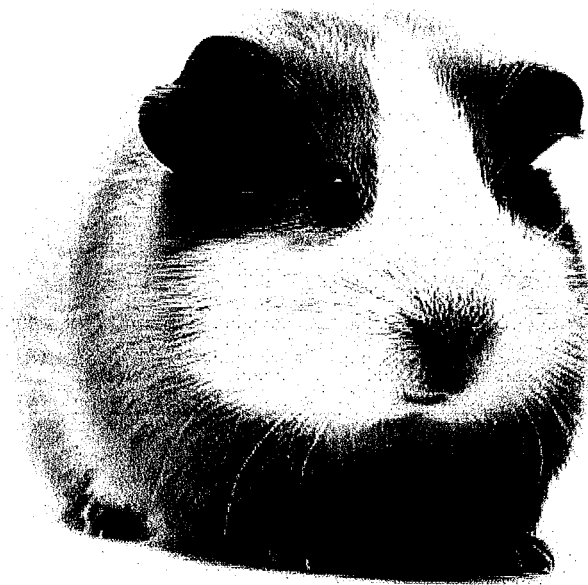


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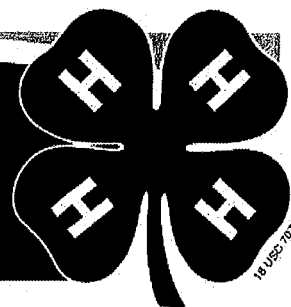


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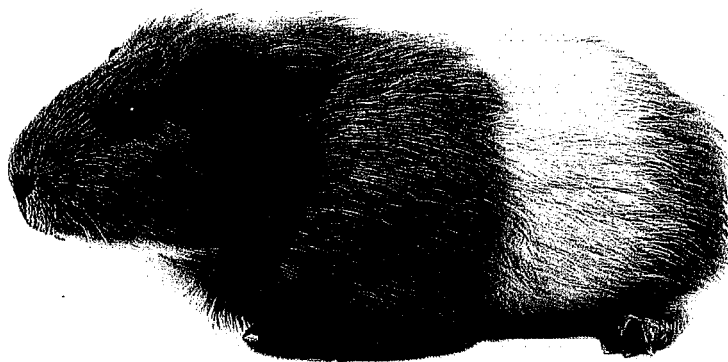


This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.



4-H CAVY PROJECT



Did you know that a cavy is what we commonly know as a guinea pig? In the cavy project, you can learn about selection and raising your animals, but also dive into health issues, management practices, and careers!

- Learn the basic principles of animal science by owning, caring for, and keeping records on one or more head of cavies.
- Explore knowledge of sound breeding, feeding, and management practices.
- Learn about the important breeds and varieties of cavies and their characteristics.
- Investigate marketing, project expansion, and how you can start a cavy business.

4-H THRIVE

Help Youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth explore what they love about animals.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how taking care of an animal can make them more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character, or establish connections.

Starting Out <i>Beginner</i>	Learning More <i>Intermediate</i>	Exploring Depth <i>Advanced</i>
<ul style="list-style-type: none"> ○ Learn the different types of breeds and their ideal weight groups. ○ Determine the use of your cavy projects. ○ Develop a cavy care management plan. ○ Identify cavy equipment and its uses. ○ Locate and identify parts of a cavy. ○ Learn proper feeding techniques. ○ Discover proper cavy showmanship steps. 	<ul style="list-style-type: none"> ○ Learn to judge cavies and give oral reasons. ○ Design a plan for preparing cavies for show. ○ Learn proper grooming techniques. ○ Learn proper techniques for ear tagging cavies. ○ Learn about diseases and environment concerns. 	<ul style="list-style-type: none"> ○ Learn about cavy breeding programs and genetics. ○ Manage your caviary. ○ Determine pregnancy and palpation techniques. ○ Design a caviary. ○ Identify bones on a skeleton. ○ Evaluate cavy health. ○ Complete a cavy pedigree and registration paper. ○ Market your cavies to others. ○ Expand your project into other areas.

The activities above are ideas to inspire further project development. This is not a complete list.

