



LEVEL 3

Leaping Forward



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 or Cat 2, you know what a great experience this important role is. If not, expect a memorable time. As a helper you are in the perfect position to help youth grow and develop in positive ways as they learn about cats and about themselves. You nurture and cultivate their interest in this project by guiding their planning, helping them carry out their activities and recognizing them for a job well done.

Your Role

- Become familiar with the material in this activity guide and the 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 them 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 Cat "Skills for Life" Series

This guide, *Leaping Forward*, is the third in the series of three for youth, which also includes Cat 1, *Purr-fect Pals*, and Cat 2, *Climbing Up*. 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.

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 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 as answers to many of the activities in the youth guides. 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.

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.

National Educational 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.

Experiential Learning Model



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.

This five-step model is included in each activity in this series. As you can see, the youth first attempt the activity on their own. After the youth do as much as they can and write answers to the last Process, Generalize and Apply questions, 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.

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

Acknowledgments

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

Purr-fect Pals – Level 1 BU-08148



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

Climbing Up – Level 2 BU-08149



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"?	

Cat Helper's Guide – BU-08151



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

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Explore more at

www.4-hcurriculum.org

National 4-H Curriculum

Having Fun with Leaping Forward

You've made it! Welcome to Level 3 of the Cat Project. If you've completed Levels 1 and 2, you have every right to be proud of yourself for accomplishing and learning so much! If you are starting with Level 3, you may need to refer occasionally to the Level 1 or 2 guide for help. Because this youth program is known for helping to build tomorrow's leaders, leadership is a strong theme of Level 3 activities. You'll be asked to organize some events, investigate complicated issues, give presentations, teach others and make decisions. These are some of the life skills that good leaders possess. You'll also delve even deeper into some topics that you've already explored (breeds, nutrition, behavior) and meet some new topics (genetics, aging cats). You'll investigate various cat-related careers to help you decide if one of these careers is for you.

Here is what you'll be able to do when you have completed this level:

- Compare an aged cat with a young cat.
- Identify cat's body systems.
- Organize a cat show.
- Conduct a cat showmanship clinic.
- Record community cat laws.
- Debate animal rights and animal welfare issues.
- Assess your own leadership skills.
- Teach a cat activity.

Are you ready to start Level 3? Well, go get 'em and have fun.

Cat 3 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 *Leaping Forward* 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 skills needed to be a responsible cat owner and citizen.

Your Project Helper

Now that you are older, more knowledgeable about cats, and have experienced the success of completing Levels 1 and 2 activities, you should be much more confident than you were when you began Level 1 so long ago. Although you may not rely as heavily on your Level 3 project helper as you did when you were in Level 1 and 2, this special person will still be a valuable resource for you as you progress through Level 3. Your project helper may even become a mentor to you and continue to be a positive influence in your life for years to come. Each time your helper initials and dates your achievement program, remember to thank him/her for all the help—that is all the "pay" he or she will get!

Project Helper for Level 3: _____

Address: _____

Phone number: _____

Email: _____

I selected him/her as my project helper for Level 3 because:

**Good luck with Cat 3
*Leaping Forward***



Explore more at
www.4-hcurriculum.org
National 4-H Curriculum

Leaping Forward

Goals and Outcomes

My Cat Project Goals

Name _____

My Cat's Name _____ Breed _____

What I want to do and learn in Cat 3.

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
Name the major body systems, their parts and their functions.	1 2 3	1 2 3
Describe diseases transmissible between cats and humans.	1 2 3	1 2 3
Explain cat reproduction and describe management of breeding cats.	1 2 3	1 2 3
Compare the behavior and functions of an aged cat and a young cat.	1 2 3	1 2 3
Determine the genetic probability of several traits.	1 2 3	1 2 3
Evaluate fear and stress behaviors in cats.	1 2 3	1 2 3
Plan and conduct a showmanship clinic for other 4-H members.	1 2 3	1 2 3
Examine community laws related to cats.	1 2 3	1 2 3
Explain ways to help lessen the number of homeless cats.	1 2 3	1 2 3
Lead a group discussion on animal welfare and animal rights issues.	1 2 3	1 2 3
Develop a short business plan.	1 2 3	1 2 3
Evaluate own leadership skills.	1 2 3	1 2 3
Design and teach a cat activity.	1 2 3	1 2 3
Teach others about cats.	1 2 3	1 2 3

Picture of you and your cat(s).

