

# **ANIMAL FRIENDS**

## **Leaders' Guide**



**Ontario  
4-H Council**



**Ministry of Agriculture,  
Food and Rural Affairs**

### PURPOSE OF THE 4-H PROGRAM

The primary purpose of the 4-H program is the personal development of youth in rural Ontario.

In 4-H, members will be:

- encouraged to develop self-confidence, a sense of responsibility, and a positive self-image;
- helped to develop their skills in communications, leadership, problem solving, and goal setting;
- offered the opportunity to learn about the food production, processing, and marketing systems and the heritage and culture of Ontario through projects such as livestock and crop production, financial management, food preparation, nutrition, recreational activities, and career development.

### WELCOME TO 4-H

The 4-H Club Leaders' Handbook says that, "volunteer 4-H leaders are a blend of friend, teacher and parent." What a big order to fill! But you will discover that you have many talents as a 4-H leader. Having an interest in young people and their development and being willing to take up the challenge of 4-H leadership is the first step to success.

This project focuses on the care of animals. However, the development of members as individuals is your real goal. You will get to know the club members very well and where their interests lie. Use this knowledge, your own expertise and imagination to plan a fun, interesting and challenging club program for your members. And enjoy being a 4-H leader!

### WHAT ARE MY RESPONSIBILITIES AS A 4-H LEADER?

Before your club begins:

1. Attend the project related training session.
2. Advertise the project and organize a club which will have a minimum of six members.
3. Review available resources and begin planning the club program.

During the club:

1. Attend each meeting and the Achievement Program.
2. Assist members in planning and presenting the club program.
3. Provide a FUN, learning atmosphere.
4. Have members complete enrollment cards and the club membership list and forward to the Ontario Ministry of Agriculture and Food office by \_\_\_\_\_.
5. Help each member to set and reach goals for personal development.
6. Encourage members to work together as a group.
7. Provide guidance in choosing and completing an Achievement Program.
8. Evaluate the club program.

## 4-H CLUB PROGRAM PLANNING

### WHY DO I NEED TO PLAN THE CLUB PROGRAM?

A successful 4-H club doesn't just happen! Careful planning is necessary and very important. As a 4-H leader, you have a responsibility to do the best job you can in providing a fun, learning experience for the 4-H members. Planning will make this a reality. Some other benefits of planning include:

- setting goals to strive for
- sharing the workload
- ensuring that club time will be productive
- providing better communications
- avoiding calendar conflicts
- providing a role for each person
- knowing who will be responsible for what part of the program
- making the best use of available resources
- learning planning skills

### O.K. ... HOW SHOULD I PLAN?

You will want to make some initial plans before the club starts but involve 4-H members at some point early in the planning process. Achieve this by one or more of the following.

- hold a general meeting and have the entire membership suggest ideas
- meet with the elected club officers
- form a planning committee of members and leaders (parents and sponsors could also be included)

It doesn't matter which approach you take but there are some basic steps to follow.

1. Look at the club's situation.
  - ages, interests and locations of members
  - successes and failures of past clubs
  - county/regional activities
  - available time
2. Identify the club's goals.
  - base these on the club's situation
3. List possible activities.
  - how goals can be met
  - brainstorming is a good technique at this stage
4. Determine activities.
  - keep goals and the club's situation in mind
  - balance business, learning and social recreation
5. Prepare the Club Program Plan
  - when will activities take place, where will they be held, what will they be, who will do them
  - share and discuss the plan with the entire membership

## HOW CAN I MAKE THE BEST USE OF RESOURCES?

There are many resources available to 4-H leaders. Awareness of these resources and how to use them will help in planning the club program.

### 1. 4-H MEMBERS' MANUAL and LEADERS' GUIDE

The members' manual has been developed as a reference for information that can be covered during the 4-H meetings. IT IS NOT NECESSARY TO COVER ALL OF THE INFORMATION THAT IS IN THE MANUAL. Remember your club's situation and select topics that will be of greatest interest. If some of it is too indepth for your members DON'T USE IT. If some of it doesn't apply to your geographic location then DON'T DISCUSS IT. The key here is to BE FLEXIBLE so the needs of the members are met.

The Leaders' Guide suggests possible activities, presentation ideas, discussion questions and time guidelines for meetings. Use this as an aid in planning the club program. Again, DON'T FEEL THAT YOU MUST USE ALL OF THE SUGGESTIONS. You will have ideas from the members and ideas of your own to use too.

DON'T USE READING ALOUD (by you or a member) as a method of sharing information. Daydreaming, fidgeting, whispering, and perhaps even snoring are sure to follow this type of presentation.

When selecting activities and methods keep this chart in mind.

Method	Retention	Examples
Reading	Members will retain 10% of what they read.	- Members' manual
Hearing	Members will retain 20% of what they hear.	- Lectures, speakers, being read to
Seeing	Members will retain 30% of what they see.	- Exhibits, posters, illustrations
Hearing and Seeing	Members will retain 50% of what they see and hear	- Observe demonstrations, videos, films, slides, tours
Saying	Members will retain 70% of what they personally explain.	- Discussion groups, judging, expressing ideas
Saying and Doing	Members will retain 90% of what they are personally involved in saying and doing.	- Practice, explore, demonstrate, build

## 2. CLUB MEMBERS

The ages of the members in your club probably cover a span of several years. This means there will be many different needs, strengths and abilities. Although it is important for the club members to learn to work together you must also recognize individual differences.

Younger Members - these members will be active and full of energy. Capitalize on this energy by providing lots of variety in the meeting to hold their interest.

Older Members - This group is striving for increased freedom from adult controls. When the younger members need some undivided attention, have the older members plan and/or carry out an activity on their own.

For times when the whole club must be together, encourage older members to share their skills and experience with younger members by guiding them through an activity.

Youth Leader - If there is a senior member in the area who has completed several projects this may be the challenge he/she is looking for. You can help this member put leadership skills into action by having him/her assist with delivery of the club program.

Club Executive - Make sure this group is aware of its responsibilities and then LET THE MEMBERS LEARN BY DOING. The executive should be responsible for the business portion of the meeting. The president or vice-president will chair, secretary will take the roll and record minutes, etc. The club might consider pairing a junior and senior member together for some of these positions.

## 3. PARENTS AND SPONSORS

Members will learn and enjoy more if their parents are interested in what they are doing. Likewise, sponsors will be more willing to continue their support if they can see the value of the 4-H program.

INFORM - Many parents and sponsors don't know what the goal of the 4-H program is or know how it benefits the members. Talk to them about 4-H at every opportunity. \*

INVITE - Parents and sponsors should be invited to a 4-H meeting to see the club in action.

INVOLVE - Once parents and sponsors are more aware of the 4-H program they are more likely to accept your requests for help (hosting a meeting, being a guest speaker, arranging for a tour).  
- Recognize parents and sponsors for their support with thank you notes, newspaper articles, etc.

## 4. OTHER LEADERS, THE 4-H ASSOCIATION AND THE RURAL ORGANIZATION SPECIALIST

Don't feel that you are walking this road alone. Other 4-H leaders, the 4-H Association and the Rural Organization Specialist are willing to lend an ear for your ideas or offer suggestions.

## 5. GUEST SPEAKERS

Be sure to give a speaker lots of notice. Be specific about what you would like discussed and how much time he/she will have. As with your club program planning, the guest should be aware of the club situation, ages of members, attention span and interests. Encourage the guest to involve the members in hands-on activity rather than just lecturing to them.

## 6. SOCIAL RECREATION

4-H should be FUN! Using a variety of social recreation activities at each meeting adds enthusiasm and enjoyment. The age, sex and size of the group determine the kinds of activities. Possibilities include games, relays, active sports, picnics, singing, puzzles and refreshments. Involve members in planning and carrying out the activities.

These are just some of the resources available to you. Become familiar with your community and what it has to offer. The possibilities are endless.

## HOW DO I KNOW IF THE 4-H CLUB PROGRAM HAS BEEN A SUCCESS?

Taking time to evaluate your 4-H club program is just as important as the initial planning. Ask everyone who was involved (members, other leaders, parents, sponsors and guests) for comments and suggestions. Their ideas will be very helpful in planning the program for your next club.

