

# *Placer County 4-H*



## *Pygmy Goat Project Leader's Guide*

Cavy lesson information developed by Washington State University, Pullman, WA.

Dog lesson information developed by 4-H National Council Animal Science Project

Poultry lesson information developed by Washington State University Cooperative Extension, WA.

Pygmy Goat lesson developed by University of Minnesota, 4-H Animal Science Project Meeting, MI.

Rabbit lesson developed by Cooperative Extension Service, Kansas State University, Manhattan, KA.



University of California Cooperative Extension  
Division of Agriculture and Natural Resources



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## Characteristics & Implications...for Children Ages 5 to 6

Characteristics	Implications for Project Leader
<b><i>PHYSICAL</i></b>	
Physical growth is slower than during infancy and early childhood.	<ul style="list-style-type: none"> <li>• Plan activities that use large motor skills and introduce fine skills, one at a time.</li> <li>• Plan physical activity with each meeting.</li> <li>• Introduce new physical activities that require coordination, such as roller skating, bike riding, jumping rope, and simple outdoor games.</li> <li>• Provide projects that don't require perfection.</li> </ul>
Muscular coordination and control is uneven and incomplete. Large muscles are easier to control than small muscles.	
Able to handle tools and materials more skillfully than during preschool years.	
Can throw different sized balls better than they can catch them. Most cannot bat well.	
Most can learn to snap fingers, whistle, and wink.	
<b><i>MENTAL DEVELOPMENT</i></b>	
Ask questions and answer them in literal terms.	<ul style="list-style-type: none"> <li>• Give instructions verbally and visually. Don't expect them to read.</li> <li>• Avoid a lot of paper and pencil activities that require writing.</li> <li>• Plan a series of small activities with physical exercise in between, rather than one longer more intense session.</li> <li>• Plan active learning around concrete objects.</li> <li>• Provide lots of materials and mediums for learning.</li> </ul>
Can distinguish their left and right, but not in other people.	
Define things but their use (ex: pencil is for writing).	
Most are just learning letters and words. By six, most can read words or combinations of words.	
Short interest span.	
<b><i>EMOTIONAL DEVELOPMENT</i></b>	
Sensitive to criticism, does not accept failure well.	<ul style="list-style-type: none"> <li>• Provide lots of encouraging words for effort.</li> <li>• Provide lots of opportunities for adult interaction with children.</li> <li>• Provide opportunities for children to help in adult-like ways, such as setting up for an activity.</li> <li>• Give clear description of what your activity or schedule will be and stick to it.</li> </ul>
Strong desire for affection and like adult attention.	
Get upset with changes in plans and routine.	
Say what they think and feel (for example, you stink or you're ugly).	
Can throw different sized balls better than they can catch them. Most cannot bat well.	
Most can learn to snap fingers, whistle and wink.	
<b><i>SOCIAL DEVELOPMENT</i></b>	
Developing cooperative play. Prefers to work in small groups of 2 or 3. Still likes to focus on own work and play. May begin to pair up to have a best friend; however, the best friend may change frequently.	<ul style="list-style-type: none"> <li>• Organize projects and activities that involve two or three children. If there is a larger group, break activities into sections so that only two or three are involved at one time.</li> <li>• Help children develop friendships through learning to share, taking turns, following rules, and being trustworthy.</li> <li>• Organize activities with high adult/child ratios.</li> <li>• Develop projects and activities that involve or focus on the family.</li> <li>• Avoid competition or activities that select a single winner or best person.</li> <li>• Use imaginary play that involves real life situations.</li> </ul>
Mother (or parent) is still social focus as prime caregiver; however, may form attachment to teacher.	
Likes being part of and around family.	
Can engage in group discussions.	
Can be unkind to others, but extremely sensitive to criticism of self.	
Likes to practice different roles.	

## Characteristics & Implications...for Children Ages 7 to 8

Characteristics	Implications for Project Leader
<b>PHYSICAL</b>	
Period of slow, steady growth.	<ul style="list-style-type: none"> <li>• Will have difficulty with some fine motor projects such as gluing, cutting, hammering nails, bouncing balls.</li> <li>• Will be able to throw ball better than able to catch ball.</li> <li>• Provide opportunities to practice skills, but use projects that can be completed successfully by beginners.</li> </ul>
Learns best if physically active.	
Still inept at some activities using small muscles, but have improved large muscle activities like riding a bike, skating, or jumping rope.	
May repeat an activity over and over to master it.	
<b>MENTAL DEVELOPMENT</b>	
May spend more time alone doing projects, watching TV or day dreaming.	<ul style="list-style-type: none"> <li>• Give instructions verbally and visually. However, most children will be able to read and comprehend simple art instructions.</li> <li>• Can introduce some written assignments and activities. However, most children will prefer to be active.</li> <li>• Activities that require sorting, organizing, or classifying will be enjoyed.</li> <li>• Encourage children to develop or make collections.</li> <li>• Encourage projects that can be done over and over in different ways.</li> <li>• Use lots of activities that require the children to participate in hands-on way.</li> <li>• Guide children in reflecting on their learning experience.</li> </ul>
Beginning to take in perspective of others.	
Beginning to tell time.	
Humor takes on new meaning.	
Enormous curiosity and delight in discovery.	
Able to collect, sort, organize, and classify.	
Can recognize some similarities and differences.	
Can do some abstract thinking but learn best through active, concrete methods.	
<b>EMOTIONAL DEVELOPMENT</b>	
Increased awareness of themselves, more sensitive to others.	<ul style="list-style-type: none"> <li>• Enjoy making gifts for family.</li> <li>• Involve children in doing things for others.</li> <li>• Provide lots of adult encouragement and praise.</li> </ul>
Enjoys being part of the family.	
Worries about failure or being criticized.	
Will try themselves out on others to see how they are accepted.	
May claim tasks are too difficult.	
<b>SOCIAL DEVELOPMENT</b>	
May be moody, but less likely to direct negative feelings toward others.	<ul style="list-style-type: none"> <li>• Time to introduce the art of social graces. Teaching of table manners and other social niceties will be more accepted.</li> <li>• Activities will be more successful if children can be grouped in same-sex groups.</li> </ul>
Have high expectations of parents and adults and are critical when parents mess up.	

