Welcome 4-H Leaders!

This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to determine if your members have learned the skills identified. In short, all the information and tools necessary to make this project a rewarding one for you and your members are included in this guide.

In this project, members will examine, by learning to do by doing, the steps and skills required to grow a successful garden. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge of the project topics. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

There are activities listed and instructions provided in the Leader Guide. You may substitute activities depending on member interest and availability of supplies. Be sure to try out activities, demonstrations, or hands-on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 3D's of Learning - Each Skill Builder has three sections of learning called “Dream it!”,”Do it!” and “Dig it!”. Below is a description of each.

Dream it! Plan for Success - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage members’ thinking through each step of the learning process.

Do it! Hands on learning - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

Dig it! What did you learn? - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skills building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section or Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, members must:
- Complete the activities in each Skill Builder OR a similar activity that focuses on the same skills, as you and your leader may plan other activities.
- Plan and complete the Showcase Challenge.
- Complete the Portfolio Page.
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

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<td>2. Identify if your small animal is diurnal or nocturnal</td>
<td>• Make Them Shine</td>
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<td>• Pet Costs - Comparison Shop</td>
<td>25</td>
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<td>Health Care</td>
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<td>27</td>
</tr>
<tr>
<td></td>
<td>1. Be able to check for vital signs on your small animal</td>
<td>• Showcase Challenge</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>2. List three signs of illness for your small animal</td>
<td>• Portfolio Page</td>
<td>31</td>
</tr>
</tbody>
</table>

When you successfully complete your builders, you will showcase what you have learned.
Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page encourages members to think about their accomplishments and explain or demonstrate how they were successful. There is information to help them decide how they will best “showcase” their learning to family and friends.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is used to keep track of members’ 4-H experiences. As each member learns skills they are recorded on the Portfolio Page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will occur throughout the project as you observe the progress and learning of each member. Record what you see and hear. Your feedback should be positive and specific (not just “well done”). Share feedback with members often so they can act on your suggestions. How you choose to observe and record is up to you. Remember that members may improve over the project year and that records should be updated to reflect when they showed their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each Builder, these learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

**Explore** - each project series has one manual outlining the basics. All members will be expected to complete the Explore level before moving into the Discover level. It introduces the basic skills and terms needed by members for other projects in that series.

**Discover** - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice specific techniques and gain related skills.

**Master** - project options encourage members to specialize. The Leader’s role is to look for opportunities for their members to have more in depth experiences.
4-H LEADER TIPS FOR SUCCESS!

- Pages 2 and 3 in each leader guide summarize what the member must do to complete the project.
- Depending on time available, group size, and member abilities, you may wish to break the Skill Builders into more than one project meeting.

- The internet has many interesting websites and educational activities. We do not endorse any website or any products they may sell. Information/products will be used at your own discretion.
- Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and adapt activities to safely match your members’ abilities. Ensure members have a good understanding of safe practices when using tools, that they use the right safety equipment when necessary, and that good supervision is provided. A quality experience needs to be a safe experience.
- The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of teaching and learning methods. Teaching projects using a broad blend will help increase the learning potential of all members.
- Projects are designed to teach many skills, but the 4-H member is always more important than the subject matter. Stress cooperation in the activities to develop teamwork and cooperation skills. These are valuable life skills. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning tasks based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) in the group also contributes to a positive experience.
- There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go on to the next Builder or do the Builder again if they need the practice. Help the members work through their challenges until they are satisfied with the final results. Creating inventive 4-H members will be very rewarding.
- Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the highlight of their 4-H year.

Have fun and thanks for your belief in young people!
Skill Builder 1: Selection

Skills Checklist

- Identify 3 needs that all small animal have
- Identify 5 things to consider when selecting a small animal

Dream it!

Background for Leaders

The Discover Small Animals project is designed to give members a more in-depth overview of what to consider when selecting a small animal whether as a companion or as livestock, as well as what it means to be a small animal owner. This project can be taken without owning a small animal.

It is not necessary to have completed Explore Small Animals if you have older members but it would be helpful.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>The state, fact or position of being accountable to somebody or for something.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs</td>
<td>Things that animals and people must have be healthy and survive</td>
</tr>
</tbody>
</table>

Age Considerations

- 7 +

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your decision.
- Prepare a list of animal experts that the members may contact for information. You may wish to have the members complete that activity as a group field trip.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To get members thinking about this topic, Have the members discuss what kinds of responsibilities come with owning a small animal.

What kinds of animals do they own - are there responsibilities some of the animals bring that others don’t?
Do it!

Commitment Quiz

Time Required: 20 minutes

Supplies:
- Pencil
- Member manual

Directions:
Owning an animal is a big responsibility. Not everyone thinks carefully about accepting this responsibility until it is too late. As a result, many animals end up unwanted and abandoned. Make good decisions about the animal you select by completing the Commitment Quiz on the next page.

Members may need to do research to answer some of the questions. Remind them to always get permission to use the internet.

People in the Know

Time Required: 15 minutes and 30-60 minutes

Supplies:
- Pencil
- Member manual
- Paper
- Vehicle and telephone to contact the expert

Directions:
Now that you have thought about what kind of small animal would be best for you and your family, interview an “expert” to learn more. Talk to a person who has bred and raised your type of small animal.

In your project group brainstorm the names of people in your area that you could talk to.

Call ahead to make an appointment. Plan your questions ahead of time - it is a good idea to write them down and then jot down the answers during the interview. Save the paper and mount it in the space below.

At your next project meeting share what you learned with your leader and other members in the project.
Dig it!

Have the members discuss these questions:

What did you learn from the commitment quiz? Did it change your mind about the type of small animal you would like to own?

Why is it important to learn about what is involved in owning a small animal before you purchase one?

Did what you learned change your mind or are you happy with your small animal selection?

What’s next?

In the next builder you learn more about the facilities - shelter and equipment that your small animal will need.

Leader’s Notes
In the Member Manual

Skill Builder 1: Selection

What kind of small animal will you choose?
Before choosing your small animal, you should think about your responsibilities as an animal owner.

Skills Checklist:
- Identify 3 needs that all small animals have
- Identify 5 things to consider when selecting a small animal

Dream it!

Owning a small animal can be fun, entertaining, and rewarding but there are a few responsibilities that come with the enjoyable part. In your project group, talk about the kinds of responsibilities that come with your favorite small animal. List three below:

1. __________________________________________

2. __________________________________________

3. __________________________________________

Do it!

Owning an animal is a big responsibility. Not everyone thinks carefully about accepting this responsibility until it is too late. As a result, many animals end up unwanted and abandoned. Make good decisions about the animal you select by completing the Commitment Quiz on the next page.

Commitment Quiz

1. What type of animal would you like and why?

2. What do you know about that animal? Life span? Special needs? Daily care?

3. How much time do you have to spend with an animal?

4. What kind of experience do you have with owning and caring for an animal?

5. Where will you keep an animal?

6. How much will it cost you to buy food, keep in good medical health and care for this animal? Can you afford it?

7. Do you have approval and interest from your family?

8. Who will care for your animal when you can't?

9. Where will you be when your animal...
   - Grows to full size
   - Has offspring
   - Gets lonely

Get Online!

PAWS says—there is lots of information on the internet about small animals. With your parents' permission, do a search for information about the needs of your small animal choice. Here’s a site to get you started:

In the Member Manual

People in the Know

Now that you have thought about what kind of small animal would be best for you and your family, interview an “expert” to learn more. Talk to a person who has bred and raised your type of small animal.

In your project group brainstorm the names of people in your area that you could talk to.

Call ahead to make an appointment. Plan your questions ahead of time - it is a good idea to write them down and then jot down the answers during the interview. Save the paper and mount it in the space below.

At your next project meeting share what you learned with your leader and other members in the project.

Dig it!

In your project group discuss these questions:

What did you learn from the commitment quiz? Did it change your mind about the type of small animal you would like to own?

Why is it important to learn about what is involved in owning a small animal before you purchase one?

Did what you learned change your mind or are you happy with your small animal selection?

What’s next?

In the next builder you learn more about the facilities - shelter and equipment that your small animal will need.
Skill Builder 2: Facilities

Skills Checklist

- Identify what facilities are needed for all small animals
- Identify special shelter needs
- Identify two safety hazards for your small animal

Dream it!

Background for Leaders

In this Skill Builder members learn more about proper housing and safe environments for their small animal.

Animals need proper housing to stay healthy. If the housing is not right, the animals will be too cold or too hot. If the housing is too small, the animal may become crowded or will not do well.

