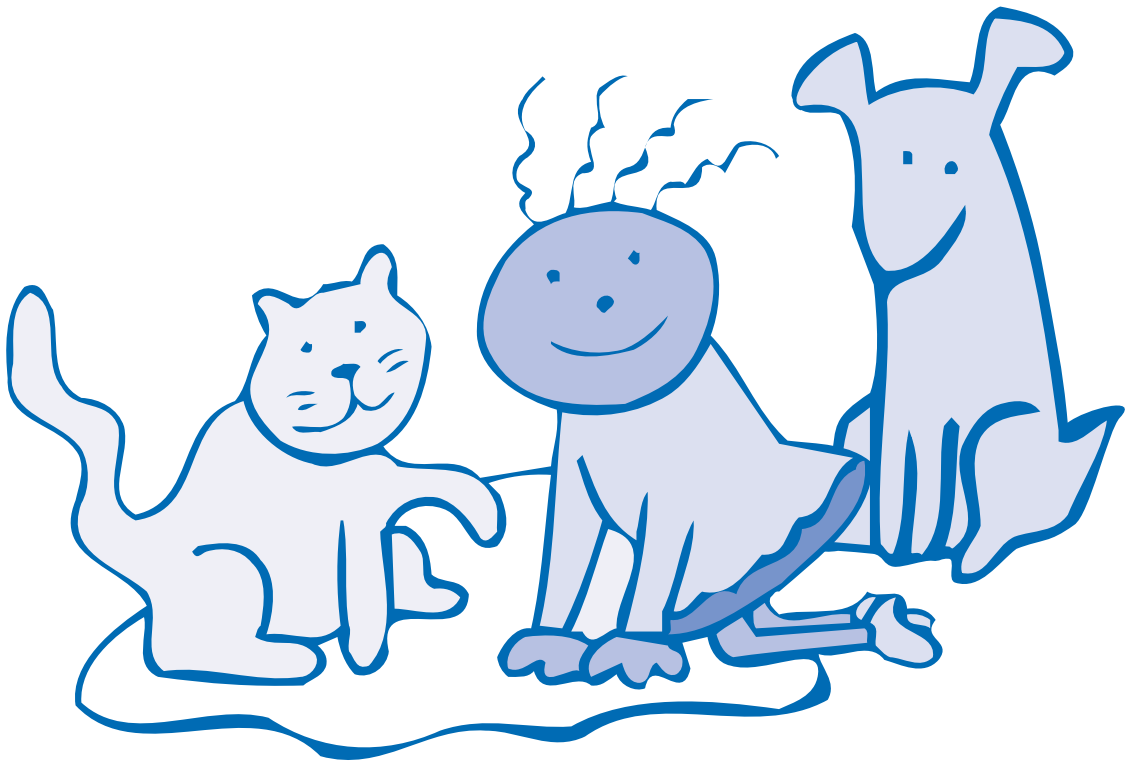


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explore the world of small animals

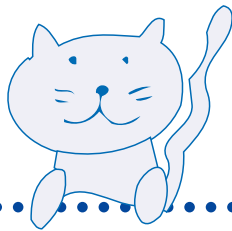


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EXPLORE the World of Small Animals



K-2 Animal Science Curriculum, Leader Guide

INTRODUCTION

4-H is the youth component of Cooperative Extension and has academic ties to land-grant universities. 4-H helps youth develop life skills that will enable them to become productive and happy adults. These life skills enhance a child's self-concept, social interactions, decision-making abilities, and physical development. Participation in 4-H also encourages the development of practical life skills.

The success of 4-H in developing these life skills depends on effective interaction between 4-H youth and their adult and teen leaders. The relationship between adult and child is the most important part of 4-H; this interaction makes 4-H happen.

DESCRIPTION OF CURRICULUM

Explore the World of Small Animals is an animal science curriculum for children in kindergarten through the second grade. The actual material is this leader guide and parent letters. The leader guide has three units:

- Health
 - Environment—housing, space, temperature, habitat
 - Wellness—identification of a healthy animal, preventive care
- Nutrition
 - What animals eat and drink
- Care
 - How to meet the health and nutrition needs of an animal

Each unit incorporates:

- Personal development
- Animal well-being
- Science

Each meeting plan includes an opening, activities (hands-on/ experiential), discussion questions, games, songs, books, an evaluation form, and a parent newsletter.

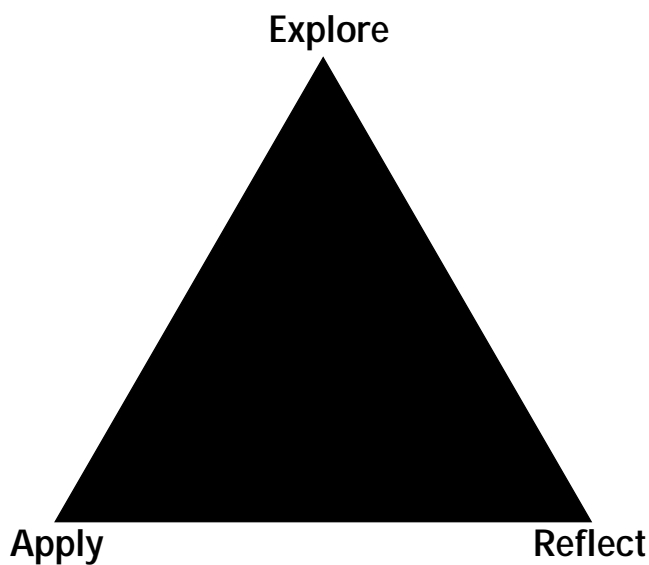
The Volunteer Leader

You, the volunteer leader, are the key to this program. Your enthusiasm and desire to help young children grow and develop in a positive learning environment will make the curriculum a success. Although the program is outlined in some detail, feel free to adjust the activities to meet the needs of your group. All children are unique, so adapt the program to meet individual needs. And, thank you for giving your time and effort to today's young people!

Our Teaching Philosophy

The 4-H teaching philosophy is "learning by doing." Studies show that such experience-based, action-oriented learning has the greatest long-range impact on the learner. 4-H also tries to make its programs flexible. The teaching techniques in this program are designed to totally involve the child in the learning process, and are based on the Exploratory Learning Model.

Exploratory learning is expressed by the words EXPLORE, REFLECT, and APPLY. Youth explore or experience a learning activity. They reflect on or investigate what they observed and felt about the activity. Youth then apply the activity to everyday life and to their community.



Each lesson has a ▲ on the left margin, indicating each step in the Exploratory Learning Model: Explore, Reflect, or Apply. This model is one way to teach science.

What Is Science?

Science is not just a collection of facts. Facts are a part of science. We all need to know some basic scientific information: water freezes at 32°F (or 0°C); the earth moves around the sun; all animals need protein for growth. But, science is much more. It includes all the steps of the Exploratory Learning Model.

- Explore:
 - Define the situation
 - Plan an activity
 - Do the activity
- Reflect:
 - Look back at what happened
 - Try to make sense of our observations
- Apply:
 - Apply what was learned during the activity and the observations to our lives

Science also involves trial and error—trying, failing, and trying again. Science does not provide all the answers. It requires us to be skeptical so that our scientific conclusions can be modified or changed altogether as we make new discoveries.

Science Is Questioning and Listening

We should encourage children to ask questions. A friend once asked Isidor I. Rabi, a Nobel prizewinner in physics, “Why did you become a scientist, rather than a doctor, lawyer, or businessman, like the other immigrant kids in your neighborhood?” Rabi responded, “My mother made me a scientist without ever intending it. Every other mother in Brooklyn would ask her child after school: ‘So? Did you learn anything today?’ But, not my mother. She always asked me a different question. ‘Izzy,’ she would say, ‘did you ask a good question today?’ That difference—asking good questions—made me become a scientist!”

If we can’t answer all of our children’s questions, that’s all right—no one has all the answers, not even scientists. And, young children don’t need lengthy, detailed answers to all of their questions. We can propose answers, test them out, check them with someone else, and give the best answer we can find.

UNDERSTANDING THE BASIC NEEDS OF YOUNG PEOPLE

Belonging

The desire to belong is natural. It brings children into contact with others. Belonging to a group helps young people grow because part of their feeling of personal worth is gained from what others think of them.

Independence

Becoming independent of parents is a sign of growing up. The child’s desire to be independent is often challenging to parents and leaders, but all healthy boys and girls experience it. Children show their need for independence through impatience with adult leaders’ guidance and a preference for making up their own minds.

Achievement

Children want to know that their efforts are worthwhile and appreciated. Projects should keep pace with the abilities of group members, bearing in mind that individual rates of achievement will vary. Include activities that require them to do things for others as well as for themselves.

New Experiences

Young children need and want to be active. They need new and different experiences to stretch their horizons.

Affection

Affection or love is essential to personality development. Young children need to know that they are wanted and loved unconditionally.

YOUR INTRIGUING STUDENTS

Physical Growth

- Early elementary-age children's growth is slow and steady.

Motor skills are being developed. Motor skills include everything from small-muscle skills (printing with a pencil) to large-muscle skills (catching a ball). Because these skills are not yet polished, craft projects often end up messy, with crooked nails and too much glue; yet, active projects are necessary for learning. Provide opportunities to practice skills, but use projects that beginners can complete successfully.

Growth in Thinking

- Children's thinking is very concrete.
- Children are more interested in working on a project than completing it.

If they have never seen, heard, felt, tasted, or smelled it, then they have a hard time thinking about it. Rather than simply giving instructions verbally, capture the children's interest by demonstrating the activity. Doing is important for both the children and the leader. Eventually, finishing a project will become as important as beginning it.

Social Growth

- School-age activities take children, some for the first time, away from home and parents.

This puts them in environments where they face new responsibilities and demands. As children move away from dependence on parents, they need to transfer that dependence to another adult, so the leader may become a central figure to the child.

- Children are just learning how to be friends.

They may have several "best friends" at a time. Boys and girls sometimes enjoy playing together at this age, although by the end of this period the separation of the sexes will occur during most play. Fights, although occurring often, seldom have lasting effects. The opinion of peers becomes very important. Often, five- to eight-year-olds care more about being successful when their peers, rather than adults, are watching. Small group activities are effective, but the children still need an adult to share approval.

Emotional Growth

- Early elementary-age children are wrapped up in themselves.

They cannot yet imagine clearly what other people think and feel. Dramatic play (making believe they are someone else) is the way children at this age begin to empathize. Five- to eight-year-olds need and seek the approval of adults because they are not yet confident enough to set their own standards.

- Children at this stage like to play games.

Rules and rituals become fascinating, but the children are not yet ready to accept losing. Success in any degree needs to be emphasized. Cooperative games in which every child wins can be especially enjoyable. Failures should be minimized, and some measure of success should be found in every experience to ease the blows to young egos.

When an activity fails, you can help the children interpret the reasons behind the failure. This helps them learn how to cope with problems.

SUGGESTIONS FOR SUCCESS

(This section adapted from material by Christine Nelson, Ph.D., Michigan State University)

As a 4-H leader, you must consider the development of kindergarten, first, and second graders as you plan your program. You need to contrast what is generally known about children this age with the specific behaviors you observe in your group.

In general, 4-H involving kindergarten, first, and second graders will be a better experience for the children (and for you) if you consider the following when planning your program:

1. Have one adult (or older youth) for every six children. (Some activities will require fewer children to every adult.)
2. Keep in mind how important you, as an adult, are to children this age. Find something positive to say to each child at each meeting.
3. Involve the children in selecting and planning the activities. They are more likely to maintain interest in activities they have helped plan. Consider several short-term projects rather than one long-term project.
4. Change activities often according to the needs of your group. Get a sense of the group's attention span (children become "antsy" when they are having difficulty sticking with an activity). Change to a new activity when you first notice children shuffling their feet, looking around, and being busybodies. Children have a short attention span and a tremendous amount of energy. They need to be active most of the time. Try not to talk to them as a group for more than 5–10 minutes at a time.
5. Encourage the children to talk and work with each other.
6. Keep an eye out for children who may feel left out and who need help to be part of the group. One way to do this is to pair such a child with another and tell them they are each other's helper.
7. Occasionally, you will observe behavior that is harmful to the group or individuals in the group (such as teasing or bickering). Avoid this behavior by establishing limits and guidelines at the first meeting and gently, firmly, and consistently enforcing them. Knowing the characteristics of this age group will help you understand what you can expect. Remember to enjoy and appreciate their individuality.
8. Sharing your group's work can be fun. Display their work and give participation awards. Use the children's art and crafts, drawings, experiments, or other activities when you have the opportunity to share their projects with others. These opportunities might include bulletin boards, window displays, or community events. Please re-

member, kindergarten, first, and second grade children should not participate in situations where they are judged. Their self-esteem is too vulnerable for competition.

CURRICULUM GOALS AND OBJECTIVES

Goal I: To develop an appreciation for and understanding of animal well-being.

Objectives:

- A. To identify the components of care, health, and nutrition of small animals.
- B. To participate in the care of a companion animal.

Goal II: To develop an awareness of and participate in science.

Objectives:

- A. To practice creative and critical thinking skills.
- B. To demonstrate the scientific skills of observing, analyzing, classifying, relating, inferring, applying, and evaluating.

Goal III: To provide the opportunity for personal development.

Objective:

To participate in activities that enhance self-esteem, decision-making and problem-solving skills, responsibility, creativity, teamwork, and communication and language skills.

PROGRAM DESIGN

Routine is important to young children's feeling of security, so each lesson plan follows a similar outline. In addition, we recommend that the lessons be taught in order.

LESSON PLAN FORMAT

What's it all about?

This section identifies what the children will learn. It relates directly to the goals and objectives.

What do I need to know?

This background information will help you fully understand the activity.

What do I need?

This section lists all the materials you will need to complete the activities.

How do I do it?

This describes, step-by-step, how to complete the activity while involving the kids in the process.

What else can I do?

Additional activity ideas, books, games, field trips, speakers, or snack ideas are listed. Also, a simple evaluation form to use with the youth is on the back of the parent newsletter. At the end of each session, ask the kids to draw or write what they liked or didn't like about the lesson. Use this information for future planning.

Parent Newsletter "Homeplay"

At the end of each lesson is a newsletter for you to send home with the children. Make a copy of each one for each kid in your program. This is an excellent way to inform parents what is happening and it also gives parents tips on communicating with their children.

Each newsletter, entitled "Homeplay," (versus "homework"), contains information on what was covered for each lesson, a parenting tip, questions to guide discussions, and activities the parents can do at home with their kids. On the reverse side is the evaluation form. It helps you know what the kids did and didn't like, and serves as a discussion piece for the parents to use at home. At the bottom of the page is a blank space entitled "Notes for Home." Use it to send messages home or write positive comments about each child. All parents like to hear good things about their kids, even if it is a simple thing like, "Ranna has a great smile that always cheers me up."

4-H is a family program. These newsletters are another way to involve the parents. Parents can be wonderful resources and can help with the planning, implementation, and organization of the lesson, special speakers, or field trips. All you have to do is ask.