## Characteristics & Implications...for Children Ages 7 to 8

(continued)

Characteristics	Implications for Project Leader
<b><i>SOCIAL DEVELOPMENT (continued)</i></b>	
Value adult interaction and may actually be more polite to adults.	<ul style="list-style-type: none"> <li>• Select activities that involve the child's curiosity and creative abilities.</li> <li>• Children enjoy naming their group or activity and coining phrases to describe their activities.</li> <li>• Promote social activities that appreciate and emphasize diversity of families and lifestyles.</li> <li>• Use songs, rhythms, fairy tales, and comics to help socialize the group.</li> <li>• Provide learning activities that stimulate conversation.</li> </ul>
Begin to internalize adult feelings toward religion, ethnic groups, and money.	
Begin to develop friendships that involve sharing secrets and possessions.	
Begin to see choice of same-sex playmates and development of play groups.	

# Characteristics & Implications...for Youth Ages 9 to 11

## CHARACTERISTICS

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| <ul style="list-style-type: none"> <li>• Very active with boundless energy</li> <li>• Extremely curious--constantly asks "why?"</li> <li>• Enjoy hands-on activities</li> <li>• Use concrete thinking</li> <li>• Likes group activity</li> <li>• Like to be with members of own sex</li> <li>• Admire and imitate older boys and girls</li> <li>• Usually do best when work is laid out in small pieces</li> <li>• Do not like keeping records-do not see value in them</li> <li>• Like symbols and regalia</li> </ul> | <ul style="list-style-type: none"> <li>• Easily motivated-eager to try new things</li> <li>• Use concrete thinking</li> <li>• Learn to locate resources</li> <li>• Like to explore ideas</li> <li>• Learn about self through relationships</li> <li>• Has rapidly changing interests</li> <li>• Guidance from parents and other adults important if youth are to stay on task and achieve optimum performance</li> <li>• Find difficulty in delaying immediate pleasure for future goals</li> <li>• Need recognition and praise for doing good work</li> </ul> |
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## IMPLICATIONS FOR PROJECT LEADER

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| <ul style="list-style-type: none"> <li>• Use detailed outlines of sequential learning experiences</li> <li>• Build in activities where youth exchange resources for personal or group goals</li> <li>• Incorporate many brief learning experiences</li> <li>• Encourage learning experiences be done with youth of the same sex – if to be done with the opposite sex, avoid competitions between girls and boys</li> <li>• Keep written work simple – review forms and worksheets with the group step-by-step</li> <li>• Clarify and enforce reasonable limits for this group – provide the safety net of an adult who will maintain boundaries</li> <li>• Involve older teens in helping youth in this group plan and carry out activities together</li> <li>• Be present for this group – visible and accessible but in the background</li> </ul> | <ul style="list-style-type: none"> <li>• Use hands-on learn-by-doing activities</li> <li>• Allow groups to develop parts of a larger plan</li> <li>• Use activities where youth need to locate resources</li> <li>• Plan activities that allow youth to move about and use their bodies – but vary activities for many interests (not just sports)</li> <li>• Emphasize group learning experiences</li> <li>• Use activities where youth achieve and produce a product</li> <li>• Give clear instructions with set deadlines</li> <li>• Do NOT play favorites – treat ALL youth fairly</li> <li>• Encourage group free time</li> <li>• Make recognition available to those who earn it – let youth know they will receive rewards for completing activities, and present recognition in front of peers and parents</li> </ul> |
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## SHARE

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| <ul style="list-style-type: none"> <li>• Have youth share what interests, talents, abilities, and skills they developed in the activities</li> <li>• Ask youth how teamwork, cooperation, friendship, and sportsmanship played out in activities completed</li> <li>• Plan group time to talk about beliefs and values as related to activities completed</li> <li>• Ask group members to share options considered in the activities</li> </ul> | <ul style="list-style-type: none"> <li>• Ask youth to share personal or group adjustments made during the activities</li> <li>• Ask youth to verbalize or demonstrate opposing points of view they observed in the activities</li> <li>• Ask youth to share opinions about activities completed – personal and group member performance, results of group work, etc.</li> <li>• Ask youth to identify stressors and dangerous situations encountered in the activities completed</li> </ul> |
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## Characteristics & Implications...for Children Ages 9 to 11

