



# Veterinary Science Helper's Guide



## Veterinary Science Group Activities Grades 3-12

Name \_\_\_\_\_

County \_\_\_\_\_



# About This Guide

**W**elcome to the 4-H "Skills for Life" Veterinary Science project. This set of four activity guides has been developed to provide youth and their adult helpers with ideas and activities to expand the educational impact of the Veterinary Science project experience. As a helper, you are the key to making the youth's experience both fun and educational. Your involvement will often determine the youth's success in developing valuable life skills while learning about veterinary science. The youth's interest in animals and veterinary science is the means by which they will practice essential skills they will use throughout life.

## Veterinary Science Project Outcomes

Through participation in this curriculum youth will:

- Practice important life skills including:
  - Communication
  - Acquiring and interpreting data
  - Character development
  - Learning to learn
  - Disease prevention
- Identify threats to animal health and well being
- Demonstrate effective animal management and health practices
- Develop an understanding of the veterinary profession
- Improve readiness for college and a career
- Promote pet population control
- Become wise and compassionate caretakers of animals

## Your Role as Project Helper

- Become familiar with the materials in this series
- Support youth in their efforts to set goals and complete each of the three Veterinary Science Achievement Programs
- Serve as a resource person to help connect youth with the community, resource materials and others knowledgeable about the project
- Provide a safe, supportive environment
- Guide, encourage and reward progress
- Evaluate to what extent the youth outcomes are achieved

*Good luck in  
your role as  
Project Helper  
and thanks  
for contributing  
to the positive  
development  
of our youth!*



## The Veterinary Science "Skills for Life" Series

This series includes three youth guides and a helper's guide:

Veterinary Science 1	<i>From Airedales to Zebras</i> BU-08048
Veterinary Science 2	<i>All Systems Go!</i> BU-08049
Veterinary Science 3	<i>On the Cutting Edge</i> BU-08050
Veterinary Science Group Activity Helper's Guide	BU-08051

## Youth Activity Guides

Each of the three youth activity guides is designed to be developmentally appropriate for grades 3–5, 6–8 and 9–12 respectively, but may be used by youth in any grade, based on their project skills and experience.

The Achievement Program is an important part of each guide. By striving to complete the program, youth will be encouraged to learn more about animals and veterinary science while practicing and developing important life skills.

Many activities include this logo which refers youth to specific pages in the University of Nebraska Cooperative Extension 4-H Veterinary Science Series for additional subject matter information. Ordering information about these publications is included on page 36 of this guide.



## Helper's Guide

This fourth piece in the series is written to assist you in your role as helper. The learn-by-doing activities, as well as most activities in the youth guides, can be adapted for use with individuals, youth groups, families, classrooms, after school activities, camps or other groups. In this guide you'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, project meeting ideas and answers to many of the activities in the youth guides. The activities in this guide will help you help youth:

- Learn how to sponsor fun learning events with other youth
- Understand the importance of volunteering
- Learn how to judge the value of resources
- Plan and organize educational tours
- Debate the value of biomedical research
- Give effective presentations
- Understand veterinary medicine laws and regulations
- Keep accurate records
- And much more!



Explore more at

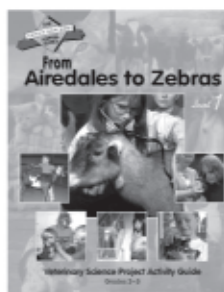
[www.4-hcurriculum.org](http://www.4-hcurriculum.org)

National 4-H Curriculum

# Veterinary Science

For more on Veterinary Science,  
check these other guides in this series.

## From Airedales to Zebras



Level 1 BU-08048

### Chapter 1 The Normal Animal

A Breed Apart  
Basic Needs  
Fur and Feathers as Friends—and More  
Get Growin’  
Systems Check  
Body Language, Animal Style  
What’s for Lunch?

### Chapter 2 Diseases, Pests and Problems

Pet Safety Patrol  
Not a Shot in the Dark  
Better Safe Than Sick

### Chapter 3 Investigating Careers

Jack of All Trades  
Cool Tools!  
Furry Friends in Fact, Fiction and Film  
Here’s the Story

## All Systems Go!



Level 2 BU-08049

### Chapter 1 The Normal Animal

Files for the Future  
All For One and One For All!  
All Stressed Up with No Place to Go  
The Defense Department

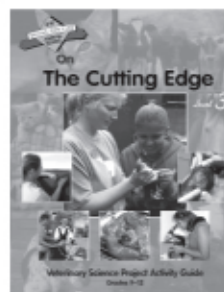
### Chapter 2 Diseases, Pests and Problems

Biosecurity Blanket  
What’s Eating You?  
Quality Counts!  
Not-So-Secret Agents  
When Good Feeds Go Bad

### Chapter 3 Investigating Careers

Playing the Part  
You Do the Math  
A Shadow of Your Future Self  
Not Special K, Special T  
Where Do You Stand?

