



National 4-H Curriculum
BU-06360

Scurrying Ahead

Level 2

Pet Project Activity Guide



Name _____

County _____



Note to the Project Helper

If you were a project helper for one or more youth involved in completing *Scurrying Ahead* you know what a great experience this important role is. As the Helper you are in a perfect position to help youth grow and develop in positive ways as they learn about pets and about themselves. You can nurture and cultivate their interest in this project by guiding their planning, helping them carry out their projects and recognizing them for a job well done.

Your Role

- Become familiar with the material in this activity guide and the *Pet Helper's Guide*
- Support youth in their efforts to set goals and complete each achievement program
- Date and initial the activities on the Pet Achievement Program as they are completed and the two of you discuss them
- Help youth to get to know themselves, including their strengths and weaknesses
- Encourage the use of the experiential learning cycle described on this page

The 4-H Pet Series

This guide, *Scaling the Heights* is the third in the series of three for youth that also includes *Pet Pal*, *Scurrying Ahead* and the *Pet Helper's Guide*. The three youth guides have been designed to be developmentally appropriate for grades 3–4, 5–7 and 6–9 respectively, but may be used by youth in any grade based on their project skills and expertise.

All activities in the guides have several parts: A description of the skills to be practiced; discussion questions, suggestions for additional activities and additional helpful information. The Show of Success listed for each activity is an excellent way to evaluate the youth's success. Each of the guides also includes an achievement program to encourage youth to learn more about pets while developing important life skills. In the *Helper's Guide* you will find another evaluation piece titled "Evaluating the Impact." Complete this before the youth begins each level and after completing each level.



Acknowledgements

Revision Team: This revision of the four pet activity guides was accomplished by the 4-H Pet Design Team comprised of Linda R. Horn, CT and Anita Raddatz, WA, Co-coordinators; Tom Zurcher, PhD, MI, editor.

Design Illustration and Production: Northern Design Group, White Bear Lake, MN.

Word Processing: Sue Teeters, MI.

Photographers: Motion Media Productions and Tom Zurcher

Financial Support: A grant was provided by National 4-H Curriculum.

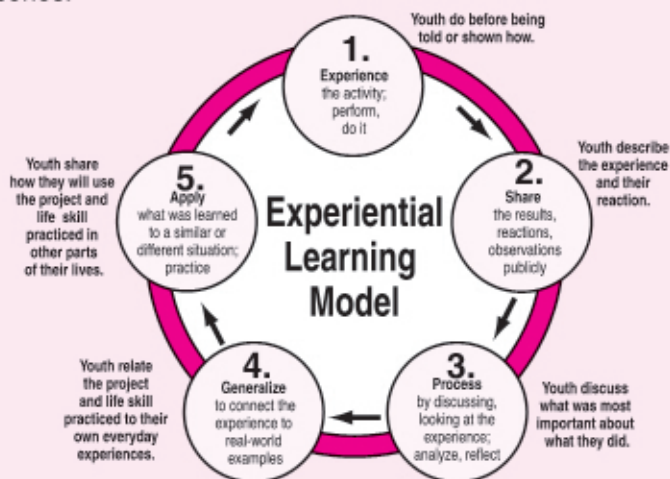
Original Design Team: Bill Gleason, WI; Roger Holmes, MN; John Skinner, WI; Marcella Remund, SD; Gerylyn Perkins, MN; and Tom Zurcher, PhD, MI.

Each activity is designed so the young person has an opportunity to learn by doing before being told or shown how. Your challenge is to "sit on your hands" while the youth explores the activity and learns from the experience, even when it doesn't work the way it's expected to. You can most effectively help with the learning by listening as the young person considers the questions and draws conclusions. At times the activity may call for you to be a resource person for content or ideas.

The fourth publication in this series, *Pet Helper's Guide*, provides additional learn-by-doing activities that can be adapted to the family, the classroom, after school child care, 4-H project groups, clubs or other groups. You'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, meeting ideas as well answers to many of the activities in the youth guides.

Experiential Learning Model

This five-step model is included in each activity in this series.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

As you can see, the youth first attempt the activity without assistance. After the youth do as much as they can you then meet together and discuss: What they did? What was important about what they did? How does what they did

relate to their lives? And finally, how might they use the life and project skills practiced in the future? Sample questions are included following each experience. Your ability to ask additional thought-provoking questions and to clarify and expand the youth's ideas will add to the educational experience.

