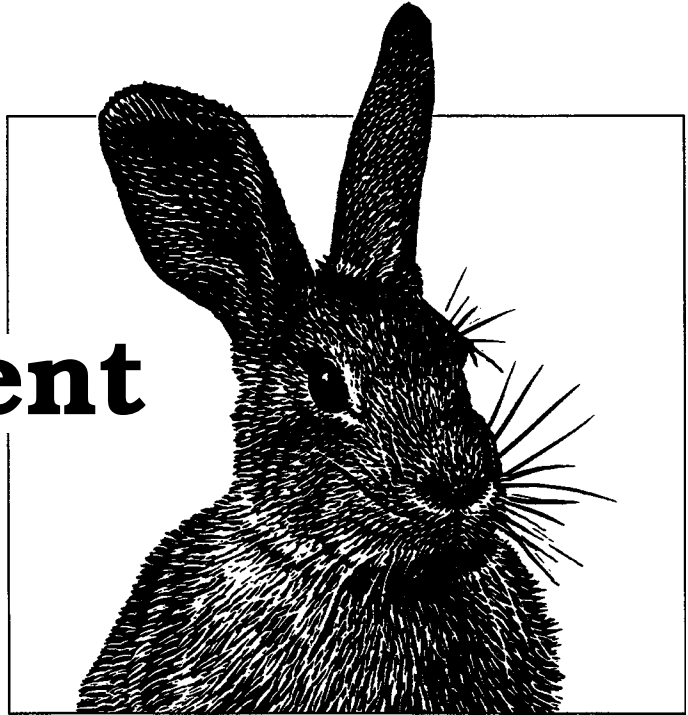




Oregon 4-H Rabbit Advancement Program



Oregon 4-H Advancement Programs

An introduction for leaders, parents, and members

4-H advancement programs consist of a series of steps that provide a framework for progressive learning within a specific project area. Advancement programs encourage 4-H members to learn at their own speed based on their interests and abilities. Advancement programs are self-paced, and age- and skill-level appropriate. Advancement programs can also be a tremendous help to members as they set their goals each year. In addition, advancement programs are useful to Junior Leaders and more experienced 4-H members who wish to work with younger or less experienced members.

Benefits of 4-H advancement programs

Advancement programs:

- Make projects more interesting
- Assist members in setting and achieving goals
- Encourage self-paced learning
- Help members learn more about their projects
- Encourage age-appropriate skill level building

- Provide new, enjoyable experiences
- Help prepare members for participation in certain activities and events
- Provide recognition for work done well
- Provide incentive to members to stay in a project over a longer period of time

Life skill development and 4-H advancement programs

Participating in 4-H advancement programs is instrumental in the development of life skills, a major emphasis of 4-H programming. Young people who participate in 4-H are not just gaining knowledge about their project area, they also develop skills they will use throughout their life. Specifically, the 4-H advancement programs are designed to develop life skills in:

- Learning to learn
- Making decisions
- Keeping records
- Planning and organizing
- Achieving goals
- Completing a project or task
- Communicating
- Being responsible
- Developing self-esteem

About the advancement program steps

The advancement steps are written to provide a learning sequence for all members. Although all members should start with Step 1, the advancement program is designed so a 4-H member may advance as fast as he or she desires based on interest, effort, and ability. A fourth- or fifth-grade 4-H member may take 2 or 3 years to complete Step 1; an eighth- or ninth-grade member may complete one or two steps in a year.

Members should work on one step at a time. There are, however, times when a member may accomplish an activity in another step before completing the step on which he or she is working. Recognize that if there is considerable difference in the level of skill within a group, members may be working on several levels of the program at one time. Much of the information leaders and members need to complete advancement steps can be found in project materials. In advanced steps, members will need to refer to other sources.

Recording progress in the advancement program

Leaders should encourage members to keep the advancement program with their records. Doing so allows leaders and members to evaluate the 4-H experience, review progress, and establish goals for the future. Upon completing an activity, the member fills in the date and has the leader initial the record.

Reviewing advancement progress

Once a member has completed an advancement step, the leader should then arrange for a review of the experience. This review often is conducted through an interview process.

