Welcome 4-H Leaders!

Welcome to the “Exploring Small Animals” project. This guide provides you with project meeting plans (Skill Builders) that include a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified.

In this project, members will examine, by learning to do by doing, the basics of selecting and caring for a small animal. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about the project topics and how they work. If not, you may need to do some pre-work/research on the activities, or recruit assistance for certain sections.

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 member’s thinking through each step of the learning process.

Do it! Hands on learning - 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 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 skill building outcomes for members in this project are in the chart on the following page.
What Skills Will The Member Learn?

Each section, 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 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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<thead>
<tr>
<th>Skill Builder 1</th>
<th>Members will be able to...</th>
<th>Activities</th>
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| Small Animals  | • List three kinds of small animals  
|                | • Separate small animals into companion animals or small livestock | • Small Animal Sorting | 4 |

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<tr>
<th>Skill Builder 2</th>
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| Small Animal Needs | • List 3 things that an animal needs to live  
|                  | • Describe a habitat | • Recipe for a Healthy Small Animal | 6 |

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<th>Skill Builder 3</th>
<th>Activities</th>
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<td>• List the things you should consider before getting a small animal</td>
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<th>Skill Builder 4</th>
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| Getting to Know Your Small Animal | • Identify animal body parts  
|                               | • Identify the purpose of animal body parts | • Animal Parts Crossword  
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<th>Skill Builder 5</th>
<th>Activities</th>
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| Home Sweet Home | • Explain why an animal will need shelter  
|                 | • Identify two things needed in a small animal home | • Shelter Checklist  
|                 |                                             | • My Animal Needs | 12 13 |

<table>
<thead>
<tr>
<th>Skill Builder 6</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
</table>
| Caring for Your Small Animal | • Identify people who know about animals  
|                               | • Identify three signs of a healthy animal  
|                               | • List three things you need to do to care for your animal | • TLC Tender Loving Care  
|                               |                                             | • Ask An Expert | 14 15 |

<table>
<thead>
<tr>
<th>Skill Builder 7</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
</table>
| Handling Your Small Animal | • Demonstrate how to lift and hold your small animal safely  
|                             | • List three things to do to keep your animal safe | • Handle With Care  
|                             |                                             | • Lost and Found  
|                             |                                             | • Animal ID | 16 17 17 |

<table>
<thead>
<tr>
<th>Showcase &amp; Portfolio</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
</table>
| • Explain success in using the skills listed above | • Showcase Challenge  
|                                                   | • My Portfolio Page | 31 32 |
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: Small Animals

Skills Checklist:

- List three kinds of small animals
- Separate small animals into companion animals or small livestock

Dream it!

Background for Leaders

The Explore Small Animals project is designed to give members an 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.

Important Words

Help members define the following words and look for members using this vocabulary 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>Small Animals</th>
<th>Animals of relatively little size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Companion Animals</td>
<td>An animal kept for companionship and enjoyment; pet</td>
</tr>
<tr>
<td>Small Livestock</td>
<td>Small animals raised for food or other products, or kept for use, especially farm animals such as meat and dairy goats, sheep, rabbits, pigs, and poultry</td>
</tr>
</tbody>
</table>

Time Required: 20 - 30 minutes

Equipment/Supplies

- Project book
- Pen or pencil

Age Considerations: Designed for ages 9 and up.

Thinking Ahead
What will you discuss with members? Gather observations and think about examples that will help support your discussion.

Preparing for Success
Ask members how they know they will be successful in this Builder by looking back to the skills checklist. Discuss what success looks like, sounds like, and feels like.
Activating Strategies

Activate member’s prior knowledge about small animals by asking them:

- Do you have a pet? What is it?

Remind them that sometimes pets are called companion animals. Ask them why pets might be called companions.

- Is it a small animal?
- If you don’t have a pet – what kind of small animal would you like to have for a pet?
- Why would this small animal make a good companion animal?
- Do you have small livestock? What are they?
- Can a small animal be both a companion and livestock?

Do it!

Small Animal Sorting

Time Required: 10 - 15 minutes

Equipment/Supplies
- Project book
- Pen or pencil

Age Considerations: Designed for ages 6 and up.

Safety Considerations:

Directions:

1. Circle the small animals that are companion animals.
2. Put a line under the animals that are small livestock.
3. Some animals may be both and some may be neither.

You may have the members do this activity by themselves or as a group.

Answers:

Circled animals:
dog   guinea pigs (cavies)   rat   frog   cat   rabbit

Underlined Animals:
beef cattle   pony   goat   pig   llama   dairy cattle   sheep   poultry
Both or neither:
- encourage members to explain why they sorted the animals as both or neither.