How will I know we did it?

Answer this question to determine if the goals of the lesson were met.

4-H TRADITIONS

In addition to offering educationally sound curricula and functional, experience-based teaching techniques, 4-H has a rich heritage, with many time-honored traditions.

4-H Colors

The white in the flag symbolizes purity. The green, nature's most common color, represents life, growth, and youth.

4-H Emblem

The green, four-leaf clover has a white "H" on each leaf to represent the four "H's"—Head, Heart, Hands, and Health.

4-H Pledge

We recommend that the group recite the pledge at each meeting.

I pledge my HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service,
And my HEALTH to better living,
For my club, my community, my country,
and my world.

4-H Slogan

"Learning by Doing" is how 4-H youth acquire new skills. Learning how to get along with others comes from working and playing with a group.

4-H Motto

"To Make the Best Better" is the aim of 4-H, improving project work and building better groups, schools, and communities.

UNIT I

ANIMAL HEALTH



LESSON 1

Animals, Animals

What's it all about?

Kids will be able to tell the difference between wild and domesticated animals, and practice scientific skills, communication skills, and teamwork.

What do I need to know?

An animal is generally referred to as any living organism other than a plant. Wildlife includes any animal that lives in a basically free condition, providing for its own food, shelter, and other needs in an environment that serves as a suitable habitat. Wildlife refers to animals that are not tamed or domesticated; however, individual wild animals and groups of wild animals can sometimes become tame and domesticated. Wildlife may be small organisms, only visible to humans if seen through a microscope, or as large as a whale. Wildlife includes, but is not limited to, insects, spiders, birds, reptiles, fish, and mammals, if nondomesticated. Domesticated animals are those which humans have tamed, kept in captivity, and bred for special purposes. All domesticated animals have their origins in wild ancestors. Cattle used for food and other products, sheep used for food, wool and other products, as well as dogs, cats, birds, and fish commonly kept as pets, are all examples of domesticated animals.

Confusion can arise about animals that sometimes may be wild, and sometimes may be tamed and domesticated. If the animal, or population of animals can live on its own, survive, and reproduce, it is probably wild. Individual animals may be tamed—like some animals in zoos—while most of their numbers remain wild. Where it is

difficult to distinguish whether an animal is wild or domesticated, encourage the children to think in terms of what is usually the case. Wild animals basically take care of themselves, as long as they have a suitable environment or habitat in which to live. Domesticated or tamed animals basically depend on people to feed and take care of them, and are typically used by people; for example, as a source of food or fiber or as pets.

What do I need?

- Magazine or newspaper pictures of a wide variety of animals—both wild and domesticated (20 pictures per 5–7 kids).
- Poster board or heavy construction paper (2 per 5–7 kids).
- Glue—1 bottle per group (5–7 kids)

How do I do it?

(Approximately 30–40 minutes)

1. Ask the kids to bring pictures of as many animals as they can find in magazines or newspapers at home (or from magazines and newspapers available in schools or libraries). Ask the kids to look for pictures of as many different animals as they can, telling them that animals are any living things except plants.
2. Once the children have assembled a collection of animal pictures, have them classify the animals into two categories: wild and domesticated. This is a small group activity (5–7 kids). Talk with the kids about wild animals and domesticated animals (like pets, farm animals, etc.) before they start classifying.
3. Once the kids have put their animals into two categories, get out the poster board or construction paper and glue. Ask them to make two collages per group—one of

Adapted from Project Wild, pp. 1–2.

wildlife and one of domesticated animals.
You can make a display with the projects.

- R** 4. Have the groups share what they put on their collages.
5. After sharing the collages, ask them which of these animals have been domesticated: horses, cows, ducks, boa constrictors, mosquitoes, bats, chickens, lions, or eagles.
6. Ask the kids how they knew where to place each animal.
- A** 7. Ask the children, "What does this information mean to you if you want to have a pet?" (Pets need human care. Domesticated animals make better pets.) Ask, "What kind of animal would make the best pet? Why? What would happen if you had a wild animal for a pet?"

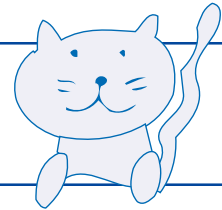
What else can I do?

1. Have the kids cut out the animal shapes and sort them into the types of environments where they live, e.g., birds in the sky, whales in the ocean, a deer in the forest. Have pictures of different environments and let the kids place the animal pictures where they belong.
2. Make mobiles that show animals in the sea, on land, and in the air. Build one huge mobile. Use brightly-colored yarn to hang the animal pictures in the mobile.
3. Visit a zoo, pet shop, farm, ranch, or wildlife sanctuary. Discuss the difference between wild and domesticated animals.
4. Finger Play:
Five Little Monkeys
Five little monkeys jumping on the bed, one fell off and hit her head.
(Hold all 5 fingers up and "bounce")
Mama (or Papa) called the doctor,
(Pretend to dial phone)
And the doctor said, "That's what you get for jumping on the bed!"
(Shake index finger)
Four little monkeys jumping on the bed,...
Three little monkeys jumping on the bed,...
until...
No more monkeys jumping on the bed.
5. Song:
Old McDonald Had a Farm
(Variation: "Old McDonald Had a Zoo," using wild animals instead of domesticated ones)
6. Games:
Animal Charades
Let the kids take turns acting out an animal. Have the other children guess which animal is being acted out.
Follow the Leader
Let the children take turns being leader and, as leader, acting out different animals. The other kids follow the leader, pretending to be the same animal.
7. Books:
Blueberries for Sal by Robert McCloskey. New York: Viking Press, 1948. Sal goes to pick blueberries with her mom and ends up with another "mother." What a surprise! In the end she is reunited with her mom and all ends well.
Where the Wild Things Are by Maurice Sendak. New York: Harper & Row, 1963. A great fantasy picture book. Imagination is vital when using this book.
I'm Your Brother by Byrd Baylor. New York: Scribner, 1976. A Native American boy, Rudy Soto, dreams he is able to fly like a hawk. Then he captures a hawk and keeps him on a string, hoping they will become brothers. Rudy can see that the hawk is unhappy because he can no longer fly freely, so he lets him go. But Rudy still feels close to the hawk, almost as though they are brothers.
8. Snack idea:
Serve animal cookies and milk. Discuss the kinds of animals and whether they are wild or domesticated. Ask the kids what kind of animals milk comes from.
9. Parent Newsletter "Homeplay."
Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask yourself, can the kids identify and explain the difference between wild and domesticated animals?

Homeplay Newsletter



Dear Parent:

Today we had our first lesson on small animals. We talked about the differences between wild and domesticated animals and practiced communication skills.

You can help your child remember what we learned by asking questions or trying some of the activities suggested below.

Kids need to know their parents are interested in what they are doing. Your interest in their lives builds their self-confidence. One easy way to do this is to ask questions. The right questions at the right time can open communication lines between you and your child that can last a lifetime.

When asking questions follow these few simple rules:

- Questions can be asked almost anywhere—in the car, at the dinner table, right before bed, or anytime you have your child’s attention. Avoid asking questions when your child is busy with other activities or is tired.
- Try to ask questions that take more than a “yes” or “no” answer to get more information and help your child practice thinking skills. If the only response you receive is a very bored “Nothing” or “I can’t remember,” try to ask more specific questions such as, “What was the first thing you did, or the last thing, your favorite thing, or the thing you liked the least?”
- Many questions do not have a right or wrong answer, and many questions may go unanswered for a long time. That’s O.K. Finally, be ready to really listen to what your child is saying, not just what you expect or hope to hear.

INFORMATION FOR YOU

An animal is any living organism other than a plant. Wildlife is any animal that lives in a basically free condition, providing for its own

food, shelter, and other needs in an environment that serves as a suitable habitat.

Domesticated animals are those humans have tamed, kept in captivity, and bred for special purposes. Sometimes confusion occurs about whether an animal is wild or domesticated. Remember, wild animals basically take care of themselves. Domesticated or tamed animals basically depend on people to feed and take care of them.

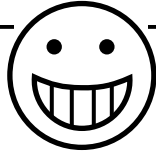
QUESTIONS TO ASK

What happened today? What did you do? Did you make anything today? What? How did you do it? Can you tell me what a wild animal is? A domesticated animal? How can you tell the difference between a wild and domesticated animal? Have we ever seen wild animals in the open or at a zoo? Remember where? When? What kind of animal do you think would make a good animal to have as a pet? Why?

ACTIVITIES TO TRY

- When driving in the car or going on a walk, have an animal hunt. Look for different kinds of animals and identify them as wild or domesticated. Discuss what kind of a pet they would make—easy or difficult to care for, what kind of food and shelter they would need, etc.
- Sing *Old McDonald Had a Farm* and add the variation “Old McDonald Had a Zoo,” using wild animals instead of domesticated ones.
- Play animal charades letting your child act out being an animal. Guess which animal is being acted out. Have the whole family join in.
- Read a book: *Blueberries for Sal* by Robert McCloskey. Discuss what having a wild animal for a mother would be like.

What I liked:



What I didn't like:



Notes for Home:

LESSON 2

Animals, Animals—What They Need

What's it all about?

Children will identify the components of habitat (food, water, shelter, and space) and the basic needs of animals and practice language development skills.

What do I need to know?

People and other animals share some basic needs. Every animal needs a place to live. The environment in which an animal lives is called "habitat." An animal's habitat includes food, water, shelter, and adequate space in an arrangement appropriate to the animal's needs.

What do I need?

- Activity I—Space enough for the kids to form a circle.
- Activity II—Animal (optional) or picture of an animal; habitat sheet for each kid, markers or paint, or glue and pictures, enough for each person.

How do I do it?

Activity I

(Approximately 10–15 minutes)

This activity takes very little time, but has a lot of impact.

- E** 1. Explain to the kids the information found in **What do I need to know?** Begin by asking them, "What do animals need to live?" Young children may need more explanation in order to participate.
2. Ask the children to number off from "one" to "four." All the "ones" then go to one corner of the room, the "twos" to another, etc.
3. As the kids move to their corners, clear a space in the center of the room. Better still,

go outside to a clear, grassy area. The "ones" should sit or stand together, "twos" together, etc.

4. Assign the "ones" to be food; the "twos" to be water; the "threes" to be shelter; the "fours" to be space.
5. Now form the habitat represented by a circle of kids. Tell them that you are taking one person from each group to make a complete habitat. Choose someone from each of the four groups to walk to the center of the room. The four kids form a circle, facing in toward what will be the center of the circle. Then choose four more kids—one from each group—to join the circle. Keep adding children in sets of four until all the kids are in the circle. If there is an odd number of kids, simply have them join the circle.
6. Ask the kids to stand shoulder-to-shoulder, facing the center of the circle.
7. Ask the kids to turn toward their right. Then instruct them to take one step toward the center of the circle. They should be standing close together, with each one looking at the back of the head of the person in front.
8. Don't panic—this will work! Ask everyone to listen carefully. Everyone should place their hands on the shoulders of the person in front of them. At the count of three, have the kids sit down on the knees of the person behind them, keeping their own knees together to support the person in front of them. This may take some practice. Then, you say, "Each of you is part of the habitat—food, water, shelter, and space—and is what is needed to have a suitable (good) habitat."
9. The kids at this point may either fall or sit down. When their laughter has subsided, review with them the necessary components of suitable habitat for people and animals—food, water, shelter, and space.

Adapted from Project Wild, Western Regional Environmental Council, Denver, 1985.

10. After the youngsters understand the major point—that food, water, shelter, and space are necessary for any animal’s survival, and comprise a suitable habitat—let them try the circle activity again. This time ask them to hold their lap-sit posture. As the kids lap-sit, say, “It is a drought year. There’s a lot less water this year.” Have the kids who represent water remove themselves from the circle, and watch the circle collapse. You could vary the conditions: water pollution, urban sprawl limiting the availability of all components, soil erosion impacting food and water supplies, etc. Since animals’ habitat needs depend upon food, water, shelter, and space, the removal of any will have an impact.

R 11. Ask the kids: (a) What happened in this game? (b) How did it feel when the lap-sit was working? (c) How did it feel when some part of the habitat was pulled out? (d) What did you learn about what is needed for a good habitat? (e) Who needs the four parts of a habitat? Ask the children to summarize the main ideas they have learned. These could include: (a)

A food, water, shelter, and space, in their appropriate arrangement can be called habitat; (b) humans and other animals depend upon habitat; and (c) loss of any of the elements of habitat will seriously affect the animals living there. Finally, ask the kids, “What does this tell us about how to take care of a pet?”

Activity II

(Approximately 30 minutes)

1. If possible, have an animal for the kids to observe. It would be best if the animal was a cat, dog, rabbit, or cavy. Otherwise, have several pictures of one kind of animal. Some children are allergic to animal dander. Tell parents ahead of time that small animals will be present in this session. Also, monitor children who may be afraid of dogs or other small animals.

E 2. Have the youth observe the animal as they hold and pet it (or look at the pictures).

Ask them what kind of habitat the animal needs (food, water, shelter, space).

3. Give each child a sheet of paper with the word “Habitat” at the top. The sheet of paper should be divided into four boxes with one habitat element written in each box (see example).

HABITAT	
WATER	FOOD
SHELTER	SPACE

4. Have the kids draw, color, paint, or glue pictures of the visiting animal’s food, water, shelter, and space in the boxes.

R 5. Have the children share their posters and make a group display.

A 6. Review with the kids the four components necessary for a healthy habitat. Ask, “Do you think we need all these things if we want to have a pet?”

What else can I do?

1. Visit a pet shop, humane society, animal shelter, zoo, farm, ranch, or wildlife sanctuary.
2. Have the kids share the habitat needs of their family pets or animals. What kind of food do they need? How much space? What kind of equipment do they need?
3. Special guest: Wildlife biologist, forest ranger, humane society or animal shelter staff, 4-H leader.

4. Game:
Musical Chairs with a Twist (a cooperative game)
Place as many chairs (or pillows or carpet pads) as there are children in a circle. Play music. Have the kids walk around the chairs. Remove one chair. Stop the music and instruct the children to sit down as quickly as they can. The child without a chair must sit on the lap of another person. Start the music again and remove a second chair. Continue the game until only one chair is left and everyone is sitting on someone's lap. Now that's sharing!

5. Books:
How the Animals Got Their Colors by Michael Rozen , Duluth, Minn.: Harcourt, Brace, Jovanovich, 1993.

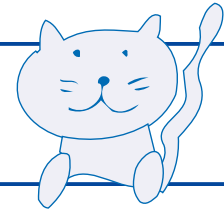
Home for a Bunny by Margaret W. Brown.
New York: Western Publishing, 1972.
Where Do Bears Sleep? by Barbara Hagen.
Reading, Mass.: Addison Wesley, 1970.