## On the Cutting Edge



Level 3 BU-08030

### Chapter 1 The Normal Animal

Bond, Animal Bond  
TherioWHAT?  
May the Best Gene Win  
Swell Cell Organelles  
Behave!

### Chapter 2 Diseases, Pests and Problems

Have You Lost Your Marbles?  
It’s a ZOO Out There!  
Could an Apple a Day Keep the Vet  
Away?  
It’s Raining Cats and Dogs!

### Chapter 3 Investigating Careers

Heroes of the Clinics  
All in a Day’s Work  
What Else Is There?  
Getting Technical  
Your Future Is in Your Hands

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# Youth Learning Characteristics

## The 9 – 11 year olds

**Active** is the word for this group! Activities should encourage physical involvement because 9–11 year-old boys and girls are anything but still and quiet.

**Hands-on** involvement with objects is helpful. Children this age are still fairly concrete thinkers and will give adults more attention if they are both seeing and doing things. They also need many opportunities to share their thoughts and reactions with others.

Children at this stage are beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they think it is right or wrong, great or disgusting, fun or boring. There is very little middle ground.

The role of the helper is crucial at this stage. These children look to adults for approval and follow rules primarily out of respect for adults. Individual evaluation by adults is preferred over group competition, where only one can be the best. Comparison with the success of others is difficult for these children. It erodes self-confidence. Instead of comparing children with each other, build positive self-concepts by comparing present to past performances for the individual.

This is also the age of the “joiners.” Boys and girls like to be in organized groups of others similar to themselves. They generally are concerned with immediate self reward. The satisfaction of completing a project often comes from pleasing the volunteer or parent rather than from the value of the activity itself. Participation in community service projects is enjoyed because youth can see they are making a difference in another’s life.

These youngsters have a strong need to feel accepted and worthwhile. School and other pressures are demanding. Individual improvement should continue to be emphasized. Youngsters want to know how much they have improved and what they should do to be better next time. Individual evaluation and encouragement from an adult can have amazing results.



## The 12 – 14 year olds

This developmental stage varies widely among young teens. **Growth spurts** beginning with adolescence occur at a wide range of ages, with girls usually maturing before boys. These rapid changes in physical appearance may make some teens uncomfortable. Faster-developing teens may feel thrust into a more adult world they didn’t choose. Slower-developing teens may be uneasy about their lack of changes.



Young teens move from concrete to more abstract thinking. Playing with ideas is as much fun as playing sports. Ready-made solutions from adults are often rejected by young teens in favor of finding their own solutions. Volunteers who provide supervision, support and minimal direction will do well with this group.

Small groups provide the best opportunity for young teens to **test ideas**. Justice and equality become important issues. Opinions of peers become more important than opinions of parents and other adults. Teens enjoy the social interaction and acceptance they receive in **groups**.

As puberty approaches, young teens begin a roller coaster ride of hormones and emotions. This period seems to present the biggest challenge to a young person’s self-concept. These youngsters face so many changes that they hardly know who they are. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. Adults can help by providing self-discovery activities leading teens to self-knowledge.

Continue to avoid comparing young people with each other and try not to embarrass them. They want to be part of something important and have opportunities to **develop responsibility and demonstrate leadership skills**.

## The 15 – 18 year olds

Most teens of this age recognize their own special abilities and talents. In most cases, they have adjusted to the many post-puberty changes. By now teens tend to be wrapped up in themselves and their peer group rather than family, teachers or other adults. Relationship skills are usually more developed and dating increases. Acceptance by members of the opposite sex is of higher importance.

Mid-teens begin to think about their future and realistic plans. Their **vocational goals** influence the activities that they select. Teens set goals based on their personal needs and priorities. Any goals set by others are generally rejected. As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.



These teens can generally initiate and carry out their own tasks **without supervision**. They can help younger members plan and complete their projects. They should be encouraged to take on this leadership role. An adult volunteer can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from the youth. The volunteer should play the role of advisor/coach for independent workers.



# Developing Life Skills

**L**ife skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as “skills that help an individual to be successful in living a productive and satisfying life.” As a volunteer working with youth in this project, you have many opportunities to assist youth in developing life skills as they acquire project-related skills and knowledge.

## TLS Model

The TLS Model identifies and divides the major life skills targeted by 4-H youth development by the four H's from the 4-H Clover that represent Head, Heart, Hands and Health. These four are further divided into categories of life skills and then into specific general life skills as shown here. The TLS Model handbook further divides each general life skill into separate learning opportunities to develop the skill.