Each kind of small animal needs its own kind of housing. Many smaller animals can live inside a dwelling with their owners but most animals will still need a “home” where they will be safe. The space chosen must have enough space—it is unfair to confine an animal in a space which is too small. The animal should be able to move around in comfort so they can exercise.

Objects or other animals in the home’s environment may pose a danger to the small animal.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>something designed or created to provide a service or fulfill a need;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelter</td>
<td>A structure or building that provides cover from the weather or protection against danger; a refuge; a place to live, considered as one of life’s necessities</td>
</tr>
<tr>
<td>Safety</td>
<td>Protection from, or not being exposed to, the risk of harm or injury</td>
</tr>
</tbody>
</table>

Age Considerations

- 7+

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your decision.
- You may wish to find resources that describe safety for small animals. For example dangerous plants.
Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

Your home makes you feel secure and comfortable and that’s how your small animal’s home should make it feel.

Have the members talk about what makes their home right for them.

Remind them that their small animal’s home should provide the same types of things. In a group have them think about what their small animal’s home should include. Use the Small Animal Shelter Checklist to help the discussion.

Did all the small animals that your project group own need the same things in their home?

Have the member answer the question - What made your small animal’s home special?

Do it!

Be sure to draw the member’s attention to any of the “Get Online” or PAWS Positive Ideas boxes throughout the skill builders.

Planning a Safe Environment

Time Required: 30 minutes

Supplies:
- Member manual
- Pencil
- Access to internet or to books

Directions:
Here are pictures of possible safety hazards in the home. Describe how each of these could be a hazard to your small animal.

Pet Shelter Checklist

- Light source
- Safety features (lid, lock, etc)
- Ventilation
- Proper temperature
- Bedding area
- Food/water containers
- Exercise space
- Location of the home in your home or yard
- Other needs (perch, chew toy, toys)

Have the member answer the question - What made your small animal’s home special?
Answers:
1. Plants - some plants may be harmful or poisonous to small animals. Be sure the plants in the animal’s environment are not toxic.
2. Electric heater - could make the environment too warm for the small animal; electrical cord could be a hazard if the animal chews on it.
3. Open window - could cause drafts, chilling the animal; could be a hazard for falling or for escaping.
4. Small sharp objects - animal could step on or crawl over and injure self; animal could eat and cause damage to the digestive tract.
5. Electrical outlet and cord - electrical cord could be a hazard if the animal chews on it, or trips over it; socket is a hazard if animal plays with it.

Now think about your small animal’s environment. In your project group talk about what possible hazards might be there? List one hazard that is different. Are the hazards different if your small animal lives outdoors?

**Your Small Animal’s Home**

**Time Required:** 30 minutes

**Supplies:**
- Pencil
- Member manual

**Directions:**
Draw a picture of your small animal’s home.

What did you include in your small animal’s space?

Note: members may choose to attach one or more photos of their small animal’s home instead of drawing.

Encourage members to think about safety and comfort, as well as what extras they might have included (water and food dishes, toys, place to sleep)

**Dig it!**

In your project group talk about why it is important to plan your small animal’s space.

**What’s Next?**

In the next builder you learn more about feeding your small animal.

**Leader’s Notes**
Skill Builder 2: Facilities

Everybody needs a home?

Every living thing has a home. A home can be a house, a tree or even a hole in the ground. Your home is different than your small animal's home in size, looks and location.

Skills Checklist:
- Identify what **facilities** are needed for all small animals
- Identify special **shelter** needs
- Identify two **safety** hazards for your small animal

Important words:
Watch for these important words throughout this builder:
- **Facilities**
- **Shelter**
- **Safety**

Dream it!

Your home makes you feel secure and comfortable and that's how your small animal's home should make it feel.

In your project group talk about what makes your home right for you.

Your small animal's home should provide the same types of things. Think about what your pet's home should include. Use this Pet Shelter Checklist to help.

**Pet Shelter Checklist**
- Light source
- **Safety** features (lid, lock, etc)
- Ventilation
- Proper temperature
- Bedding area
- Food/water containers
- Exercise space
- Location of the home in your home or yard
- Other needs (perch, chew toy, toys)

Did all the small animals that your project group own need the same things in their home?

What made your small animal's home special?

Get Online!

PAWS says—there is lots of information on the Internet about keeping your pet safe. Check this website on holiday safety for pets! http://www.petmd.com/dog/seasonal/ew_multi_christmas_safety

Do it!

**Planning a Safe Environment**

As a small animal owner you have made the decision to be responsible for your animal's needs. Being responsible means planning a safe environment for your small animal to live in. Here are pictures of possible safety hazards in the home. Describe how each of these could be a hazard to your small animal.

Now think about your small animal's environment. In your project group talk about what possible hazards might be there? List one hazard that is different. Are the hazards different if your small animal lives outdoors?

What should you do to eliminate the hazards in your small animal's environment?
PAWS' Positive Ideas

PAWS says - Common household plants such as English Ivy, Elephant Ear, Philodendron and Azaleas are poisonous, and harmful to your pet if eaten. Safe plants include the Spider Plant, Swedish Ivy and Dracaena.

Your Small Animal's Home

Draw a picture of your small animal's home:

What did you include in your small animal's space?

Dig it!

In your project group talk about why it is important to plan your small animal's living space.

What's Next?

In the next build you learn more about feeding your small animal.
Skills Checklist

- Describe a ration
- List four nutrients a small animal needs to be healthy
- Describe a healthy snack for a small animal

Dream it!

Background for Leaders

In this Skill Builder members learn about feeding their small animals.

To feed an animal properly you must consider:

- the age: growing, pregnant or nursing animals require more nutrients and energy
- the amount of exercise it gets each day: the higher the level of activity, the more food the animal will require.
- the season of the year: animals who live outdoors will require more food in colder months to help them keep warm
- the health of the animal: animals that are sick may require more food
- what food it can eat: not all animal species can get the nutrients they require from the same types of foods.

Food provides nutrients to the animal. You could describe nutrients to the members as being like the ingredients in a recipe. The small animal needs certain nutrients to help it grow and stay alive and healthy. Some of the nutrients that animals require are:

- Water helps food move through the body and keeps joints lubricated. Animals cannot live without it. A fresh, clean supply of water is the healthiest choice for the small animal.
- Energy helps keep an animal warm, is necessary for growth, and to produce offspring and milk. Energy can come from fat, carbohydrate or protein.
- Protein is important for growth of muscle, hair and reproduction.
- Vitamins are needed for growth and overall health of the animal.
- Minerals help to build healthy teeth and bones and to develop muscles and nerves.

It is important to feed the small animal a varied and balanced diet as not all foods provide the same nutrients. A balanced diet means that the food has the correct nutrients needed for growth and everyday activities such as exercise. This balanced diet is also called a ration. Remember that even though the small animal may have reached full size, it is still growing the rest of its life (for example hair, hooves, claws/nails).

Always feed the small animal a food or ration that is designed for its species. Different species of animals have different nutrient requirements. For example a cat has a very different nutrient requirement that a dog. You may make your own ration based on the foods the small animal should eat or you may choose to purchase prepared balanced diets. Different brands of food for the small animal species may vary in the exact amounts of nutrients it provides as well as the food used to provide the nutrients. Check the label on the food package and compare the nutrients. The label will usually have information about the type or age of animal that it is meant for.

Purchased animal food will usually have feeding directions on the label. The directions will tell how much food to give to small animals of different life stages or may state how much to feed based on weight. Knowing the weight of the small animal will be helpful—a young animal or one with special
needs should be weighed every seven to 14 days. PAWS Positive ideas gives instructions on how to weigh different sizes of small animals. You may wish to do a demonstration or have the members demonstrate how they would weigh their small animal.

The package direction will usually give the total amount to be fed each day and how often to feed each day. It is best to feed small animals at the same time every day. Sometimes the food will be labeled “feed this product free choice”. This means the food should be there any time the small animal wants it—this is often done with rabbits, small rodents and birds. Most of these animals will eat a small amount of food several times a day. When an animal is fed free choice, be sure that the food is always fresh. You may have to remove soiled or damp food every day and replace with fresh food. For this reason put out just enough food to last a day or two at a time.

Water is always provided free choice. Provide water at least once a day, but two or three times is better. In hot weather be careful to provide adequate water - you may need to replenish the supply several times a day. This will prevent your animal from becoming dehydrated.

Some small animals will also require free choice salt or other minerals.