### Continued

<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>Ask youth what questions they still have about the activities just completed – encourage them to find some of the answers on their own, or encourage a few youth to find the answers and report back to the group</li> <li>Help youth identify successes achieved in the activities – give positive feedback to the efforts and successes you see</li> <li>Avoid generalized praise – this group sees through it and feels manipulated</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to demonstrate sequenced steps completed in the activities</li> <li>If tools were used in the activities, ask youth how they shared the use of them in their groups</li> <li>Have youth explain rationale for choosing some options over other ones in the completed activities</li> <li>Provide correction quietly – one on one – in a caring and consistent manner</li> </ul>
<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Have youth generate alternative solutions to problems solved in the activities – or speculate other problems that could be solved in similar ways</li> <li>Ask youth to describe how the relationships that were formed or strengthened in the activities could be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth what general categories were formed or needed to complete the necessary activities</li> <li>Provide active experiences that generally relate to or reinforce activity content presented such as nature walks, ropes courses, trips to significant sites, etc.</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Based on the content of activities completed, help youth form groups or clubs with common “collecting” interests or hobbies – ball cards, stamps, bugs, rocks, buttons, etc.</li> <li>Build in ways parents, teachers, and other adults can help youth complete follow-up additional activities</li> <li>Encourage youth to incorporate technology into follow-up related activities</li> <li>Build in community service roles to reinforce content taught – help this group work on environmental issues in their community</li> </ul>	<ul style="list-style-type: none"> <li>Give related assignments for youth to manage and complete</li> <li>Encourage apprenticing with teen volunteers in related activities</li> <li>Provide opportunities for parental involvement such as homework or “things to do” lists – solicit the help of parents to assist youth with written work</li> <li>Provide opportunities to set two or three goals for a six-month period</li> <li>Work with youth to identify and study related careers</li> </ul>

# Characteristics & Implications...for Youth Ages 12 to 14

<b>CHARACTERISTICS</b>	
<ul style="list-style-type: none"> <li>• Ready for in-depth, longer learning experiences</li> <li>• Self-conscious – many need help overcoming inferiority complexes</li> <li>• Interested in activities involving boys and girls together</li> <li>• Like fan clubs – many have adult idols</li> <li>• Often unclear of needs and values</li> <li>• Want to explore outside their own community</li> </ul>	<ul style="list-style-type: none"> <li>• Concerned about physical development – sometimes practice excessive grooming behaviors</li> <li>• Want to be liked by friends</li> <li>• Interested in sports and active games</li> <li>• Getting over the age of fantasy – beginning to think of what they will do when they grow up</li> <li>• Desire independence – but want and need their parents' help</li> </ul>
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>• Concentrate on developing individual skills – help youth compare skills to their own standards</li> <li>• Encourage active and fun learning experiences such as canoeing, hiking, and environmental stewardship – but not weighted toward physical prowess</li> <li>• Provide hands-on and skill-centered experiences in specific subject matter, and allow for quiet time</li> <li>• During activities, ask questions to encourage predicting and problem solving such as “What if this doesn't work? What could then happen?”</li> <li>• Encourage working with older teens and adults to complete learning experiences and apprenticing</li> <li>• Encourage deeper exploration of leadership roles – provide opportunities to practice leadership roles with coaching, and encourage keeping more detailed records of leadership experiences</li> <li>• Involve the group in setting rules for the group or for the program</li> <li>• Do NOT use put-downs or “in-the-face” behaviors with this group</li> <li>• Provide learning experiences outside of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learning experiences related to understanding self and getting along with others</li> <li>• Encourage learning experiences involving boys and girls – provide activities to be with the opposite sex in healthy ways such as planning groups, parties, fund-raising activities, etc.</li> <li>• Give youth a chance to choose when and if they are “on stage”</li> <li>• Tasks can be more difficult and of longer duration – making a model, keeping a journal, etc. – allow for creativity!</li> <li>• Help youth find necessary information and support activities</li> <li>• Teen and adult leaders must be well-liked to be effective – teen leaders should be three or four years older than the youth and considerably more mature</li> <li>• Encourage involvement in teen councils and planning boards</li> <li>• Provide realistic parameters – explain why they are necessary</li> <li>• Avoid singling youth out in front of others either to commend or to criticize</li> </ul>
<b>SHARE</b>	
<ul style="list-style-type: none"> <li>• Ask youth to reflect on what they learned in the activities</li> <li>• Have youth prepare and give presentations on what they gained from or thought of the activities completed</li> <li>• Based on observations of the activities completed, ask youth to state what they think would be appropriate symbol for the group</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to share any emotions they observed in the group and to share feelings about any relational interferences they encountered during the activities</li> <li>• Ask youth to share how their personal values interfaced with the decisions of the group</li> <li>• Ask youth to define their leadership style based on their performance in the activities completed</li> </ul>



