

Rabbit Knowledge and Skills

Quiz Bowl Time

Have you ever wondered if your group is really learning anything about the project? One fun way to find out is through a project quiz bowl. Both adults and youth will enjoy demonstrating their project knowledge in this setting. This activity stimulates thought, emphasizes fun and fairness, and develops planning and organizing skills.

In a rabbit project bowl, one team challenges another to see which can respond to the most questions or situations correctly. The questions are presented by the moderator, and the first team to give the correct response receives credit. Your participants and their parents will be able to associate this activity with several TV quiz programs.

Rabbit Skill:

Plan and conduct a rabbit quiz bowl.

Life Skill:

Planning and organizing

Success Indicator:

Group utilizes planning skills to successfully plan and conduct a rabbit quiz bowl.

Time Involved:

30 minutes

Suggested Group Size:

4-20

Materials Needed:

Questions and answers (30-50 per match), paper and pencils, signal responses, score board or pad of paper.



Getting Started

Preparation for the meeting may be minimal or elaborate. Some groups conduct bowls on the spur of the moment while others do a lot of research, outlining questions and answers, making signal devices and building score boards. Check the Rabbit Bowl Hints under Rabbit Facts.

The participants will include two teams of youth (two to four members per team), moderator to ask questions, acknowledger to indicate who should answer the a question, judge to indicate correctness of responses, scorekeeper and time keeper.

Youth of all ages can set and conduct a rabbit quiz bowl with very little guidance. As a facilitator, your job is to see that each member is involved in practicing their planning and organizing skills through planning and conducting the activity. Approach this activity as the fun occasion it is. Keep the atmosphere light and non-threatening to the youth.

“Hop to it!”

Explain briefly what a rabbit quiz bowl is. Give youth just enough detail to get them interested. Ask for volunteers to organize a bowl for this session or for the next meeting. Allow youth to learn by doing before being told or shown how. Once the group becomes familiar with conducting rabbit bowls, organizing one takes very little time. Several questions plus where in this set of rabbit guides answers can be found have been included (see page 26) to help the group get started.

Photo:

youth doing Quiz Bowl

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Rabbit Rap

Share What You Did

What did you do to organize the rabbit quiz bowl?

How did you get everyone involved?

How did it feel to be responsible for planning an activity?

Process What's Important

What was most challenging about organizing the bowl?

What did you learn about leading others?

What new information did you learn?

Generalize to Your Life

What other experiences have you had in which you helped plan an activity?

Apply What You Learned

How will your experience of helping plan and conduct a bowl help you in the future?

Rabbit Facts

Rabbit Quiz Bowl Hints

Forming Teams

With this activity, everyone should be involved. If your project group is small, members, leaders and parents may have to make up the teams. Let the members decide who is going to do what and who will be on each team. A list of responsibilities will help give everyone something to do.

Generating Questions

If you have not prepared 20–50 questions and answers in advance, ask each person to write down two to three questions and give these questions plus answers to the moderator. This is often a good take-home assignment. Decide what area the questions will focus on ahead of time. It could be something learned at the present meeting or a past meeting, or an idea from the project guide or from a video your group just viewed. Each question should be slightly reworded so members won't recognize their own question before it's fully read. Include one or two challenging questions so they raise their sights. Keep the questions to use again to reinforce learning. The Rabbit Talk Glossaries in each guide are also excellent sources of questions.

Other Types of Questions

In addition to written questions, you may want to use charts (identifying parts of a rabbit), ask for a short demonstration of a skill (tattooing a rabbit), or provide a piece of equipment to identify and tell its use. Or you may present a realistic situation and ask a series of questions about it. From this situation 20-30 questions could be generated. Almost any previous learning situation or even a new one will fit into the project bowl format. Avoid questions that will generate unclear answers, true/false or yes/no answers.

Position the Teams

Usually if the teams are facing one another, they can hear each others' answers better. If an audience is present arrange seats in a "lazy V."