Be careful with treats. Some kinds of treats can be good for your animal in small amounts but others can cause serious health problems. A food which isn’t very nutritious or a food which the animal is not used to can cause problems. Some food can actually be dangerous for small animals to eat. When feeding treats be sure they are:
- Nutritious food for that small animal
- Fed in small quantities
- Digestible for that small animals.
- Safe to eat
- Cut up so the animal will not choke on the treat

**Important Words**

Help members define the following words and listen for them using these words in their discussions. To increase the members' understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>A substance that provides nourishment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ration</td>
<td>A fixed and limited amount of something, especially food, given or allocated to a person or group</td>
</tr>
<tr>
<td>Supplements</td>
<td>An addition to something to increase its size or make up a deficiency; a substance with a specific nutritional value taken to make up for a real or supposed deficiency in diet.</td>
</tr>
<tr>
<td>Water</td>
<td>The clear colourless liquid, odourless and tasteless when pure, that occurs as rain, snow and ice, forms rivers, lakes and seas, and is essential for life. Chemical formula is H2O</td>
</tr>
</tbody>
</table>

**Age Considerations**

- 7+
Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your decision.
- You may wish to collect examples of small animal food labels or the containers themselves
- Will you do a demonstration of weighing a small animal?

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder.
- Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies
To get members thinking about this topic, ask them the following questions:
- How old is your small animal? How much exercise does it get? What do you feed it?
- Did everyone have the same answers? Why?
- Can you name two nutrients?
- Do all small animals need the same kind and amounts of nutrients?
- What do we call the food we feed small animals?

Draw the member's attention to the PAWS Positive ideas in this skill builder. You may wish to have the members complete parts of the Do It! activities at home and bring the results to the next meeting for discussion.

Do it!

Lowdown on Labels

Time Required: 30 minutes

Supplies:
- Member manual
- Pen or pencil
- Nutrient label from your small animal's food or recipe for a home made ration

Directions:
Clip the nutrition label from a box, or bag of any kind of pet food. Tape the label in the space provided. If you serve a home grown ration make up a label showing the items in your animal's diet. Answer these questions about your label.

What animal should eat this food?
How much should the animal eat each day?
What feed ingredients are used to supply these nutrients: Energy Protein Minerals Vitamins

How much energy would the small animal get from this daily diet/ration?
What other food might be needed to make sure the small animal receives a “balanced” diet/ration each day?
What conditions would change the small animal’s feed requirements?

Be sure that the members included water as another food to ensure a balanced diet.
Balancing Act

Time Required: 30 – 45 minutes

Supplies:
- Member manual
- Pencil
- Information from three different small animal foods or home made ration

Directions:
Select two or three balanced diets/ rations for your animal. They could be home grown, commercially prepared, or a combination of both. Use this chart to compare the diets/ rations. Add a page if you need more space.

Put an X by the diet/ration that would be the best choice for your animal.

Have the members explain to the group why they picked that ration as the best choice.

Be Careful With Treats

Time Required: 15-20 minutes plus research time

Supplies:
- Member manual
- Pen or pencil
- Resource material (books, magazines, internet)
- Magazines for pictures
- Pencil crayons, crayons or markers
- Glue or tape

Directions
Everyone likes a snack or a treat and your small animal likes them too! As a responsible owner you need to make good choices when giving your small animal a treat.
In your project group talk about what things might make good treats for your small animals. Did all of the small animals get the same treats? Why?

Draw or glue pictures or recipes for some good treats for your small animal.

Remind the members to get permission to use the internet at home to research good snacks for their pet. Have the members share what they selected as a good treat/ snack and explain why. Ask them if all the small animals could eat the same kind of treat or snack? Why?
Dig it!

Review the following questions with members:

Why is it important to know your small animal’s nutritional needs?

What are the best sources for finding nutritional information for your pet?

What would happen to your pet’s health if you didn’t make the right choices about the type of food to feed it?

What foods did you select as supplements and why?

What’s Next?

In the next Skill Builder you will learn about managing your small animal including how much time it takes to care for it as well as how it communicates and what it does at different times of the day.
In the Member Manual

Skill Builder 3: Feeding

When the ancestors of your small animal were in the wild they found and ate a wide variety of food. Your small animal relies on you to provide all the nutrients it needs each day in its ration and to and give it lots of fresh water.

Skills Checklist:
- Describe a ration
- List four nutrients a small animal needs to be healthy
- Describe a healthy snack for a small animal

Dream it!

How do we feed our small animals? It is a short question but it has a long answer. To feed an animal properly, you must think about the age, the amount of exercise it gets each day and what food can it eat. In your project group talk about these questions for your small animal. Did everyone have the same answers?

Can you name two nutrients? Do all small animals need the same kind and amounts of nutrients?

We call the food we feed our small animals rations.

Do it!

All animals need good nutrition. Nutrition means getting the right kind of food and water in the right amounts to keep the body healthy. Nutrients include vitamins, minerals, protein, water and energy. Your small animal relies on you to provide it with a nutritious diet. Just as you need energy to grow and stay active, so does your small animal.

Calories measure the energy food provides. If you eat too many calories for your activity, and growth you gain weight. When you eat few calories, compared to your activity, and growth level, then you lose weight. The same is true for your small animal. A balance of calories and activity is important to keep you, and your small animal healthy. The activities on the next three pages will help you learn more about your small animal’s nutritional needs.

PAWS Positive Ideas

PAWS says—When feeding or giving medicine to your animal, you may need to know its weight to give it the correct amount. Here are three ways to weigh your animal:
1. Use a livestock scale if your small animal is too heavy to pick up
2. Pick up the animal, step on a bathroom scale and note the weight. Put the animal down and weigh yourself. Subtract your weight from the weight of you and your animal. This is how much your small animal weighs.
3. Weigh very small animals by putting them in a container and using a set of food scales. Weigh the container first and subtract this amount from the weight of animal and container to get your animal’s weight.

Lowdown on Labels

Some pets are given the same diet every day for their entire lives! You’ll want to make sure your small animal is fed a diet that meets its requirements. Sometimes a wider variety of foods is necessary to supply all the vitamins, minerals, energy and protein needed. One way to select food is to compare the labels on your pet’s feed and other similar products.

Clip the nutrition label from a box, or bag of any kind of pet food. Tape the label in the space provided. If you serve a home grown ration make up a label showing the items in your animal’s diet. Answer these questions about your label.

My Pet Food Label

What animal should eat this food?

How much should the animal eat each day?

What feed ingredients are used to supply these nutrients:
Energy
Minerals
Protein
Vitamins

How much energy would the small animal get from this diet per day?

What other food might be needed to make sure the small animal receives a “balanced” diet per day?

What conditions would change the small animal’s food requirements?
In the Member Manual

Balancing Act

Select two or three balanced diets/ration for your animal. They could be home-grown, commercially prepared, or a combination of both. Use this chart to compare the diets/ration. Add a page if you need more space.

Put a X by the diet/ration that would be the best choice for your animal.

<table>
<thead>
<tr>
<th>Type of Animal</th>
<th>Diet/Ration 1</th>
<th>Diet/Ration 2</th>
<th>Diet/Ration 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of diet/ration contents (you could attach the label)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount required daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well does it meet your animal’s dietary needs? Consider nutrition, variety, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost/day</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Be Careful With Treats

Everyone likes a snack or a treat and your small animal likes them too! As a responsible owner you need to make good choices when giving your small animal a treat.

PAWS Positive Ideas

PAWS says - Here are some tips to keep in mind when feeding treats:
- nutritious food
- fed in small amounts
- digestible
- safe

In your project group talk about what things might make good treats for your small animals. Did all of the small animals get the same treats? Why?

In the space below, draw or glue pictures or recipes for some good treats for your small animal. You could display a healthy treat as part of your Showcase Challenge.

Dig it!

Why is it important to know your small animal’s nutritional needs?

What are the best sources for finding nutritional information for your pet?

What would happen to your pet’s health if you didn’t make the right choices about the type of food to feed it?

What’s Next?

In the next Skill Builder you will learn about managing your small animal including how much time it takes to care for it as well as how it communicates and what it does at different times of the day.

PAWS Positive Ideas: Disease Prevention Tips

PAWS says: Your small animals should always have access to clean, fresh water. This is called “free choice.” You should change the water at least once a day, more often if possible.
Skill Builder 4: Management 1

Skills Checklist
- Describe two regular activities you use to care for your animal
- Identify if your small animal is diurnal or nocturnal
- Describe two ways a small animal communicates

Dream it!