If it is feasible, the interview can be conducted by someone other than the leader. It is a valuable experience for members to be interviewed by others who have expertise in a particular area. Such interviews help prepare members for job interviews and other life experiences.

Leaders also may want to arrange for an advancement chairperson or committee to review each member soon after he or she has completed the step requirements.

The review is also an excellent opportunity to involve parents in club activities. Several parents can serve on the committee and two or three of them can conduct the interviews. The interviewers should be familiar with the 4-H program, its objectives, and the project area.

The advancement chairperson or committee should approve the advancement only when they are satisfied the member is ready to continue to the next step.

How to use the advancement program

The advancement program should be presented at the beginning of the 4-H year.

Review what was done last year

Before deciding on specific things to include in the club program, leaders should review what the members and club did previously. A review will allow discussion on the following questions:

- “What did we do?”
- “What did we like?”
- “What needs improvement or expansion?”
- “Was everyone involved?”

Review the members' present interests

Encourage members and parents to express their interests, needs, and goals. This allows them to feel important and to be committed to the final club program.

Share county/statewide special programs

Tell your members about activities available to them through your county or the state. Share your special interests with members and parents. This allows members and parents to learn about new opportunities and helps determine whether the club should set specific goals related to them.

Develop your program

If your group of 4-H participants is small, all the members should be involved in determining the group goals for the year. If the group is large, a special committee may identify the goals for the year's program.

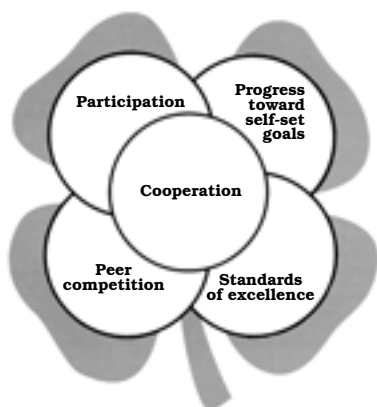
Base your goals on the current members' range of grades, levels of achievement, and interests. Design the program to meet the needs and interests of each member. Establish goals to meet the interests and needs of youth, to allow individual achievement for

each member, and to be within range of accomplishment for each member.

If your club has a wide range of grades, interests, and abilities, divide the club into small groups to work with a Junior Leader. This enhances the learning and satisfaction of all members.

Recognizing advancement

The National 4-H Recognition Model (below) shows five different ways to recognize 4-H members.



1. Participation

This type of recognition program emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences. For some youth, participation in a 4-H learning experience is an accomplishment.

2. Progress toward self-set goals

Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.

3. Achievement of standards of excellence

Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.

4. Peer competition

Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is a strong motivator for some youth but is inappropriate for youth under age eight.

5. Cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

Advancement certificates

The 4-H Advancement Program is an excellent way to promote and recognize members' efforts in progressing toward self-set goals and achieving standards of excellence through learning. Advancement certificates that are customized for each project area are available from your local OSU Extension office. Contact a county 4-H staff member to request advancement certificates in your project area.

Earning an advancement certificate deserves recognition. When members have completed a level of advancement, recognize it. This could be done at an achievement meeting or other community event. Extension 4-H staff members also can help leaders prepare pieces for newspaper and radio releases on the members' achievement.

This section written by Mary Arnold, Extension 4-H youth development specialist, Oregon State University.

The Oregon 4-H Rabbit Advancement Program

The Oregon 4-H Rabbit Advancement program will:

- Make your rabbit project more interesting
- Help you learn more about rabbits
- Help you develop greater skill with rabbits
- Provide you with new, enjoyable experiences
- Allow you to advance according to your ability, interest, and willingness to work
- Provide you with recognition for work well done

The Oregon 4-H Rabbit Advancement program is an important part of your rabbit project. It should be included as part of your project records. Most of the answers to the questions asked in the advancement program can be found in your project manual. For information about your project, you will need to study other pamphlets and books.

As you complete each option, fill in the date and have your leader or parent initial it. When you have completed the required number of options for a

step, tell your leader you are ready to be tested to qualify for that step. You will be asked questions on the work you have done. When each step is completed, you will receive an attractive advancement certificate from your leader.

When you have passed Step 1, go in turn to steps 2, 3, 4, and 5. You can do options for higher steps while you are working on a lower step, but you cannot qualify for the higher step until you have qualified for all preceding steps.