6. Snack idea:
Decorate sugar cookies (cut into animal shapes) with raisins, chocolate or butterscotch chips, or coconut. Serve with milk or juice.
7. Parent Newsletter "Homeplay." Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask yourself, "Can the kids identify the four parts of the habitat and their importance to each other?"

Homeplay Newsletter



Dear Parent:

This week your child learned about the four basic physical needs of all animals, including humans. These needs are food, water, shelter and space.

You can help your child remember what we learned by asking some of the questions listed below or trying some of the activities suggested.

Along with physical needs humans also have emotional and social needs. One of these needs is belonging. Belonging to a group or family helps young people grow because part of their feeling of personal worth is gained from what others think of them.

You can help your children feel they belong by:

- Asking their opinion on family matters (i.e., where to go on family trips or what to give grandma for her birthday).
- Encouraging them to help with family chores or preparing for family outings.
- Allowing them to plan a family evening or outing or letting them pick a movie the whole family will watch.

INFORMATION FOR YOU

People and other animals share some basic needs. Every animal needs a place to live. The environment in which an animal lives is called a "habitat." An animal's habitat includes food, water, shelter, and adequate space in an arrangement appropriate to the animal's needs.

QUESTIONS TO ASK

What happened today? What did you do? Did you play a game? What was it like? What did you have to do in the game? Was there an animal there today? Tell me about it. Did you make a poster? What was on it? What does "habitat" mean? What are the basic parts of habitat? Do we need the same things as other animals? Why?

ACTIVITIES TO TRY

- Visit a pet store, humane society, animal shelter or zoo.
- Talk about the habitat needs of your family pets or other animals. What kind of food do they need? How much space? What kind of equipment do they need?
- Play a game: *Musical Chairs with a Twist* (a cooperative game) Place as many chairs (or pillows or carpet pads) as there are people in a circle. Play music. Have everyone walk around the chairs. Remove one chair. Stop the music and instruct everyone to sit down as quickly as he or she can. The person without a chair must sit on the lap of another person. Start the music again and remove a second chair. Continue the game until only one chair is left and everyone is sitting on someone's lap. Now that's sharing!
- Read a book: *Home for a Bunny* by Margaret Brown. *Where Do Bears Sleep?* by Barbara Hagen.
- Fix a snack: Make sugar cookies and cut them into animal shapes.

What I liked: 

What I didn't like: 

Notes for Home:

LESSON 3

Animals and Shelter

What's it all about?

The kids will understand that people and other animals share a basic need to have shelter, and they will practice problem solving, creativity, and teamwork.

What do I need to know?

People and animals—including pets, farm animals, and wildlife— have some of the same basic needs. Every animal needs a home, but that home is not just a “house” like people live in. Home, for many animals, is a much bigger place, the outdoors. The scientific term for an animal's home is “habitat.” An animal's habitat includes food, water, shelter, and space. Animals' homes are not just houses. A house is human shelter. People build houses, apartments, trailers, houseboats, and other kinds of shelter in which to live. Animals don't need a home that looks like a house—but they do need some kind of shelter. The shelter might be underground, in a bush, in the bark of a tree, or among rocks. An animal home is more like a neighborhood that has everything in it needed for survival.

What do I need?

1. Store-bought or homemade play dough (see recipes at end of lesson plans), one batch for every 3–4 kids.
2. Extras: A box of toothpicks, 1 cup dry beans, 1 cup dry macaroni, and several plastic forks and knives per 10–12 children.
3. Camera and film (optional).

How do I do It?

(Approximately 30–40 minutes)

1. Discuss with the kids the information found in **What do I need to know?**
2. Explain that they will be using play dough to make models of shelters. Divide the

children into two groups. One group will make people shelters. Encourage cultural diversity by brainstorming with the kids about different styles of shelters (houses, igloos, tepees, trailers, houseboats, apartments, caves, etc.). The second group will make animal homes. Brainstorm with the kids about what this might include (doghouse, cage, pen, bushes, people's shelters, nests, burrows, etc.). Give the kids the choice of working individually or in teams.

3. Hand out the materials.

E 4. Give the children 15–20 minutes to make model shelters. Give them encouragement and ideas. Any model is O.K. Creativity is important.

R 5. Have the children share what they have made and discuss (for 5–6 minutes) shelters for people and animals. You might ask: “What do all our shelters have in common?” (eating place, sleeping place, protection from weather). What shelter needs do animals have? What do people and animal shelters have in common? What shelter needs do people have that are the same? Different?”

A 6. Ask the kids, “If you have an animal, what do you need to care for it?” If time and attention spans permit, let them make changes on the models, adapting to what was discussed.

7. Display the shelters for others to see and/or take pictures of them for a display.

Recipes for play dough: (Note: Kids enjoy making play dough, so if you have time, let them help make it.)

- a. 3 cups flour
1 cup salt
1 cup water with food coloring
1 tablespoon oil

Mix dry ingredients. Add water and oil gradually. Add more water if too stiff; more flour if too sticky. Let children help with the mixing and measuring. You may add 1 tablespoon alum as a preservative.

Adapted from Project Wild, Western Regional Environmental Council, Denver, 1985.

- b. 3 to 4 cups flour and
2 tablespoons cornstarch
1 cup salt
1 cup warm water
food coloring

Sift the flour and cornstarch together several times. Add the coloring and salt to the water. Gradually add this to the flour. Knead as for bread. Store in an earthen jar or large-mouthed glass container. Use enough coloring to give a full, rich color.

- c. 1 cup cold water
1 cup salt
2 teaspoons vegetable cooking oil
3 cups flour
2 tablespoons cornstarch
powdered paint

Mix the water, salt, oil, and enough powdered paint to make a bright color. Gradually work flour and cornstarch in until it is the consistency of bread dough.

- d. Cooked play dough:
1 cup salt
1 cup water and
1/2 cup flour

Mix together and cook over medium heat. Remove from heat when mixture is thick and rubbery. As the mixture cools, knead in enough flour to make the dough workable.

What else can I do?

1. Field Trip:
Walk around a neighborhood, farm, forest, stream or open field. Look for animal shelters. Discuss where they are located and what the shelters have in common.
2. Song:
The Bear Went Over the Mountain
(can also be done as a fingerplay)
The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what it could see!
To see what it could see,
To see what it could see.
The bear went over the mountain,

To see what it could see!
And the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that it could see!
Was all that it could see,
Was all that it could see,
The other side of the mountain,
Was all that it could see!

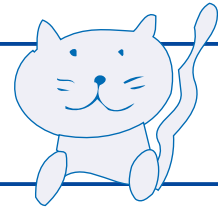
The words could be changed to: "The rabbit hopped over the mountain, The cat skipped...., The dog ran....," etc.

3. Game:
Hippity Hop
One player is the "Hippity Hop" (rabbit). All the other kids in groups of three join elbows and form a "shelter." The Hippity Hop is looking for a home and tries to attach to a shelter. If the Hippity Hop attaches to the shelter, the home becomes too crowded and the player in the middle becomes the next Hippity Hop. If the group is large, start with two Hippity Hops to keep the game moving.
4. Book:
Animals that Build Their Homes by Robert McClung. Washington, D.C.: The National Geographic Society, 1976. An excellent book with beautiful pictures.
5. Snack idea:
Offer nuts, peanuts in a shell, sunflower seeds, carrot and celery sticks, lettuce and cabbage leaves, raisins, apples, bananas, berries, and crackers. What kind of animals would eat these foods? Where would they find them?
6. Parent Newsletter "Homeplay."
Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask the kids, "What are the four things all animals need?" (Answer: food, water, shelter, and space.) "How are our shelters similar or different from animals' shelters?" Ask yourself, "Do the kids understand that both people and animals need shelters and what these shelters have in common?"

Homeplay Newsletter



Dear Parent,

This week we continued our study on the needs of animals and humans. We specifically looked at the need we all have for shelter. We used play dough to form models of shelters of all kinds and then discussed the similarities and differences of human and animal shelters.

You can help your child remember what we learned by asking questions or trying some of the activities suggested below.

Children need new experiences and a sense of independence. You can help your children fulfill these needs by:

- Providing them with the opportunities to try new things, from trying a new food or learning a new song or a new sport to visiting a new park or museum.
- Allowing them to spend time with friends without direct adult supervision. (Just stay within hearing distance!)
- Allowing them to try something by themselves that they normally would do with an adult (making their own snack, walking to school with friends, going with an older sibling or teen friend to a function).
- Involving them in some family decisions or allowing them to make some decisions on their own (planning a nutritious meal, where to go on a family outing, or how to spend a Saturday afternoon).

INFORMATION FOR YOU

People and animals—including pets, farm animals, and wildlife—have some of the same basic needs. Every animal needs a home, but that home is not just a “house” like people live in. Home, for many animals, is a much bigger place, the outdoors. The scientific term for an animal’s home is “habitat.” An animal’s habitat includes food, water, shelter, and space. People build houses, apartments, trailers, houseboats, and other kinds of shelter in which to live.

Animals also need some kind of shelter. It might be underground, in a bush, in the bark of a tree, or among rocks.

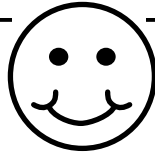
QUESTIONS TO ASK

What happened today? What did you do? Did you make something with play dough? Tell me about it. What can you tell me about shelters? Who needs them? What kind do they need to be? Is shelter part of a habitat? What is a habitat? What makes up a habitat?

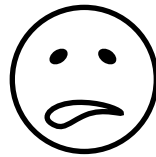
ACTIVITIES TO TRY

- Walk around a neighborhood, farm, or forest. Look for animal shelters. Discuss where they are located and what the shelters have in common.
- Sing *The Bear Went Over the Mountain* (can also be done as a fingerplay). The words could be changed to: “The rabbit hopped over the mountain, The cat skipped..., The dog ran...,” etc.
- Play a game: *Hippity Hop*. One player is the “Hippity Hop” (rabbit). All the other kids form into groups of four. Three kids join elbows and form a “shelter” with the fourth child inside the shelter. The Hippity Hop is looking for a home and tries to get into the shelter. If the Hippity Hop gets into the shelter, the home becomes too crowded and the player in the middle becomes the next Hippity Hop. If the group is large, start with two Hippity Hops to keep the game moving.
- Read a book: *Animals That Build Their Homes* by Robert McClung. Washington, D.C.: The National Geographic Society, 1976. An excellent book with beautiful pictures.
- Offer a snack of nuts, peanuts in a shell, sunflower seeds, carrot and celery sticks, lettuce and cabbage leaves, raisins, apples, bananas, berries, and crackers. What kind of animals would eat these foods? Where would they find them?

What I liked:



What I didn't like:



Notes for Home:

LESSON 4A

If You're Healthy and You Know It

What's it all about?

Kids will recognize the physical characteristics of normal, healthy animals and practice observation and analysis skills.

What do I need to know?

HEALTHY CHARACTERISTICS

Animal	Eyes	Teeth	Fur/Hair	Nose	Skin	Body Waste
RABBIT	Clear or bright, not protruding*	Even, lack of buck teeth or overgrown incisors	Free of fleas and undue loss of fur; smooth and silky	Cool to touch and free of mucus or crusts	Free of scaling, lesions or cuts	Feces formed into pellets and free of internal parasites
DOG	Clear or bright, not protruding or red-eyed	Free of loose teeth and tartar with clear gums	Free of fleas and undue loss of hair; smooth	Cool to touch and free of mucus or crusts	Free of scaling, lesions or cuts	Feces free of internal parasites
CAT	Clear or bright, not protruding or red-eyed	Free of tartar with gums clear and without lesions	Free of mites, fleas, ticks, lice and undue loss of hair	Cool to touch and free of mucus or crusts	Free of scaling, lesions or cuts	Soft, but not watery
CAVY	Clear or bright, not protruding*	Absence of overgrown incisors	Smooth and silky	Cool to touch and free of mucus or crusts	Free of scaling, lesions or cuts	Feces are formed into pellets and free of internal parasites

* All albino rabbits and cavies have pink eyes.

What do I need?

1. Large piece of paper, poster board, or a blackboard. On the paper, duplicate the chart for **What do I need to know?** but keep the boxes empty.
2. One or two animals to observe (cat, dog, rabbit, or cavy).

How do I do it?

(Approximately 10–45 minutes)

1. Show the children the chart you have made and tell them you are going to discuss how you know when an animal is

healthy or sick. You might ask, "How do we know when we are sick?" (Possible answers: I feel tired; have fever; have cough; runny nose; stomachache; blisters.) "How do you think we can tell if an animal is sick?" Refer to the chart.



2. Observe the animal. Let the kids gently pet or hold it. Discuss each topic on the chart (eyes, teeth, etc.) and fill it in using the children's words as much as possible. What is the animal's nose like? Wet? Dry? Cold? Warm? How does its fur feel? How do its eyes look? Skin? Teeth?

- A** 3. Ask the kids what they should do if they notice their animal is not healthy. (Answer: Tell an adult.)

What else can I do?

1. Special speaker:
Ask a veterinarian to visit and bring an animal. Have the veterinarian discuss what a healthy animal looks like.
2. Field trip:
Visit a veterinarian. Observe several animals, healthy and sick. Discuss the differences.
3. Book:
My First Kitten by Rosemarie Hausher. New York: Four Winds Press, 1985. The true story of Adam and his first kitten. From his parents and a veterinarian, Adam learns to care properly for his kitten.
4. Game:
Animal Parts
You will need pictures of five animal parts—heads and bodies, tails, ears, legs, and paws. Have four or five pictures in each category. You may get the pictures from magazines, draw them yourself or have the children draw them. The pictures do not need to be realistic. Place the pictures in five piles (with all the same category in the same pile) at one end of an open room. Divide the children into five groups and line them up at the opposite end of the room from the animal pictures. On the count of three, have the first kid in each line run up to the pictures and take the top one. These five children then form a group. Continue the process until all the kids are in groups. Have the groups put their pictures together into an “animal” and then share the picture with the other groups. The products will be the weirdest animals ever! Repeat the game.

5. Song/Game:

The Farmer in the Dell

To play this game, the children stand in a circle with one person—the farmer—in the middle. The following verse is recited or sung:

The farmer in the dell,
The farmer in the dell,

Hi-ho, the derry-o,
The farmer in the dell.
The farmer picks a spouse.
(Child chooses someone to step inside the circle.)
The farmer picks a spouse.
Hi-ho, the derry-o,
The farmer picks a spouse.
Continue the game with the following verses until everyone has been chosen or until the verses run out.

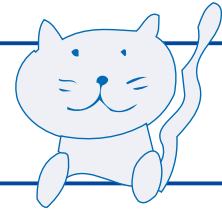
More verses:

2. The spouse picks a child.
 3. The child picks a nurse.
 4. The nurse picks a dog.
 5. The dog picks a cat.
 6. The cat picks a rat.
 7. The rat picks the cheese.
 8. The cheese picks the knife.
 9. The knife stands alone. (The knife then becomes the farmer for the next game.)
6. Snack idea:
Let the kids mix together equal parts of peanut butter and honey, and spread it on graham crackers.
 7. Parent Newsletter “Homeplay.”
Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask yourself, “Can each child name at least one or two characteristics of a healthy animal? Do children know what parts of an animal to look at to see if the animal is healthy?”