Signaling an Answer

Teams sometimes decide to simply raise their hands or ring a bell. Others add a little more fun by making distinctive sounds of a particular item or animal.

Checking the Clock

The time keeper will check and make sure if an answer is stated within, say five seconds. If a bonus questions is asked, the team is usually given ten seconds to confer before having to answer.

Scoring the Bowl

You may give one point for a right answer and one point off for a wrong answer or your group may want to use two and zero or whatever. Some groups award up to five extra points if all team members have answered at least one question. Following the final question of a 15-question round, the team with the most points is declared the winner. You should have some tie-breaker questions in reserve just in case there is a tie.

Bounding Ahead

1. Have the group organize and conduct a quiz bowl for another group to introduce rabbit-related ideas and information in a fun way.

Acknowledgments: Adapted with permission from U of Minnesota Animal Science Project Meeting Guide Notebook.



Questions from **What's Hopping?**

1. What are the names of four small rabbit breeds? Pg. 5
2. What are the names of three giant rabbit breeds? Pg. 5
3. What class of rabbit does the Satin belong? Pg. 5
4. What are three uses of rabbits? Pg. 6
5. The Angora rabbit breed is primarily raised for what purpose? Pg. 7
6. When taking a rabbit out of a cage which end should be removed first? Pg. 8
7. Where is the dewlap of the rabbit located? Pg. 12
8. What is the upper rounded part of the hindquarter called? Pg. 13
9. What is the joint in rabbits called that is like the ankle in humans? Pg. 13
10. For a 6–7 pound rabbit an all-wire cage should be at least how high, wide and long? Pg. 15
11. What percent protein should commercially prepared rabbit pellets contain? Pg. 15
12. How much water will a doe and her litter drink in a day? Pg. 15
13. What is a crock used for? Pg. 17
14. What is an advantage of unbreakable vinyl crocks in cold weather? Pg. 17
15. Why are wire cages preferred over wood cages by many breeders? Pg. 17
16. What is listed on a rabbit pedigree? Pg. 20
17. What items are listed for every rabbit in a herd record? Pg. 21
18. How often should hutches and cages be cleaned? Pg. 25
19. In general, how many ounces of pellets is enough each day for small breeds? Pg. 27
20. How many hours after kindling is the doe most receptive to the buck? Pg. 30
21. A female rabbit ovulates how many hours after mating? Pg. 30
22. When are medium sized rabbits sexually mature? Pg. 31
23. How long after kindling does a doe ovulate? Pg. 31
24. When should you put the nest box in the does hutch? Pg. 34

Questions from **Making Tracks**

1. What are three of the five general types of rabbits? Pg. 9
2. What is the senior ideal weight for a four-class rabbit? Pg. 6
3. What is the body type for the Himalayan breed? Pg. 9
4. What coat type has a transparent hair shaft? Pg. 11
5. In what ear is the registration tattoo placed? Pg. 16
6. What is a way to keep rabbits cool in hot weather? Pg. 19
7. What are two signs of poor ventilation in rabbit housing? Pg. 19
8. What are three expenses in raising rabbits? Pg. 21
9. Why is it important to reduce the feed given to a doe 24–48 hours before kindling? Pg. 27
10. A rabbit with what disease will rub its eyes with its front feet? Pg. 22
11. What is a subcutaneous shot? Pg. 25
12. What are three possible markets for rabbit products? Pg. 32

Questions from **All Ears**

1. What are two of the four rabbit breeding programs? Pg. 5
2. What is the difference between a dominant and a recessive gene? Pg. 11
3. What are female gametes called? Pg. 11
4. What is the difference between genotype and phenotype? Pg. 11
5. How can product numbers be used to help cull a herd? Pg. 17
6. What is the primary function of the oviducts? Pg. 9
7. What are three factors to consider when designing a rabbitry? Pg. 13
8. Where is the tibia located on a rabbit? Pg. 6
9. What is the gestation period for a rabbit? Pg. 19
10. At what age is a rabbit's fur usually in prime condition? Pg. 32