- some may feel that dairy or beef cattle, llamas and horses are not small animals.

- some may feel that rabbits are companion animals while others may feel rabbits are small livestock if they are raised for meat.

- you may also ask members to name other animals that would fit in one of the two categories.

**Dig It!**

Discuss the following questions with the members:

Think back about what you learned about the difference between companion and livestock small animals.

Why do you think people keep animals for different reasons?

**What’s Next?**

In Skill Builder 2 you will learn about the different needs of all small animals.

**Leaders Notes**
Skill Builder 1: Small Animals

The Small Animals project lets you learn how to select and take care of a pet or small farm animal.

In Skill Builder 1, learn about the difference between small companion animals and small livestock.

Skills Checklist:
- List three kinds of small animals
- Separate small animals into companion animals or small livestock

Dream it!
Do you have a pet? What is it? Sometimes pets are called companion animals.

Is it a small animal?
If you don’t have a pet—what kind of small animal would you like to have for a pet?

Why would this small animal make a good companion animal?

Do you have small livestock? What are they?

Can a small animal be both a companion and livestock?

Important Words
Watch for these important words throughout the builder:
- Small animal
- Companion animal
- Livestock

Do It!
Small Animal Sorting
Circle the small animals that are companion animals. Some animals may be neither.

Talk with your leader and other project members in your group about how you sorted the animals. Did all of you agree about what group each animal belonged in?

Dig It!
Think back about what you learned about the difference between companion and livestock small animals.

Why do you think people keep animals for different reasons?

What’s next?
In Skill Builder 2, you will learn about the different needs of all small animals.
Skill Builder 2: Small Animal Needs

Skills Checklist:

- List 3 things that an animal needs to live
- Describe a habitat

Dream it!

Background for Leaders

**Note:** The grade 1 science curriculum has a cluster called “Characteristics and Needs of Living Things”. Several of the goals of this section refer to needs as well as caring for a pet, farm animal or plant. As a result, 4-H members taking this Skill Builder may have some familiarity with the important words for this section and what needs are important to small animals.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Here are some examples of how to use the “important words” to increase the members understanding.

- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experience.
- Help members define the 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>Needs</th>
<th>Things that animals and people must have be healthy and survive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habitat</td>
<td>Home, environment, surroundings</td>
</tr>
</tbody>
</table>

**Age Considerations:** Designed for ages 6 and up.

**Thinking ahead**

What will you discuss with members? Gather observations and think of examples that will help support your discussion.

**Preparing for Success**

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

Ask members what they learned in the previous skill builder about small animals.

Ask members if they have thought about the needs of small animals?

Lead the members in a discussion/sharing session about their small animals using these questions from the member’s manual:

What is a habitat?

What does a habitat give to the person or animal that lives there?

Do you live in a habitat?

What kinds of things do you need every day to stay healthy and happy?

Does your companion animal or small livestock animal have needs?

Do it!

Encourage the members to talk about what all animals need to be healthy and happy, by asking these questions:

What needs can you think of for your favourite small animal?

Does your favorite small animal need a special kind of place or habitat to live?

Does your favorite small animal need a special food?

Recipe for a Healthy Animal

Time Required: 20-30 minutes

Equipment/Supplies
- Blank recipe card or piece of paper
- Pen or pencil
- Examples of recipe cards or recipe book

Directions:
1. Get a recipe card.
2. Write all the ingredients you need to make a healthy small animal.
3. Add what you have to do with these ingredients to make them work.

Your leader will show you an example of a cooking recipe card to help you get started.
Save the recipe card to show at your 4-H Club Achievement day or to use in your Showcase Challenge.

Assist the members in creating their Recipe for a Healthy Animal—remind them what they learned in Skill Builder 1 and 2 about what a small animal needs to be healthy.

**Dig it!**

Have the members discuss what they would tell a friend who wants to get a pet or small farm animal? Encourage them to think about the needs of a small animal.

**What’s Next?**

In Skill Builder 3 you will learn about the things to think about when picking a small animal.
Skill Builder 2: What Do Small Animals Need?

All living things need similar things to be happy and healthy. This skill builder will help you learn what things your small animal needs.

Skills Checklist:
- List 3 things that an animal needs to live
- Describe a habitat

Dream it!

With your project group and leader answer these questions:

What is a habitat?

What does a habitat give to the person or animal that lives there?

Do you live in a habitat?

What kinds of things do you need every day to stay healthy and happy?

Does your companion animal or small livestock animal have needs?

Important Words
Watch for these important words throughout the builder:
Needs, Habitat

Do It!

Your leader will ask you and your project group to talk about what all animals need to be healthy and happy.

What needs can you think of for your favourite small animal?

