



LEVEL 2

# Climbing Up



Fun Activities for  
You and Your Cat

Name \_\_\_\_\_

County \_\_\_\_\_



# Note to the Project Helper

If you were a project helper for one or more youth involved in completing Cat 1 you know what a great experience this important role is. As a helper you are in an important position to help youth grow and develop in positive ways as they learn about cats 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

- Review the material in this activity guide and the *Cat Helper's Guide*
- Support youth in their efforts to set goals and complete each achievement program
- Date and initial the activities on the Cat Achievement Program as the youth completes them
- Help youth get to know themselves, including their strengths and weaknesses
- Encourage the use of the experiential learning cycle described on this page

## The Cat "Skills for Life" Series

This guide, *Climbing Up*, is the second in the series of three for youth, which also includes Cat 1 *Purr-fect Pals*, Cat 3 *Leaping Forward* and the *Cat 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. Each of the guides also includes an achievement program to encourage youth to learn more about cats 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.

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

## Acknowledgments

**2005 Design Team:** Lucinda B. Miller, Coordinator, OH; Molly Gregg, Liaison, AL; Susan Kerr, WA; Marilyn Rasmussen, SD; and Tom Zurcher, Editor, MI.

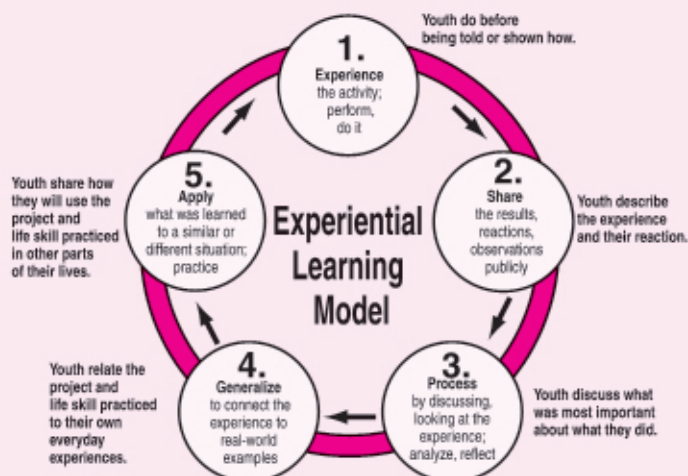
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**Previous Design Team Members:** Max Miller, MO; Donald Finger, WI; Diane Odne, ND; George Cook; Tom Zurcher, MI.

## Experiential Learning Model

This five-step model is included in each activity in this series. As you can see, the youth first attempt the activity alone. After the youth do as much as they can and answer the questions with the asterisks, 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? Your ability to ask additional thought-provoking questions and to clarify and expand the youth's ideas will add to the educational experience.



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.

## National Standards

Each activity in this guide supports one or more of the national educational standards developed by several national and educational organizations. These standards are listed on the education-world web site.



**Good luck in your role  
as project helper!**



American Veterinary  
Medical Association

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

### Purr-fect Pals – Level 1 BU-08148



<b>Chapter 1 Identification and Selection</b>	
On the Prowl	
The Long and Short of It	
Head and Shoulders, Knees and Toes	
<b>Chapter 2 Training and Showing</b>	
Carrying Kitty	
Cat-a-Comb	
Showing Off	
Depend on Me	
<b>Chapter 3 Safety and Management</b>	
Without a Scratch	
Litter for Your Critter	
Free Kitten?	
<b>Chapter 4 Health</b>	
Ding Dong Bell, Is Kitty Feeling Well?	
Is Something Bugging You?	
Hot Shots	
Save the Day, Neuter or Spay	

### Leaping Forward – Level 3 BU-08150



<b>Chapter 1 Health and Reproduction</b>	
All Systems Go	
Let's NOT Play Catch!	
Queen for a Day	
Your Cat's Golden Years	
<b>Chapter 2 Behavior and Showing</b>	
Brown Eyes/Green Eyes	
Scaredy Cat	
Conducting a Cat Showmanship	
Clinic	
<b>Chapter 3 Social Issues</b>	
It's the Law	
Cats, Cats and More Cats	
Animal rights: Who's Right?	
<b>Chapter 4 Business and Leadership</b>	
Going Into Business	
Lead the Way	
Me, the Teacher	
A Role Model—WOW!	

