

# *Placer County 4-H*



## *Rabbit Project Leaders' Guide*

Cavy lesson information developed by Washington State University, Pullman, WA.

Dog lesson information developed by 4-H National Council Animal Science Project

Poultry lesson information developed by Washington State University Cooperative Extension, WA.

Pygmy Goat lesson developed by University of Minnesota, 4-H Animal Science Project Meeting, MI.

Rabbit lesson developed by Cooperative Extension Service, Kansas State University, Manhattan, KA.



University of California Cooperative Extension  
Division of Agriculture and Natural Resources



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## Characteristics & Implications...for Children Ages 5 to 6

Characteristics	Implications for Project Leader
<b><i>PHYSICAL</i></b>	
Physical growth is slower than during infancy and early childhood.	<ul style="list-style-type: none"> <li>• Plan activities that use large motor skills and introduce fine skills, one at a time.</li> <li>• Plan physical activity with each meeting.</li> <li>• Introduce new physical activities that require coordination, such as roller skating, bike riding, jumping rope, and simple outdoor games.</li> <li>• Provide projects that don't require perfection.</li> </ul>
Muscular coordination and control is uneven and incomplete. Large muscles are easier to control than small muscles.	
Able to handle tools and materials more skillfully than during preschool years.	
Can throw different sized balls better than they can catch them. Most cannot bat well.	
Most can learn to snap fingers, whistle, and wink.	
<b><i>MENTAL DEVELOPMENT</i></b>	
Ask questions and answer them in literal terms.	<ul style="list-style-type: none"> <li>• Give instructions verbally and visually. Don't expect them to read.</li> <li>• Avoid a lot of paper and pencil activities that require writing.</li> <li>• Plan a series of small activities with physical exercise in between, rather than one longer more intense session.</li> <li>• Plan active learning around concrete objects.</li> <li>• Provide lots of materials and mediums for learning.</li> </ul>
Can distinguish their left and right, but not in other people.	
Define things but their use (ex: pencil is for writing).	
Most are just learning letters and words. By six, most can read words or combinations of words.	
Short interest span.	
<b><i>EMOTIONAL DEVELOPMENT</i></b>	
Sensitive to criticism, does not accept failure well.	<ul style="list-style-type: none"> <li>• Provide lots of encouraging words for effort.</li> <li>• Provide lots of opportunities for adult interaction with children.</li> <li>• Provide opportunities for children to help in adult-like ways, such as setting up for an activity.</li> <li>• Give clear description of what your activity or schedule will be and stick to it.</li> </ul>
Strong desire for affection and like adult attention.	
Get upset with changes in plans and routine.	
Say what they think and feel (for example, you stink or you're ugly).	
Can throw different sized balls better than they can catch them. Most cannot bat well.	
Most can learn to snap fingers, whistle and wink.	
<b><i>SOCIAL DEVELOPMENT</i></b>	
Developing cooperative play. Prefers to work in small groups of 2 or 3. Still likes to focus on own work and play. May begin to pair up to have a best friend; however, the best friend may change frequently.	<ul style="list-style-type: none"> <li>• Organize projects and activities that involve two or three children. If there is a larger group, break activities into sections so that only two or three are involved at one time.</li> <li>• Help children develop friendships through learning to share, taking turns, following rules, and being trustworthy.</li> <li>• Organize activities with high adult/child ratios.</li> <li>• Develop projects and activities that involve or focus on the family.</li> <li>• Avoid competition or activities that select a single winner or best person.</li> <li>• Use imaginary play that involves real life situations.</li> </ul>
Mother (or parent) is still social focus as prime caregiver; however, may form attachment to teacher.	
Likes being part of and around family.	
Can engage in group discussions.	
Can be unkind to others, but extremely sensitive to criticism of self.	
Likes to practice different roles.	

## Characteristics & Implications...for Children Ages 7 to 8

Characteristics	Implications for Project Leader
<b>PHYSICAL</b>	
Period of slow, steady growth.	<ul style="list-style-type: none"> <li>• Will have difficulty with some fine motor projects such as gluing, cutting, hammering nails, bouncing balls.</li> <li>• Will be able to throw ball better than able to catch ball.</li> <li>• Provide opportunities to practice skills, but use projects that can be completed successfully by beginners.</li> </ul>
Learns best if physically active.	
Still inept at some activities using small muscles, but have improved large muscle activities like riding a bike, skating, or jumping rope.	
May repeat an activity over and over to master it.	
<b>MENTAL DEVELOPMENT</b>	
May spend more time alone doing projects, watching TV or day dreaming.	<ul style="list-style-type: none"> <li>• Give instructions verbally and visually. However, most children will be able to read and comprehend simple art instructions.</li> <li>• Can introduce some written assignments and activities. However, most children will prefer to be active.</li> <li>• Activities that require sorting, organizing, or classifying will be enjoyed.</li> <li>• Encourage children to develop or make collections.</li> <li>• Encourage projects that can be done over and over in different ways.</li> <li>• Use lots of activities that require the children to participate in hands-on way.</li> <li>• Guide children in reflecting on their learning experience.</li> </ul>
Beginning to take in perspective of others.	
Beginning to tell time.	
Humor takes on new meaning.	
Enormous curiosity and delight in discovery.	
Able to collect, sort, organize, and classify.	
Can recognize some similarities and differences.	
Can do some abstract thinking but learn best through active, concrete methods.	
<b>EMOTIONAL DEVELOPMENT</b>	
Increased awareness of themselves, more sensitive to others.	<ul style="list-style-type: none"> <li>• Enjoy making gifts for family.</li> <li>• Involve children in doing things for others.</li> <li>• Provide lots of adult encouragement and praise.</li> </ul>
Enjoys being part of the family.	
Worries about failure or being criticized.	
Will try themselves out on others to see how they are accepted.	
May claim tasks are too difficult.	
<b>SOCIAL DEVELOPMENT</b>	
May be moody, but less likely to direct negative feelings toward others.	<ul style="list-style-type: none"> <li>• Time to introduce the art of social graces. Teaching of table manners and other social niceties will be more accepted.</li> <li>• Activities will be more successful if children can be</li> </ul>
Have high expectations of parents and adults and are critical when parents mess up.	