# Characteristics & Implications...for Youth Ages 12 to 14

## Continued

<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>Ask youth to explain the plan of action undertaken to complete the activities – or the steps involved in creating the resulting product</li> <li>Ask youth to share observations they made of how different group members went through the same experiences</li> <li>Have youth list and examine varying points of view surfaced in the activities</li> <li>Have youth describe ethical dilemmas they observed in the activities and how they were resolved</li> <li>Pose abstract questions to help youth process realizations made during activities, and present similar scenarios, and ask youth to predict results</li> </ul>	<ul style="list-style-type: none"> <li>When activities result in a product, ask youth what could have been done to improve the product</li> <li>Have youth articulate or demonstrate in a creative way how they benefit from their association with the group</li> <li>Provide opportunities for youth to ask and question ways of doing things in the group</li> <li>Find time to talk with them individually to help them work through problems or to discuss personal issues</li> <li>Provide honest information for the sexual issues and questions they have – listen to their fears and worries about their sexual development without judging or trivializing</li> </ul>
<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Present multiple alternatives in related situations, and ask youth to compare and choose the best possible option</li> <li>Assist youth in identifying ways they can practice assertiveness around the results of the activities completed</li> <li>Ask youth to share, in detail, skills and education needed for related jobs</li> </ul>	<ul style="list-style-type: none"> <li>As a result of the activities, ask youth to set long-term goals and to plan strategies for reaching those goals</li> <li>Ask youth to explain actions or decisions that took place in the activities related to healthy or safe living</li> <li>Ask youth to construct simple budgets to reach stated goals</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Have youth keep a journal of personal decisions and changes they make related to the activities experienced</li> <li>Encourage technological application to key concepts presented</li> <li>Relate activities completed to career choices</li> </ul>	<ul style="list-style-type: none"> <li>Help youth identify and perform personal and group community contributions that meet special needs within their community</li> <li>Relate activities completed to career choices</li> <li>Have youth shadow experienced workers in related fields</li> </ul>
<b>CHARACTERISTICS</b>	
<ul style="list-style-type: none"> <li>Social needs and desires are high</li> <li>Interested in co-educational activities</li> <li>Want adult leadership roles</li> <li>Beginning to think about leaving home for college, employment, marriage, or other relationships</li> </ul>	<ul style="list-style-type: none"> <li>Often need guidance in selecting careers</li> <li>Developing community consciousness</li> <li>Want/need a strong voice in planning programs</li> <li>Have interest areas that are more consistent with earlier ones – patterns of interest are emerging</li> </ul>

## Characteristics & Implications...for Youth Ages 15 to 19

### EXPERIENCE

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| <ul style="list-style-type: none"> <li>• Concentrate on developing individual skills – help Provide opportunities for self-expression – emphasize leadership life skills related to social development</li> <li>• Provide activities to test out interactions with the opposite sex such as trips, dances, work groups, etc.</li> <li>• Plan some group time where youth can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc.</li> <li>• Plan activities where youth can experiment with different roles</li> <li>• Involve youth in more direct developmental activities such as tutoring, helping coach, leading groups, speaking to community groups, mentoring younger children, etc. activities that place them “in front” of others</li> <li>• Support youth as they set, work to reach, and evaluate long-term goals</li> </ul> | <ul style="list-style-type: none"> <li>• Provide some experiences around body image, etiquette, grooming, hair styles, health and fitness, etc. – avoid comments that criticize or compare stature, size, or shape!</li> <li>• Provide opportunities for youth to talk about their own beliefs</li> <li>• Involve youth in carrying out plans – they are ready to be creative at a level of action, and they are at a level of responsibility to do this</li> <li>• Encourage greater in-depth study of leadership roles and life skills</li> <li>• Encourage youth to plan programs (even social activities) with guidance and support from involving adults</li> <li>• Encourage working with adult role models – emphasize guidance and counsel from adults rather than controlling direction</li> <li>• Be willing to admit mistakes as an adult!</li> </ul> |
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### SHARE

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| <ul style="list-style-type: none"> <li>• Ask youth what new information they learned in the activities</li> <li>• Ask youth to share personal strengths accessed in the activities</li> <li>• Ask youth to share what constraints they encountered in the educational activities</li> <li>• Ask youth to share personal and group risks associated with the activities completed</li> <li>• Ask youth to detail personal and group records kept in the activities completed</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge youth to interpret and creatively communicate what was learned through symbols, pictures, graphs, etc.</li> <li>• Ask youth to share how they prioritized roles and functions in completed activities</li> <li>• Ask youth to share emotions and feelings witnessed in the activities</li> <li>• Ask youth to summarize how the group made decisions together throughout the activities</li> </ul> |
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### PROCESS

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| <ul style="list-style-type: none"> <li>• Ask youth how the activities could have been structured differently to more efficiently accomplish the same educational goals</li> <li>• Ask youth to detail resources needed (available and missing) to complete activities just finished</li> <li>• Ask youth to generate and evaluate additional alternatives to activities completed</li> <li>• Ask youth to describe underlying rules or principles at play in the activities completed and how they influenced the results</li> </ul> | <ul style="list-style-type: none"> <li>• Ask youth to describe or demonstrate how they compensated for unexpected challenges and changes in the activities</li> <li>• Ask youth to list adjustments made in behavior and plans while completing the activities</li> <li>• Ask youth to share personal value criteria they used in the activities completed – if in a trusting relationship, ask them to compare what they did to what they SHOULD have done in certain situations</li> </ul> |
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## Characteristics & Implications...for Youth Ages 15 to 19 Continued

<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>• Ask youth to identify related instances where they need to convey personal opinions and ideas to persuade or convince others</li> <li>• Ask youth to identify skills used in their group that are also needed in the workplace</li> <li>• Encourage application of leadership life skills to living on their own – incorporate budgeting and money management applications in activities</li> <li>• Assist youth in making related wise, healthy, and safe lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to speculate long-term consequences of results of the activities completed</li> <li>• Challenge youth to find answers to similar problems</li> <li>• Ask youth how they contribute to the well being of their families in similar ways to their participation in this group</li> <li>• Construct experiences that expose youth to and involve with the larger society</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>• Support youth as they design follow-up related independent learning experiences</li> <li>• Assist youth in applying leadership life skills to career exploration – especially decision making</li> <li>• Offer Career or College Days – including the wide spectrum of options (not just white collar positions)</li> <li>• Encourage career exploration within specific subject matter – offer vocational activities</li> <li>• Provide activities (actual and theoretical) to explore the job market</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to develop plans for future life transitions</li> <li>• Arrange or locate internships (paid or unpaid) based on skill-specific career interests</li> <li>• Provide guidance and support to youth as they work to meet actual and real community needs</li> <li>• Encourage learning activities involving the community such as service groups, political parties, Habitat for Humanity, ecology, Adopt a Highway, etc. – involve them as spokespersons for the activities</li> <li>• Organize experiences for youth outside of their own community</li> </ul>