## Experiential Learning Process

As you capitalize on the youth's interest in this project, fun and friends, your challenge is to provide age-appropriate opportunities for youth to experience and practice these skills until they are mastered and able to be used everyday. By using the experiential learning process to help youth internalize both the veterinary science project skills and the life skill practiced, they gain the ability to apply both types of skills appropriately.



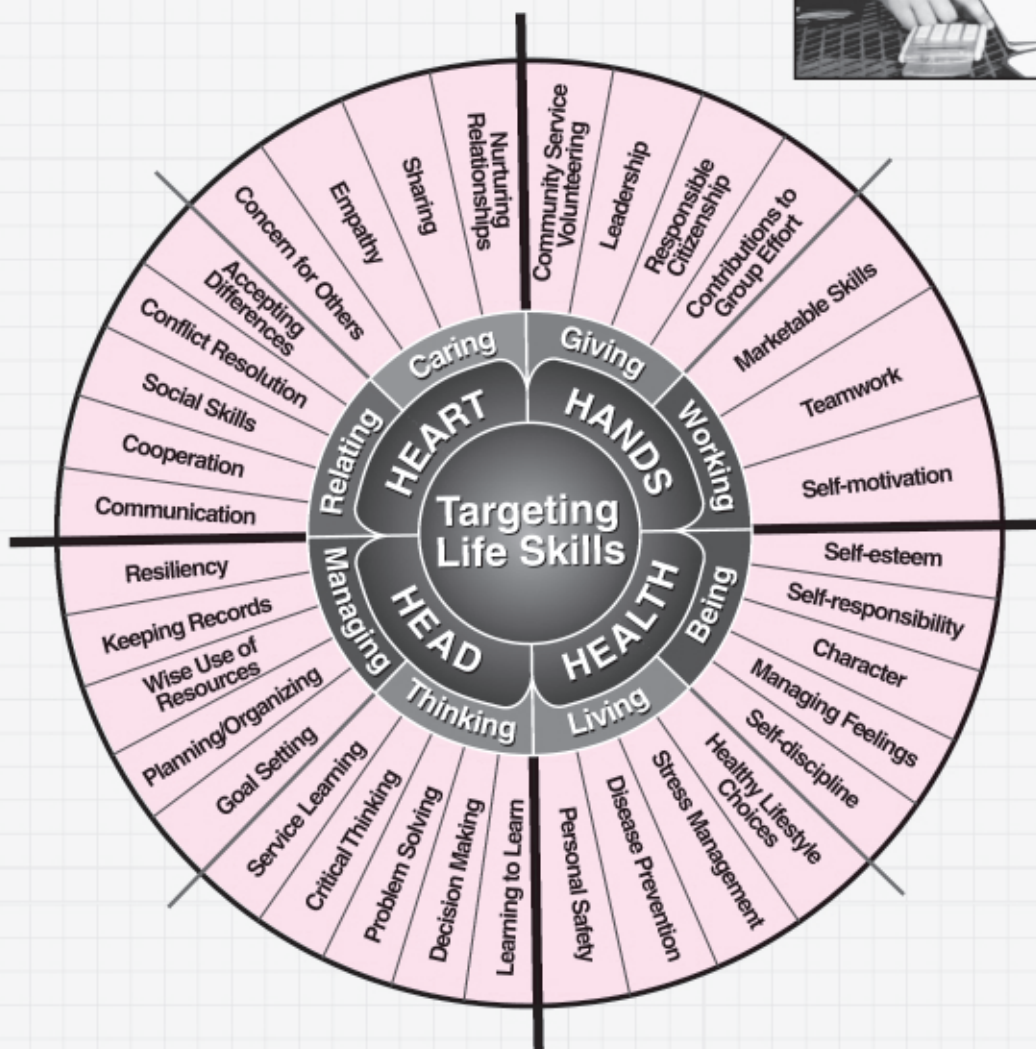
## Life Skills

Each activity in this series shows both the project skill and life skills youth will develop by participating in the activity. A well-designed activity will involve the youth in the practice of several life skills. In one activity, youth may practice decision making, communicating, and goal setting. Only one is targeted for each activity so you can specifically discuss it with the youth when the activity is completed.

## Success Indicator

The Success Indicator demonstrates mastery of the learning outcome for the activity. This indicator usually includes both the life skill and project skill. This is the goal for youth to achieve and for you to support their efforts to achieve.

Helping youth develop and understand important life skills while learning about their project is a challenge. However, the youth will appreciate your extra effort now and in the future when they look back on these experiences. Thank you for volunteering!



Acknowledgment: Targeting Life Skills Model, by Pat Hendricks, Iowa State U.

# Teaching and Learning Experientially

The 4-H Youth Development Program has promoted the five steps of the experiential learning model as an essential part of all educational experiences. You'll notice that each of the activities in this series, as well as those in all other curriculum products that have qualified for the National 4-H Collection, use this model.

