



Pets and Small Animals

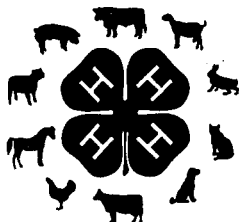


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This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.



PETS

SELECTING 4-H PET PROJECT MEETING TOPICS

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

IMPORTANCE OF THE TOPIC

This project meeting guide is designed to help you and your 4-H project members identify the topics you will explore at your five or more yearly project meetings. Following each activity is a (1), (2), or (3) to give you an indication of the degree of experience it will usually require for a 4-H'er to be able to demonstrate this skill to others. The higher the number the more experience needed. If your learn-by-doing activities can be sequenced so your members may build on what they already know, a better learning experience will result. You will find a line preceding each topic for you to write in the date of the meeting at which your members will explore that particular topic. Check with your extension agent for the availability of project meeting guides for the topics you and your members choose. The project meeting guide "Planning The Project Group's Yearly Program" will help your group get off to a good start.

4-H PET PROJECT MEETING TOPICS:

Cats, Tropical Fish, Gerbils, Hamsters, Cavies, Rabbits*, Mice, Rats, Snakes, Turtles, Lizards, Chameleons

Identifying & Selecting

- ___ Choosing Your Pet
- ___ Identifying Breeds Or Kinds
- ___ Identifying Parts Of Your Pet
- ___ Identifying Tracks & Trails Of All Animals
- ___ Tracing The History Of Your Pet

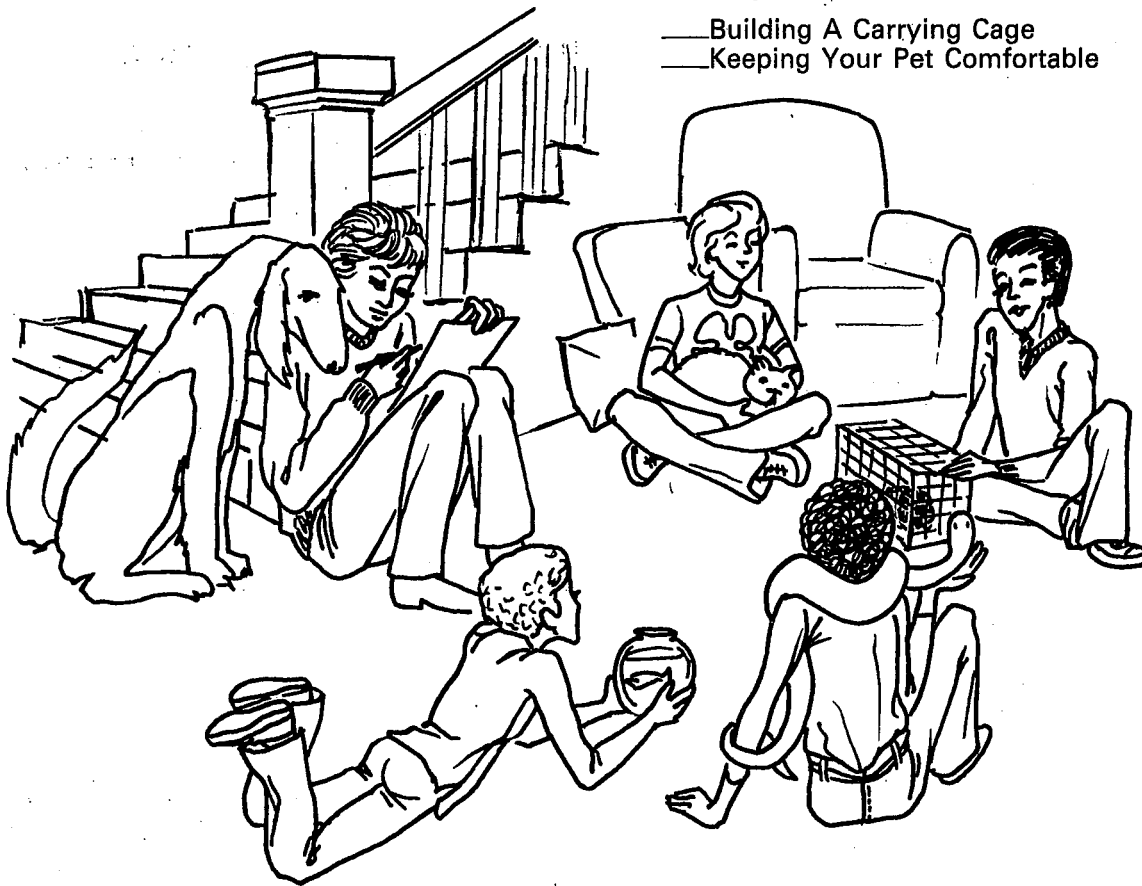
Cats

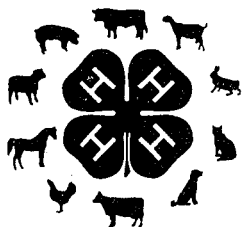
- ___ Identifying Major Bones Of Cats
- ___ Talking Like A Cat Enthusiast

* See the project meeting guide "Selecting 4-H Meeting Topics for the Milk, Egg & Meat Animal Projects"

Management Practices

- ___ Building A Carrying Cage
- ___ Keeping Your Pet Comfortable





PETS

CONDUCTING A 4-H CLUB OR COUNTY FAIR PET SHOW

Thomas D. Zurcher
Extension Specialist, 4-H Youth Development

IMPORTANCE OF THE ACTIVITY

Clubs looking for an educational activity in which all the members and parents can participate will want to consider conducting a 4-H pet show. This activity provides an excellent opportunity for members to let others know about their pet as well as to help them develop important life skills. How successful the experience will be for everyone will depend on how the show is planned and conducted.