## PYGMY GOAT PROJECT GUIDE

<p><b>First Meeting:</b></p> <ul style="list-style-type: none"> <li>• Meetings last about an hour; you will begin to lose your youth if the meeting lasts longer than an hour.</li> <li>• Have parents help with primary ages, and works out well with balancing the age groups.</li> <li>• Project leader discusses their background and interest in being a leader for this project.</li> <li>• Does not require an animal to be in the group. Typically, youth who want to stay end up getting a animal, and those who do not purchase an animal end up leaving the group.</li> <li>• Hand out a sheet of meeting times and dates at the first meeting. Project begins in October, does not meet in December, and ends in May.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your youth questions about their background and interest with pygmy goats. This will allow for the project leader to tailor the program to the youth's interests.</li> <li>• Make sure to discuss the different options available to youth in pygmy goats.</li> <li>• Use a created sheet of the different parts for pygmy goats to give to youth and then have them complete it and self-correct. Allows for additional knowledge of where the youth are in their level of understanding with pygmy goats.</li> <li>• Usually have a pygmy poster posted.</li> <li>• Give a list of pygmy goat breeders in the area.</li> </ul>
<p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Review the different types of housing.</li> <li>• Bring examples of supplies where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Pygmy goats need some sort of shelter and area that is dry. They do not like the wet and bedding will need to be changed.</li> </ul>
<p><b>Feeding/Watering</b></p> <ul style="list-style-type: none"> <li>• Bring different samples of containers and food, and review the different options with the youth.</li> <li>• Review feeding grain and the frequency options.</li> <li>• Review available pygmy goat feed.</li> <li>• Remind youth that pygmy goats will not drink cold water. In the colder months, the goat water must be heated to maintain a lukewarm temperature.</li> <li>• Review acceptable or dangerous plants around the house/property that pygmy goats may consume. Dangerous Plants:             <ul style="list-style-type: none"> <li>• Plants with bulbs should be avoided</li> <li>• Oak Trees</li> <li>• Tomatoes</li> </ul> </li> </ul>	
<p><b>Grooming</b></p> <ul style="list-style-type: none"> <li>• Pygmy goats need to have hoofs trimmed every two months or as needed.</li> <li>• Pygmy goats should be bathed and brushed before showing.</li> </ul>	<ul style="list-style-type: none"> <li>• Review hoof trimming and correct equipment needed.</li> <li>• Demonstrate on pygmy goat</li> </ul>
<p><b>Disqualifications</b></p>	<ul style="list-style-type: none"> <li>• Review the National Pygmy Goat Association Standards</li> <li>• Review Fair Standards, if there are any differences that come up based on the breed being shown.</li> </ul>

## PYGMY GOAT PROJECT GUIDE (Continued)

### Showmanship

- Distribute sheet to youth regarding walking pattern when showing.
  - Practice patterns and changing of lines.
  - Review animal tattooing; however, many Pygmy goats are micro-chipped. Remember to discuss how to get a pygmy goat micro-chipped.
  - Review the registration for the fair and how to register a pygmy goat.
  - Review the steps to showmanship.
- Distribute hand-outs as needed to youth.
  - Discuss the conditions of fair. Remind youth they need to practice their showmanship a lot and to actually practice with noise in the background to replicate the noise and busyness at the fair.
  - Have youth practice a “mock” showing and then judge youth. Use only volunteers for this exercise.
  - Spend the last two meetings focused on showmanship, and in particular helping youth make sure their entry form is accurate.

### Additional Information

- Review over kidding with older youth.
- Have youth create poster projects/presentations on select topics about pygmy goats, allows for information to be shared amongst youth.
- Refer youth to several National Pygmy Goat Association shows throughout Northern California that youth may attend. These meetings may be used as make-up project meetings.

### Written Guides/Information Sheets

<https://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/23100/4-HNO1130.pdf>

<http://www.npga-pygmy.com/resources/husbandry/husbandry.asp>

<http://www.mypygmygoats.com/pygmy-goat-care/>

### Videos

Caring For Goat

<http://www.youtube.com/watch?v=40kp26ITVY0>

Showmanship

[http://www.youtube.com/watch?v=a7lx8g\\_Jeio](http://www.youtube.com/watch?v=a7lx8g_Jeio)

## Keeping Track: Annual Project Report

This section is used by the 4-H member to document their specific project work. Please remember to complete an Annual Project Report form for every project a member completes.

- Copies of the Annual Project Report Form are available online at <http://ucanr.edu/sites/placercounty4h/files/167230.pdf> and within the 4-H Office.
- Members are required to chart their progress in their Annual Report.
- As a project leader, please help your youth fill in their Annual Project Report. Project Leaders may have surplus forms at each project meeting and allow youth members to fill in the form the last five to ten minutes of each project meeting. Or Project Leaders may want to send out summary descriptions for project meetings via email or Facebook.
- Please remember to have youth chart their progress as they go.
- Record Books may be done online with the Online Record Book or a paper copy. Please see the links below for additional information and resources.