Good luck in your helper role and thank you for contributing to the positive development of youth.

What's Inside?

Scurrying Ahead

Note to the Project Helper	Inside Cover
What's Inside?	1
Welcome to <i>Scurrying Ahead</i>	2
Goals and Highlights	3
Achievement Program	4

Chapter 1: Getting to Know Your Pet

True or False?	5
Once Upon a Time	8
Play Time	10
Scene 2 Take 2	12
Pet Cent\$	14
The Price Is Right	16
Pet Store Search	18

Chapter 2: Fitting and Showing Your pet

Show Time	20
-----------------	----

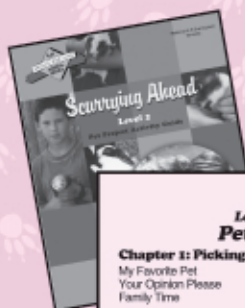
Chapter 3: Feeding Your Pet

Bottomless Pit	22
Chow Time	24
Fit-n-Trim	26

Chapter 4: Keeping Your Pet Healthy

What's Up Doc?	28
Keeping Healthy	30
Bones, Bones, Bones	32
Pet Talk 2	34
Resources	36

For more on pets ... look for these other guides in this set.



**Level 1
Pet Pals**

Chapter 1: Picking the Right Pet
My Favorite Pet
Your Opinion Please
Family Time

Chapter 2: Getting to Know Your Pet
Hang Time
Fur, Fins or Feathers?
Roots
Pet Poses
Daily Diary
Chirp, Hiss, Squeak

Chapter 3: Caring for Your Pet
TLC
Safe and Secure
Pet Palaces
Home Alone

Chapter 4: Pet News
Fun with Guinea Pigs
Pet Talk 1
Pet Resources



**Level 3
Scaling the Heights**

Chapter 1: Pet Reproduction
Designer Genes
To Breed or Not to Breed?
Are you Sure?
Special Care

Chapter 2: Careers and Leadership
Pete-N-U's
The Right Fit
Go Ahead, Try
Let's Explore Together
Cheese Please
Look to the Future

Chapter 3: Pet Issues and Ownership
The Perfect Pet
Enrico-Pet
Let's Debate

Chapter 4: Pet Science
Taming Taxonomy
Fun with Cockatiels
Getting to Know Hamsters



Pet Helper's Guide

Youth Learning Characteristics
Developing Life Skills
Teaching and Learning Experientially

Chapter 1: Getting Organized
Pet Resources (web activity)
A Year of Pet Fun

Chapter 2: Pets in the Community
Sharing and Caring
Pets on Parade
Visiting an Animal Shelter

Chapter 3: Pet Games
Pets A to Z
Play Pet Bingo
On the Record
Bowling for Pets
Pet Pyramid

Chapter 4: Pet Events and Activities
Presenting... Pets!
Pet Skillathon Fun
Let's Get Acquainted

Chapter 5: Sharing Pet Stories
You Won't Believe
Pet Talk Fun
Dealing with Loss

Pet Project Meeting Ideas
More Project Ideas
Answer Key: Pets 1, 2 and 3
Evaluating the Impact
Pet Resources

Welcome to Scurrying Ahead

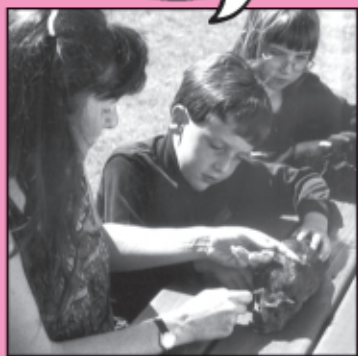
Let's get started! This guide is an important part of the pet project. *Scurrying Ahead* offers you new challenges and opportunities to explore a wide range of activities related to pets. You'll also have fun meeting new people, becoming better acquainted with your community and expanding your interests and goals. Like in *Pet Pals*, an achievement program is included to guide your efforts and provide you with an opportunity to be recognized for meeting your goals.