Study each option carefully. Good luck!

This publication was prepared by Duane P. Johnson, Extension specialist emeritus, 4-H youth development; with the assistance of the 4-H Development Committee for Small Animal Projects and Ralph Bogart, professor emeritus of animal science; Oregon State University.

Step 1. Novice Rabbit Raiser

This is the first step in the Oregon 4-H Rabbit Advancement Program. When you have completed 10 skill options and 3 personal development options, you have completed Step 1.

Skill Options

1. Identify, describe, and tell the important characteristics of three breeds of domestic rabbits.
2. Name, point out, and spell the following parts of a rabbit: hip, loin, saddle, shoulder, belly, chest, pad, dewlap, hock, and back.
3. Describe the following undesirable characteristics of rabbits: buck teeth, bowed legs, excessive fat, narrow body.
4. Describe, explain, or spell correctly the following: registered, purebred, crossbred, vaccinate, parasite, insect, virus, and wean.
5. Explain which feeds are important for rabbits. Know how much is a daily ration for your rabbits.
6. Demonstrate you are willing to provide fresh water, feed, and daily care for your rabbit.
7. Keep a record of your rabbit project including expenses and income.
8. Describe a suitable type of hutch for your rabbit and how to equip it for use.
9. Describe what you might do for your rabbit's protection during extremely hot or cold weather.
10. Explain the difference between a rabbit and a hare.
11. Show and tell how to lift, hold, and carry a rabbit.
12. Make a report on your breed of rabbit, including the standard weight classification.

Date passed

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Personal Development Options

(Fill in options selected from page 10 of this advancement program.)

1. Give a demonstration or talk to your club.
2. _____
3. _____

_____	_____
_____	_____
_____	_____

Name of club member

has completed all requirements for **Step 1** of the
Oregon 4-H Rabbit Advancement Program.

Examiner(s)

Age

Date

Step 2. Junior Rabbit Raiser

This is the second step in the Oregon 4-H Rabbit Advancement Program. When you have completed 10 skill options and 3 personal development options, you have completed Step 2.

Skill Options

1. Name and describe six additional breeds of rabbits.
2. Build a suitable carrying case, tattooing box, feeder, or some other rabbit equipment.
3. Demonstrate how to tell the sex of a young rabbit (approximately 8 weeks of age).
4. Explain why the doe should be taken to the buck's hutch for breeding. Give at least two reasons.
5. Build or prepare a nest for your doe and know the proper time to provide her with it.
6. Take part in a 4-H Rabbit Judging Contest.
7. Take part in a 4-H Rabbit Showmanship Contest.
8. Describe the following diseases and their remedy: ear canker, sore hock, snuffles, and diarrhea.
9. Describe the following faults in a rabbit: buck teeth, hernia, crooked legs, and wry tail.
10. Describe the desirable characteristics of a rabbit's hip, loin, saddle, shoulder, and legs.
11. Visit a commercial rabbitry to see how rabbits are housed, fed, watered, bred, and marketed.
12. Start a library on rabbit literature: magazines, books, bulletins, and 4-H materials.

Date passed

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Personal Development Options

(Fill in options selected from page 10 of this advancement program.)

1. _____
2. _____
3. _____

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Name of club member
 has completed all requirements for **Step 2** of the
 Oregon 4-H Rabbit Advancement Program.

Age

Examiner(s)

Date

Step 3. Senior Rabbit Raiser

When you have completed eight skill options and four personal development options, you have completed Step 3.

Skill Options

1. Keep a doe production record through at least two litters.
2. Explain breeding, conception, pregnancy, and gestation periods in rabbits.
3. Illustrate and explain the digestive system of a rabbit.
4. Tell about control of parasites such as maggots, lice, ticks, pin-worms, coccidiosis.
5. Eat a rabbit with your family.
6. Invite and introduce a guest speaker at one of your club meetings: a local producer, butcher or feed dealer, or someone who cooks and serves rabbit in his or her home.
7. Explain or describe three more rabbit diseases and their treatment.
8. Explain how good selection can improve your stock. Explain inbreeding, linebreeding, crossbreeding, and the advantages and disadvantages of each.
9. Tell the functions of protein, carbohydrates, fats, water, vitamins, and minerals in rations for rabbits.
10. Tattoo a rabbit.

