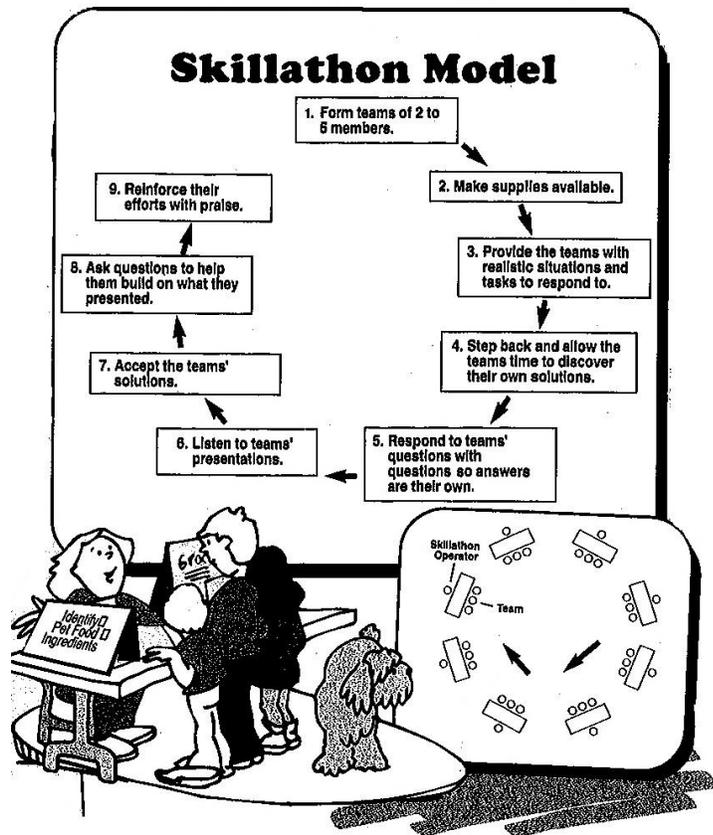
Organizing a skillathon is an excellent activity for members to practice developing their leadership skills. People and materials need to be organized, decisions made and signs prepared. To help guide the planning committee, some of the tasks to be considered are listed as well as examples of stations. A series of stations can be set up on almost any of the general areas listed on the Pet Project Meeting Ideas on page \_\_\_\_\_.

### **To prepare for the skillathon, have members**

- Decide on the stations wanted, considering time and resources available.
- Make up a realistic situation and task sign for each station, so teams don't require additional directions.
- Decide who will be in charge of each station.
- Decide on the equipment and supplies needed at each station.
- Delegate responsibility for gathering supplies.

### **The station operator should**

- Be familiar with the topic.
- Develop several questions to ask each team.
- Allow the team members to discover for themselves how to accomplish the task, instead of telling or showing them how.
- Facilitate the learning using the steps of the skillathon model shown here.



## Examples of Skillathon Stations

- **Preparing for a New Pet**

**Situation:** Your new pet (specific species) arrives tomorrow. Your parents ask you to have everything ready.

**Your Task:** Select the items you need for your pet, and explain why.

**Supplies:** Pet food, measuring equipment, pictures of cages, vet phone number, water, variety of containers, etc.

- **Examining a Pet**

**Situation:** Pretend you are a veterinarian.

**Your Task:** Demonstrate how you would examine the pet to see if it is healthy.

**Supplies:** A live or stuffed realistic pet, stethoscope, rectal thermometer.

**Directions:** Make supplies available and allow team time to prepare and give a demonstration. Follow up with questions.

- **Holding A Pet**

**Situation:** You have been invited to a community pet show.

**Your Task:** Demonstrate how you will pick up each kind of pet for examining.

**Supplies:** Different types of live or toy pets.

**Directions:** Make pets available, have team demonstrate how to hold each pet and follow up with questions.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Identifying Pet Parts</li> <li>• Determining the Sex of a Pet</li> <li>• Matching Pet Diseases to Symptoms</li> <li>• Making a Pet Food Commercial</li> <li>• Identifying Tracks of Pets</li> <li>• Classifying Pets</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying Pet Supplies</li> <li>• Reading a Pet Food Label</li> <li>• Handling a Pet</li> <li>• Designing Your Pet's Environment</li> <li>• Identifying Kinds of Pets</li> </ul> |
|--|---|

## Experience (Doing)

Once the stations are prepared, begin the skillathon. Depending on the size of the groups and the number of stations, group members into teams of two to four. Start each team at a different station. Allow about ten minutes at each station. Follow with questions about the overall activity. The following questions will help members reflect on what they have learned.