Questions from **Rabbit Helper's Guide**

1. What are the names of three general disqualifications? Pg. 9
2. What are the names of three different types of rabbit fur? Pg. 7
3. What are names of three Angora rabbit breeds? Pg. 7
4. What is the amount of fur in a given area called? Pg. 7
5. What is a way to keep kits warm in a nest box in cold weather? Pg. 11
6. What is a necropsy? Pg. 12

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Name on the Back

Sometimes a fun game that involves everyone is a good way to energize the group and introduce the topic for the meeting. Name on the Back is just such a game. Your group will enjoy the challenge of discovering new information about rabbits as they practice the skill of asking questions to obtain answers. You may want to involve any adults present in this activity.

Rabbit Skill:
Life Skill:



Discovering rabbit facts
Learning to learn through questions
Identifies the name on the back.

Success Indicator:

Time Involved:

Suggested Group Size:

Materials Needed:

15 minutes
Any number
Paper, tape, pen

Getting Started

The only preparation is to write on small pieces of paper names related to the topic to be explored at the meeting. If the group is learning about rabbit diseases you would have a disease written on each piece of paper.

« Hop to it! »

To begin this activity, tape the name of whatever your group is exploring on the back of each youth. (Have someone put a name on your back also so you can join the fun.) The only instruction is that everyone will try to figure out what is on his/her back by asking questions. The person answering the questions can only give yes/no answers. The youth should exchange three or four questions with someone and then move to the next person. After 10–15 minutes those that haven't identified what is written on their back should be given small clues in response to their question.

Follow up with a good discussion of the activity.

« Rabbit Rap »

Share What You Did

What name did you have on your back?

What was most challenging about this activity?

Process What's Important

How did you figure out what was on your back?

What was your strategy?

Why are good questions important?

Generalize to Your Life

How do you use questions to learn?

Apply What You Learned

What other topics could be used?

Photo:
youth playing this game

Rabbit Facts

Name On the Back Topic Areas

Breeds	Equipment
Varieties	Careers
Parts	Rabbit Talk Words
Live rabbit	Diseases
Carcass	Medications
Reproduction system	Internal parasites
Skeletal system	External parasites
Digestive system	Feed ingredients
Disqualifications	Minerals
Abnormalities	Tattooing step

« Bounding » Ahead

1. Involve parents in a Name On the Back game.

Organizing a Rabbit Judging Contest

Rabbit judging and evaluation events are fun and exciting opportunities for members to learn about rabbits. Judging also develops the skills of observation, decision-making, critical thinking, patience and communication. All ages gain from placing classes, taking notes and answering questions about animals.



Rabbit Skill:

Life Skill:

Success Indicator:

Time Involved:

Suggested Group Size: 5–30 (3–4 per team)

Materials Needed:

Conducting a rabbit judging contest
Planning and organizing
Work as a team to conduct a rabbit judging contest
10 hours
2 or 3 classes of rabbits, written test, rabbits for breed I.D., class identification and number signs, registration sheets, pencils, note paper, Hormel calculator, recognition items

“Hop to it!”

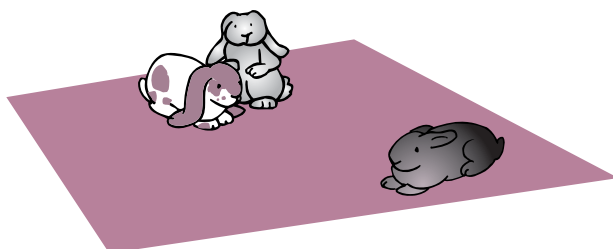
Conducting a rabbit judging event in a small club, group activity or a multi-county gathering, requires solid leadership, advanced planning and a team approach on contest day. Youth participants are very capable of hosting a quality event if they work together and plan ahead.

A team of 10 to 15 youth need to meet at least one month before the event to begin planning. At this meeting they should delegate responsibilities, designate a contest site, arrange rabbits for classes, set goals and create promotional materials to tell people about the event. Some helpful guidelines are included in Rabbit Facts.