Here are some of the many activities you can choose to do in *Scurrying Ahead*:

- Keep pet records
- Invent and design a toy for a pet
- Create a commercial about pet ownership or care
- Compare information about pet costs
- Compare costs of pet supplies
- Plan and conduct a scavenger hunt
- Make a plan to show a pet to the public
- Identify and label the parts of a pet's digestive system
- Read a pet food label and plan a pet's diet
- Explore a pet's diet
- Examine a pet
- Identify pet diseases and symptoms
- Identify skeletal bones

You'll be surprised how many fun and interesting things you'll learn. Don't be afraid to jump right in, and don't give up if the activity doesn't work out the first time. You're still learning, right? The most important thing is to try. Once you try, discuss what happened or didn't happen and why.

Thanks for asking me to be your pet project helper.



Scurrying Ahead Project Guidelines

- Do a minimum of seven activities in *Scurrying Ahead* of the *Scurrying Ahead* Achievement Program each year and complete *Scurrying Ahead* within three years.
- Practice and develop the life skills of making decisions, leading self and others, relating to change and planning and organizing.
- Participate in a minimum of five of the learning experiences listed on the Planning Guide each year.
- Keep the Planning Guide current by setting project goals and recording project highlights you experience.
- Increase your pet knowledge and skills

Scurrying Ahead Achievement Program

The activities will challenge you to explore areas of the project you perhaps haven't experienced before. Do your best to complete each activity and answer the questions. Work with your helper to complete each experience. You may need additional resources to complete some of the activities. Pet magazines, internet sites, books, tapes, commodity groups, feed and equipment manufacturers and marketing groups are good resources.

Remember, this is your own personal project activity guide. As you complete the activities, answer the questions and record your project highlights you'll realize how much you have accomplished in this project. Have fun!

Your Project Helper

The choice is yours! The person you choose to be your project helper needs to be willing to support your efforts to complete the *Scurrying Ahead* Achievement Program. Your helper will meet with you to set goals, plan activities, suggest resources to use, discuss each activity with you and date and initial your achievement program each time you have successfully complete an activity. Write the name, phone number and E-mail address of your project helper here:

Your Project Helper: _____

Phone number: _____

E-mail address: _____



Goals and Highlights

My Pet Project Goals

Name _____

Kind(s) of pet(s) _____

My most important goals for the pet project:

Year _____

Year _____

Year _____



Pet Project Highlights

Date and list the exciting things you do and learn.

Scurrying Ahead Achievement Program Goals

List here the chapter numbers and letters of the activities from the *Scurrying Ahead* Achievement Program you plan to complete each year (for example 1a, 3c, etc.).

Year	Activities

Learning Experiences

Complete at least five of these activities each year.

Year	Year	Year	Activities
			Give a demonstration
			Attend three pet project meetings
			Help organize a pet show
			Recruit a pet project member
			Take pictures of a pet
			Exhibit your pet at a fair or show
			Teach a pet clinic
			Conduct a pet skillathon
			Organize a pet showmanship contest
			Help a younger project member

Picture of my pet and me.

Scurrying Ahead Completion Certificate



I certify that _____ has completed
all requirements of the *Scurrying Ahead* Pet Achievement Program.

Project Helper's Signature _____

Date _____

Achievement Program

Directions

1. Do at least seven of the *Scurrying Ahead* and Pet Challenges activities each year.
2. Complete at least 21 of the *Scurrying Ahead* and Pet Challenges activities within three years.
3. Have your project helper date and initial the activities as you complete them and discuss.



Scurrying Ahead Activities

Scurrying Ahead Activities	Date Completed	Helper's Initials
Chapter 1 Getting to Know Your Pet		
True or False?		
Once Upon a Time		
Play Time		
Scene 2 Take 2		
Pet Cents		
The Price Is Right		
Pet Store Search		
Chapter 2 Fitting and Showing Your Pet		
Show Time		
Chapter 3 Feeding Your Pet		
Bottomless Pit		
Chow Time		
Fit-n-Trim		
Chapter 4 Keeping Your Pet Healthy		
What's Up Doc?		
Keeping Healthy		
Bones, Bones, Bones		



Challenges

Select and do any of the Pet Challenges activities in *Scurrying Ahead* or make up your own. Record the page and number of each one you complete and your helper initials.

[illegible]

Write your own activity here.

Date_____ Helper's Initials_____

Write your own activity here.

Date _____ Helper's Initials _____

Write your own activity here.

Date	Helper's Initials
------	-------------------

Getting to Know Your Pet

True or False?

People who aren't familiar with pets hear things that may or may not be true. Here is your chance as an experienced pet enthusiast to help others learn about pets in a fun way. You'll also be practicing your teaching and discussion techniques.