Leaping Forward Achievement Program

Guidelines

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

***Leaping Forward* Activities**

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

Feline ADVENTURES

Select and do any of the Feline Adventures activities in *Leaping Forward* 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 _____

Leaping Forward

Completion Certificate

I certify that

_____ has completed all requirements in the
Leaping Forward Achievement Program
of the 4-H Cat "Skills for Life" Series.

Helper's Signature _____

Date _____

Picture of you
and your cat(s)





Health and Reproduction

All Systems Go

Cat Project Skill:
Identifying and describing
the function of parts of a
cat's body

Life Skill:
Managing time

Education Standard:
NS.9-12.3: Organization
in living systems

Success Indicator:
Name the major body
systems, their parts and
their functions.

Breathe, walk, digest, feel, see. You and your cat do these things without even being aware you are doing them! Have you ever really thought about all the things inside you that work so hard to keep you alive and active every day? This activity will help you develop a good understanding of a cat's body systems and how all these systems work together to keep a cat functioning normally. Much of this information will also help you understand how your own body works. There's a lot of information to discover in this activity, so be sure to give yourself plenty of time and manage your time carefully.

A stethoscope
is used to
help assess the
respiratory and
cardiovascular
systems.



Pounce!

Identify resources that will help you learn about the cat's internal body parts and how they function. Create a labeled diagram of at least three of the cat's body systems such as the two shown on page seven.

System

System

System

Cat Chat

Meow! (share)

- What are the body systems of the cat?
- Where did you find the information you needed?

Nibble On This (process)

- Which body system do you think is the most important? Why?
- Why do you need to develop good time management skills?

Sharpen Your Claws (generalize)

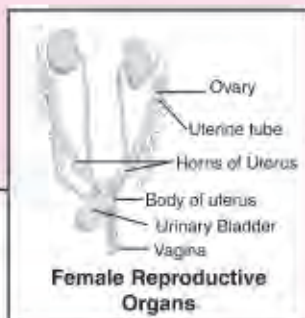
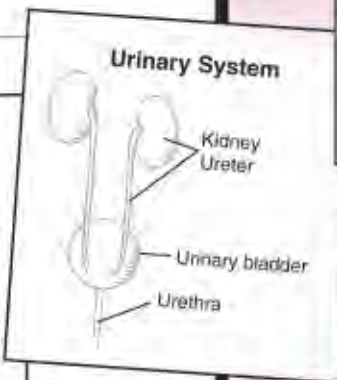
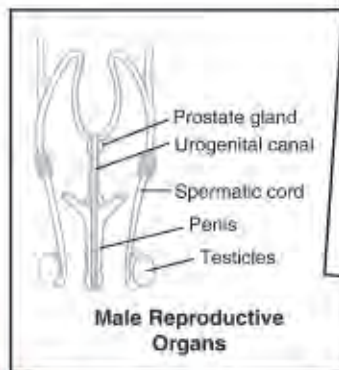
- How are your body systems similar to a cat's? How are they different?
- What are some examples of when you did not manage your time well? What were the consequences?

Leap Forward (apply)

- How can knowledge of your cat's body systems help you recognize signs of illness in the future?
- How can you improve your time management skills?

CAT'S MEOW

Integument, Endocrine



CAT NIPS

- The cat is an induced ovulator. This means that a female does not ovulate until after she is bred.

Activity written by Susan Kerr.



Systematically Speaking...

- **Respiratory System.** The respiratory system removes carbon dioxide from the body and brings oxygen into the body. Major parts of this system are the lungs, bronchi, trachea, larynx, sinuses, nasal passages and nares.
- **Cardiovascular System.** The cardiovascular system transports blood high in oxygen from the lungs to other parts of the body, and blood high in carbon dioxide from body tissues to the lungs for exhalation. The cardiovascular system delivers other wastes to the liver and kidneys and distributes nutrients throughout the body. Parts of this system are the heart, arteries, veins, capillaries and lymph vessels.
- **Integument.** The function of the integument is to protect the body; it serves as a first line of defense against invaders. Its parts include the skin, claws, fur and foot pads.
- **Nervous System.** The nervous system receives and responds to information from the environment and controls voluntary, subconscious and automatic reflexes and body processes. Parts include the brain, nerves and spinal cord.
- **Musculo-skeletal System.** The musculoskeletal system helps support an animal's body and helps it move around. Parts include bones, joints, muscles, cartilage, tendons and ligaments.
- **Gastrointestinal System.** The gastrointestinal tract digests food and absorbs nutrients. It consists of the mouth, teeth, tongue, esophagus, stomach, small intestine, large intestine, rectum and anus.
- **Endocrine System.** The endocrine system makes and releases natural chemicals that help an animal respond to changes in its environment as well as keep its body system functioning normally. Portions of the endocrine system are the pituitary gland, adrenal glands, gonads (testes and ovaries), pancreas, thyroid gland and parathyroid gland.
- **Urinary System.** The urinary system functions to remove liquid wastes from the body as well as control mineral balances and hydration. Its parts include the kidneys, ureters, bladder and urethra.
- **Reproductive System.** The reproductive system helps a cat produce kittens. Parts of the male system include the testicles, epididymis, spermatic cord (with vas deferens and ductus deferens), urethra, seminal vesicles, prostate, bulbourethral glands and penis. Parts of the female reproductive system are the ovaries, oviducts, uterus (horns and body), cervix, vagina, vestibulum, vulva and mammary glands.

