



# Making Tracks

Level



Tan



French Angora



English Spot



## Rabbit Project Activity Guide

Name \_\_\_\_\_

County \_\_\_\_\_



# Note to the Adult Helper

If you were a project helper for one or more youth involved in completing Rabbit 1 you know what a great experience this important role is. As a helper you are in a perfect position to help youth grow and develop in positive ways as they learn about rabbits and 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 *Rabbit Helper's Guide*
- Support youth in their efforts to set goals and complete each achievement program
- Date and initial the activities on the Rabbit 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 Rabbit "Skills for Life" Series

This guide, *Making Tracks*, is the second in the series of three for youth that also includes Rabbit 1 *What's Hopping!*, Rabbit 3 *All Ears* and the *Rabbit Helper's Guide*. The three youth guides have been 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 expertise.

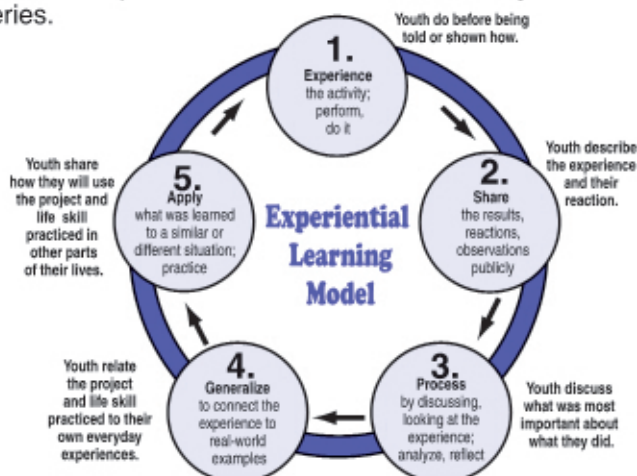
All activities in the guides have several parts: A description of the skills to be practiced; discussion questions; suggestions for additional activities; and additional helpful information. The Success Indicator listed for each activity is an excellent way to evaluate the youth's success. Classroom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

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 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, *Rabbit 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 and 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 did they do? 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.*

## Acknowledgements

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**American Rabbit  
Breeders Association**

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Level 1



BU-08080

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BU-08082

Helper's Guide



BU-08083

#### Helper's Guide

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##### Chapter 2

###### Rabbit Health and Welfare

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Recognizing the Normal Rabbit  
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##### Chapter 4

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Name on the Back  
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Answer Key, Levels 1, 2 and 3  
Rabbit Project Meeting Ideas  
Evaluating the Impact of National 4-H  
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Rabbit Series  
Rabbit Resources

# How This Book Works!

**L**et's get started! This guide is an important part of the rabbit project. Rabbit 2 offers you new challenges and opportunities to explore a wide range of activities related to rabbits. You'll also have fun meeting new people, becoming better acquainted with your community and expanding your interests and goals. Like Rabbit 1, an achievement program is included to guide your efforts and provide you an opportunity to be recognized for meeting your goals.

Each chapter teaches skills about related topics. Through a short activity, you'll learn rabbit, life and science skills.

## **«Hop to it!»**

### **Activities**

Activities are a part of each lesson. You're required to do up to 21 of the activities and the More Challenges if you use this book for three years. You're required to do seven activities each year.

## **«Rabbit Rap»**

### **Talk it Over**

Questions that will help you think through what you've learned and how it applies to your life.

## **Rabbit Facts**

### **Facts**

Additional rabbit information to enhance the activity.

## **Check this out!**

### **References**

Other places to check for information that will enhance the activity.

## **«Bounding Ahead»**

### **Bounding Ahead**

These are ways to learn more about rabbit or life skills. These are optional activities that will add to your understanding.

## **Did you know?**

### **Rabbit Trivia**

Interesting facts that will expand your rabbit knowledge.

## **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 Level 2 of the Rabbit Achievement Program. Your helper will meet with you to help you set goals, plan activities, suggest resources to use and talk over each activity with you. He or she will date and initial your achievement program each time you have successfully completed an activity.

