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Setting Goals for Your 4-H Rabbit Project
Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to set goals

ABOUT THEMSELVES:
• Importance of setting goals

Materials Needed:
• Paper and pencils
• Rabbit Member Guide and Annual Report (MG-16)

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

Goals should indicate growth in the project as well as the member’s learning. Each year the goals should include at least one new skill to learn.

The MAP Worksheet defines the steps that members must go through to set their goals for Level II.

Leader Notes

Have each member tell what goals he or she met or accomplished during the last year in this project. For example: raised two litters of Angoras, gave a project talk on rabbits, etc.

Hand out a “Rabbit Member Guide and Annual Report” to each member.

Ask the members for some suggestions of things they might want to learn during the project year. Possible ideas might be suggested from lesson titles in Level II.

After they have developed a good list, have the members write their goals for the year on their MAP.

Have the members share their goals for the year with each other and the group. With these goals in mind, you can plan the project meetings so that the members will be able to accomplish many of their goals.
DIALOGUE FOR CRITICAL THINKING:

Share:
1. What is one skill that you learned from your rabbit project last year?

2. What is the goal that you have for your rabbit project this year?

Process:
3. What problems did you have with your rabbit project last year?

4. Why do you think you had those particular problems?

Generalize:
5. Does setting goals help you solve rabbit problems?

6. Does setting goals help you solve your own problems?

Apply:
7. How will you use goal setting the next time you plan an activity?

REFERENCES:

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
SETTING GOALS FOR YOUR 4-H RABBIT PROJECT
RABBITS, LEVEL II
Rabbit Member Guide and Annual Report

Welcome to the 4-H Rabbit Project! The purpose of this Rabbit Member Guide and Annual Report is to help you journey through your Rabbit Project. This guide will:

- Identify how to set goals on things to learn and begin your rabbit project,
- Identify 4-H learning opportunities,
- Identify 4-H recognition system,
- Provide you with an annual summary for your Kansas 4-H Rabbit Project.

EXAMPLES OF GOALS ON THINGS TO LEARN
- Level I - Identify 10 parts of a rabbit
  - How to show a rabbit
- Level II - How to make a nest box
  - How to judge rabbits
- Level III - How to give medicines
  - How rabbits digest their food
- Level IV - How to conduct a skillathon
  - How to balance a ration

In addition, there is a note to your parents/guardian at the bottom of this page, so that they can help you with your rabbit project.

LEARNING OPPORTUNITIES IN 4-H
- Attending project meetings with your friends
- Learn record keeping skills
- Giving rabbit presentations at club and county 4-H Days, State Fair, school or civic groups
- Attending judging clinics and contests to observe, evaluate and make decisions
- Exhibiting at local, county, state or at American Rabbit Breeders Association (ARBA) sanctioned shows.

4-H RECOGNITION SYSTEM
4-H’s Recognition System is diverse and provides you with many learning opportunities:
- Participation: attending project meetings, helping others at project meetings, show and share at State Fair
- Progress toward goals: meeting deadline you set on MAP sheet (see page 2)
- Standards of excellence: meeting a high percentage of learning goals for each level of the project
- Peer competition: judging and showmanship contests at rabbit shows and fairs
- Team/cooperative efforts: community service activities

NOTES TO PARENTS/GUARDIANS:
The Rabbit Project is one of several projects in the Animal Sciences Division of Kansas 4-H projects. It is an ideal project for both rural and urban youth, as well as all age groups. Rabbits are a good beginning project because they adapt to many different environments, require minimal investment and teach responsibility.

If your youth does not have a group leader, check with your Extension Office to see if your youth can participate in a neighboring club. If this is not available, you will need to act as the leader or helper. The Extension Office has a copy of the “Rabbit Leader’s Notebook” that you may wish to use.

Insert all member handouts and activity sheets in the 4-H Record Book after this Rabbit Member Guide and Annual Report. These “records” are a recording of what was done. List costs, hours spent, etc. on your journal page created in MAP STEP 8. Financial and performance records may be found in: Level II pages 27 to 30; Level III pages 57 to 62 and 95 to 98; Level IV pages 51 to 60. Using records before the youth is capable of understanding the concept or doing the math computations is strongly discouraged!

5-Rabbits, Level II
HOW TO SET GOALS AND BEGIN YOUR RABBIT PROJECT USING THE MEMBER ACHIEVEMENT PLAN—MAP

This is your Member Achievement Plan—MAP. This plan will help you begin to decide what goals, deadlines, and energizers you want to use for the upcoming year.

MAP STEP 1
Identify as goals two things you would like to learn this year. Your leader will give you a list that might help you think about what you want to learn in your rabbit project.

Goal 1: _____________________________________________________________________________

Goal 2: _____________________________________________________________________________

MAP STEP 2
After you identify each goal, let’s break them into steps. You can list 3 to 5 steps for each one of your goals.

Steps for Goal 1: MAP STEP 3 MAP STEP 4 MAP STEP 5

1st ___________________________________ _____________ ____________ ___________
2nd ___________________________________ _____________ ____________ ___________
3rd ___________________________________ _____________ ____________ ___________
4th ___________________________________ _____________ ____________ ___________
5th ___________________________________ _____________ ____________ ___________

MAP STEP 3
Now that you’ve put Goal 1 into steps, go back and put a deadline next to each step. The deadline shows when you plan to complete the step. Every step should have a different deadline or date.

MAP STEP 4
Sometimes goals are hard to stick to. It takes a long time to see results. So as you complete a step and meet a deadline you need to give yourself a boost. Let’s call this boost an energizer or reinforcer. An energizer can be anything that you like and enjoy: going to a movie with a friend, talking on the phone, listening to a CD, taking your dog for a walk, eating a healthy snack, playing ball, etc.

What are other things that you might use as energizers? List them here: ____________________________

Now, place one energizer for each step under the column marked, “Energizer.”

MAP STEP 5
When you’ve finished a step in your goal, place the date completed in the column marked, “Date Completed.”
MAP STEP 6
Now that you’ve identified your steps, deadlines, and energizers, do the same for Goal 2.

Steps for Goal 2:  MAP STEP 3  MAP STEP 4  MAP STEP 5
1st ___________________________________ _____________ ____________ ___________
2nd ___________________________________ _____________ ____________ ___________
3rd ___________________________________ _____________ ____________ ___________
4th ___________________________________ _____________ ____________ ___________
5th ___________________________________ _____________ ____________ ___________

MAP STEP 7
Your goals, steps, deadlines, and energizers are written. It’s time to share with one of your project members. When we talk to others about our goals, it helps us get a better idea of what we are going to do. Sometimes talking will help us get a better idea, so don’t worry about changing any part of your MAP if you want to. After you’ve explained your goal to a project friend, have them sign and date it in the space provided below.

Project Friend’s Signature ______________________________________ Date ________________

Have your project leader sign below:

Project Leader’s Signature ______________________________________ Date ________________

MAP STEP 8
Keep a journal of everything you do in the project to help you remember these experiences. (Create a page with these headings and add it to this record.)

<table>
<thead>
<tr>
<th>Date</th>
<th>What you did, learned, how you felt, costs, time spent, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Nov 5</td>
<td>Attended a project meeting and learned parts of a rabbit. Now I know why a rabbit hops instead of walks.</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Spent 5 hours building a nest box at a cost of $10.</td>
</tr>
</tbody>
</table>

MAP STEP 9
You’ve spent a whole year on your rabbit project. You should have learned many new things. Take some time to think back and review your journal (STEP 8). Write one or two main things you learned about rabbits. What is something you learned about yourself while studying rabbits? (Add a page if you need more space.)
Kansas 4-H Rabbit Summary

(If you have more than one animal, change answers to totals or averages)

Name of project ________________________  Type of animal to exhibit ________________________

Name ________________________  Age ________  Years in 4-H ________

Club ________________________  County ________________________

1. Breed(s) __________________________
2. Date project started ________________  3. Date project ended ________________
4. Total value or money received (column 2) ____________________________ $
5. Value of rabbits at beginning (column 1) ____________________________ $
6. Total feed cost ____________________________ $
7. Other expenses ____________________________ $
8. Total expenses (add lines 5, 6, 7) ____________________________ $
9. Net income from project (line 4 minus line 8) ____________________________ $
10. Number of litters kindled ____________________________
11. Total rabbits kindled ____________________________
12. Total rabbits weaned ____________________________

Rabbits at Beginning of 4-H Year  Rabbits at Close of 4-H Year

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Value</th>
<th>Age</th>
<th>Number</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old does</td>
<td></td>
<td>$</td>
<td>Old does</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Old bucks</td>
<td></td>
<td></td>
<td>Old bucks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young does (under 6 months)</td>
<td></td>
<td></td>
<td>Young rabbits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young bucks (under 6 months)</td>
<td></td>
<td></td>
<td>Other Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>(1)</td>
<td>TOTAL</td>
<td></td>
<td>(2)</td>
</tr>
</tbody>
</table>

(column number) (1) (2)
What Members Will Learn . . .

