



Cat Helper's Guide



Cat Group Activities

Name _____

County _____



Your Cat Group Activity Guide

Welcome to the 4-H "Skills for Life" cat materials. This set of four activity guides has been developed to provide you and the youth you support with ideas and activities to expand the cat project.

Cat Project Outcomes

Through participation in this curriculum youth will practice these important life and cat project skills: decision making, communicating with others, leading self and others, planning and organizing, learning to learn, being responsible, feeding and caring for their pet cat(s), keeping their cat(s) healthy and contented and practicing responsible pet ownership.

Your Role

- Become familiar with the materials in this series
- Support the youth in his/her efforts to set goals and complete each level of the Cat Achievement Program
- 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 (see page 35)

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.

The 4-H Cat Series

This series includes three youth guides and a *Cat Helper's Group Activity Guide*.

Cat 1 *Purr-fect Pals*..... BU-08148

Cat 2 *Climbing Up*..... BU-08149

Cat 3 *Leaping Forward*..... BU-08150

Cat Helper's Guide BU-08151

Youth Activity Guides

Each of the three youth activity guides is designed to be developmentally appropriate for grades 3–4, 6–8, 9–12 respectively, but may be used by youth in any grade based on their project skills and expertise.

A Cat Achievement Program for youth to complete with your support is an important part of each guide. By striving to complete each of these programs, youth will be encouraged to learn more about cats and the cat industry while practicing and developing important life skills.

Cat Helper's Guide

The fourth piece in the series is written to assist you in your helper role for individual youth but also for working effectively with groups of youth interested in the cat project. These learn-by-doing activities, as well as most activities in the youth guides, can also be adapted to the family, the classroom or other groups. In the guide, you'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, project meeting ideas as well as answers to many of the activities in the youth guides.



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**
 - Cn 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”?

Leaping Forward – Level 3 BU-08150



- Chapter 1 Health and Reproduction**
 - 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!

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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 to 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 either right or wrong, great or disgusting, fun or boring. There is very little middle ground. Participation in community service projects is enjoyed.

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. Often participation in community service projects are 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 teen uncomfortable. Faster-developing teens may feel thrust into a more adult world they didn’t choose. Slower-developing teen 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 those 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 time 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 know their 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 and 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 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

Life 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.

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 in 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.

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 learned and able to be used everyday. By using the experiential learning process to help youth fully internalize both the cat content and the life skill practiced they gain the ability to apply both types of skills appropriately.

Each activity in this series shows both the project skill and life skills youth will practice and develop. 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” states what the youth would do to achieve the learner 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.



Targeting Life Skills Model by Patricia A. Hendricks, Ph.D., Iowa State University Extension, 1998.



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.

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 the curriculum products that have qualified for the National 4-H Collection, use the 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

1. Experience

Youth do before being told or shown how. Experiential learning focuses on the learner not the group leader. Youth test and discover their own solutions while practicing one or more life skills. The group leader's challenge is to observe and encourage, instead of showing or telling how.

5. Apply

Youth share how they could use the life skill practiced in other parts of their lives. Ideally this stage leads directly to building on the experience by youth doing another activity and intentionally using what they learned. Thus the cycle begins again.

Experiential Learning Model

1.

Experience the activity; perform, do it

2.

Share the results, reactions, observations publicly

3.

Process by discussing, looking at the experience; analyze, reflect

4.

Generalize to connect the experience to real-world examples

5.

Apply what was learned to a similar or different situation; practice

2. Share

Youth describe the result of the experience and their reactions. Helper asks questions such as, "What did you do? What happened? How did it feel?" and encourage everyone to reflect on individual experiences.

3. Process

Youth discuss what was most important about what they did. Learners expand on common themes and ideas discussed in the Share stage. They discuss both project subject matter and life skills practiced.

4. Generalize

Youth relate the life skill and content skill practiced to their own everyday experiences. Key questions include: "So what? What does this mean to you? What similar experiences have you had?" Again the discussion should focus on both the subject matter and the life skill.

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.



Word Games

Playing CATEGORIES

Cat Project Skill:
Learning about cats

Life Skill:
Communicating with others

Education Standard:
NL-ENG.K-12.4
Communication Skills

Success Indicator:
Organizes and conducts a cat category game.