Background for Leaders

Members lead a very busy life. They go to school, have chores to do and may play on a sports team or have hobbies. When choosing a small animal they should keep these in mind. Some small animals require lots of maintenance and special kinds of care. Other small animals may have their own schedules that won’t fit with the other activities that the members are involved in - for example some animals are nocturnal and may be noisy at night. Nocturnal animals will sleep during the day and be active at night - will they want a nocturnal animal’s cage in their bedroom? Some examples of nocturnal animals are hamsters, hedgehogs, bats, some cats, owls, gerbils and mice. Diurnal animals are active during the day and sleep at night. Some examples of diurnal animals are: humans, song birds, pet dogs, squirrels, hawks, butterflies, lizards, sheep and honeybees.

Humans use a variety of ways to communicate or share information - including speaking and listening, reading and writing, sign language, and body language. The members may also mention Braille, use of the internet, music, art, social media etc. Animals may communicate in the same way as humans but also use different ways. Some types of animal communication include:
- using body movement, posture or facial expression: putting its ears down or back, baring its teeth, showing its stomach, pawing the ground
- by secreting from scent glands or urinating: skunk, cat or dog marking its territory
- changing skin colour: chameleon
- by making sounds: these may be vocal like singing, barking etc or made by parts of the body like a rattlesnake shaking its tail tip or a seal clapping its paws
- by making noise or sounds that sometimes cannot be heard by the human ear: bats

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Maintenance</th>
<th>Continuing repair work; work that is done regularly to keep something in good condition and working order; Upkeep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Exchange of information by means of speaking, writing or use of a common system of signs or behaviour; a spoken or written message;</td>
</tr>
<tr>
<td>Habits</td>
<td>Regularly repeated behaviour pattern; an action or pattern of behaviour that it is repeated so often that it becomes typical of somebody.</td>
</tr>
<tr>
<td>Nocturnal</td>
<td>At night; occurring at night as opposed to during the day. Animals that are active at night rather than during the day.</td>
</tr>
<tr>
<td>Diurnal</td>
<td>Daily, happening every day; in daytime- happening during the day as opposed to the night;</td>
</tr>
</tbody>
</table>
Age Considerations
- 7 +

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your decision.

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies
To get members thinking about this topic, ask them the following questions:

What kinds of things need to be done to keep your small animal happy and healthy.

Are the small animals in your group **nocturnal** or **diurnal**?

How does your animal communicate its needs?

Do all small animals need the same kind of attention and time? Is your small animal low or high **maintenance**?

Do it!

Animals take Time

**Time Required**: 15 minutes + ongoing

**Supplies**:
- Pencil
- Member manual

**Directions**:
Use the chart on the next page and make a daily, weekly and monthly to do list for caring for your small animal. Remember feeding, exercising, grooming, cleaning, etc. List as many tasks as possible. Then record how much time it takes.

You can try to think about all you do and make up this list or you could keep track of all the activities and time you take for one month.

<table>
<thead>
<tr>
<th>Daily To dos</th>
<th>Weekly To Dos</th>
<th>Monthly To Dos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Time</td>
<td>Action</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

**Table**

23
Have the members share their total hours and their answers to these questions:
Did you know you were spending that much time with your animal?

Are there any other tasks that you might do less often than monthly? List some here:
Some examples might be preparation for a livestock show, visits to the vet for illness, special grooming (seasonal), major cleaning of cage.

The goal is for members to have an appreciation of the time commitment that goes in to being a small animal owner.

**Get to Know Your Animal**

**Time Required:** 60 to 120 minutes spread over 4 days.

**Supplies:**
- Pencil
- Member manual

**Directions:**
Quietly observe your animal for 15 to 30 minutes on four days. Pick different times of day. Write down what you see or hear your animal doing. Make notes on your animal’s activities, eating habits, sleeping and exercise patterns, how it interacts with people or other animals or anything unusual.

At the next project meeting, have the members talk about the things they observed.

Have them discuss how the time of day makes a difference in their small animal’s behavior?

What new things did they learn? Did anything surprise them?

**How Do Animals Communicate?**

**Time Required:** 15 – 20 minutes +

**Supplies:**
- Pencil
- Member manual

Animals communicate in many different ways. Some communicate by using body movement, by secreting from scent glands or by making noise or sounds that sometimes cannot be heard by the human ear. As a group discuss:
- How does your small animal communicate?
- Can you tell how it feels by watching, listening or touching it?
- What do you think your small animal is trying to tell you?
- Talk about all the ways you have observed your small animal communicate.
Dig it!

Discuss the following questions:

Did your small animal take more or less time to care for as the ones that belong to your project group? Why?

In your project group talk about what you learned about small animals and their habits and why it is important to understand them.

What’s Next?

In the next builder, you will learn more about small animal management including handling, grooming and exercise.

Leader’s Notes
**Skill Builder 4: Management 1**

Managing a small animal involves lots of activities—handling, grooming, training, exercise and general **maintenance**. All of this takes time and it is important to get to know your small animal and its **habits**.

### Skills Checklist:
- Describe two regular activities you use to care for your animal.
- Identify if your small animal is **diurnal** or **nocturnal**.
- Describe two ways a small animal communicates.

### Dream it!

You probably lead a very busy life. You go to school, have chores to do and may play on a sports team or have hobbies. When choosing a small animal you should keep these in mind. Some small animals require lots of **maintenance** and special kinds of care. Others may have their own schedules that won’t fit with yours—for example some animals are **nocturnal** and prefer to be active at night.

With you leader and project group talk about the kinds of things that need to be done keep you pet happy and healthy. Are the small animals in your group **nocturnal** or **diurnal**? How does your animal communicate its needs?

Do all small animals need the same kind of attention and time? Is your small animal low or high **maintenance**?

### Do it!

**Animals Take Time**

Use the chart on the next page and make a daily, weekly and monthly to do list for caring for your small animal. Remember feeding, exercising, grooming, cleaning, etc. List as many tasks as possible. Then record how much time it takes.

You can try to think about all you do and make up this list or you could keep track of all the activities and time you take for one month.

<table>
<thead>
<tr>
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<th>Monthly To dos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Time</td>
<td>Action</td>
</tr>
</tbody>
</table>

**Total**

**Did you know you were spending that much time with your animal?**

**Are there any other tasks that you might do less often than monthly? List some here:**
Get to Know Your Animal

Understanding your small animal will help you in working with it. Have you ever quietly watched and listened to your small animal? If you have, you probably know that your small animal can teach you many things.

Quietly observe your animal for 15 to 30 minutes on four days. Pick different times of day. Write down what you see or hear your animal doing. Make notes on your animal’s activities, eating habits, sleeping and exercise patterns, how it interacts with people or other animals or anything unusual.

Date: Time:
What I Saw:

Date: Time:
What I Saw:

Date: Time:
What I Saw:

Date: Time:
What I Saw:

In your project group talk about the things you observed.

How does the time of day make a difference in your pet’s behavior?

What new things did you learn? Did anything surprise you?

How Do Animals Communicate?

Animals communicate in many different ways. Some communicate by using body movement, by secreting from scent glands or by making noise or sounds that sometimes cannot be heard by the human ear.

How does your small animal communicate?

Can you tell how it feels by watching, listening or touching it?

What do you think your small animal is trying to tell you?

In your project group talk about all the ways you have observed your small animal communicate.

Talking about how your animal communicates could be part of your Showcase Challenge.

Get Online!

PAWS says—find out about how cats communicate by visiting this website:
http://www.pets.ca/cats/articles/cat-communication/

Dig it!

Did your small animal take more or less time to care for as the ones that belong to your project group? Why?

In your project group talk about what you learned about small animals and their habits and why it is important to understand them.

What’s Next?

In the next builder, you will learn more about small animal management including handling, grooming and exercise.
Skill Builder 5: Management 2

Skills Checklist

- Describe how you groom your small animal
- Demonstrate how to properly pick up and hold your small animal
- Explain why **exercise** and play are important

Dream it!

Background for Leaders

Safe Animal Handling

All small animal owners should know how to handle your small animal safely. This will prevent:

- the small animal from being accidentally hurt
- the small animal from hurting humans and other animals.

Proper handling of a small animal will make it easier to do many tasks involved with caring for it

When handling a very small animal, remember how small and fragile it is. When it is held too tightly, it will become frightened. It will struggle to escape or it will try to bite to make you release it. The bites may not be serious but they can be painful. You should be very careful when handling small animals.