Homeplay Newsletter



Dear Parent,

This week your child learned about some of the physical needs animals have and the characteristics of normal, healthy animals. We talked about how humans know when they are sick. We also discussed ways to tell if an animal is healthy or sick.

You can help your child remember what we learned by asking questions or trying some of the activities suggested below. Along with physical needs, humans also have emotional and social needs. Children need a sense of achievement, to know that their efforts are worthwhile and appreciated. These achievements can be very simple, such as finishing a chore, feeding the family pet, or answering the phone. You can help your child feel appreciated by:

- Recognizing good behavior by saying, "Good job!" "You're really trying your hardest!" "Thanks for your help."
- Showing appreciation with a simple pat on the back, a smile or nod of encouragement.
- Celebrating small, as well as big, achievements with a congratulations note left on a pillow, a special treat, a trip to the park or a movie.
- Encouraging kids to talk about their achievements and feel good about them.

INFORMATION FOR YOU

You can tell if a small animal (rabbit, dog, cat, or cavy) is healthy by checking its eyes, teeth, fur/hair, nose, skin and body waste. For specific information on the healthy characteristics of small animals, check with the 4-H leader or 4-H publications.

QUESTIONS TO ASK

What happened today? What did you do? How do you know when you are sick? How can you tell if an animal is not well? What can you do if you see your pet or animal is not well?

ACTIVITIES TO TRY

- Visit a veterinarian. Observe several animals, healthy and sick. Discuss the differences.
- Read a book: *My First Kitten* by Rosemarie Hausher. The true story of Adam and his first kitten. From his parents and a veterinarian, Adam learns to care properly for his kitten.

- Sing a song/play a game: *The Farmer in the Dell*.

To play this game, the children stand in a circle with one person—the farmer—in the middle. The following verse is recited or sung:

The farmer in the dell,
The farmer in the dell,
Hi-ho, the derry-o,
The farmer in the dell.
The farmer picks a spouse.

(Child chooses someone to step inside the circle.)

The farmer picks a spouse.
Hi-ho, the derry-o,
The farmer picks a spouse.

Continue the game with the following verses until everyone has been chosen or until the verses run out.

More verses:

2. The spouse picks a child.
3. The child picks a nurse.
4. The nurse picks a dog.
5. The dog picks a cat.
6. The cat picks a rat.
7. The rat picks the cheese.
8. The cheese picks the knife.
9. The knife stands alone.

(The knife then becomes the farmer for the next game.)

- Have a snack: Let the kids mix together equal parts of peanut butter and honey, and spread it on graham crackers.

What I liked:



What I didn't like:



Notes for Home:

LESSON 4B

If You're Healthy and You Know It

What's it all about?

Kids will recognize the behavioral characteristics of normal, healthy animals and practice using observation and analysis skills.

What do I need to know?

An animal exhibits many different behaviors during a day and throughout its lifetime. The way the animal acts and its physical characteristics are the way behaviors are exhibited or displayed. The types of behavior and physical characteristics include:

Behaviors:

- Stance/posture
- Movement/gait
- Vocalizing
- Appetite/eating habits

These words will need to be defined for the kids.

Physical Characteristics:

- Eyes
- Hair/Fur
- Ears
- Tail

Discuss how these characteristics vary with different animals.

A change in behavior or physical characteristics may be a sign of hunger, fear, temporary stress, or disease.

ANIMAL BEHAVIOR

Animal	Content	Sad	Frightened	Angry
DOG	Head up Ears alert Walks or steps lightly May sit or lie quietly	Head and ears down Eyes may be cloudy Whines. Moves slowly Lies in corner	Barks Whines Tail between legs Head and ears down Moves around rapidly Cowers in corner	Fur up Growling
CAT	Purrs Sits quietly	Head and ears down Does not purr Could lie quietly	Meows Moves around rapidly Cowers in corner	Fur up on back Makes loud sounds May hiss or growl at people or other animals Tail up
RABBIT	Ears up Lies quietly in cage Even breathing	May not eat Eyes cloudy Ears down May lie in a corner	Stoops near feet High-pitched sound Hops around cage rapidly Heavy breathing	
CAVY	Head up or between front feet Lies quietly in cage Even breathing	May not eat May not move around cage	Rapid movement Heavy breathing	

What do I need?

1. Blank Behavior Chart: Draw this on a board or paper large enough for everyone to see.

Example:

ANIMAL	CONTENT	SAD	FRIGHTENED	ANGRY

2. One or more small animals.

How do I do it?

(Approximately 30–45 minutes)

1. Form a circle for discussion.
2. Tell the kids that you will be discussing four ways an animal behaves and what that tells us about the animal.
- E** 3. Ask the kids to take turns showing how they act (role play or pantomime) when they have the feelings listed on the chart.
4. Have the children act out how animals might behave while exhibiting the feelings on the chart. The kids will not be aware of all the behaviors and physical characteristics of each animal. Refer to the chart in **What do I need to know?**
- R** 5. Discuss with the kids:
 - a. What happened or what did you do when you pretended to be animals? Let the kids be specific, i.e., “I jumped around.” “I thumped my foot.” “My ears went up.”
 - A** b. What should we do if our animals have some of the behaviors listed on the chart? (Answer: When their behavior or physical characteristics change, you need to check on your animals’ well-being. For example, are they hungry? Sick? Hot? Cold?)
- E** 6. Give all the kids a behavior chart or post one by the animal. Observe the animal, let the kids hold and pet it for 5–10 minutes. Discuss with them the animal’s behavior.

Is it still or trying to move away? Is it using its voice? Is its fur flat or raised?

- R** 7. Discuss with the kids what mood the animal is probably in. Fill it in on the chart with words or drawings. What did they find out?
- A** 8. Encourage the kids to observe an animal for one week, several days at different times of the day. Have them make out a chart and share the results the next time you meet. How can they use this information about their animal?

What else can I do?

1. Observe other people in different situations and how they act out their feelings.
2. Observe other animals at a pet store, animal shelter, farm, or zoo.
3. Have the children bring their animals to the meeting so others can observe them.
4. Song:
If You’re Happy and You Know It
If you’re happy and you know it, clap your hands. (Repeat)
If you’re happy and you know it, then your face will surely show it.
If you’re happy and you know it, clap your hands.
If you’re angry and you know it, stomp your feet. (Repeat)
If you’re angry and you know it, then your face will surely show it.
If you’re angry and you know it, stomp your feet.
If you’re glad and you know it, shout “Hurrah!” (Repeat)
If you’re glad and you know it, then your face will surely show it.
If you’re glad and you know it, shout “Hurrah!”
If you’re happy and you know it, do all three. (Repeat) (Clap, stomp, and shout)
If you’re happy and you know it, then your face will surely show it.
If you’re happy and you know it, do all three. (Clap, stomp, and shout)

5. Game:
Do As I Do
- Have each kid choose an animal and keep it a secret.
 - Let each child act out something the animal would do when angry, content, frightened, or sad.
 - Have everyone imitate the lead child while chanting or singing this verse:
(Tune: *Darling Clementine*)
Do as I do, do as I do,
Do as I do, do it now!
Do as I do, do as I do,
Do as I do, do it now!
 - Let the group guess which animal they were imitating.
 - Continue until everyone has had a turn.

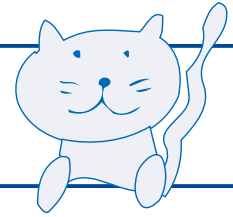
Help the kids with ideas for animals and animal behavior if they need it.

- Books: *Hi Cat* by Ezra J. Keats. New York: Macmillan, 1970. *Whistle for Willie* by Ezra J. Keats. New York: Viking Press, 1969.
- Parent Newsletter "Homeplay." Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask the kids to demonstrate how several different animals behave when content, sad, frightened, and angry.

Homeplay Newsletter



Dear Parent,

This week your child learned how healthy, normal animals behave. The kids learned that by observing how animals act and their physical characteristics, they can determine if the animal is healthy.

You can help your child remember what was learned by asking questions or trying some of the activities suggested below.

Healthy, normal kids have many needs. One is affection. Affection or love is essential to personality development. Young children need to know that they are wanted and loved unconditionally. You can make your child feel loved by:

- Having fun together.
- Doing chores together.
- Accepting the child for who he or she is.
- Expressing your love, saying "I love you" goes a long way!

INFORMATION FOR YOU

An animal exhibits many different behaviors during a day and throughout its lifetime. The way the animal acts and physical characteristics are the way it displays its feelings. The types of behavior include stance/posture, movement/gait, voice, and appetite/eating habits. Physical characteristics include eyes, hair/fur, ears, and tail. A change in behavior or physical characteristics may be a sign of hunger, fear, temporary stress, or disease.

QUESTIONS TO ASK

What happened today? What did you do? How can you tell if an animal is content, sad, frightened, or angry? What can you do if an animal shows one or more of these behaviors? What do humans do when they are unhappy, frightened, or angry?

ACTIVITIES TO TRY

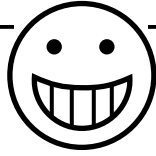
- Observe other people in different situations and how they act out their feelings.
- Observe other animals at a pet store, animal shelter, farm, or zoo.
- Sing a song: *If You're Happy and You Know It*
If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands.

For the other verses substitute:

If you're angry and you know it, stomp your feet.
If you're glad and you know it, shout "Hurrah!"
If you're happy and you know it, do all three. (Clap, stomp, and shout)

- Play a game: Do As I Do
Have one person choose an animal and keep it a secret, and then act out something the animal would do when angry, content, frightened, or sad. Imitate the person while chanting or singing this verse: (Tune: *Darling Clementine*)
Do as I do, do as I do,
Do as I do, do it now!
Do as I do, do as I do,
Do as I do, do it now!
Guess which animal the person was imitating.
- Read a book: *Hi Cat* by Ezra J. Keats. New York: Macmillan, 1970.
Whistle for Willie by Ezra J. Keats. New York: Viking Press, 1969.

What I liked:



What I didn't like:



Notes for Home:

UNIT 2

ANIMAL CARE



LESSON 1A

I Went to the Animal Fair

What's it all about?

The kids will learn what to consider when selecting a small animal as a pet, and decision-making and communication skills.

What do I need to know?

The first step in caring for an animal is to choose the appropriate animal in the beginning. This lesson is the first of two parts.

Factors to be considered in choosing an animal include (but may not be limited to):

1. **Food**—What is needed to feed the animal? Is it available in your community? Do you have a place and space to store the food? Possible places to purchase animal feed:
 - a. Grocery store
 - b. Pet or feed store
2. **Housing**—Does the animal need any special equipment? What type of housing is needed? Is it easy to obtain and maintain? Do you have a place and space to keep a bed or bedding, a litter box, water bottle, leash, exercise equipment? Potential housing options:
 - a. Dog house
 - b. Human house
 - c. Rabbit hutch
 - d. Cavy cage
3. **Environment—Temperature**—Can you keep the environment at the appropriate temperature? Space—What are the space requirements for the animal? Do you have enough space? Exercise—Does the animal have any special exercise requirements, a place to run or play? Does it need 24-hour care? Do you have the facilities to care for an animal?
4. **Sound**—what kind of sound does the animal make? Is it loud? Is the sound (volume) offensive to others? Is the sound appropriate for the environment (i.e., a loud dog in a small apartment)?
5. **Cost**—What is the initial cost of the animal? What is the cost of food? The cost of licensing? Special equipment? Veterinary care? Can the group or individual afford these costs?
6. **City/County Regulations**—Become aware of the city / county regulations (i.e., number of animals within town, size of animals allowed in town, licensing requirements, leash laws, neutering requirements). Does the animal selected fit in with these regulations?
7. **Group/Family Attitude**—Does the group / family have the time and desire to care for the animal? Does the group / family enjoy having animals in their classroom / home? Is anyone within the group / family bothered by animal noises? Odors? Cleanliness? The animal's size? The animal's activity level? Is anyone allergic to the animal?
8. **Human Needs**—What human needs will the animal fulfill? Companionship? Entertainment? Profit? Enjoyment? Protection?

What do I need?

Three or four pet owners (maybe the children themselves) willing to come and share different animals with the group. Try to have a variety of animals including dogs, cats, cavies, and rabbits. Contact your local 4-H office for names of volunteers who would be happy to participate in a pet fair. Or, contact your local Animal Control, Society for Prevention of Cruelty to Animal (SPCA), or humane society.

How do I do it?

(Approximately 30–45 minutes)

Have an animal fair! Follow these suggestions:

Before:

1. Arrange for a room or area that has good lighting, is spacious, and is a comfortable temperature. This can be inside or outdoors.
2. Contact pet owners informing them of when and where the pet fair will be. Be sure to tell them that other animals will be in the room or area.
3. Set up the room/area with a display station with a small table for each animal and owner. Provide ample space for display items and for kids to discover and learn about each animal.
4. Ask owners to provide display items. (The more “hands-on” experience, the better!) Include:
 - Housing
 - Food
 - Handling and grooming equipment
 - Food and watering equipment
 - Bedding
5. Ask owners to talk about or demonstrate:
 - How to handle the animal
 - How to feed and water
 - How to clean the cage
 - How to groom the animal
 - How to identify parts of the animal
6. Ask owners to let the kids pet or handle the animal.
7. Inform the kids that as a group or individually they will be selecting an animal to care for. Ask them to think about which animal they would like to have as a pet and why.
8. Brainstorm with the children about appropriate behavior around animals. For example:
 - Speak in calm, soft voices.
 - Approach each station slowly and quietly.

- Handle or pet the animals only on the owner’s direction.
- As the leader, you must model the appropriate behavior.

During the Fair:

1. Greet the kids and ask them to sit in a central location.
2. Review the appropriate behavior as discussed previously.
3. Divide the children into groups. (One way to do this is with different animal cards drawn out of a bag.) There should be one group for each station.
4. Have each group go to their first station; approximately every 10–15 minutes rotate the groups. Watch for inattentive behavior and change groups as needed.
5. After all groups have been to each station, end the activity with an active game, song, or snack.

What else can I do?

1. Field trip:
Visit a pet store, zoo, animal shelter, humane society, or local farm.
2. Song:
Head, Shoulders, Knees, and Toes
(Traditional)
Head, shoulders, knees, and toes, knees and toes;
Head, shoulders, knees, and toes, knees and toes;
Eyes and ears, a mouth and a nose;
Head, shoulders, knees, and toes, knees and toes.

Sing this song several times, each time gaining speed. End with singing loudly and then softly to calm down the group. If you do not know the tune, simply chant the words.
3. Game:
The Blob
Two kids holding hands are “it.” Everyone else hides. “It” looks for the others. Each time

a person is caught by “it,” they join hands and become part of “it,” looking for the others. The game continues until everyone is caught and is part of *The Blob*.