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Photo:

Rabbit judging contest



Rabbit Rap

Share What You Did

How did you plan the contest?

How did it feel to help younger members with their judging?

Which responsibilities really “sneaked up” on your committee? (if none did, you were awesome planners!)

What part of the planning was most challenging? Why?

Process What's Important

Why is it important to practice planning and organizing activities like judging contests?

Generalize to Your Life

What skills make you good (or not so good) at working with a committee on a “big” activity?

How did you make sure all of the committee members performed their responsibilities?

Apply What You Learned

What planning skills did you learn that you can use next time?

Rabbit Facts

Select the Classes

Include four animals per class, same sex and age

Make classes “placeable,” not tricky.

Arrange the Classes

Arrange and number Breed Identification cages.

Make I.D. key for scoring.

Prepare station for a written test.

Organize the Youth Judges

Set up a registration table.

Encourage teams of four people, with the three highest scores counted.

Record name, number, club, county and age.

Hand out judging cards, pencil, note paper, number to each judge.

Allow 12 to 15 minutes per class.

Make Official Placing and Cuts

Judge close to the same time as members.

Use a committee of three with one “umpire” judge.

Place the class.

Assign cuts to the class using these guides:

- Cuts are three numbers that correspond to the three pairs in the class. They tell how easy or difficult each pair was to place and allow scoring of judges.
- A cut may range from 1 to 8 per pair.
- The total of three cuts may range from 3 to 15.
- If the total is 15, the middle number can't exceed 5.

Contest Planning Hints

Conducting the Contest

- Divide contestants into groups. Send one group to each class, identification cages and one group to the written test.
- Rotate groups every 15 minutes until each group has been at each location.

Give Official Placing and Reasons

After the contest, review each class with placings, cuts and official reasons.

Score Classes, Reasons and Questions

This part is critical and you will need about one helper per 15 youth judges.

Figure scores with a computing slide or computer contest scoring program when possible.

To figure scores by hand, ask six questions.

Example:

Official Placing 1-2-3-4

Cuts 3 2 4

Youth placing 3-2-1-4

Did I place 1 over 2? No - Lose 3 points

Did I place 1 over 3? No - Lose 3 points + 2 points

Did I place 1 over 4? Yes - Lose 0 points

Did I place 2 over 3? No - Lose 2 points

Did I place 2 over 4? Yes - Lose 0 points

Did I place 3 over 4? Yes - Lose 0 points

Total Points lost 10 points

My Score 50 - 10 = 40 points

Recognize Youth Judges

Be creative with awards and reward every member who participates. Remember, awards are given for fun and to help build the confidence of all participants.

Adapted from 4HCCS Beef Helper's Guide

Bounding Ahead

1. Youth plan and conduct a rabbit show.

Rabbit Skillathon Fun

A skillathon is an excellent method for involving youth and their parents in challenging, team building, learning-by-doing activities. It helps youth develop both life skills and project skills. They visit a series of mini-learning stations, attempting to perform the specific tasks indicated. The station facilitator allows all team members to test their own knowledge and abilities without help, then asks them questions to help them build on what they did. The approach works well for training adults as well as youth. It can be done at group meetings, classrooms, a mall or a fair.

The skillathon is made up of a series of learning stations at which teams are presented with realistic situations and tasks to do. The teams attempt to complete the tasks before being told or shown how. The operator at each station follows up with questions to help the teams build on their experiences.

Rabbit Skill: Plan and conduct a rabbit skillathon.

Life Skill: Developing teamwork

Success Indicator: Works as teams to complete 10 skillathon stations.

Time Involved: 45–60 min.

Suggested Group Size: 4–50+ youth

Materials Needed: Station signs, situation and task signs for each station, station supplies.

Getting Started

Setting up a skillathon is an excellent activity for youth to practice developing their teamwork and leadership skills. People will need to be organized, make decisions and plan carefully. To help you guide the planning committee, some of the tasks that should be considered are listed as well as examples of stations. A series of stations can be set up on almost any of the topics listed in the Rabbit Project Meeting Ideas on page 34 of this guide.