Begin handling the small animal at a young age so it will be used to being touched. Frequent handling will usually make a small animal friendlier. However it is possible to handle a small animal too much. Give the animal time to rest, time to eat and time to play or exercise alone. Use extra care when handling pregnant animals to prevent injury. New mothers can also be overprotective if you handle the young.

Use common sense when handling a small animal. Do not take it into dangerous places. Before letting the animal roam loose check the environment for anything that might be a danger—other animals, plants etc.

Encourage your members to look for books at the library or with their parent’s approval/supervision to check on the internet for information about handling their small animal.

Exercise

Just like people, animals need exercise to stay in shape. If the small animal does nothing it will become overweight and will begin to age before it should. Its bones will become sore from being overweight and its muscles will be weak. The lungs and heart will not work as well. Encourage the members to think of activities to keep their animals in shape. Animals have to have exercise.

For some small animals the owner will have to invent games or toys to encourage exercise. Most cats like to chase anything that moves. Small rodents will enjoy objects like cardboard tubes from rolls of paper towel—they can have fun running through the tube. When they get bored, they can use the tube to chew on—a favourite pastime. An obstacle course of things to climb on, climb through or run on will also work. Even fish can have toys—fish like glass or plastic objects which have passages to swim through. Be sure that any objects the animal will run or swim through are large enough that they will not become stuck.
Some animals need more exercise than others. The amount of exercise will depend on the kind of animal, its age, breed, size and personality. Most animals require more exercise when they are young because they have a lot of energy. A young dog, cat or goat will spend quite a lot of time running around just for fun.

As animals become quite old they will probably eat less. They will not need as much exercise as they did when they were younger. But keep them active so that their bones and muscles stay strong. Plan moderate exercise for these animals. This means to carefully provide exercise so as not to injure the animal or overwork it as it gets older.

You can create a “playground” for your small animal to exercise and have fun in. You can get ideas for an animal playground by thinking about the animal’s natural habitat. A habitat is a place where an animal or plant would be found in nature. For example wild goats are found roaming on hills and cliffs in the mountains—a fenced exercise yard with things like crates or wide planks to walk on and climb would be a good playground for a goat.

Exercise and things to do in their shelter also keep the small animal from becoming bored.

Grooming

The word grooming means to clean or beautify an animal or an object. Grooming has many benefits besides making an animal look neat and shiny.

Grooming helps to:
- increase circulation to the skin which makes the skin healthier.
- look at the animal and check its condition.
- make friends with the animal, because most animals enjoy the grooming and attention they receive.
- remove loose hair and prevent health problems such as hair balls. When animals lick and swallow loose fur it collects in the stomach. This can cause serious problems, particularly for cats and rabbits.
- treat and control some skin diseases.

If you want your animal to enjoy being groomed, you should remember several things:
- Start grooming an animal when it is young so that it will learn to enjoy being brushed, combed / etc.
- always take care not to hurt during grooming.
- They remember bad experiences, so try not to cause pain.
- Use the proper equipment to do the job. The wrong tools may cause discomfort.
- Talk to your pet while you groom it. A kind voice will reassure your pet so that it won’t be frightened.

How Do You Groom an Animal?

Grooming can include many different jobs. When you groom, you may need to bath an animal, comb or brush its hair, “trim long hair, and trim claws or hooves.

Each kind of animal is groomed in a certain way. You should learn what equipment to use and how to use it.
There are species specific fact sheets and project material that were developed for the Manitoba 4-H Discover Small Animals - Time to Specialize project that may be of assistance. The breed specific projects (for example Discover Sheep) also contain grooming information. The following pages have a few basic grooming tips that can be shared with the members.

Combing:

When you start to comb take care not to pull the hair. Do this by starting to comb the ends of the hair and then gradually comb closer and closer to the skin. If part of the animal’s hair is tangled, slowly work on the tangle from the edges. Do not drag the comb through the tangle by tugging and pulling on it. You will pull at the animal’s skin and cause pain. You will also remove large pieces of hair that could be saved if the hair was combed properly. A wide-toothed steel comb is best for matted or tangled hair. A fine-toothed steel comb is best for finishing the job after tangles are removed.

Brushing:

Use the right type of brush for the job. A short haired dog or cat needs a different kind of brush than a long haired dog or cat. A natural bristle brush is good for all kinds of cats and dogs. A steel-toothed curry comb (wire brush) should only be used on very long haired dogs which shed a lot of hair. A rubber brush (which is often shaped like a mitten) is good for sleek, short haired cats and dogs. Brushing and combing should be done with the hair rather than against it- Long haired animals are sometimes brushed in an upwards motion to fluff their hair out and away from the body.

Nail and Hoof Trimming:

Many animals have nails (claws) which need to be trimmed from time to time. This is because overgrown nails may cause the animal’s toes to become bent out of shape. This is also done because animals with sharp nails can give painful scratches.

Most animal nails look the same. They are long and curved. They are thickest where they come out of the animal’s toe. They become narrower as they get close to the point. If the animal has light coloured nails /you will be able to see the quick inside the nail. (The quick is the soft part on the inside of the nail where veins and nerves are located). The quick is sensitive and it can bleed a lot if it is cut. So, when you trim nails, only cut off the curving tip of the claw. Be extra careful when cutting very dark nails because you cannot see where the quick is. If you own a dark-nailed pet, you could take it to a veterinary clinic to have its nails trimmed. The fee for nail trimming is usually quite low.

Note: Human nail clippers should not be used on animals.

You could use a special animal nail file or an emery board (a type of manicure tool which is made of cardboard and coated with a sandpaper-like covering on both sides) to smooth sharp nails. This would be useful for smaller animals with nails that are too small to cut with clippers.

Trimming hooves on a goat or sheep can be done with a pair of pruning shears. There are also special hoof trimming tools made for sheep and goats called “hoof rot shears”. The bottom of the hoof is trimmed so that the heel is even with the rest of the sole. The outer hoof walls grow faster than the sole and must be trimmed even with the sole. This should be done about once a month.
Trimming Beaks and Teeth:

Teeth on some rodents (usually rabbits) and beaks on birds can grow to be too long. This causes problems when eating. Teeth and beaks may be filed or clipped into the proper shape. This is best learned from a veterinarian or from an experienced breeder. Tooth problems can sometimes be prevented by providing hard objects for an animal to chew on.

Cleaning Ears:

The insides of the ears can become quite dirty. Some animals get ear mites. (Ear mites are a type of small parasite which live in the ear and cause itching.) Inspect your pet’s ears regularly to be sure that they look normal and clean. Rabbits, ferrets, cats and goats can get ear mites. When ear mites are present, the animal will:

- Dislike being touched around the ears or on the head.
- Have yellow or black, crusty discharge inside the ears.
- Move with its head tilted to one side.
- Have drooping ears.
- Scratch at its ears with its feet.

When you clean the ears you should use mineral oil or baby oil to flush dirt from the ear. A small amount of oil may be massaged gently in the ear to loosen dirt. The ear may be swabbed out with cotton balls or swabs. If you are using swabs do not put these into the ear canal. Always stroke from the inside of the ear to the outer edge. This prevents dirt from falling back inside.

Bath Time:

Most animals do not need frequent baths. They have natural oils on their skins which help to keep their coats shiny and sleek. Their coats usually do a good job of repelling rain and dirt. Frequent baths will remove these natural oils and can cause a dry, damaged hair coat. For this reason, it is not a good idea to bath any animal too often.

When you do bath an animal, it is usually because:
- there is some kind of dirt which needs to be removed.
- you want to show the animal and want its coat to look extra clean.
- you are giving the animal a thorough clean-up and may want to clip its coat after.

If you are going to bath an animal, you should remember a few important points.
- Use a mild shampoo which is suitable for animals. Do not use household cleansers.
- Use lukewarm to warm (but not hot) water.
- Do not spray water into the ears or eyes. You can put a piece of absorbent cotton into each of the ears to prevent water from going down into the ear. A drop of mineral oil in each eye will help to protect eyes from soapy water which could sting them.
- After the bath, towel dry the animal well. Be sure that it does not get chilled for several hours afterwards (until its hair is completely dry).
As part of this skill builder, members will need to do some research into the proper handling, grooming and exercise of their small animal. This could be assigned at the end of the last meeting or you might have resource material available for them to use at the meeting.

Here are some websites mentioned in the member manual. As an alternative, you may wish to organize a field trip or have a speaker come to the meeting to talk about one or more of these topics:

**Get Online!**

PAWS says - check out these websites for ideas on grooming all kinds of small animals:
http://www.animalplanet.com/pets/other-pets/grooming/
https://pethelpful.com/

PAWS says - check out this website for ideas on how to exercise a dog.
http://www.animalplanet.com/pets/healthy-pets/10-fun-ways-to-exercise-your-dog/
Check for sites on the internet or Pinterest for exercising your small animal.