Does your favorite small animal need a special kind of place or habitat to live?

Does your favorite small animal need a special food?

Recipe for a Healthy Animal

Get a recipe card. Write all the ingredients you need to make a healthy small animal. Add what you have to do with these ingredients to make them work.

Your leader will show you an example of a cooking recipe card to help you get started.

Save the recipe card to show at your 4-H Club Achievement day or to use in your Showcase Challenge.

Dig it!

What would you tell a friend who wants to get a pet or small farm animal?

What's next?

In Skill Builder 3 you will learn about the things to think about when picking a small animal.
Skill Builder 3: Picking a Small Animal

Skills Checklist

- List the things you should think about before getting a small animal

Dream it!

Background for Leaders

Members should understand that caring for a small animal is an important job and that they should choose the type of small they are most capable of looking after.

This section gives the members a chance to look at some of the responsibilities they should consider when making their choice about a small animal to own.

Responsibility to the Small Animal:

- Long Term Care - most animals live several years. If a young animal is chosen, it will probably be with you for many years to come. The animal will grow with the member through their teen years and will become a close friend. The animal will grow to depend on the owner for friendship and company. Before selecting an animal, be sure that you want this type of long term commitment. If you only want a short commitment, consider an animal with a shorter life span or one that will not be so dependent.

- Besides friendship, the animal needs your care as long as you own it. You must provide food, shelter, attention and health care. You must also be prepared to clean up after the animal.

Responsibility to Other People

- When you chose a small animal, be sure that it doesn't become a nuisance to family and neighbours. Some examples of nuisances that may make people dislike your small animal include dogs that bark because it is left alone all the time or an animal that strays onto other people’s property and causes mischief or damage.

Choosing the Right Small Animal

Here are some things to consider when deciding which animal to select:

- Housing - how much space do you have? Are there laws or rules that limit the kind of animals you may have in your home or yard. Where will you keep the animal?

- Food - what kind of food does the animal eat? How much food does it eat? Is it difficult to find? Is it expensive?

- Time and Care - When choosing a small animal keep in mind the other time commitments that you have (school, chores, sports, hobbies). Some small animals take a great deal of time and care, on a daily basis, while others take only a small amount of time each day. Is there someone in the family who is willing to help with animal care when you are busy or away? What kind of health care will the animal need?

- Allergies - do you or any one in your family have allergies to pets or things that the pet will require.? This is probably the first thing to consider when selecting a small animal. You should not choose a small animal that will make you or other family members sick.

- Other things to consider - Do you have other small or large animals already? Is anyone in the household afraid of the type of animal you are considering? Can you afford the care and feeding of this type of animal?
Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Here are some examples of how to use the “important words” to increase the members understanding:

- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experience.
- Help members define the 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>Choosing</th>
<th>to decide which of a number of different things or people is best or most appropriate: making a deliberate decision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergies</td>
<td>unusual sensitivity to a normally harmless substance that provokes a strong reaction from a person’s body. The body is sensitized by the immune system's response to the first exposure to the substance, and the reaction takes place only upon subsequent exposures.</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>the state, fact, or position of being accountable to somebody or for something</td>
</tr>
</tbody>
</table>

Age Considerations:  Designed for ages 6 and up.

Safety Considerations:  none

Thinking ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

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

Activating Strategies

Ask members what they learned in the previous skill builder about the needs of small animals.

Lead the members in a discussion/sharing session about what they should think about before picking a companion animal or small livestock animal.
Do it!

**The Best Fit**

**Time Required:** 10 minutes and 20-30 minutes

**Supplies:**
- Project manual
- Pen or pencil
- Time with family

**Directions:**
In your project group: talk about how these questions can help you pick a small animal that will fit in with your home and family.

At home: sit down with your family and talk about these questions. Write some of the answers in the boxes. Bring the answers to your next project meeting.

Dig it!

At the next meeting have the members discuss what small animal they decided was the best pick and why.

**What’s Next?**

In Skill Builder 4 you will learn about getting to know your small animal. Remember to check your ecosystem and record results in the member’s manual.
Skill Builder 3: Picking a Small Animal

There are many possible choices for a companion animal or small livestock animal. All of us probably like one type of animal more than all of the others.

But you can’t always have the kind of pet you would like the most. There are lots of things to think about when you decide which small animal is the best for you and your family.

**Skills Checklist:**
- List the things you should think about before getting a small animal

**Important Words**
- Watch for these important words throughout the builder:
  - Choosing
  - Allergies
  - Responsibility

**Dream it!**

It is important to pick a small animal that will fit in with your home and family.

Not every small animal will work for everyone.

List three things you should think about before picking a companion animal or small livestock animal:

1. 
2. 
3. 