4. Snack idea:

Give each child a spoonful of several different kinds of dry cereal. Place the cereal in front of each person on a clean table or individual plate. Challenge the kids to eat the cereal without their hands. Talk about how animals eat their food. Be prepared for lots of giggles! This will show them that pets with long narrow noses or long or rough tongues can do things we cannot do.

5. Books:

Pet Show by Ezra Keats. New York: MacMillan, 1972. A delightful book with interesting illustrations about a young boy and his efforts to put on a pet show.

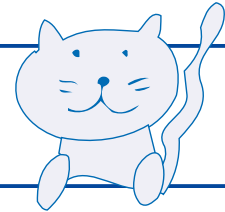
The Goat in the Rug by Charles L. Blood. New York: Aladdin Books, 1990. Geraldine the goat tells the true story of how her wool became a Navajo rug.

6. Parent Newsletter “Homeplay.” Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Did each child have an opportunity to interact with each animal?

Homeplay Newsletter



Dear Parent,

This week we began a new unit on the care of animals. The children attended an animal fair and began to gather information on choosing an animal. We completed steps 1 and 2 of the decision-making process (see INFORMATION FOR YOU).

You can help your child learn how to make sound decisions:

- When talking with your children, ask them which animal they liked the best and why. This kind of creative thinking is easy for some children, but more difficult for others. All children need the chance to practice it.
- Give your child opportunities to think about options when making decisions. Thinking of various options can stretch the mind. These kinds of activities develop critical thinking skills, an important part of making sound decisions.

INFORMATION FOR YOU

Factors to consider in choosing an animal include food, housing, environment, sound, cost, city / county regulations, group / family attitude, and human needs. The decision-making process involves four steps: (1) define the decision, (2) generate alternatives and gather information on those alternatives, (3) choose an alternative, (4) evaluate the decision.

QUESTIONS TO ASK

What happened today? What did you do? Which animals were at the animal fair? Which did you like best? Least? Why? Which one do you think you could care for on your own? Why?

ACTIVITIES TO TRY

- Visit a pet store, zoo, animal shelter, humane society, or local farm.
- Sing a song: *Head, Shoulders, Knees, and Toes* (Traditional)
Head, shoulders, knees, and toes, knees and toes;
Head, shoulders, knees, and toes, knees and toes;
Eyes and ears, a mouth and a nose;
Head, shoulders, knees, and toes, knees and toes.
Sing this song several times, each time gaining speed. End with singing loudly and then softly to calm down the group. If you do not know the tune, simply chant the words.
- Play a game: *The Blob* Two kids holding hands are "it." Everyone else hides. "It" looks for the others. Each time a person is caught by "it," they join hands and become part of "it," looking for the others. The game continues until everyone is caught and is part of *The Blob*.
- Have a snack: Give your child a spoonful of several different kinds of dry cereal. Place the cereal in front of each person on a clean table or individual plate. Challenge the kids to eat the cereal without their hands. Talk about how animals eat their food. Be prepared for lots of giggles! This will show them that pets with long narrow noses or long or rough tongues can do things we cannot do.
- Read a book: *Pet Show* by Ezra Keats. New York: MacMillan, 1972. A delightful book with interesting illustrations about a young boy and his efforts to put on a pet show.

What I liked: 

What I didn't like: 

Notes for Home:

LESSON 1B

Animal Fair

What’s it all about?

The kids will decide what kind of small animal is appropriate for their home or classroom situation.

What do I need to know?

1. Factors from Lesson 1—Part 1
2. The decision-making model:
 - Define the decision
 - Generate alternatives
 - Choose an alternative
 - Evaluate the decision

What do I need?

- 2 poster boards, newsprint, or large pieces of paper.
- Factor cards available at end of this lesson.
- Masking tape, marking pens.

How do I do it?

(Approximately 30 minutes)

1. Gather supplies (posters, factor cards, tape).
2. Make one poster with “Yes” written on top. Make four sections on each paper and write the animals (dog, cat, rabbit, cavy) in each section; make a second poster with “No” on the top and the four sections labeled dog, cat, rabbit, cavy (see example).
3. Put the posters on the wall.

YES	
CAT	DOG
RABBIT	CAVY

4. Copy the factor cards from end of the lesson. Cut on the dotted line. Put all the cards, folded in half, into a box, hat, bowl, or basket.

R
5. Gather the kids and discuss the animal fair. You might ask, “Which animal did you like the best? Which the least? Why? Which animal would you want for a pet? Which animal would you not want for a pet? Why?”

A
6. Bring out the box with the factor cards in it and say, “There are a lot of factors we have to think about when deciding what animal we want as a pet. In this box are questions we need to answer ‘yes’ or ‘no.’ Each one of you will pick a card, read it, and answer the question. Then we will tape the card where it belongs.” (If children can’t read, an adult may read for them.) (As an example, if a child picks the card that says “Animal: Rabbit. Factor: Housing. Can we get housing and equipment for a rabbit?” If the answer is “no,” tape the card on the “No” poster under Rabbit. If the answer is “yes,” tape the card on the “Yes” poster under Rabbit.)
7. Let the kids draw the cards, one at a time, answer them, and tape them on the posters until all the cards are gone. By the time the cards are gone, one animal should have more cards under its name on the “Yes” poster than any other. (Refer back to **What do I need to know?** in Unit 1, Lesson 1A, to help you better define the factors for the kids.)
8. You have chosen an animal! Or, you may choose not to have an animal.

NO	
CAT	DOG
RABBIT	CAVY

<p style="text-align: center;">Cat</p> <p>Factor: Food</p> <p>Is there a store in or near our community where we can buy cat food?</p>	<p style="text-align: center;">Cat</p> <p>Factor: Cost</p> <p>Do we have the money to afford a cat?</p>	<p style="text-align: center;">Cat</p> <p>Factor: Housing</p> <p>Can we get housing and equipment for a cat?</p>	<p style="text-align: center;">Cat</p> <p>Factor: Laws (regulations)</p> <p>Can we obey the laws in our community for a cat?</p>
<p style="text-align: center;">Cat</p> <p>Factor: Environment</p> <p>Is our classroom or home appropriate for a cat?</p>	<p style="text-align: center;">Cat</p> <p>Factor: Group/family attitude</p> <p>Do we want a cat?</p>	<p style="text-align: center;">Cat</p> <p>Factor: Sound</p> <p>Are the sounds a cat makes pleasing or annoying to us or our neighbors?</p>	<p style="text-align: center;">Cat</p> <p>Factor: Human Needs</p> <p>Will the cat meet our needs (companionship, entertainment, profit, enjoyment protection)?</p>
<p style="text-align: center;">Dog</p> <p>Factor: Food</p> <p>Is there a store in or near our community where we can buy dog food?</p>	<p style="text-align: center;">Dog</p> <p>Factor: Cost</p> <p>Do we have the money to afford a dog?</p>	<p style="text-align: center;">Dog</p> <p>Factor: Housing</p> <p>Can we get housing and equipment for a dog?</p>	<p style="text-align: center;">Dog</p> <p>Factor: Laws (regulations)</p> <p>Can we obey the laws in our community for a dog?</p>
<p style="text-align: center;">Dog</p> <p>Factor: Environment</p> <p>Is our classroom or home appropriate for a dog?</p>	<p style="text-align: center;">Dog</p> <p>Factor: Group/family attitude</p> <p>Do we want a dog?</p>	<p style="text-align: center;">Dog</p> <p>Factor: Sound</p> <p>Are the sounds a dog makes pleasing or annoying to us or our neighbors?</p>	<p style="text-align: center;">Dog</p> <p>Factor: Human Needs</p> <p>Will the dog meet our needs (companionship, entertainment, profit, enjoyment protection)?</p>

<p style="text-align: center;">Rabbit</p> <p>Factor: Food</p> <p>Is there a store in or near our community where we can buy rabbit food?</p>	<p style="text-align: center;">Rabbit</p> <p>Factor: Cost</p> <p>Do we have the money to afford a rabbit?</p>	<p style="text-align: center;">Rabbit</p> <p>Factor: Housing</p> <p>Can we get housing and equipment for a rabbit?</p>	<p style="text-align: center;">Rabbit</p> <p>Factor: Laws (regulations)</p> <p>Can we obey the laws in our community for a rabbit?</p>
<p style="text-align: center;">Rabbit</p> <p>Factor: Environment</p> <p>Is our classroom or home appropriate for a rabbit?</p>	<p style="text-align: center;">Rabbit</p> <p>Factor: Group/family attitude</p> <p>Do we want a rabbit?</p>	<p style="text-align: center;">Rabbit</p> <p>Factor: Sound</p> <p>Are the sounds a rabbit makes pleasing or annoying to us or our neighbors?</p>	<p style="text-align: center;">Rabbit</p> <p>Factor: Human Needs</p> <p>Will the rabbit meet our needs (companionship, entertainment, profit, enjoyment protection)?</p>
<p style="text-align: center;">Cavy</p> <p>Factor: Food</p> <p>Is there a store in or near our community where we can buy cavy food?</p>	<p style="text-align: center;">Cavy</p> <p>Factor: Cost</p> <p>Do we have the money to afford a cavy?</p>	<p style="text-align: center;">Cavy</p> <p>Factor: Housing</p> <p>Can we get housing and equipment for a cavy?</p>	<p style="text-align: center;">Cavy</p> <p>Factor: Laws (regulations)</p> <p>Can we obey the laws in our community for a cavy?</p>
<p style="text-align: center;">Cavy</p> <p>Factor: Environment</p> <p>Is our classroom or home appropriate for a cavy?</p>	<p style="text-align: center;">Cavy</p> <p>Factor: Group/family attitude</p> <p>Do we want a cavy?</p>	<p style="text-align: center;">Cavy</p> <p>Factor: Sound</p> <p>Are the sounds a cavy makes pleasing or annoying to us or our neighbors?</p>	<p style="text-align: center;">Cavy</p> <p>Factor: Human Needs</p> <p>Will the cavy meet our needs (companionship, entertainment, profit, enjoyment protection)?</p>

What else can I do?

1. Game:

Going on a Rabbit (or Dog, Cat, Cavy) Hunt

The objective of the game is to brainstorm ways to get beyond the obstacles.

You need imagination, and a place to walk, preferably outside.

Take the children on a walk. Hopefully the weather will be nice enough to go outside. If not, just walk in a big circle or walk through the house. The most important ingredient is imagination.

Tell the children you are going rabbit hunting with a camera so they should put on their walking shoes, button their coats, and put their cameras around their necks. Act out these directions.

As you walk, you will come across several obstacles (suggestions listed below). Each time the group comes to an obstacle, stop and discuss all the possible choices. Encourage the children to come up with as many ideas as possible. Tell them you will accept any possibility, no matter how unusual it sounds. Accept each by saying something like, "That's an idea." Do not reject any ideas. This process is called brainstorming. After brainstorming for a moment at each obstacle, quickly and randomly choose an idea, do it, and continue walking to the next obstacle. (You could let a different child choose at each obstacle.)

Continue with the activity until the time is up or the children tire. To end the activity, pretend to spy the rabbit in a bush, snap its picture, and head quickly for home repeating all the obstacles you came across on the way. If you act with vim and vigor, the children will become very involved and the activity guaranteed to be a success.

Obstacle suggestions:

- A river
- A frozen pond
- A fallen tree
- Quicksand
- A wheat field
- Wild animals

- A tunnel
- A steep hill
- A mud puddle
- A rain storm
- A dust storm
- A blizzard
- Blazing hot sun
- Sticky, gooey mud

When you return, discuss your adventures. You might say: "Wow, that was a great rabbit hunt! We faced a lot of problems and we had to come up with many ideas. You used your imaginations to come up with many interesting suggestions." Review some of the obstacles you came across on your walk, what some of the children's ideas were, and what was chosen. Say to the children, "When we need to make choices or decisions, like in the rabbit hunt, it is important to be able to come up with several ideas so we can see what the possibilities might be. Then it's important to make the best choice we can." (Give an example from the rabbit hunt you just completed.)

2. Books:

Select pet care books from the local library appropriate for the animal the group chooses.

3. Display:

Make a display of common pet supplies: an unbreakable pet feeding dish, pet toys (bone, ball, or rubber mouse), leash, license tags, brush, empty cage, cedar chips, and empty containers of cat, dog, fish, or bird food. Ask children which pet uses the various supplies (pictures on boxes will provide a hint). The pictures you post above the display of appropriate pets eating and sleeping or of kids caring for pets may also suggest answers.

4. Special speakers:

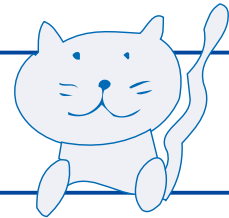
Ask 4-H teen members to explain how they care for their animals.

5. Parent Newsletter "Homeplay." Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Did you choose an animal that is satisfactory for the situation?

Homeplay Newsletter



Dear Parent,

This week we continued the decision-making process by choosing an animal. The kids learned about factors they must consider when choosing an animal. We discussed how our values play a major role in step 3, choosing an alternative. Values shape who we are, what we think, and how we behave. Values provide children with guidelines for behavior and making decisions. You can help your child form values by:

- Expressing verbally what you value. Example: I value honesty.
- Acting on your values in daily actions. Actions speak louder than words. If you value honesty, act honestly.
- Discussing the factors to consider when choosing an animal.

INFORMATION FOR YOU

Factors to consider when choosing an animal include food, housing, environment, noise levels, cost, city / county regulations, group / family attitude, and human needs.

The decision-making process involves four steps: (1) define the decision, (2) generate alternatives and gather information on those alternatives, (3) choose an alternative, (4) evaluate the decision.

QUESTIONS TO ASK

What happened today? What did you do? Did you choose an animal? How did you go about doing that? What did you have to think about when choosing an animal? Do you think you will be content with your decision? Why or why not?

ACTIVITIES TO TRY

- Play a game: Going on a Rabbit (or Dog, Cat, Cavy) Hunt. The objective of the game is to brainstorm ways to get beyond the obstacles.
- Materials needed: imagination and a place to walk, preferably outside. Directions: Take the

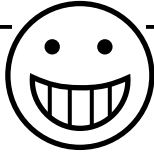
children on a walk. If the weather is not nice enough to go outside, just walk through the house. Tell the children to bring their imaginations along. Tell them you are going rabbit hunting with a camera so they should put on their walking shoes, button their coats, and put their cameras around their necks. Act out these directions. As you walk, you will come across several obstacles. Each time the group comes to an obstacle, stop and discuss all the possible choices. Tell them you will accept any possibility, no matter how unusual. Accept each by saying something like, "That's an idea." Do not reject any ideas. This process is called "brainstorming." After brainstorming for a moment at each obstacle, quickly and randomly choose an idea, do it, and continue walking to the next obstacle. (You could let a different child choose at each obstacle.) Continue with the activity until the time is up or the children tire. To end the activity, pretend to spy the rabbit in a bush, snap its picture, and head quickly for home repeating all the obstacles you came across on the way.