### Record Book Manual with Instructions

<http://4h.ucanr.edu/files/165564.pdf>

### Placer County 4-H Record Book Resources

[http://ucanr.org/sites/placercounty4h/Community\\_Clubs/Resources\\_-\\_Forms/Record\\_Books/](http://ucanr.org/sites/placercounty4h/Community_Clubs/Resources_-_Forms/Record_Books/)

### Online Record Book Resources

<http://4h.ucanr.edu/Resources/Members/RecordBook/RBResources/>

<http://4h.ucanr.edu/files/121045.pdf>

If you have any questions about the Record Book, please feel free to contact:

Jessica Trumble-Pitel

[jctrumble@ucanr.edu](mailto:jctrumble@ucanr.edu)

530 889-7393



# Pygmy Goat Project

## ***Time:***

60 minutes

## ***Materials:***

- ✧ Checking your Pygmy Goat form
- ✧ Pen or pencil
- ✧ Poster with Pygmy Goat health signs
- ✧ Pictures of Pygmy Goats that are healthy and unhealthy
- ✧ Live Goat (if possible)

## ***Developed by:***

University of Minnesota,  
4-H Animal Science  
Project Meeting

## ***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

## **Lesson 1: Examining A Healthy Goat**

### **Objectives:**

- ✧ Learning how to assess the health of a pygmy goat
- ✧ Assisting youth in knowing how to select a healthy pygmy goat for their project

### **Directions:**

1. Go over the signs of a healthy pygmy goat with youth.
2. Then have members break into groups. Allow groups to go through the pictures of a healthy and an unhealthy goat. Allow time for members to examine the photos, and fill in the corresponding "Checking your Pygmy Goat" form.
3. After there has been adequate time for groups to examine all the photos, have a sharing session with everyone. Have groups share their opinions on the following questions:
  - ✧ What did you learn by observing a pygmy goat?
  - ✧ How can you use the information you gathered?
  - ✧ What would happen if you didn't recognize or you ignored signs of illness in a pygmy goat herd?
  - ✧ How does observing and keeping records help you learn?

# Pygmy Goat Project

## Leader's Notes:

Healthy Signs:	Sick Signs:
<b>Respiration:</b> 15-30 breaths per minute	
<b>Pulse rate:</b> 60-80 beats per minute	Out of range
<b>Body temperature:</b> between 102.5 F and 104 F	Out of range
Behavior normal	Behavior changed
Bright looking and alert	
Nose and mouth clean	
Ears normal	Ears drooping
Coat healthy sheen	Coat dull, hair falling out
Coat smooth	Signs of skin irritation
Skin supple	Skin tight
Suitably covered with flesh	Too fat or too thin
Feces normal pellets	Feces lumpy, runny, mucus-covered
Appetite good	Off feed
Clean legs	Swollen/hot joints
Well-shaped feet and hooves	Misshapen feet, signs of rot



# Pygmy Goat Project

## Checking your Pygmy Goat:

Item to Examine:	Observations of a healthy pygmy goat	Symptoms of a sick pygmy goat
General Condition		
Eyes		
Ears		
Breathing Rate (if applicable)		
Heart Rate (if applicable)		
Temperature (if applicable)		
Skin		
Manure		
Teeth		
Hooves		
Eating (if applicable)		
Drinking (if applicable)		
Body Discharges		

# Pygmy Goat Project



# Pygmy Goat Project

## **Time:**

60 minutes

## **Materials:**

- ✧ Blank 8.5"x11" paper or larger
- ✧ Pencils
- ✧ Felt tip markers
- ✧ Crayons
- ✧ Yarn
- ✧ Colored construction paper
- ✧ Tape

## **Developed by:**

University of Minnesota,  
4-H Animal Science  
Project Meeting

## **Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

## Lesson 2: Pygmy Goat Digestive System

### Objectives:

- ✧ Learning to work as a team
- ✧ Learning about pygmy goat's digestive track, and the differences found between male and female Pygmy Goats

### Directions:

1. Create member teams and distribute the materials to each team. Ask each team to outline a pygmy goat on the blank paper, and then draw as complete a goat's digestive system as they can. Allow as much time as needed to label the parts they know, then have each team describe its drawing. Have the teams compare their drawings. Develop the experience further with questions about the role each digestive system part plays.
2. Have members share, in their teams, the following questions:
  - ✧ What did you learn about how food moves through the digestive system, and how is it turned into energy and bulk?
  - ✧ Why is it important to learn about a pygmy goat's digestive system, especially in male pygmy goats?
  - ✧ Why is it important to learn about the different functions in the pygmy goat digestive track?
  - ✧ How did you feel about the digestive system your team drew?
3. If there is more time remaining, go over the proper terms and definitions for the digestive track, and how food moves through it. To expand this topic further, review the differences in the urinary track systems between males and females. Males have a distinct kink in their urinary track which can cause health problems if not monitored.