Here is a check list that may stimulate your thinking as you try to measure the success of the club program.

	Always	Sometimes	Never
1. Did members and leaders enjoy coming to meetings?			
2. Did each member have a chance to actively participate?			
3. Did each member receive praise or encouragement in some way?			
4. Did I plan for the differences in age level, abilities and interests of the members?			
5. Did I give each member a chance to assume responsibility when it was appropriate?			
6. Did members learn at least one <u>new</u> thing at each meeting?			
7. Did all members feel they are "a part of" or "belong to" the group?			
8. Did I involve the parents and sponsors in some way?			
9. Did all members and leaders have fun?			

Some of the material in this section on "4-H Club Program Planning" was adapted from, "Managing a 4-H Club" and "Managing a 4-H Project" from the Manitoba 4-H program, and "Home Study 4-H Advisor Course" from Ohio Cooperative Extension Service.

# 4-H CLUB PROGRAM PLANNING CHART

MEETING OR EVENT	DATE	TOPIC ACTIVITY OR TASK	PEOPLE WHO COULD HELP	IDEAS TO CONSIDER

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### WHAT IS AN ACHIEVEMENT PROGRAM?

The Achievement Program is an opportunity for members to share the knowledge and skills they have gained during this 4-H project. Each member should be involved in some way. It should also inform the public about the purpose and goals of the 4-H program. Achievement Program Ideas specific to this project are suggested below. Involve club members in selecting a suitable idea and the necessary preparations.

You may wish to choose one idea or a combination. The type of program should be selected by Meeting Two. You may require some preparation time at your meetings prior to the Achievement Program.

1. Display the members' animals at a local fair or show or a mall display. Make a poster or sign with some information about each animal (age, breed, sex, feeding requirements, etc...) and have members on hand to answer questions. Also display any articles which the members have made for their animals.
2. Organize a community program where members bring their animals and demonstrate a skill they have learned for working with their animals. This could include ways of grooming an animal, training of an animal, or an unusual trick which they have taught the project animal. They could also share other information on caring for animals.
3. Do a skit on the Dos and Don'ts of looking after animals, or on any other subject which the members feel is important or appropriate and perform this at a 4-H Achievement Program for several clubs or any other community event.
4. Make a videotape on some aspect of animal care. It should emphasize an important point to the public. Topics could be, "Being a responsible animal owner" or "Proper care of animals".

Invite friends, relatives, and sponsors to see the "premier screening" of the videotape.

5. Have the club visit a senior citizens' or care centre home with a selection of companion animals.
6. Have the club sponsor a neighbourhood pet show or other event which would encourage others to participate with their pets. Keep it fun and open to all pets. Suggested classes: best trained pet, largest pet, pet with most spots, most unusual pet, (check the local fair prize books for pet show ideas - almost all fairs have these types of competitions). Your club may even wish to work with a local fairboard in organizing the pet show, or they may just wish to enter it.

**NOTE:** If your club plans an event which includes live animals, be sure that the event is properly planned and staged. Give special attention to animal control (penning and handling). Pets must be in cages or under control at all times. Be sure to have volunteer adults to assist with the actual event to maintain order. A well planned event will be fun. A poorly planned event could be catastrophic.

## MEETING ONE

## WHICH ONE'S FOR ME ???

### SPECIAL NOTES FOR THIS PROJECT

1. Any page numbers refer to the Members' Manual unless otherwise indicated.
2. The Members' Manual has been designed as a reference source. Hopefully, the members can leave their manuals closed for most of the meeting, allowing them to observe, learn and take part in the discussion and other activities. The few blanks and questions can be completed as the information is discussed or at the conclusion of the meeting as the review. Please don't assign the blanks as "homework". 4-H should not be viewed as school.
3. FITTING AND SHOWING - Meeting six has been dedicated to fitting and showing. This meeting can be moved ahead if members will be showing animals before the end of the project. Proper care of the project animal is emphasized. Members should be informed of this at the first meeting and encouraged to read the information in meeting six before beginning any fitting and showing.
4. The members will also receive an "Animal Care Guide". It is a guide to several types of animals which are likely to be kept by members who are involved in this project. This guide lists specific information on each animal in the same sequence as the meetings (i.e. animal selection, feeding, training). Refer to this guide for additional information on care for specific animals. The Members' Manual will note: See "Animal Care Guide" for additional information on your type of animal. You do not have to cover every type of animal in the guide. If you have members who have dogs and cats, you may wish to only review the dog and cat material. It can also be left for a member to review on his/her own.
5. REMEMBER TO REFER TO YOUR 4-H CLUB LEADERS' HANDBOOK - (white and green binder) - You will find many useful tips and ideas covering topics such as program planning, successful meetings, parliamentary procedure, effective communicating and presentation methods. Refer to your Leaders' Handbook before you begin planning meetings.

### OBJECTIVES

1. Introduce the importance of parliamentary procedure and duties of the executive, and elect the club executive.
2. To have members understand what is required of them for completion of this project.
3. To introduce the meeting material by explaining the objectives:
  - a) To understand why we might choose one type of pet over another.
  - b) To discover places where we might obtain a project pet.
  - c) To find out what important information we should know about our pet.
  - d) To understand why some form of record-keeping diary is useful and important.

### PREPARATION AND EQUIPMENT

1. Before this meeting, and all meetings, read through the Members' Manual and familiarize yourself with the material to be covered. Go over any sections with which you had difficulty.  
Think about how you will use the information and activities. Involve the Youth Leader or other members whenever possible to assist or lead.
2. Prepare name tags.
3. For the "Starting Out Right" section, you may want to put together a list of sources for different kinds of pets in your own area before the meeting. This will help you to suggest sources for animals if the members have any questions about where to get a particular kind of animal.

### POSSIBLE GUESTS OR RESOURCE PEOPLE

This meeting will probably be very busy and quite a bit of time will be spent on introduction to the project as well as elections, etc. However, you may wish to have a guest visit to talk about selection of pets and basic care requirements when a new pet is taken home.

Possible choices of speakers:

- \* A pet shop owner or employee.
- \* A person who breeds animals of some kind. (i.e. dog, cat, or rabbit breeder, etc.)

### TIME GUIDELINE

A time guideline has been provided, but please remember that it is only a guideline. The number of members, their maturity, specific interests, and the way in which the meeting is structured will all influence the duration of the various activities.

IN A NUTSHELL	
Roll Call	5 min.
Getting Started	15 min.
Parliamentary Procedure	20 min.
Hello!! and Taking Responsibility	5 min.
Choosing the Right Pet	10 min.
Starting Out Right	10 min.
The New Arrival and Immunizations	5 min.
How Much Care?	5 min.
	<hr/> 75 min.
Optional: Mixer Games	
Review Questions	

## GETTING STARTED

1. Begin with the 4-H pledge. Make sure new members have a copy to look at.
2. Welcome the members. Introduce all leaders. Have members introduce themselves. Introduce the youth leader (if this has been decided). Ensure that everyone has a name tag.
3. Complete enrollment cards and membership list.
4. Give a brief introduction to the project.
5. Outline the opportunities members have such as taking part in local fairs and shows, 4-H Go For The Gold, Regional Conference, exchanges, etc.
6. Distribute "4-H Club Member Lives Here" and "4-H Club Project" signs.
7. Distribute the Members' Manuals and the Animal Care Guides.
8. Discuss the members' requirements for the project. See Page 1.
9. Discuss the Project Information Sheet.
10. Briefly discuss the Achievement Program - type, date, time, location.

The remaining time is used for discussion of meeting material. Keep the members interested and involved by using a variety of presentation techniques and presenters - leaders, youth leader, guest or senior member. Some material lends itself to small group or partner activities.

## ROLL CALL (5 min.) page 5

Everyone answers. At this meeting, each member should answer by stating their favourite kind of animal. It is very important that each member receive some positive reinforcement. This will help to increase the member's confidence in taking part in the meeting.

NOTE: You may wish to hold this portion at the end of the meeting rather than the beginning. This would give members a chance to get to know each other a little before the elections are held.

## A ROAD MAP TO GOOD MEETINGS (Total: 20 minutes) page 6

Welcome to 4-H! Thank you for giving of your time and talent to lead a 4-H club. At the first meeting it is important for everyone to get to know each other and become familiar with the basics of running a good meeting.