Light Your Spark

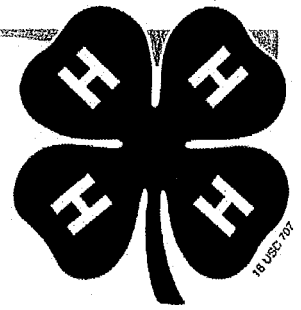
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



Expand Your Experiences!

Science, Engineering, and Technology

- Research the nutritional needs of cavy and compare to nutritional needs of humans and other mammals.
- Explore the need for bio-security measures when handling animals. Create a list of recommendations for competitive cavy events.

Healthy Living

- Discuss the benefits and practice of washing your hands before and after handling your cavy.
- Discuss your cavy's life expectancy, what to look for when they get older, and how you might feel when they die.
- Create a display or skit on rules for cavy safety.

Citizenship

- Use the confidence obtained through shows and expos in all aspects of life.
- Bring your cavy as therapy for sick and disadvantage individuals.
- Use showing/raising of cavy as a cultural exchange with other nations.

Leadership

- Teach others the importance of caring for another animal.
- Become a role model for others by taking the position of junior/teen leader.

Resources

- American Cavy Breeders Association
www.acbaonline.com/
- American Rabbit Breeders Association
www.arba.net/
- American Red Cross Pet First Aid/ CPR
www.redcross.org/pets
- Service Animal
[//en.wikipedia.org/wiki/Service_animal](http://en.wikipedia.org/wiki/Service_animal)
- Animal Assisted Therapy
[//en.wikipedia.org/wiki/Animal-assisted_therapy](http://en.wikipedia.org/wiki/Animal-assisted_therapy)
- Healthy pets
www.cdc.gov/healthypets
[//vetmed.illinois.edu/pet_columns](http://vetmed.illinois.edu/pet_columns)
www.avma.org/firstaid/procedures.asp
- California State Fair
www.bigfun.org

Connections & Events

Curriculum

4-H Record Book

Presentation Days – Share what you've learned with others through a cavy presentation.

Field Days – During these events, 4-H members may participate in a variety of contests related to their project area.

County & State Fair – Enter your cavy or cavy and show the judge what you have learned in showmanship! Contact your county 4-H office to determine additional opportunities available.

- [Book] Guinea Pig: A Kid's Guide to Raising and Showing
- ARBA Standard of Perfection <http://www.arba.org>
- Learning Lab Kit: Rabbit
- Pet Pals Level 1 ((4H 563A))
- Scrunching Ahead Level 2 ((4H 563B))
- Scaling the Heights Level 3 ((4H 563C))
- Available from <http://www.4h.org>
- Pocket Pets Guinea Pig

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit www.ca4h.org/4hbook.

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.



University of California Agriculture and Natural Resources

Light Your Spark

Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals

CAVY

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Beginning:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Identify and describe 3 breeds of cavies	_____	_____
2. Name, point out, and spell all the parts of a cavy (guinea pig).	_____	_____
3. Demonstrate (show and tell) how to lift, hold, and carry a cavy.	_____	_____
4. Describe a good cage, and the-equipment that a beginner should have for their cavy.	_____	_____
5. Explain what feeds are important for cavies.	_____	_____
6. Know what vitamin is essential for a cavy's good health.	_____	_____
7. Know weights and ages for showroom classifications.	_____	_____
8. Demonstrate how to tell the sex of a cavy.	_____	_____
9. Explain the ear tag on a cavy.	_____	_____
10. Explain cavy terminology (i.e. what to call males, females, and babies).	_____	_____
11. Describe a newborn cavy.	_____	_____
12. How long is a cavy pregnant?	_____	_____
13. What size litter should you expect a cavy to have?	_____	_____
14. How many teats does a cavy have?	_____	_____
15. Be familiar with cavy showmanship techniques.	_____	_____
16. Give a demonstration at County Field Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