## Characteristics & Implications...for Children Ages 7 to 8 (continued)

Characteristics	Implications for Project Leader
<b><i>SOCIAL DEVELOPMENT (continued)</i></b>	
Value adult interaction and may actually be more polite to adults.	<ul style="list-style-type: none"> <li>• Select activities that involve the child's curiosity and creative abilities.</li> <li>• Children enjoy naming their group or activity and coining phrases to describe their activities.</li> <li>• Promote social activities that appreciate and emphasize diversity of families and lifestyles.</li> <li>• Use songs, rhythms, fairy tales, and comics to help socialize the group.</li> <li>• Provide learning activities that stimulate conversation.</li> </ul>
Begin to internalize adult feelings toward religion, ethnic groups, and money.	
Begin to develop friendships that involve sharing secrets and possessions.	
Begin to see choice of same-sex playmates and development of play groups.	

# Characteristics & Implications...for Youth Ages 9 to 11

<b>CHARACTERISTICS</b>	
<ul style="list-style-type: none"> <li>• Very active with boundless energy</li> <li>• Extremely curious--constantly asks "why?"</li> <li>• Enjoy hands-on activities</li> <li>• Use concrete thinking</li> <li>• Likes group activity</li> <li>• Like to be with members of own sex</li> <li>• Admire and imitate older boys and girls</li> <li>• Usually do best when work is laid out in small pieces</li> <li>• Do not like keeping records-do not see value in them</li> <li>• Like symbols and regalia</li> </ul>	<ul style="list-style-type: none"> <li>• Easily motivated-eager to try new things</li> <li>• Use concrete thinking</li> <li>• Learn to locate resources</li> <li>• Like to explore ideas</li> <li>• Learn about self through relationships</li> <li>• Has rapidly changing interests</li> <li>• Guidance from parents and other adults important if youth are to stay on task and achieve optimum performance</li> <li>• Find difficulty in delaying immediate pleasure for future goals</li> <li>• Need recognition and praise for doing good work</li> </ul>
<b>IMPLICATIONS FOR PROJECT LEADER</b>	
<ul style="list-style-type: none"> <li>• Use detailed outlines of sequential learning experiences</li> <li>• Build in activities where youth exchange resources for personal or group goals</li> <li>• Incorporate many brief learning experiences</li> <li>• Encourage learning experiences be done with youth of the same sex – if to be done with the opposite sex, avoid competitions between girls and boys</li> <li>• Keep written work simple – review forms and worksheets with the group step-by-step</li> <li>• Clarify and enforce reasonable limits for this group – provide the safety net of an adult who will maintain boundaries</li> <li>• Involve older teens in helping youth in this group plan and carry out activities together</li> <li>• Be present for this group – visible and accessible but in the background</li> </ul>	<ul style="list-style-type: none"> <li>• Use hands-on learn-by-doing activities</li> <li>• Allow groups to develop parts of a larger plan</li> <li>• Use activities where youth need to locate resources</li> <li>• Plan activities that allow youth to move about and use their bodies – but vary activities for many interests (not just sports)</li> <li>• Emphasize group learning experiences</li> <li>• Use activities where youth achieve and produce a product</li> <li>• Give clear instructions with set deadlines</li> <li>• Do NOT play favorites – treat ALL youth fairly</li> <li>• Encourage group free time</li> <li>• Make recognition available to those who earn it – let youth know they will receive rewards for completing activities, and present recognition in front of peers and parents</li> </ul>
<b>SHARE</b>	
<ul style="list-style-type: none"> <li>• Have youth share what interests, talents, abilities, and skills they developed in the activities</li> <li>• Ask youth how teamwork, cooperation, friendship, and sportsmanship played out in activities completed</li> <li>• Plan group time to talk about beliefs and values as related to activities completed</li> <li>• Ask group members to share options considered in the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to share personal or group adjustments made during the activities</li> <li>• Ask youth to verbalize or demonstrate opposing points of view they observed in the activities</li> <li>• Ask youth to share opinions about activities completed – personal and group member performance, results of group work, etc.</li> <li>• Ask youth to identify stressors and dangerous situations encountered in the activities completed</li> </ul>