Time Involved:
30 minutes

Suggested Group Size:
4-40

Materials Needed:
List of statements, pencils, paper

Here is a game that can be used with any group. It's a great ice breaker and encourages creative thinking and active participation. This is a fun game for one or more of the youth in your group to practice leadership skills by organizing the activity with others. The goal of the game is to think of a word for each cat-related statement or question.

Getting Started

Make a list of 10-12 categories about cats to which youths easily relate.

Pounce!

Form pairs. The announcer names a letter of the alphabet and then gives the first category. The teams think of a word fitting the category given beginning with the letter announced and write it down. All teams then share their answers. Teams receive two points if they have an answer no one else has and one point if their answer is the same as someone else's. Encourage learning by having the groups talk about their answers and ask questions. The announcer then gives the next statement and the process is repeated until all statements are read.

Cat Chat

Meow! (share)

- How did you organize the game?
- How did the players respond to the game?

Nibble On This (process)

- What personal life skills did everyone practice while playing the game?
- How did this game help you practice your communication skills?

Sharpen Your Claws (generalize)

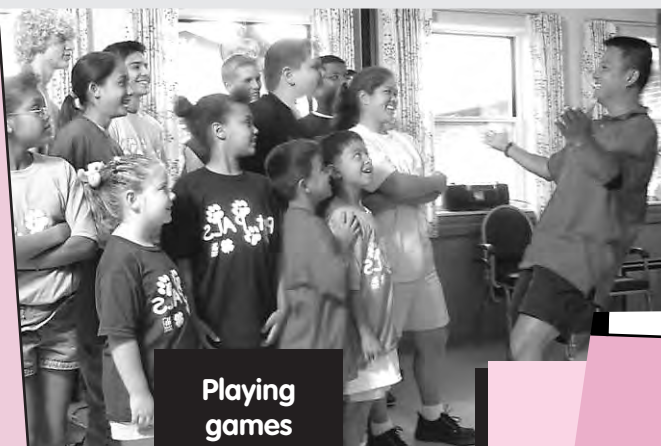
- What did you learn about getting others involved?
- What leadership skills did you use to organize a successful game?

Leap Forward (apply)

- How could the skills you practiced help you in other ways?

Examples of Categories

1. Cat color
2. Where cats live
3. Breeds of cats
4. Cat events
5. Disease of cats
6. Cat equipment
7. Cat body parts
8. Cat names
9. Fun things to do with cats



Playing games makes 4-H fun.

Activity written by Tom Zurcher.

Feline ADVENTURES

1. Organize another cat-related game in which youth can practice their communication skills.

Glossary Games

Every new area of discovery seems to have its own vocabulary. The cat industry is no exception. The glossaries included in each of the three youth manuals offer many opportunities to learn cat-related terms. The activities described here offer fun ways to make the words come alive.

Cat Project Skill:
Communicating using proper cat terminology

Life Skill:
Communicating with others

Education Standard:
NL-ENG.K-12.4
Communication Skills

Success Indicator:
Defines 10 new words related to cats.

Time Involved:
10–45 minutes

Suggested Group Size:
13–15

Materials Needed:
Paper, pencils, glossaries from Cat 1, 2 and/or 3 books, note cards with a term on one side and definition on the other, clock or watch

Getting Started

Several different games are outlined, each offering an opportunity for one or more youth to take the leadership role and introduce the game to the group. You and your group may have several other fun ways to learn the words. Anything goes! Several questions are included to help everyone talk about not only the words, but also how they learned them. You may find each person is most successful learning in their own style. Be sure to end the games when the enthusiasm is high. Have fun!

Pounce!

Working with youth who will benefit the most, have them select a word game and introduce it to the group. You may want to play more than one game to keep the youths' interest high. If you begin with the words in the Cat Talk 1 Glossary, everyone should be able to be involved, regardless of their age or experience.

Spelling Bee

Divide into teams of two or three youth. The game leader reads a word to the first team. That team attempts to spell the word correctly. If spelled incorrectly, the next team gets an opportunity. This continues back and forth until a team spells it correctly or the game leader gives a correct spelling. Allow a team three misses before being eliminated. Rotate leaders frequently.

Word Meaning Bee

Play the same as Spelling Bee, but instead require the definition of the word be given. The teams must identify the word, then spell it correctly.