ABOUT THE PROJECT:
- How they can receive recognition through a 4-H rabbit project

ABOUT THEMSELVES:
- Meaningful forms of recognition

Materials Needed:
- Chalkboard and chalk or flip chart
- Kansas Awards Application for each member from county Extension office
- Copies of county or local Awards Application

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

How are you progressing on your goals? Refer back to your Rabbit Member Guide as you progress through the project year.

Everyone wishes to be recognized for a job well done. Recognition encourages some members to try harder.

Recognizing 4-H Rabbit Members
- Recognition of 4-H’ers for participation in educational experiences acknowledges involvement as a first step in building a positive self concept. For some youth, participation in a 4-H learning experience is an accomplishment.

- Recognition of progress toward personal goals enables youth to gain experience in goal-setting and realistic self-assessment.

- Recognition of the achievement of generally recognized standards of excellence gives youth an external, predetermined target for their learning experiences. 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.

- Recognition through peer competition is a strong motivation for some, but not all young people. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is not appropriate for youth under 8 years old.

Leader Notes

Divide the group into teams. Ask each team to name various ways a member can receive recognition through the rabbit project. After three minutes, ask each team how many methods of recognition they came up with. List these on the chalkboard or flip chart.

Using the list generated by the members, discuss the various ways a member can receive recognition. Indicate which form of recognition each is.

Discuss and review the Kansas Awards Application and process.

Review possible awards listed in the 4-H Journal.
Review and discuss any county award forms that are specific to your county.

Have the members draw a name of another member out of a hat. Ask each to think about a way that the other member makes a positive contribution to meetings. Then have each member recognize him or her for the contribution he/she makes. Have a recognition ceremony in which each is given positive recognition. (The leader can be prepared to offer suggestions to members who have trouble identifying the contributions of others.)

Recognition for cooperation helps youth learn and work cooperatively, preparing them for living in today’s interdependent, global society. 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.

Ways of Receiving Recognition Through the Rabbit Project

A. Participation
   1. Project meetings
   2. Local judging and showmanship schools

B. Progress Toward Goals
   1. Self-set individual or group goals

C. Standards of Excellence
   1. Present talks or demonstrations

D. Peer Competition
   1. Exhibit at local shows, fairs
   2. County, Area or State project awards
   3. Judging contests or showmanship

E. Team/Cooperative Efforts
   1. Create window displays, banners, booths, floats
   2. Share rabbits with Senior Centers or schools
   3. Do community service activities

DIALOGUE FOR CRITICAL THINKING:

Share:
1. What progress have you made on the goals you’ve set?

2. What is one thing you would like to receive recognition for?

3. What type of recognition do you prefer for your accomplishments?

Process:
4. What do you think is the most important thing about receiving recognition for a project you’ve completed?

5. What are some of the requirements for various forms of recognition? Why?

Generalize:
6. What are other forms of recognition that you might receive in 4-H?

Apply:
7. How will you use various forms of recognition in the future?
GOING FURTHER:
• Discuss recognition from competition versus recognition from cooperation.

REFERENCES:
Incentives In 4-H Modules (available in most county Extension offices)

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association
James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University.

Reviewed By:
Rabbit Design Team

Think Back:
Have members talk about their goals, the contribution they make to the group, and how they would like to be recognized for their contribution.
What Members Will Learn . . .

ABOUT THE PROJECT:
• How to produce healthy rabbits

ABOUT THEMSELVES:
• Importance of good management techniques

Materials Needed:
• Chalkboard or flip chart
• Activity Sheet 1, Healthy Rabbit Meter
• Leader’s Key, Activity Sheet 1, Healthy Rabbit Meter

ACTIVITY TIME NEEDED: 45 MINUTES

ACTIVITY

A healthy rabbit will be alert and active with bright eyes and a shiny fur coat. The healthy rabbit will be eating and have good ear carriage. There will not be any discharge from the nostrils. The feces should be round and firm.

There is a common cliche in the rabbit world: “First year a beginner, second year an expert, third year gone!”

It takes good management to produce healthy rabbits.

Unhealthy rabbits do not convert feed into edible protein efficiently and usually do not mature into animals that approach the Standard of Perfection on a regular basis.

In order to produce healthy rabbits, the grower must adhere to the following guidelines:

1. Use healthy breeding stock.

2. Select replacement stock that is healthy—do not keep stock that has health problems, even if it is superior in physical characteristics or bloodlines. If rabbits aren’t healthy isolate them for treatment.

3. Cull breeding stock and growing stock continually—only keep rabbits that are healthy and exhibit disease resistance. Don’t let their show record cloud this issue.

4. Determine the capacity of your rabbitry and do not over populate it.

Leader Notes

Have members list symptoms or ways you can tell if a rabbit is healthy, you write these down.

Write guidelines on chalkboard or flip chart.
5. Maintain adequate ventilation.

6. Maintain proper nutrition. For beginners it is probably best to use commercial rabbit feed.

7. Keep stress factors to a minimum.

8. Determine the cause of every death in the rabbitry. Learn to conduct a necropsy (analyzing for causes of death) on each carcass.


10. Cull unhealthy animals from the herd. Do not sell these for breeding stock or exhibit these animals.

Learn the proper culling methods and implement them. Remember to provide the proper environment for your rabbits.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. How would you describe a “healthy rabbit?”

2. What are two or three guidelines for producing a healthy rabbit?

**Process:**
3. Why is it important to maintain the health of a rabbit?

4. What are some good rabbit management practices? Why are they important?

5. Why is record keeping important in the production of healthy rabbits?

**Generalize:**
6. What are the benefits or problems associated with good or bad management?

**Apply:**
7. What are some management practices that you use in your everyday life?

**GOING FURTHER:**
- Observe a necropsy (analyzing for causes of death)
REFERENCES:
Domestic Rabbits, July-August 1987

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
In raising rabbits, you must consider all of the following. Write these items in the blanks above in such a way that they spell out in the box the result of having given them consideration.

Disease          Good Management          Venilation
Housing          Culling                Stress
Breeding         Food                   Cleanliness
Handling         

*16-Rabbits, Level II*
In raising rabbits, you must consider all of the following. Write these items in the blanks above in such a way that they spell out in the box the result of having given them consideration.

Disease  Good Management  Venilation
Housing  Culling  Stress
Breeding  Food  Cleanliness
Handling
Understanding a Feed Tag
Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to read a feed tag

ABOUT THEMSELVES:
• How to process information to make decisions

Materials Needed:
• Feed tags from different varieties of rabbit pellets
• Activity Sheet 2, Feed Tag Quiz
• Cereal box labels with Nutrition Facts (several)

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY
When you purchase rabbit pellets, be sure to check the feed tag—check the amount of protein and fiber. Working does and litters need more fiber than resting does and bucks.

Let’s discuss the major components of a feed tag:
1. Guaranteed Analysis—The minimum and maximum amounts of nutrients.
2. Ingredients—Listed on the tag in order from greatest to least amount.
3. Feeding instructions or tips—Suggest daily amounts for various types and breeds of rabbits.
4. Special warnings, uses and warranty.

Leader Notes
Give each pair of members a feed tag and ask them to determine how much protein is in the feed. Then have them find out how much fiber is present.

Hand out Activity Sheet 2, “Feed Tag Quiz.”
DIALOGUE FOR CRITICAL THINKING:

Share:
1. What information does a feed tag have on it?
2. What was easiest/hardest to understand on the feed tag?

Process:
3. What types of rabbits need the most fiber?
4. How do the ingredients affect how you should store rabbit feed?

Generalize:
5. When you compared and contrasted the rabbit feed tag with the cereal box label, what was alike or different?
6. Why is it important to have a balance of nutrients in various diets?

Apply:
7. How will you use the information learned in this activity in the future?
8. What changes do you plan to make in your own diet? Why?

REFERENCES:
Lessons on:
• Feeding Your Project Rabbit
• Feeding Your Show Rabbit
Domestic Rabbits, September-October, 1987

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
UNDERSTANDING A FEED TAG

RABBITS, LEVEL II

Activity Sheet 2, Feed Tag Quiz

CUPBOARD SHOW RABBIT PELLETS
GUARANTEED ANALYSIS

CRUDE PROTEIN, min .14.0% CALCIUM (Ca), max ...... 1.2%
CRUDE FAT, min ............ 2.5% PHOSPHORUS(P) min . 0.5%
CRUDE FIBER, min ........... 15.0% SALT (NaCl), min ........ 0.4%
CRUDE FIBER, max ........... 20.0% SALT (NaCl), max ........ 0.9%
CALCIUM (Ca), min .......... 0.7% VITAMIN A, min ... 2,700IU/lb

INGREDIENTS
Alfalfa meal, processed grain by-products, plant protein products, cane molasses, vegetable oil, calcium carbonate, monocalcium phosphate, dicalcium phosphate, salt, vitamin A acetate, D-activated animal sterol (source of Vitamin D3), vitamin E supplement, choline chloride, niacin, vitamin B12 supplement, calcium pantothenate, riboflavin, pyridoxine hydrochloride, thiamine mononitrate, menadione dimethylpyrimidinol bisulfite (source of vitamin K), folic acid, zinc oxide, zinc sulfate, ferrous sulfate, manganese sulfate, manganese oxide, copper sulfate, ethylenediamine dihydroiodide, sodium iodate, cobalt carbonate, sodium selenite, yucca schidigera extract, propionic acid (a preservative), sorbic acid (a preservative), mono- and di-esters of 1,2, propanediol, butylated hydroxyanisole (a preservative), butylated hydroxytoluene (a preservative).