There are several reasons the five specific and sequential steps of the model work well when the objective is to combine the development of project subject matter and personal life skills in a single activity or series of related activities. The experiential learning process engages the learners in the activity, encourages them to think more, work harder and ultimately learn more thoroughly than with traditional teaching methods such as telling or showing.

"Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity."

John Dewey

## Experiential Learning Model

### 1. Experience

Note the model begins with an experience. Action! This immediately focuses the attention on the learner rather than the teacher. When the learner is encouraged to learn by doing before being told or shown how, opportunities are presented for a wide variety of life skills to be practiced, depending on the method used to engage the youth in the experience.

As the group leader, your challenge is to stay in the background as much as possible during the experience step. You and the youth involved will quickly learn what the skill or knowledge level is. Many times you will hear "We figured this out all by ourselves!"

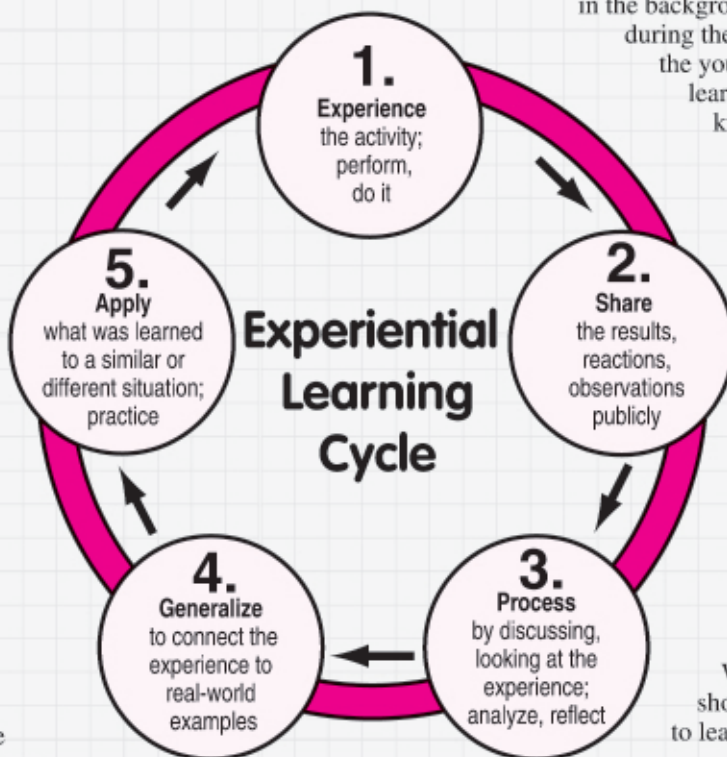
### 5. Apply

What was really learned? Can the youth express how they can use what they learned? Or better yet, can they actually show that they have mastered a skill by performing another activity that requires the new skill to be used? Again the emphasis is placed on the life skill practiced rather than just the subject matter skill.

### 4. Generalize

In this step the discussion becomes more personal. So what? is the question. What did the experience mean to me personally and to my everyday life? The subject matter alone could remain the focus of the discussion in all five steps of the model. However, because the major outcome is to help youth develop important life skills, a major part of the discussion is shifted on the life skill the youth practiced while doing the activity or experience. If the method employed required the youth to work in teams to complete the activity, then questions about teamwork would be appropriate. If the methodology asks the youth to communicate, then communications skills are discussed.

## Experiential Learning Cycle



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.

### 2. Share

As the model shows, sharing is simply asking the group or individuals: What did you do? What happened? What did it feel like? This step should generate lots of information to lead to the process step.

### 3. Process

The questions and discussion now become more focused on what was most important about the experience. Common themes that emerge from the sharing session are explored further. Often the key teaching points related to the subject matter are discussed.

# Evaluating the Impact

**D**id the youth participating in the Veterinary Science activities change as a result of their experiences? Did they learn new veterinary science skills? Do they now have more confidence in several important life skills such as communications, learning to learn, disease prevention, developing character and acquiring and evaluating information?

The following evaluation has been prepared for your use. The Success Indicator for each activity in each guide is listed. Simply note the youth's or group's skill level prior to and after each activity. Begin each indicator with

**"Youth have the ability to \_\_\_\_\_."**

- 1 - Not at all
- 2 - Somewhat
- 3 - To a great extent

## Overall Veterinary Science Curriculum Outcomes

	Before	After		Before	After
Prevent diseases of animals	1 2 3	1 2 3	Describe veterinarians' roles in society	1 2 3	1 2 3
Describe traits of good veterinarians	1 2 3	1 2 3	Recognize the value of animals to humans	1 2 3	1 2 3
Make decisions	1 2 3	1 2 3	Accept responsibility for animals' welfare	1 2 3	1 2 3
Acquire and interpret data	1 2 3	1 2 3	Describe the range of veterinary careers	1 2 3	1 2 3
Communicate with others	1 2 3	1 2 3	Educate others about caring for animals	1 2 3	1 2 3
Plan and organize activities	1 2 3	1 2 3	Develop positive character traits	1 2 3	1 2 3
Prepare for a career in veterinary medicine	1 2 3	1 2 3			