WHAT THE 4-H'ers WILL ACCOMPLISH

Whether conducted at a 4-H project meeting, club meeting or at a county fair the member should be provided the opportunity to:

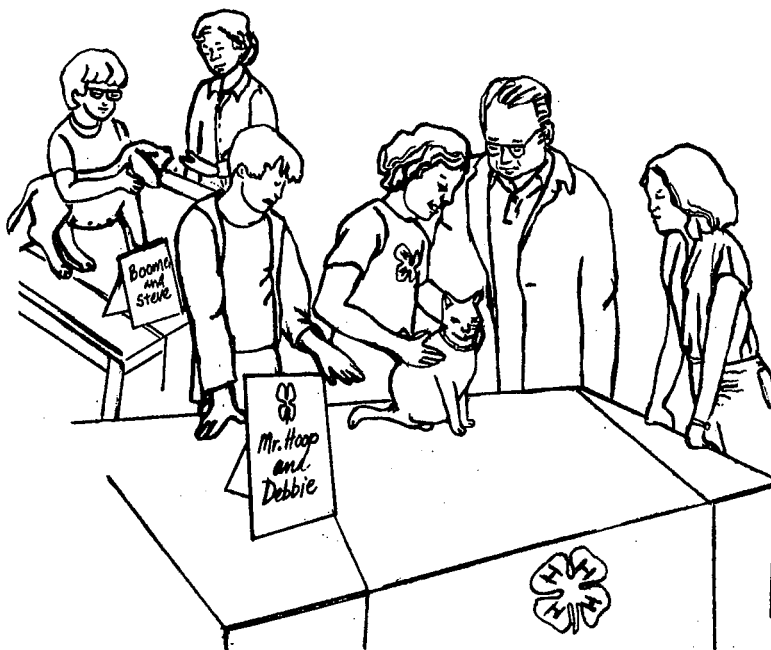
- Talk to others and answer questions about their pets.
- Learn something new about their pet and other pets.
- Meet other 4-H'ers and adults.
- Develop self confidence and pride of ownership.

PREPARE FOR THE ACTIVITY

County fair pet shows and club pet shows can be conducted in a similar manner except for the criteria used to judge the projects if this is a part of the show. The two checklists which follow are items to consider when planning your show.

SUGGESTED 4-H CLUB SHOW COMMITTEE CHECKLIST

- ___ Add the pet show to the yearly calendar.
- ___ Form a committee (perhaps the 4-H pet project group).
- ___ Prepare paper ribbons or other fun awards. Think of something for everyone's pet—for example, longest, biggest, tallest, smallest, longest nose, softest, brightest eyes, thickest, most unusual, etc.



- ___ Set up the show in a circle arrangement so parents and members can rotate from one pet to the other.
- ___ Ask 4-H'ers to bring their pet and a small display with decorations showing their name and the name of their pet.
- ___ Appoint a committee of 2-3 to select the prize winners.
- ___ Ask the parents and everyone without a pet to divide up in teams and rotate around the circle. Allow about 3-5 per station. All 4-H'ers should be prepared to talk about their pets. Possible questions for the people rotating are included under the Judging Thoughts section of this guide.
- ___ After most teams have talked to each 4-H'er let the pet owners get together and compare pets. This will also allow time for the awards committee to be prepared for the awards program.
- ___ Present the awards and ask all recipients to tell something that makes their pet different or unique.
- ___ Praise everyone's efforts.

4-H CAGED BIRD PROJECT HEALTH SUPPLEMENT



Publication No. 4H369B

4-H Veterinary Science project members investigate the normal health of several animal species. It's important that you become familiar with the normal health of your project animals so that you can recognize when one of your animals isn't well. This caged bird project health supplement should acquaint you with basic caged bird common health characteristics.

Think about your finch, canary, budgie, or parrot. You are important to your bird because it's your job to keep them well and to know when they need veterinary care.

Recognition of the following normal characteristics will help you and your veterinarian work as a team to keep your pet bird in good health.

You should keep a record of any abnormalities which do occur. This record will be important as a case history when your veterinarian begins to formulate a diagnosis. You can create your own chart or use Wisconsin 4-H Publication No. 4H369A.

Your bird's **attitude** is a characteristic with which only you are familiar. Is your pet friendly and easy to handle? Are they a little on the vicious side? When does your bird enjoy singing or talking most? Watch for changes in your bird's behavior. The time of day or season of the year may affect his moods. A change in personality, sleepiness, seizures, circling, or paralysis may indicate a nervous system disorder.

Your bird's **stance** or **movement** is, of course, very different from that of other animals because a bird is able to perch and fly! Observe how your bird uses its limbs for climbing and perching. How do they curl their toes for grasping? How do they use their wings and body weight to balance? Normally birds have only four toes on each foot. A bird's neck bones are modified so that it can turn its head around for preening or spotting danger.

Learn to handle your bird properly. Frantic movement can lead to broken wings or other injuries.

Keep track of your bird's **weight**. "Eating like a bird" actually means eating an awful lot! Some birds must eat twice their weight daily because they burn up so much energy. So even a short

term loss of **appetite** could be very harmful to your bird. A good indicator of weight loss is your bird's keel-shaped breastbone or sternum. The muscles on the breast will rapidly become smaller and the keel will stick out if your bird is losing weight. Take note as to which seeds your bird prefers. Know the amount of water your bird normally drinks each day.

The **skin** of birds has many remarkable modifications - feathers, scales, claws, and preen gland. You should be familiar with the appearance of these structures in your healthy bird so they might serve as illness indicators. All birds can fluff their feathers to form air pockets which insulate them against the cold. Watch for a ruffled appearance. You may be housing your bird in a drafty area. Gently unfold your bird's wing. You should see all the flight **feathers**. Near your bird's skin are the insulating down feathers. Worn out feathers must be replaced. Shedding feathers is called molting. This a normal process. Failure to lose frayed feathers is a sign of illness.

Scales protect your bird's legs. These scales often become thick and pointed as your bird ages.

Your bird should have highly developed **eyesight**. The eyelids should be smooth, not swollen or crusty. There should be no eye discharge. The eye lining should be smooth and pink. The pupils should be the same size and shape. The cornea should be clear. White cloudiness indicates cataracts. The eye shouldn't bulge from its socket, as is common in parrots with abscesses around the eye.

Locate your bird's **ear**. It's behind and below the eye. Of course there are no heavy ear lobes! Check for discharges, swelling or cuts. If your bird appears wobbly, his inner ear balancing mechanism may have been injured.

An obvious characteristic for you to keep track of is your bird's **bodily discharges**. Your bird should not strain when defecating. They should have 25 to 50 formed, target-shaped droppings per day and no bleeding. "Urine" is excreted with your birds black or dark green feces. This creates the characteristic target-like shape. A decrease in

droppings may mean your pet is not eating as much as normal. Some regurgitation may be normal.