## Characteristics & Implications...for Children Ages 9 to 11

### Continued

<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>Ask youth what questions they still have about the activities just completed – encourage them to find some of the answers on their own, or encourage a few youth to find the answers and report back to the group</li> <li>Help youth identify successes achieved in the activities – give positive feedback to the efforts and successes you see</li> <li>Avoid generalized praise – this group sees through it and feels manipulated</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to demonstrate sequenced steps completed in the activities</li> <li>If tools were used in the activities, ask youth how they shared the use of them in their groups</li> <li>Have youth explain rationale for choosing some options over other ones in the completed activities</li> <li>Provide correction quietly – one on one – in a caring and consistent manner</li> </ul>
<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Have youth generate alternative solutions to problems solved in the activities – or speculate other problems that could be solved in similar ways</li> <li>Ask youth to describe how the relationships that were formed or strengthened in the activities could be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth what general categories were formed or needed to complete the necessary activities</li> <li>Provide active experiences that generally relate to or reinforce activity content presented such as nature walks, ropes courses, trips to significant sites, etc.</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Based on the content of activities completed, help youth form groups or clubs with common “collecting” interests or hobbies – ball cards, stamps, bugs, rocks, buttons, etc.</li> <li>Build in ways parents, teachers, and other adults can help youth complete follow-up additional activities</li> <li>Encourage youth to incorporate technology into follow-up related activities</li> <li>Build in community service roles to reinforce content taught – help this group work on environmental issues in their community</li> </ul>	<ul style="list-style-type: none"> <li>Give related assignments for youth to manage and complete</li> <li>Encourage apprenticing with teen volunteers in related activities</li> <li>Provide opportunities for parental involvement such as homework or “things to do” lists – solicit the help of parents to assist youth with written work</li> <li>Provide opportunities to set two or three goals for a six-month period</li> <li>Work with youth to identify and study related careers</li> </ul>

# Characteristics & Implications...for Youth Ages 12 to 14

CHARACTERISTICS	
<ul style="list-style-type: none"> <li>• Ready for in-depth, longer learning experiences</li> <li>• Self-conscious – many need help overcoming inferiority complexes</li> <li>• Interested in activities involving boys and girls together</li> <li>• Like fan clubs – many have adult idols</li> <li>• Often unclear of needs and values</li> <li>• Want to explore outside their own community</li> </ul>	<ul style="list-style-type: none"> <li>• Concerned about physical development – sometimes practice excessive grooming behaviors</li> <li>• Want to be liked by friends</li> <li>• Interested in sports and active games</li> <li>• Getting over the age of fantasy – beginning to think of what they will do when they grow up</li> <li>• Desire independence – but want and need their parents' help</li> </ul>
EXPERIENCE	
<ul style="list-style-type: none"> <li>• Concentrate on developing individual skills – help youth compare skills to their own standards</li> <li>• Encourage active and fun learning experiences such as canoeing, hiking, and environmental stewardship – but not weighted toward physical prowess</li> <li>• Provide hands-on and skill-centered experiences in specific subject matter, and allow for quiet time</li> <li>• During activities, ask questions to encourage predicting and problem solving such as “What if this doesn't work? What could then happen?”</li> <li>• Encourage working with older teens and adults to complete learning experiences and apprenticing</li> <li>• Encourage deeper exploration of leadership roles – provide opportunities to practice leadership roles with coaching, and encourage keeping more detailed records of leadership experiences</li> <li>• Involve the group in setting rules for the group or for the program</li> <li>• Do NOT use put-downs or “in-the-face” behaviors with this group</li> <li>• Provide learning experiences outside of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learning experiences related to understanding self and getting along with others</li> <li>• Encourage learning experiences involving boys and girls – provide activities to be with the opposite sex in healthy ways such as planning groups, parties, fund-raising activities, etc.</li> <li>• Give youth a chance to choose when and if they are “on stage”</li> <li>• Tasks can be more difficult and of longer duration – making a model, keeping a journal, etc. – allow for creativity!</li> <li>• Help youth find necessary information and support activities</li> <li>• Teen and adult leaders must be well-liked to be effective – teen leaders should be three or four years older than the youth and considerably more mature</li> <li>• Encourage involvement in teen councils and planning boards</li> <li>• Provide realistic parameters – explain why they are necessary</li> <li>• Avoid singling youth out in front of others either to commend or to criticize</li> </ul>
SHARE	
<ul style="list-style-type: none"> <li>• Ask youth to reflect on what they learned in the activities</li> <li>• Have youth prepare and give presentations on what they gained from or thought of the activities completed</li> <li>• Based on observations of the activities completed, ask youth to state what they think would be appropriate symbol for the group</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to share any emotions they observed in the group and to share feelings about any relational interferences they encountered during the activities</li> <li>• Ask youth to share how their personal values interfaced with the decisions of the group</li> <li>• Ask youth to define their leadership style based on their performance in the activities completed</li> </ul>