Usually the club president will chair the short business section at the beginning of each meeting. Helping members to understand and use the basics of running a meeting will help them to become familiar with the process.

## YOUR ROAD MAP TO GOOD MEETINGS (5 minutes) page 5

- see Sample Agenda in members' manual

An agenda should suit the needs of the group, so your club may follow an agenda that is different from the sample.

It contains most of the items a 4-H club would cover in a meeting and may suggest some new ideas for your club.

Suggestions:

1. make an agenda for this meeting and discuss the format; OR
2. give each member a piece of paper with one agenda item written on it. Have the members arrange themselves in the order of an agenda. Have each explain what part of the agenda he/she is and what his/her role is.

KEEPING YOUR CLUB GOING (5 minutes) page 6

Prior to encouraging club members to take an executive position, they should have a good understanding of each position.

Suggestions:

1. ask 4-H members, who have held these positions, to describe the duties involved; OR
2. ask the members what they think the duties of each position should be and develop their own list of responsibilities; OR
3. discuss the duties of each executive member using the members' manual as a guideline.

YOU HAVE A JOB TOO!

It would also be beneficial to discuss as a group, the responsibilities of club members and leaders.

Ways that a member/leader can help the club keep on track are:

1. Being on time for meetings.
2. Being prepared for meetings.
3. Contributing to meeting discussions.
4. Being courteous and polite.
5. Being willing to volunteer.

ELECTING YOUR EXECUTIVE (5 minutes) page 7

If you have difficulty getting a member to take on the responsibilities of secretary, why not:

1. promote the position as "Recorder" not secretary; OR
2. try a rotating secretary. The responsibilities of taking attendance and minutes are given to a different member at each meeting.

There may also be a need for the club to establish positions other than the executive.

Examples:

- |                       |                    |
|-----------------------|--------------------|
| - social recreation   | - membership drive |
| - achievement program | - fund raising     |
| - awards night        | - club display     |
| - fair committee      | - refreshments     |

Elections can be chaired by a youth leader, senior member or club leader. (Please note: The person chairing the elections is not eligible for any positions.)

Procedure:

1. All positions are declared vacant by chairperson (i.e., I'd like to declare all positions vacant").
2. The group decides on the method of voting (i.e. show of hands, ballot, standing).
3. Chairperson accepts nominations from members for each position being filled. Nominations do not require a seconder.
4. Each member nominated is asked if he/she will stand for the position. Names of members who decline are crossed off.

NOTE: If only one name is left, then that member is acclaimed to the position. No vote is needed.

5. Voting takes place by selected method and majority rules (i.e. member with most votes).
6. Announce the name of the successful member. Offer congratulations and thank all others that ran for the position.
7. Procedure is repeated for each remaining position.
8. If ballots are used, a motion to destroy the ballots is required and voted on.

The following information is not included in the Members' Manual. Please refer to it if your members are not familiar with how to make a motion.

STEPS IN MAKING A MOTION (5 minutes)

The motion is a very important key to having good meetings. Motions are a way of introducing topics for discussion and allowing each member to speak and vote. Any member can make a motion.

Steps In Making A Motion

8. Chairperson announces the result of the vote -  
Motion "carried" or "defeated".
7. Chairperson calls the vote: "All in favor? Opposed?"
6. Chairperson calls for discussion of the motion.
5. Chairperson states the motion.
4. Another person seconds the motion: "I second the motion."
3. Make the motion: "I move that.."
2. Wait for the chairperson to acknowledge you.
1. Address the chairperson (i.e. raise your hand).

Suggestion:

1. To help members become familiar with the steps in making a motion have the group role-play making a motion.

Use humorous motions or topics not specifically related to the 4-H club to hold their attention (i.e. students should get 4 months for summer vacation).

2. Activity similar to that suggested for designing an agenda. Members receive a piece of paper with one step in making a motion written on it, members arrange themselves in order of steps.

ADDITIONAL ROAD SIGNS TO WATCH FOR

Suggestion: Ask members or small groups for definitions of the following terms as they appear in your discussion.

Chairperson: - responsible for presiding or having control over the meeting, activity, committee work.

Club Executive: - group of individuals that perform certain duties to help the club keep going in the right direction (President, Secretary, Press Reporter, etc.).

Nominate/  
Nominations: - refers to names which are submitted for each position being filled. Members nominate other members for positions. Nominations do not require a seconder.

Secunder: - motions require a seconder or someone to confirm that the motion is worthy of discussion.

Voting: - method used to make a decision (i.e. show of hands, ballot, etc.).

Minutes: - a written record of the proceedings at all club meetings and events from beginning to end.

Adoption  
of Minutes: - motion required to adopt the minutes as read, circulated, or amended.

ADDITIONAL RESOURCES

4-H Club Leaders' Handbook	4-H-025-87
Games and Resources in 4-H	4-H-021-85
Procedures for Meetings, OMAF Factsheet	89-095

HELLO !!! & TAKING RESPONSIBILITY (5 min.) page 9

This introduction to the 4-H Animal Friends Project emphasizes the importance of caring for an animal with kindness and responsibility. Members should understand that caring for a pet is an important job and that they should choose the type of pet they are best capable of looking after.

Rather than reading this information, try to get members to discuss it and come up with their own ideas. You could prompt the discussion with questions like:

- \* What are some things that animals require?
- \* What are some of your responsibilities as a pet owner?
- \* Why might your family or neighbours not like your pet?

#### CHOOSING THE RIGHT PET (10 min.) page 10

This section gives the members a chance to look at some of the things they should consider when making their choice about a pet. Identify or have the club determine what the main things are to consider: Housing, Food, Time, Care, and Allergies. Then have pairs or small groups come up with a specific thing to think about for each of these. After reviewing the material, your group may wish to discuss their own situation and pets which might be suitable choices.

#### STARTING OUT RIGHT (10 min.) page 12

This section gives members a chance to think about sources for their chosen pet. Ask members for ideas on places to find pets. This section includes spaces where members could write down appropriate sources for their types of pets. Possible answers for this section are:

- "Pets For Sale" section of the classified ads in a large newspaper,
- "For Sale" column in a small newspaper,
- advertisements posted on bulletin boards at the grocery store, vet clinic, feed store, post office,
- asking friends and neighbours if they know of anyone who breeds a certain type of animal,
- breeder advertisements in newsletters or magazines for certain kinds of animals,
- the humane society or local dog pound, pet stores,
- some large department stores,
- ask other people who own the type of animal you want (they often know where to buy that kind of animal).

This section continues by advising members that they might want to ask for certain information about their new pet from the person who has sold them the pet. They are asked to pretend that they are picking up their new pet, and to think of questions they should ask about the animal. Spaces are provided to write down possible questions if they wish. Some possible questions for the list are:

- How old is the animal?
- Is it a male or a female (neutered)?
- What is its name (if it has one already)?
- What kind of food is the animal being fed?
- How much food and how often?
- Is the animal registered and does it have papers?
- Has it had any vaccinations?
- Has the animal been dewormed?
- Is the animal housetrained?

#### THE NEW ARRIVAL (3 min.) page 13

Ask the members how they can help a new pet adjust to its new home. Stress the importance of rest and privacy.



IMMUNIZATIONS AND WORM MEDICATIONS (2 min.) page 13

Discuss what these are and why they are important.

BE SURE TO MAKE MEMBERS AWARE OF THE "ANIMAL CARE GUIDE" THEY RECEIVED WITH THEIR MEMBERS' MANUALS.

HOW MUCH CARE? (5 min.) page 14

Answers to review quiz are:

- 1) L - an aquarium full of fish
- 2) H - a dog with a very long, heavy coat of hair
- 3) M - a cat
- 4) L - a small bird such as a canary or budgerigar
- 5) H - a pony or goat
- 6) M - a small dog with a short-haired coat
- 7) L - a mouse, gerbil, hamster or rat
- 8) M - a ferret
- 9) L - a small snake, iguana, frog or salamander

You may wish to discuss some of these answers with your members so that they understand why certain animals require much more time than others.