## **Talk it Over**

### **Share (What happened?)**

- What was it like to plan and conduct a skillathon?
- What was hardest for you to do? Easiest?
- How do you feel about this planning session?

### **Process (What's important?)**

- What did you learn from this activity that you didn't know before?
- What difference did you observe about how different teams did or did not work together?
- Why is it important to take time to plan carefully?

### **Generalize (So what?)**

- How did teaching and learning this way compare to what happens in your classrooms?
- What did you learn about being a leader that will help you in working with groups in other organizations or school?

### **Apply (Now what?)**

- What could you improve to be an even better planner and organizer?



# **Let's Get Acquainted**

This is a good get-acquainted activity to use with groups of individuals that have pets. Following the activity, they will know each other better, and will have practiced their communication and relating skills

## Getting Started

Simply make a copy of the “My Pet is Special...” sheet for each member.

### My Pet is Special...

Directions: Read each phrase. Go around the room, find another person and introduce yourself. Share the name(s) of your pet(s). When you find a person who has a pet that matches one of the categories write his/her name next to the category. Continue introducing yourself until you have met everyone, or until your list is completely filled.

	1. My pet has a least one blue eye
	2. I have more than two pets
	3. My pet wears an ID tag all the time
	4. My pet weighs more than two pounds
	5. My pet weighs less than two pounds
	6. My pet is ugly, but I love it anyway
	7. My pet eats vegetables
	8. I know the breed of my pet
	9. My pet is an amphibian
	10. My favourite television pet is Mickey Mouse
	11. I know the name of the pets in the movie “Lady and the Tramp” (Prove it)
	12. I have shown my pet at pet shows
	13. My pet is spayed or neutered
	14. My pet is long haired
	15. My pet has whiskers
	16. My pet has no tail or a short tail
	17. My pet has spots
	18. My pet and I are friends
	19. My pet visited the veterinarian recently

## Experience (Doing)

Ask one of the older members to conduct the activity. Read the directions on the “My Pet is Special...” sheet, and invite the group to begin!

## Talk it Over

### Share (What happened?)

- How did you get everyone involved?
- What did you learn about each other, and each other's pet

### Process (What's important?)

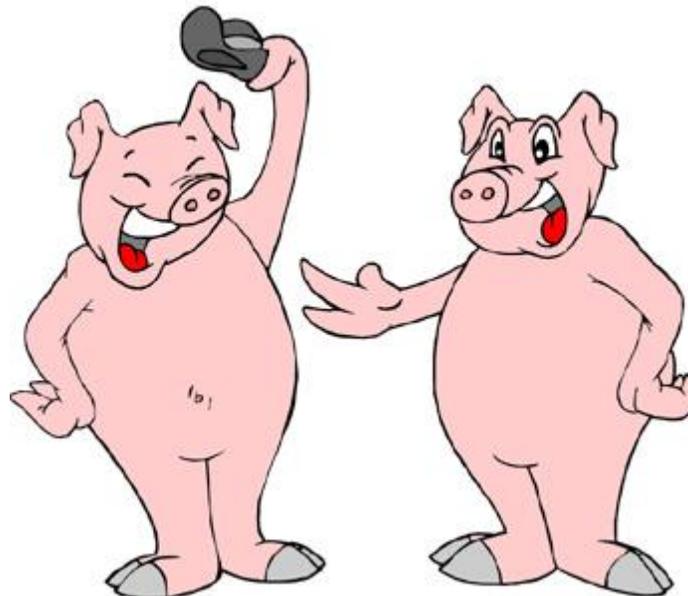
- How did the activity make it easier to meet people?
- What is most difficult for you when meeting a new person?

### Generalize (So what?)

- Why is it easier to remember people when you know more than their names?
- What are some ways you might help yourself remember the names of people you have just met?  
(Ryan has a red shirt; His name is Bob, just like my uncle, etc.)

### Apply (Now what?)

- When you meet a person for the first time, how do you attempt to get to know that person?



## You Won't Believe

“You won’t believe what my pet did!” everyone who has ever had a pet usually has a story to tell. When a pet is part of the home, favourite stories abound. Sharing these stories with others is not only an excellent way to appreciate pets but also a way to learn to tell stories, and relate to others. This activity can be spread over several meetings with one or more stories told each time.