# Characteristics & Implications...for Youth Ages 12 to 14

## Continued

<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>Ask youth to explain the plan of action undertaken to complete the activities – or the steps involved in creating the resulting product</li> <li>Ask youth to share observations they made of how different group members went through the same experiences</li> <li>Have youth list and examine varying points of view surfaced in the activities</li> <li>Have youth describe ethical dilemmas they observed in the activities and how they were resolved</li> <li>Pose abstract questions to help youth process realizations made during activities, and present similar scenarios, and ask youth to predict results</li> </ul>	<ul style="list-style-type: none"> <li>When activities result in a product, ask youth what could have been done to improve the product</li> <li>Have youth articulate or demonstrate in a creative way how they benefit from their association with the group</li> <li>Provide opportunities for youth to ask and question ways of doing things in the group</li> <li>Find time to talk with them individually to help them work through problems or to discuss personal issues</li> <li>Provide honest information for the sexual issues and questions they have – listen to their fears and worries about their sexual development without judging or trivializing</li> </ul>
<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Present multiple alternatives in related situations, and ask youth to compare and choose the best possible option</li> <li>Assist youth in identifying ways they can practice assertiveness around the results of the activities completed</li> <li>Ask youth to share, in detail, skills and education needed for related jobs</li> </ul>	<ul style="list-style-type: none"> <li>As a result of the activities, ask youth to set long-term goals and to plan strategies for reaching those goals</li> <li>Ask youth to explain actions or decisions that took place in the activities related to healthy or safe living</li> <li>Ask youth to construct simple budgets to reach stated goals</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Have youth keep a journal of personal decisions and changes they make related to the activities experienced</li> <li>Encourage technological application to key concepts presented</li> <li>Relate activities completed to career choices</li> </ul>	<ul style="list-style-type: none"> <li>Help youth identify and perform personal and group community contributions that meet special needs within their community</li> <li>Relate activities completed to career choices</li> <li>Have youth shadow experienced workers in related fields</li> </ul>
<b>CHARACTERISTICS</b>	
<ul style="list-style-type: none"> <li>Social needs and desires are high</li> <li>Interested in co-educational activities</li> <li>Want adult leadership roles</li> <li>Beginning to think about leaving home for college, employment, marriage, or other relationships</li> </ul>	<ul style="list-style-type: none"> <li>Often need guidance in selecting careers</li> <li>Developing community consciousness</li> <li>Want/need a strong voice in planning programs</li> <li>Have interest areas that are more consistent with earlier ones – patterns of interest are emerging</li> </ul>

## Characteristics & Implications...for Youth Ages 15 to 19

### EXPERIENCE

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| <ul style="list-style-type: none"> <li>• Concentrate on developing individual skills – help Provide opportunities for self-expression – emphasize leadership life skills related to social development</li> <li>• Provide activities to test out interactions with the opposite sex such as trips, dances, work groups, etc.</li> <li>• Plan some group time where youth can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc.</li> <li>• Plan activities where youth can experiment with different roles</li> <li>• Involve youth in more direct developmental activities such as tutoring, helping coach, leading groups, speaking to community groups, mentoring younger children, etc. activities that place them “in front” of others</li> <li>• Support youth as they set, work to reach, and evaluate long-term goals</li> </ul> | <ul style="list-style-type: none"> <li>• Provide some experiences around body image, etiquette, grooming, hair styles, health and fitness, etc. – avoid comments that criticize or compare stature, size, or shape!</li> <li>• Provide opportunities for youth to talk about their own beliefs</li> <li>• Involve youth in carrying out plans – they are ready to be creative at a level of action, and they are at a level of responsibility to do this</li> <li>• Encourage greater in-depth study of leadership roles and life skills</li> <li>• Encourage youth to plan programs (even social activities) with guidance and support from involving adults</li> <li>• Encourage working with adult role models – emphasize guidance and counsel from adults rather than controlling direction</li> <li>• Be willing to admit mistakes as an adult!</li> </ul> |
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### SHARE

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| <ul style="list-style-type: none"> <li>• Ask youth what new information they learned in the activities</li> <li>• Ask youth to share personal strengths accessed in the activities</li> <li>• Ask youth to share what constraints they encountered in the educational activities</li> <li>• Ask youth to share personal and group risks associated with the activities completed</li> <li>• Ask youth to detail personal and group records kept in the activities completed</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge youth to interpret and creatively communicate what was learned through symbols, pictures, graphs, etc.</li> <li>• Ask youth to share how they prioritized roles and functions in completed activities</li> <li>• Ask youth to share emotions and feelings witnessed in the activities</li> <li>• Ask youth to summarize how the group made decisions together throughout the activities</li> </ul> |
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### PROCESS

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| <ul style="list-style-type: none"> <li>• Ask youth how the activities could have been structured differently to more efficiently accomplish the same educational goals</li> <li>• Ask youth to detail resources needed (available and missing) to complete activities just finished</li> <li>• Ask youth to generate and evaluate additional alternatives to activities completed</li> <li>• Ask youth to describe underlying rules or principles at play in the activities completed and how they influenced the results</li> </ul> | <ul style="list-style-type: none"> <li>• Ask youth to describe or demonstrate how they compensated for unexpected challenges and changes in the activities</li> <li>• Ask youth to list adjustments made in behavior and plans while completing the activities</li> <li>• Ask youth to share personal value criteria they used in the activities completed – if in a trusting relationship, ask them to compare what they did to what they SHOULD have done in certain situations</li> </ul> |
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## Characteristics & Implications...for Youth Ages 15 to 19