Write the name and phone number of your helper here:

My Project Helper \_\_\_\_\_

Phone # \_\_\_\_\_

E-mail \_\_\_\_\_

**Good luck with Rabbit 2  
Making Tracks**

Name \_\_\_\_\_

What I want to do and learn.

1. \_\_\_\_\_

Date and list the things you do and learn.

A pink background with horizontal white lines, resembling notebook paper. A small cartoon hand with a yellow skin tone and black outline points towards the left from the right edge of the page. The hand has three fingers extended and a thumb tucked slightly.



## Guidelines

- Do at least seven of the Required and Optional activities each year
- Complete at least 21 of the Required and Optional activities within three years to complete this achievement program.
- Have your helper date and initial the activities as you complete and discuss them with your helper.

Complete at least 11 of the activities.

Activities	Date Completed	Helper's Initials
Chapter 1 Rabbit Selection and Showing		
You Be the Judge		
Is My Breed Four or Six Class?		
Recognizing Rabbit Types		
Rabbit Coat Types		
On the Road Again		
Grooming Your Rabbit for Show		
Chapter 2 Rabbit Management		
Tattoo Parlor		
Homeward Bound		
Dollars and Sense		
Chapter 3 Rabbit Health and Growth		
Disease Detectives		
Administering Medicine		
Tipping the Scales		
Chapter 4 Marketing Rabbits		
Hare Harvest		
We'd Love to Have You to Dinner		
Off to Market		
An Animal Career... Is It for Me?		

Select and do any of the Bounding Ahead activities in *Making Tracks* or make up your own. Record the page and number of each one you complete and have your helper initial it.

Page	#	Date Completed	Helper's Initials

Write your own activity here.

Date \_\_\_\_\_ Helper's Initials \_\_\_\_\_

# Rabbit Selection and Showing

## You Be the Judge

When you take a test at school you need to have the answers ready in your head. The teacher has the answer key ready to grade. As a rabbit judge you have to have all the answers ready to go. You have to know the ideal **conformation** of a rabbit. This is the answer key for a rabbit judge. When you can judge a rabbit you can make good decisions that will increase the good qualities of rabbits in your rabbitry. These decisions will be based on the standards of the breed. By comparing and observing you will be able to decide which rabbit is the best one.

### “Hop to it!”

Have a small judging contest with your friends. Using the pictures below write your placing and reasons on the score card and compare with your friend's. After you have placed this class of rabbits, do this activity with live rabbits.



A copy of the Official Rabbit Score Card will help you learn more about judging rabbits. To get one, write to:

**American Rabbit Breeders Association**  
P.O. Box 426  
Bloomington, IL 61702



**Rabbit Skill:**

Judge rabbits and present reasons.

**Life Skill:**

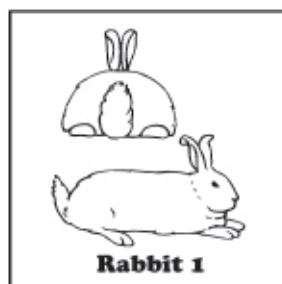
Making decisions

**Success Indicator:**

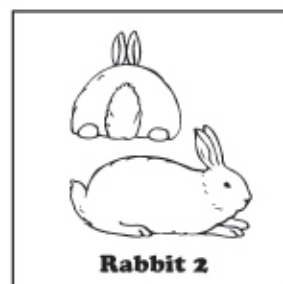
Presents reasons on a class of four rabbits.

**Science Standard:**

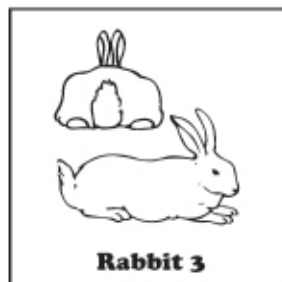
Structure and function in living systems



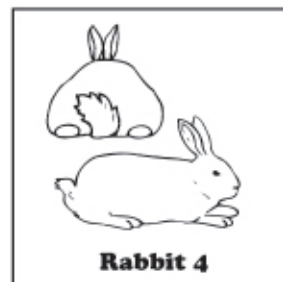
**Rabbit 1**



**Rabbit 2**



**Rabbit 3**



**Rabbit 4**

### Score Card

#### Ideal Commercial Body Type

- Compact body with depth and width that balance, tapering slightly from the hindquarters to the shoulders.
- Very plump and full over and around the hips.
- Size of head, ears and bone in proportion to the general composition for proper balance.
- Firm, meaty saddle carried as full and meaty as possible to nape of neck. Meaty over ribs and shoulders.