**Do it!**

**The Best Fit**

In your project group talk about how these questions will help you pick a small animal that will fit in with your home and family.

At home: sit down with your family and talk about these questions. Write some of the answers in the boxes. Bring the answers to your next project meeting.

- What could an animal add to our family?
- What are our favourite animals?
- Who would be willing to help look after animal?
- Where would be the best place to keep an animal?
- What are some other things to think about?

**Dig it!**

What small animal did you and your family decide would be the best pick? Why?

**What's next?**

In Skill Builder 4 you will learn about getting to know your small animal.
Skill Builder 4: Getting to Know Your Small Animal

Skills Checklist

- Identify animal body parts
- Identify the purpose of animal body parts

Dream it!

Background for Leaders

Every living creature has a body with many different parts. Each part has an important purpose or function. For example a turtle has a shell for protection, birds have wings to fly and feathers to maintain body temperature.

Being able to identify body parts and their functions will help pet owners maintain the health of their animal - they will be able to accurately describe problems to a veterinarian.

Members may have to use the internet or other resource materials to be able to identify animal parts and their purposes.

Important Words

Help members define the following words and look for members using this vocabulary 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>Body parts</th>
<th>An individual part or structure of the physical form of a human being or animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
<td>Purpose– an action or use for which something is suited</td>
</tr>
</tbody>
</table>

Age Considerations: Designed for ages 6 and up.

Thinking Ahead:

1. What will you discuss with members? Think of examples that will help support your discussion.
2. You will need to gather supplies ahead of your meeting.
3.

Preparing for Success

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

Lead members in a discussion about the types of questions they might ask when they are picking up their new small animal.

Encourage them to think about what it would be important for them to find out before they took their new small animal home.

Some questions might relate to food, health care, special needs.

Talk about small animal body parts:

Small animals have many similar parts that have the same use. All small animals have eyes but some have paws while others have fins. Similar body parts may have different names—for example a bird has a beak while a cat will have a mouth or a jaw.

In your project group talk about body parts that may have more than one use to your animal.

Do people and small animals have similar body parts—do they have the same use?

Do it!

Animal Parts Crossword

Time Required: 10—15 minutes

Supplies:
- Project manual
- Pen or pencil
- Resource books

Directions:
Complete the crossword puzzle, using the numbered body parts in the pictures and the word bank on page 11 as clues.

Answers:

1. nose 4. beak 7. gill 10. fur
2. foot 5. eye 8. shell 11. fin
3. tail 6. leg 9. ear 12. wing
Small Animal Parts Matching

Time Required: 10—20 minutes

Supplies:
- Project manual
- Pen or pencil
- Resource books

Directions:
Match the parts in the Small Animal Parts Word Bank with the words that describe their most important function to a small animal. Connect the part and the function with a line. You may have more than one answer for each body part or each function.

Answers:

<table>
<thead>
<tr>
<th>Part</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beak</td>
<td>Breathing</td>
</tr>
<tr>
<td>2. Ear</td>
<td>Hearing</td>
</tr>
<tr>
<td>3. Eye</td>
<td>Seeing</td>
</tr>
<tr>
<td>4. Fin</td>
<td>Swimming</td>
</tr>
<tr>
<td>5. Foot</td>
<td>Running, Grasping</td>
</tr>
<tr>
<td>6. Fur</td>
<td>Keeping Warm, Protecting</td>
</tr>
<tr>
<td>7. Gill</td>
<td>Breathing</td>
</tr>
<tr>
<td>8. Leg</td>
<td>Running</td>
</tr>
<tr>
<td>9. Nose</td>
<td>Smelling</td>
</tr>
<tr>
<td>10. Shell</td>
<td>Protecting</td>
</tr>
<tr>
<td>11. Tail</td>
<td>Balancing</td>
</tr>
<tr>
<td>12. Wing</td>
<td>Flying</td>
</tr>
<tr>
<td>13. Feathers</td>
<td>Keeping Warm, Protecting</td>
</tr>
<tr>
<td>14. Scales</td>
<td>Protecting</td>
</tr>
<tr>
<td>15. Claws</td>
<td>Protecting, Grasping</td>
</tr>
<tr>
<td>16. Whiskers</td>
<td>Communication, Sensory Information</td>
</tr>
<tr>
<td>17. Teeth</td>
<td>Crushing/Chewing, Grasping, Protecting</td>
</tr>
</tbody>
</table>

Have the members discuss the functions they assigned to each body part. Would the function be different for each animal? Are they same? Why do some parts have more than one function?
Dig it!

In the group talk about:

What kind of body parts are the same on all of their small animals.

What body parts are different?