FEEDING INSTRUCTIONS:
Feed Show Rabbit Pellets to adult show rabbits as follows:
Small Breeds—feed 3 to 4 oz daily.
Large Breeds—feed 4 to 6 oz daily.

IMPORTANT NOTE: Feeding recommendations can be adjusted as needed for body and fur condition.

FEEDING TIPS:
Provide plenty of fresh, clean water at all times. Never feed any feedstuffs that are moldy, musty or suspect in any way. Show Rabbit Pellets are a complete feed. Additional hay or other feedstuffs are not required and may dilute the nutrient levels resulting in depressed performance. Rabbits should be changed slowly from one feed program to another over a 5- to 7-day period. The new feed should be mixed with the old feed to allow the rabbit to adjust smoothly to the new food.

WARRANTY
Cupboard warrants that this product conforms to the description on the label, complies with applicable state and federal laws and is fit for the purposes referred to in the “Directions for Use.” CUPBOARD MAKES NO OTHER WARRANTY, EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR OF MERCHANTABILITY. In the event that any product fails to conform to the warranty outlined above, Cupboard shall, at Buyer’s option, refund the purchase price of the defective product or replace the product. This refund or replacement shall be Buyer’s sole and exclusive remedy and in no event shall Cupboard or the Seller be liable for consequential, incidental, special, direct or indirect damages resulting from the use or handling of this product.

Yummy Flakes
Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size: 1 cup (31 g)</th>
<th>With ½ c. skim milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount per serving</td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td>120</td>
</tr>
<tr>
<td>Calories from fat</td>
<td>0</td>
</tr>
<tr>
<td>% Daily Value**</td>
<td>0%</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g*</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>230mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>27g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars</td>
<td>2g</td>
</tr>
<tr>
<td>Other Carbohydrate</td>
<td>25g</td>
</tr>
<tr>
<td>Protein</td>
<td>2g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
</tr>
<tr>
<td>Iron</td>
<td>45%</td>
</tr>
<tr>
<td>Thiamin</td>
<td>25%</td>
</tr>
<tr>
<td>Niacin</td>
<td>25%</td>
</tr>
<tr>
<td>Vitamin B6</td>
<td>25%</td>
</tr>
<tr>
<td>Folate</td>
<td>25%</td>
</tr>
<tr>
<td>Vitamin B12</td>
<td>25%</td>
</tr>
</tbody>
</table>

* Amount in cereal. One half cup skim milk contributes an additional 40 calories, less than 5mg cholesterol, 65mg sodium, 6g total carbohydrate (6g sugars) and 4g protein.

** Percent Daily Values are based on a 2,000 calorie diet.

Your daily values may be higher or lower depending on your calorie needs:

<table>
<thead>
<tr>
<th>Calories</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat. fat</td>
<td>Less than 65g</td>
<td>80g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than 300mg</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
</tr>
<tr>
<td>Calories per gram:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fat: 9</td>
<td>Carbohydrate: 4</td>
<td>Protein: 4</td>
</tr>
</tbody>
</table>

Net weight shown on bag or bulk invoice.
CUPBOARD MILLING COMPANY
General Office
Clover, KS 99999-9999
7081-4

21-Rabbits, Level II
UNDERSTANDING A FEED TAG
RABBITS, LEVEL II
Activity Sheet 2, Feed Tag Quiz, *continued*

Questions:

1. What are percentages of each of these ingredients?

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Rabbit Feed Tag</th>
<th>Cereal Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein</td>
<td>______________%</td>
<td>___________%</td>
</tr>
<tr>
<td>Fat</td>
<td>___________%</td>
<td>___________%</td>
</tr>
<tr>
<td>Fiber</td>
<td>___________%</td>
<td>___________%</td>
</tr>
<tr>
<td>Calcium</td>
<td>___________%</td>
<td>___________%</td>
</tr>
<tr>
<td>Salt/Sodium</td>
<td>___________%</td>
<td>___________%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>___________%</td>
<td>___________%</td>
</tr>
</tbody>
</table>

2. Top three ingredients:

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Rabbit Feed</th>
<th>Cereal</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>___________</td>
<td>_______</td>
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<tr>
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<td>_______</td>
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<tr>
<td>__________</td>
<td>___________</td>
<td>_______</td>
</tr>
</tbody>
</table>

3. How are the ingredients in these two labels alike?

4. How are the ingredients in these two labels different?
Feeding the Show Rabbit
*Rabbits, Level II*

What Members Will Learn . . .

ABOUT THE PROJECT:
- What conditioning is
- How to achieve good conditioning

ABOUT THEMSELVES:
- The affect of diet on appearance

Materials Needed:
- Calf Manna
- Rabbit Glow
- Rolled oats
- Whole oats
- Sunflower seeds
- Activity Sheet 3, Conditioning Worksheet
- Leader’s Key, Activity Sheet 3, Conditioning Worksheet

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

A rabbit is said to be in good condition if its coat looks and feels good. The coat should be shiny and return to its normal position when stroked toward the head. It feels smooth along the entire length of the body without rough or bony spots.

Conditioning is partly related to the breed of the rabbit. Some breeds can never look and feel as smooth as others.

Conditioning also is partly related to diet. Fur is made up of protein. When rabbits get enough protein, they develop good coats of fur if they have the breeding for good fur.

Many breeders give their show rabbits feed supplements in order to condition the rabbits for show. Some prefer to give a creep feed such as Rabbit Glow. Other breeders use Calf Manna. Still others use rolled oats, whole oats, or sunflower seeds. There are almost as many ways to condition your show animal as there are rabbit breeders. Choose a conditioner that fits your need. You may need to try several before you are satisfied. Even the very best feeding program will not get a poor quality animal in condition since condition also is an inherited trait.

Leader Notes

Divide the group into teams and ask each team to list the different feeds used to condition rabbits. Have each team share their list with the group.
Leader Notes

**Tips on conditioning:**
1. Feed and water your rabbit at the same time each day.
2. Do not get your rabbit too fat. You may need to cut back on the amount of regular feed when you start giving the conditioner. The rabbits should receive about a teaspoon of conditioner each day.
3. Rabbits will like a treat such as bread or apples. However, these should be given only occasionally.
4. You may want to feed different conditioners to different groups of your rabbits and compare the results of each conditioner.

Note: The use of brand names does not indicate endorsement for any particular product but serves as an example.

**DIALOGUE FOR CRITICAL THINKING:**
**Share:**
1. What are several indicators that your rabbit is in good condition?
2. What is the major ingredient of rabbit fur?

**Process:**
3. Why is the condition (finish) of your rabbit important?
4. What is significant about the condition of your rabbit’s fur?
5. How does what your rabbit eat determine how he/she looks?

**Generalize:**
6. When do other animals need special feeds? Why?

**Apply:**
7. How does the saying “You are what you eat” affect your food choices?

**GOING FURTHER:**
- Attend a rabbit show to check for conditioning.

**REFERENCES:**
**Author:**
Clarence W. Linsey, Kansas State Rabbit Breeders Association; Pete Naylor, Kaw Valley Rabbit Club; Larry Snavely, Kaw Valley Rabbit Club; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

**Reviewed by:**
Rabbit Design Team

Cooperative Extension Service
Kansas State University
Manhattan

All educational programs and materials are available without discrimination on the basis of race, color, national origin, sex, age, or disability.
FEEDING THE SHOW RABBIT
RABBITS, LEVEL II
Activity Sheet 3, Conditioning Worksheet

First, circle the items below that will improve your project’s conditioning.