**Head** Well-shaped, well-filled face and jaws, set on a short neck.

**Ears** Carried erect and well together, strong at base, rounded tips. Well furred.

Rabbit 1	Rabbit 2	Rabbit 3	Rabbit 4

## Reasons Note Card

**Class Name** \_\_\_\_\_

Animal description (list major items that will help you recall each animal)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I place this class of \_\_\_\_\_  
General statement about class

\_\_\_\_\_  
\_\_\_\_\_

☐ **Top Pair**  
I placed \_\_\_\_\_ over \_\_\_\_\_ because \_\_\_\_\_ was

\_\_\_\_\_ than \_\_\_\_\_

I grant \_\_\_\_\_ was \_\_\_\_\_ than \_\_\_\_\_

I criticized \_\_\_\_\_ for \_\_\_\_\_

☐ **Middle Pair**  
I placed \_\_\_\_\_ over \_\_\_\_\_ because \_\_\_\_\_ was

\_\_\_\_\_ than \_\_\_\_\_

I grant \_\_\_\_\_ was \_\_\_\_\_ than \_\_\_\_\_

I criticized \_\_\_\_\_ for \_\_\_\_\_

☐ **Bottom Pair**  
I placed \_\_\_\_\_ over \_\_\_\_\_ because \_\_\_\_\_ was

\_\_\_\_\_ than \_\_\_\_\_

I grant \_\_\_\_\_ was \_\_\_\_\_ than \_\_\_\_\_

I criticized \_\_\_\_\_ for \_\_\_\_\_

☐ **Bottom Rabbit**  
I placed \_\_\_\_\_ last because \_\_\_\_\_

For these reasons

I placed this class of \_\_\_\_\_



## Hints On Giving Reasons

Most of the time you'll have an opportunity to present reasons orally rather than in writing. How well you do will depend on these six items.

### Accuracy

Point out the obvious and most important points in the class.

### Delivery

Present your reasons confidently and sincerely about six to eight feet from the judge with hands behind your back.

### Organization

Bring out the more important and general points first.

### Completeness

Bring out all the major differences.

### Length

Never go over two minutes in length for a class of four rabbits.

### Terms

Use terms acceptable to rabbit breeders. Use comparative terms when comparing pairs of rabbits such as smoother, thicker, stronger arch, rather than smooth, meaty, thick, etc.

## Rabbit Rap

### Share What You Did

- How did you place the four rabbits?

### Process What's Important

- Why is it important to learn how to make good decisions? How did you decide what your placings would be?

### Generalize to Your Life

- When you have to decide between two things, what decision making steps do you consider?

### Apply What You Learned

- What type of information do you gather to help make important decisions?

## Bounding Ahead

1. Hold a mini-rabbit judging contest with two or three friends. Compare your placing.
2. Figuring your score. In a judging contest with four animals in a class, the judge will announce the placing for the class (e.g. 1-2-3-4) and the "cuts" or differences between animals in each pair (e.g. 3-2-4). The larger the cut number (from 1 to 8 points) the more differences. The total of the three cut numbers cannot exceed 15. Given the following, see if you can figure the score out of the 50 possible points.

### Your placing Official placing Cuts

		3 - 2 - 1 - 4
		1 - 2 - 3 - 4
		3 2 4
1.	Did I place 1 over 2?	No - Lose 3 pts.
2.	Did I place 1 over 3?	No - Lose 3 pts. + 2 pts
3.	Did I place 1 over 4?	Yes - Lose 0 pts.
4.	Did I place 2 over 3?	No - Lose 2 pts.
5.	Did I place 2 over 4?	Yes - Lose 0 pts.
6.	Did I place 3 over 4?	Yes - Lose 0 pts.

### Total Lost

10 pts.