<b>Veterinary Science 1 – From Airedales to Zebras</b>	Before	After
Identify breeds of different species	1 2 3	1 2 3
Meet animals' basic needs	1 2 3	1 2 3
Name several roles of animals	1 2 3	1 2 3
Describe the life stages of animals	1 2 3	1 2 3
Name the body's systems and organs	1 2 3	1 2 3
Explain typical animal behavior	1 2 3	1 2 3
Meet animals' nutritional needs	1 2 3	1 2 3
Provide a safe environment for animals	1 2 3	1 2 3
Calculate simple medication dosages	1 2 3	1 2 3
Explain how diseases are spread	1 2 3	1 2 3
Describe what veterinarians do	1 2 3	1 2 3
Name several veterinary tools	1 2 3	1 2 3
List many famous animals	1 2 3	1 2 3
Identify skills needed to be a successful veterinarian	1 2 3	1 2 3

<b>Veterinary Science 2 – All Systems Go!</b>	Before	After
Record animals' vital signs	1 2 3	1 2 3
Describe functions of body systems	1 2 3	1 2 3
Provide a healthy environment for my animal	1 2 3	1 2 3
Explain how the immune system works	1 2 3	1 2 3
Explain how diseases are spread between animals	1 2 3	1 2 3
Protect animals against parasites	1 2 3	1 2 3
Develop a quality assurance program	1 2 3	1 2 3
Protect animals from disease agents	1 2 3	1 2 3
Supply animals with healthy food	1 2 3	1 2 3
Communicate in different situations	1 2 3	1 2 3
Name several veterinary specialties	1 2 3	1 2 3
Describe how veterinarians use math and science skills	1 2 3	1 2 3
Shadow a veterinarian on the job	1 2 3	1 2 3
Make ethical decisions about animals	1 2 3	1 2 3

<b>Veterinary Science 3 – On the Cutting Edge</b>	Before	After
Describe the human-animal bond	1 2 3	1 2 3
Describe animal reproduction	1 2 3	1 2 3
Explain how genetics work	1 2 3	1 2 3
Describe cell structure and function	1 2 3	1 2 3
Describe complicated behavior and training issues	1 2 3	1 2 3
Describe principles of diagnostic testing	1 2 3	1 2 3
Name diseases transmissible between humans and animals	1 2 3	1 2 3
Explain the principles of diagnostic testing	1 2 3	1 2 3
Explain the importance of pet population control	1 2 3	1 2 3
Describe what veterinary technicians do	1 2 3	1 2 3
Describe what different kinds of veterinarians do	1 2 3	1 2 3
Match preferences with careers	1 2 3	1 2 3
Describe how veterinarians use technology	1 2 3	1 2 3
Research differences between colleges	1 2 3	1 2 3

<b>Veterinary Science Group Activity Helper's Guide</b>	Before	After
Sponsor a skillathon	1 2 3	1 2 3
Keep accurate records	1 2 3	1 2 3
Give a demonstration	1 2 3	1 2 3
Describe veterinary volunteering opportunities	1 2 3	1 2 3
Develop a résumé	1 2 3	1 2 3
Evaluate the credibility of information	1 2 3	1 2 3
Explain why common animal myths are false	1 2 3	1 2 3
Describe basic veterinary vocabulary terms	1 2 3	1 2 3
Name veterinary practice management issues	1 2 3	1 2 3
Plan an educational tour	1 2 3	1 2 3
Name several veterinary laws and regulations	1 2 3	1 2 3
Plan a veterinarian's visit to a classroom	1 2 3	1 2 3
Discuss the topic of biomedical research	1 2 3	1 2 3



## Mastering Project Skills

# Show What You Know!

**S**killathons are a great opportunity for youth to show what they know! These hands-on events can be competitive or non-competitive. Adults can participate, too, either as teammates with youth, or in a parents-against-youth competition. Stations can be changed each year to keep challenging participants and encouraging them to keep learning. In this activity, youth will also have the opportunity to develop valuable planning and organization skills as they prepare to conduct a skillathon. They will need your supervision and advice as they plan and conduct this event.

## Hop To It!

Sponsoring a successful veterinary science skillathon will require lots of planning and organizing. Devote at least one group meeting to discussing the event. Decide what committees are needed, who will serve on and lead each committee, tasks to be accomplished, timelines and deadlines involved and so on. An older youth could serve as coordinator and help keep all committees moving forward. After the skillathon is over, the group should discuss how the skillathon went and identify ways in which the entire process could be improved for next time. Youth should share what project skills they learned, as well as what they learned about planning and organizing an event.