Whole Oats
7 13 26 2 45 16 31 22 8

Additional Milk
29 3 24 40 15 5 49 6 9 47 44 21 4 33

Extra Grass
20 1 12 10 17 52 50 43 37 46

High Fiber
7 45 13 26 16 8 2 31 22

Rabbit GLOW CALF MANNA
3 15 44 24 6 29 49 33 40 5

Calorie MANNA
52 1 37 10 50 12 43 20 35

Supplementary Protein
54 17 54 18 14 34 11 51 47 9 14 51 34 18 4 21 28 36 41 23 42 30 38 25 46 32 39 27

Now, use the numbers underneath the letters of the circled words to solve the following coded riddles:

1. A daily nutritious feeding of your project A GOOD __ __ __ __ __ __ __ __ __ __
23 31 24 44 39 22 13 41 24 6 36

2. Attention to your project’s conditioning GOOD __ __ __ __ __ __ __ __
13 15 23 45 52 31 3 21

3. What you might call your project when its coat glows A __ __ __ __ __ __ __ __ __ __
8 9 28 20 42 24 9 27 43 42
FEEDING THE SHOW RABBIT
RAABITS, LEVEL II
Leader’s Key, Activity Sheet 3, Conditioning Worksheet

First, circle the items below that will improve your project’s conditioning.

WHOLE OATS
7 13 26 2 45 16 31 22 8

ADDITIONAL MILK
29 3 24 40 15 5 49 6 9 47 44 21 4 33

EXTRA GRASS HIGH FIBER
20 1 12 10 17 52 50 43 37 46
7 45 13 26 16 8 2 31 22

RABBIT GLOW CALF MANNA
3 15 44 24 6 29 49 33 40 5
52 1 37 10 50 12 43 20 35

CHOCOLATE SUPPLEMENTARY PROTEIN
35 48 17 54 18 14 34 11 51
47 9 14 51 34 18 4 21 28 36 41 23 42
30 38 25 46 32 39 27

Now, use the numbers underneath the letters of the circled words to solve the following coded riddles:

1. A daily nutritious feeding of your project A GOOD __ __ __ __ __ __ __ __ __ __ __
   23 31 24 44 39 22 13 41 24 6 36

2. Attention to your project’s conditioning GOOD __ __ __ __ __ __ __ __
   13 15 23 45 52 31 3 21

3. What you might call your project when its coat glows A __ __ __ __ __ __ __ __ __ __
   8 9 28 20 42 24 9 27 43 42
Recording Your Rabbit Project
Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• The importance of record keeping

ABOUT THEMSELVES:
• The usefulness of record keeping

Materials Needed:
• Activity Sheet 4, Rabbit Project Worksheet

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY
Record keeping begins the minute you start your project. You should keep track of the cost of your cages, crocks, feeders, rabbits and feed. You need to record what you buy as well as what you sell.

You need to keep a record of how well your does are producing. Using the doe breeding record, keep track of the date bred, date kindled, buck bred to, number of live young, number of dead young, date weaned, and number weaned.

Leader Notes
Pass out Activity Sheet 4, Rabbit Project Worksheet. Discuss how to fill out the worksheet.

Point out that the member needs to keep track of all presentations given and exhibits shown.
DIALOGUE FOR CRITICAL THINKING:
Share:
1. What helps you remember to record important information about your rabbits?

2. What is the easiest/hardest part of keeping records?

Process:
3. What kinds of records do you keep on your rabbit?

4. Why is it important to know the cost of production for your rabbits?

5. What factors affect the cost of production?

Generalize:
6. In what other projects is record keeping important?

7. What kinds of records do you keep for yourself?

Apply:
8. How could computers assist you in your record keeping efforts?

REFERENCES:
Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
**RECORDING YOUR RABBIT PROJECT**  
RABBITS, LEVEL II  
Activity Sheet 4, Rabbit Project Worksheet

### FEED RECORD

<table>
<thead>
<tr>
<th>Date</th>
<th>Kind of Feed</th>
<th>Amount</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 10</td>
<td>Pellets</td>
<td>50 lbs</td>
<td>$5.48</td>
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</table>

### OTHER EXPENSES
(Expenses other than feed)

<table>
<thead>
<tr>
<th>Date</th>
<th>Kind of Expense</th>
<th>Cost</th>
</tr>
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Total Other Expenses $__________

### INCOME

<table>
<thead>
<tr>
<th>Date</th>
<th>Kind of Income</th>
<th>Amount</th>
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Total $__________

\[
\text{(Total Income) - (Total Expenses (Feed and Other)) = (Profit or Loss)}
\]
RECORDING YOUR RABBIT PROJECT
RABBITS, LEVEL II
Activity Sheet 4, Rabbit Project Worksheet, continued

DOE BREEDING RECORD

<table>
<thead>
<tr>
<th>Date Bred</th>
<th>Date Due</th>
<th>Buck No.</th>
<th>Date Kindled</th>
<th>No. Young Born</th>
<th>Number Young Retained</th>
<th>Litter No.</th>
<th>Date Weaned</th>
<th>No. Weaned</th>
<th>Weaning Wt.</th>
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</table>

TOTAL BOTH DOES

Think Back:
What do you remember most about rabbit production? Why?
__________________________________________________________
__________________________________________________________

30-Rabbits, Level II
Mating of Rabbits
Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
- When it is time to breed their rabbits
- How to mate their rabbits

ABOUT THEMSELVES:
- Importance of nutrition and daylight in your life

Materials Needed:
- Chalkboard and chalk

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

The miniature breeds of rabbits (Netherland Dwarfs, Dwarf Hotots, Holland Lops, Jersey Wooly, etc.) will be sexually mature at 125 to 150 days (4 to 5 months) of age. The medium sized rabbits (Florida White, Dutch, Havana, Mini Lops, etc.) will take 150 to 180 days (5 to 6 months) to mature sexually. The commercial breeds (Californians, Champaignes, New Zealands, Palomino, etc.) will be become sexually mature at 180 to 210 days (6 to 7 months) of age. The giant breeds (Flemish Giants, Checkered Giants, Giant Chinchilla, French Lops, etc.) do not become sexually mature until 8 months of age or more. If you breed your does too young, they will not develop to their full potential. Commercial breeds are often mated when they reach a certain weight rather than age.

It is a good management practice to examine the external genitals of the buck and doe prior to mating for any infections. Never mate animals with infections.

To mate your rabbits, take the doe to the buck’s cage. The buck will mount the doe and move back and forth. The doe will raise her hindquarters. Then the buck will fall off backwards or to the side. If the buck doesn’t fall off, the mating hasn’t been successful. You will need to try again.

Leave the doe in the buck’s cage only long enough for the mating to occur.

Be sure to keep an eye on the doe so you will know if the mating is accomplished.

If the doe is not receptive, she should be returned to her cage. Try to mate the doe again in two or three days.
When the doe accepts the buck, it is a good management practice to remate the doe in eight to 12 hours. This will increase litter size and conception rate.

A mature buck will be able to serve 10 to 20 does.

A mature buck may be mated to four to six does per day, if he is allowed to rest five to seven days before he is used again.

A mature male can be used on a daily basis, if only one or two does are mated per day.

**BREEDING PROBLEMS:**
Breeding problems often are found in late fall and early winter, because the lack of daylight causes rabbits to be sexually inactive.

A good selective culling of breeding stock, keeping only replacement stock from does who are sexually active year round is the first step. Use only young, aggressive bucks.

Feed all animals a good, balanced ration that has sufficient vitamins A, D and E. Put four to six drops of 50-50 mixture of wheat germ oil and pure peanut oil on the feed each feeding.

Make sure does are not too fat.

House the does in the lightest area of the rabbitry or use artificial light. The rabbits need 14 to 16 hours of daylight.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. What breed of rabbit have you selected to raise? Why?

2. Name two early maturing breeds of rabbits and two late maturing breeds of rabbits.

**Process:**
3. What are some characteristics that determine when rabbits are capable of mating?

4. What health problems should be avoided before mating rabbits?

5. What is the significance of good nutrition and light when mating rabbits?
Generalize:
6. In what other project is reproduction affected by nutrition and light? Examples: Poultry, Horse.

Apply:
7. How does good nutrition and the amount of daylight affect your life?

GOING FURTHER:
Lessons on:
   Mating the Doe after Kindling
   Understanding Rabbit Breeding Systems

REFERENCES:
Domestic Rabbits, March-April, 1988
Official Guide To Raising Better Rabbits, American Rabbit Breeders Association

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
Making a Rabbit Nest Box and Selecting Nesting Materials
Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
- How to build a nest box
- How to choose the best nesting materials

ABOUT THEMSELVES:
- Preparation and evaluation techniques

Materials Needed:
- 4 Pine boards 1 × 12 × 12 inches
- 2 Pine boards 1 × 12 × 12 inches
- Nails
- Hammers
- Saw
- Straw
- Pine shavings
- Rice hulls
- Shredded paper
- Hay
- Member Handout 1, Nest Box Diagram

ACTIVITY TIME NEEDED: 90 MINUTES

ACTIVITY

Small breeds can use a smaller nest box 12 × 16 inches and larger breeds will need a nest 12 × 20 inches.