Obstacle suggestions:

A river	A frozen pond
A fallen tree	Quicksand
A wheat field	Wild animals
A tunnel	A steep hill
A mud puddle	A rain storm
A dust storm	A blizzard
Blazing hot sun	Sticky, gooey mud

- Discussion: When you return, discuss your adventures. Review some of the obstacles you came across on your walk, what some of the children's ideas were, and what was chosen.
- When we need to make choices or decisions, it is important to be able to come up with several ideas so we can see what the possibilities might be, and then make the best choice we can.
- Read a book: Depending on what animal the group chooses, there are many excellent books on pet care at the local library.

What I liked:



What I didn't like:



Notes for Home:

LESSON 2

Animal Care

What's it all about?

The kids will be able to identify the specific steps of caring for an animal on a daily basis, and practice critical thinking and problem-solving skills.

What do I need to know?

Caring for a pet is a major responsibility. You, as the adult, must have a basic understanding of pet care. You may order 4-H publications for dogs, cats, cavies, and rabbits from your local Cooperative Extension office. Read the sections relevant to the animal you have chosen. You will need to be familiar with:

- Equipment for housing the animal
- Feeding
- Grooming
- Health care

What do I need?

Materials to make puppets:

- Paper lunch bags
- Markers or crayons
- Scraps of colored paper
- Glue, scissors
- Large sheet of paper

How do I do it?

(Approximately 30–40 minutes)

1. Explain to the kids that they will be making animal puppets.
2. Have all the materials spread out on a table or floor.
3. Show the kids how the lunch bag can be used as a puppet by inserting a hand into the bag and using the bottom fold as the mouth.

- E** 4. Let the kids use their creativity with the materials to create a puppet. The puppets do not need to look realistic. The important thing is that the children are able to role play with the puppets later.



5. Clean up. Have the kids help.

- R** 6. Have the children show their puppets to each other, telling what kind of animal it is, what sound it makes, how it moves, and what it needs to survive.

7. As the kids share what their animals need to survive, list the items on a sheet of paper that you have hung on the wall.

- A** 8. Using the puppets, act out the following:
“What would happen if...
– the animal isn’t fed?”
– the animal isn’t given water?”
– the animal isn’t exercised?”
– the animal isn’t given suitable shelter?”
– the animal isn’t kept clean?”
– the animal’s house or living area isn’t kept clean?”
– the animal becomes sick?”

9. Wrap up the discussion by asking the kids how they should care for their animal(s).

What else can we do?

1. Special speaker:
Small animal veterinarian or animal groomer
2. Game
Crazy Cavies!
You need an odd number of children for this game. Each child has a partner except for one player who is “it.” “It” waits while partners scatter and the leader calls out various commands, such as “Back to back,” “Face each other,” “Shake hands,” “Flap your wings” and “Hop like a rabbit.” When the leader calls out “Crazy Cavy” everyone has to get a new partner, including the child who is “it.” The child who does not find a new partner becomes the new “it.” Play until everyone has a turn being “it.”
3. Books:
Animal Doctors, What Do They Do? by Carla Greene. New York: Harper & Row, 1967.
Borregueta and the Coyote: A Tale from Ayutla, Mexico by Verna Aardema. New York: Alfred A. Knopf, 1991. Bold Illustrations enliven a Mexican folk tale about a little lamb who cleverly tricks the coyote who’s trying to eat her.

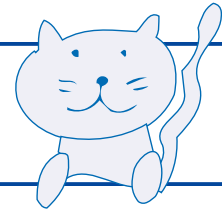
4. Snack idea:
Provide the kids with a variety of foods: bread slices, fruit (apples and oranges cut in half, sliced bananas) carrots, celery sticks, raisins, cheese slices, and peanut butter. Using the peanut butter as “glue,” let the kids build an “animal” and then enjoy it as a snack.

5. Parent Newsletter “Homeplay.”
Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask the kids what steps they must complete to care for their animal.

Homeplay Newsletter



Dear Parent,

This week we began learning the specific steps of taking care of an animal. We discussed what might happen to our animal if we did not care for it properly.

We began learning about responsibility. You can help your child practice responsibility by:

- Assigning a specific task that is his or hers to perform (sweeping the kitchen floor every other day).
- Teaching the skills to perform those tasks (how to hold the broom, how to scoop the dirt into the dustpan, how to empty the dustpan, etc.).
- Giving clear, precise feedback on your child's performance (next time, please make sure you sweep under the table).
- Defining the consequences of not doing the job (when you do not sweep the floor, it gets very dirty; then it is hard to walk barefoot in the kitchen).

INFORMATION FOR YOU

Caring for a pet is a major responsibility. You, as the adult, must have a basic understanding of pet care. If you are going to have an animal at home, you need to know about:

- Equipment for housing the animal
- Feeding
- Grooming
- Health care

QUESTIONS TO ASK

What happened today? What did you do? What did you make? What did you do with the pup-pets? What would happen if you did not water or feed your animal? How can you make sure you remember to care for your animal when it needs something?

ACTIVITIES TO TRY

- Play a game: *Crazy Cavies!* You need an odd number of children for this game. Each child has a partner except for one player who is "it." "It" waits while partners scatter and the leader calls out various commands, such as "Back to back," "Face each other," "Shake hands," "Flap your wings" and "Hop like a rabbit." When the leader calls out "Crazy Cavy" everyone has to get a new partner, including the child who is "it." The child who does not find a new partner becomes the new "it." Play until everyone has a turn being "it."
- Read a book: *Animal Doctors, What Do They Do?* by Carla Greene, New York: Harper & Row, 1967.
Borreguita and the Coyote: A Tale from Ayutla, Mexico by Verna Aardema. New York: Alfred A. Knopf, 1991. Bold illustrations enliven a Mexican folk tale about a little lamb who cleverly tricks the coyote who's trying to eat her.
- Fix a snack: Provide the kids with a variety of foods: bread slices, fruit (apples and oranges cut in half, sliced bananas) carrots, celery sticks, raisins, cheese slices, and peanut butter. Using the peanut butter as "glue," let the kids build an "animal" and then enjoy it as a snack.

What I liked: 

What I didn't like: 

Notes for Home:

LESSON 3

Daily Animal Care

What's it all about?

The kids will be able to perform the specific steps of caring for an animal on a daily basis, and practice critical thinking and problem-solving skills, and responsibility.

What do I need to know?

Caring for a pet is a major responsibility. It is necessary for you, as the adult, to have a basic understanding of pet care. You may order 4-H publications for dogs, cats, cavies, and rabbits from your county Cooperative Extension office. Read the sections relevant to the animal you have chosen. You will need to be familiar with:

- Equipment for housing the animal
- Feeding
- Grooming
- Health care

How do I do it?

(Approximately 15 minutes–2 hours)

- E** 1. Included on the next page of this leader guide is a sample responsibility chart. Review with the kids the discussion from the last meeting about the needs of their animal(s). Show them the chart with these needs listed. Ask for volunteers to sign up for the tasks or give a chart to each child to use with an animal.

Suggestion: Ask kids to bring the chart back to the next meeting. Reward them for completing the chart. Promote teamwork with the group chart. Reward them with stickers, a popcorn party, or a video.

2. If possible, arrange for all the children to go with you to purchase or obtain the animal you have chosen from Lesson #2.
3. Obtain the animal, bring it back to its new home; water and feed it.

- R** 4. Ask the kids, "How is the animal behaving now? How did it behave when we obtained it? What did/does its behavior tell us? What do we need to do for later? Give it water? Food? Quiet? How will we do these things? Do humans need these same things? When? How do we get the things we need?"
- A**

What else can we do?

1. Game:
Cats and Dogs
Play this game outdoors or in a large, sparsely furnished room. Divide the children into two teams—the Cats and the Dogs. Choose a leader for each team. Make two goal lines about 25 yards apart. Have each team stand at a goal line, and have the Cats stand with their backs to the Dogs. The Dogs should then silently creep up on the Cats and stand behind them. Then the leader of the Dogs calls out, "Run, Dogs, run!" The Dogs hurry back to their goal line and the Cats turn around and chase them. Then it is the Dogs' turn to stand with their backs to the Cats. The Cats should creep up on them and be chased by the Dogs back to their goal line. Have the teams take turns chasing each other until all the children have had a turn being the leader.
2. Parent Newsletter "Homeplay." Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

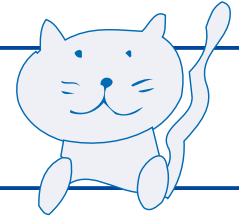
Check the chart to see if the kids are completing their responsibilities.

RESPONSIBILITY CHART										
Responsibility	Date									
Daily										
Watering & Feeding										
Exercising										
Attending: (brushing, petting, handling, checking for illness, obedience)										

Weekly										
Clean cage and/or bedding										
Clean equipment (water & feed bowls, grooming equipment)										

Write names in box if several kids are caring for the animal.
 If only one child is caring for the animal, place a check in the box when the task is complete.

Homeplay Newsletter



Dear Parent,

This week we continued learning about responsibility. We obtained our animal and now the children will have an opportunity to put their learning into action.

Responsibility teaches the skill of problem solving. As you and your child care for an animal or do other activities, help him or her be a part of the problem solving that is needed when things don't go as planned. Children this age need to learn to solve problems. Help your child break each situation down into three parts:

1. State the problem. "We have run out of rabbit food."
2. Think of as many ways as possible to solve the problem. "Could we feed the rabbit something else until we have time to go to the store? Could we go to the store right now? Could we borrow some food from the neighbors?"
3. Choose the best solution to the problem. After discussion, decide which solution would solve the problem for that time. "Let's see if we can borrow some food from the neighbors because your rabbit is very hungry and I do not have time to go to the store."

INFORMATION FOR YOU

Caring for a pet is a major responsibility. You, as the adult, must have a basic understanding of pet care. You may order 4-H publications for dogs, cats, covies, and rabbits from your county Cooperative Extension office. Read the sections in the publications relevant to your child's animal. You will need to be familiar with:

- Equipment for housing the animal
- Feeding
- Grooming
- Health care

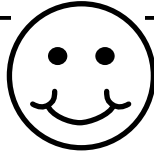
QUESTIONS TO ASK

What happened today? Tell me what you did? Did you enjoy it? Why? How was it done? What responsibilities do you have? How do you feel about them? Are they hard, easy, important? Why?

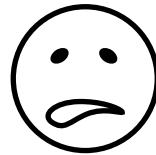
ACTIVITIES TO TRY

- Play a game: *Cats and Dogs*. Play this game outdoors or in a large, sparsely furnished room. Divide the children into two teams—the Cats and the Dogs. Choose a leader for each team. Make two goal lines about 25 yards apart. Have each team stand at a goal line, and have the Cats stand with their backs to the Dogs. The Dogs should then silently creep up on the Cats and stand behind them. Then the leader of the Dogs calls out, "Run, Dogs, run!" The Dogs hurry back to their goal line and the Cats turn around and chase them. Then it is the Dogs' turn to stand with their backs to the Cats. The Cats should creep up on them and be chased by the Dogs back to their goal line. Have the teams take turns chasing each other until all the children have had a turn being the leader.
- Make a chart: Make a responsibility chart that lists tasks and dates. Use stars, stickers, or colorful marks to show when a task is completed. Celebrate when tasks have been completed successfully for a certain time period, a week, two weeks, or a month.
- Read a book: Check your local library for books about the animal of your choice.

What I liked:



What I didn't like:



Notes for Home:

UNIT 3

ANIMAL NUTRITION



LESSON 1

Building Blocks of Nutrition

What's it all about?

Kids will be able to identify the basic nutritional needs of humans and small animals.

What do I need to know?

The six main building blocks (or nutrients) of human and animal nutrition are:

- Carbohydrates
- Fats
- Protein
- Vitamins
- Minerals
- Water

Although all six building blocks are essential for health and growth, Unit 3 focuses on only carbohydrates, proteins, and water. Nutrients are chemical substances found in food that animals and humans need. Nutrients serve three basic functions in the animal and human body:

1. **Structural material for building and maintaining the body structure.** Just as boards, bricks, blocks, mortar, etc., are important for building a house, so certain nutrients are required for the development of an animal or a human body. Essentially the same nutrients are required for body maintenance as for body building: proteins, minerals, fat, and water.
2. **Source of energy for heat production, work or fat deposit.** A house needs sources of energy (electricity, oil, coal, wood, etc.) for heat production and for power to run appliances just as an animal or human must be supplied with energy to keep the body warm and to do

work (vital organs and voluntary movement). Just as wood may be stored at home for a reserve supply of energy, so fat is sometimes deposited within the tissues of an animal's body as a reserve supply of stored energy for the animal. Carbohydrates, fats, and proteins perform this function.

3. **Regulators of body processes.** Just as thermostats, faucets, and switches regulate various utilities in the home, so regulators control various bodily functions, processes, and activities in an animal. These regulators include vitamins and minerals.

The main building blocks (nutrients) and their functions follow.

- **Carbohydrates** provide the body with energy for movement and act as a source of heat to maintain body temperature.
- **Fats** are stored energy. Excess carbohydrates are converted to fats and stored in the body as an energy reserve.
- **Protein** is necessary to provide new tissue (muscle and skin) for growth and strength.
- **Minerals** give strength to the skeletal structure and control fluid balance in the body.
- **Vitamins** act as a spark that sets the other nutrients in motion. Vitamins serve as catalysts, making things occur quickly.
- **Water** is one of the most vital elements because it acts as a carrier for other essential substances. Humans and animals can survive for a longer period without food than they can without water. Water carries nutrients to the cells and carries waste products away.

These activities use color-coded objects to represent the nutrients:

- White—Carbohydrates
- Black—Fat
- Red—Protein
- Green—Minerals
- Blue—Water
- Yellow—Vitamins

What do I need?

1. Opening Discussion

An example of a food source of each nutrient.
Example: Carbohydrate—any kind of bread or pasta; Fat—butter / margarine; Protein—peanut butter, cheese, or any kind of meat; Minerals—salt; Vitamin—any kind of citrus fruit (orange, lemon, lime, grapefruit).

One blank sheet of paper of each of the following colors: white, green, red, blue, yellow, and black.

2. Activity I

LEGO® bricks (either small or large) for each group of two or three kids:

10 LEGO® bricks of each of these colors: white, blue, red, green, yellow, and black (60 total).

Options: wooden blocks or toothpicks in the same amounts and colors

3. Activity II

Crayons of six different colors (white, blue, red, green, yellow, and black) for each child
One sheet of paper for each kid

4. Activity III

Macaroni dyed with food coloring in six different colors (white, blue, red, yellow, green, and black)

Glue
Paper

How do I do it?

General Discussion (before any activities)

(Approximately 5–10 minutes)

1. Gather the kids into a circle for a discussion.
2. Have the food examples of the building blocks needed for strong, healthy bodies in a brown paper bag. Have the six colored blocks, LEGO® bricks, or paper pieces close by.