My Score

50 - 10 = 40 pts.

Given official placing of 3-2-4-1 and cuts of 5-2-4 what would be your score if you placed the class 1-4-3-2? See if your answer is 20 points.



# Is My Breed Four or Six Class?

Shows are a lot of fun if you have entered your rabbits in the right class. Make sure you have your rabbit's gender, age (Jr., 6/8, or Sr.) and color correct on your entry form. Once the show starts you cannot correct the mistake.



**Rabbit Skill:**

Name the show classes for your rabbits.

**Life Skill:**

Making decisions

**Success Indicator:**

Determines the correct class for own rabbits.

**Science Standard:**

Characteristics of organisms

## Senior Ideal Weight



### Hop to it!

**1.** Match the listed breed to the correct class. You will need to refer to an American Rabbit Breeders Association *Standard of Perfection* to determine the senior ideal weight.

Jersey Woolly

Polish

**4 Class**

New Zealand

American

**6 Class**

Silver Marten

English Lop

**2.** Match the listed age and breed to the correct class.

5 1/2-month New Zealand

**Senior**

8-month Giant Chinchilla

7-month Flemish Giant

**Intermediate**

6 1/2-month Netherland Dwarf

19-month Dutch

**Junior**

6-month Havana

# Rabbit Rap

## Share What You Did

- How did you choose what classes matched?

## Process What's Important

- What classes do your rabbits fit into?
- Why are there several rabbit classes?

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## Generalize to Your Life

- How does being in groups help you learn better and have more fun?

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## Apply What You Learned

- What helps you decide which book to read or game to play?

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Explore more at

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

National 4-H Curriculum



**Did you know**

Rabbits have been mentioned in all of recorded history. They have been used for food in Asia for more than 3,000 years, and marketed for food in Europe for over 1,000 years. In some cultures, rabbits have been used in religious ceremonies.



## Show Ready

Be prepared. Rabbits are fun to show. To win takes a lot of planning and hard work. Winning rabbits must be at the top of their class. If you enter a rabbit in the junior class that is only two months old it will not compete as well as the rabbit that is five to six months in age. The five to six month-old rabbit will have firmer flesh, will be in good prime coat (not a baby coat) and will have had three to four more months of training. You will have also had more time to condition your rabbit with nutrients. To be the star of the show a rabbit must be the top of his class in the *Standard of Perfection* for rabbits.

### Four and Six Class Rabbits

Four general classes are provided for all breeds whose senior ideal weight is under nine pounds. These breeds are considered "Four Class Rabbits." Classes are:

**Senior Buck**, 6 months and over

**Senior Doe**, 6 months and over

**Junior Buck**, under 6 months

**Junior Doe**, under 6 months

Six classes are provided for all breeds whose senior ideal weight is nine pounds or over. These breeds are considered "Six Class Rabbits." Classes are:

**Senior Buck**, 8 months and over

**Senior Doe**, 8 months and over

**Intermediate Buck**, 6–8 months

**Intermediate Doe**, 6–8 months

**Junior Buck**, under 6 months

**Junior Doe**, under 6 months

Some shows may have classes: pre-junior, meat pen, single fryer, roaster, stewer, breed fur and wool.

## Bounding Ahead

1. Visit a rabbitry or show that has several different breeds of rabbits and decide which classes they fit into.



# Recognizing Rabbit Types

Do you know the different body types of rabbits? As a rabbit raiser you may already know most of them. In this activity you'll have fun helping others learn them.

**Rabbit Skill:**  
**Life Skill:**



**Success Indicator:**

**Science Standard:**

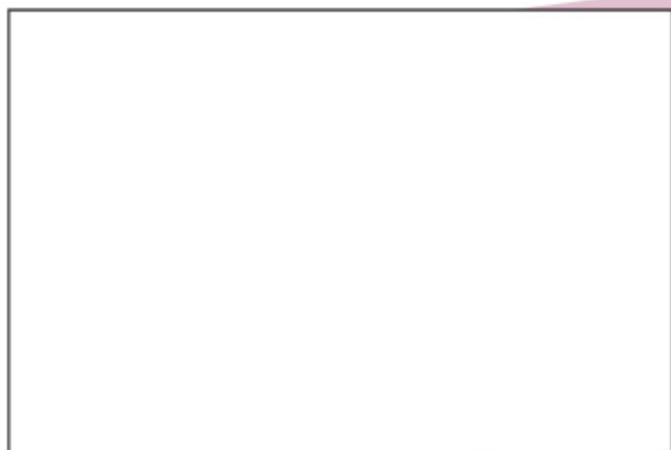
Identify rabbit body types.  
Communicating with others  
Helps others learn two breeds for four of the five body types.  
Form and function