There are many suitable materials that can be used for nesting materials. If you use hay, the doe will use it to eat and for nesting materials. Shredded paper is used by some breeders with great success. Other breeders prefer to use straw. Rice hulls and pine shavings also have been used. Some breeders like to use a combination, pine shavings and straw, etc. All of these make good nesting material.

Remember to keep the nesting materials clean. If the nesting material becomes soiled in the nest box, replace it. Always replace wet nesting material.

More nesting materials are needed in the winter than in the warmer months. Use about 6 to 8 inches of nesting materials during the winter months and 2 to 4 inches in the summer months.
Leader Notes

Have the members examine the various nesting materials that are on hand. Ask them to decide what they think would be best in their rabbitry.

The nest box should be placed with the doe on the 28th day after she was bred. It should be left until the 35th day after the doe was bred.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. What type of material did you use for making a rabbit nesting box?
2. How much of these materials did you have to purchase?

**Process:**
3. What nesting materials did you consider? Why?
4. Why are more nesting materials needed in the winter than in the summer?

**Generalize:**
5. What preparations need to take place to get ready for newborns in other animal projects?
6. Why is it important to prepare for events well in advance of them happening?

**Apply:**
7. Why is it important to evaluate each event as it happens?
8. What might you learn from an evaluation that would help you in the future?

**REFERENCES:**

Cooperative Extension Service, New Mexico State University


**Author:**
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

**Reviewed by:**
Rabbit Design Team

Cooperative Extension Service
Kansas State University
Manhattan

All educational programs and materials are available without discrimination on the basis of race, color, national origin, sex, age, or disability.
Think Back:
What was your biggest concern when you began planning for new kits? Why?
Recognizing Rabbit Types

Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• The five basic rabbit types

ABOUT THEMSELVES:
• Preferred learning styles

Materials Needed:
• Pictures of the five basic rabbit types
• Pictures of various rabbit breeds
• Pencils, glue
• Activity Sheet 5, Rabbit Types Puzzle (copy and cut)
• Activity Sheet 6, Rabbit Types Puzzle Worksheet

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

Each breed has a characteristic type. Members need to be able to recognize the correct type for their breed.

The five general types of rabbits are:

1. FULL ARCHED TYPE—This group is easily recognized by an arch which starts at the nape of the neck, continuing over the shoulders, midsection, loins, and hips to the base of the tail. Full arched rabbits are much deeper in body height than width. They have long limbs and a long body. Full arched rabbits have a racy appearance.

2. SEMI-ARCHED BREEDS—These rabbits are sometimes referred to as a Mandolin type. They are well arched, but starting at the back of the shoulders instead of the nape of the neck and continuing to the base of the tail.

3. SHORT COUPLED, COMPACT TYPE—These rabbits are considered good meat type but lighter in weight and shorter in body length. Some are round or tubular, while others are the conventional broader type. These rabbits are shorter in body length than the commercial type. The width, depth and length are controlled by differences in weight.

4. COMMERCIAL TYPE—Most of the meat-producing breeds belong to this group. These breeds excel in width and depth of body, fullness of loin, roundness of hips and rump, and hardness in flesh. Commercial type rabbits have the smallest amount of waste when dressed. Most are medium length rabbits.
5. **SNAKY TYPE (CYLINDRICAL TYPE)**—The body is slim, round and long enough to show off markings. Head rather slim and long, legs fine in bone and long; body should lie snakelike upon the judging table.

**Examples of Short Coupled, Compact Type Rabbits:**
English Angora, Standard Chinchilla, Dutch, Florida White, Havana, Lilac, Netherland Dwarf, Polish, Silver, Dwarf Hotot

**Examples of Commercial Type Rabbits:**
French Angora, Champagne D’Argent, Creme D’Argent, Californian, Cinnamons, American Chinchilla, French Lop, Harlequin, Hotot, New Zealand, Palomino, Rex, Sable, Satin, Silver Fox, Silver Marten, Blue Vienna

**Examples of Full Arched Type Rabbits:**
Belgian Hare, Checkered Giant, English Spot, Rhinelander, Britannia Petite, Tan

**Examples of Semi Arched Type Rabbits:**
American, Beveren, English Lop, Flemish Giant, Giant Chinchilla

**Example of Snaky (Cylindrical) Type Rabbits:**
The only breed of this type is the Himalayan.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. Name two rabbit body types and characteristics of each.
2. Name two breeds of each of the five body types.

**Process:**
3. What is the main purpose of each body type?

**Generalize:**
4. Which learning method did you prefer, the puzzle or the breed classification activity? Why?

**Apply:**
5. Where and when might you use a puzzle to learn new information in the future?
GOING FURTHER:
• Attend a Rabbit Show

REFERENCES:
Official Guide to Raising Better Rabbits, American Rabbit Breeders Association
Registrar’s Study Guide, American Rabbit Breeders Association

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
RECOGNIZING RABBIT TYPES
RABBITS, LEVEL II
Activity Sheet 5, Rabbit Types Puzzle

![Commercial Rabbit](image)

![Short Coupled, Compact Rabbit](image)

These puzzles may be copied, cut, and distributed to members individually or in combination with others depending on the ability of members. Use the attached sheet to assemble and label each picture.
RECOGNIZING RABBIT TYPES
RABBITS, LEVEL II
Activity Sheet 5, Rabbit Types Puzzle, continued

Snaky

Full-arched

Semi-arched

43-Rabbits, Level II
RECOGNIZING RABBIT TYPES
RABBITS, LEVEL II
Activity Sheet 6, Rabbit Types Puzzle Worksheet

After assembling the pieces, glue each picture in an area above and with the correct body type.
RECOGNIZING RABBIT TYPES
RABBITS, LEVEL II
Activity Sheet 6, Rabbit Types Puzzle Worksheet, *continued*

- Snaky

- Full-arched

- Semi-arched
Identifying Rabbit General Faults and Disqualifications

Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
- General rabbit faults
- General rabbit disqualifications

ABOUT THEMSELVES:
- Awareness of differences
- How to use specific criteria in decision making

Materials Needed:
- Chalkboard and chalk or flip chart
- Standard of Perfection, American Rabbit Breeders Association
- Rabbits with general faults and disqualifications (if possible)
- Carpet for table
- Activity Sheet 7, Rabbit Conditions
- Leader’s Key, Activity Sheet 7, Rabbit Conditions

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

It is important to know the various faults so the breeder can avoid these in their breeding and show stock.

GENERAL FAULTS (ALL BREEDS)
1. Specimen in moult
2. Rabbit out of condition (but not diseased)
3. Hutch stains
4. Stray white hairs in colored fur
5. Poor tail carriage—one that is not permanently set on either side
6. Poor ear carriage
7. Poor eye color
8. Flabby or overfat
9. Thin or extremely poor flesh

Some faults are likely to be passed to the offspring (inherited). Stray white hairs in colored fur, poor tail carriage, poor ear carriage, poor eye color, and flesh condition can be inherited. Ask members what breed they raise and then, using the ARBA Standard of Perfection, check the faults of that breed. For example, if a member raises Californians, look up Californians to see the faults listed. General faults apply to each breed’s standard, unless specifically excepted.

Leader Notes
- List general faults on chalkboard or flip chart as each is discussed.
- Circle inherited faults on your list.
Look up each breed the members raise and list their faults. Several members will probably raise the same breed so this shouldn’t take too long. However, you may wish to divide the group according to breed raised. If you have several helpers and Standard of Perfection books, have each helper discuss the faults for that breed.

**GENERAL BODY TYPE**

Faults: Racy, mandolin, or any type away from a plump, firm, meaty body.

More severe point reductions for: shoulders wider than hips; long, narrow head; extra long neck; flatness over back, especially over hips; rough; bony and protruding hips.

**Hindquarters**

Faults: Narrow; flat; pinched; undercut; chopped; bony rump; weak loin; protruding hip bones; rough over spine.

**Midsection**

Faults: Narrow; flat; rough; not well-filled; narrow, thin loin.

**Shoulders**

Faults: Too narrow or too wide to balance with hindquarters; excessive fat; loose, flabby flesh over the shoulders.

**Head**

Faults: Long, slim head with pinched nose.

**Ears**

Faults: Heavy, open, spoon-shaped ears; weak ear base.

**Feet and Legs**

Faults: Long or heavy bone.

**Marking and Color**

Faults: Chocolate, orange or any color other than black to have greater point reductions. Other things being equal, the blacker marked rabbit shall place over the gray or lighter marked rabbits. Eyes faded in color.

**GENERAL DISQUALIFICATIONS**

A rabbit breeder needs to be able to identify disqualifications to be used in culling rabbits from the herd. Disqualifications are conditions that can’t be changed and thus would make a rabbit unsuitable for competition or shows. All disqualifications apply to each breed’s standard, unless specifically excepted.

1. **AILMENTS**

Ear canker, slobbers, pot belly, vent disease, or abscesses. Mange or scurvy condition with flakes resembling dandruff or scale on the skin or at the base of the fur. Fungus growth or scabby condition. Infestation by mites, fleas, or lice.