Sentence to Story Game

The object of this game is for the group to create a story by adding sentences using the words provided. Group members sit in a circle with partners. The game leader announces a general situation for everyone to use as a frame of reference and then distributes a different word from the glossary to each pair. For example, the group leader might ask the group to pretend they are visiting a cat breeder or going to a cat show.

Partners are given two minutes to decide what the word means and to make up a sentence using the word. Writing the sentence is allowed. If someone has no idea what the word means, a definition may be provided. The game is more fun if everyone creates the first sentence, then pairs add their sentences.

Questions may be asked to clarify how the word was used. The next pair repeats the first pair's sentence and adds their sentence in a way that enhances the story. The definition may be discussed briefly. The procedure is repeated until each pair has had an opportunity to add to the story. Follow with general questions such as:

How did you decide the manner in which to use the word in a sentence?

How did discussing and repeating the previous pair's sentence help you remember the words?



Playing these games is a fun way to make words come alive!

Cat Chat ■ ■ ■

Meow! (share)

- What new words did you learn?
- Why is communicating sometimes easier when playing games?
- In which game was communicating the easiest? Why?

Nibble On This (process)

- In which game was communicating the easiest? Why?

Sharpen Your Claws (generalize)

- How does knowing a lot of different words and their meanings help you communicate better with others?

Leap Forward (apply)

- How do you think playing these words games might help you communicate in the future?



More fun
and games
with cats.

Charades or Skits

Select words from the glossary that can be acted out. The game leader distributes a word to each youth. Group members may consult with others to prepare a charade or short skit. After about 5 minutes of preparation time, the game leader asks for volunteers.

This is a fun game with no winners or losers; it allows great flexibility for challenging words.

Matching

Make two sets of note cards using glossary words and definitions for each team. One set has the words on one side and the definition on the other side of each card. The other set of cards has only the word—no definitions. Provide each team with a set of cards. Everyone can help make the cards. Then display the cards with only the word on one side. The teams then attempt to match the definition cards with word cards one by one. When completed, two teams then check each others' cards and talk about the differences. Finally, turn the definition cards over and see if the words on the paired cards are the same. Discuss any differences with the entire group.

Categorizing

The cards used for matching could be used for the categorizing game. Make and display note cards with the categories written on them, such as selection and judging terms, nutrition terms, reproductive terms, diseases, careers, etc. See how many categories the youth can think of before volunteering any. Then provide teams, or the entire group if it is not too large, with word cards showing terms from the glossary. Have them set and place the word cards under the most appropriate categories. When completed, discuss each category.

I'm good at
charades.



Feline ADVENTURES

1. Invite your group to make their own glossary games. Members work in teams of four to create a game; then demonstrate and lead the game for all to play.

Cat Pyramid Fun

Having fun while learning is one of the attractions of a great educational experience. Cat Pyramid is not only fun for all ages but is also an excellent way to develop skills while learning about cats and other animals.

Cat Project Skill:
Learning cat-related terms

Life Skill:
Communicating creatively

Education Standard:
NL-ENG.K-12.4
Communication skills

Success Indicator:
Presents new information to other youth.

Time Involved:
30 minutes for 10–15 sets of cards

Suggested Group Size:
4–20

Materials Needed:
3" x 5" word cards for each team of two to four players.

Getting Started

The purpose of the game is for teammates on one side of the table to see if they can figure out words in a stated category. The words are being described by one-word clues given by their teammates on the other side of the table. For example, suppose the category is "Happy Birthday," the category that describes giving birth. The round might start with the clue giver saying, "kittens." The guesser might say "birth." Since that is wrong, the clue giver would continue saying "young." The guesser might say "queening," the correct answer for a cat giving birth.

Pounce!

1. Have the youth help you make sets of cards. List the categories on one side of the card and the words pertaining to that category on the other side of the card. You'll need a separate card for each category and a set of cards for each team of two to four players. Ideas for categories and words are included in this guide. The youths (and adults) will have fun making other categories relating to cats.

2. Select a game show host. Form teams of two to four with half of each team facing the other half.



This game makes me think.

3. Give directions and hand out one category card with the words related to that category on the reverse side to the half of the team that will give the clues.

4. Start the game. The team clue giver says the category, turns the card over and begins giving clues for the first word. Stop the round after a certain length of time or after most teams have raised their hands indicating they have figured all the words in the category.