### Continued

<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Ask youth to identify related instances where they need to convey personal opinions and ideas to persuade or convince others</li> <li>Ask youth to identify skills used in their group that are also needed in the workplace</li> <li>Encourage application of leadership life skills to living on their own – incorporate budgeting and money management applications in activities</li> <li>Assist youth in making related wise, healthy, and safe lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to speculate long-term consequences of results of the activities completed</li> <li>Challenge youth to find answers to similar problems</li> <li>Ask youth how they contribute to the well being of their families in similar ways to their participation in this group</li> <li>Construct experiences that expose youth to and involve with the larger society</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Support youth as they design follow-up related independent learning experiences</li> <li>Assist youth in applying leadership life skills to career exploration – especially decision making</li> <li>Offer Career or College Days – including the wide spectrum of options (not just white collar positions)</li> <li>Encourage career exploration within specific subject matter – offer vocational activities</li> <li>Provide activities (actual and theoretical) to explore the job market</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to develop plans for future life transitions</li> <li>Arrange or locate internships (paid or unpaid) based on skill-specific career interests</li> <li>Provide guidance and support to youth as they work to meet actual and real community needs</li> <li>Encourage learning activities involving the community such as service groups, political parties, Habitat for Humanity, ecology, Adopt a Highway, etc. – involve them as spokespersons for the activities</li> <li>Organize experiences for youth outside of their own community</li> </ul>

## RABBIT PROJECT GUIDE

### First Meeting:

- Meetings last about an hour; you will begin to lose your youth if the meeting lasts longer than an hour.
  - Have parents help with primary ages, and works out well with balancing the age groups.
  - Project leader discusses their background and interest in being a leader for this project.
  - Does not require an animal to be in the group. Typically, youth who want to stay end up getting a rabbit, and those who do not purchase an animal end up leaving the group.
  - Hand out a sheet of meeting times and dates at the first meeting. Project begins in October, does not meet in December, and ends in May.
- Ask your youth questions about their background and interest with rabbits. This will allow for the project leader to tailor the program to the youth.
  - Make sure to discuss about market versus showing rabbits, and find the interest in each category from the youth in the project.
  - Use a created sheet of the different parts of a rabbit to give to youth and then have self-correcting. Allows for additional knowledge of where the youth are in their level of understanding with rabbits.
  - Usually have an all breeds poster visible.

#### Online Resource:

<http://www1.extension.umn.edu/youth/mn4-H/projects/docs/rabbit-get-started.pdf>

### Feeding/Watering:

- Bring different samples of containers and food.
- Review the varying food options.

#### Online Resources:

<https://www.arba.net/PDFs/CAW.pdf>

<http://www1.extension.umn.edu/youth/mn4-H/projects/docs/rabbit-feed.pdf>

<http://www1.extension.umn.edu/youth/mn4-H/projects/docs/rabbit-nutrition.pdf>

### Disease

- Bring a fly sprayer to the meeting that works on flies, but also mosquitoes to help protect rabbits.
  - Also bring air fresheners and dryer sheets to the meeting; they work at deterring mosquitoes, too.
  - Discuss Myxomatosis and how to prevent rabbits getting bit by mosquitoes that transmit this disease.
  - Discuss issues with heat and rabbits.
- Review what to watch for when buying rabbits.
  - Remind youth that most vets don't have training with rabbits, and if they are going to take their rabbits to a vet, they need to find one that has been trained.
  - Also, review the fact that rabbits can have strokes and break their backs, and how to handle such situations.

#### Online Resource:

<http://www.drdrabbitry.com/4H/RabbitDiseases.pdf>

### Housing

- Review the different types of housing.

#### Online Resource:

<http://www1.extension.umn.edu/youth/mn4-H/projects/docs/rabbit-cages.pdf>

## RABBIT PROJECT GUIDE (Continued)

### Different Breeds

- Work with youth to know the different grooming requirements based upon breed.
- Discuss what toys are needed to keep rabbits teeth maintained.
- Youth need to know about nail trimming, as well.
- Discuss variety (color) and how to properly fill this out on the fair entry form.

### Disqualifications

- Review the Fair rules versus ARBA standards with youth.

### Showmanship

- Review the steps to showmanship.
- Distribute hand-outs as needed to youth.
- Discuss the conditions of fair. Remind youth they need to practice their showmanship a lot and to actually practice with noise in the background to replicate the noise and busyness at the fair.
- Have youth practice a "mock" showing and then judge youth. Use only volunteers for this exercise.
- Spend the last two meetings focused on showmanship, and in particular helping youth make sure their entry form is accurate.