PAWS says - search on the internet for ideas for making toys and equipment for your small animals.
https://pethelpful.com/ has ideas for toys and exercise for many kinds of small animals.

**Important Words**

Help members define the following words and listen for them using these words in their discussions. To increase the members' understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Grooming</th>
<th>Care taken in personal appearance; caring for an animal's appearance; cleaning an animal's body.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling</td>
<td>The way in which somebody handles or deals with something. The act of touching, picking up, moving or operating something with the hand.</td>
</tr>
<tr>
<td>Exercise</td>
<td>Physical activity and movement, especially intended to keep a person or animal fit and healthy.</td>
</tr>
</tbody>
</table>

**Age Considerations**

- 7+

**Thinking Ahead**

- What will you discuss with members? Gather observations and think of examples that will help support your decision.
Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To get members thinking about this topic, ask them the following question:
In your project group talk about how proper handling will help you take care of your small animal.

Do it!

Handle With Care

Note for leaders: members who have taken Explore Small Animals will remember this activity. Safe and correct animal handling is a must for any small animal owner and is worth extra practise.

Time Required: 30 minutes

Supplies:
- Pencil
- Member manual
- Research material (books, magazines, the internet, fact sheets)

Safety Considerations:
If a real animal is used be sure that it is in proper cage or on leash. Be sure the environment is safe for the small animals and for the members. Have one animal out of the cage at a time. You may wish to remove dogs or cats from the room when smaller animals such as rodents are being used.

Instructions:
All small animals have to be handled with care. Research handling tips for your small animal. Use library books, the internet or your leader may have resource material for your small animal.

Use your animal or a toy animal to show your project group the right way to pick up and move your animal.

After the demonstrations have the members answer these questions:
- Are all small animals handled the same way?
- Why?
**Work Out Time - How Much is Enough**

**Time Required:** 30 minutes

**Supplies:**
- Pencil
- Member manual
- Internet Access or library books and magazines
- 4-H small animal fact sheets

**Directions:**
Have the members talk about:
- activities to keep their small animals in shape. Remind them that all animals need exercise to stay healthy. How do they stay active - can their animals do the same things? Can they exercise together?
- the reasons that some animals need more exercise than others (age, type of animal, size)
- have them compare how much exercise their animal needs to the others in the group

**Make Them Shine**

**Time Required:** 20 minutes + 1 to 2 hours

**Supplies:**
- Pencil
- Member manual
- Internet Access or library books and magazines
- 4-H small animal fact sheets
- Grooming supplies
- Small animal

**Directions:**
You will want to clean and groom your small animal.
Make a list of everything you need and the steps in grooming your animal. You may need to research this information.
Groom you small animal
At the next project meeting be prepared to share your experiences.

**Time to Play**

**Time Required:** 20 minutes + 30-45 minutes

**Supplies:**
- Pencil
- Member Manual
- Internet Access or library books and magazines
- 4-H small animal fact sheets
- Supplies to make a small toy

This website may be helpful to the members:

https://pethelpful.com/ It has ideas for toys and exercise for many kinds of small animals.
Directions:
Begin by watching your small animal and pay special attention to the things it likes to do.
Use the box to record the things you see your animal doing.
Next, make a toy for your small animal.
In the space below, glue or draw a picture of a toy you made for your small animals. Add pictures of its other favourite toys. Don't forget to label them.

Dig it!

Discuss the following questions.
- How does handling a small animal correctly protect you and your animal.
- Why is it important for small animals to have exercise and other things to do or play with?
- How will you prepare to groom your small animal before the next meeting?

What’s Next?
In the next builder, you will learn about small animal health care.

Leader’s Notes
In the Member Manual

Skill Builder 5: Management 2

In Skill Builder 4 you learned more about your small animal - its habits, how it communicates and the time it takes to keep it happy and healthy. Now it is time to learn about proper handling, grooming and exercise so you have a content and happy small animal.

Skills Checklist:
- Describe how you groom your small animal
- Demonstrate how to properly pick up and hold your small animal
- Explain why exercise and play are important

Dream it!

You should know how to handle your small animal safely. This will prevent:
- The small animal from being accidentally hurt
- The small animal from hurting humans and other animals.

Proper handling of your small animal will make it easier to do many tasks involved with caring for your small animal.

In your project group talk about how proper handling will help you take care of your small animal.

Do it!

Handle With Care

All small animals have to be handled with care.

Research handling tips for your small animal. Use library books, the internet or your leader may have resource material for your small animal.

Use your animal or a toy animal to show your project group the right way to pick up and move your animal.

Are all small animals handled the same way? Why?

Important words

Watch for these important words throughout this builder:
- Grooming
- Handling
- Exercise

Work Out Time — How Much is Enough

Just like people, animals need to exercise to keep in shape. If your animal sits around and does nothing it will become overweight. It will begin to age before it should. Your animal may also become bored if it has nothing to keep it active.

In your project group talk about activities to keep your small animal in shape - some are as easy as taking them for a walk, but for others you will have to invent games or toys to encourage them to get exercise.

List three activities to keep your small animal active:

Some animals need more exercise than others. In your project group discuss things that will affect the amount of exercise your small animal needs. List two reasons in the space below:

Does your small animal need the same amount of exercise as other small animals in the group? Why?

Get Online!

PAWS says - check out this website for ideas on how to exercise a dog:
http://www.animalplanet.com/pets/healthy-pets/10/10-unways-to-exercise-your-dog/

Check for sites on the internet or Pinterest for exercising your small animal.
In the Member Manual

**Make Them Shine**

You will want to clean and groom your small animal. Let’s get ready by making a list of everything you need and how you clean and groom your animal.

**I will need:**

**I need to do this**

**Time to Play**

Begin by watching your small animal and pay special attention to the things it likes to do.

List the things you see in this box.

Next, make a toy for your small animal.

**Things My Small Animal Likes to Do**

**Get Online!**

PAWS says - search on the internet for ideas for making toys and equipment for your small animals. [https://pethelpful.com](https://pethelpful.com) has ideas for toys and exercise for many kinds of small animals.

In the space below, glue or draw a picture of a toy you made for your small animals. Add pictures of its other favourite toys. Don’t forget to label them. Display your toy as part of your Showcase Challenge.

**Dig It!**

In your project group talk about what you learned about:

- How does handling a small animal correctly protect you and your animal?
- Why is it important for small animals to have exercise and other things to do or play with?
- How will you prepare to groom your pet before your next meeting?

**What’s Next?**

In the next builder, you will learn about small animal health care.

Now go out and make your small animal shine! At your next project meeting share your experiences.

As part of your Showcase Challenge you could display the items you use for grooming your small animal.
Skill Builder 6: Health Care

Skills Checklist
- Be able to check for vital signs on your small animal
- List three signs of illness for your small animal
- Describe one disease your small animal may get

Dream it!

Background for Leaders

Signs of a healthy animal:
- shiny hair coat. Healthy glow.
- eyes are bright and shining
- body is not too thin (ribs sticking out) or overweight.
- breathing is clear; no rumbling, wheezing or watery sounds
- alert and interested.

In addition, all small animals will have base vital signs that will help you identify if they are unwell. These include
- temperature
- pulse
- breathing rate
- blood pressure

Encourage the members to either ask their veterinarian or research what the healthy vital signs are for their small animal.

Here are some signs of illness in small animals:
- loss of appetite
- drowsiness. An unwell animal will often sleep more or be more tired than usual.
- unusual behavior. An animal which scratches or chews itself constantly may have a problem. An animal that is housetrained may suddenly begin leaving puddles. An animal that drinks a lot is more than usual is another sign. Anything that is out of the ordinary can be a sign that something is wrong.
- there may be visual physical problems. For example runny nose or eyes, cough, cuts, diarrhea, vomiting, scratches or sores. The animal’s hair may be dull or dry or there may be a large amount of hair loss.

Keeping health records is important. Records act as a reminder when it is time to do an annual check up or treatments. Records should also include information on any health problems the small animal has experienced and any treatments it has relieved.