5. Have the teams discuss words not easily understood.

6. The show host then gives the second set of cards to the other half of the team, and the game is repeated.

7. In order for everyone to have the opportunity to learn to communicate with others, have one-half of each team pair with one-half of a different team after two categories are completed.

8. Continue the game until all categories are used or until time expires. Discuss the experience.

This game is a lot of fun.



Cat Chat

Meow! (share)

- How did you feel about this game?
- What did you learn about giving clues?
- What part of the game was most difficult for you? Why?

Nibble On This (process)

- What did you learn about communicating with others?
- What types of communications worked best? Why?

Sharpen Your Claws (generalize)

- What did you learn about your skills in communicating with others?
- Why is it easier to communicate with someone you already know?

Leap Forward (apply)

- What did you learn about communicating that will help you in future situations?

Feline ADVENTURES

1. Reverse the game and play "Here's the Answer—What's the Category?" Instead of being given the category and trying to figure out the words, the clue givers are given a category and have to think of word clues that will allow the receiving team to guess the category. For example, the category might be "Animals that Nurse Their Young." The receiving team would try to guess this category based on the clues given such as goats, sheep, cows, horses, pigs, cats, dogs and humans.
2. Develop new categories and conduct a game show for another group of youth and/or adults.

Game Starters

Talk With the Animals - Sounds that animals make

Woof, baa, cluck, moo, quack, gobble, neigh, oink, meow, cock-a-doodle-do

Pumping Iron - Names of minerals cats require

Iodine, magnesium, calcium, iron, phosphorous, zinc, selenium, sodium, copper, chloride

All Creatures Great and Small - Experiences of young animals

Castrated, docked, identified, vaccinated, weighed, nursed, weaned, dewormed, tattooed, branded

Operation Bandage - Types of veterinary equipment

Thermometer, stethoscope, syringe, needle, suture, otoscope, endoscope

TV Dinners - Feeds fed to animals

Corn, soybean meal, wheat, barley, oats, chicken, fish

What's the Scoop - Equipment used on the farm

Waterer, feeder, rake, shovel, pitchfork, scales, combine, pail, tractor

At the Fair - Cat breeds

Persian, Siamese, Scottish Fold, Cornish Rex, Maine Coon, Ragdoll, Burmese, Abyssinian, Russian Blue, Korat

Name That Part - Cat parts

Hock, ear, tail, paw, knee, stifle, back, nape, chest, wrist, heel

And the Vet Says... - Cat diseases

Feline Leukemia, rabies, distemper, FUS, FIP, URI, calici virus, diabetes

Happy Birthday - Words that describe giving birth

Queening, calving, lambing, whelping, kidding, farrowing, foaling, kindling, hatching

In the Cat Bowl - Items found in cats' diets

Corn, soybean meal, vitamins, protein, minerals, water, fish, liver

9-5 - Cat-related Occupations

Groomer, veterinarian, laboratory assistant, pet store operator, nutritionist, pet toy manufacturer

Plants Poisonous to Cats

Iris, daffodil, mistletoe, poinsettia, hyacinth, nettle, Easter lily, holly, oleander, rhododendron

Cat Internal Parasites

Tapeworms, roundworms, hookworms, coccidia, thread worm, whip worms, flukes, lung worms, heart worms

Cat Emergencies

Burns, wounds, choking, broken bones, poisoning, heat prostration, shock

Signs of a Sick Cat

Listlessness, rough coat, loss of appetite, persistent diarrhea, repeated vomiting, watery eyes, sneezing, lumps, nasal discharge, high temperature

Cat Medicine Box

Tweezers, baby thermometer, petroleum jelly, mineral oil, bandaging materials, needle nose pliers, scissors

Cat-related Expressions

What's New Pussycat, Cat's Meow, Cat's Pajamas, Scaredy Cat, Cat On a Hot Tin Roof, Cat's Eyes, Catwalk, Cat and Mouse, Cat Nap

Cat-related Terms

Queen, kitten, tom cat, litter, spaying, neutering, litter box

Cat Talk

Purr, growl, hiss, meow, call, chirr

Cartoon Cat Characters

Garfield, Felix, Fraidy Cat, Tiger, Marmalade, Morris, Toonses, Heathcliff, Bill the Cat

Cat Equipment

Collar, lead, name tag, bell, harness, litter box, scratching post, brush, toys, carrier

Cat Skeleton

Cranium, ribs, radius, carpus, tibia, pelvis, scapula, phalange