Feline ADVENTURES

1. Call your veterinarian and arrange to observe an autopsy on a cat. Put protective gloves on and feel the different organs as they are identified. If possible, look at prepared slides of body tissues under a microscope.
2. Perform a physical examination on a cooperative cat. Stay safe as you examine each body system as best as you can. Record your findings and share them with your helper.

**Let's NOT
Play Catch!**

Cat Project Skill:
Discovering diseases
spread from cats to people

Life Skill:
Acquiring and evaluating
information; researches
information sources

Education Standard:
NS.9-12.6: Personal
and community health

Success Indicator:
Describe diseases transmissible between cats and humans.

As much as you love your cat, you must remember that even an indoor cat can innocently give you a few unwanted gifts: **zoonotic** diseases. In this activity you will identify resources to help you investigate diseases cats can give you. You'll also discover what you can do to avoid them (the diseases, not the cats!).

pounce!

Investigate the public health resources in your community and answer the questions below using the space provided.



Cats are a bridge between rabid wildlife and humans.

Public health resources in my community:

Who protects public health?

How are disease outbreaks investigated, controlled and prevented?

What diseases are public health threats?

Which zoonotic diseases are concerns in your area?

Draw the life cycle or method of transmission of one zoonotic disease in the space provided below.

Cat Chat

Meow! (share)

- What diseases did you investigate?
- What resources did you discover?

Nibble On This (process)

- Which of these diseases is the most serious and why?
- Why do you need to be able to identify good sources of information?

Sharpen Your Claws (generalize)

- What are your favorite sources of information?
- What public health diseases have you heard about before?

Leap Forward (apply)

- What will you tell other cat owners about diseases transmitted by cats?
- What can you do to reduce your chances of getting these diseases?

CAT NIPS

- Cats account for most cases of rabies among domestic animals in the U.S.



Cat-to-People Diseases

Because of our close contact with them, diseases that can be spread by pets to humans are a big concern. There are some important diseases that can be given to people by cats.

Rabies

- This viral disease of the brain of all mammals is rare but fatal. All cats should be vaccinated against it!

Toxoplasmosis

- This disease is caused by a protozoan. If a cat eats a mouse infected with this disease, the cat may become ill and shed the organism in its feces. A human may ingest the organism if cat feces contaminate a person's food, hands or environment and the person hasn't washed well before eating. The primary concern is for pregnant women—if they contract toxoplasmosis, they may suffer a miscarriage or give birth to a baby with birth defects.

Ringworm

- This fungal skin disease can be spread from cats to people. It causes patches of red, raised, itchy skin on humans.

Cat Scratch Fever

- This disease is caused by infection with a bacterium. It can be transmitted by the bite, scratch or perhaps even the lick of many types of animals—not just cats.

Less Common Zoonotic Diseases

- Cutaneous larval migrans
- Visceral larval migrans
- Salmonellosis
- Giardiasis
- Ticks
- Cryptosporidiosis
- Leptospirosis
- Campylobacteriosis
- Sarcoptic mange

Prevention

- Make sure your cat is up-to-date on its shots and deworming.
- ALWAYS WASH YOUR HANDS after handling cats, cleaning a litter box, gardening and before eating.
- Disinfect skin wounds promptly.
- Pregnant women should avoid changing a cat's litter box.
- Keep livestock feed covered so barn cats cannot use grain or hay like a litter box.
- Avoid handling any sick or strange-acting animal.
- Wear gloves when gardening or working in dirt.
- Keep cats inside if possible.
- Do not let cats come into contact with live or dead wildlife.

Sources of more information about zoonotic diseases include your veterinarian, county public health department, physician, school nurse and other health care providers.

Feline ADVENTURES

1. Make a chart of zoonotic diseases transmissible by cats. List the name of the disease, cause, signs of illness in people, signs of illness in cats, how the disease can be transmitted and how to prevent the disease.
2. Contact the Centers for Disease Control in Atlanta, GA or visit their Web site. Ask for statistics on zoonotic diseases in the U.S. for the last 10 years. Using a map of the U.S., identify where these cases have occurred. Looking at the data, what trends do you see over the past decade?