Example:

H for High degree of care: a dog with a long heavy coat will need a lot of grooming. A pony or goat will need to have its stall cleaned out regularly.

M for Medium degree of care: a cat, ferret or small short-haired dog will need some exercise, will have to be cleaned up after (or litterbox changed) regularly. Will need to be fed at least once or twice daily. Will need light grooming regularly.

L for Low degree of care: an aquarium full of fish needs to be fed occasionally and the tank will need some maintenance on an occasional basis.

A small bird such as a canary, etc. may be equipped with automatic waterer and feeder, but these should be checked daily for cleanliness and the water changed often. Birds also enjoy our company. Their cages must be cleaned out at least weekly. A mouse, gerbil, hamster, etc. must have its cage litter changed once or twice a week. Automatic feeders or waterers make it possible to feed less often than once a day. Reptiles and amphibians can be very easy to look after depending on the type of food that the particular kind requires (sometimes it can be a challenge to provide the right foods for these animals).

BEFORE THE NEXT MEETING page 14

1. Show the members the "Project Information Sheet" on page 3. The members could be asked to fill in the record page as part of their home activity after they have chosen their pet. Remind them that you do not expect them to be able to fill in the whole page right away. You would just like to see such basic information as: pet's name, type of animal, age or date of birth (can be approximate), breed (if applicable), colour or markings, place purchased from.
2. Ask members to bring a small amount of their animal's food to the next meeting.
3. Remind members that the manual should be brought to every meeting.
4. Be sure to make clear to younger members that you are available to help them.

MIXER GAMES (Optional Activities)

You may find that you have some additional time left for your meeting. You may want to use this time for discussion of ideas brought up in the meeting material, or you may want to play some form of game.

**What Am I:** Members can play this game as one large group or in smaller groups. Each person should think of some type of animal which could be kept as a pet. They will not tell the group the name that they have thought of, but they will give them three "What Am I" clues about this type of animal. Members can take a turn at making one guess at what the mystery animal is. When a member is correct, he/she takes their turn at thinking of an animal. Game continues until everyone has had a chance to be the mystery animal (or until preset time limit is up).

Variation: Ask members to think of "mystery zoo animals". Game can be played in the same way by making up What Am I clues.

**Animal Charades:** The leader writes down several different types of animals (can be wild or domestic animals) on pieces of paper. It should be possible to act out the types fairly easily by mimicking appearance, motion or activities. Some ideas are: Horse, cow, dog, cat, kangaroo, fish, bird, chicken, duck, giraffe, elephant, lion. Arrange your group in two teams and have a person from each team look at the paper and then try to act out the charade for their team members. First team to guess the animal makes a point. Game ends when the team reaches a certain number of points or when game time limit is over.

Variation: Play as a "Pictionary" game with pairs of members drawing pictures for team mates to identify.

REVIEW QUESTIONS

Meetings one through five include optional review questions in the Leaders' Guide. These questions may be used as a capsule review of each meeting if time permits. They can be read aloud for all to answer or the group may be divided into teams. These same questions may be used for "4-H Go For The Gold" competitions as well.

OPTIONAL REVIEW QUESTIONS

- Q: What is the word usually used to mean "companion animal"?  
A: Pet
- Q: What is the name of the container which holds water and fish?  
A: An aquarium
- Q: What word is used to describe an animal that runs loose and goes where it shouldn't?  
A: A stray
- Q: What do we call a small field where animals are allowed to graze?  
A: A pasture
- Q: What will a large dog need more of than a small dog?  
A: Food, Space or Exercise
- Q: If we sneeze or have runny eyes when we are around an animal, we might have an \_\_\_\_\_.  
A: Allergy
- Q: What do we call a medicine which is used to protect animals from catching a disease?  
A: A vaccine
- Q: What animal looks like a horse but is smaller?  
A: A pony
- Q: What small rodent hops like a kangaroo?  
A: A gerbil
- Q: What is the correct name for an animal doctor?  
A: A veterinarian

## MEETING TWO

## SUPPER'S READY!

### OBJECTIVES

1. To introduce members to the basics of animal nutrition and feeding.
2. To help members make choices about feeds and to know where to find feeding information.
3. To help members understand the relationship between good nutrition, exercise and health.
4. To introduce members to careful handling of project animals.

### PREPARATION AND EQUIPMENT

1. The members will have brought small plastic bags of feed samples. You should have a roll of masking tape or some peel and stick labels. Ask each member to tell you what kind of food is in the bag (i.e. dog food, cat food, etc. brand is not important). Label each bag at the beginning of the meeting as the members arrive. Collect all bags and keep them until needed in the "What Kind and How Much?" part of the meeting.
2. "Feeding the Right Amount of Food": A set of bathroom scales and either a real animal (larger types of pet; 5 or more pounds), or a large stuffed animal toy. You may also/instead use a set of food scales (in ounces or grams) and weigh some type of small animal inside a container such as a little cardboard box.
3. "Safe Handling of Project Animals": You may wish to have one or two types of animals present to demonstrate some of the ideas about handling. It would be very appropriate to have a small rodent available.
4. Judging tips have been included at the end of meeting two. Judging is an optional activity beyond the normal meeting time. Leaders may elect to have a judging exercise at the conclusion of each meeting or at only one meeting. Reference to the 4-H Judging Handbook (4-H-1550-89) has been made in the Members' Manual. Each member should have a handbook and be encouraged to use it. (These can be obtained from your Rural Organization Specialist). A suggestion for judging exercises has been included in the Leaders' Guide for each meeting (see item 5).
5. "Learning About Judging": Assemble a class of items of one type. These could be running shoes, hats, some kind of toy, pencils, etc. It is important that there be an obvious "winner" in the bunch as well as an entry which is not as good as the others. You might decide to tell your group that any shoe with a hole in it is disqualified from competition. If you do this, you should be sure to have one or two shoes with holes for the class.

### RESOURCE IDEAS

Visit a feed store which is a pet food dealer or have a pet food dealer come to visit the club and talk about pet foods.

### IN A NUTSHELL

Roll Call	5 min.
Understanding the Need for Food	10 min.
What Kind and How Much	10 min.
Feeding the Right Amount of Food	10 min.
Be Careful With Treats	5 min.
A Tale of Three Dogs	10 min.
Poor Nutrition Can Cause Problems	5 min.
Safe Handling of Animals	15 min.
Lost and Found	5 min.
Quick Review	5 min.
	<hr/>
	80 min.

Optional: Food Sample Game  
Learning About Judging  
Review Questions

#### ROLL CALL (5 min.) page 15

Each member should answer with the name that they have chosen for their pet. Encourage discussion of these names by asking why each member chose the name.

#### UNDERSTANDING THE NEED FOR FOOD (10 min.) page 15

This section deals with the relationship between food and nutrients. You may like to draw attention to some of the similarities between good nutrition and balanced meals for humans and for animals. Discuss the reasons for the extra nutrient requirements of the animals pictured in this section.

- \* A young growing animal: needs energy to build bones, muscles, teeth, et.
- \* A very active animal: needs food to replace energy burned off during activity.
- \* A pregnant animal: needs food to give energy to supply growing babies inside.
- \* A nursing animal feeding young: needs energy to produce milk to feed young.
- \* An animal recovering from an illness: needs energy to replace weight and strength lost during an illness.

#### WHAT KIND AND HOW MUCH? (10 min.) page 17

Stress the importance of feeding the correct type of food to each type of animal. Be sure that members understand that they should not substitute other types of feed unless they know that these are adequate in nutrition.

Your members have brought samples of their own animal foods with them and these have been labelled. Set these with the label side up and discuss the various feeds and what characteristics might make them suitable for a particular kind of animal. i.e. most dog food is in larger sized pieces than most cat foods; birds usually have feeds that contain many small seeds; fish food is processed into fine flakes or tiny bite-sized pieces; rabbit food is made of compressed alfalfa and finely ground grains. Encourage members to feel and smell the feeds to see why they might appeal to a certain animal. Put the feeds away and save them for a game at the end of the meeting.

