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# 4-H Cavy Advancement Program

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# 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.

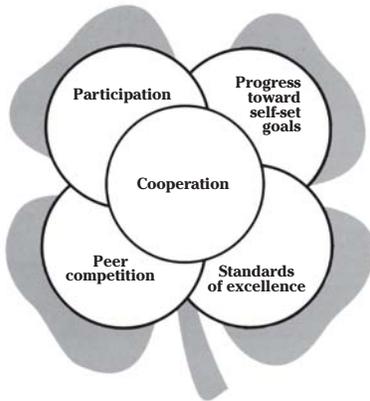
If your club has a wide range of grades, interests, and abilities, divide the club into small groups to work with a Junior Leader. This enhances the learning and satisfaction of all members.





## ***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.

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

# Using the Advancement Program in the 4-H Cavy Project

The 4-H Cavy Advancement program is an important part of your cavy project. This advancement program will:

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

Include your activities in the advancement program as a part of your project records. Most of the answers to the questions asked in the steps on the following pages can be found in your project manual. For additional information about your project, you will need to study other publications and resources.

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 a certificate from your leader.

When you have completed and passed Step 1, continue with 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.



Substitutions for Skill and Personal Development Options (page 12) can be made with the approval of your club leader.

Study each option carefully. Good luck!

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*Written by M. Michele Thorp, Louise Christofferson, and Penny Deggelman, 4-H leaders, Lane County; and Alden Hilliker, former Extension specialist, 4-H youth development, Oregon State University; in cooperation with the 4-H Development Committee for Small Animal Projects.*

# Step 1



This is the first step in the 4-H Cavy Advancement program. When you have completed 10 skill options and 3 personal development options, you are qualified to complete Step 1.

## ***Skill Options***

	<i>Date passed</i>	<i>Approved by</i>
1. Identify, describe, and tell the important characteristics of three breeds of cavies.	_____	_____
2. Name, point out, and spell the following parts: shoulders, back, rump, hip, nose, crown, chest, toes, and teeth.	_____	_____
3. Describe the following undesirable characteristics of cavies: pointy head, excessive flab, pear-shaped body, flat crown, buck teeth, and broken teeth.	_____	_____
4. Describe the following: registered, purebred, crossbred, parasite, pedigree, and wean.	_____	_____
5. Explain what feeds are important for cavies. What fresh vegetables should you <b>not</b> give to cavies? Why?	_____	_____
6. Demonstrate you are willing to provide fresh water, feed, vitamin C, and daily care for your cavy.	_____	_____
7. Keep a record of your cavy project including expenses and income.	_____	_____
8. Describe a suitable cage for your cavy and how to equip it for use.	_____	_____
9. Describe what you might do for your cavy's protection during extremely hot or cold weather.	_____	_____
10. What does a cavy baby look like and act like when it is first born?	_____	_____
11. Show and tell how to lift, hold, and carry a cavy.	_____	_____
12. Make a report on your breed of cavy.	_____	_____

## ***Personal Development Options***

(Fill in options selected from page 12 of this advancement program.)

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

\_\_\_\_\_  
*Name of club member*  
has completed all requirements for Step 1 of the Cavy Advancement program.

\_\_\_\_\_  
*Age*  
\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Examiner(s)*

# Step 2



This is the second step in the 4-H Cavy Advancement program. When you pass 10 skill options and 3 personal development options, you are qualified to complete Step 2.

## ***Skill Options***

	<i>Date passed</i>	<i>Approved by</i>
1. Name and describe three additional breeds of cavies.	_____	_____
2. Build a suitable carrying case, feeder, or some other cavy equipment.	_____	_____
3. Demonstrate how to tell the sex of a young cavy (approximately 3 weeks of age).	_____	_____
4. Explain how to breed a boar and sow (length of time together, whether to remove boar during kindling, etc.).	_____	_____
5. Take part in a 4-H Cavy Judging Contest or Clinic.	_____	_____
6. Take part in a 4-H Cavy Showmanship Contest.	_____	_____
7. Describe the following diseases and ailments and their remedies: lice, mites, colds, bumble foot, "strep," diarrhea, salmonella, and broken teeth.	_____	_____
8. Describe the following undesirable conditions in a cavy: buck teeth; p-eye; coat faults; torn ears; eye circles; and non-matching color in ears, feet, and toes.	_____	_____
9. Describe the desirable characteristics of your cavy's ears, type, crown, head, and eyes.	_____	_____
10. Start a library on cavy literature: books, magazines, bulletins, and 4-H material.	_____	_____
11. Explain the three major uses of a cavy.	_____	_____
12. Do a report on the history of the cavy.	_____	_____

## ***Personal Development Options***

*(Fill in options selected from page 12 of this advancement program.)*

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

\_\_\_\_\_  
*Name of club member*  
 has completed all requirements for Step 2 of the Cavy Advancement program.

\_\_\_\_\_  
*Age*  
 \_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Examiner(s)*

# Step 3



When you have passed eight skill options and four personal development options, you are qualified to complete Step 3.