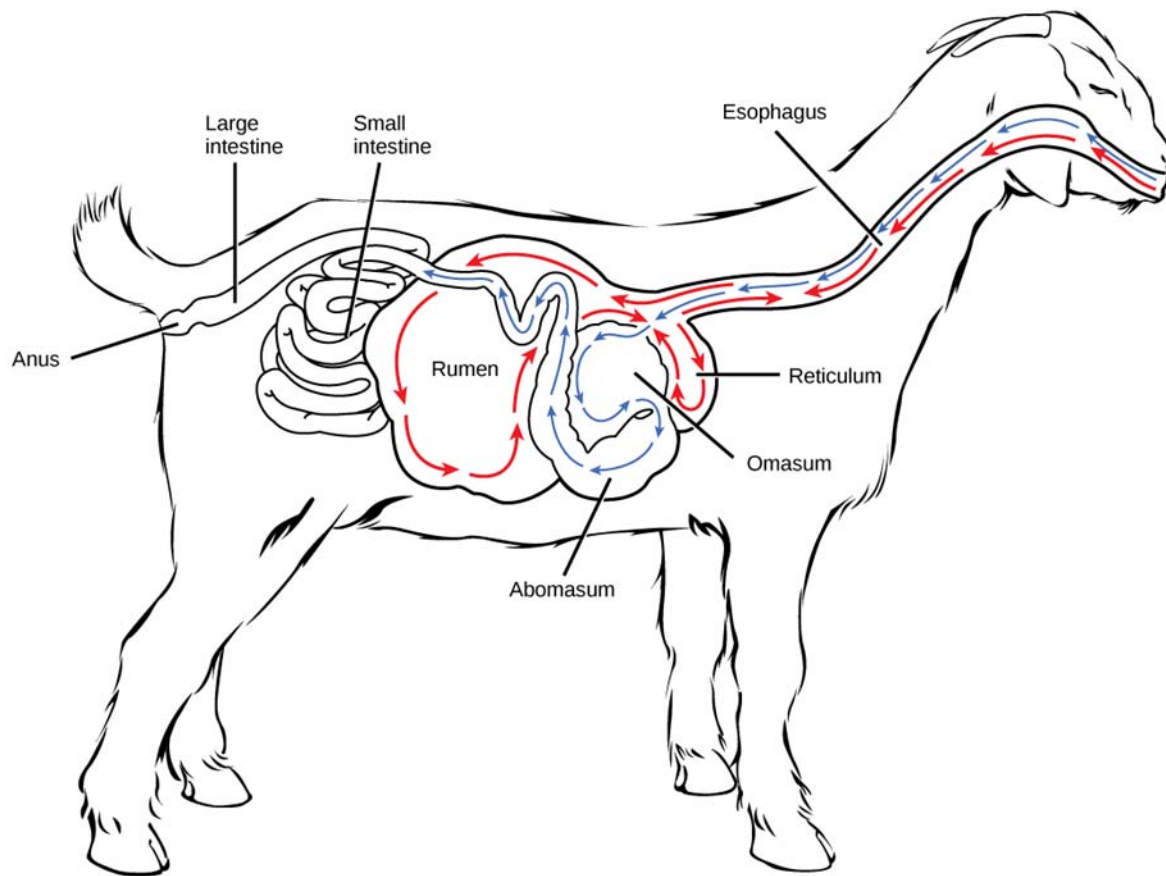
# Pygmy Goat Project

## Leader Notes:

The function that each part of a goat's digestive system serves:

- ✧ Mouth - The teeth break the food into small particles, and an enzyme begins the carbohydrate digestion process.
- ✧ Esophagus - Muscle contractions move the food from the mouth into the stomach.
- ✧ Compound Stomach:
  - ✧ Rumen and Reticulum - A huge holding vat where food is stored for several hours, and where it is agitated, fermented, and digested by bacteria and protozoa.
  - ✧ Omasum - Guides food and squeezes water out of the food.
  - ✧ Abomasum - Called the "true stomach," it is the only compartment where digestive juices are produced. Works similar to the stomach in the pig.
  - ✧ Cecum - Contains microorganisms that further digest the fibrous food particles.
- ✧ Small Intestine - In this very complex, long tube, composed of duodenum and ileum, where digestion and absorption continue. More nutrients are absorbed here than anywhere else in the digestive track.
- ✧ Large Intestine - Its main function is to absorb water. It also adds mucous material to the remaining food to aid in movement of food through the tract.