**Colds**—The animal must show a white purulent nasal discharge. (A wetness around the nostrils or roughened fur on the inside of the foreleg is not sufficient evidence of a cold.)

**Tumor or Abnormal Swelling**—A swollen or distended mass forming a lump.
Rupture or Hernia—Protrusion of abdominal viscera through the muscle in the abdominal cavity and collecting between the skin and muscle.

Abnormal Eye Discharge—Must be noticeable and pronounced.

II. GENERAL
Abnormalities—Any deviation from the normally accepted condition of the body structure. Indications of ill health, or other departures from generally accepted healthy condition.

Permanent Ear Mark—Illegible tattoo, or tattoo not in the left ear. Tattoo obliterated by tattoo ink so as to be unreadable.

Overweight or Underweight—Not within the minimum and maximum weight limits specified in the breed standard. (Disqualification from Competition suspends the rabbit from competition in fur or wool classes.)

Genitalia—Split penis.

Testicles—All male animals, in the regular showroom classes, must show two normally descended testicles at the time of judging. Juniors are excepted. Juniors must show both or neither testicle. Those showing only one at time of judging are to be disqualified from competition.

Wrong Sex, Breed, Group, or Variety—(Disqualification from competition suspends the rabbit from competing in fur or wool classes and changes the number in the class.)

III. STRUCTURAL
Blindness in One or Both Eyes—Usually indicated by a filming over of the cornea, obstructing the pupil.

Crooked Legs—Bent, bowed, deformed, or cow hocks if severe.

Dewlaps—Disqualify when noted in the breed standard.

Ears—Ears carried below horizontal in regular eared breeds. Ears naturally carried above horizontal in lop eared breeds. (Ears extending horizontally are guilty of poor ear carriage and should be faulted.)

Torn Ears or Ears with Portion Missing—Must noticeably detract from the general appearance of the animal.

Off Colored Eyes—Eye color other than called for in the breed standard.

Wall Eye—Sometimes called moon eye. Eye with whitish cornea, giving milky appearance to the eye.

Unmatched Eyes—Two eyes not of the same color.

Spots or Specks on Eye—Spots or specks in iris or on cornea.
Marbling—A mottling of eye color. (Do not disqualify for marbling appearing in the eyes of some Chinchilla breeds and varieties allowing blue-gray eyes.)

Malocclusion—Buck or wolf teeth which have the lower incisors extending in front of the upper incisors, sometimes curving to the sides, and usually long.

Simple Malocclusion—When teeth meet head on, with no overlap of upper teeth. Top incisor teeth must be over the bottom incisor teeth to be acceptable.

Pigeon Breast—A narrow chest with prominent “V” protruding breast bone.

Sore Hocks—The foot portion showing infection or bleeding, not merely bare.

Teeth—Missing or broken tooth or teeth. The normal bite of the rabbit’s teeth has the upper incisors overlapping the bottom incisors.

Tail—Permanently set to either side or permanently out of line. (The tail is to be considered as an on line extension of the spine.) Screwtail or bobtail. Portion missing, so as to be conspicuously out of proportion.

Toenails—Missing toenail(s), including dewclaw. (A portion of the toenail missing, but allowing the determination of the pigmentation is acceptable.) Unmatched toenail(s) on the same foot or corresponding foot, including the dewclaw. (Toenails lighter than called for in the breed standard shall be considered a fault.) White toenail(s) disqualify in all colored breeds and varieties, including Himalayan, Californian and Pointed Whites. Colored toenail(s) disqualify in white or marked breeds and varieties in combination with white, unless specifically exempted in the breed standard.

IV. COLOR

Spots—Foreign colored spots in any animal. White spots in a colored animal. Colored spots in a white animal. (All apply unless specifically excepted in the breed standard.)

Smut—Smut on the usable portion of the pelt in Pointed Whites, Californian, or Himalayan marked breeds and varieties.

Tan Pattern—Any Tan Pattern marking appearing in the marking pattern of Pointed White, Himalayan, or Californian marked breeds or varieties.

Wrong Undercolor—Color other than called for in the breed or variety standard. Shade variations are acceptable, but considered a fault.

White Hairs—Excessive white hairs in a colored section.
**Altering Appearance**—Any dying, plucking, trimming, or clipping so as to alter appearance. Coloring toenails. Any faking, including powdering and indiscriminate use of grooming preparations designed to alter the natural condition or appearance. NOTE: Disqualification from competition of any animal for altering of appearance may result in the disqualification of the exhibitor’s entire entry under the ARBA Show Rules.

**V. UNWORTHY OF AN AWARD**
Any deviation from the standard to such a degree that it is non representative of that breed’s requirements, shall not be placed and a notation made by the judge, “Unworthy of an Award.” It shall be either worthy of a first place with only one in the class, or not placed with the above remark. It is possible that more than one rabbit competing in the same class may be determined to be “Unworthy of Award.” The number in a class must be reduced for any animals excused for this reason.

**DIALOGUE FOR CRITICAL THINKING:**
Share:
1. What were some of the faults you found in the breeds raised by your group?
2. What’s the difference between a general fault and a disqualification?
3. Is identifying these faults easy or difficult? Which is which?

Process:
4. Why are some faults more serious than others?
5. Why do the fault standards vary for different breeds?
6. What disqualifications do you see most frequently? Infrequently? How can they be corrected?
7. If a rabbit does not meet the standard for show or competition, for what purpose might this rabbit be used?
8. Why is it important to have standards for selecting a rabbit?

Generalize:
9. When are standards important in other projects? Why?

Apply:
10. What are some standards that are important to you?
11. What are some standards you have that are different from your friends? Why?
GOING FURTHER:
- Attend a rabbit show and listen to a judge.
- Participate in a rabbit judging contest.
- Invite a rabbit judge to your meeting to discuss general faults and disqualifications.

REFERENCES:
Standard of Perfection, American Rabbit Breeders Association

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
IDENTIFYING RABBIT GENERAL FAULTS AND DISQUALIFICATIONS
RABBITS, LEVEL II
Activity Sheet 7, Rabbit Conditions

For each of the following conditions, decide if it is a general fault or a disqualification, or neither. Remember, a disqualification cannot be corrected. Put an × in the appropriate column.

<table>
<thead>
<tr>
<th>Condition</th>
<th>General Fault</th>
<th>Disqualification</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabbit in moult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lop ears</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hutch stains</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor tail carriage</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Spots on solid-colored animal</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hernia</td>
<td></td>
<td></td>
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<tr>
<td>Does not run fast</td>
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<tr>
<td>Flabby or overfat</td>
<td></td>
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<tr>
<td>Poor ear carriage</td>
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<td></td>
<td></td>
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<tr>
<td>Out of condition</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Nails not clipped</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Poor eye color</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blindness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broken Tooth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crooked leg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unmatched eyes</td>
<td></td>
<td></td>
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### IDENTIFYING RABBIT GENERAL FAULTS AND DISQUALIFICATIONS

**RABBITS, LEVEL II**

Leader’s Key, Activity Sheet 7, Rabbit Conditions

For each of the following conditions, decide if it is a general fault or a disqualification, or neither. Remember, a disqualification cannot be corrected. Put an × in the appropriate column.

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</tbody>
</table>
Judging a Rabbit Class

Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• What to look for in selecting stock or otherwise judging a rabbit

ABOUT THEMSELVES:
• Techniques involved in decision making

Materials Needed:
• Rabbits to be used in a judging class
• Carpet for the table
• Activity Sheet 8, Judging Worksheet
• Leader’s Key, Activity Sheet 8, Judging Worksheet

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

The member needs to be able to select good replacement stock, thus, the need to know how to judge rabbits.

In order to choose a good rabbit for show you need to know what qualities to look for. Viewing the rabbit from the side, you should look for short neck, ears in proportion to the body, and a back that makes a smooth rise from behind the head to the top of the hips. Avoid rabbits with long ears and a long neck.

Looking down at the top of the rabbits, you should see well-filled shoulders and hindquarters. The hindquarters should be wider than the shoulders and the rabbit should feel smooth from front to back.

Looking at the rabbit from a rear view, the rabbit should have smooth, arched hips. When viewed from the rear, the rabbit should look like half of a basketball with ears.

JUDGING A RABBIT

A properly posed rabbit should have its feet under it so that the loin is arched. Be careful not to push the feet too far under the body or leave them behind the hip.

Leader Notes

Hand out judging worksheet to each member.

Have members select best picture of side view and discuss.

Have members select best top view and discuss.

Have members select best rear view and discuss.

Have members select which rabbit is posed correctly and discuss.

After using worksheet, judge a class of live rabbits.
**Leader Notes**

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. What trait was easiest to observe when looking at the side, top, rear view of a rabbit?
2. What was the most difficult aspect of posing a rabbit?