Many illnesses can be prevented by using common sense and good health care—this includes immunizations or vaccinations and treatment for parasites. When you vaccinate a small animal, the immune system develops antibodies to fight a virus or bacteria that could cause illness. Talk to your veterinarian about necessary medications and immunizations. He or she will provide information about the types of medications needed as well as a schedule of times for taking them. Some vaccinations require a regular booster (re vaccination). The small animal fact sheets available with this product have some information about immunizations and medications as well.
Many small animals may be prone to parasites. A parasite is a life form that must live on another animal. External parasites live on the outside of the animal on the skin or hair. They usually bite and suck a small amount of blood from the host animal. Examples are fleas, ticks, lice, mange or ear mites. Internal parasites live on the inside of the animal - either in the digestive tract or in other organs. Internal parasites can be quite large and are often called worms or can also be very small. They can be present in small or large numbers. Some examples are: heartworm, tape worms, hook worms, and giardia.

Most healthy animals can live with a small number of parasites but if there are large numbers the animal will probably become sick. All kinds of parasites should be kept under control. The veterinarian can help the small animal owner decide how to control parasites.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members' understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinarian</td>
<td>Practitioner of veterinary medicine; somebody trained and qualified in the medical treatment of animals</td>
</tr>
<tr>
<td>Vital Signs</td>
<td>The signs that indicate life, e.g. Pulse, body temperature, breathing and blood pressure</td>
</tr>
<tr>
<td>Symptoms</td>
<td>Indication of disease or disorder felt by patient; e.g. Pain, dizziness, itching; a sign or indication of the existence of illness;</td>
</tr>
<tr>
<td>Prevention</td>
<td>An action or actions taken to stop something from happening</td>
</tr>
<tr>
<td>Vaccination</td>
<td>To inoculate a person or animal with a vaccine to produce immunity to a disease</td>
</tr>
</tbody>
</table>

Age Considerations

- 7+

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your decision.
- Make arrangements for the members to visit a veterinary hospital and talk with the veterinarian about small animal health including vital signs, signs of health and illness, preventative care.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To get members thinking about this topic, ask them the following questions:
What are some signs that your small animal isn't feeling well?
Are the signs of illness the same for all small animals?
Do it!

**Healthy and Happy**

*Time Required:* 1-2 hours

**Supplies:**
- Pencil
- Notepad
- Member manual
- Small animal fact sheets, library books, internet
- Vehicle for field trip

**Directions:**
Your leader will arrange for you to tour a *veterinarian*'s office and discuss what practices will keep your animal healthy. (e.g. diet, parasite control, vaccinations, etc.)

Ask the veterinarian what the healthy vital signs are for your small animal and what signs might tell you your small animal is getting sick. After the tour record the information you learned in the chart on the next page.

**Notes to leader:**
Remind members that they may use additional pages to record their Per Examination Chart information or may chose to develop a separate chart.

If a field trip isn't possible have the members research the information on the internet or by using the small animal fact sheets or reference books from the library.

**Help My Small Animal is Sick!**

*Time Required:* 1 hour +

**Supplies:**
- Pencil
- Member manual
- Small animal fact sheets, library books, internet

**Directions:**
A responsible small animal owner should be familiar with the health problems of their animals. Do a search on the internet or at the library or ask a small animal expert about some of the more common diseases, illnesses and problems for your animal as well as the symptoms.

List the information you found in the chart below. Put a star * by the ones you can take care of yourself and an X by the ones which require additional help.

Share the information with your leader and project group.

**Note to leader:** there may have been time on the tour to the veterinarian to ask what symptoms should have a small animal owner call their office. If so, remind the members what the veterinarian told them and ask them to note it in the table.
Health Care Word Find

Time Required: 30 minutes

Supplies:
- Pen or pencil
- Member manual
- Entry fee

Directions:
Draw a line through each of the words in the word list. Words may run across, down, and on the diagonal. Did you find all the words?

- PARASITE
- Z I A S
- E A N O I T A C I D E M N A
- T X C H U M I D I T Y M I F
- E R A C H T L A E H M U T E
- R E R E I R E C O R D N N T
- S P S Z N F O O D R E Y
- N P D S E A S E R A Z M E
- A O C C W I I T F A Z A T T
- R N L R O O C N I S A T A
- S S E E R S W K J O H E T
- A H A X G R O O M U N O R E
- N B N E R A F L E W R N T P
- N L I L L N E S S E S Y E P
- T E R U T A R E P M E T P A

Dig it!

In your project group talk about what you learned about animal health. Where can you find out more?

Why is it important to know your small animal’s vital signs? What could cause it’s vital signs to change?

What’s Next?

In the next skill builder you will learn about record keeping and the cost of being a small animal owner.
In the Member Manual

Skill Builder 6: Health Care

Why is it important to reflect?
Remember the last time you saw a doctor for a check up? Your eyes, ears, reflexes, temperature, pulse and respiration were probably checked. When your pet visits the veterinarian many of the same things are examined.

Skills Checklist:
- Be able to check for vital signs on your small animal
- List three signs of illness for your small animal
- Describe one disease your small animal may get

Dream it!
Just like people, small animals can have times when they don't feel well. Unfortunately, because your small animal can't talk, it can't tell you when it isn't feeling well, what is wrong or where the pain is. You must learn to watch for signs or symptoms that will let you know when it is not feeling well.

With your leader and the other members in your project group talk about some of the signs that your small animal isn't feeling well.

Are the signs of illness the same for all small animals?

Do it!
Healthy and Happy
Your leader will arrange for you to tour a veterinarian's office and discuss what practices will keep your animal healthy (e.g., diet, parasite control, vaccinations, etc.)

Ask the veterinarian what the healthy vital signs are for your small animal and what signs might tell you your small animal is getting sick.

Get Online!
PAWS says - here are two websites that can give you information on conditions and illnesses of small animals:
https://www.acvs.org/small-animal

Pet Examination Chart

<table>
<thead>
<tr>
<th>Species</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Healthy Pet</td>
</tr>
<tr>
<td>Eyes</td>
</tr>
<tr>
<td>Nose</td>
</tr>
<tr>
<td>Skin or Fur</td>
</tr>
<tr>
<td>Body Temperature</td>
</tr>
<tr>
<td>Respiration Rate</td>
</tr>
<tr>
<td>Pulse Rate</td>
</tr>
<tr>
<td>Overall Appearance</td>
</tr>
<tr>
<td>Behaviour</td>
</tr>
<tr>
<td>Appetite</td>
</tr>
<tr>
<td>Vaccinations Required</td>
</tr>
</tbody>
</table>


Help - My Small Animal is Sick!

A responsible small animal owner should be familiar with the health problems of their animals. Do a search on the internet or at the library or ask a small animal expert about some of the more common diseases, illnesses, and problems for your animal as well as the symptoms.

List the information you found in the chart below. Put a star * by the ones you can take care of yourself and an X by the ones which require additional help.

<table>
<thead>
<tr>
<th>Name</th>
<th>Symptoms</th>
<th>Care Required &amp; By Whom</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

PAWS Positive Ideas: Disease Prevention Tips

PAWS says: a responsible small animal owner will:
- Clean pen and food container weekly
- Feed a balanced diet
- Provide fresh water daily
- Never transfer water or feed containers from one pen to another
- Protect from cold, drafts and excessive moisture

Health Care Word Find

Draw a line through each of the words in the word list. Words may run across, down, and on the diagonal. Did you find all the words?

VETERINARIAN  MEDICATION  ILLNESSES  SAFETY  FOOD
HEALTH CARE  RESPONSIBLE  TREATMENT  HAZARD  CLEAN
DISEASE  PARASITE  PARASITE  IMMUNIZATION  GROOM
VACCINATION  WELFARE  HUMIDITY  SICK  GROW
EXERCISE  TEMPERATURE  INJURY  APPETITE  PET

Dig it!

In your project group talk about what you learned about animal health. Where can you find out more?

Why is it important to know your small animal’s vital signs? What could cause it’s vital signs to change?

What’s Next?

In the next skill builder you will learn about record keeping and the cost of being a small animal owner.
Dream it!

Background for Leaders

Member shave already learned in Skill Builder 4 the importance of being aware of the time that is invested or committed to being a small animal owner. As mentioned in Skill Builder 6, good record keeping is an important part of being a small animal owner.

This Skill Builder will focus on learning the benefits of comparison shopping when purchasing items for their small animal as well as the importance of having an inventory list and accurate records that describe their small animal. As a result of compiling an inventory of the supplies they own to care for their small animal they will also gain an appreciation of the financial cost of being a small animal owner.