What about your pet's **voice**? Be concerned if your bird starts talking, chirping or singing less than normal. Perhaps he's unhappy. A lack of male hormones may cause a canary to stop singing.

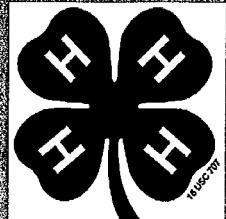
You can estimate your bird's **heart rate** by placing your fingers against your bird's chest. The normal heart rate is so fast, it's difficult to count. Count the number of beats in 15 seconds and then multiply by four for the beats per minute. Canaries and finches average 500-800 beats per minute, budgies 300-500, small parrots 250-350.

Check your bird's **breathing rate**. Your bird's lungs expand when the chest expands. A large parrot should take about 30 breaths per minute and a smaller bird about 100 when resting.

Practice recognizing and recording many of these common health characteristics on your bird every day. When you need to contact your veterinarian, be prepared with a complete report of all the signs you have noticed. If you'd like further information of animal health, join the 4-H Veterinary Science project. You may use your pet bird as a Veterinary Science project animal!

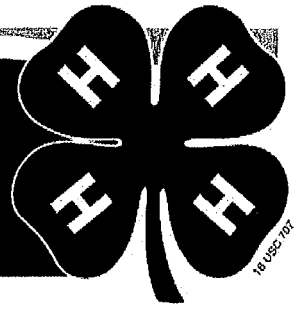
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4-H PETS & SMALL ANIMAL PROJECT



"Lions, Tigers, and Bears, oh my!" do not make good pets, but many other animals do. The 4-H Pets and Small Animal projects helps youth explore the wide variety of pets available. Youth will also learn about the types of pets that fit best into their family.

- Identify breeds and animal species and their characteristics.
- Learn about the selection, care, needs of pets and basic principles of pet behavior.
- Demonstrate care and management in feeding, handling, grooming, and fitting/showing.
- Explore health regulations, first aid, and simple treatments for ailments.
- Learn and practice animal ownership responsibilities.

4-H THRIVE

Help Youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth explore what they love about animals.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how taking care of an animal can make them more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character, or establish connections.

Starting Out *Beginner*

- Gather information and determine the best pet for the member's family.
- Learn about proper care, grooming, and feeding.
- Create a plan to prevent your pet from getting lost or finding it if it gets lost.
- Purchase and use the appropriate grooming equipment and techniques.
- Shop comparatively for setting up a vivarium (habitat) appropriate for your pet.

Learning More *Intermediate*

- Plan a training and exercise program for your pet.
- Prepare for participation in a cat or pet show.
- Compare labels on pet food to make an informed decision on content and price.
- Keep a diary of your pet's health and eating habits.
- Take a Pet First Aid Class.
- Practice appropriate training for a pet.

Exploring Depth *Advanced*

- Develop a business plan for a pet care or sitting business.
- Assess careers related to pets and pet business.
- Research diseases in pet mammals, birds, and fish.
- Identify symptoms and a course of action for a disease in your pet.
- Do a presentation on how pets affect the environment.
- Learn to appreciate the contribution of scientific research to the welfare of pets and their use in research.

The activities above are ideas to inspire further project development. This is not a complete list.

Light Your Spark

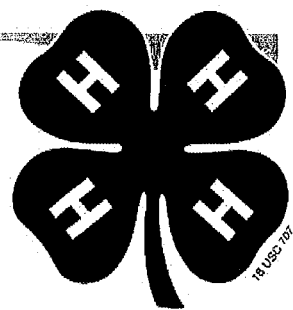
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



Expand Your Experiences!

Science, Engineering, and Technology

- Research the nutritional needs of your animal(s) and compare to nutritional needs of humans and other animals.
- Create a poster on the anatomy of your animal, and/or the difference between hot & cold blooded animals.

Healthy Living

- Discuss the necessity of washing your hands before and after handling your pet.
- Discuss your pet's life expectancy, what to look for when they get older.
- Create a display or skit on safety rules concerning pets.

Citizenship

- Use your animal as therapy for sick and disadvantaged individuals.
- Show/raise your animal(s) as a cultural exchange with other nations.
- Volunteer at an ASPCA Adoption Day at local pet stores.

Leadership

- Become a role model for others by taking the position of junior/teen leader in your project.
- Help younger members learn about taking care of animals.
- Create a movement in your community for the adoption of rescue animals.

Resources

- Iowa 4-H Pets
www.extension.iastate.edu/4h/projects/livestock/pets.htm
- Service Animal
[//en.wikipedia.org/wiki/Service_animal](http://en.wikipedia.org/wiki/Service_animal)
- Animal Assisted Therapy
[//en.wikipedia.org/wiki/Animal-assisted_therapy](http://en.wikipedia.org/wiki/Animal-assisted_therapy)
- Healthy pets
www.cdc.gov/healthypets
[//vetmed.illinois.edu/pet_columns](http://vetmed.illinois.edu/pet_columns)
www.avma.org/firstaid/procedures.asp
- For Cat Fanciers
[//kids.cfa.org/](http://kids.cfa.org/)
- Cats and Wildlife: a Conservation Dilemma
[//wildlife.wisc.edu/extension/catfly3.htm](http://wildlife.wisc.edu/extension/catfly3.htm)
- American Red Cross Pet First Aid/ CPR
www.redcross.org/pets
- California State Fair
www.bigfun.org

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.

Connections & Events	Curriculum	4-H Record Book
<p>Presentation Days - Share what you've learned through a pet animal related presentation.</p> <p>Fair Days - During these events, 4-H members may participate in a variety of contests related to their project area.</p> <p>County & State Fair - Enter your animal(s) or poster about your animal(s) and show the judge what you have learned! Contact your county 4-H office to determine additional opportunities available.</p>	<ul style="list-style-type: none"> • The Veterinarian's Way of Selecting a Proper Pet ((4H 560A)) • Pet Pals Level 1 ((4H 563A)) • Scrambling Ahead Level 2 ((4H 563B)) • Soaring the Heights Level 3 ((4H 563C)) • Pet Leader Guide ((4H 563 HDR)) • Check out the ANR site for free downloadable curriculum www.anr.ucdavis.edu 	<p>4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.</p> <p>4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.</p> <p>To access the 4-H Record Book online, visit www.4hrecordbook.org</p>



University of California Agriculture and Natural Resources

Light Your Spark

Flex Your Brain

Reach Your Goals

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Reach Your Goals



Pet Care Project

**Member's Guide
and Record
Level 1**



PENNSTATE



College of Agricultural Sciences
Cooperative Extension



Prepared by C. R. Bryan, Jr., County Extension Agent, Delaware County, with Frank E. Bortz, former assistant State 4-H Leader cooperating. Revised by Robin B. Keyser, former Assistant Professor of Agricultural and Extension Education.