### Cat Helper's Guide – BU-08151



Youth Learning Characteristics	
Developing Life Skills	
Teaching and Learning	
Experientially	
<b>Chapter 1 Word Games</b>	
Playing CATegories	
Glossary Games	
Cat Pyramid Fun	
<b>Chapter 2 Speaking Up</b>	
Facts about Cats	
Producing a Cat Commercial	
Having Fun Presenting	
My Favorite Cat Story	
Here Kitty, Kitty, Kitty	
Picture a Cat	
<b>Chapter 3 Skill Building</b>	
Cat Bowl Excitement	
Cat Skillathon Challenge	
Eye on Health	
<b>Chapter 4 Community Exploration</b>	
There's No Place Like Home	
I'll Never Forget You	
Making Contact	
Protect Yourself and More	

Cat Project Meeting Ideas  
Answer Key: Cat 1, 2 and 3  
4-H Recognition Model

# Climbing Up Paw Prints

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# Having Fun with *Climbing Up*

**C**ongratulations! If you are reading this, you probably have completed Level 1 of the cat curriculum. Even if you don't realize it, you've already learned a LOT about cats, such as cat breeds, parts of a cat, nutrition, disease prevention and parasites.

In *Climbing Up* you will build on what you have learned in Level 1. You will learn more about cat identification and characteristics, training and showing cats, health and nutritional needs of cats, responsible cat ownership and lots more. Remember, you'll also gain life skills along the way—important skills like problem solving, using resources, and getting organized—skills that will be valuable to you every day.

The activities in *Climbing Up* are more challenging than the activities in Level 1 because you are now older, more experienced, more confident and more knowledgeable. You'll be asked to expand your horizons a bit, to look beyond your own cat and start thinking about broader social issues. You'll delve deeper into some science topics and you'll learn to be a wiser pet-owning consumer.

Have fun and enjoy these activities as you learn more about cats. You'll be in Level 3 in no time—see you then!



Explore more at  
[www.4-hcurriculum.org](http://www.4-hcurriculum.org)  
National 4-H Curriculum



## Cat 2 Project Guidelines

- Complete the Cat-a-logue Your Knowledge evaluation **BEFORE** you begin doing the activities and then again **AFTER** you complete the Achievement Program.
- Do at least seven activities each year. Choose from the 14 main activities and the extra activities in Feline Adventures. You can also make up your own activities. Ask your project helper to initial each activity after you've completed it.
- Complete the *Climbing Up* Achievement Program within three years.
- Practice and develop the life skills of locating resources, accepting responsibility, nurturing relationships, thinking critically, being a responsible citizen, making decisions and communicating with others.
- Increase your knowledge about cats and improve your skills needed to be a responsible cat owner and citizen.

## Your Project Helper

Your Project Helper will help you plan your Cat project, set reasonable goals for yourself and guide you whenever you think you are "stuck." Remember to turn to your project helper whenever you have a question about any part of an activity, and make sure your helper initials and dates your achievement program when you complete each activity.

My Project Helper for Level 2: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

I selected him/her as my project helper for Level 2 because: \_\_\_\_\_

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

**Good luck with Cat 2  
*Climbing Up***

# Climbing Up Project Goals and Outcomes

## My Cat Project Goals

Name \_\_\_\_\_

My Cat's Name \_\_\_\_\_ Breed \_\_\_\_\_

What I want to do and learn in Cat 2.

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

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Cat Project Highlights

Date and list the exciting things you do and learn.