**Project Skill:** Planning and organizing a large event

**Life Skill:** Planning and organizing

**Educational Standard:** Science as a human endeavor

**Success Indicator:** Organize and sponsor a veterinary science skillathon.

**Target Audience:** Youth ages 8–19

**Time Involved:** 90–120 minutes

**Suggested Group Size:** Less than 5 youth per station

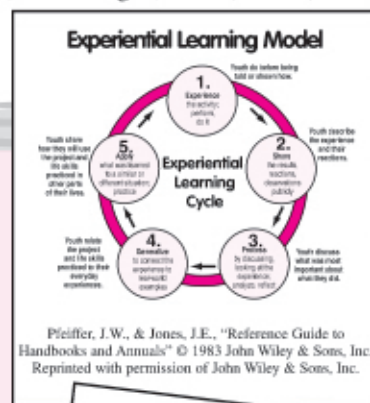


### Materials Needed:

Veterinary tools/equipment, feedstuffs, breed identification pictures, feed labels, medication labels, task signs for each station, answer sheets, station signs, tables, chairs, refreshments, pens

## Skillathon Model

1. Form teams of two to five members.
2. Make supplies available.
3. Provide the teams with realistic situations and tasks to respond to.
4. Step back and allow the teams time to discover their own solutions.
5. Respond to teams' questions with questions so their answers are their own.
6. Listen to teams' presentations.
7. Accept the teams' solutions.
8. Ask questions to help them build on what they presented.
9. Reinforce their efforts with praise.



## Preparation

### Role of Planning Committee

- Decide how long the event will last and how much time will be allowed for each station
- Determine the number of stations desired
- Select a topic for each station
- Create a realistic situation and task sign for each station; additional directions should not be necessary
- Decide who will be the facilitator for each station
- Decide on the equipment and supplies needed at each station
- Delegate responsibility for gathering supplies

### Role of Skillathon Station Operator

The role of a skillathon station operator is very important. This person has the following responsibilities:

- Become familiar with the topic at the station
- Develop several open-ended questions to ask
- Allow participants to discover for themselves how to accomplish the task, instead of telling or showing them how
- Facilitate learning using the steps of the skillathon model shown above

# Take the Pulse

Discuss these questions with your helper.

**Speak!** (share what you did)

- How did you feel as you planned for this activity?
- What part of organizing the activity was the most challenging?

**Ferret it Out** (process what's important)

- Why are planning and organization important skills to develop?
- How does a skillathon promote learning?

**Bare Bones** (generalize to your life)

- What other opportunities do you have to plan and organize?
- What things do you have to take into account when you plan and organize an event?

**Mooving Ahead** (apply what you learned)

- What advice do you have for others planning to organize a project like this?
- How will this experience make project planning and organization easier for you in the future?



*Skillathons are a good way to see if youth have mastered important project skills.*

**Acknowledgement:**  
Activity written by Susan Kerr.

# Vital Information

## Sample Skillathon Stations

### Giving Injections

- Situation:** You must treat a sick pig for pneumonia.
- Your Task:** Using an orange as a model, demonstrate how to give an antibiotic injection properly.

### Identifying Equipment

- Situation:** You have been presented with a number of tools that are commonly used on farm animals.
- Your Task:** Identify the tools/equipment by name and purpose.

### Ear Tagging

- Situation:** You have been called to vaccinate heifers for Brucellosis and must ear tag them with official Brucellosis ear tags.
- Your Task:** Presented with ear tags and an applicator, demonstrate proper technique to ear tag a heifer.

### Restraining Animals

- Situation:** You must examine a horse but need to halter and restrain it first.
- Your Task:** Presented with a completely unbuckled and twisted halter, show how to put it on a horse correctly.

### Trimming Nails

- Situation:** Your dog's nails are overgrown.
- Your Task:** Choose from a variety of tools and demonstrate how you would trim your dog's toenails.

### Cleaning Teeth

- Situation:** You want to prevent dental disease in your cat.
- Your Task:** Using the tools available, show how you would clean your cat's teeth.

### Identifying Feeds

- Situation:** A friend has asked you to identify various feeds so they can learn to feed their goat properly.
- Your Task:** Identify various feeds.

### Reading Medicine Labels

- Situation:** Your 1200# dairy cow is ill and must receive medication.
- Your Task:** Read the label on the medication provided and tell how much medication it should receive, how often it should receive it, how long the medication should be given, how it should be given and how long until its meat or milk can be used for human consumption.

### Preventing Disease

- Situation:** You visited a poultry farm where some birds appeared ill and now you are going home to your own chicken flock.
- Your Task:** Describe the things you will do to help prevent bringing diseases home to your flock.