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Purpose of the project

The 4-H pet care project will give you the opportunity to learn about the life history, management, and care of a pet of your choice. You will develop responsibility, and you will learn to find information and to share ideas and experiences with others. You'll also participate with your friends in the other activities of your 4-H club.

Should you enroll?

You should enroll in the 4-H pet care project if you want to care for a pet and another 4-H project is not offered for the kind of pet you choose.

For example, dogs, rabbits, and horses are popular pets, but the 4-H dog care and training, rabbit, and horse projects are offered for 4-H members who choose them as pets. Cats, guinea pigs, gerbils, hamsters, birds, and fish are popular pets for 4-H members who enroll in the pet care project. Other kinds of animals may make good pets for your project, too.



Things you will do in the project

- ___ 1. Feed and care for a pet at least three months.
- ___ 2. Find information about your kind of pet. (Do a and b, c, or d)
 - ___ (a) Obtain and study at least one reference book, magazine, or pamphlet about your type of pet.
 - ___ (b) View a film or videotape about your kind of pet.
 - ___ (c) Visit a veterinary clinic, animal shelter, or pet store to learn about pet care.
 - ___ (d) Discuss pet care with a pet care expert. Examples are a veterinarian, a worker in an animal shelter or pet store, and a pet owner, breeder, groomer, or trainer.
- ___ 3. Do reports in your project book on:
 - ___ (a) the life history and care of your pet
 - ___ (b) the natural characteristics of your kind of pet
 - ___ (c) your pet care project experiences (project story)
- ___ 4. Share what you learn with others.
 - ___ (a) Give a show and tell or a presentation related to your pet care project.
 - ___ (b) Exhibit your pet or a poster or display about pet care at a pet show, fair, or roundup.
- ___ 5. Keep records of:
 - ___ (a) the money you spend and receive with your 4-H pet project
 - ___ (b) activities you do with your pet

Extra activities you may enjoy

- ___ 1. Visit a nursing home with your pet.
- ___ 2. Help with a petting zoo.
- ___ 3. Make a kit of pet grooming or first aid supplies and equipment.
- ___ 4. Train your pet to obey commands or do tricks.
- ___ 5. Take photographs of your pet.
- ___ 6. Enter a pet photography or essay contest.

Are you ready for a pet?

Answer these questions before choosing your pet:

- * Will your parents let you have the pet?
- * Are pets allowed where you live?
- * Do you have room for the pet?
- * Do you have time to care for the pet?
- * Are you big or old enough to handle the pet?
- * Are you able to pay for the pet's food, equipment, and veterinary care?
- * Can the pet live in your home, or must it stay in the garage or outside?
- * Will the pet need a cage or pen?

Choosing the right pet

You may choose from many kinds of pets for your project. Some animals make better pets than others. Choose the pet that is right for you and your family.

Decide what characteristics you want your pet to have. If you want a quiet animal, choose a rabbit or fish. Birds, dogs, cats, and guinea pigs can be noisy. If you want a pet to hold or cuddle, choose a soft, furry animal. Pick a tame one, because many animals will wiggle, bite, or scratch when they are afraid. If your pet must live in the house or apartment, choose one that is housebroken or isn't very messy or smelly. If nobody will be at home while you are at school, pick a pet that isn't unhappy when it's alone.

Avoid choosing an unusual animal, such as a ferret or skunk, without making sure you can meet its special needs. It's against the law to keep some kinds of animals as pets. You may need a special permit or license to keep the kind of pet you want.



What does your pet need?

Your pet cannot take care of itself, so you must give it what it needs. Some important things a pet needs are:

Shelter

Shelters protect animals from sun, wind, rain, snow, and cold. Some animals need warm homes, but others need cool homes. Pets that are not very messy can live in your home, basement, or garage. Outdoor pets need a doghouse, hutch, or shed to protect them.

Fenced yard, cage, pen, crate, or aquarium

Many kinds of pets need a fenced yard, cage, pen, crate, or aquarium to keep them safe and out of trouble. Animals that run loose outdoors may get lost, stolen, hurt, or into trouble. Animals that are not housebroken may make messes if they roam loose in the house. Use a cage, pen, or other enclosure that is big enough to keep the pet clean, healthy, and comfortable.

Food and water

Feed your pet every day. Give it clean, fresh water all the time, or let it drink often. Follow the advice of your veterinarian or other advisor about the kinds and amounts of food to feed your pet and how often to feed it. Pet food packages may have directions to guide you. If your pet is getting too fat or too thin, you may need to change the amount or kind of food you feed.

Don't give your pet food made for another kind of animal. Different kinds of animals need different kinds of food. The wrong kind of food could make your pet sick.

Health care

Pets can get sick. Sick animals may act different from healthy animals. They may stop eating, cough, or have a runny nose or runny droppings. Call a veterinarian if your animal is hurt or sick.

Some diseases are spread from one animal to others. Vaccinations can prevent some diseases. Laws require some pets to be vaccinated for some diseases. For example, cats and dogs must have rabies vaccinations. A veterinarian can tell you which vaccinations your pet needs. Vaccinations cannot prevent every disease your pet may get, so it's important to do what your veterinarian says to keep your pet healthy.

Clean equipment and cages

Dirty cages and equipment can smell bad and spread diseases. Clean your pet's food and water dishes daily. Throw away wet and spoiled food. Remove dirty bedding, litter, and manure from pet pens, cages, and litterboxes often. Give your pet clean bedding or litter after dirty bedding or litter is removed. Ask your leader about the right way to dispose of animal wastes.

Grooming

Brush your cat or guinea pig to remove loose hair and dirt. Trim the toenails of guinea pigs when they get long. Most pets don't need baths.

Exercise

Animals must have exercise to stay healthy. Make sure the pet's pen or cage is big enough to let it move around. Gerbils and hamsters will enjoy an exercise wheel. Leash-trained pets can be taken for walks.