3. Take each food item out of the bag and ask the kids to identify it. When all the items are out, ask what they are used for. (Answer: Eating!)

4. Inform the kids that these items are building blocks for strong and healthy bodies. Talk about growing larger, taller, and stronger. Involve the kids in the discussion, asking them how much they have grown and why. Kids enjoy talking about themselves. With each item, identify the building block, give examples, and put the wooden block, LEGO® bricks, or paper of that color in front of that item. You will end up with six different items and six colors. (Example: Identify peanut butter as a protein. Give other protein examples: cheese, fish, chicken, beef. Set the peanut butter where all the kids can see it and place the red block by it.)

5. Proceed to one of the activities.

Activity I

(Approximately 15–20 minutes)

1. Tell the kids that each color stands for one of the nutrients:

White—Carbohydrates

Black—Fat

Red—Protein

Green—Minerals

Blue—Water

Yellow—Vitamins

Nutrients (building blocks) give animals strong and healthy bodies.

2. Divide the kids into groups of two or three and have them sit at tables or on the floor.

3. Tell the kids you want them to build a strong, tall, colorful structure.



4. Give each group 10 white LEGO® bricks. Remind them that the white LEGO® bricks stand for carbohydrates. Ask them to put the LEGO® bricks together into any kind of structure. Ask the kids, “Is the structure strong? Could it be stronger? Is it colorful? Is it tall?”

5. Give the kids the red LEGO® bricks, reminding them that red stands for protein. Have them add the red Legos to their structure. Again, ask, “Is the structure strong? Could it be stronger? Is it colorful? Could it be more colorful? Is it tall? Could it be taller?”

- R** 6. Continue the same process for the yellow (vitamins), blue (water), green (minerals), and black (fat) LEGO® bricks, repeating the same questions after each color is added. Let each group be creative and have fun.

- A** 7. After the structures are done, let the kids look at all of them. Talk about how strong, tall, and colorful the structures are.

Ask the kids, “What was needed to make the structure the tallest? The strongest? The most colorful?” (Answer: When all the colors were used.) “What do you think your animal needs to be strong and healthy? Only one nutrient? Three? All? How do animals get these nutrients? What nutrients do humans need and how do we get them?”

Activity II

(Approximately 15–20 minutes)

1. Give each child a sheet of white paper and one color of crayon. The colors represent:

White—Carbohydrates
Black—Fat
Red—Protein
Green—Minerals
Blue—Water
Yellow—Vitamins

- E** 2. Ask them to draw a colorful picture. After 1–2 minutes, ask them, “How colorful is your picture?”
3. Give them a second crayon, again, reminding them of what it represents. After 1–2 minutes, repeat the question.
4. Continue the same process for the yellow (vitamins), blue (water), green (minerals), and black (fat) crayons, repeating the same questions after each color is added.

- R** 5. When the pictures are done, let the kids look at and talk about them.

- A** 6. Ask the kids, “Which picture was the most colorful?” (Answer: The one with all the colors). “What made it that way? What do the colors represent? How many of the colors or nutrients do animals need?”

Activity III

(Approximately 15–20 minutes)

1. Tell the kids that each color of macaroni stands for one of the nutrients:

White—Carbohydrates

Black—Fat

Red—Protein

Green—Minerals

Blue—Water

Yellow—Vitamins

Nutrients (building blocks) give animals strong and healthy bodies.

2. Divide the children into groups of two or three and have them sit at tables or on the floor.
3. Tell the kids you want them to build a strong, tall, colorful structure.

- E** 4. Give each group of kids 10 white macaroni and glue. Remind them that the white macaroni stand for carbohydrates. Ask them to put the macaroni together into any kind of structure. Ask the kids, “Is the structure strong? Colorful? Could it be stronger? Is it tall?”

5. Give the children the red macaroni, reminding them that red stands for protein. Have them add the red macaroni to their structure. Again, ask, “Is the structure strong? Could it be stronger? Is it colorful? Could it be more colorful? Is it tall? Could it be taller?”

- R** 6. Continue the same process for the yellow (vitamins), blue (water), green (minerals), and black (fat) macaroni, repeating the same questions after each color is added.

- A** 7. When the structures are done, have everyone talk about how strong, tall, and colorful the structures are.

Ask the kids, "Which structure was the tallest? The strongest? The most colorful?" What do you think your animal needs to be strong? Only one nutrient? Three? All?" Summarize by stressing the need for all the nutrients.

What else can I do?

1. Book: *The Berenstain Bears and Too Much Junk Food* by Stan and Jan Berenstain. New York: Random House, 1985. Mama Bear starts a campaign to convince her family that they are eating too much junk food. Discuss with kids the possibility of animals eating junk food. Can it happen? What would happen to the animal?
2. Games:
Lap Sit Game This game is similar to the activity in Unit 1, Lesson 2. Each child is assigned to be one of the six building blocks. They form a circle and stand shoulder-to-shoulder facing the center of the circle. The kids then turn to their right and take one step toward the center of the circle. They should be standing close together, with each child looking at the back of the head of the child in front. Everyone places their hands on the shoulders of the person in front of them. At the count of three, they all sit down on the knees of the person behind them. When all are sitting, the leader calls out the name of one of the building blocks. The children from that group remove themselves and the group collapses. Repeat until all the names have been called. Ask the kids what happens when a nutrient is missing. Discuss how all nutrients are necessary to maintain the structure.

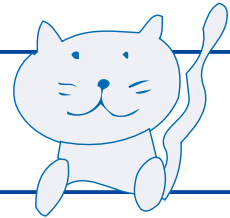
The Dragon's Tail You'll need a lot of space, energy (provided by carbohydrates), and a handkerchief or scarf. Have the children form a line and hold on to each other's waists. The object of the game is for the dragon's head (first person in line) to catch the tail (last person in line) by grabbing the scarf that has been attached to the tail. When the head catches the tail, the head person becomes the tail and everyone moves up one space.

3. Special speaker:
Cooperative Extension home economist, dietician, or school lunchroom cook.
4. Snack idea:
Use the food from the general discussion and talk about the building blocks humans and animals need to be healthy.
5. Parent Newsletter "Homeplay."
Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask the kid, "What do our animals need to eat to be healthy?" (Answer: Building blocks, nutrients).

Homeplay Newsletter



Dear Parent,

This week we began a new unit on nutrition. The children learned about the six building blocks of nutrition. We discussed how nutrition is important for the animals we care for and ourselves.

Learning to take care of oneself is an important skill for children. Eating properly is one of these skills. You can help your child learn about nutrition by making sure he or she knows:

- There are five different types of foods for humans: milk foods, carbohydrates, fruits, vegetables, and protein foods.
- Foods help build healthy bodies.
- Foods have nutrients. You cannot see these nutrients.
- Nutrients have special jobs in the body.
- To get the nutrients we need for good health, we should eat different kinds of food every day.

INFORMATION FOR YOU

The six main building blocks (or nutrients) of human and animal nutrition are carbohydrates, fats, proteins, vitamins, minerals, and water. Nutrients are chemical substances found in animal feed or human food. They are necessary for the maintenance, production, and health of animals and humans.

QUESTIONS TO ASK

What happened today? Tell me what you did. What did you make today? What did all the different colors mean or stand for? What are building blocks of nutrition? Why are they important for the animals? For us?

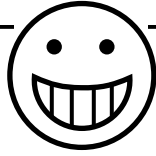
ACTIVITIES TO TRY

- Read a book: *The Berenstain Bears and Too Much Junk Food* by Stan and Jan Berenstain. New York: Random House, 1985. Mama Bear starts a campaign to convince her family that they are eating too much junk food. Discuss with kids the possibility of animals eating junk food. Can it happen? What would happen to the animal?
- Play a game: *The Dragon's Tail*
Materials needed:
 - Space
 - Energy (provided by carbohydrates)
 - Handkerchief or scarf

Directions: Have the children form a line and hold on to each other's waists. The object of the game is for the dragon's head (first person in line) to catch the tail (last person in line) by grabbing the scarf that has been attached to the tail. When the head catches the tail, the head person becomes the tail and everyone moves up one space.

- Fix a snack: Have the kids prepare a snack that includes all the building blocks of nutrition. Discuss the importance of having all the building blocks in your diet. Example: crackers, cheese, apples, and water.

What I liked:



What I didn't like:



Notes for Home:

LESSON 2

A Baker's Dozen

What's it all about?

The kids will learn which foods contain carbohydrates and what carbohydrates do in the body. The kids will experience the scientific method, decision making, problem solving, teamwork, and communication.

What do I need to know?

A diet for humans or small animals must contain carbohydrates. Carbohydrates provide energy for growth and maintenance, and for work and play. When carbohydrates are consumed by an animal, they are used as a source of heat and energy; excess is stored in the body as fat. Energy is required for life processes. A deficiency of energy slows or stunts growth and results in the loss of body tissue. Carbohydrates are the most important energy source for animals and humans. Sugars, starches, and cellulose are carbohydrates. Carbohydrates are usually relatively inexpensive and easily obtainable; most are very easily digested, absorbed, and turned into a source of energy or body fat. Animal feeds high in carbohydrates may be easily stored in warm weather and for long periods of time. Feeds high in fat content are likely to become rancid, possibly causing sickness.

What do I need?

- Sources of carbohydrates eaten by humans—bread, pasta, potatoes, pancakes, muffins, biscuits, taco shells, tortilla shells. Real food is best, but if that is not possible, pictures will work.
- Samples of dry and canned animal food.
- Three types of carbohydrates contained in both animal and human food, such as corn, barley, or oats (rolled oats like oatmeal).

How do I do it?

(Approximately 15–30 minutes)

1. Gather the kids to a central location and have them sit where they can see your display area.
2. Have all the foods and/or pictures in a brown paper bag.

3. Tell the kids you will play a guessing game. Take each item out of the bag, one at a time, and have them identify it. (Try to have some unique items the kids are not familiar with.)
4. After the children have identified the item, place it in one of two piles labeled, "Human Food" or "Animal Food." When you pull the corn, barley, and oats out of the bag, let the kids discuss and ponder where they belong. Then tell them (if they do not come up with it) that they can be either an animal or human food.
5. Explain to the kids that carbohydrates give humans and animals energy. Without them, we would be like a rag doll.
6. Tell the kids to imagine that they have batteries hooked to them. The batteries are like carbohydrates for your body. If you do not eat foods containing carbohydrates, you will not have energy—just like a battery that runs out.
7. If possible, give each child a carbohydrate—a piece of spaghetti or other pasta, uncooked, would be good. Tell them the pasta "energizes" their batteries.
8. Next have the kids do something active, march around the room, do jumping jacks, hop on one foot, for one to two minutes. Then tell them their carbohydrates are running out so their batteries are slowing down.
9. Have the kids slow down their activity, like a battery running low.
10. Tell the kids their carbohydrates and batteries have completely run out. What will happen to them? (Hopefully, they will sit down!) What do they need to get "energized" again? What do they think animals need for energy?

11. This activity can be done several times.

What else can I do?

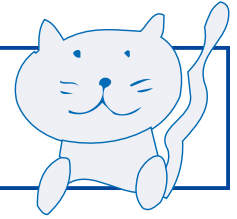
1. **Starch Test:**
When placed on food that contains carbohydrates, iodine reacts chemically with the starch to form a bluish-black compound. To test for carbohydrates, you will need tincture of iodine and scraps of food—potatoes, bread, bacon, peanuts. Put one drop of tincture of iodine on the food and watch what happens. (Handle iodine carefully. It will stain if it spills and is poisonous if swallowed.)
2. **Nutrient Cards:**
Kids pick out pictures of food from magazines to put on cards. Use these to identify sources of different nutrients.
3. **Books:**
The Little Red Hen by Paul Caldane. New York: Seabury, 1973. The cat, the dog and the mouse all had other things to do when there was work to be done. But, after the little red hen baked the bread, they were willing to help eat it. The little red hen had other ideas!
Pancakes, Pancakes by Eric Carle. New York: Alfred A. Knopf, 1970. Hungry Jack wants pancakes for breakfast, but first he must run an errand for his mother. That errand leads to another and another, and Jack works hard for his breakfast.

4. **Snack idea:**
“Painted Toast”
Painted toast is good for you. It gives you carbohydrates for energy and other nutrients too. Pour 1 tablespoon of milk into each of 4 glasses or custard cups. Add 4 drops of food coloring to each glass or cup of milk. Use a different color for each glass of milk. Use a clean paint brush and the “milk paints” to paint a picture on a slice of bread. Be careful not to get the bread too wet or your toast will be soggy. Toast your bread. Butter lightly while toast is still warm. Munch your painted toast.
5. **Parent Newsletter “Homeplay.”**
Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask the kids to identify one kind of human and one animal food that is a carbohydrate and explain why humans and animals need carbohydrates.

Homeplay Newsletter



Dear Parent,

This week your child learned about the importance of carbohydrates in the diet for animals and humans. Humans get carbohydrates from grains. Some of the information you could discuss with your children about grains is:

- Breads, buns, crackers, rice, pancakes, taco shells, breakfast cereals, and pastas such as spaghetti and noodles are some grain foods.
- Grains help build healthy bodies.
- Some examples of grains are wheat, corn, oats, rye, and rice.
- We grind grains to make flour.
- Flour is used to make bread, noodles, pancakes, and other foods.
- Grain foods have carbohydrates.
- Carbohydrates are a nutrient that gives us energy to work and play.
- We need to eat grains every day.

INFORMATION FOR YOU

A diet for humans or small animals must contain carbohydrates. All carbohydrates are used to provide energy for growth and maintenance, for work, or for play. Energy is required for life processes. A deficiency of energy slows or stunts growth and results in the loss of body tissue.

Carbohydrates are the most important energy source for animals and humans. Carbohydrates include sugars, starches, and cellulose. Carbohydrates are usually relatively inexpensive and easily obtainable; most are easily digested, absorbed, and turned into a source of energy or body fat.

Animal feeds high in carbohydrates store well in warm weather and for long periods of time. Feeds high in fat content may become rancid, possibly causing sickness. When carbohydrates are eaten by an animal, they are used as a source of heat and energy; excess is stored in the body as fat.

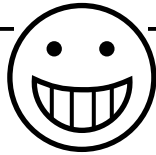
QUESTIONS TO ASK

What happened today? Tell me what you did. What are carbohydrates? Do animals need them? Do we? Why? What do carbohydrates do for us and our animals? What foods do we eat that have carbohydrates?