### Tube Feeding a Lamb

- Situation:** You examined a weak newborn lamb and determined that it is too weak to nurse.
- Your Task:** Using a lamb model, demonstrate how you would tube feed the lamb with colostrum.



Explore more at

[www.4-hcurriculum.org](http://www.4-hcurriculum.org)

National 4-H Curriculum



## Booster Shots

1. Develop more veterinary science skillathon stations.
2. Invite one or more groups to participate in a county-wide or regional skillathon. Ask your local newspaper to cover the event.

# For the Record

If you were to ask your group about the things they like to do, they probably would not mention record-keeping. However, there are ways to help youth appreciate the importance of record-keeping in their daily lives. In this activity youth will practice their interviewing skills as they identify types of information veterinarians keep, how the information is kept and why record-keeping is important.

Start the youth thinking about records and record-keeping. Ask them to share all the different kinds of records they can think of. In sports, for example, records are kept about which athlete scores, assists or fouls in a game. Coaches and athletes use these records to assess performance and plan strategies. Other people keep records as part of their profession or day-to-day life. Librarians keep records of the books, videos and CDs in a library's collection; teachers keep records of students' grades; parents keep financial records for household budgeting and tax reporting. As in the other medical professions, veterinarians must keep records on patient care and treatment.

## Hop To It!

As individuals or in pairs, have youth interview a veterinarian, veterinary technician or veterinary office manager about record-keeping. Interviews can be conducted by e-mail, telephone or in person. Try to have the entire group divide up and interview a variety of people with expertise in different specialty areas such as companion animal practice, exotic animal practice, large animal practice, mixed animal practice (large and small animals), zoo or wildlife practice, college teaching or research, government regulatory work, public health or a military work. Sometimes a form to fill in that includes the person interviewed, location, date, possible questions and a place for comments for each person to use is helpful. Discuss with the group the interviewing hints listed in **Vital Information**.

**Project Skill:** Keeping records

**Life Skill:** Communicating with others—interviewing

**Educational Standard:** NS.K-12.1  
*Science as Inquiry: Abilities necessary to do scientific inquiry*

**Success Indicator:** Explore record-keeping by veterinarians.

**Target Audience:** Grades 6-12

**Time Involved:** One hour for interview, one hour for group discussion

**Suggested Group Size:** 5-15

**Materials Needed:**

Paper, pencils, resource people, computer, tape recorder optional



*Records are an important part of animal caretaking!*



After youth have conducted their interviews, have them present the results of their interviews at a group meeting. Encourage youth to be creative with their presentations and select from a variety of presentation formats (PowerPoint, poster, skit, role playing, etc.). Discuss the similarities and differences of the interview results and ask each youth to share information about the interviewing experience as well as what they learned about veterinary record keeping systems.

Discuss these questions with your helper.

## Speak! (share what you did)

- What did you like or dislike about conducting an interview?
- How did this activity change how you might have originally felt about record-keeping?

## Ferret it Out (process what's important)

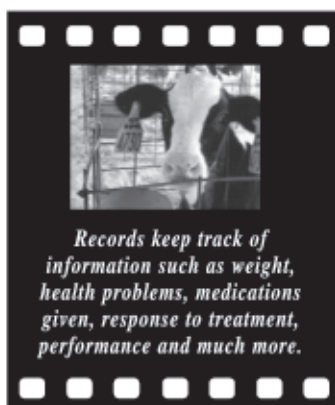
- Why is keeping records important in the veterinary profession?
- Why are interviews an effective way to gain information?

## Bare Bones (generalize to your life)

- What kinds of records do you keep at home or in school?
- What other interviews have you conducted or given?

## Mooving Ahead (apply what you learned)

- How can you improve your interviewing skills?
- What kinds of records will you need to keep in your future career?



Explore more at

[www.4-hcurriculum.org](http://www.4-hcurriculum.org)

National 4-H Curriculum

## Conducting an Interview

**A**t your group meeting, make a complete list of questions before you conduct the interview. The person you'll interview is very busy and you should be respectful and make the best use of his/her time. Practice asking your questions with another group member, parent, grandparent or friend.

Here are possible questions to ask:

- Why do you keep records?
- What information do you record?
- How do you record the information?
- How does keeping records help you in your work?
- How or why has your record-keeping changed over the years?
- How and why do you use technology to help keep records?
- What laws or policies apply to record-keeping?
- How long do you have to retain records on an individual animal?

Introduce yourself. The person you interview will want to know your name, grade, age, school and reason for the interview.

Make sure you write down the name of the person you interviewed, date, time and location of the interview.

After you conduct the interview, thank the person for his/her time and assistance.

Send a thank-you note to the person you interviewed.