### Written Guides/Information Sheets

[http://texas4-h.tamu.edu/files/2011/12/publications\\_projects\\_rabbit\\_project\\_reference\\_manual.pdf](http://texas4-h.tamu.edu/files/2011/12/publications_projects_rabbit_project_reference_manual.pdf)

<http://www1.extension.umn.edu/youth/mn4-H/projects/docs/rabbit-get-started.pdf>

<http://ansci.cornell.edu/4H/rabbits/rabmanual.pdf>

<http://www.lsuagcenter.com/NR/rdonlyres/0B600B5F-ACC7-4012-9780-4A536432644F/32255/RABBITSHOWMANSHIPSTUDYGUIDE.pdf>

### Videos

Parts of the Rabbit:

<http://www.youtube.com/watch?v=5EsUoCY3Gd4>

Grooming:

<http://www.youtube.com/watch?v=FsJyM-H7XR4>

Showmanship Examples:

<http://www.youtube.com/watch?v=h5DaZtOO-dE>

[http://www.youtube.com/watch?v=rE8Q\\_oPyD1A](http://www.youtube.com/watch?v=rE8Q_oPyD1A)

<http://www.youtube.com/watch?v=02IY4ndAYkU>

## **Keeping Track: Annual Project Report**

This section is used by the 4-H member to document their specific project work. Please remember to complete an Annual Project Report form for every project a member completes.

Copies of the Annual Project Report Form are available online at <http://ucanr.edu/sites/placercounty4h/files/167230.pdf> and within the 4-H Office.

Members are required to chart their progress in their Annual Report.

As a project leader, please help your youth fill in their Annual Project Report. Project Leaders may have surplus forms at each project meeting and allow youth members to fill in the form the last five to ten minutes of each project meeting. Or Project Leaders may want to send out summary descriptions for project meetings via email or Facebook.

Please remember to have youth chart their progress as they go.

Record Books may be done online with the Online Record Book or a paper copy. Please see the links below for additional information and resources.

### **Record Book Manual with Instructions**

<http://4h.ucanr.edu/files/165564.pdf>

### **Placer County 4-H Record Book Resources**

[http://ucanr.org/sites/placercounty4h/Community\\_Clubs/Resources\\_-\\_Forms/Record\\_Books/](http://ucanr.org/sites/placercounty4h/Community_Clubs/Resources_-_Forms/Record_Books/)

### **Online Record Book Resources**

<http://4h.ucanr.edu/Resources/Members/RecordBook/RBResources/>

<http://4h.ucanr.edu/files/121045.pdf>

If you have any questions about the Record Book, please feel free to contact:

Jessica Trumble-Pitel

[jctrumble@ucanr.edu](mailto:jctrumble@ucanr.edu)

530 889-7393



***Time:***

60 minutes

***Materials:***

- ✧ Activity Sheet 1, Leaders Key
- ✧ Rabbit Parts Poster
- ✧ Live rabbits if possible

***Developed by:***

Cooperative Extension Service, Kansas State University, Manhattan

***Adapted by:***

University of California Cooperative Extension Placer/Nevada

***Reference:***

*American Rabbit Breeders Association Standard of Perfection*

# Rabbit Project

## Lesson 1: Introduction to Rabbits

**Objectives:**

- ✧ Learning to identify body parts of rabbits
- ✧ Gaining youth's background knowledge on rabbits
- ✧ Importance of preferred learning style

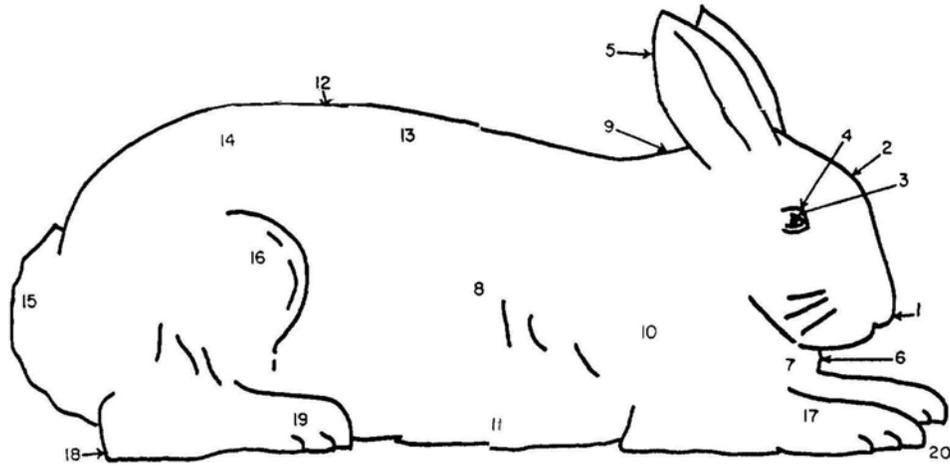
**Directions:**

1. Have members divide into pairs. Have them introduce each other to the total group by telling these three things about their partner: name, school, and why they are interested in rabbits.
2. Divide the group into teams. Using the large picture of a rabbit, point out the various parts. See which team can give the correct answer.
3. Give each member Activity Sheet 1, Rabbits Part Match. Ask the members to match the parts of rabbits.
4. Bring members back together and have members self correct their Activity Sheet 1. Ask if they preferred to game or the matching activity and why?

# Rabbit Project

## Activity Sheet 1

Draw a line from each term to the correct number on the rabbit outline, or write the correct number beside each term.