## “Hop to it!”

Collect pictures of at least 1–4 breeds for each of the five body types listed under Rabbit Facts and Tips. Make a matching game or some other type of fun way to help others learn to associate breeds with their types. Place your favorite breed of each body type in the spaces on this page.



**Full Arch**



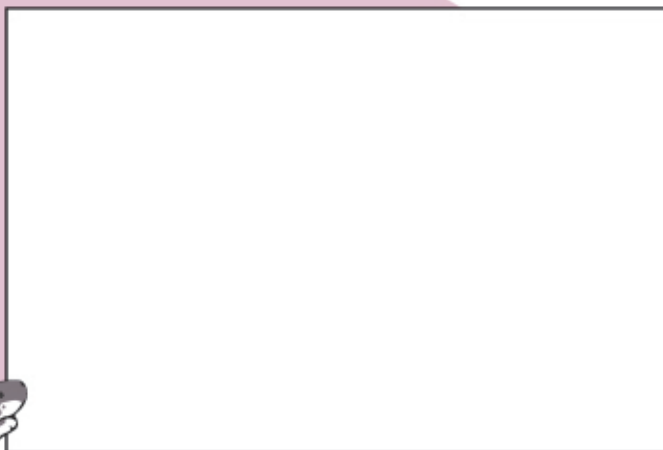
**Cylindrical Type**



**Semi-Arch**



**Commercial**



**Compact**



# Rabbit Rap

## Share What You Did

- What is the difference between the various types?
- Which type is most difficult to identify? Why?

## Process What's Important

- How did you help others learn the types?

## Generalize to Your Life

- What did you learn about helping others learn?

## Apply What You Learned

- How does knowing the type help you select better rabbits?
- Where, in your daily life, might you use this learning strategy? How?



Rabbits can be bred all year.

Acknowledgments: Adapted from Kansas 4-H Rabbit Curriculum Notebook



## Rabbit Types

### Full Arch

This group is easily recognized by an arch which starts at the back of the neck to the base of the tail. Full arched rabbits are much deeper in body height than width. They have long limbs and a long body. Full arched rabbits have a racy appearance. **Full arched breeds:** Belgian Hare, Checkered Giant, English Spot, Rhinelander, Britannia Petite, Tan



### Semi-Arch

These rabbits are sometimes referred to as Mandolin type. They are well arched, but starting behind the shoulders instead of the back of the neck and continuing to the base of the tail. **Semi-arched breeds:** American, Beveren, English Lop, Flemish Giant, Giant Chinchilla



### Compact

These rabbits are considered good meat type but are smaller than commercial. Some are round or tubular, while others are the conventional broader type. The width, depth and length are controlled by differences in weight. **Compact breeds:** English Angora, Standard Chinchilla, Dutch Florida White, Havana, Lilac, Netherland Dwarf, Polish, Silver, Dwarf Hotot, Jersey Wooly, Mini Rex, American Fuzzy Lop, Mini Lop



### Commercial

Most of the meat producing breeds belong to this group. These breeds excel in width and depth of body, fullness of loin, roundness of hips and rump and hardness in flesh. Commercial type rabbits have the smallest amount of waste when dressed. Most are medium length rabbits. **Commercial breeds:** French Angora, Champagne D'Argent, Creme D'Argent, Californian, Cinnamon, American Chinchilla, French Lop, Harlequin, Hotot, New Zealand, Palomino, Rex, Sable, Satin, Silver Fox, Silver Marten, Satin Angora, Giant Angora



### Cylindrical

The body is slim, round and long enough to show off markings. Head rather slim and long; legs fine in bone and long; body should lie snake like upon the judging table. The only breed of this type is the **Himalayan**.