Have the group list at least one reason why they are different. Ex. Because they live in a different environment (land vs water) Because they eat different kinds of food.

What’s Next?

In Skill Builder 5 you will learn about where your small animal should live.

Leaders Notes
Skill Builder 4: Getting to Know Your Small Animal

Now that you have made your choice about the kind of small animal you want it is time to learn more about the parts of the animal and their function. Every living creature has a body with many different parts. Each part has an important purpose or function. Learning about your pet’s body can help you keep it healthy.

Skills Checklist:
- identify animal body parts
- identify the purpose of animal body parts

Dream it!

Pretend that you are just picking up your new companion animal or small livestock animal. The person who is selling it has asked if there is anything you would like to know about the animal. What would you ask?

In your project group, talk about questions you would like to ask the seller. Write three of them here:

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

Do it!

Small animals have many similar parts that have the same use. All small animals have eyes but some have paws while others have fins. Similar body parts may have different names - for example, a bird has a beak while a cat will have a mouth or a jaw.

In your project group, talk about body parts that may have more than one use to your animal.

On the next page, complete the crossword puzzle, using the numbered body parts in the pictures as clues.
**Small Animal Parts Matching**

<table>
<thead>
<tr>
<th>Part</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beak</td>
<td>Breathing</td>
</tr>
<tr>
<td>2. Ear</td>
<td>Hearing</td>
</tr>
<tr>
<td>3. Eye</td>
<td>Protecting</td>
</tr>
<tr>
<td>4. Fin</td>
<td>Balancing</td>
</tr>
<tr>
<td>5. Foot</td>
<td>Crushing/Chewing</td>
</tr>
<tr>
<td>6. Fur</td>
<td>Seeing</td>
</tr>
<tr>
<td>7. Gill</td>
<td>Running</td>
</tr>
<tr>
<td>8. Leg</td>
<td>Smelling</td>
</tr>
<tr>
<td>9. Nose</td>
<td>Flying</td>
</tr>
<tr>
<td>10. Shell</td>
<td>Swimming</td>
</tr>
<tr>
<td>11. Tail</td>
<td>Keeping Warm</td>
</tr>
<tr>
<td>12. Wing</td>
<td>Grasping</td>
</tr>
<tr>
<td>13. Feathers</td>
<td>Sensory Information</td>
</tr>
<tr>
<td>14. Scales</td>
<td>Communication</td>
</tr>
<tr>
<td>15. Claws</td>
<td></td>
</tr>
<tr>
<td>16. Whiskers</td>
<td></td>
</tr>
<tr>
<td>17. Teeth</td>
<td></td>
</tr>
</tbody>
</table>

Match the parts in the Small Animal Parts Word Bank with the words that describe their most important function to a small animal. Connect the part and the function with a line. You may have more than one answer for each body part or each function.

**Dig it!**

In your project group talk about what kind of body parts are the same on all your animals.

What body parts are different? List one reason why they are different.

**What's next?**

In Skill Builder 5 you will learn about where your small animal should live.
Skill Builder 5: Home Sweet Home

Skills Checklist
- Explain why an animal will need shelter
- Identify two things needed in a small animal home

Dream it!

Background for Leaders

This Skill Builder will help the members learn what kind of housing is needed 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.

Birds, small rodents and reptiles are usually kept in cages or enclosures. Be careful that the cage is not placed in a spot that is drafty or will be too cold or too hot. The cage should provide a good environment (living space) for the animal. It will usually have some kind of feeder and water container. The cage will usually have other items to make the animal’s life more enjoyable, - toys, nesting box etc.

Cats and dogs often live indoors - they will need food and water bowls as well as a place to sleep. Cats will need a litter box. Rabbits may stay in the house but may also be kept in hutches outdoors.

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.

If several animals of the same type are owned, have a place that is big enough for all of them. Overcrowding is not kind and can cause health problems. Some animals can become aggressive when confined in an area that is too small.

The small animal may need an outdoor location for exercise and fresh air - it is important that the location is safe fro dangers such as other animals , and that the small animal cannot wander away.

Consider the seasons of the year when providing housing. A responsible small owner is aware of the way housing needs may change with the seasons. In the summer be sure to provide adequate water and protection from the sun. In winter be sure that there is protection from wind and cold. Additional feed may be required to provide enough energy during cold months as the animal uses more energy just keeping warm.
Important Words

Help members define the following words and look for members using this vocabulary 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>Shelter</th>
<th>a structure or building that provides cover from weather or protection against danger a place to live, considered as one of life’s necessities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cage</td>
<td>an enclosure, usually made from bars or wire, in which to keep animals or birds</td>
</tr>
<tr>
<td>Habitat</td>
<td>Home, environment, surroundings</td>
</tr>
</tbody>
</table>

Age Considerations: Designed for ages 6 and up.