Hock

Knee

Tail

Rump

Loin

Saddle

Belly

Foreleg

Foot

Nose

Forehead

Eye

Eye Circle

Ear

Dewlap

Breast

Body

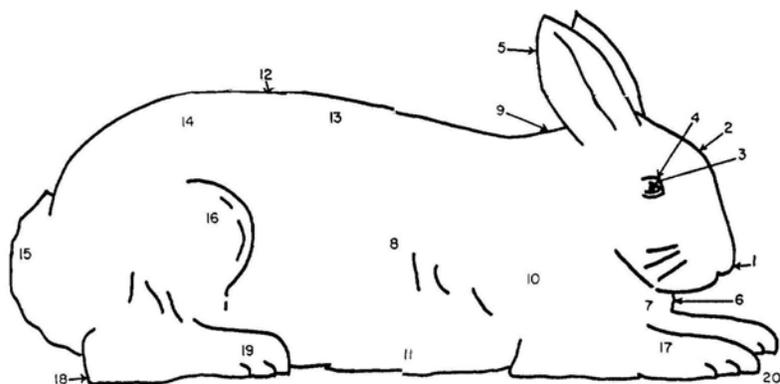
Neck

Shoulder

Toes

# Rabbit Project

## Leaders Key, Activity Sheet 1, Rabbit Parts Match



Hock

Knee

Tail

Rump

Loin

Saddle

Belly

Foreleg

Foot

Nose

Forehead

Eye

Eye Circle

Ear

Dewlap

Breast

Body

Neck

Shoulder

Toes

1 Nose

2 Forehead

3 Eye

4 Eye circle

5 Ear

6 Dewlap

7 Breast

8 Body

9 Neck

10 Shoulder

11 Belly

12 Saddle

13 Loin

14 Rump

15 Tail

16 Knee

17 Foreleg

18 Hock

19 Foot

20 Toes

# Rabbit Project



**Time:**

60 minutes

**Materials:**

- ✧ Pictures of various rabbit breeds
- ✧ Short description of each breed
- ✧ American Rabbit Breeders Association (ARBA) Standard of Perfection
- ✧ Paper-flipchart
- ✧ Live rabbits if possible

**Developed by:**

Cooperative Extension Service, Kansas State University, Manhattan

**Adapted by:**

University of California Cooperative Extension Placer/Nevada

**Reference:**

*American Rabbit Breeders Association Standard of Perfection*

# Rabbit Project

## Lesson 2: Breeds of Rabbits

**Objectives:**

- ✧ Learning to identify at least 10 breeds of rabbits
- ✧ Deciding how to select a breed to raise for the project according to purpose
- ✧ Learning how to apply ARBA standards

**Directions:**

1. Post pictures of various breeds of rabbits. Have members name as many breeds as they can in two minutes. Keep a tally or list of breeds named on a flip-chart.
2. Select 10 rabbit breeds to discuss. Show the picture of the breed and discuss purpose (fur, meat, fancy); weights; general description.
3. Divide the group into teams of three or four members. Provide each group with pictures, names, and descriptions of at least 10 breeds. Descriptions should be separate from pictures. Allow five minutes for teams to complete task.
4. After teams have matched pictures with descriptions, discuss the breeds as you check the group's placing for correctness.
5. After teams have matched pictures with descriptions, discuss the breeds as you check the group's placing for correctness.
6. Give each team pictures and names of at least 10 breeds and have them identify the breeds for primary use (meat, fur, fancy)
7. After the teams have categorized the breeds into meat, fur, or fancy breeds, discuss as you check the group's results.
8. Ask each member to select a breed that they would be interested in raising.

# Rabbit Project

9. Each member will identify the breed of rabbit selected and why.



**Time:**

60 minutes

**Materials:**

- ✧ Pictures of various rabbit breeds
- ✧ Short description of each breed
- ✧ American Rabbit Breeders Association (ARBA) Standard of Perfection
- ✧ Paper-flipchart
- ✧ Live rabbits if possible

**Developed by:**

Cooperative Extension Service, Kansas State University, Manhattan

**Adapted by:**

University of California Cooperative Extension Placer/Nevada

**Reference:**

*American Rabbit Breeders Association Standard of Perfection*

# Rabbit Project

## Lesson 3: Producing Healthy Rabbits

### Objectives:

- ✧ Learning to identify at least 10 breeds of rabbits
- ✧ Deciding how to select a breed to raise for the project according to purpose
- ✧ Learning how to apply ARBA standards