## Bounding Ahead

1. Attend a rabbit show and talk with one breeder of each of the five types of rabbits about the characteristics of their favorite breed.
2. Use flash cards of breed pictures to identify types.



# Rabbit Coat Types

What's on the outside is just one way that rabbit breeds may be different from one another. You know how breeds may vary by body type, size and color. Now you can explore how their coats may also differ.

**Rabbit Skill:**



Identify the characteristics of the different coat types.

**Life Skill:**

Learning to learn

**Success Indicator:**

Can identify each coat type

**Science Standard:**

Diversity and adaptations of organisms

“**Hop to it!**”

Draw a line from each fact to the coat type/s it describes.



*Is this flyback or rollback?*

## FACT

## COAT TYPE

## FACT

Transparent hair shaft

Can be harvested 3–4 times a year

Has guard hairs

Includes rollback & flyback variations

Fiber chambers make it a good insulator

More brilliant colors

Guard hairs are shorter

Coat may be plucked or sheared

NORMAL

REX

SATIN

WOOL

Ideal length of 5/8 inch

The most common coat type

Has an undercoat

Plush like feel

Has a glossy sheen

Stand upright

Result of a mutation

# Rabbit Rap

## Share What You Did

- Which coat type was hard to identify? Why?
- Which of the four coat types does your favorite breed have?

## Process What's Important

- What management or health issues may be related to the rabbit's coat?
- What is a possible use of each coat type?

## Generalize to Your Life

- How does grouping information help you learn?

## Apply What You Learned

- When is it helpful to separate items into similar groups?



## Fur Types

### Normal Fur

The majority of rabbit breeds have "normal" fur consisting of guard hairs and underfur.

The **guard hairs** are the longer, coarser projecting hair of the coat. Guard hairs offer protection to the underfur and they give resilience to the coat. The **underfur** is softer and shorter than the guard hairs. Within the normal furred breeds, most breeds have what is termed as flyback fur. This means that if you stroke the coat from the hindquarters to the shoulder, the fur should return quickly to its natural position (it "flies" back to normal). Other normal furred breeds have what is called rolled back coat. This means that if you stroke the coat from the hindquarters to the shoulders, the fur returns to its normal position more gradually.

**Rex Fur** - Rex fur is short and plush-like. Rex fur stands upright and has guard hairs almost as short as the undercoat. This fur feels extremely smooth to the touch. The ideal length for Rex fur is  $\frac{5}{8}$  inch. It is a disqualification if Rex fur is less than  $\frac{1}{2}$  inch or more than  $\frac{7}{8}$  inch long. Rex fur should be extremely dense and have a springy resistance to the touch.

**Satin Fur** - This fur is fine, silky and very soft and dense. The special feature of Satin fur is its glossy sheen. Satin fur looks glossy because of the gloss-like hair-shaft and its ability to reflect light. The greater transparency makes Satin fur appear more brilliant in color compared to normal furred rabbits. Like normal and Rex fur, Satin Fur consists of guard hairs and underfur. Ideal length for Satin fur is one inch.

**Wool** - Angora breeds produce a high quality wool that can be made into very soft, warm garments. Angora rabbit wool is much finer than sheep's wool. Angora wool can be harvested 3–4 times a year. The wool can be plucked or sheared. Angora rabbits raised for wool can produce  $\frac{1}{2}$  to 1  $\frac{1}{2}$  pounds of wool each year.

## Bounding Ahead

1. Invite members or breeders to bring breeds with each of the coat types to a club meeting. Compare how each feels, measure how long the fur/wool is, look at characteristics such as rollback and flyback, resiliency, and sheen.
2. Attend a rabbit show and observe the judging of the fur and wool classes. Listen to the judges comments and make a list of words that the judge uses to describe the entries.



Did you know

A mutation is a sudden change in a characteristic caused by a change in the organization of a gene (unit of inheritance). In rabbits, two well known mutations are the Rex and Satin fur structures.