## Cat-a-logue Your Knowledge

Here's an easy way to tell if you learned something new and developed important project skills. **BEFORE** you start doing activities in this guide, indicate what you know now, and then indicate what you know **AFTER** you complete the Cat Achievement Program. You may be surprised by how much you have learned. Share the results with your helper. Begin each statement with the words "I know how to..." then circle: 1 (not at all), 2 (somewhat), or 3 (to a great extent).

I know how to...	Before	After
Research and identify characteristics of cat breeds.	1 2 3	1 2 3
Observe and record a cat's six senses.	1 2 3	1 2 3
Describe unique features of the cat family.	1 2 3	1 2 3
Describe how a cat show is organized and conducted.	1 2 3	1 2 3
Demonstrate two ways to exercise a cat.	1 2 3	1 2 3
Name and describe famous cats.	1 2 3	1 2 3
Identify cat behavior.	1 2 3	1 2 3
Explain the pro's and con's of declawing.	1 2 3	1 2 3
Describe emergency situations and appropriate first aid.	1 2 3	1 2 3
Read a label and make a purchasing decision.	1 2 3	1 2 3
Name three conditions of cats that require special diets.	1 2 3	1 2 3
Assess a cat's temperament for animal-assisted activities.	1 2 3	1 2 3
Describe when and how to travel with a cat.	1 2 3	1 2 3
Describe the dangers of having an outside cat.	1 2 3	1 2 3

Picture of you and your cat(s).

## Guidelines

- Do at least se

- Do at least seven of the *Climbing Up* and Feline Adventures activities each year.
- Complete at least 21 of the *Climbing Up* and Feline Adventures activities within three years to complete this achievement program.
- Have your project helper date and initial the activities as you complete them.

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

Chapter 1 Identification and Characteristics		
Recognizing Cat Breeds		
Six Senses		
Cat Cousins		
Chapter 2 Training and Showing		
Ready, Set, Show		
Cats-ercise		
Celebrity Cats		
Chapter 3 Health and Nutrition		
Purr-sonality		
A Pause for Claws		
Feline First Aid		
Checking the Label		
Special Needs = Special Diets		
Chapter 4 Responsible Cat Ownership		
Me and My Shadow		
Cats on the Go		
Are You an "Innie" or an "Outie"?		



Select and do any of the Feline Adventures activities in *Climbing Up* or make up your own. Record the page and number of each one you complete.

[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 \_\_\_\_\_

# Climbing Up

## Completion Certificate

I certify that

\_\_\_\_\_

has completed all requirements in the  
***Climbing Up*** Achievement Program  
of the 4-H Cat "Skills for Life" Series.

Helper's Signature \_\_\_\_\_

Date \_\_\_\_\_

Picture of you  
and your cat(s).





# Identification and Characteristics

## Recognizing Cat Breeds

**H**ave you ever looked at a picture of a cat or passed by a kitten display at a pet store and wondered what kind of cat it was? Have you ever gone to a cat show and wondered what the judge was looking for in each type of cat?

**Cat Project Skill:**  
Identifying breeds of cats

**Life Skill:**  
Locating resources

**Education Standard:**  
NL-ENG. K-12.8  
Developing research skills

**Success Indicator:**  
Research and identify characteristics of cat breeds.

Did you recognize the type of cat being shown or did you have to wait until someone announced the breed? This activity will help you recognize many of the different breeds of cats.

**Pounce!**

Check several references to help you complete the Breed Characteristics Chart.

Resources could include cat magazines, the Internet, books (book stores, pet stores, libraries), videos or breed association standards. In some of the columns, such as "body" you may just enter the number. Others will require an entry. "Eye", for example, will need to have a number (1 or 2) and the eye color if only a specific color is acceptable. Siamese would be "2-blue". "Other" under "Ears" is where you indicate something special about the ears (2 breeds). Curly coats would be mentioned under "other" in the coat column.