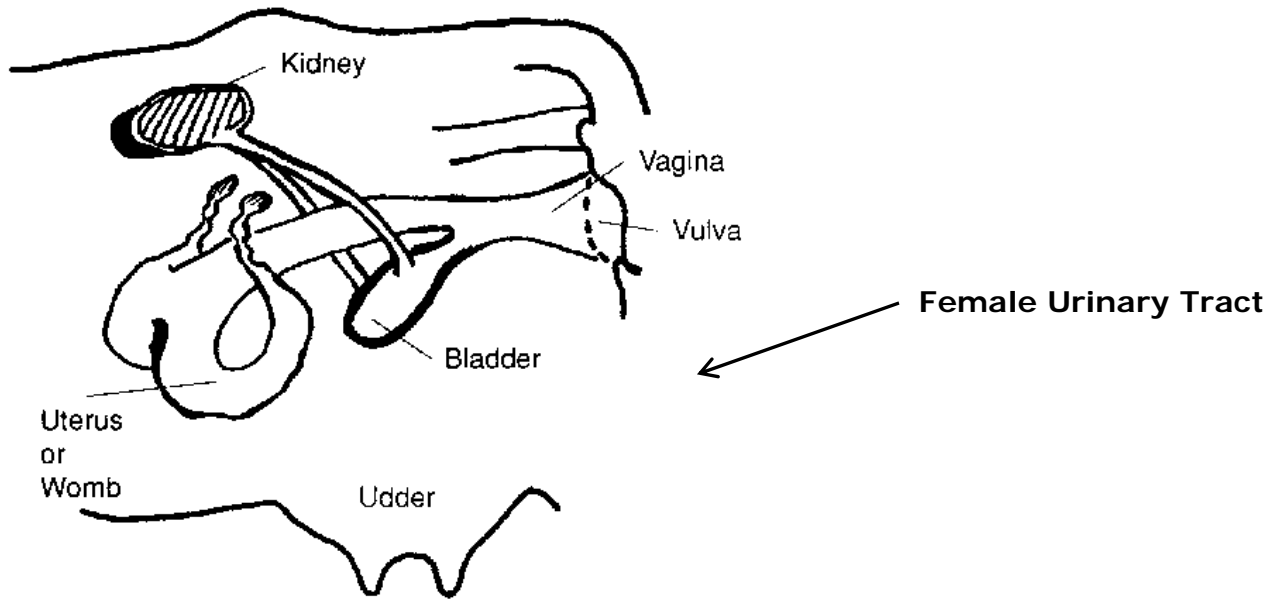
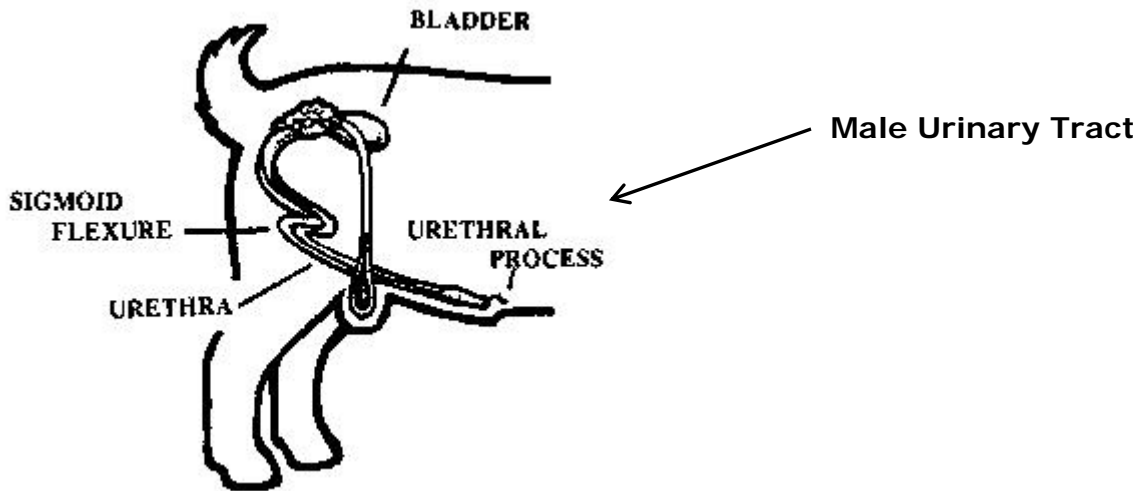
# Pygmy Goat Project



Note that a larger goat digestive track is illustrated above, but applicable to a Pygmy Goat; however, for the Pygmy Goat the arrangement will be more compact.

# Pygmy Goat Project

Pygmy Goat Urinary Tract:





# Pygmy Goat Project

## ***Time:***

60 minutes

## ***Materials:***

- ✧ Pen or pencil
- ✧ Pygmy Goat Showmanship Guidelines
- ✧ Pygmy Goat

## ***Developed by:***

University of Minnesota,  
4-H Animal Science  
Project Meeting

## ***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

## **Lesson 3: Showmanship Practice**

### **Objectives:**

- ✧ Practicing Pygmy Goat showmanship

### **Directions:**

1. Organize members into teams of two. Allow members time to get organized and prepared. When both team members are ready to show what they have learned, as the project leader, observe each team member take turns showing and judging one another.
2. Refer to the Pigmy Goat Showmanship Guidelines, included, during the activity. Make sure there are additional copies for members.
3. After the members have had the opportunity to participate in the showing and judging exercises have all the youth com back together. Review the following questions as a group:
  - ✧ What did you do to show your goat to his/her best advantage?
  - ✧ What is it like to play judge? What was it like to be judged by your friend?
  - ✧ How is preparing your animal for showmanship like getting ready to play in a soccer game or other sporting event?
  - ✧ Why is it important to pay attention to the little things when preparing your pygmy goat for a show?

# Pygmy Goat Project

## Showmanship Guidelines:

### Exhibitor's Appearance: 10 Points

- ✧ Neatly Dressed
- ✧ Clothes do not detract from animal

### Goat's Appearance: 40 Points

- ✧ Condition - 10 points
  - ✧ Normal growth: not too fat or too thin.
- ✧ Free from illness - 10 points
- ✧ Hair and Hooves - 10 points
  - ✧ Coat clean and healthy.
  - ✧ Trimmed according to breed specifications.
  - ✧ Undercoat combed out.
  - ✧ Hooves trimmed evenly.
- ✧ Cleanliness and trimming - 10 points
  - ✧ Animal clean and free of any dirt in the coat.
  - ✧ Eyes, ears, nose, hooves, and tail should be thoroughly cleaned.

### Showing the Goat: 50 Points

- ✧ Leading the goat - 10 points
  - ✧ Lead the animal in a clockwise direction.
  - ✧ Always keep goat between yourself and the judge.
  - ✧ Hold the lead so that excess doesn't hang down.
  - ✧ Walk the goat at a normal pace
  - ✧ Watch the judges for instructions and position
- ✧ Standing and showing - 10 points
  - ✧ Always keep goat between yourself and the judge.
  - ✧ Set up the animal in the most advantageous maneuver whenever stopped.
- ✧ Exhibitor behavior - 10 points.
  - ✧ Be courteous, responsive, and always alert. Smile!.

### Total Points: 100