Date passed

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Personal Development Options

(Fill in options selected from page 10 of this advancement program.)

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4. _____

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Name of club member
 has completed all requirements for **Step 3** of the
 Oregon 4-H Rabbit Advancement Program.

Age

Examiner(s)

Date

Step 4. Rabbit Specialist

When you have completed eight skill options and four personal development options, you have completed Step 4.

Skill Options

1. Make a report to your club on how to prepare and market rabbit manure.
2. Make a study of the rabbit market, live and dressed, for a period of at least 2 months.
3. Keep complete doe production records, including weight of offspring of two does for 1 year or one doe for 2 years.
4. Name and explain three characteristics or conditions of rabbits due to inheritance and three due to feed or management (environment).
5. Butcher a rabbit.
6. Demonstrate how rabbits are cut up and packaged for market. Check your local stores.
7. Stretch, dry, and market a rabbit pelt.
8. Collect, label, and display rabbit feeds available. Include explanations of labels on feeds.
9. Demonstrate how to palpate a doe.
10. Calculate the cost per pound for a market rabbit.
11. Identify and name the parts of the reproductive system of a rabbit.

Date passed

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Personal Development Options

(Fill in options selected from page 10 of this advancement program.)

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3. _____
4. _____

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Name of club member
 has completed all requirements for **Step 4** of the
 Oregon 4-H Rabbit Advancement Program.

Age

Examiner(s)

Date

Step 5. Rabbit Scientist

Complete three or more skill options and five personal development options.

Skill Options

1. Learn how to register a rabbit. Fill out a registration application.
Explain the benefits of belonging to A.R.B.A.
2. Explain the marketing procedure from producer to consumer. How are prices established?
3. Develop and describe the feeding ration for dry does, bucks, wet does, bred does, and bucks not being used.
4. Study, prepare a paper (300 words or more), and give a report on one of the following topics:
 - a. General management of rabbits
 - b. Rabbit feeds, feeding, and nutrition
 - c. Rabbit diseases, prevention and control, and general sanitation
 - d. Markets and methods of marketing rabbits
 - e. Reproduction, breeding, and genetics
 - f. Fur preparation for market, how marketed, and use
 - g. Keeping and using records as a basis for improving your 4-H rabbit project

Date passed

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Personal Development Options

(Fill in options selected from page 10 of this advancement program.)

1. Become a 4-H Junior Leader in a 4-H rabbit club.
2. Serve as a superintendent, assistant superintendent, or clerk at a rabbit show.
3. Help prepare and work with the club leader in demonstrating material your club might use.
4. Work with some of the younger members of the club in improving or constructing hutches or rabbit equipment they need.
5. _____
6. _____
7. _____
8. _____

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Name of club member
 has completed all requirements for **Step 5** of the
 Oregon 4-H Rabbit Advancement Program.

Age

Examiner(s)

Date

Personal Development Options

(You should choose a different option each time.)

1. Lead the Pledge of Allegiance and 4-H Pledge at a 4-H meeting.
2. Lead a song or a game at a 4-H meeting.
3. Preside at a meeting of your 4-H club.
- *4. Write a news story for a local paper.
- *5. Participate in a radio or television program.
- *6. Present a demonstration or illustrated talk to your club.
- *7. Present a demonstration or illustrated talk to a group other than your 4-H club.
8. Serve as host for a 4-H meeting. See that everyone is welcomed and made comfortable.
- *9. Participate in a community service project.
- *10. Serve as chairman of a club committee.
11. Participate in a judging contest.
- *12. Serve as a Junior Leader.
- *13. Serve as a Teen Leader.
14. Attend 4-H Camp.
- *15. Serve as clerk, chair, or apprentice judge at a 4-H show.
- *16. Develop and exhibit a science display that is related to meat animals.
17. Serve as a camp counselor.
18. Arrange for a tour by your club.
19. Arrange for a film to be shown at your club meeting.
20. Secure a speaker for your club meeting.
21. Complete your 4-H records.
22. Visit a packing plant or local meat market that sells rabbit.
23. Get new members for your club.
24. Develop some options of your own with your leader's approval.

*These options may be repeated for credit in different steps.

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