## Getting Started

Give each member an opportunity to tell a short story about his or her pet, or repeat a story read or heard about someone else’s pet. In order to stimulate ideas for good stories, ask the group to brainstorm possibilities. These could be listed on a piece of paper or a poster. Then give everyone time to think about a story and, perhaps, practice with someone before telling it to the entire group.

## Experience (Doing)

Provide a comfortable, supportive environment for storytelling. Encourage volunteer or, perhaps, put names in a hat to see who is next to tell a favourite pet story. Ask each member to think of questions to ask the storyteller.

## Talk it Over

### Share (What happened?)

- How did you feel to tell a pet story?
- Why do pets make good subjects for stories?
- What made one or more of the stories you heard fun to listen to?

### Process (What’s important?)

- What did you learn about yourself by sharing a pet story?
- What was easiest, and what was most difficult for you when you shared a pet story with others?

### Generalize (So what?)

- What are some things good storytellers do to make their stories more interesting?
- Why is learning to tell stories important to getting along with others?
- What can you learn about people by the way they tell stories, and the kinds of stories they tell?

## Apply (Now what?)

- How can you improve your storytelling skills?

### Additional Activity

Have members' interview adults, or other youth about memorable experiences with pets. Share the stories with the group. Focusing on certain age groups such as under 4 years of age, teenagers, over 60, etc., may provide interesting contrasts in stories and telling stories. Members could also do this activity in groups.



## Pet Talk Fun

Every new area of discovery seems to have its own unique vocabulary. Pets are no exception. The glossary included in the member's manual offers many opportunities to learn pet-related terms. The activities described here are fun ways to make the words come alive.

## Getting Started

Several different games are outlined in this activity. Each one offers an opportunity for one or more members to take the leadership role to introduce the game to the group. You and your group may have several other fun ways to learn the words. Anything goes. Several questions are included to help everyone talk about not only the words but how they learned them, and communication skills practiced. You may find that each person is most successful in learning in his or her own style. Be sure to end the games when the enthusiasm is high. Have fun!

### Word Meaning Bee

Play the same as Spelling Bee, but instead require that the definition of the word be given. The teams must identify the word, and then spell it correctly.

### Charades or Skits

Select words from the glossary that can be acted. The game leader distributes a word to each member. Group members may consult with others to prepare a charade or short skit. After about five minutes of preparation time, the game leader asks for volunteers. This is a fun game with no winners or losers. Allow great flexibility for challenging words.

### Matching

Make two sets of note cards using glossary words and definitions for each team. One set has the word on one side and the definition on the other side of each card. The other set of cards has only the word – no definitions. Provide each team of two with both sets of cards. (Everyone can help make the cards.) Then display the cards with only the word on one side. The teams then attempt to match the definition cards with the word cards one by one. When completed, two teams then check each other's cards, and talk about the differences. Finally, turn the definition cards over and see if the words on the paired cards are the same. Discuss any differences with the entire group.

### Sentence-to-Story Game

The object of this game is for the group to create a story by adding sentences using the words provided. Group members sit in a circle with partners. The game leader announces a general situation for everyone to use as a frame of reference, and then distributes a different word from the glossary to each pair. For example, the group leader might ask the group to pretend they are visiting a pet store, or going to a pet show. Partners are given five minutes to decide what the word means and to make up a sentence using the word. Writing the sentence is allowed. If someone has no ideas what a word means, the definition may be provided.

The game is more fun if everyone creates the first sentence together, then pairs add

## **Experience (Doing)**

Working with members who will most benefit, have them select a word game and introduce it to the group. You may want to play more than one game to keep their interest high.

## **Talk it Over**

**Share (What happened?)**

- What new words did you learn?
- Why is communicating sometimes easier when playing games?
- In which game was communicating the easiest? Why?

### **Process (What's important?)**

- How does knowing a lot of different words and their meanings help you communicate better with others?

### **Generalize (So what?)**

- How does having fun with others help you communicate with them?

### **Apply (Now what?)**

- How do you think playing these and other word games might help you communicate in the future?



## **Dealing with Loss**

Losing a pet through an accident, old age or having one run away is often the first experience of this kind of loss a youth may have. The feelings that arise from such a loss as well as deep feelings from other major changes in life are natural. Understanding and learning to deal with these feelings are important life skills that can be learned in the pet project.

Everyone seems to go through several stages of feelings when adjusting to loss. People experience the stages in different ways, and sometimes different orders. These feelings are part of the process called

“grieving”. Grieving is a sign of love and caring. It is also natural and necessary. Sometimes we do not know how to relate to someone who is grieving. We are afraid we will say the wrong thing.