**Breed Characteristic Chart**

BREED	BODY	EYES	EARS	HEAD	COAT	TAIL	ORIGIN
	(1) cobby (2) moderate (3) foreign	(1) round (2) almond (3) color	(1) large (2) medium (3) small (4) other	(1) round (2) wedge	(1) short (2) long (3) other (4) color	(1) long (2) medium (3) short (4) none	(1) mutation (2) hybrid (3) natural (4) what country
Abyssinian							
American Curl							
American Shorthair							
Burmese							
Cornish Rex							
Egyptian Mau							
Exotic Shorthair							
Havana Brown							
Japanese Bobtail							
Maine Coon							
Manx							
Norwegian Forest							
Oicat							
Oriental Shorthair							
Persian							
Ragdoll							
Russian Blue							
Scottish Fold							
Siamese							
Tonkinese							
Turkish Angora							

# Cat Chat

## Meow! (share)

- What information were you able to find about the breeds?

## Nibble On This (process)

- What different countries do the cats come from?

## Sharpen Your Claws (generalize)

- Where did you find the information you needed?

## Leap Forward (apply)

- What new breeds can you identify now?



American Shorthair

## CAT NIPS

- There are over 800 varieties of purebred cats.
- The rare Korat cat originated in Thailand and is regarded by the Thai people as a "Good Luck" cat.
- The American Cat Association is the oldest cat registry in the United States. It was established in 1904.

Activity written by Molly Gregg and Lucinda Miller.



## Cat Breeds

There are over 50 breeds of cats accepted for championship status by at least one of the breed associations in North America. New colors, coat patterns or even breeds are frequently being introduced as they are developed by breeders or as mutations occur. Two of the most popular breeds are the Persian and the Siamese. These two breeds differ in many ways, as shown in the chart below.



Characteristics	Persian	Siamese
Body	cobby	foreign
Eyes	round	almond-shaped
Eye Color	varies, depends on coat color	blue
Ears	small	large
Head	round	wedge-shaped
Coat	long	short
Coat Color	all colors and patterns	Light color with darker color points
Tail	short	long
Origin	natural	natural
Country	Persia (Iran)	Siam (Thailand)



Persian

Siamese



Breed Characteristics, Breed Standard,  
Natural Breed, Mutation, Hybrid

## Feline ADVENTURES

- Collect pictures of 20 different cat breeds. When you have enough pictures, set up and conduct a cat identification contest.
- Go to a cat show and see how many different breeds you can identify.

# Six Senses

**Cat Project Skill:**  
Recognizing the six senses of a cat

**Life Skill:**  
Learning to learn by experimenting

**Education Standard:**  
NS.5-8.1 Science Inquiry

**Success Indicator:**  
Observe and record a cat's six senses.

**E**very day you instinctively rely on your senses. So does your cat! You will learn the six senses of cats and observe many of

these in your cat. Pay close attention to how your cat recognizes and reacts to things and observe what senses it uses.

**Pounce!**

Over a period of five days, observe your cat's senses: sight, hearing, smell, taste, touch and balance. Observe these senses twice each day during this time. What was your cat doing when it used each sense? Record what you observed in the chart.

**Some plants are harmful if eaten by your cat.**



Senses	Observations				
	Day 1	Day 2	Day 3	Day 4	Day 5
Sight					
Hearing					
Smell					
Taste					
Touch					
Balance					

Now experiment with your cat's sense of hearing, seeing, smelling, tasting and touching.

**Hearing:** With your cat in same room, turn on the television at normal volume. Observe your cat. Turn the television off, turn the volume above normal, turn the television back on. What was your cat's reaction?

\_\_\_\_\_

**Sight:** Observe your cat during the daylight. Observe your cat when the room is almost dark. What differences do you notice?

\_\_\_\_\_

**Smell:** Open a can of tuna with your cat in the same room. (Use a manual can opener if your cat responds to an electric one.) What did you observe?

\_\_\_\_\_

**Taste:** Since cats seem to notice differences in water, offer your cat its normal drinking water. Now offer it a different type of water, i.e. distilled, bottled, spring etc. What was your cat's reaction?

\_\_\_\_\_

**Touch:** Put some ice cubes in an ice bag and wrap them in a towel. Place your cat's food on the ice bag and observe its reaction. Now, take a cloth and dip it into warm water, making the cloth warm to the touch. Again place your cat's foot on the warm towel. What were your cat's reactions to these two touches?