FEEDING THE RIGHT AMOUNT OF FOOD (10 min.) page 17

Explain that most animal foods will come with feeding directions. To follow these directions, we must often know the weight of the animal we wish to feed. Two methods of weighing larger and smaller animals are shown. Your group may wish to weigh either a large or small animal (or both) using the methods shown in the members' manual. You may even want to weigh a dog or cat and then use feeding directions from a bag of food to calculate the amount of food that should be fed to that animal.

BE CAREFUL WITH TREATS (5 min.) page 19

Stress the importance of healthy treats. Try to draw some comparisons between human junk foods and how they are not healthy for animals or people. Stress the fact that there are "good treats" which are nutritious and tasty.

This section provides three examples of animals which could enjoy healthy treats. Have the members think of two healthy treats that each animal might enjoy. This could be done in small groups. Here are some possible answers:

Pony: Carrots sliced lengthwise, apple sections, a handful of grain, freshly picked clover or other grass.

Rabbit: Small amount of lettuce, carrots, freshly cut grass, carrot tops, spinach or other vegetable greens, alfalfa hay.

Dog: Dog biscuits, cooked egg, cooked meat, cheese.

A TALE OF THREE DOGS (10 min.) page 20

This exercise gives members a chance to apply the information they have learned earlier in the meeting. You may wish to do this exercise by dividing the group into three smaller groups. Assign one of the three dogs to each group and have them read the description of that dog and think of recommendations. Go over the three dogs and have each group describe their ideas for feeding, care and exercise. Ideas for answers are:

- Dog # 1: Bert is growing quickly so he should be fed a very good quality dog food. The owner might want to use a food made for growing puppies. At each feeding, feed an amount of food which the dog will consume in 15 minutes. Feed 3 times a day until 6 months old. Then, feed 2 times a day until 1 year old. The owner might want to feed milk to the puppy as well. If the puppy develops diarrhea, stop feeding the milk. The puppy should be allowed to have all the exercise it wants. It should also have plenty of time for sleep.
- Dog # 2: Tina is a very active dog. The owner might want to begin increasing the amount of food that he/she feeds to the dog to help it gain a little weight. They might want to feed a "High Energy" dog food which has more calories and protein for the active dog... Feed twice a day. The dog gets plenty of exercise already so it doesn't need more.
- Dog # 3: Jeff is an older dog with a weight problem. The dog gets too much food and is probably getting bad treats as well. The owner should stop feeding leftovers and treats and should carefully measure the dog food so that Jeff is not overfed. A weight reducing dog food

made for overweight dogs could be fed. The dog should get some exercise, but it will have to be started gradually because the dog is overweight. The owner could start with two short walks each day (one in the morning and one at night). As the dog gets into shape, the walks can be longer and changed to one longer walk each day.

\*\* All dogs might be fed a dry or semi-moist dog food for healthier teeth. When feeding dry foods, a teaspoonful of oil such as corn oil or wheat germ oil may be added to the diet each day because dry foods may be low in oil.

#### POOR NUTRITION CAN CAUSE PROBLEMS (5 min.) page 21

Try to emphasize the relationship between poor nutrition and poor health. Go over the "telltale signs" of poor nutrition and poor health. Compare these with the "Healthy Animal" described on page 22.

#### SAFE HANDLING OF ANIMALS (15 min.) page 22

This short section gives some of the basics of handling animals (not necessarily training, but common sense handling). Review the material. If you have access to one or more animals, have the pet's owner or the youth leader demonstrate how to handle the pet. You may wish to review the "Animal Care Guide" handling instructions for two or three types of animals kept by club members. You should choose a small animal (such as a small rodent), a medium animal such as a cat, and a larger animal such as a large dog, pony or goat.

#### LOST AND FOUND (5 min.) page 24

Ways to prevent pets from getting lost:

- \* have your pet under control - leash, cage, pen, by your side
- \* have appropriate tags on your pet's collar
- \* never leave your pet alone when you have it out

To find your lost pet:

- \* look places where it might hide when scared
- \* call the pound or animal shelter
- \* ask others if they have seen your animal
- \* advertise - radio, paper, posters

#### CAN YOU REMEMBER? (5 min.) page 24

- 1) False - Small pets do not like being squeezed tightly when you hold them.
- 2) False - Young animals are often easier to handle than older animals (unless the older animal is well trained).
- 3) True
- 4) True
- 5) True - (Whole carrots or round chunks can choke a pony or goat.)
- 6) False - An active animal always needs more food than an animal that does not get much exercise.
- 7) True
- 8) False - Most animal foods come with feeding instructions to help you know how much food to give to your animal.
- 9) True

BEFORE THE NEXT MEETING page 25

Review this activity. Ask members to fill in the blanks with information about how they feed their animal on one particular day.

OPTIONAL ACTIVITY GAME (10 min.)

You may wish to use the food samples that the members brought to the meeting to create a game. Stick a sticker or piece of tape on the back of each bag and number the bags. Have the club split into two groups and give half of the bags to one group and half to the other. Place the bags on a table (numbered side up) and have each group examine the bags (without looking at name labels). Have each group decide what type of feed they think is in each bag. Ask them to list these next to the bag numbers on a piece of paper. When both groups have done this, turn the bags over and check the labels against the group's guesses. The group with the most correct guesses would be the winners. If you wish, you could ask each group to give the reasons for their guesses before the bags are turned over (this would be more interesting for an older group of members).

LEARNING ABOUT JUDGING (Optional) (20 min.) page 25

This material prepares the member for the basics of judging an object or animal. Review the points in the judging material. Then, conduct a judging exercise. Keep the judging exercise simple. Use objects rather than animals throughout the meetings Two to Five. You will have to read your club to decide what type of activity is best for them. If you have a number of young members who aren't comfortable with judging, start off with something simple - two or three pencils. Decide as a group what the important characteristics will be. Then observe the two pencils and decide as a group how they would be placed and why. As members become more familiar with judging, increase the numbers in the class and encourage independent judging rather than group judging.

OPTIONAL REVIEW QUESTIONS

- Q: There is one part of an animal's diet which is necessary for every kind of animal. What is it?  
A: Water
- Q: What words describe a way of feeding animals which lets them eat all that they want of a certain food any time they want to eat it?  
A: Free choice
- Q: What kind of fuel does an animal's body burn in order to create energy?  
A: Food
- Q: If the nutrients in a diet are correct in every way for an animal, it is said to be a \_\_\_\_\_ diet.  
A: Balanced (diet)
- Q: What kind of food is best for feeding to a cat.  
A: Cat food
- Q: Besides cutting back on food, what is an easy way to help animals lose weight.  
A: Exercise





## MEETING THREE

## MAKING THEM SHINE

### OBJECTIVES

1. To introduce members to the reasoning behind grooming animals.
2. To teach a few of the basic skills of grooming for all animals.
3. To help members recognize proper housing for animals.
4. To create awareness of the effects of the environment on animals (i.e. weather).

### PREPARATION AND EQUIPMENT

1. For the section "Rub-A-Dub-Dub": you may wish to assemble some grooming tools such as combs, brushes (different kinds for different animals), nail clippers, pet shampoo, etc. so that these can be examined and discussed.
2. You may also wish to play the Memory Game described on the next page. You will need 12 items (grooming equipment and supplies) and a tray to display them on. (Read directions for some ideas).
3. You may also want to demonstrate the use of some of these pieces of equipment. You may want to use a live pet to demonstrate nail clipping, combing and brushing. You should be sure that the animal is gentle and is accustomed to being groomed.
4. Have a variety of brushes available for the Judging Exercise. See that section for more information or ideas.

### RESOURCE IDEAS

Visit a dog breeder or pet groomer who can explain how dogs or other animals are groomed. Visit a stable where an experienced horse owner can show proper grooming techniques. Invite a dog groomer to demonstrate at the meeting.

#### IN A NUTSHELL

Roll Call	5 min.
Rub-A-Dub-Dub and How Do You Groom an Animal	30 min.
Clean-up Time	10 min.
Home Sweet Home	10 min.
Summer and Winter	5 min.
Do You Remember?	5 min.
Before the Next Meeting (Report)	5 min.
	<hr/>
	70 min.

Optional: Review Questions  
Judging Exercise

### ROLL CALL (5 min.) page 27

Each member should answer with a kind of animal which is smaller than a loaf of bread. The animal need not be a pet type of animal - it could be a wild animal. Encourage discussion about the size of these animals or any other details about them.