Love and attention

Talk to your pet and play with it so it knows you. Learn the right way to pick up and hold it so it doesn't get hurt or hurt you. Learn when to put it down or in its cage.

Project plans

Write your plans for your pet care project here. Tell what kind and how many pets you will care for, and what you want to do and learn with them.

Information about your pet's life history and care

What is your pet's:
name?

species (kind)?

sex?

breed?

If registered, what is the name of its registry association?

Where did you get your pet?

When did you get your pet?

What did your pet cost?

Who owns your pet?

What is your pet's:
date of birth (if known)?

age (if known)?

What is its:
weight?

length?

What color is:
your pet?

its eyes?

How many:

brothers and sisters does it have?

toes does it have?

teeth does it have?

What kind of :

home or cage does it live in?

bedding do you use?

food do you feed it?

container do you use to give it water?

container do you use to feed it?

How much do you feed it?**How often do you:**

feed your pet?

play with your pet?

exercise your pet?

clean its cage or litterbox?

clean its food and water containers?

take it to the veterinarian?

What is its favorite:

food?

place?

What is it's favorite?
toy?

thing to do?

What tricks can your pet do?

What commands does your pet obey?

What do you do to keep it healthy?

Has your pet ever:
been sick?

been hurt?

been lost?

been neutered or spayed?

been declawed?

had babies?

Do you have other pets?

What are their names and species? (Example: Fluffy—cat)

What do you do to take care of them?

Natural characteristics of your kind of animal

9

Find out about the natural characteristics of your kind of pet. Answer the following questions for your kind of pet. (For example, answer about cats in general, not your own cat.)

What species or kind of animal is your pet?

Origin and habitat

In what country or on what continent did the species originate?

What is the animal's natural habitat (or environment where it lives)?

Life cycle

Are the young hatched or born? (Tell which one)

How many young are born or hatched at one time?

What do newborn or newly hatched young look like?

What do the parent animals do to care for their young?

When are the young old enough to leave their parents?

At what age do they become able to breed?

For animals that give birth, how long does gestation (pregnancy) last?

For animals that lay eggs, how long are eggs incubated before they hatch?

How long does an animal usually live?

Sources of your reference information**Books or pamphlets studied**

Record the title of one or more reference book or pamphlet you have obtained and studied about your type of pet.

Name of book or pamphlet:

Tell one thing you learned:

Name of book or pamphlet:

Tell one thing you learned:

Other sources of information (Consult one or more)**► Field trips to veterinary clinics, animal shelters, or pet stores**

Place visited:

Tell one thing you learned:

Place visited:

Tell one thing you learned:

► Videotapes or films watched

Title:

Tell one thing you learned:

Title:

Tell one thing you learned:

► Experts you talked with (Examples: veterinarian, workers in animal shelters or pet stores, pet owners, breeders, groomers, or trainers)

Name of person:

Tell one thing you learned:

Name of person:

Tell one thing you learned:

Show-and-tells or presentations given

Date given

Title

Where given

Exhibits

Name of show

Date

Class

No. in class

Placing

Date

Amount

[illegible]

Total 1

Veterinary and health care

Date

Cost

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.**Total** _____

[illegible]

Total _____ **Total** _____

Other expenses

Record costs of other items or services you buy for your pet. Examples are a water bottle, food dish, wood shavings, collar, toys, or boarding at a kennel.

[illegible]

***Record by day, month, and year.**

Photographs of your pet(s)



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Project score

	Highest score	Score yourself	Score from your leader
--	------------------	-------------------	---------------------------

Care and management of the pet (to be scored by leader at any time after first month and before roundup, fair, or scheduled judging)

Does the pet show evidence of proper attention, care, and handling?	10	_____	_____
Has the member provided the pet with adequate food, water, exercise, cleanliness, health care, and housing?	10	_____	_____
Does the member know the pet's food, exercise, and care requirements?	10	_____	_____
Subtotal for care and management of pet	30	_____	_____

Project record book

Are plans clearly stated?	5	_____	_____
Are questions about the pet's life history and care answered satisfactorily?	5	_____	_____
Are questions about the natural characteristics of the type of animal answered satisfactorily?	5	_____	_____
Are records of the reference materials used, people consulted, trips taken, and films viewed up-to-date and complete?	5	_____	_____
Are income and veterinary, feed, and other expense records up-to-date and complete?	5	_____	_____
Are project experiences described adequately in member's story and photographs?	5	_____	_____
Are the presentation, exhibit, and activities reports complete?	5	_____	_____
Subtotal for project record book	35	_____	_____

Performance of member

Did the member do what was planned to meet goals?	5	_____	_____
Did the member complete the activities recommended for project completion?	10	_____	_____
Did the member care for his or her own pet when possible?	5	_____	_____
Did the member attend meetings regularly?	5	_____	_____
Subtotal for performance of member	25	_____	_____

Project exhibit

(pet, poster, or educational display)	10	_____	_____
Total points for project	100	_____	_____

Project scored by

Date

4-H ACTIVITIES REPORT

This report will help you keep a better record of your club activities. Fill it in as you complete each assignment. Refer to this record when you are entering county, state, and national programs. Ask your local leader to explain these programs to you.

My 4-H Activities Report for the 19____ Club Year

Projects taken _____

Number of new members you encouraged to join 4-H _____

Number of boys and girls you helped with projects _____

In what way? _____

TV member ☐ yes ☐ no

Program title _____

Check those attended and tell how you helped

Offices held

☐ 3- or 4-day camp _____

Club _____

☐ 1-day camp _____

County _____

☐ Club or county tours _____

"Show-and-tells" given to:

☐ Club picnic _____

Family _____

☐ Countywide picnic _____

Friends _____

☐ 4-H Sunday _____

Local club _____

☐ County fair _____

County _____

☐ Achievement programs _____

Regional _____

☐ Roundup _____

State _____

☐ Teen Leader Retreat _____

News articles _____

☐ State 4-H Capital Days _____

Radio _____

☐ Camp Leadership Training _____

TV _____

☐ Penn State 4-H Achievement Days _____

Things done to improve your health

☐ Pennsylvania Farm Show _____

☐ National 4-H Week _____

Community service or citizenship work done

☐ State Ambassador Conference _____

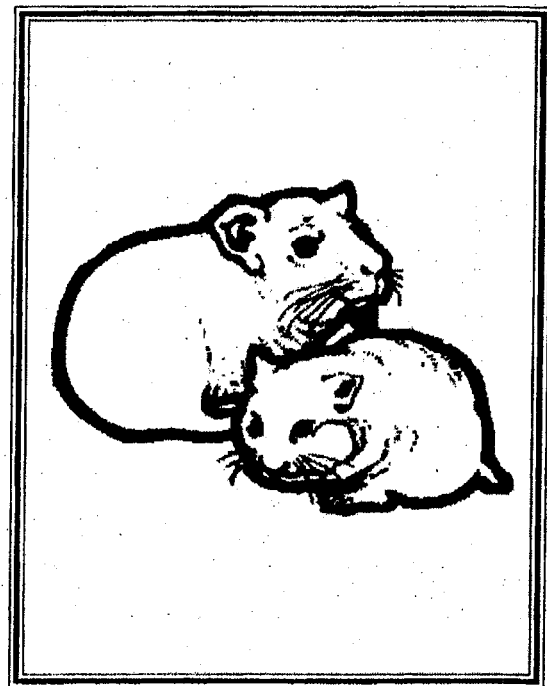
By myself _____

☐ Others _____

With club _____

Number of meetings your club(s) held this year _____

Number you attended _____



Name _____

Address _____

Name of Club _____

Leader's Name _____

Name of Project _____

4-H Club Motto

"To make the best better"

4-H Club Pledge

I pledge
my head to clearer thinking,
my heart of greater loyalty,
my hands to larger service, and
my health to better living, for
my club,
my community,
my country, and
my world.

4-H Club Colors

Green and White

AVIAN SCIENCE

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Beginning:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Identify and describe three (3) types of avian species.	_____	_____
2. Identify three (3) sources of stock.	_____	_____
3. Identify and explain purpose of breed being raised in the project.	_____	_____
4. Describe the requirements of a good house and list the equipment it should have for your project.	_____	_____
5. Explain what feeds are important for the project.	_____	_____
6. Discuss the brooding of young birds, presenting information on preparation of management of the feed, water, lights and care of the young birds.	_____	_____
7. Demonstrate how to catch, carry and hold a bird.	_____	_____
8. Point out and name the following parts of a bird: comb, beak, eye, ear, hackle, wings, breast, keel, tail, legs, feet, toes.	_____	_____
9. Describe several methods of differentiating males from females.	_____	_____
10. Discuss several procedures by which picking can be stopped or minimized.	_____	_____
11. Submit 60 days of management records and parental verification of member's care of flock.	_____	_____
12. Give a demonstration at County Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

AVIAN SCIENCE

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Intermediate:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Name and describe six (6) breeds of Avian species	_____	_____
2. Give one or more examples of birds raised for meat, for white and brown egg production, for showing, for special purposes.	_____	_____
3. Describe desirable characteristics of birds in your projects.	_____	_____
4. Participate in a judging or showmanship contest.	_____	_____
5. Build a piece of equipment for your project.	_____	_____
6. Indicate the bird characteristics that should be observed during care or exam of birds as signs of developing health problems.	_____	_____
7. Describe in detail the feeding of project birds through one production cycle.	_____	_____
8. Discuss protection of birds during periods of extreme hot and cold weather.	_____	_____
9. Demonstrate sanitation of equipment.	_____	_____
10. Describe and give control methods of three (3) different insect or disease problems. Example: mites, flies, Newcastle Disease, Coccidiosis, etc.	_____	_____
11. Visit an approved Avian Science operation, reporting on how the birds are housed, brooded, fed, watered, cared for, and how the eggs or birds are prepared for market and marketed. Work with leader to find suitable facility.	_____	_____
12. Present a demonstration covering information on your project at County Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

AVIAN SCIENCE

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Advanced:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Demonstrate value of Standard of Perfection.	_____	_____
2. Describe and demonstrate successful incubation of eggs.	_____	_____
3. Instruct project members on culling.	_____	_____
4. Discuss use of lights with baby chicks, growing birds, laying hens and meat birds	_____	_____
5. Describe use of force molting procedures with adult birds.	_____	_____
6. Report on three (3) diseases of birds, giving characteristics of disease and procedures for control.	_____	_____
7. Attend two (2) Avian exhibits.	_____	_____
8. Describe grades and sizes of eggs.	_____	_____
9. Invite and introduce a guest speaker at one of your project meetings. Example: a local poultry raiser, feed man, farm advisor, builder, etc.	_____	_____
10. Keep production records for entire year's time.	_____	_____
11. Develop a reference library of Avian Science information that can assist you in your projects. This may include clippings, photos books, bulletins, etc.	_____	_____
12. Describe the different ways birds in your project are used and how they are marketed.	_____	_____
13. Give a demonstration at County Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

MINNESOTA 4-H PROJECT MEETING GUIDES

PETS



....to develop
project and life skills

OBSERVING THE NORMAL ANIMAL

Publication No. 4H369A

PURPOSE: Learn to use your senses to develop skill in recognizing the normal healthy animal.

Your project animal's health depends on you. You must be able to recognize normalities in order to recognize abnormalities. A systematic way to observe normals is by performing a **physical exam** on your project animal. Be gentle and calm when handling your animal!

THE BASIC PROCEDURE FOLLOWS.

Step 1: Be sure your equipment is handy. You may need: containers with food, water, brush, grooming tools; thermometer, vaseline; stethoscope, watch with second hand.

Step 2: Try to evaluate mental condition. Comparison or familiarity with the animal's normal behavior is important. Does the animal's attitude seem sad or unusually excited?

Step 3: Observe stance. Is the animal's posture normal? Does it hunch its back? This may indicate abdominal pain.

Step 4: Observe movement (gait). Is there evidence of limping (e.g., stiff joints may indicate arthritis)?

Step 5: Listen to voice. Is the cat purring? Is the dog whining?

Step 6: Is appetite normal? Perhaps offer food and water. Keep a record. Mark the water bowl.

Step 7: Observe sexual activity when it occurs. Record heat periods on your calendar.

Step 8: Observe general body condition. Is the animal too fat or too thin?

Step 9: Skin and coat condition. Is hair falling out? Is skin dry and flaky? Does coat shine?

Step 10: Skin color. Press gums. Pink color should come back rapidly. If area remains whitish, animal could be anemic.