\_\_\_\_\_

# Cat Chat

## Meow! (share)

- What senses did your cat use at the same time?
- What were the different senses you observed?

## Nibble On This (process)

- What did you learn about the six senses of a cat that you hadn't noticed before?

## Sharpen Your Claws (generalize)

- What do you think it would be like if you were without any of your senses?

## Leap Forward (apply)

- How can learning about your cat's senses make you more aware of your cat's welfare?

## CAT NIPS

- Cats have an exceptional sense of balance. The **vestibular apparatus** is the organ of balance located in the inner ear. The skeletal and muscular systems are adapted for near-perfect balance. In less than a second, a cat can twist, turn and circle in mid-air, making its body like a parachute, to land on its feet. This is the "**righting reflex**." Cats, however, do not always land on their feet and can be hurt during a fall.

CAT'S MEOW

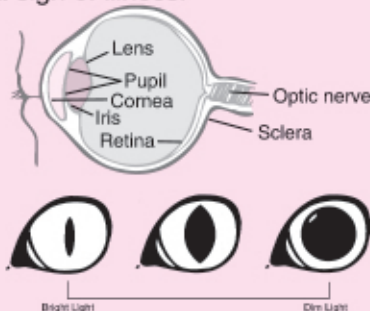
Flehmen response, Jacobson's Organ, Nictitating membrane (Haw), Papillae, Righting reflex, Vestibular apparatus



## Cat Senses

**Hearing** - Cats have super-sensitive hearing. Their outer ears assemble sounds to be processed by their brains. Using up to 30 muscles (dependent upon breed) to independently rotate each ear 180 degrees, cats can distinguish sounds which cannot be heard by the human ear.

**Sight** - Born blind because of fused eyelids, a kitten's eyes open seven to ten days after birth. Because the eyes are not yet completely developed, a kitten's vision is poor until about three months old. After three months, they can see as well as adult cats. Cat's eyesight is a highly developed sense. Cats' eyes are designed to collect the maximum amount of light, which allows them to see in light six times dimmer than that in which humans can see. Cats are particularly responsive to movement. They have excellent binocular vision which enables them to find the exact position of their prey and pounce accurately. Cats have three eyelids associated with each eye. One eyelid is called the **nictitating membrane**, haw or nictitans. Appearance of the nictitans for longer periods of time can be a sign of illness.



**Smell** - The cat's sense of smell plays an important role in appetite, behavior, protection and reproduction. Cats have a much greater sense of smell than humans. Cats leave a scent mark on humans, furniture and other things they rub their heads on to help define their territory. They and other cats can smell these scent marks which help define a cat's territory. Cats also have a receptor called **Jacobson's Organ**, which is located on the roof of their mouth. When using this organ, cats make a funny, almost sneering expression with their mouths called the **flehmen response**.

**Taste** - The sense of taste and smell are closely aligned. The taste organs are located on the tongue. The cat's tongue feels like sandpaper. Tiny barbs, called **papillae**, point backward on the tongue and aid them in grooming as well as in cleaning meat off bones. The papillae useful for the sense of taste are located at the front and sides of the tongue, as well as at the back of the mouth. The cat's tongue can distinguish four basic qualities of taste—sweet, sour, salt and bitter.

**Touch** - The sense of touch includes sensations of pressure, temperature and pain. All four paw pads are very sensitive to these sensations as well as to vibrations. Cats use scent glands on their paw pads to mark their territory. Cats' whiskers are highly sensitive touch receptors. The whiskers are sensitive to air currents. They help cats "see" in the dark, allowing them to feel their way around.

## Feline ADVENTURES

1. Find someone who has two or more cats living together. Observe how they interact using their senses.
2. Approach a sleeping cat very quietly with an open can of tuna or cat food. Keep moving a little closer to see if the cat wakes up. How close did you have to get before your cat's sense of smell woke him up? Repeat the experiment with another pungent but "non-cat" aroma such as an onion, ground coffee or perfume.