Thinking Ahead:

What will you discuss with members? Think of examples that will help support your discussion. You may need to gather supplies ahead of your meeting.

Preparing for Success

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

Activating Strategies

Activate members prior knowledge by reviewing what they have learned about selecting a small animal and small animal needs.

With the members talk about some of the homes that the small animals they know live in. Ask them if they are all the same? Why are they different?

Have the member talk about what other things small animals need in a home besides shelter. Have them list at least three in their project book.

Leaders Notes
Do it!

Small Animal Check List

Time Required: 15-20 minutes

Supplies:
• Project manual
• Pen or pencil

Directions:
Circle the items that your small animal needs in its shelter.

When the members have completed their list - have them share with the others in the group.

Talk about why the lists were the same or different. Were they surprised by what the small animals needed? What surprised them the most.

Where My Animal Lives

Time Required: 10 minutes and 20-30 minutes

Supplies:
• Project manual
• Pen or pencil

Directions:
Circle the word or words that best fit your small animal or add in the correct term. Share your answers with your leader and project group.

Dig it!

Discuss these questions with the members:

Do all small animals need the same kinds of places to live? Why or why not?

What kind of animal had the most needs for a home?

What’s Next?

In Skill Builder 6 you will learn more about taking care of your small animal.
From the Members Manual

Skill Builder 5: Home Sweet 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. But your home makes you feel secure and comfortable, and that's how your small animal's home should make it feel.

Skills Checklist:
- Explain why an animal will need shelter
- Identify two things needed in a small animal's home

Important Words
Watch for these important words throughout the builder:
Shelter, Cage, Habitat

Dream it!

All small animals have homes or habitats. Some like to live outdoors while others need shelter. Some small animals need cages or shelters that are like their habitats in nature.

In your project group talk about some of the homes that the small animals you know live in. Are they all the same? Why are they different?

Besides shelter are there other things that small animals need in their homes. List three things that small animals might need in their homes:
1. ____________________________
2. ____________________________
3. ____________________________

Do it!

Small Animal Shelter Check List

Circle the items that your small animal needs in its shelter:

- Light source
- Safety features (lid, lock, etc.)
- Ventilation
- Proper temperature
- Bedding area
- Food/water containers
- Exercise space
- Special location of its home in your house
- Safety
- Other needs (perch, fenced area, tunnels, etc.)

Where My Animal Lives

Circle the word or words that best fit your small animal or add in the correct term.

I keep my small animal

- inside
- outside.

- My small animal likes to be kept
- hot
- warm
- cold
damp
dry
wet.

I keep my small animal in a

- small
- large space.

- My animal
- has
- does not have
- toys.

- My animal
- needs
- does not need
- protection in the winter or cold weather.

- My animal
- needs
- does not need
- protection in the summer or hot weather.

- My animal
- has
- does not have
- bedding to sleep on.

- My animal
- needs
- does not need
- a special habitat.

Share your answers with your leader and project group.

Dig it!

- Do all small animals need the same kind of places to live? Why or why not?

- What kind of animal had the most needs for a home?

What's next?

In Skill Builder 6 you will learn more about taking care of your small animal.
Skill Builder 6: Caring for Your Small Animal

Skills Checklist

- Identify people who know about animals
- Identify three signs of a healthy animal
- List three things you need to do to care for your animal

Dream it!

Background for Leaders

Caring for a small animal includes, feeding, grooming, and proper health care. This Skill Builder will focus on health care.

Just like people, small animals can have times when they don't feel well. Unfortunately, because the animal can't talk it can't tell you when it isn't feeling well. Also, it can't tell you what is wrong or where the pain is located. Small animal owners must learn to watch for the signs that will let them know when the animal is not feeling well. Owners can find out more about their small animal’s health by doing research in books or online. Another good source of information is animal experts - this includes veterinarians, animal breeders, pet store employees and people who run boarding kennels. It may also include animal enthusiasts - people who are excited about a particular species or breed and have made it their goal to learn as much as they can about their small animal.

Signs of a healthy animal include shiny hair coat. Healthy glow. Eyes are bright and shining. Nostrils are clean. Body is not too thin (ribs sticking out) or overweight. Breathing is clear (no rumbling, wheezing or watery sounds). Animal is alert and interested.