“Hop to it!”

Once the stations, supplies and station facilitators are in place, divide the group into teams so there is the same number, preferable three to four at each station. At each station, the team members who know the most should help the others carry out the task. Allow about seven minutes per station with a notice after five minutes for each facilitator to begin discussing the experiences.

After the skillathon is completed or time allowed has expired, follow up with a discussion of the experience.

Tasks to Consider

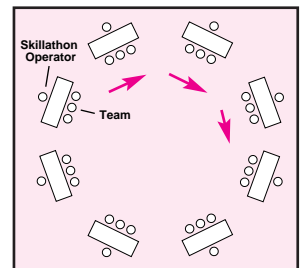
- Decide on the stations wanted, considering time and resources available.
- Make up a realistic situation and task for each station.
- Decide on the equipment or supplies needed at each station.
- Delegate responsibility for gathering supplies.
- Depending on the size of the group and the number of stations, group the members into teams of two to four, assigning each team to a station and moving them to the next station every six to ten minutes.
- After all teams have rotated through the stations, have each team give a short presentation to the entire group on how they solved a task at one of the stations.

- Let teams choose which station they want to present.
- Praise everyone’s efforts.

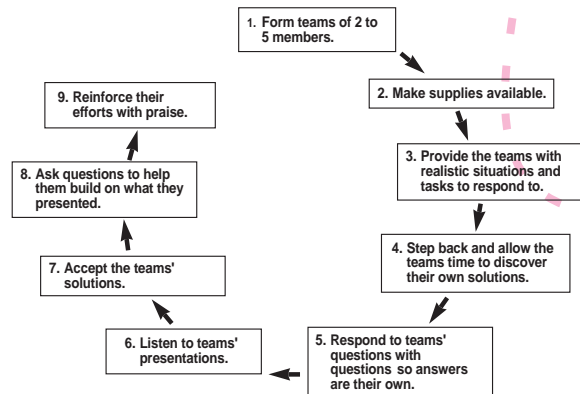
The Station Facilitator

The role of the station facilitator is very important. This person has the following responsibilities:

- Become familiar with the topic.
- Develop several questions to ask.
- Allow the team members time to discover for themselves how to accomplish the task, before giving hints or telling or showing them how.
- Facilitate the learning situation for each team in the following manner.



Skillathon Model



Setting Up Stations: Each station should have a name sign and a situation and task sign. This sign should clearly indicate the situation and task on the 8 1/2" x 11" standup so the teams can start solving the task immediately without coaching by the facilitator. Several examples have been included in this activity.

Rabbit Rap

Share What You Did

What was it like to plan and conduct a skillathon?

What was the hardest for you to do?

What did you learn from this activity that you didn't know before?

Process What's Important

What differences did you observe about how different teams did or did not work together as a team to decide what to do?

Generalize to Your Life

How did teaching and learning this way compare to what happens in your classrooms?

What did you learn about leading a team that will help you work with groups in school or other organizations?

Apply What You Learned

What would you advise someone who was organizing a team to accomplish a project of some kind?

Bounding Ahead

1. Conduct a rabbit skillathon at your county fair.
2. Conduct a Rabbit Scavenger Hunt at a club meeting or county fair. Ideas for items to find include a feeder, crock, tattoo letter, tattoo number, nest box, feed, book about rabbits, pedigree, one hole carrier, five rabbit breeder's business cards, etc.
3. Conduct a Meet the Breeder business card activity.

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Tattooing a Rabbit

Situation: You have two rabbits that you need to tattoo so that you know who they are in the future.

Your Task: Demonstrate your tattooing technique.

Supplies needed: Two rabbits, carpet square, tattoo ink, letters and numbers, pliers, clamps, paper towels, tooth brush, Vaseline

Questions to ask team:

Which ear do you use? How did you tattoo your rabbit? Where should you try to place the tattoo in the ear?