# Cat Cousins

**Cat Project Skill:**  
Comparing the domestic cat and its relatives

**Life Skill:**  
Organizing information—  
designs organizational  
systems

**Education Standard:**  
NS.5-8.3: Life Science:  
Diversity and adaptations  
of organisms

**Success Indicator:**  
Describe unique features  
of the cat family.

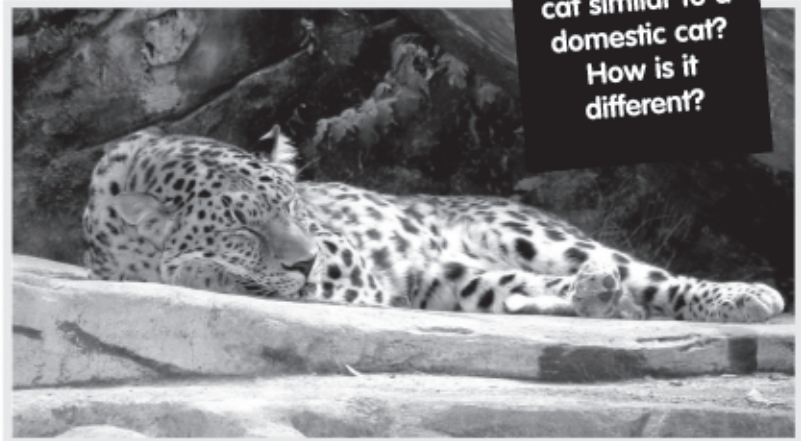
**H**as your cat ever reminded you of a tiger, lion or other big cat? The **domestic** cat and its wild relatives have many things in common BUT many traits are

unique for each species in this fascinating family. Through this activity you'll discover lots of exciting information about cats, both large and small. Along the way you'll also improve your ability to organize information.

**Pounce!**

Design a chart or form to compare and contrast information

about members of the cat family. Think about the different species to include, what facts to investigate and how you'll organize the information you discover. Record or staple your findings in the space below.



How is this wild cat similar to a domestic cat?  
How is it different?



# Cat Chat

## Meow! (share)

- What sources of information did you use?
- How did you organize the information you discovered?

## Nibble On This (process)

- What do members of the cat family have in common? How are they different?

## Sharpen Your Claws (generalize)

- What are some examples of times you have been well organized and poorly organized?
- What other family trees have you investigated?

## Leap Forward (apply)

- What careers require excellent organization skills?
- How can you improve your ability to organize information?

## CAT NIPS

- To help survive in their very cold environment, snow leopards use their long tails to cover their nose and mouth while sleeping.



Carnivore, Domestic, Nocturnal, Diurnal



# Cats and Their Cousins

Were you more surprised to find so many differences or similarities between the domestic cat and its relatives? You probably discovered that all members of the cat family have basically similar behavior, anatomy and diets. They are all meat-eating hunters. Some, however, are nocturnal and others are diurnal. There are also many differences in feline voices, numbers, social interactions, size, colors, life span, habitat, hunting techniques and so on. There are only three members of the cat family that do NOT have retractable claws—did you discover which one they are? Also, which type of cat cannot roar?

Every living thing can be identified and described through the scientific classification system. Reading from top to bottom, here is the classification for the major members of the cat family:

1. Kingdom:	Animalia
2. Phylum:	Chordata
3. Class:	Mammalia
4. Order:	Carnivora
5. Family:	Felidae
6. Genus:	Felis    Panthera    Puma
	Acinonyx    Lynx    Leopardus    Uncia
7. Species:	domesticus    tigris    concolor
	jubatus rufus    pardalis    uncia
	leo    canadensis
	pardus
	onca

## Feline ADVENTURES

1. Visit a zoo and note how the big cats are housed. Observe and record their behavior. Discuss their diet with a zookeeper.
2. Create an educational poster about the feline species of your choice and share it with your group.