CAVY

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Intermediate:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Identify and describe 6 breeds of cavies.	_____	_____
2. Demonstrate how to lift, hold and carry a cavy.	_____	_____
3. Explain or demonstrate how to ear tag a cavy.	_____	_____
4. Enter a fair or a cavy show.	_____	_____
5. Demonstrate how to sex a cavy.	_____	_____
6. Describe a furrowing pen.	_____	_____
7. Give 2 reasons why not to leave the cavy boar in the pen with the sow when she is delivering pups.	_____	_____
8. Describe how to feed your cavy through production.	_____	_____
9. Describe how to sanitize your cavy equipment.	_____	_____
10. Maintain a production record for a minimum of 90 days.	_____	_____
11. Submit a pedigree and explain it.	_____	_____
12. Take part in a 4-H cavy showmanship or judging contest.	_____	_____
13. Give a demonstration at the Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

CAVY

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Advanced:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Identify and describe 13 breeds of cavies.	_____	_____
2. Describe 3 cavy diseases and give control measures.	_____	_____
3. Make out a pedigree for one of your cavies.	_____	_____
4. Explain in breeding, line breeding, cut breeding, and the advantages and disadvantages of each.	_____	_____
5. Demonstrate how to check for pregnancy.	_____	_____
6. Describe when and how to use a grooming board.	_____	_____
7. Attend 2 cavy shows and write a report on them.	_____	_____
8. Keep a complete production record on a cavy sow for the 4-H year. List breeding records, birth weights, weaning weights, and show records of any pups.	_____	_____
9. Prepare a 200 word essay on cavy genetics.	_____	_____
10. Describe the different uses for cavies.	_____	_____
11. Help beginning members learn showmanship.	_____	_____
12. Give a presentation on cavies at Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

4-H CAVY PROJECT HEALTH SUPPLEMENT



Publication No. 4H369D

4-H Veterinary Science project members investigate the normal health of several animal species. It is important that you become familiar with the normal health of your project animals so that you can recognize when one of your animals isn't well.

This cavy project health supplement should acquaint you with the basic guinea pig common health characteristics.

Think about your sow or boar guinea pig. If it is alert, on the move, and likes to chew, it is probably quite normal. You are important to your guinea pig because it's your job to keep it well and to know when it needs veterinary care.

Recognition of the following normal characteristics will help you and your veterinarian work as a team to keep your guinea pig in good health.

You should keep a record of any abnormalities which do occur. This record will be important as a case history when your veterinarian begins to formulate a diagnosis. You can create your own chart or use Wisconsin 4-H Publication No. 4H369A.

Your guinea pig's **attitude** is a characteristic with which only you are familiar. An abrupt or gradual change in your animal's behavior may be an indication of sickness. Does your guinea pig whistle when you open the refrigerator door? If they normally anticipate lettuce or carrots, a change in this behavior must have a reason. Try to find the cause.

Your guinea pig's **stance** is quite characteristic. Their short legs keep them low to the ground, although they may frequently stand on their hind legs to reach for food or water bottle.

The normal **movement** is a rapid scurrying about the cage. If your guinea pig sits in one spot without moving for a long time, they could be hurt or sick.

Keep track of your guinea pig's **weight**. Normal weight varies with age and pregnancy. Most adult guinea pigs weigh about two pounds. You should be concerned about a sudden or gradual weight loss.

The **normal hair coat** depends on the variety of guinea pig, nutrition, disease, and age. The English variety normally has the shortest hair coat, while the Peruvian has long flowing hair when properly cared for. Yes, you do have to groom a Peruvian guinea pig! The Abyssinian has an intermediate hair coat with swirling cowlicks. All come in an array of colors, and all should be shiny, clean, and silky-smooth. A rough coat or hair loss in clumps is abnormal. You might suspect lice or mites. Some shedding is expected. Normal baby guinea pigs have hair when they are born!

Skin and mucous membranes (color and condition) are important indicators. Normal skin is soft, velvety, and pliable like elastic. The membranes which line all body openings should be moist and pink. If these are abnormal you might suspect dehydration or anemia.

Because you clean your pet's cage frequently, one of the most obvious characteristics to notice is **bodily discharges**. Fecal droppings should be firm, dry, and a little larger than rice grains. Diarrhea is often a sign of improper feeding, microorganism infection, or stress.