Checking a Rabbit's Teeth

Situation: You are selecting rabbits for a show.

Your Task: Demonstrate how you check the teeth.

Supplies needed: Rabbit, rug

Questions to ask team:

What are buck teeth? What can be done if a tooth is broken? How can you correct a tooth problem?

Doctoring Sore Hocks

Situation: Your rabbit has sore hocks

Your Task: Demonstrate how you would treat the sore hocks.

Supplies: Preparation H, wound dressing, swab, wipes, paper towels, real or model rabbit

Questions: How did you recognize the problem? How do you prevent it happening again?

Planning for a Coming Cold Front

Situation: A cold front with a 50 degree temperature drop is expected tonight.

Your Task: Show what you would do to prepare your rabbitry for protection from bad weather.

Supplies: Feed sacks, plastic, hutch, nest box, stapler, hay, warmer light

Questions: What did you do to your hutches? How can you protect rabbits from wind, rain, sleet and snow? How would you prepare one-week olds? How would you protect a doe due tonight? How long do you leave protection on rabbitry? How would you change the feed provided if at all? How would you handle water?

Selecting a Rabbit for Show

Situation: The rabbit show is one month away.

Your Task: Demonstrate how you would select a rabbit for the show.

Supplies: Rabbit, carpet

Questions: What did you check for? How would you determine what class the rabbit would be in? How could you tell if the rabbit was healthy?

Sexing a Rabbit

Situation: You are preparing to breed rabbits.

Your Task: Determine the sex of both rabbits.

Supplies: Two rabbits - one male and one female, table, carpet mat or model rabbit

Questions: How did you determine the sex? When is another situation you need to examine the sex of a rabbit? Why is knowing the sex important? What problems might you detect when checking the sex of a rabbit?

Identifying Breeds of Rabbits

Supplies: Pictures of 10 to 15 rabbit breeds, chips with breed names, chips with breed characteristics

Directions: Let teams match chips with breed names to the breed pictures. Let them check their answers. Follow up with questions.

Situation: You are showing one of the new members of your 4-H project group the various breeds at the fair.

Task: Identify the breeds and tell something about each breed.

Identifying Parts of Rabbits

Supplies: Minnesota Rabbit Parts Chart, parts t-pins, sponge for pins, cardboard for chart.

Directions: Provide pins with part names on them for the teams to match with the numbers on the chart. Let them check their answers.

Situation: You are preparing for the rabbit showmanship and judging contest.

Task: Match the names with the parts.

Determining a Rabbit's Finish

Supplies: Two rabbits with different finishes.

Directions: Let teams demonstrate how to solve the task. Follow-up with questions.

Situation: You want to select your most desirably finished market rabbit.

Task: Demonstrate how to determine different finishes of rabbits.

Talking Like a Rabbit Judge

Supplies: Cards listing 50 different terms and 50 different descriptions or pictures.

Directions: Ask team members to match the terms with the descriptions and then check their answers and practice using the terms in conversation with one another.

Situation: You have been asked to be the official judge at the local fair.

Task: Match the terms with the descriptions or pictures.

Identifying Rabbit Disqualification

Supplies: 4HCCS model rabbit and disqualification pieces.

Directions: Have the team attach disqualifications to the rabbit or name as many as they can. Follow up with questions.

Situation: A rabbit may be disqualified for several reasons.

Task: Point out and give a reason for each disqualification.

Judging a Rabbit Class

Supplies: Two to four easily placed rabbits, oral reasons notecards.

Directions: Allow the team to judge the rabbits and determine the cuts between the pairs. Ask questions concerning the class.

Situation: You have 4 rabbits to judge.

Task: Judge and place the rabbits.

Presenting Oral Reasons

Supplies: 50 oral reasons notecards

Directions: Refer to information on the oral reasons notecard in the kit. Provide each team member with a notecard and assist as needed. Let each one give a complete or partial set of reasons.