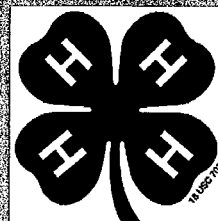
Step 11: Examine mucous membranes. Check eyelids, nostrils, mouth, anus, vulva opening. These tissues should be moist and pink. If these areas are not clean it may be because the animal is not feeling well and neglecting itself.

Step 12: Examine discharges. Feces and urine should be normal in color consistency when the animal is healthy. Vulva secretions may indicate infection or sexual activity (in heat).

Step 13: Check body temperature, pulse and respiration rates.

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THE NORMAL ANIMAL OBSERVATION CHART

Record observations of your project animal on this chart for one week. Use the health supplement to help you with normals and words to use. When complete, review your observations and note differences from day to day. Continue to observe your animal daily. You may see significant differences from month to month and season to season.

	OBSERVATIONS						
CHARACTERISTICS	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1. ATTITUDE							
2. STANCE							
3. MOVEMENT							
4. VOICE							
5. APPETITE/WEIGHT							
6. SKIN AND HAIR COAT							
7. MUCCOUS MEMBRANES							
8. BODY WASTE AND DISCHARGES							
9. TEMPERATURE (Normal)							
10. PULSE RATE (Normal)							
11. RESPIRATION RATE (Normal)							
12. OTHER OBSERVATIONS							

4-H CAT PROJECT HEALTH SUPPLEMENT



Publication No. 4H369C

4-H Veterinary Science project members investigate the normal health of several animal species. It's important that you become familiar with the normal health of your project animals so that you can recognize when one of your animals isn't well.

This cat project health supplement should acquaint you with the common cat health characteristics.

Think about your feline. You are important to your cat or kitten because it's your job to keep them well and to know when they need veterinary care.

Recognition of the following normal characteristics will help you and your veterinarian work as a team to keep your pet cat in good health.

You should keep a record of any abnormalities which do occur. This record will be important as a case history when your veterinarian begins to formulate a diagnosis. You can create your own chart or use Wisconsin 4-H Publication No. 4H369A.

Your cat's **attitude** is a characteristic with which only you are familiar. An abrupt or gradual change in your animal's behavior may be an indicator of sickness. Does your cat prefer to be alone or do they wind around your legs begging for attention? Does your cat enjoy lying on a sunny window sill or prefer a cool bathroom floor? Does your kitten really like playing with the puppy or does their hair stand on end and their tail swish threateningly from side to side? Take note of behavioral changes and try to identify the causes.

Your cat's normal **stance** should be well-balanced on four straight legs. Abnormal posture may indicate skeletal or muscular problems.

Normal feline **motion** should be free and effortless. A healthy cat moves with grace and strength. You may have observed your cat carefully stepping among items on a dresser top, or perhaps you've seen your kitten frightfully pounce on her mouse toy. Watch for lameness or lack of energy.

Keep track of your cat's **weight**. You should be able to feel your pet's ribs easily under a freely moveable coat of skin, fat and muscle. If you can't easily feel the ribs, your cat is too fat. Be concerned with a sudden or gradual weight loss also. This may be a sign of disease, parasitism, or improper feeding.

Your normal feline's **fur condition** is smooth and glossy. Your cat does a lot of grooming but you need to help them with this chore. Groom your cat regularly. Watch for patches of hair loss. These may be signs of ringworm, a fungal disease which requires veterinary treatment.

Skin and mucous membrane (color and condition) are important indicators. Normally a cat's skin is soft, loose, and pliable. Tight skin may be a sign of water loss or dehydration. Mucous membranes line all body openings such as the eye, ear, nose, mouth, rectum, and vagina. These membranes should be pink and moist in a healthy cat. Dry, dark brown, gritty material in the ear canal is a sign of mites. Your cat's gums should be pink. Unhealthy gums may be pale, yellow, or red.

An obvious characteristic to notice about your project animal is **bodily discharge**. Normal feces should be well-formed and firm. Abnormal excretions might be runny or filled with blood and mucus. Diarrhea is a sign of many disorders. Pink urine or frequent urination is important to notice. Many cats suffer from cystitis, a bladder infection.

What about your cat's **voice**? Felines are very vocal. Your cat will probably tell you if she isn't feeling well or if she's hungry. And happily, she may also purr, if she's content. Don't ignore your cat's meows. Your ability to listen is an important tool as is your power of observation. Most healthy animals have good appetites. However, this is not always the case with a finicky cat. Know your cat's diet and eating habits. Be careful if you change food. Be sure your cat's dishes are clean. Always provide plenty of water. Take note of the amount of water your cat normally consumes. An unusual increase or decrease may mean trouble. Report this to your veterinarian.

What is a cat's normal **heart beat, pulse rate,** and **temperature**? You can check these vital characteristics occasionally on your pet with the help of someone to gently restrain your cat.

You can feel the **heart beat** by placing your fingertips against your cat's chest just behind the point of elbow. The normal heart beats about 110-130 times per minute in the resting cat.

To take your cat's **pulse**, place your finger at the middle of the inside surface of rear leg near the point where the leg meets the body. This is where the femoral artery passes near the skin allowing you to feel the pulse. The heart rate and pulse rate should be the same. Count the heart beats or pulse for 15 seconds. Then multiply by four to calculate the rate per minute.

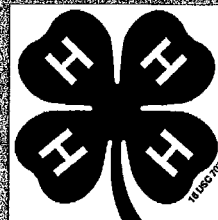
To take your cat's **temperature** shake the thermometer down to its lowest point. Lubricate it with vaseline. Insert it two inches into your cat's rectum and leave it there for two minutes. Hold your cat and thermometer firmly. Read the thermometer immediately after removing. The temperature should range from 100° to 102° F.

Practice recognizing and recording many of these common health characteristics on your cat every day. When you need to contact your veterinarian, be prepared with a complete report of all the signs you have noticed.

If you'd like further information on animal health, join the 4-H Veterinary Science project. You may use your cat as a Veterinary Science project animal!

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OBSERVING THE NORMAL ANIMAL

Publication No. 4H369A

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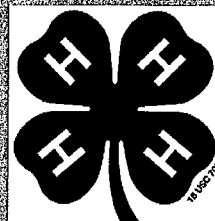
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CHARACTERISTICS	OBSERVATIONS						
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
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6. SKIN AND HAIR COAT							
7. MUCOUS MEMBRANES							
8. BODY WASTE AND DISCHARGES							
9. TEMPERATURE (Normal)							
10. PULSE RATE (Normal)							
11. RESPIRATION RATE (Normal)							
12. OTHER OBSERVATIONS							

4-H FISH PROJECT HEALTH SUPPLEMENT



Publication No. 4H369G

4-H Veterinary Science project members investigate the normal health of several animal species. It's important that you become familiar with the normal health of your project animals so that you can recognize when one of your animals isn't well.