If your guinea pig doesn't seem to be feeling well, you might want to check their temperature. Clean a small rectal thermometer thoroughly and shake it down well below the normal range of 102.1° F. Lubricate it with KY or petroleum jelly. Be sure your pet is restrained properly. Insert the thermometer gently into the rectum and remove after one minute. Then read and record the temperature.

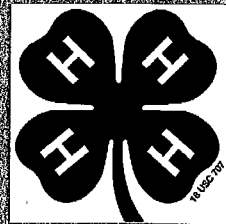
When you contact your veterinarian, be prepared with a complete report of all the signs you have noticed.

Practice recognizing common health characteristics on your guinea pig everyday.

If you'd like further information on animal health, join the 4-H Veterinary Science project. You may use your guinea pig as a project animal.

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OBSERVING THE NORMAL ANIMAL

Publication No. 4H369A

PURPOSE: Learn to use your senses to develop skill in recognizing the normal healthy animal.

Your project animal's health depends on you. You must be able to recognize normalities in order to recognize abnormalities. A systematic way to observe normals is by performing a **physical exam** on your project animal. Be gentle and calm when handling your animal!

THE BASIC PROCEDURE FOLLOWS.

Step 1: Be sure your equipment is handy. You may need: containers with food, water, brush, grooming tools; thermometer, vaseline; stethoscope, watch with second hand.

Step 2: Try to evaluate mental condition. Comparison or familiarity with the animal's normal behavior is important. Does the animal's attitude seem sad or unusually excited?

Step 3: Observe stance. Is the animal's posture normal? Does it hunch its back? This may indicate abdominal pain.

Step 4: Observe movement (gait). Is there evidence of limping (e.g., stiff joints may indicate arthritis)?

Step 5: Listen to voice. Is the cat purring? Is the dog whining?

Step 6: Is appetite normal? Perhaps offer food and water. Keep a record. Mark the water bowl.

Step 7: Observe sexual activity when it occurs. Record heat periods on your calendar.

Step 8: Observe general body condition. Is the animal too fat or too thin?

Step 9: Skin and coat condition. Is hair falling out? Is skin dry and flaky? Does coat shine?

Step 10: Skin color. Press gums. Pink color should come back rapidly. If area remains whitish, animal could be anemic.

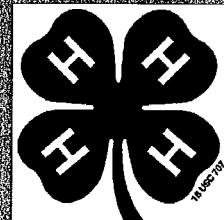
Step 11: Examine mucous membranes. Check eyelids, nostrils, mouth, anus, vulva opening. These tissues should be moist and pink. If these areas are not clean it may be because the animal is not feeling well and neglecting itself.

Step 12: Examine discharges. Feces and urine should be normal in color consistency when the animal is healthy. Vulva secretions may indicate infection or sexual activity (in heat).

Step 13: Check body temperature, pulse and respiration rates.

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THE NORMAL ANIMAL OBSERVATION CHART

Record observations of your project animal on this chart for one week. Use the health supplement to help you with normals and words to use. When complete, review your observations and note differences from day to day. Continue to observe your animal daily. You may see significant differences from month to month and season to season.

CHARACTERISTICS	OBSERVATIONS						
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1. ATTITUDE							
2. STANCE							
3. MOVEMENT							
4. VOICE							
5. APPETITE/WEIGHT							
6. SKIN AND HAIR COAT							
7. MUCCOUS MEMBRANES							
8. BODY WASTE AND DISCHARGES							
9. TEMPERATURE (Normal)							
10. PULSE RATE (Normal)							
11. RESPIRATION RATE (Normal)							
12. OTHER OBSERVATIONS							

I'm a 4-H Project Leader: Now What Do I Do?

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

What resources are available to help me?

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
 - County Staff
 - Older youth who have been involved in the project
-
- Media Collection & Public Libraries – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
 - 4-H Website – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
 - Volunteer Leaders Conferences – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
 - Field Trips – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
 - Local Experts – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
 - Magazines – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.

4-H Cavy leader guide:

<http://cru.cahe.wsu.edu/CEPublications/pnw0573/pnw0573.pdf>

Oregon State Cavy Advancement Program:

<http://extension.oregonstate.edu/catalog/4h/4-h1621r.pdf>