Record keeping can serve several purposes:
- Track expenses, particularly important if the small animals are part of a business
- Track income if any offspring or by-products (milk, eggs, wool) are sold
- Keep track of animal health and treatments
- Keep track of breeding and offspring
- Inventory list for insurance purposes
- Accurate records and description of small animals should they become lost or stolen

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members' understanding, try providing a synonym members know or provide examples. The more personalized the examples, the better.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Finding similarities and differences; the act or process of examining two or more things in order to discover similarities or differences. In comparisons shopping - to compare cost and value for the price of items being compared.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record keeping</td>
<td>Lasting account; an account of something preserved in a lasting form; in finances will include a record of income and expenses</td>
</tr>
<tr>
<td>Inventory</td>
<td>Stock of good; a list of things, especially items of property, assets or other resources; to make a list of items.</td>
</tr>
</tbody>
</table>

Age Considerations
- 7 +
Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your decision.
- Gather flyers to use for cost comparisons.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Skill Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

Remind members that as a responsible owner they will want to spend money wisely and take good care of their small animal. To get members thinking about this topic:

- Talk about ways you could save money when purchasing supplies for your small animal. How many did your group think of?
- Sometimes small animals get lost or accidents happen - in your project group talk how you can be prepared if this should happen.

Do it!

**Pet Costs—Comparison Shop**

**Time Required:** 30-60 minutes+

**Supplies:**
- Pencil
- Member manual
- Flyers, store websites, possibly a filed trip to a store

**Directions:**
Use the chart on the next page to make a list of the supplies required to care for your small animal—include food, equipment, grooming tools, facilities etc. Make a note of how often you will need to purchase the item. Write down an estimate of how much you think these items will cost. Then comparison shop between at least two sources - consider new, used, rentals etc- consider quality and price to make your best choice.

<table>
<thead>
<tr>
<th>Supplies I need</th>
<th>How often I need to buy (one time only, weekly, quarterly, etc.)</th>
<th>Cost estimate</th>
<th>Real cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>


Using a different coloured pen or a highlighter mark the best choice for each item.

Have members discuss:
What was the total cost of all your best choice items?
Was the cost higher or lower than you thought?
What other costs do you need to consider? (medical, transportation)
How does shopping at more than one store help you save money?

Animal Records

Time Required: 30 minutes

Supplies:
• Pencil
• Member manual

Directions:
Responsible animal owners should keep good records. With your leader discuss the kinds of records you might keep and why record keeping is important. Use the chart below and on the next page to start a record for your small animal.

Dig it!

In your project group:
Talk about the cost of being a small animal owner. How do the costs compare for different animals.
What will you consider the next time you shop for something?
Talk about how you can use good animal records as a responsible small animal owner.

What’s Next?

Congratulations you have finished the seven builders in this project. Members will now begin working on the Showcase Challenge. Have a great Achievement. The members could not have done it without you!

Leader’s Notes
In the Member Manual

Skill Builder 7: Economics

Being a small animal owner has costs - some in the form of money, some in the form of time and responsibility. In Skill Builder 4 you discovered how much time you will invest to care for a small animal. Now it's time to look at the other costs - financial and responsibility.

**Skills Checklist:**
- Explain why it is important to comparison shop
- List two uses for good animal records

**Dream it!**

As a responsible owner you will want to spend money wisely and take good care of your small animal.

In your project group talk about ways you could save money when purchasing supplies for your small animal. How many did your group think of?

Sometimes small animals get lost or accidents happen - in your project group talk about how you can be prepared if this should happen.

**Do it!**

**Pet Costs—Comparison Shop**

You will require certain supplies to own and care for your small animal. Use the chart on the next page to make a list of the supplies required—include food, equipment, grooming tools, facilities etc.

Make a note of how often you will need to purchase the item. Write down an estimate of how much you think these items will cost. Then comparison shop between at least two sources - consider new, used, rentals etc - consider quality and price to make your best choice.

Using a different coloured pen or a highlighter mark the best choice for each item.

**PAWS Positive ideas:**

PAWS says: Get the most out of the money you have to spend on raising and caring for your small animal. Always comparison shop - check at least two suppliers for prices and watch for sales. If you shop online remember to include the cost of shipping and handling when you compare prices.

<table>
<thead>
<tr>
<th>Supplies I need</th>
<th>How often I need to buy (one time only, weekly, quarterly, etc.)</th>
<th>Cost estimate</th>
<th>Real cost</th>
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<td>Source 1</td>
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</table>

What was the total cost of all your best choice items? ____________

Was the cost higher or lower than you thought?

What other costs do you need to consider? (medical, transportation)

How does shopping at more than one store help you save money?
Animal Records

Responsible animal owners should keep good records. With your leader discuss the kinds of records you might keep and why record keeping is important.

Use the space below and on the next page to start a record for your small animal.

My Small Animal

Name:

Kind of animal: Breed: Sex:

Date acquired: Premises / ID 

Date of Birth/Age: Tattoo Number or Chip:

Colour and markings:

Photo of your animal

Facilities Description: (describe how your animal is housed)

Management Records: (note any behaviors, training, grooming schedules, etc.)

Inventory and Costs (list the items you own for your small animal and their cost)

<table>
<thead>
<tr>
<th>Describe Item</th>
<th>Cost</th>
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</tbody>
</table>

Total

Dig it!

In your project group:

Talk about the cost of being a small animal owner. How do the costs compare for different animals?

What will you consider the next time you shop for something?

Talk about how you can use good animal records as a responsible small animal owner.

What's Next?

Now that you have finished all the 7 Skill Builders in this project, it is time to think about and plan for the Showcase Challenge. The Portfolio Page is for you to make sure Your Discovering Small Animals Skills Chart is complete. There is space for you to write down what you liked and didn't like about the project.
Showcase Challenge

Have members use their Member Manual to help them organize what they have learned in this project. The form of the Showcase Challenge can vary according to the wishes of the leaders and the members’ abilities. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.

Showcase Challenge
Bringing it all together!

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a poster or display
- Make a pamphlet
- Make a computer presentation (e.g. PowerPoint)
- Give a speech
- Write a report
- Use your new skills to help with the Club Achievement plans
- Or come up with your own idea. It is up to you and your leader!

My Showcase Challenge Plan

My showcase idea: ________________________________________________

What materials and resources do I need? ________________________________________________

Who do I need to help me? ________________________________________________

When do I need to have things done by? ________________________________________________
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Now that you have showcased your project skills:

- How did your Showcase Challenge go?

- What would you do differently next time?

- How will you use your new skills in the future? *(in different situations?)*
Once members have completed all the Builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project.

Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

### My 4-H Portfolio Page

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to</th>
<th>We know this because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Selection</td>
<td>Identify 3 needs that all small animals have</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Identify 5 things to consider when selecting a small animal</td>
<td></td>
</tr>
<tr>
<td>2 Facilities</td>
<td>Identify what facilities are needed for all small animals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify special shelter needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify two safety hazards for your small animal</td>
<td></td>
</tr>
<tr>
<td>3 Feeding</td>
<td>Describe a ration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List four nutrients a small animal needs to be healthy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe a healthy snack for a small animal</td>
<td></td>
</tr>
<tr>
<td>4 Management 1</td>
<td>Describe two regular activities you use to care for your animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify if your small animal is diurnal or nocturnal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe two ways a small animal communicates</td>
<td></td>
</tr>
<tr>
<td>5 Management 2</td>
<td>Describe how you groom your small animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate how to properly pick up and hold your small animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain why exercise and play are important</td>
<td></td>
</tr>
<tr>
<td>6 Health Care</td>
<td>Be able to check for vital signs on your small animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List three signs of illness for your small animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe one disease your small animal may get</td>
<td></td>
</tr>
<tr>
<td>7 Economics</td>
<td>Explain why it is important to comparison shop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List two uses for good animal records</td>
<td></td>
</tr>
<tr>
<td>Showcase Challenges</td>
<td>Explain success in using the skills listed above</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments/Activities:**

**Leader Point of Praise!**

I am most impressed by...

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature: ______________________
Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership and community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.
(Some examples include Executive Positions Field, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc.)

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.

Member Point of Pride!
What I learned...

What I need to improve on...

What I want others to notice...

Member’s Signature: ____________________________

Point of Praise! Another’s perspective on your achievements in 4-H.
(community professionals, 4-H club leaders, parent, friend)

I am most impressed by...

I believe that you have learned...

In the future I encourage you to...

Signature: ____________________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

This manual is for educational use only and is not intended as professional advice.

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn To Do By Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do By Doing”

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.

All project materials are available in alternate format upon request.

Thank you to Ontario 4-H and Saskatchewan 4-H for the use of their material.