Some things that owners can do to care for their animal are keep good records, insure the animals have regular vaccinations or parasite control, and provide a safe environment free of hazards.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. To increase the members’ understanding try providing a synonym, 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>Healthy</td>
<td>In good physical or mental condition</td>
</tr>
<tr>
<td>Needs</td>
<td>Things that animals and people must have be healthy and survive</td>
</tr>
<tr>
<td>Safety</td>
<td>Freedom from danger; protection from, or not being exposed to, the risk of harm or danger</td>
</tr>
</tbody>
</table>

Age Considerations: Designed for ages 6 and up.
Thinking Ahead:

1. What will you discuss with members? Think of examples that will help support your discussion.
2. You will need to arrange for a visit to a veterinarian or other animal expert (breeder, trainer, boarding kennel, pet store) prior to this meeting.

Preparing for Success

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

Activating Strategies

Activate members prior knowledge about small animals by asking them:
How do they feel when they are healthy? Does this change when they are sick?

In the group have them share the things they do to care for their small animal.

Ask them how they can tell if their small animal is not feeling well?

Do it!

T.L.C. Tender Loving Care

Time Required: 20 minutes

Supplies:
- Project manual
- Pen or pencil

Directions:
Circle the animal care words in the puzzle below. Were there any needs listed in the care bank that you hadn’t talked about?
**Ask An Expert**

**Time Required:** 15 minutes and 45-60 minutes plus travel

**Supplies:**
- Project manual
- Note book
- Pen or pencil
- Vehicle to go on field trip

**Directions:**
With your leader and project group, brainstorm questions you have about taking care of your small companion animal or small livestock animal. *An example of a question you might ask is - What type of bedding is best for my animal?*

Talk about who you could talk to that would be able to answer your questions and why these people would be able to answer your questions.

List one person in your area you could call about your small animal questions:

Your leader will arrange for you to visit a pet store or veterinarian. Be sure to take your list of questions and write down the answers to your questions. Save the list to display as part of your Showcase Challenge.

**Dig it!**

Discuss these questions with the members after they have done their field trip:

How did you work together as a group coming up with questions to ask about caring?

Why is knowing about caring for animals important?

What was the most fun about doing this Skill Builder?

**What’s Next?**

In Skill Builder 7 you will learn about handling your small animal.

---

**Leaders Notes**
Skill Builder 6:
Caring for Your Small Animal

No matter what kind of small animal you choose, they all require your kindness and respect. Some pets require a great deal of time to care for while others only take small amounts of time.

You will need to learn how to feed your small animal and how to keep it safe in its new home.

Skills Checklist:

- Identify people who know about animals
- Identify three signs of a healthy animal
- List three things you need to do to care for your animal

Dream it!

With your leader and project group talk about the things you do to care for your small animal.

How can you tell if your small animal is not feeling well?

Do it!

TLC: Tender Loving Care

Circle the animal care words in the puzzle below. Were there any needs listed in the word bank that you hadn’t talked about?

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

SICK WATER
HEALTHY LIGHT
VET GROOM
FOOD LONELY
CARE CLEAN
WARM DISEASE
EATING PILLS
SAFE CURE
ALERT TRAIN
VACCINATE FIT

Important Words
Watch for these important words throughout the builder: Veterinarian, Healthy, Needs, Safety

Ask an Expert

Caring for your animal is very important. All animals need to be fed and watered.

With your leader and project group, brainstorm questions you have about taking care of your small companion animal or small livestock animal.

An example of a question you might ask is - What type of bedding is best for my animal?

Talk about who you could talk to that would be able to answer your questions and why these people would be able to answer your questions.

List one person in your area you could call about your small animal questions:

Your leader will arrange for you to visit a pet store or veterinarian. Be sure to take your list of questions and write down the answers to your questions. Save the list to display as part of your Showcase Challenge.

Dig it!

How did you work together as a group coming up with questions to ask about caring?

Why is knowing about caring for animals important?

What was the most fun about doing this Skill Builder?

What’s next?

In Skill Builder 7 you will learn about handling your small animal.
Skill Builder 7: Handling Your Small Animal

Skills Checklist

- Demonstrate how to lift and hold your small animal safely
- List three things to do to keep your animal safe

Dream it!

Background for Leaders

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.

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. Perhaps they asked questions about handling when they talked to an animal expert in Skill Builder 6.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. To increase the members' understanding try providing a synonym, the more personalized the examples the better.

<table>
<thead>
<tr>
<th>Handling</th>
<th>The way in which someone handles or deals with something; the act of touching, moving something with the hands;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>Definite knowledge acquired or supplied about something or someone; the collected facts and data about a specific subject</td>
</tr>
<tr>
<td>Safety</td>
<td>Freedom from danger; protection from, or not being exposed to, the risk of harm or danger</td>
</tr>
</tbody>
</table>
**Age Considerations:** Designed for ages 6 and up.