RUB-A-DUB-DUB (30 min.) page 27

Review the material in this section by demonstrating wherever possible. There are tips about using a few grooming tools. You may wish to have this equipment on hand at the meeting and the group could look at each piece of equipment and decide how it would be used. If you have a gentle animal which enjoys grooming, the club could practice brushing or combing the animal. Perhaps the youth leader or one of the older members could do the actual grooming while others watch. Demonstrate nail clipping if at all possible. Explain the danger of cutting nails too short. Stress the importance of gentle treatment while grooming so that animals enjoy the procedure.

CLEAN-UP TIME (10 min.) page 32

This section allows the members to review some of the things that they have learned in the previous section of this meeting. The first part is an exercise which enables the members to decide how to groom a dog which has been illustrated in the meeting material. The dog is an Old English Sheepdog. Some of the grooming procedures the members might think of are:

- \* Trim long nails.
- \* Remove burrs -- possibly by cutting the hair around them.
- \* Comb out tangled hair around burrs.
- \* Bath dog or wash its muddy feet.
- \* Clean out dog's ears.
- \* Brush dog's coat.

The next section gives the members a chance to think of some of the tools and pieces of equipment which are used for the grooming of animals. Some possible items:

curry comb	metal comb
wire dog brush	nylon brush
rubber hound mitt	nail trimmers
hoof trimmers	hoof knife
nail file or emery board	sweat scraper for horse
rubber curry brush for horse	shedding blade for a horse
pet shampoo	

You could also do this section as a MEMORY GAME. Assemble about a dozen grooming tools or articles (could include soap, shampoo, etc.) Place all of these items on a tray and leave them in another room where your members can't see them. Tell your members that they will have 30 seconds to look at the tray of grooming equipment then bring it into the room. They may look at the tray for 30 seconds. The tray is then removed and the members have three minutes to write down everything that they can remember that was on the tray. When the time is up, bring the tray back and go over the name of each item on the tray. The person with the most correct and complete list is the winner.

HOME SWEET HOME (10 min.) page 32

Review material in this section stressing the importance of providing a living place which has an environment appropriate for each type of animal. You may wish to use one or two animals as examples and go over the "Housing" section in that animal's section of the "Animal Care Guide". Small groups of members with the same kinds of pets could talk about ideas for housing.

SUMMER AND WINTER (5 min.) page 34

Review the material in this section. Be sure that members understand the dangers of both heat and cold. Our Canadian climate provides temperature extremes which can be dangerous to animals if they are improperly housed. Discuss situations which could be dangerous to animals in the summer or winter.

CAN YOU REMEMBER? (5 min.) page 35

1. True
2. True
3. False - You should begin grooming animals when they are very young so that they learn to enjoy grooming.
4. True
5. False - When you comb out a tangle, you should carefully comb the tips of the hair and then work your way up to the roots of the hair at the animal's skin.
6. True - You must be extra careful not to cut the quick of the nail.
7. False - Overgrown nails or hooves can cause permanent damage to an animal's legs or toes by bending the bones out of shape.
8. True - You should only use shampoos made for bathing animals or babies.
9. True
10. False - Dogs which stay outside all winter long will develop a heavier coat than a dog which stay indoors all of the time.

BEFORE THE NEXT MEETING (5 min.) page 36

Explain activity to be done before the next meeting.

Ask the members to flip back to the Meeting Two "Before the Next Meeting" section. Ask members to give a brief summary of the results of the feeding study of their pet which they completed on one day between the second and third meetings.

OPTIONAL REVIEW QUESTIONS

- Q: What is the word that describes cleaning or brushing an animal?  
A: Grooming
- Q: What is the sensitive part in the center of an animal's nail?  
A: The quick
- Q: A goat's hooves have how many toes?  
A: Two
- Q: The person who trims and shoes horses hooves is called a \_\_\_\_\_.  
A: Farrier
- Q: What is a word which describes everything in the living space around an animal?  
A: Environment

- Q: If an animal is left out in the sun for too long on a hot day, they can suffer from what?
- A: Sunstroke
- Q: How does the coat of an animal that stays outside all year round compare to the coat of an animal that stays indoors all of the time?
- A: Heavier or warmer.

LEARNING ABOUT JUDGING (Optional)

Choose three or four items of a similar type. Animal brushes would be appropriate for this meeting. Have the members judge these. You might ask members to place the brushes according to which brush is the most useful for the most number of animals. Try to have a variety of brushes in a range of conditions from new to wornout.

## MEETING FOUR

## FUN AND GAMES

### OBJECTIVES

1. To create awareness of the importance of exercise for animals.
2. To help members understand basic concepts of animal training.
3. To help members see the importance of providing an interesting living place for their pets.

### PREPARATION AND EQUIPMENT

1. For the "Animal Playgrounds" section, you may wish to assemble the necessary items to equip one or more animal "habitats". You might wish to set up a terrarium for a reptile or amphibian using earth, sand, plants, rocks, small branches or pieces of logs, etc. The members could be involved in doing the actual work.

AND/OR

Set up a cage for a small rodent. Think of simple obstacles and items which would be of interest to the rodent. i.e. exercise wheel, small cardboard or wooden boxes, cardboard tubes out of paper towel rolls, branches, things to climb or sit on, etc.

AND/OR

Set up a bird cage with swinging perches, branches or twigs, sand or gravel for floor, a mirror, bell on string, etc.

IF IT IS NOT POSSIBLE TO DO THIS, SPACE HAS BEEN PROVIDED FOR MEMBERS TO FILL IN DRAWINGS OF THESE PROJECTS INSTEAD, BUT HANDS-ON EXPERIENCE WOULD BE MUCH MORE INTERESTING.

2. It might be helpful to borrow some library books which have coloured pictures of wild animals in their natural habitats. This will give members some inspiration for thinking of ideas for improving pet habitats.
3. For the JUDGING EXERCISE, you may want to have 4 or 5 different collars and leashes or 4 or 5 pet toys. Read the Judging Exercise section for more information.

### RESOURCE IDEAS

1. Visit a zoo where animal habitats are provided for the animals.
2. Invite a person who trains animals to be a guest at the meeting.
3. Arrange for the club to visit a dog obedience class or an obedience dog trial.

IN A NUTSHELL

Roll Call	5 min.
Work-Out Time	10 min.
Training Your Animal	20 min.
Animal Playgrounds	20 min.
Can You Remember?	5 min.
Before the Next Meeting (Report)	5 min.
	<hr/>
	65 min.
Optional: Review Questions	
Judging Exercise	

ROLL CALL (5 min.) page 37

Name an animal character from a television show or a book. Each member will answer with any character that they can think of. You might encourage discussion by asking each member what kind of animal it is and the show or book it appears in.

WORK-OUT TIME (10 min.) page 37

This part of the meeting is about ways that members can encourage their animals to exercise. Review the material in this section and discuss possible ideas for exercise for the various members' animals.

TRAINING YOUR ANIMAL (20 min.) page 38

This section is about training animals. It does not include instructions on training individual commands, but it provides basic concepts of animal training. The "Animal Care Guide" provides a little more information about training, but members are encouraged to find library books on animal training which will help them with their animal. Members with dogs may even wish to enroll in dog obedience classes (which are available as general interest courses at many night school programs). If you have a guest speaker who trains animals, you might ask them to demonstrate during this part of the meeting.

ANIMAL PLAYGROUNDS (20 min.) page 40

This section will introduce the idea of creating an interesting living space for animals. Members should be encouraged to examine the origins of different pet animals and how they would live in the wild. If we learn more about animals in their wild state, it is possible to create a more interesting environment for them in our own backyard or house.

An example is given to show how a pet goat's yard could be made more interesting by the addition of several obstacles which goats like to play on. Following this there are three examples of animals which enjoy "habitats". Your members could discuss these examples and think of ways to improve each animal's habitat. You may want to divide your members into three groups and give each group one of the examples to work on. Each group could make a list of improvements for their example. Have the groups present their list of improvements. Members can write these items into the large space provided, or they may wish to draw the items in the box as they would arrange it in the actual cage or terrarium.