**Process:**
3. What should you look for in a side, top, rear view of a rabbit? Why?
4. How should you pose your rabbit for the best view?

**Generalize:**
5. In what other project areas are similar techniques used to select the proper type of animal?
6. How do these techniques help you select the best animal?

**Apply:**
7. What are some other activities that you are involved in that require decision making?
8. What standards are used to assist in making your decision?

**GOING FURTHER:**
- Participate in a rabbit judging contest.

**REFERENCES:**
Cooperative Extension Service, South Dakota State University

*Standard of Perfection,* American Rabbit Breeders Association

**Author:**
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

**Reviewed By:**
Rabbit Design Team

Have members answer each of the think back question on a separate sheet to file with activity sheets in record books.
In order to choose a good rabbit for a show and for best meat production you should know what qualities to look for. Following are some tips on what a good rabbit looks like.

**Viewing a rabbit from the side,** you should look for a short neck, short ears, and a back that makes a smooth rise from behind the head to the top of the hips. Circle the rabbit below you think is best?

Looking down at the top of a rabbit, you should see well-filled shoulders and hindquarters. The shoulders shouldn’t be as wide as the hindquarters and the rabbit should look and feel smooth from front to back. Which of the next three rabbits would you choose? Circle your choice.

Finally, you should **consider a rabbit from the rear view.** A good rabbit should have smoothly arched hips. Circle the rabbit you judge best?

Once you have chosen the best rabbit to show you should **take care to pose it correctly.** Even a rabbit with a good shape looks like a poor example if the legs are set too far forward or too far back. Circle the rabbit you think is posed correctly?
In order to choose a good rabbit for a show and for best meat production you should know what qualities to look for. Following are some tips on what a good rabbit looks like.

**Viewing a rabbit from the side,** you should look for a short neck, short ears, and a back that makes a smooth rise form behind the head to the top of the hips. Which of the rabbits drawn below do you think is best?

If you chose rabbit 1 you are correct. Rabbit 2 has low shoulders and hips rise in a sudden hump. Rabbit 3 has the highest point of his back well ahead of his hips. Remember that long ears and a long neck do not add meat to the carcass.

**Looking down at the top of a rabbit,** you should see well-filled shoulders and hindquarters. The shoulders shouldn’t be as wide as the hindquarters and the rabbit should look and feel smooth from front to back. Which of the next three rabbits would you choose?

Rabbit 5 has shoulders which are too narrow and make the line from front to back widen suddenly at the hips. The rabbit should gradually get wider as you go from the shoulders to the hips. The hips on rabbit 6 are narrow. Rabbit 4 is the best example.

Finally, you should **consider a rabbit from the rear view.** A good rabbit should have smoothly arched hips. Which rabbit would you judge best?

Rabbit 7 has the ideal type of smooth arched hips. Rabbit 8 has wide flat hips. Rabbit 9 has the most common fault—narrow bony hips and prominent thigh bones. When you run your fingers along the sides of this kind of rabbit, your fingers get caught by the bony humps.

Once you have chosen the best rabbit to show you should take care to pose it correctly. Even a rabbit with good shape looks like a poor example if the legs are set too far forward or too far back. Which rabbit drawn below do you think is posed correctly?

If you chose rabbit 11 you are right.
Registering Your Rabbit  
*Rabbits, Level II*

**What Members Will Learn . . .**

**ABOUT THE PROJECT:**
- The reasons for registering a rabbit
- How to register a rabbit

**ABOUT THEMSELVES:**
- The importance of their family tree or ancestors

**Materials Needed:**
- Activity Sheet 9, Your Family Tree (Pedigree)
- ARBA Standard of Perfection
- Have a registrar on hand
- Pedigree blanks
- Scales
- Rabbits to be registered (You may ask the members to bring rabbits which they want registered.)

**ACTIVITY TIME NEEDED: 30 MINUTES**

**ACTIVITY**

Many individuals want to buy breeding stock from rabbitries that have their entire breeding stock registered. This ensures that the recent ancestors have made the minimum weight requirements for the breed. Rabbits must be registered if you wish to receive a grand champion certificate from the American Rabbit Breeders Association, though registration is not required in order to show your rabbit.

Members need three things in order to get their rabbits registered:

1. They must be a current ARBA member.
2. They must have a pedigree (rabbit family history) that shows the last three generations.
3. They must have a rabbit which is at least six months old, meets the weight requirements, and is free of any disqualifications or general faults.

A breeder must take his rabbits to a registrar who has been licensed by the ARBA. The registrar will examine the rabbit for any general faults or disqualifications and weigh the rabbit. If the rabbit meets the weight requirements and is free of any general faults or disqualifications, then the rabbit can be registered. The registrar will make comments on the registr-
Leader Notes

Discuss and help members fill out pedigree blanks for registering their rabbits. Do a general sample first.

Hand out Activity Sheet 9, “Family Tree,” for each member to take home and complete with their parents.

tration blank about type, color, eyes, ears, bone, balance, fur, etc. After the blank is filled out, the Registrar will put the registration number in the right ear.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. Are your rabbits registered? Why or why not?
2. What information do you need to register rabbits?

Process:
3. Why is it important to register your rabbits?
4. Why is it important for someone from ARBA to assist you in registering your rabbit?

Generalize:
5. What process is used to register other project animals?
6. Why do we need to know the history/characteristics of various ancestors?

Apply:
7. Why is it important to know your family history?

REFERENCES:
Standard of Perfection, American Rabbit Breeders Association
Official Guide Book, American Rabbit Breeders Association

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
REGISTERING YOUR RABBIT
RABBITS, LEVEL II
Activity Sheet 9, Your Family Tree (Ancestry)
Fur Terms for Rabbits

What Members Will Learn . . .

ABOUT THE PROJECT:
- Fur terminology

ABOUT THEMSELVES:
- Ways to enhance communication

Materials Needed:
- Rabbits (if possible)
- Carpet for table
- Activity Sheet 10, Fur Term Matching
- Leader’s Key, Activity Sheet 10, Fur Term Matching

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

It is important to understand basic fur terminology. If the judge says that your rabbit’s fur lacks density and texture, what does it mean?

Density—How thick is the coat? The thicker the coat the more dense it is. When you stroke the fur toward the head, if you readily see the skin, the coat lacks density. The more dense coat will not allow you to see much of the skin.

Texture—The character of fur as determined by feel, or touch; such as “fine” or “coarse” in texture. Observe the texture by stroking the fur towards the head.

A rabbit’s coat has two types of hair—the undercoat and guard hairs. Can any of you explain the difference?

**Answer:** The guard hair is the longer coarser hair of the coat offering protection to the undercoat and furnishing wearing quality to the coat in addition to providing sheen. The undercoat is the fur hair next to the skin and is finer.

What is a moult?

**Answer:** It is the act of shedding fur.

What if the judge says the rabbit’s coat is dead?

**Answer:** This is produced because the rabbit is moulting. The fur lacks life.

What is a fine coat?

**Answer:** The coat is too fine in texture, lacks body. Guard hairs are too weak and thin.
Leader Notes

What does it mean that a coat has fly back?
**Answer:** It is a coat that flies back (returns) to its normal smooth position when stroked from the hindquarters toward the shoulders.

What does it mean when your rabbit has a slipping coat?
**Answer:** The coat is shedding a profusion of hairs.

If a rabbit has a poor coat, what does this mean?
**Answer:** The fur is not in condition because moulting or ill health of the animal. It also can be caused by inattention to grooming.

What is the difference between an open coat and a loose coat?
**Answer:** None. The fur lacks density in undercoat and guard hairs are fine and lack texture.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. What are the two types of hair in a rabbit’s coat?
2. What type of coat does your rabbit have?

**Process:**
3. Why is it important to understand descriptive terms for a rabbit’s fur?
4. What is the importance of the density and texture of a rabbit’s coat?
5. What does the condition of the fur tell us about the rabbit’s health?

**Generalize:**
6. What types of terms are used to describe the hair, coat or wool of other animals?

**Apply:**
7. How do good terms and descriptions assist you in communicating with others?

**GOING FURTHER:**
- Observe a rabbit judge using this terminology at a show.
REFERENCES:
A Progressive Program for Raising Better Rabbits and Cavies, American Rabbit Breeders Association

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
FUR TERMS FOR RABBITS
RABBITS, LEVEL II
Activity Sheet 10, Fur Matching

Draw a line to match the term with its meaning or another term which means the same thing. Then check desirable qualities in the first column.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>slipping coat</td>
<td>fur next to skin</td>
</tr>
<tr>
<td>guard hairs</td>
<td>fur lacks life</td>
</tr>
<tr>
<td>density</td>
<td>how it feels</td>
</tr>
<tr>
<td>texture</td>
<td>lacks body</td>
</tr>
<tr>
<td>fine coat</td>
<td>longer hair on outside of coat</td>
</tr>
<tr>
<td>moulting</td>
<td>ability to smooth itself</td>
</tr>
<tr>
<td>flyback</td>
<td>thickness</td>
</tr>
<tr>
<td>undercoat</td>
<td>shedding</td>
</tr>
<tr>
<td>loose coat</td>
<td>profuse shedding</td>
</tr>
<tr>
<td>dead coat</td>
<td>open coat</td>
</tr>
</tbody>
</table>
FUR TERMS FOR RABBITS
RABBITS, LEVEL II
Leader’s Key, Activity Sheet 10, Fur Matching

Draw a line to match the term with its meaning or another term which means the same thing. Then check desirable qualities in the first column.