This fish project health supplement should acquaint you with common fish health characteristics.

Think about your goldfish, tropical fish, or scavengers. You are important to them because it is your job to keep them well and to know when they need medical care.

Recognition of the following normal characteristics will help you and your veterinarian work as a team to keep your fish in good health.

You should keep a record of any abnormalities which do occur. This record will be important as a case history when your veterinarian begins to formulate a diagnosis. You can create your own chart or use Wisconsin 4-H Publication No. 4H369A.

Close observation and early recognition of problems is especially important to fish, as they tend to die more quickly when ill than other species. Fish owners often find their pets floating - underside up - before they even realize their pets weren't feeling well! Remember this important health fact: it is much easier to keep fish healthy than it is to cure them.

You are the person most familiar with your fish's normal **attitudes** and **behavior**. Does your fish hide behind plants? Healthy fish are active and keep their dorsal (back) fins erect. Folded fins suggest poor health. Fish constantly at the top of the aquarium indicate foul water and lack of oxygen. So take note of your fish's **movements** of individual fins and swimming habits about the fish bowl or aquarium.

Some sick fish may "shimmy." This wagging movement without changing position is usually the result of a chill affecting digestive organs.

Different species of fish have different **temperaments**. You should be aware of these when placing various species together in one tank.

Goldfish, for example, are peaceful. Rosy Barbs are peaceful, but also very active so they should not be kept with shy fish, such as, the Pearl Gourami. Tiger Barbs are fin nippers and shouldn't be kept with Angels.

Watch for changes in **behavior**. Never give your fish more food than they can clean up in 10 minutes. Your fish may prefer a varied diet, fed sparingly several times a day. The Swordtail does best on a variety of foods. The Peppered Catfish is a scavenger and will normally cleanup leftover food from the bottom. Another scavenger, the Sucker mouth, prefers to eat at night. The Silver Dollar fish will eat most plants except Java Fern. You see how important it is that you know your fish's normal eating habits to keep them in good health.

Healthy fish have **skin** covered with beautifully colored, often ornamental, **scales**. This decorative characteristic may be the reason you chose your particular fish. The condition of your fish's body coverings is important to their health. Observe bodies, fins, mouths, and abdomens closely and daily. Notice signs of disease early. "Ich" is a contagious disease which appears as small white specks on fins and body. These cause your fish to itch and become listless. The condition can be easily treated. A white, cottony growth near the mouth is caused by a fungus and can also be treated. If your fish becomes gray, is listless, and refuses to eat, it may have Gill Rot. Medication will help this situation; but if not caught early your fish may die of suffocation.

Other important normals to be aware of are whether your fish species is a **live bearer** or **egg layer**. You may need to provide special equipment for your fish's form of **reproduction**. Also take note, all fish are more prolific during warm weather.

Different species require different, but very specific, **temperature** ranges. Goldfish shouldn't be kept with warm water fish since they prefer a temperature of 68° F. Most popular tropical fish thrive in 75° F water and slightly acid water of pH

6.8. Carefully maintaining this temperature and pH is your most important job.

Fish also have normal bodily discharges. They can even become constipated.

Observing your fish may not be enough. Keep track of the entire **aquarium condition**. Only growing and healthy plants liberate oxygen. Your fish's home may need additional aeration. Watch for algae. This fine, green plant growth is caused by an excess of light. Algae should be removed and light reduced.

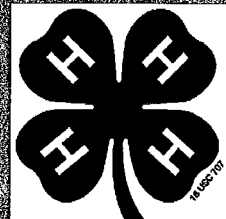
You can estimate your fish's **breathing rate** by observing and counting the gill openings and closings. An increase in your fish's normal count may indicate lack of oxygen in the water.

Practice recognizing and recording many of these common health characteristics on your fish every day. When you need to contact your veterinarian or consult a fish care guide, you will be prepared with a complete report of all the signs you have noticed.

If you'd like further information on animal health, join the 4-H Veterinary Science project. You may use your fish as a Veterinary Science project animal!

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Step 9: Skin and coat condition. Is hair falling out? Is skin dry and flaky? Does coat shine?

Step 10: Skin color. Press gums. Pink color should come back rapidly. If area remains whitish, animal could be anemic.

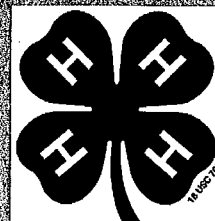
Step 11: Examine mucous membranes. Check eyelids, nostrils, mouth, anus, vulva opening. These tissues should be moist and pink. If these areas are not clean it may be because the animal is not feeling well and neglecting itself.

Step 12: Examine discharges. Feces and urine should be normal in color consistency when the animal is healthy. Vulva secretions may indicate infection or sexual activity (in heat).

Step 13: Check body temperature, pulse and respiration rates.

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If you need this material in another format, please contact the Department of 4-H Youth Development, University of Wisconsin-Extension, 431 Lowell Hall, 610 Langdon St., Madison, WI 53703; phone: 608-262-1223.

THE NORMAL ANIMAL OBSERVATION CHART

Record observations of your project animal on this chart for one week. Use the health supplement to help you with normals and words to use. When complete, review your observations and note differences from day to day. Continue to observe your animal daily. You may see significant differences from month to month and season to season.

	OBSERVATIONS						
CHARACTERISTICS	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1. ATTITUDE							
2. STANCE							
3. MOVEMENT							
4. VOICE							
5. APPETITE/WEIGHT							
6. SKIN AND HAIR COAT							
7. MUCCOUS MEMBRANES							
8. BODY WASTE AND DISCHARGES							
9. TEMPERATURE (Normal)							
10. PULSE RATE (Normal)							
11. RESPIRATION RATE (Normal)							
12. OTHER OBSERVATIONS							

I'm a 4-H Project Leader: Now What Do I Do?

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

What resources are available to help me?

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
 - County Staff
 - Older youth who have been involved in the project
-
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
 - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
 - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
 - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
 - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
 - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.