## Booster Shots

1. Interview a physician or nurse about keeping-records. Create a chart comparing the record keeping similarities and differences between physicians and veterinarians.
2. Start a collection of at least five different veterinary patient record sheets.
3. Create a record-keeping system for your animal(s) and make daily, weekly or monthly entries for one year.
4. Report to your helper the legal aspects of animal health record-keeping.

# Demonstration Derby Day

In this activity, youth will have two roles: they will be an organizer/co-sponsor of a large event and they will also be a presenter. Both tasks will help them understand the importance of being a good communicator. You and your group will learn a lot as you plan your Demonstration Derby Day and listen to others' presentations.

## Hop To It!

Use one or two group meetings to plan your Demonstration Derby. This could be a countywide or regional event. It will take a lot of planning to schedule the demonstrations, arrange for judges, reserve a facility, advertise, etc., so give your group plenty of time. If the event is a success, you may want to make it an annual event. Don't forget to invite the local newspaper and radio to cover the event. Record your planning details in the chart below so you can refer to them again next year. Copy the second chart for youth to use as an outline for their presentations.

**Project Skill:** Giving a demonstration

**Life Skill:** Communication

**Educational Standard:** NL-ENG.K-12.4: Communication Skills

**Success Indicator:** Participate in a public speaking event as both planner and presenter.

**Target Audience:** Youth in grades 3-12 (younger youth as presenters, older youth as planners and presenters)

**Time Involved:** One or more hours as a group; independent research time for individual presentations

**Suggested Group Size:** Planning: 5-15; number of presenters depends on facility and time allotted for event



### Materials Needed:

Facility, chairs for spectators, props for various demonstrations



Demonstrations can be formal and informal.

## Our Demonstration Derby Day

Date	
Location	
Time	
Judge(s)	
Clubs or groups invited	
Refreshment committee members	
Registration committee members	
Advertising committee members	
Other	
Other	

Discuss these questions with your helper.

**Speak!** (share what you did)

- What was the hardest part about planning a large event? Why?
- How does it feel when you speak to a group?

**Ferret it Out** (process what's important)

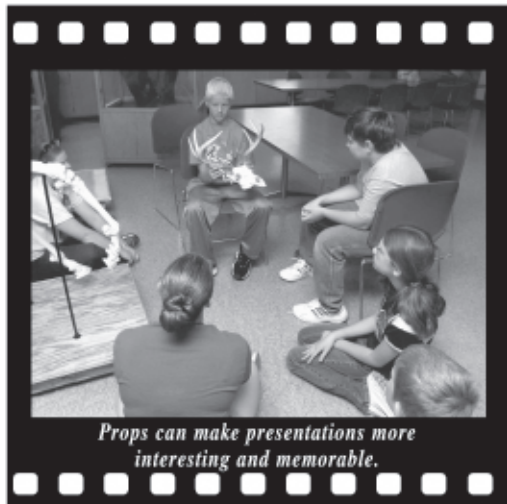
- Why is it important to learn how to speak in front of a group?
- Why do you need to plan and organize well when you sponsor an event?

**Bare Bones** (generalize to your life)

- What are some other times you might have to speak in public?
- Besides giving presentations, what are some other communication skills you can learn?

**Mooving Ahead** (apply what you learned)

- How can you improve your public speaking skills?
- What types of careers involve a great deal of communicating with other people?



**Scope this out!**

Toastmasters is an international organization dedicated to helping people improve their communication skills. Learn more about them at their Web site.

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Activity written by Susan Kerr.



## Show Time

The main reasons to give a presentation are to educate and inform, persuade someone to share your opinion on a topic or motivate someone to action. A demonstration is a type of presentation where the presenter shows the audience how to do something.

There are three main parts to a presentation—the introduction, the body and the conclusion. The introduction is a short overview of what the presentation will be about. It should be interesting and capture listeners' attention. The body is the main part of the presentation. It contains the key points of information that the speaker wants to present; a typical short presentation has one to three key points. The conclusion closes the presentation. It summarizes what the presentation was about, including a brief reference to the information in the introduction and reinforcement of the key points presented in the body of the talk. Include some time after the conclusion for a question-and-answer session with the audience.

To develop a good presentation, choose a subject that interests you. You may decide to give a presentation about something you already know well, or you may choose to learn something new and share this information with others. After you have chosen a topic, decide what you want your audience to learn so you can focus your research and presentation. Research the topic, then develop the outline for your presentation. Decide what props you will need and create any visual aids you will need during your talk. Finally, practice, practice, practice! Don't forget to time your talk when you practice.

### My Demonstration Outline

Introduction

Body Key Point 1

Key Point 2

Key Point 3

Conclusion



Explore more at

[www.4-hcurriculum.org](http://www.4-hcurriculum.org)

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### Booster Shots

1. Videotape your presentation. Watch it and use it to improve your presentation.
2. Give your presentation at your county or state fair.