**Thinking Ahead:**

1. What will you discuss with members? Think of examples that will help support your discussion.
2. 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. Perhaps they asked questions about handling when they talked to an animal expert in Skill Builder 6.

**Preparing for Success**

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

**Activating Strategies**

Activate members prior knowledge about small animals by asking them:

Have you ever done something special for a friend? How did it make you feel? How did your friend feel?

It is important to treat your pet with kindness. With your leader and project group list some ways you can treat your small animal kindly.

Can you list two ways your pet will let you know if is being handled incorrectly? Has your pet ever done this?

**Handle With Care**

**Time Required:** 15—30 minutes depending on the size of the project group

**Supplies:**
- Project manual
- Pen or pencil
- Small Animal or stuffed animal

**Safety Considerations:**
If real animals are used be sure that it is in proper cage or on leash. Be sure the environment is safe for the small animal and for the members. Be sure to only 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.

**Directions:**
All small animals have to be handled with care. Use your animal or a stuffed toy animal to show your project group and leader the right way to pick up, hold or move your small animal. If you do not know how to handle your small handle, Are all small animals handled the same way?
Lost and Found

Time Required: 15-30 minutes

Supplies:
- Project manual
- Pen or pencil

Directions:
Sometimes small animals can become lost. Talk about these question with your leader and project group:
List three ways that you can prevent your small animal from getting lost.
What are two things you might do to find your lost small animal?

Animal ID

Time Required: 15 minutes and 45-60 minutes plus travel

Supplies:
- Project manual
- Pen or pencil

Directions
Fill in the identification information for your small companion animal or small livestock animal.

| Date: | 
| Name | 
| Type of Animal | 
| Breed | Gender |
| Colour and Markings |

Dig it!

Discuss these questions with the members:
How can you learn more about handling your small animal safely?
Do you have the information you need to help you find your small animal if it was lost?

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!
From the Members Manual

Skill Builder 7: Handling Your Small Animal

It is important that you learn how to handle your small animals safely. This will prevent:
- Pets from being accidentally hurt.
- Pets from hurting people and other animals.

Skills Checklist:
- Demonstrate how to lift and hold your small animal safely.
- List three things to do to keep your animal safe.

Dream it!

Have you ever done something special for a friend? How did it make you feel? How did your friend feel?

It is important to treat your pet with kindness. With your leader and project group list some ways you can treat your small animal kindly.

Can you list two ways your pet will let you know if is being handled incorrectly? Has your pet ever done this?

Do it!

Handle With Care

All small animals have to be handled with care.

Use your animal or a stuffed toy animal to show your project group and leader the right way to pick up, hold or more your small animal.

Are all small animals handled the same way?

Lost and Found

Sometimes small animals can become lost. Talk about these question with your leader and project group:

List three ways that you can prevent your small animal from getting lost.

What are two things you might do to find your lost small animal?

Animal ID

Fill in the identification information for your small companion animal or small livestock animal.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Animal</td>
<td></td>
</tr>
<tr>
<td>Breed</td>
<td>Gender</td>
</tr>
<tr>
<td>Colour and Markings</td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Age:</td>
</tr>
<tr>
<td>Registration # or Tattoo #</td>
<td></td>
</tr>
</tbody>
</table>

Dig it!

How can you learn more about handling your small animal safely?

Do you have the information you need to help you find your small animal if it was lost?

What's next?

Now that you have finished all the 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 Exploring Small Animals Skills Chart is complete. There is a 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.

Dream It!

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a pamphlet
- Give a speech
- Use your new skills to help with the Club Achievement plans
- Make a poster or display
- Make a computer presentation (e.g. PowerPoint)
- Write a report
- 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? ____________________________________________

From the Members Manual
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?)*
Portfolio Page

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**

Name: [Name] Date: [Date] Year in 4-H: [Year]

Club: [Club] Hours Spent on 4-H: [Hours]

From the Members Manual

### Explore Small Animals Project Skills Chart

To be completed by the leader and the member based on observations and conversations throughout the project.

<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</td>
<td>List three kinds of small animals</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Separate small animals into companion animals or small livestock</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>List 3 things that an animal needs to live</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe a habitat</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>List the things you should consider before getting a small animal</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Identify animal body parts</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Identify the purpose of animal body parts</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Identify two things needed in a small animal home</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Identify people who know about animals</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Identify three signs of a healthy animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List three things you need to do to care for your animal</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explain success in using the skills listed above</td>
<td></td>
</tr>
</tbody>
</table>

### Leader Point of Praise!

I am most impressed by...

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

Leader’s Signature: [Signature]
Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, 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 Held, 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 head leaders, friends of 4-H)

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.

Manitoba 4-H project material is developed by Manitoba Agriculture