Life Skill: Leading a discussion
Pet Project Skill: Debating pet sayings
Show of Success: Using cards, discusses popular pet facts and misconceptions.

This activity will be fun to do with my friends.

Do the Activity

Photocopy and cut out the "True or False" cards from pages six and seven. Then give your own answers to each of the statements before you check the answer key. Lead a discussion in which the participants work together to decide if the statements on the cards are true or false and why. If you have a large group form teams of two to three people. Give each group a set of cards. Ask

them to make a decision on each one and be ready to share it with the other teams. When each team is ready lead a discussion that will involve everyone. After the group has debated and decided what they believe the answer should be, ask your pet project helper to check the answers on page 35 of the Pet Helper's Guide. Have fun!

Talk it Over

Share with your helper

- How did it feel to lead a discussion?
- What did you learn about pets?

Tell what's important

Why is it often hard not to express your own opinion when leading a discussion? What happens when you do?

Explore what you learned

What special responsibilities did you as a discussion leader have?

Imagine what's next

What did you learn about leading a discussion that will help you the next time you have a chance to do so?



More

Challenges

1. Use the cards to lead others doing pantomimes or playing charades.
2. Create a set of "True or False?" cards about your pet.

True or False?



1. Because the chinchilla is a desert animal its fur coat is thin.



2. Guinea pigs originally came from Peru.



3. Hamsters are nocturnal.



4. Rats are smart and can be trained to do tricks.



5. Some rodents have over 15 babies a litter.



6. Pets need fresh food and water every day.



7. Pets don't need to go to the veterinarian unless they are sick.



8. Guinea pigs are related to the large pigs seen on farms.



9. Pets that are spayed get fat and lazy.



10. All rodents live in underground burrows.



11. Fish love to be picked up.



12. All pets should become parents.



13. Chinchillas take dust baths.



14. A rodent's front teeth keep growing as long as it lives.



15. Birds have the same feathers for life.

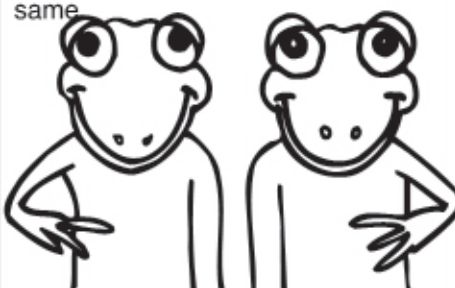


True or False?

16. Hamsters have cheek pouches that are used for carrying food.



17. Toads and frogs look the same.



18. Guinea pigs are also called cavy.



19. Macaw parrots can live 60 years or more.



20. Gerbils are popular pets, but it is illegal to keep them in some states.



21. A bird's ear is located near the top of its head.



22. Prairie dogs, porcupines, chipmunks, chinchillas, moles and gophers are all rodents.



23. A frog's young look like baby frogs when born.



24. Turtles, terrapins and tortoises all live in water.



25. Pet mice are usually too fragile and frightened to enjoy being handled.



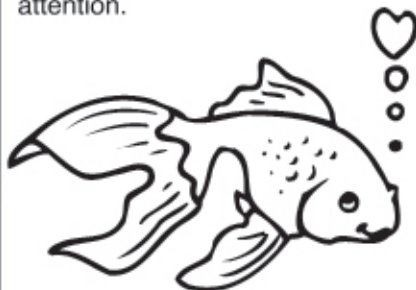
26. Frogs hibernate when the temperature is less than 40°F.



27. Pet frogs and snakes make good terrarium buddies.



28. All pets need love and attention.



29. Baby cavy are born blind and hairless and stay in the nest for at least ten days.



30. (Your choice)

"Once Upon a Time..."

Have you ever read a really good book? What made you want to keep reading it? A book or short story is one way people communicate. The author usually has a message he or she wants to share with the reader. In school you often write papers to communicate something about a particular topic. In this activity you will share something special about your pet by writing a



Life Skill: Communicating with others
Pet Project Skill: Creating a short story
Show of Success: Writes and illustrates a short story about your pet.

Do you and I ever have a story to tell.

Do the Activity

Think about something you would like to share with others about your pet and write a short story. It could be a true story or fiction. Maybe you want to teach or maybe you just want to entertain the reader. It might be helpful to think about a special time you had with your pet. Maybe it was the day you brought your pet home for the first time or a trick you taught your pet. In the space provided write your brief story. Be creative!