Situation: The parents and members of the 4-H project group are interested in why you placed the class as you did.

Task: Using the 4-H oral reasons notecard as a guide, present your reasons.

Scoring a Judging Class

Supplies: Hormel computing slide, paper, and pencils for scoring judging contests.

Directions: Provide teams with the official placing, cuts, and project meeting guide to figure their scores. Wait. If they are still completely confused after a few minutes, walk them through an example using the six steps. Let them check their score with the Hormel computing slide.

Situation: An expert rabbit judge also judged the class of rabbits and presented placings and cuts.

Task: Using the expert's decision as the "official" placing, figure your score for the class.

Identifying Feed Ingredients

Supplies: Packet of 9 to 12 feed ingredients, chips with ingredient and human food names, paper plates with the words PROTEIN, ENERGY, WATER, VITAMINS and MINERALS written on them.

Directions: Let the teams match the chips to the ingredients. Then have them place all chips on the plate specifying its nutrient category. Ask questions and discuss.

Situation: Several feed ingredients are available to feed your animal.

Task: Identify and classify the various ingredients.

Understanding a Feed Tag

Supplies: Feed tags.

Directions: Provide the team with feed tags and let them explain what they read. Ask questions and discuss. Refer to the activity guide.

Situation: A feed store customer asks your help in understanding a feed tag.

Task: Explain to the customer what information the tag contains and tell how this helps in choosing a feed.

Handling a Rabbit

Supplies: Rabbit cage, real or model rabbit.

Directions: Let the team demonstrate the task. Follow up with questions.

Situation: A 4-H'er has just purchased his or her first rabbit.

Task: Demonstrate how you would help the 4-H'er properly handle the rabbit.

Showing a Rabbit

Supplies: Live or model rabbit, 4-H'er sign, judge sign.

Directions: Ask one 4-H'er to be the judge and the others the showmanship participants. Have them conduct a short showmanship contest.

Situation: You are practicing for the showmanship contest.

Task: Team demonstrate your showmanship technique.

Trimming a Rabbit's Nails

Supplies: Rabbit with long nails or 4HCCS model rabbit with nails attached by velcro, nail trimmers.

Directions: Provide the supplies and let teams demonstrate the task.

Situation: You notice your rabbit's nails are very long.

Task: Demonstrate how to trim them.

Tattooing a Rabbit

Supplies: Tattooing outfit, India or tattoo ink, petroleum jelly, small stiff-bristled paintbrush, pencil, tissues, a towel or tattoo box, pieces of leather, chamois, or cardboard, a rabbit and a carpeted 36" table. The 4HCCS model rabbit works well as a training aid for this activity.

Directions: Let the teams tattoo a fake ear. Follow up with questions.

Situation: All rabbits must be tattooed before they can be shown at the fair.

Task: Demonstrate how to tattoo your rabbits.

Caring for a Rabbit Pelt

Supplies: Fake rabbit pelt, stretched real rabbit pelt, pelt stretchers.

Directions: Let the team try to solve the task.

Situation: You want to sell the pelts and the rabbit you have just processed.

Task: Demonstrate the steps necessary to care for the pelt properly.

Caring for the New Rabbit Litter

Supplies: Model doe and baby rabbits, fake rabbit fur, straw, dish labeled water, a dish labeled feed.

Directions: Let the team solve its task and follow up with questions.

Situation: Your favorite doe has just kindled.

Task: Demonstrate what you do during the first two days.

Determining the Sex of a Rabbit

Supplies: Buck and doe rabbit or Minnesota 4-H model rabbit.

Directions: Let the teams solve the task. Follow with questions.

Situation: The time has come to separate the bucks from the does.

Task: Demonstrate how to tell the difference.

Determining Pregnancy in Rabbits

Supplies: 4HCCS model rabbit or a pregnant and a nonpregnant doe.

Directions: Let the teams perform the task and follow up with questions.

Situation: Your doe might be pregnant.

Task: Demonstrate how to tell if she is or is not pregnant.

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