## Skill Options

	<i>Date passed</i>	<i>Approved by</i>
1. Keep a sow production record through at least three litters.	_____	_____
2. Explain breeding, heat period, conception, gestation, and kindling or parturition.	_____	_____
3. Explain why a cavy's body needs fresh vitamin C daily. Name at least five sources of vitamin C for your cavy and the advantages and disadvantages of each. State how much vitamin C the cavy needs.	_____	_____
4. What are several measures you can take to avoid problems in pregnancy and birth?	_____	_____
5. What is the difference between fur and hair?	_____	_____
6. Invite and introduce a guest speaker to one of your club meetings; for example, a local cavy breeder, a feed dealer, an ACBA judge, a veterinarian, etc.	_____	_____
7. Describe three more diseases of cavies and their treatment.	_____	_____
8. Describe fully "type" in a cavy.	_____	_____
9. What are "angel wings"? Where and how do they show up?	_____	_____
10. What is "condition" in a cavy? Tell what measures you can take to improve it in your cavies.	_____	_____
11. Guinea pigs belong to the rodent family. Draw a picture of or write a report on the guinea pig's relationship to its rodent relatives.	_____	_____

## Personal Development Options

*(Fill in options selected from page 12 of this advancement program.)*

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

\_\_\_\_\_  
*Name of club member*  
 has completed all requirements for Step 3 of the Cavy Advancement program.

\_\_\_\_\_  
*Age*  
 \_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Examiner(s)*

# Step 4



When you have completed eight skill options and six personal development options, you are qualified to complete Step 4.

## ***Skill Options***

	<i>Date passed</i>	<i>Approved by</i>
1. Make a report to your club on how to prepare and enter a cavy at an ACBA Open Show.	_____	_____
2. Attend, and if possible, enter your cavy in an ACBA Open Show.	_____	_____
3. Name and explain three characteristics or conditions of cavies due to inheritance and three due to environment (feed and management).	_____	_____
4. Make a bibliography of your cavy library. Add to it the names and addresses of local and national cavy support groups.	_____	_____
5. What are the signs of toxemia? What is toxemia and what causes it? How do you prevent it?	_____	_____
6. Give three examples of breed characteristics that are genetically dominant. Give three that are recessive.	_____	_____
7. Report to your club on the use of cavies in laboratory work.	_____	_____
8. Explain Mendel's basic law in genetics using diagrams.	_____	_____
9. Keep a 1- or 2-year written and pictorial record of your cavy's development. A monthly diary is encouraged.	_____	_____
10. Explain the range of colors in cavies due to genetic dominance. Explain "dilution" of color and give examples.	_____	_____
11. Ear tag or tattoo a cavy.	_____	_____
12. Make a report on the marketing of guinea pigs. Include financial aspects.	_____	_____

## ***Personal Development Options***

*(Fill in options selected from page 12 of this advancement program.)*

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

\_\_\_\_\_  
*Name of club member*  
 has completed all requirements for Step 4 of the Cavy Advancement program.

\_\_\_\_\_  
*Age*  
 \_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Examiner(s)*

# Step 5



When you have completed five skill options and eight personal development options, you are qualified to complete Step 5.

## ***Skill Options***

	<i>Date passed</i>	<i>Approved by</i>
1. Learn how to register a cavy. Explain the advantages of belonging to the ACBA and ARBA.	_____	_____
2. Do a report on the breeding and potential outcome of cavies with lethal genetic factors.	_____	_____
3. Select a breed or variety of cavy that requires precise or preferred markings for ACBA showing. Keep accurate written pictorial records on the breeding stock for three generations as to their markings.	_____	_____
4. Make a written and pictorial account of your cavy's strengths and weaknesses. Choose a mate for your cavy whose strengths may genetically offset your cavy's weaknesses. Record the results of their breeding in at least two litters. Compare and contrast the two litters.	_____	_____
5. Select three different feed programs for three groups of cavies for a specific period of time (e.g., 3 months). Keep records of each cavy's weight and condition of flesh, hair, eyes, etc. Keep notes of your observations as to activity and general health during this program.	_____	_____
6. Study, prepare a paper (300 words or more), and give an oral report on one or more of the following topics:		
a. The results of options 2, 3, 4, and/or 5.		
b. General management of cavies.		
c. Genetics involved in breeding cavies.		
d. Breeding, pregnancy, and kindling.		
e. Cavy diseases, prevention and control, general sanitation.		
f. Kinds of bedding available, the advantages and disadvantages of each.		
g. Keeping and using records as a basis for improving your cavy project.	_____	_____
7. Work on developing a breed. Keep written and pictorial records on at least three generations.	_____	_____
8. Breed a litter specifically for sale. Record your marketing techniques and actual disposition of the litter. Include financial records.	_____	_____

*(Continued on page 11.)*

**Step 5, continued**



**Personal Development Options**

(Fill in options selected from page 12 of this advancement program.)

	<i>Date passed</i>	<i>Approved by</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

\_\_\_\_\_  
*Name of club member*  
has completed all requirements for Step 5 of the Cavy Advancement program.

\_\_\_\_\_  
*Age*  
\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Examiner(s)*



# Skill and Personal Development Options

(You should choose a different option each time.)

## General 4-H

1. Lead the Pledge of Allegiance and 4-H Pledge at a 4-H meeting.
2. Lead a song or 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 a 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 or Teen Leader.
- \*13. Attend 4-H camp or serve as a camp counselor.
- \*14. Develop and exhibit a science display related to cavies.
- \*15. Make arrangements for a tour by your club.
- \*16. Arrange for a film to be shown at your club meeting.

- \*17. Secure a speaker to talk at your club meeting.
- \*18. Complete your 4-H records.
- \*19. Get new members for your club.
- \*20. Develop some of your own options with your leader's approval.

## Cavy 4-H

1. Serve as a superintendent, assistant superintendent, table superintendent, clerk, or show secretary at a cavy show.
- \*2. Help prepare and work with your club leader on a cavy demonstration for your club.
3. Work with some younger members of the club in improving or constructing cages or cavy equipment.
4. Teach cavy showmanship to 4-H members.
5. Participate in the State Fair with cavies.
6. Do a cavy presentation at your local 4-H fair.
- \*7. Share your guinea pig with a person who cannot have one, e.g., a young friend, an older shut-in, etc.

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

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