ACTIVITIES TO TRY

- **Starch Test:** When placed on food that contains carbohydrates, iodine reacts chemically with the starch to form a bluish-black compound. To test for carbohydrates, you will need tincture of iodine and scraps of food—bread, bacon, peanuts. Put one drop of tincture of iodine on the food and watch what happens. The food that is high in carbohydrates will turn bluish black. (Handle iodine carefully. It will stain if it spills and is poisonous if swallowed.)
- **Nutrient cards:** Have the kids pick out pictures of food from magazines and put them on cards. Use these to identify sources of different nutrients.
- **Read a book:** *The Little Red Hen*, by Paul Caldane. New York: Seabury, 1973. *Pancakes, Pancakes*, by Eric Carle. New York: Alfred A. Knopf, 1970.
- **Fix a snack: Painted Toast.** Fainted toast gives you carbohydrates for energy and other nutrients, too. Pour 1 tablespoon of milk into each of 4 glasses or custard cups. Add 4 drops of food coloring to each glass or cup of milk. Use a different color for each glass of milk. Use a clean paint brush and the “milk paints” to paint a picture on a slice of bread. Be careful not to get the bread too wet or your toast will be soggy. Toast your bread. Butter lightly while toast is still warm. Munch your painted toast.

What I liked:



What I didn't like:



Notes for Home:

LESSON 3

Proteins and Muscles

What's it all about?

In this lesson the kids will learn what foods contain protein and what proteins do in the body.

What do I need to know?

Proteins are essential for all human life. Humans of all ages require adequate amounts of protein for muscle growth and strength. Proteins we eat become muscle, internal organs, bone, blood, skin, nails, and hair. Examples of foods containing protein are peanut butter, cheese, eggs, dry beans, lentils, tofu, fish, beef, chicken, and pork.

What do I need?

- Samples of protein eaten by humans: peanut butter, cheese, eggs, dry beans, lentils, tofu, fish, beef, chicken, pork. Real food is best, but pictures will work.
- Samples of dry and canned animal food.
- Three types of protein contained in both animal and human food—tuna, soy beans, barley, or corn.

What do I do?

1. Set up an obstacle course. Suggested stations:
 - Deep knee bends—5 to 10 times
 - Touch your toes—5 to 10 times
 - Lift books over head (have several books at this station)
 - Sit in chair and lift legs
 - Walk on balance beam
 - Throw bean bag
 - Crawl under a table

The course may have as many stations as you have time and energy for. Put pictures by each station to explain what is to be done, or write out simple instructions for older kids.

- E** 2. Let the kids go through the course.

- R** 3. Discussion: What parts of the body did you use? How were you able to use them? (Answer: muscles). Which one of the building blocks do you think made your muscles strong? (Protein)

- A** 4. Repeat the main activity for Unit 3, Lesson 2, using sources of protein.

What else can I do?

1. Games:

Peanut Butter & Jelly

Using two balls (beach, Nerf, tennis, etc.) have the group stand in a circle. Players pass one of the balls (peanut butter) around the circle. To make things sticky, the second ball (jelly) is tossed from player to player in any direction. Players must keep both balls moving without stopping. The object of the game is for the jelly to catch up with the peanut butter. When one player catches both balls, everyone shouts, "Peanut Butter and Jelly!" Then everyone starts again.

Peanut Butter Relay

Divide into teams of five or six. Have a plate of peanut butter crackers (one for each player) on a table set up 10 feet away from each group. The starting player of each team hops on one foot to the table, eats a peanut butter cracker, whistles, and then hops backwards on two feet to the next player on the team. The object of the game is to see how long it takes each team to complete all the tasks. If possible, give each team a stopwatch. Let each team try again to see if it can beat its own time. Each team that beats its own time gets to make fruit slushes afterwards.

2. Book:

The Very Hungry Caterpillar by Eric Carle. Cleveland, Ohio: Children's Press, 1970. A very hungry small caterpillar begins to eat many kinds of food. Eventually he grows large. He makes a cocoon and comes out a beautiful butterfly. This is a good book for discussing which foods have nutrients in them and are good for you, and which ones are not as good for you and need to be limited.

3. Snack idea:

"Messy, Messier, Messiest"

Spread slices of bread liberally with peanut butter and other slices with jelly. Cut into quarters. Put peanut butter quarters on one table and jelly quarters on another. The object of this race is to move one peanut butter

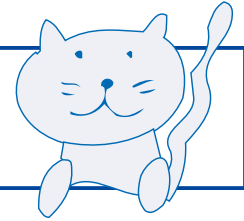
quarter from one table to the other and make a peanut butter and jelly sandwich, using only your mouth. Each person's completed sandwich becomes the snack. (Try to avoid wasting food.)

4. Parent Newsletter "Homeplay."
Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask the kids to identify one human and one animal food that is a source of protein, and why humans and animals need protein.

Homeplay Newsletter



Dear Parent,

This week your child learned about the importance of proteins in the diet for animals and humans. Humans get protein from many different sources. Some of the information you could discuss with your children about protein is:

- Meat, fish, chicken, beans, eggs, peanut butter, and nuts are protein foods.
- Protein foods help build healthy bodies.
- Protein foods contain protein.
- Protein is a nutrient that helps us grow and builds strong muscles.
- We need to eat protein foods every day.

INFORMATION FOR YOU

Proteins are essential for humans. Humans of all ages require adequate amounts of protein for muscle growth and strength. Proteins we eat become muscle, internal organs, bone, blood, skin, nails, and hair. Examples of foods containing protein are peanut butter, cheese, eggs, dry beans, lentils, tofu, fish, beef, chicken, and pork.

QUESTIONS TO ASK

What happened today? What did you do? Did you have an obstacle course? What did you have to do? What are proteins? Why are they important to us and animals? Where do we get the protein for our diets?

ACTIVITIES TO TRY

- Play a game: *Peanut Butter & Jelly*. Using two balls (beach, Nerf, tennis, etc.) have the group stand in a circle. Players pass one of the balls (peanut butter) around the circle. To make things sticky, the second ball (jelly) is tossed from player to player in any direction. Players must keep both balls moving without stopping. The object of the game is for the jelly to catch up with the peanut butter. When one player catches both balls, everyone shouts, "Peanut Butter and Jelly!" Then everyone starts again.
- Read a book: *The Very Hungry Caterpillar* by Eric Carle. Cleveland, Ohio: Children's Press, 1970. A very hungry small caterpillar begins to eat many kinds of food. Eventually he grows large. He makes a cocoon and comes out a beautiful butterfly. This is a good book for discussing which foods have nutrients in them and are good for you, and which ones are not as good for you and need to be limited.
- Fix a snack: Make your own peanut butter. Put one plastic bread bag inside another. Put one-half cup unsalted, shelled peanuts in the double plastic bag and seal the bag. Roll a rolling pin on the peanuts and push down as hard as possible. Shake the bag once in awhile. Soon you will have peanut butter. Turn the double bag inside out and remove the peanut butter by scraping it off with a table knife or spoon. Enjoy on crackers, bread, celery, or apple slices.

What I liked:



What I didn't like:



Notes for Home:

LESSON 4

Water, Water, Everywhere

What's it all about?

Kids will learn the role of water in animal and human bodies while practicing critical thinking skills and teamwork.

What do I need to know?

Water is the largest single component of nearly all living things. The body of a dog or cat is three-fourths water. Water performs many tasks in the body. It makes up most of the blood, which carries nutrients such as carbohydrates, vitamins, and minerals to the cells and carries waste products away. Water is necessary in most of the body's chemical reactions. In addition, water is the body's built-in cooling system. It regulates body heat. It acts as a lubricant. Life on earth would not be possible without water. An animal can live longer without food than without water.

What do I need?

- Activity I: Children's imaginations and creativity
- Activity II: Open space for role playing

What do I do?

Activity I

(Approximately 10–15-minutes)

1. Invite kids, individually or in small teams, to act out scenes that demonstrate interactions between water and plants or animals (including humans).

Suggestions:

- Making a thirsty animal happy
- What happens when you water a plant
- The first day of snow
- The year it didn't rain
- How you feel after running for 15 minutes in the heat

2. After each scene has been enacted, ask the kids in the audience to describe how the scene showed the importance of water to living things. Ask, "What happens when you play hard when it's hot outside? How

A does it feel to be thirsty? Do you think plants and animals get thirsty? How do you know? How else do we use water besides for drinking? (cooking, cleaning, recreation) Why is water important to us?"

Activity II

(Approximately 10–15 minutes)

1. Tell the children, "Now we know how important water is to animals and to us. We cannot live without it. But, how do you think it works in the body? Once we take a drink of water, what happens to it, and what does it do in the body?" Give the kids time to respond to these questions. They may or may not have ideas. If they do have answers, simply accept whatever they say. Then you might say, "Let's try a game to see if we can figure out what water does for us and for animals."

2. Divide the kids into four groups by counting off (1–4). Have each group go to a different part of the room. Group 1 kids are carbohydrates (review with the kids what carbohydrates do for the body). Group 2 kids are protein (again, review). Group 3 kids are animals and Group 4 kids are water. Within each group let each child decide what type of carbohydrate (e.g., bread, potato), protein (e.g., meat, legume, fish), animal, or source of water (e.g., river, lake, stream) they choose to be. Have each child demonstrate without words what they have chosen to be and let the other kids guess. (This activity practices critical thinking skills.)

3. Now, present the kids with this problem: "It is a hot and dry day. The animals are thirsty." (Have animal group role play being thirsty.) "They have been without water and food for two days. They cannot walk or move because they are so tired and thirsty. They can see the food (carbohydrates and protein), but cannot reach it. The food, of course, cannot move, so how can the animals get the food?" The solution, of course, is for the water sources to carry the food to the animals. The kids may see this solution immediately or it

may take some prodding on your part. When the solution has been discussed have the “water sources” take the food (carbohydrates and protein) to the animals. Have the kids role play their parts as much as possible. Taking an active part in the solution helps the kids remember the information.

- R** 4. After the children have “satisfied” the animals with water and food, ask them to sit down in a circle. Ask, “What happened?” (Answer: The animals were hungry and thirsty and the water brought the food to the animals.) Inform the kids, “This is how water works in our bodies and animals’ bodies. We cannot see it, but water makes up most of our blood and carries the carbohydrates, protein, vitamins, and minerals to our muscles, bones, and skin so we can live. If our bodies did not have water, we wouldn’t receive any of the nutrients we need to live.”

- A** 5. Ask the kids how they make sure their animals get enough water. (Answer: Give their animals water every day. In hot weather, check on the water twice a day.)

What else can I do?

1. Snack idea:
Make “Health Mix”

You will need:

- One small paper cup per child filled with one of the following—Cheerios, Chex, peanuts, raisins, pretzels or M & M’s
- One large bowl and wooden spoon
- Juice or milk

Let the kids pretend they are sources of water (a river, stream, lake, faucet, rain). Have them pick up small cups full of the different ingredients at one end of the room. Take the cups to a “hungry animal” (large bowl on a table) at the other end of the room and put the food into the hungry animal. Mix with the large wooden spoon. Refill each child’s cup with the mixture for their snack. When the children are finished

eating, they must then take care of the waste (paper cups) just as water takes care of the waste in our bodies by carrying it away. While eating and drinking the juice, review with the kids what is happening to the food and juice once it is in our bodies. Ask them why it is important to give water to our animals.

- A** 2. Game:
Hot Potato
Use a bean bag, Nerf ball, or knotted bandana for a hot potato. Players pretend it is hot and keep it moving quickly, tossing it hand-to-hand until the music stops. Instead of eliminating the player caught with the potato, let him/her begin the new action, throwing the hot potato to another player when the music starts again.

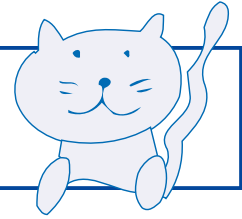
3. Activity:
Set out a variety of foods and water—plants, meat, human food—in front of an animal to discover which the animal will select. Talk about why it chose certain foods or water. What body parts does it need to eat the food it chose? What body parts would it need to eat other food? Did the animal drink the water? How much?

4. Book:
Talk About Water by Angela Webb. London: Franklin Watts, 1986. This book is for younger children. It provides information, activities, and experiments about water at an easily understood level.
Why the Sun and Moon Live in the Sky by Elphinstone Dayrell. New York: Houghton Mifflin, 1968. This is an African folktale about how Water made the Sun move up into the sky.
5. Parent Newsletter “Homeplay.” Complete the back side of the newsletter before sending it home with the kids.

How will I know we did it?

Ask the kids, “Is water important to our animals? Why? What does water do in our body and in animals’ bodies?”

Homeplay Newsletter



Dear Parent,

This week was the last lesson on the care, health and nutrition of small animals. We learned about the importance of water for animals and humans.

In the last four lessons your child has learned a great deal about animal nutrition and human nutrition. You can help your child eat nutritionally by:

- Having your child help plan a meal for your family that includes one food from each of the different types of foods (milk foods, grains, fruits, vegetables, and protein foods).
- Helping your child write down everything that he or she ate today. Talk about which foods were most healthy and which were least healthy.
- Helping your child count how many types of foods he or she ate at breakfast or lunch. How many types of foods did your child eat at a restaurant?
- Talking with your child about healthy snack choices. Together, make a word or picture list of healthy snacks you have at home or are willing to purchase.

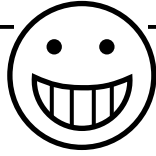
QUESTIONS TO ASK

What happened today? What did you do? What did you learn about water for your animal? For humans? What can we do to make sure animals get enough water? To make sure we get enough water? Would you like to learn more about small animals? What?

ACTIVITIES TO TRY

- Fix a snack: Health Mix
You will need:
 - One small paper cup per child filled with one of the following—Cheerios, Chex, peanuts, raisins, pretzels or M & M's
 - One large bowl and wooden spoon
 - Juice or milk
- Let the kids pretend they are sources of water (a river, stream, lake, faucet, rain). Have them pick up small cups full of the different ingredients at one end of the room. Take the cups to a "hungry animal" (large bowl on a table) at the other end of the room and put the food into the hungry animal. Mix with the large wooden spoon. Refill each child's cup with the mixture as a snack. When the children are finished eating, they must then take care of the waste (paper cups) just as water takes care of the waste in our bodies by carrying it away. While eating and drinking the juice, review with the kids what is happening to the food and juice once it is in our bodies. Ask them why it is important to give water to animals and our bodies.
- Play a game:
Hot Potato.
Use a bean bag, Nerf ball, or knotted bandana for a hot potato. Players pretend it is hot and keep it moving quickly, tossing it hand-to-hand until the music stops. Instead of eliminating the player caught with the potato, let him/her begin the new action, throwing the hot potato to another player when the music starts again.
- Do an activity:
Set out a variety of foods and water for your animal or family pet—plants, meat, human food—to discover which the animal will select. Talk about why the animal chose those foods and water. What body parts does it need to eat the food it chose? What body parts would it need to eat other food? Did the animal drink the water? How much?
- Read a book:
Talk About Water by Angela Webb, London: Franklin Watts, 1986.
Why the Sun and Moon Live in the Sky by Elphinstone Dayrell. New York: Houghton Mifflin, 1968.

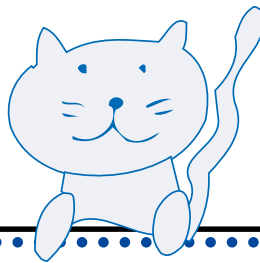
What I liked:



What I didn't like:



Notes for Home:



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