For added interest: It would be very interesting for the club to actually work on a cage or terrarium in preparation for an animal. Supplies will have to be assembled for this (see note under "Preparation and Equipment" on the previous page). You may want to do one or more of the suggested habitat projects.

CAN YOU REMEMBER? (5 min.) page 42

1. False You should adjust an animal's exercise depending on its age. A very young animal should have moderate exercise until it builds up strength and size. A young adult animal can participate in quite a bit of exercise. An older animal may have to be limited in the amount of exercise as it loses physical conditioning during aging.
2. True
3. False When you train an animal, it is better to have many short lessons rather than an occasional long lesson.
4. True Even when an animal does not do a task quite perfectly, you should give it some praise for trying to do as you ask.
5. True
6. False Scolding will only confuse the animal. Repeat the command and help the animal complete the command properly.
7. True
8. True You should spend time relaxing with your pet after a training session because animals will sometimes feel a little confused after the hard work of learning.
9. True
10. True You should limit the number of new commands being taught at any one time. An animal should learn the first commands well, and then go on to new commands.

BEFORE THE NEXT MEETING (5 min.) page 42

Discuss the activity.

Have a discussion on the results of the "Before the Next Meeting" from the last meeting. Members were asked to write a brief description of their animal's home. Have each member give a short report on their observations.

OPTIONAL REVIEW QUESTIONS

- Q: What important thing keeps animals and people in good physical shape?  
A: Exercise
- Q: What do we call a person who teaches tricks or tasks to animals?  
A: A trainer.
- Q: The word that we use to ask an animal to do a trick or task is called a \_\_\_\_\_.  
A: Command
- Q: The place where a wild animal lives in nature is called its \_\_\_\_\_.  
A: Habitat
- Q: What do we call the place where we can take our dog to learn proper manners and training?  
A: Obedience class
- Q: What is the command that tells a dog to walk on your left beside you?  
A: Heel
- Q: What kind of animal would like a swinging perch?  
A: A bird



LEARNING ABOUT JUDGING (Optional)

Assemble 4 or 5 objects for members to judge. You might use collars and leashes or some pet toys for judging. Ask members to place the collars and leashes according to how suitable they would be for a type of dog (i.e. very large dog, very small Poodle, etc.). Toys could be placed in a similar way (i.e. which toy would be most suitable for a playful cat).

## MEETING FIVE

## BAND-AIDS AND BOOSTERS

### OBJECTIVES

1. To help members recognize some of the basic signs of health problems in animals.
2. To increase awareness of the importance of immunizations and control of external and internal parasites.
3. To make members aware of the many dangers to pets which can be found around the average home.
4. To introduce a few basics of first aid for animals.
5. To teach members a little of what to expect on a trip to the veterinarian's office.

### PREPARATION AND EQUIPMENT

1. For the section "An Ounce of Prevention.": You may wish to borrow a library book which shows illustrations of internal and external parasites of animals so the members can better understand the importance of parasite control. You may also be able to borrow preserved samples of internal parasites or slides of these from a high school biology lab, the animal science department of an agricultural college, or possibly a local veterinarian.
2. For the section "What To Do When Something Bad Happens", you might wish to have a large stuffed toy (dog or other animal is suitable). Assemble some first-aid supplies such as bandages, gauze, a plastic bag (see lung injury), handkerchiefs, a small board, etc. and use these to practice a few of the first-aid procedures shown in the additional material included in this leaders' guide. You may also wish to borrow a book on animal first-aid from the library if you have members who are very keen.
3. For the "Judging Activity" you may want to assemble three small first-aid kits as explained in that section. They need not be fancy. Three small paper bags containing a few items would be sufficient.

### RESOURCE IDEAS

1. Visit a veterinary clinic or a Vet Services Lab in your area.
2. Invite a veterinarian or a veterinary animal technician to be a guest speaker at this meeting.
3. Invite an experienced animal breeder to be a guest for this meeting.

#### IN A NUTSHELL

Roll Call	5 min.
Healthy and Happy	10 min.
Keeping Records	5 min.
An Ounce of Prevention is Worth a Pound of Cure and Tina's Yard	20 min.
What To Do When Something Bad Happens	15 min.
The Veterinarian - Your Pet's Best Friend	10 min.
Can You Remember?	5 min.
Before the Next Meeting Report	5 min.
	<hr/>
	75 min.

Optional: Review Questions  
Judging Exercise

ROLL CALL (5 min.) page 43

Have each member answer with the name of his/her pet's veterinarian.

HEALTHY AND HAPPY (10 min.) page 43

This section is about some of the signs that warn us of health problems. Try to emphasize the similarity between animal symptoms and people symptoms for many illnesses.

KEEPING RECORDS (5 min.) page 44

Show the members the "Health Record Sheet" page 4. Explain the reasons for keeping this type of record:

- \* Lets us know when vaccinations were given (so that we will know when our animal needs to be immunized again).
- \* Lets us know when we last wormed our pet.
- \* Helpful to take to the veterinarian's office in case he/she needs some kind of information which we can't remember.

AN OUNCE OF PREVENTION IS WORTH A POUND OF CURE (20 min.) page 44

Review the material on vaccination and parasites. You may wish to look at pictures, slides or preserved samples of internal or external parasites. This may help members to have a better idea of the seriousness and importance of parasite control.

Continue to "Safety for Animals". There is a check-list of things found around most homes which can provide dangers for pets and young children. Make the members aware of the list. You may wish to discuss some of these dangers in more detail. Have members draw a circle around any danger that they see in the drawing of "Tina's Yard". This could be done in pairs or small groups. Answers to this are:

boards with nails	lawnmower
burning barbecue	unfenced swimming pool
iron left on ironing board	garbage bags left outside
fishing rod and lure in garage	can of weed killer
broken limb on big tree	yard gate left open

WHAT TO DO WHEN SOMETHING BAD HAPPENS (15 min.) page 48

This section will help members to decide what type of injuries are serious or emergency situations. A chart has been included with information about how to deal with certain emergency situations. You might like to plan a few "emergency rehearsals" for your club. If you have brought a stuffed toy dog, tell the members about the circumstances of the injury. Supply them with some first-aid materials and have them demonstrate how they would deal with the situation.

NOTE: Supplemental information has been included on page 36 of this Guide. You might find it helpful if members have some specific questions.

THE VETERINARIAN - YOUR PET'S BEST FRIEND (10 min.) page 50

Review the material in this section. Emphasize the importance of paying attention to a veterinarian's instructions for treatment of an animal. If you have a guest from a veterinary clinic, have them tell about a visit to the clinic, what happens there, when to call a vet, etc.

CAN YOU REMEMBER? (5 min.) page 51

1. False A sick animal will almost always lose its appetite.
2. True
3. True
4. False Most of the time, vaccinations will prevent diseases.
5. True
6. True
7. False Most animals can't tell if something is poisonous or not, especially if that substance tastes or smells like food.

BEFORE THE NEXT MEETING (5 min.) page 51

Discuss the activity. Members are to look for two possible hazards to pets in their homes. They may even want to correct these hazardous situations. Discuss their findings at the next meeting.

Review the "Before the Next Meeting" activity from the last meeting. Members were to report on a trick or task that they tried to teach to their pet after Meeting Four. Other members may have made a toy for their pet and they could report on how well their pet liked it, or how the toy was made. They may have brought the toy to the meeting for everyone to see.

OPTIONAL REVIEW QUESTIONS

- Q: When an animal is sick, it will often lose this.  
A: Its appetite
- Q: There is an old saying that goes, "An ounce of \_\_\_\_\_ is worth a pound of cure".  
A: Prevention
- Q: What kind of injection will help an animal become immune to a disease.  
A: A vaccination
- Q: What kind of parasite lives inside an animal's body?  
A: Internal
- Q: What parasite lives in an animal's fur, is very tiny, and hops around.  
A: A flea (external)
- Q: We would take an animal's temperature to find out if it has this.  
A: A fever

LEARNING ABOUT JUDGING (Optional)

Set up a judging class consisting of three first aid kits. Have one kit with only three or four items of limited usefulness. Have a second kit with a few useful items but missing an important item like adhesive tape. The third kit should contain the most useful items. Ask the members to place the kits according to all round usefulness.