My Story...

Talk it Over

Share with your helper

- What did you write about?
- What did you most want to tell the reader/listener?
- Read your story to your helper.

Tell what's important

What does your story communicate to the reader/listener?

Explore what you learned

How is written communication different than spoken communication?

Imagine what's next

Today's world is brimming with a lot of new technologies that help us communicate more effectively and efficiently. How might these technologies change the way people communicate in the future?



Challenges

1. Design a collage that communicates a message about your pet. Use pictures or photos from old magazines etc. The pictures might represent something about your pet, such as a heart for love, etc. Share your collage with a parent(s). See if they can figure out what you are trying to say about your pet through the pictures you have chosen.



Turtle



Snake



Know Your Pets

Snakes and Turtles

Not everyone considers these cold-blooded (poikilothermic) reptiles very cuddly pets. Still, snakes and turtles are enjoyed by many and make interesting additions to households.

Snakes

Housing: Terrariums make excellent homes for snakes. A cage made with a wooden frame surrounded by a wire screen also works. Be sure the top or lid can be locked to prevent an escape. Make hiding places of bark, stone or pieces of plastic pipe. Keep the temperature at 75–80°F and provide about two hours of sunlight a day.

Diet: A snake likes to catch its food live and swallow it whole. Feed it one or two live frogs or mice each week depending on the snake's size.

Care: Keep the snake's cage or terrarium clean and provide fresh, clean water each day.

Turtles

Housing: A 10-gallon or larger aquarium that includes both water and land areas plus available short periods of direct sunlight with shade available is ideal. Temperatures of about 75 to 85°F are best for most turtles.

Diet: Turtles are omnivores (both meat and plant eaters). They like meat, canned dog or cat food, lettuce, fruit bits and leafy vegetables. Vitamin A and D are needed to prevent pneumonia, depression and swollen joints. Stir vitamin supplement, bone meal or oyster shell flour into the dog food. Provide fresh, clean water daily.

Caution: Always wash your hands thoroughly after handling a turtle. Turtles can carry a bacterium called salmonella that can make people sick.

Turtle as Pets: Turtles are easy going. The most common ones in pet stores are the pond sliders and the box and painted turtles. They will not bite.



Play Time

You stay healthy by eating the right foods and staying active. Your pet also needs nutritious food and activity. Having fun things for your pet to do when you're not around is important for its well being. In this activity you will watch your pet's behavior and design a toy.

Life Skill: Planning and organizing
Pet Project Skill: Observing behavior
Show of Success: Invents and designs a toy for a pet.

Do the Activity

Begin by watching your pet. Pay special attention to the things it likes to do: jump, dig, chew, hide, etc. List the things you observe. Next make a toy for your pet. Think about things you have around the house that could be used. If your pet likes to tunnel, what could you use to make tunnels? Be creative. Keep in mind the objects you use must be clean and safe (no sharp edges or chemical residues). Be sure they can't get tangled up. Don't use anything that might bring harm if they chew on it.

In the space below, paste a picture or draw the toy you made for your pet and paste or draw pictures of your pet's other favorite toys.

Things my pet likes to do:

Most pets
enjoy
playing and
performing



My Pet's Toy

Name of pet toy _____

Talk it Over

Share with your helper

- What kinds of things does your pet like to do?
- What toy did you make for your pet?
- How did you make the toy?

Tell what's important

Why was it helpful to watch your pet's behavior before you designed the toy?

Explore what you learned

How does a toy help keep your pet healthy?

Imagine what's next

Why is it important to first make plans before you begin an activity?



Pet Rap: Stubborn as a _____

1. Using the toy you made for your pet, design a plan for marketing or selling your idea to other pet owners. With a friend or your helper put together a flyer that shows a picture of the toy and tells what it is, how much it costs and how people can make their own or get information for making or buying the toy. Share your flyer with other pet owners or classmates.

2. Visit a store that sells pet toys and select a toy for your pet. Examine the toy, what it is made of, how your pet would use it, how long it would last and how much it costs. With your helper decide if it would be better to buy the toy or make something similar at home.

Know Your Pets

Rats

Rats are intelligent animals and can be trained to do tricks. They have tiny claws for grabbing and long strong tails for balancing and bracing. In the wild can swim, climb trees and run along telephone wires.