Whether youth are talking with someone else who has lost a pet or they are the ones with the loss, they need to be true to their feelings, and not hide them. Share them with loved ones. Crying helps people get over grief. It also helps to remember the pet. Think and talk about the good times together. Some youth may feel they are the cause of their pet’s death, but may be unable to say that they feel that way.

This activity will help youth understand that feelings of loss either caused by death of a favourite pet, or other important changes in their lives are natural. Feelings need to be expressed and understood in order to cope with change, and help others cope.

## Getting Started

Have members, family members and helpers brainstorm at least 15 losses or changes that people might experience. Included might be a pet that dies, or is sold, moving to a new home or city, changing schools, breaking up with a boyfriend or girlfriend, family members that leave, or not winning a contest.

## Experience (Doing)

After a brief discussion, present a scenario or situation in which a loss occurs. You can use your own, or use parts of this one.

Situation: You have had your pet for a long time. You’ve enjoyed lots of good times together. This morning you go to feed it, and find it dead in its cage.

### Next assign roles to three or more members:

- A person who experienced the loss
- A friend trying to help
- A person who isn’t very helpful

Have the person who experienced the loss act out the feelings in the stages of accepting loss. Ask the friend and other person to react to those feelings in helpful and not-so-helpful ways.

As the role play progresses, ask the rest of the group to identify the stages in the grieving process that they see and hear. To summarize, discuss what is helpful to do and say to a person who is going through the stages of loss. The table below may be helpful

Stages of Accepting Loss			
		Way to Help	
		Helpful	Not-so-helpful
Denial	"This can't be happening."		
Anger	"I'm really angry and upset."		
Sadness	"I miss ____ so much, I can't stop crying."		
Depression	"I don't feel like doing anything."		
Acceptance	"I really miss _____ but things are getting better."		

## Talk it Over

### Share (What happened?)

- How does it feel to talk about changes?
- What does the expression "mixed emotions" mean to you?
- What do you believe about expressing feelings when changes happen?

### Process (What's important?)

- Why is understanding the stages of accepting a loss important?
- Why is it important not to argue that someone feels the way they do?
- What does it mean to be an "active listener"?

### Generalize (So what?)

- How can you help a friend who is having a difficult time accepting a change?
- Where can you get help if you are having a difficult time accepting a change?

### Apply (Now what?)

- How can you prepare for a loss or opportunity you know is going to happen?
- How will you deal with changes differently in the future?

## Additional Activities

- Visit a veterinarian and talk to him or her about how the death of a family pet is handled.
- Find out the laws about disposing of carcasses of dead animals where you live. Discuss the choices for disposal you have (necropsy at diagnostic lab, pickup by renderer, burial, incineration, composting, etc.). Decide what you will do with your animal if it dies.



## Meeting Ideas

You can find many activities for members in the member's and leaders guide. Still, there may be times you want to initiate an activity on your own or explore other areas with your group. This list of meeting ideas may help you select and plan your program for the year.

### Pet Selection

- Identifying kinds of pets
- Identifying breeds of pets
- Identifying tracks and trails
- Tracing the history of a pet
- Determining basic pet needs

## **Pet Care**

- Preparing for a pet
- Keeping a pet comfortable
- Selecting a cage
- Observing a pet
- Listening to a pet
- Understanding a pet's environment
- Building furniture for a pet
- Selecting equipment for a pet
- Making pet play things

## **Pet Health**

- Examining a pet
- Recognizing a healthy pet
- Recognizing a sick pet
- Understanding common diseases
- Controlling internal parasites
- Selecting a veterinarian

## **Pet Nutrition**

- Selecting feed
- Reading a feed label
- Identifying feed ingredients
- Sketching a pet's digestive tract
- Understanding digestion
- Feeding a pet

## **Pet Fitting, Training and Showing**

- Grooming a pet
- Showing a pet
- Handling a pet
- Teaching a pet tricks

- Talking with a pet
- Preparing for a show

## **Pet Reproduction and Genetics**

- Making the decision
- Collecting pet breeding facts
- Breeding a pet
- Understanding a pet's estrous cycle
- Identifying parts of the reproductive system
- Determining the sex of a pet
- Caring for the newborn

## **Leadership & Career Opportunities**

- Conducting a pet show
- Judging a pet show
- Organizing a pet club
- Conducting a pet quiz bowl
- Planning a pet therapy program
- Shadowing a veterinarian
- Starting a pet business