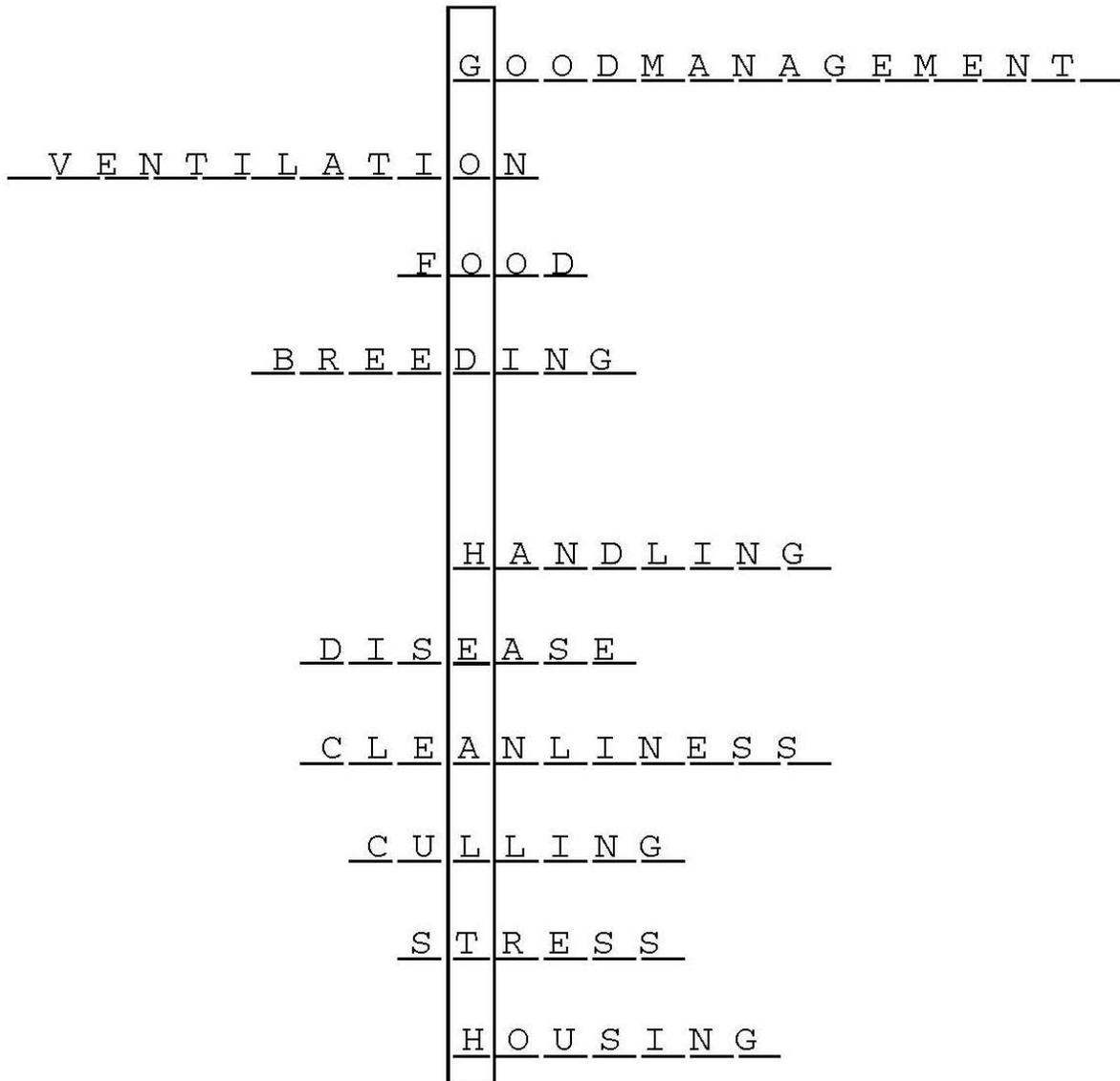
### Directions:

1. Post pictures of various breeds of rabbits. Have members name as many breeds as they can in two minutes. Keep a tally or list of breeds named on a flip-chart.
2. Select 10 rabbit breeds to discuss. Show the picture of the breed and discuss purpose (fur, meat, fancy); weights; general description.
3. Divide the group into teams of three or four members. Provide each group with pictures, names, and descriptions of at least 10 breeds. Descriptions should be separate from pictures. Allow five minutes for teams to complete task.
4. After teams have matched pictures with descriptions, discuss the breeds as you check the group's placing for correctness.
5. After teams have matched pictures with descriptions, discuss the breeds as you check the group's placing for correctness.
6. Give each team pictures and names of at least 10 breeds and have them identify the breeds for primary use (meat, fur, fancy)
7. After the teams have categorized the breeds into meat, fur, or fancy breeds, discuss as you check the group's results.
8. Ask each member to select a breed that they would be interested in raising.

# Rabbit Project

9. Each member will identify the breed of rabbit selected and why.

## Activity Sheet 3 Master Key: Healthy Rabbit Meter



# Rabbit Project

## Activity Sheet 3: Healthy Rabbit Meter

In raising rabbits, you must consider all of the following. Write these items in the blanks below in such a way that they spell out in the center-box the result of having given all of them special consideration.

Disease

Good Management

Ventilation

Housing

Culling

Stress

Breeding

Food

Cleanliness

Handling

A vertical rectangular box is centered on the page. From the top and bottom edges of this box, two horizontal dashed lines extend outwards to the left and right, respectively. These lines intersect at the top and bottom of the box, creating a central vertical column. Additionally, there are ten horizontal dashed lines extending from the left and right sides of the box, intersecting it at various points. This layout creates a grid of ten rows and two columns of dashed lines, intended for students to write words that will spell out a result in the central box.

# Rabbit Project