## SUPPLEMENTAL INFORMATION FOR "WHAT TO DO WHEN SOMETHING BAD HAPPENS":

IMPORTANT NOTE: Be sure to stress personal safety when dealing with animal injuries. Members should know that:

- \* Many injured animals will bite or scratch at anyone who touches them -- even a gentle pet may bite its owner when it is in pain.
- \* Be aware of the dangers of rabies. Be cautious when approaching any strange animal, particularly a wild animal. Get the help of an adult when a strange injured animal is found.

### POISONING

If you suspect that an animal has eaten something poisonous, call your veterinarian and tell him/her what has happened. Your veterinarian will probably ask you to bring your animal to his/her office as soon as possible. It is usually a good idea to bring along the poisonous thing (when practical) as well so that the veterinarian can figure out what kind of poisoning the animal has.

For example: If an animal has licked something poisonous such as weed killer, you should bring the container of weed killer with you for the veterinarian to look at the label for poison information.

### INJURIES

Injuries can be of many different types. When you discover an injured pet, you should quickly try to understand what kind of accident has happened. This will help you to know what kind of injury the pet might have.

If the pet is in a fairly safe location, you should not move it until you have had a chance to quickly examine it. If the injury is very serious, the animal will have to be transported on a stretcher or board to avoid further injury. Always be very cautious when handling sick or injured pets. Quite often they will be frightened and confused and may not even recognize you. It is not unusual for a pet which is usually gentle to bite or scratch.

If the pet is in a dangerous place (such as on the road, or in a pool of water), you should carefully move it to a safe place as soon as possible. BUT, you should take care not to endanger yourself as you move the pet. If at all possible, get one or more people to help you move the pet. If possible, the pet should be lifted slightly (everyone should slide their arms under the pet and lift up a few inches at exactly the same time). A board or other flat object should then be slid under the pet. This can then be used like a stretcher to move the pet. The reason for this is that pets which have had an injury to the spine (neck, back), or injuries to internal organs, can be seriously harmed just by careless moving from one place to another.

If a pet is bleeding badly, you should try to slow down the loss of blood. You can do this by pressing an absorbent cloth firmly against the wound. Absorbent gauze pads are best, but a facecloth (or even folded paper towels) would be useful for this purpose as well. This way of stopping bleeding is known as applying direct pressure to a wound.

If the pet has a cut on one of its limbs (legs or tail). The wound should be treated with direct pressure. If the bleeding is very serious, pressure may also be placed on a "pressure point" above the wound. This would be on an artery

between the wound and the heart (usually any place where the pulse can usually be taken on an animal). The finger tips would be gently pressed against this spot to help reduce blood flow to the wound slightly. This method may also be used to slow bleeding in the horn area of a goat by pressing gently in the hollow above the goat's eye on the side of the bleeding.

If a sharp object has punctured the animal's skin and remained in the wound, leave the object where it is. Removal of the object might cause further damage and serious bleeding. The veterinarian will remove the object before he/she begins to treat the animal. If the object is quite large, wrap a cloth around it (like a donut) to support the object so that it can't move while you transport the animal to the veterinarian's office.

If a pet has an injury to the chest around the lungs (particularly a puncture), hold a piece of plastic wrap (or sandwich bags) against the chest to prevent air from passing out of the lung through the injury.

Eye injuries: All eye injuries should be treated by a veterinarian. If an animal has injured its eye, restrain it so that it cannot paw or scratch at its eye before you can get it to the veterinarian. A serious injury such as an eye prolapsing (coming out of the socket) requires immediate transport to the veterinarian's office. Cover the eye with a thick honey/glucose type of syrup to keep the eye lubricated. OR Hold a cold-water pack over the eyeball to keep it moist and help reduce swelling until you reach the veterinarian's office.

Sunstroke or heatstroke: Move the animal to a place where there is fresh, cool air. Soak towels in cool (not freezing cold) water. Apply ice packs to the head. Transport to a veterinarian's office immediately for treatment.



## MEETING SIX

## LET'S SHOW OUR STUFF

### OBJECTIVES

1. To help members see how all of the parts of animal care are related to one another in producing an animal which is healthy and well trained.
2. To help members prepare for showing or displaying their animal at an event.
3. To encourage members to think of the care and comfort of their animals when away from home at a show.
4. To help members prepare for contact with the public at a show or display event.
5. To encourage members to be sportsmanlike in their conduct at shows.

### PREPARATION AND EQUIPMENT

1. For the section "Being on Display", you may wish to have some materials available to have the group make a sample animal display. You should have a few photos (or some animal magazines which the members can cut up for pictures), marker pens, bristol board, tape, glue, etc.

### RESOURCE IDEAS

1. Go to a fair, dog show, horse show, or any event where animals are on display.
2. Invite a breeder who shows livestock or pets on a regular basis as a guest speaker.
3. Invite a person who judges livestock or dog or cat shows to be a guest speaker.

#### IN A NUTSHELL

Roll Call	5 min.
Getting Ready	20 min.
When You Arrive	5 min.
Being on Display	20 min.
In the Showring	15 min.
Can You Remember?	5 min.
Before the Next Meeting (Report)	5 min.
	<hr/>
	75 min.

Optional: Judging

### ROLL CALL (5 min.) page 53

Members should answer with the name of any type of animal which is shown at a fair or animal show.

### GETTING READY!!! (20 min.) page 53

This section is a review of the importance of all aspects of animal care and their relationship with the final appearance of an animal. It also includes a section on preparations which should be made when getting ready to go to a show. You might wish to have members make a list of items which they think they would need if they went to a show with their animal. Discuss transportation methods



for animals. Some of the members might have concerns about how they would get their pet to a show safely.

WHEN YOU ARRIVE (5 min.) page 55

This short section is meant to stress to members the importance of making animals very comfortable when arriving at a show or other event. Explain how it is easy for them to be caught up in the excitement of these events and to unintentionally neglect their pet. Try to emphasize that the animal comes first before the rest of the fun.

BEING ON DISPLAY (20 min. or more) page 55

This section deals with the exhibitor's role before the public at any event. Members should learn how to set up a display, how to answer questions from the public, etc. For this section, the members could construct a sample display for an animal so that they will know how to do this for their own animal.

Spend some time talking about dealing with the public. You may wish to have pairs of members stand up in front of the club and pretend that one is an exhibitor and the other is a visitor to a show. The visitor could ask questions such as:

- "What kind of animal are you showing?"
- "How old is your animal?"
- "What does a pet like this cost?"
- "Are they hard to look after?"
- "What kind of food do they eat?"
- "What kind of house does it need to live in?"

Let the members be as inventive as possible with their questions because they will be asked many different kinds of questions if they exhibit animals at any public event.

IN THE SHOWRING (15 min.) page 56

Review the points in this section. You will want to stress sportsmanlike behaviour at a show. Help members to understand that there are winners and losers at every event, but that everything can change from one show to the next. We should look at any show as an experience. Members might want to work in two separate groups and have one group do an improvised skit on how a group of "poor sportsmen" might act in the showring. Follow this with the other group doing its improvised skit on "good sportsmen".

CAN YOU REMEMBER? (5 min.) page 57

1. False Feeding has a great deal to do with the final appearance of an animal before a show.
2. False It is not healthy to transport an animal in any open vehicle because of the wind and possible exposure to sun and rain.
3. True
4. True
5. False You must always stay in the showring until the class is excused.
6. True

#### REVIEW OF "BEFORE THE NEXT MEETING" FROM MEETING FIVE

Ask members to present their findings (two possible hazards to pets found in their homes). Let members discuss these possible hazards as well as solutions for the problems.

#### ACHIEVEMENT PROGRAM

You may wish to spend the time usually reserved for judging for discussing the Achievement Program. You might discuss the type of event that will be taking place. If members will be showing animals address concerns about how they should show them, what kind of cages they need, preparation, etc.

#### PROJECT SUMMARY

Your signature on the project summary (Page 58 of the Members' Manual) indicates that you feel the member has completed the project to the best of his/her ability. It encourages the member if you write short evaluation comments in his/her book at the completion of the project. There is a space provided for this on the Project Summary. Your 4-H Club Leaders' Handbook suggests some comments that may be appropriate.