## **Pet Related Issues**

- Debating animal right/animal welfare issues
- Using animals in research
- Overpopulating with pets
- Understanding pet laws
- Dealing with pet abuse

## Other Pet Activities

- Touring a zoo
- Visiting a pet store
- Touring an animal research lab
- Touring a pet ranch
- Attending a pet show
- Giving a presentation
- Photographing pets
- Visiting a humane society
- Keeping a scrapbook
- Keeping a pet record

## More Project Ideas

Look around your home, our school and your community. There are many people, places/organizations and other resources that can be your tools in helping members learn. This list is only a start. Let it launch you into thinking about all kinds of new and interesting activities.

- People
- Grandparents, parents, family members
- Other 4-H groups
- Pet breeders
- Girl Scouts, Boy Scouts and participants in other similar organizations
- Health care professionals
- Nutritionists
- Animal control officers
- Veterinarians
- School and public librarians
- Teachers
- College faculty
- Industry representatives
- Park rangers
- Government officials
- Farmers
- Pet store owners
- People who use animals in non-traditional ways

## Places/Organizations

- Breed associations
- Members' homes
- Business offices
- Government offices
- University and other research facilities
- Media station (tv, radio, newspaper)
- Computer data bases
- Community service projects
- Day care centers
- Retirement homes
- Grade schools
- High schools
- Park and recreation programs
- Trade associations
- Fairs
- Nature centers
- Libraries
- Special interest groups
- Lions and other civic clubs
- Colleges
- Tech schools
- Zoos
- Museums
- Y programs

- Departments of agriculture
- Humane societies
- Animal shelters, hospitals
- Career fairs
- Commodity groups
- Private industry
- Science and art centers
- Cemeteries (human and pet)
- Feed companies
- Pet stores
- Farm supply stores

## Other Resources

- Magazines, books, newspapers
- Product and travel brochures
- Package labels
- Advertisements – TV, print design
- Comics and cartoons
- Posters
- Newsletters kids write
- Encyclopedias
- Maps
- Charts
- Video tapes
- Cassette tapes
- Healthy living brochures
- Breed brochures
- Library pamphlet files
- Yellow pages
- Cameras (VCR, instant and regular)
- Catalogs
- Commercial or make-your-own games

## Idea Starters

Young people are highly creative. Let their imaginations and enthusiasm soar as they participate in and create their own host of activities such as:

- Letter wiring campaigns
- Pantomimes
- Skits, plays, stage presentations
- Games – original and commercial
- Talent shows
- Interviews and surveys
- Debates and mock trials
- Charades
- Scavenger hunts
- Demonstrations
- Mentoring for younger youth

## Create-Your-Own

- News articles
- Comics, cartoons

- Essays
- Poems
- Songs, raps
- Videos and tapes
- Slide shows
- Stories
- Want-ads and advertisements
- Journals and logs
- Photography
- Sculpture and art
- Models and prototypes
- Riddles and jokes
- Campaigns – informal and marketing
- Posters

## Answer Key

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### Pet Parts (pg 48)

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1. e | 3. f | 5. l | 7. a | 9. h  | 11. d |
| 2. b | 4. j | 6. k | 8. g | 10. c | 12. i |

### Crossword (pg 48)

- |         |         |        |          |         |          |
|---------|---------|--------|----------|---------|----------|
| 1. Nose | 3. Tail | 5. Eye | 7. Gill  | 9. Ear  | 11. Fin  |
| 2. Foot | 4. Beak | 6. Leg | 8. Shell | 10. Fur | 12. Wing |

### Crossword Puzzle (pg 54)

- |             |           |           |
|-------------|-----------|-----------|
| 1. Hedgehog | 4. Fish   | 7. Rat    |
| 2. Hamsters | 5. Lizard | 8. Parrot |
| 3. Gerbil   | 6. Canary | 9. Cavy   |

### Digestive System Parts

1. d
2. b
3. f

4. e-2
5. e-3
6. c-1

7. a
8. c-2
9. e-1

### **Pet Diseases and Symptoms**

Bird	Cavy	Frog	Fish	Lizard
1-f	1-f	4-b	2-h	6-j
3-i	9-c		8-d	10-g
5-k			11-3	
7-a				

### **Handling Tips Word Scramble**

- a. gerbil (3)
- b. frog (4)
- c. hamster (1)
- d. snake (6)
- e. chameleon (2)
- f. guinea pig (5)