- slipping coat
- guard hairs
- density
- texture
- fine coat
- moulting
- flyback
- undercoat
- loose coat
- dead coat

- fur next to skin
- fur lacks life
- how it feels
- lacks body
- longer hair on outside of coat
- ability to smooth itself
- thickness
- shedding
- profuse shedding
- open coat
Identifying Types of Rabbit Fur

What Members Will Learn . . .

ABOUT THE PROJECT:

• Three types of rabbit fur
• Differences between fur types

ABOUT THEMSELVES:

• To make judgments based on a standard

Materials Needed:

• A Satin Rabbit
• A Rex Rabbit
• A rabbit with normal fur
• Carpet for the table
• Activity Sheet 11, Fur Quality Comparisons
• Leader’s Key, Activity Sheet 11, Fur Quality Comparisons
• A variety of rabbits to be examined

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

NORMAL FUR
All rabbits are classified as normal fur unless they carry a Rex, Satin or wool coat. When speaking of normal fur, it should be realized that this includes several fur structure variations.

Most furs are considered to be commercial normal furs, with the many variations clearly defined under the individual breed listing in the ARBA Standard of Perfection.

Many normal-furred rabbits carry what is known as a roll back coat. Some are very short and snappy fly-back coats. One breed has no properties for returning the coat to a normal position.

The Normal fur class is judged on texture, density, balance and condition.

Texture—The coat should be coarse enough in guard hair to offer resistance when stroked toward the head. The coat should fly back to its natural position and lie smooth over the entire body. There should be a fine undercoat, which is soft, interspersed thickly with heavier or thicker guard hairs. Texture is more important than density.

Density—The underfur should be fine, soft and dense, interspersed thickly with heavier or thicker guard hairs. These guard hairs should be visible down to the skin and extend above the underfur forming a protective coat

Leader Notes

Ask the members what type of fur their breed has.

Show the three different types of fur.

Have the members examine the three rabbits to see the differences in their fur.

Have the members examine the fur of several rabbits and classify it according to type.

Check to see if the members have made the proper identifications.

Discuss each fur type as the members examine that fur on a rabbit.
for the underfur, giving body and density to the coat. The same quality fur should carry over the entire usable portion of the pelt.

Balance and Condition—The coat should be well balanced of fairly good length, with the guard hair no more than \( \frac{3}{8} \) inch longer than the under fur. A dense short coat is preferable to a short, thin coat. Texture and density, rather than length, are the important factors. Uniform length is desired. The hair should be set tight in the skin, without breaks due to moult. The coat should be clean, bright and free of stain.

**REX FUR**
The Rex fur should be extremely dense; be \( \frac{5}{8} \) inch long, be straight, upright and as nearly as possible the same length and texture over the entire body, and to have a lustrous sheen. Guard hairs should be plentiful and evenly distributed, but not noticeably protruding. The fur is to have a good body and plush-like effect which offers a distinct springy resistance to the touch. The fur should feel smooth to the touch, but must not have a soft, silky texture which would destroy the body springiness.

**SATIN FUR**
The basic differences in Satin fur are a smaller diameter hair shaft and a more transparent hair shell. The greater transparency of the outer hair shell makes Satins appear more brilliant in color compared to normal-furred rabbits. The sheen and luster are due to the clarity of the glass-like hair shell and its ability to reflect light. The fur should be fine, very dense and thick to the touch, due to a soft, very dense undercoat. This fine, soft, dense undercoat should be interspersed thickly with lustrous, slightly coarser guard hairs visible to the skin and should extend above the underfur evenly about \( \frac{1}{8} \) inch, forming a protective surface for the underfur. The guard hairs give body, density and resilience in texture so that when stroked toward the head, the fur will return to its natural position and lie smoothly over the entire body. The coat should be well balanced with uniform length. The hair should be set tight to the skin, without breaks due to moult and free from mats and stains. The coat must have an appearance of distinct, glossy, lustrous sheen.

**DIALOGUE FOR CRITICAL THINKING:**
Share:
1. What type of fur does your breed of rabbit have?

2. What are the normal fur classes judged on?

Process:
3. What is the most important characteristic of normal, rex, and satin rabbit fur? Why?
Generalize:
4. What characteristics of rabbit fur might you find in other project animals?

Apply:
5. What are the characteristics or descriptions that help you in making measurements that reflect an ideal standard?

GOING FURTHER:
• Attend a rabbit show and watch fur classes being judged.

REFERENCES:
American Rabbit Breeders Association Guide Book
Standard of Perfection, American Rabbit Breeders Association

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team
IDENTIFYING TYPES OF RABBIT FUR
RABBITS, LEVEL II
Activity Sheet 11, Fur Quality Comparisons

In the diagram, write the number of the qualities of fur in the area they most apply to. If a quality is common to all kinds of fur, write the number in the center area where it says “All Fur.”

1. Springy resistance to touch
2. Transparent hair shell
3. Fur 5/8 inch long
4. Soft texture important
5. Guard hairs do not protrude
6. Variable return coat
7. Smooth but not soft and silky
8. Variable length according to breed
9. Small diameter hair
10. Clean, free of stain
11. Uniform length
12. Balanced without breaks due to moult
13. More brilliant color
IDENTIFYING TYPES OF RABBIT FUR
RABBITS, LEVEL II
Leader’s Key, Activity Sheet 11, Fur Quality Comparisons

In the diagram, write the number of the qualities of fur in the area they most apply to. If a quality is common to all kinds of fur, write the number in the center area where it says “All Fur.”

1. Springy resistance to touch (REX)
2. Transparent hair shell (SATIN)
3. Fur ⅝ inch long (REX)
4. Soft texture important (NORMAL)
5. Guard hairs do not protrude (REX)
6. Variable return coat (NORMAL)
7. Smooth but not soft and silky (REX)
8. Variable length according to breed (NORMAL)
9. Small diameter hair (SATIN)
10. Clean, free of stain (ALL)
11. Uniform length (ALL)
12. Balanced without breaks due to moult (ALL)
13. More brilliant color (SATIN)
Identifying Types of Rabbit Wool

Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
- How to identify types of wool

ABOUT THEMSELVES:
- The importance of wool in their lives

Materials Needed:
- Giant Angora rabbit
- French Angora rabbit
- English Angora rabbit
- Carpet to put on table
- Microscope (If needed, a hand lens could be substituted.)
- Example of sheep wool

ACTIVITY TIME NEEDED:  30 MINUTES

ACTIVITY

Each breed of Angora rabbits has a distinctive wool. Breeders should know what type of wool is desired in their breed.

Angora wool is used for articles of clothing such as gloves and sweaters. The best wool is plucked rather than sheared.

ENGLISH ANGORA WOOL

Density
The greatest density possible is desired. Density all over the animal including the back and belly is preferred. Density should be determined by feeling several places on the body, the sides, rump, and the chest, as well as by blowing into the wool. Length should not be mistaken for density.

Texture
To be as silky as possible, should be alive, healthy and fall free. Guard hairs to be present, but not overly evident.

Length
Uniform length of wool over the entire body. Ideal length to be 2.5 to 3.5 inches. Minimum length acceptable to be 1.5 inches. No advantage to be given to wool over 3.5 inches in length. Evenness of growth of wool; that is no break in the outline indicating thinness, broken, or matted wool. Slight molt permissible at nape of neck and forward of shoulders only.

Leader Notes
- Pluck a strand of wool from each of the breeds and have the members compare the wools. Plucking is taught in Level III Lesson, “Harvesting Angora Wool.”
- Ask if the group can distinguish between the breeds by wool type.
- View the different types of wool under the microscope.
- Provide an example of sheep wool to compare with the rabbit wool.
Faults: Wool not uniform in length; wool that is stained, wool that is listless, lifeless, soft, matted, packed, or felted.

Disqualification: Wool that is excessively coarse (resembling French wool).

**FRENCH ANGORA WOOL**

**Density**
The greatest possible density is desired. Determine density in the same manner as you would on an English Angora.

**Texture**
To be slightly coarse to coarse wool. Wool should be full of life, strong and fall free, not soft, matting, felting type wool. Guard hairs to be present and evident.

**Length**
Length to be uniform all over the body. Ideal length to be 2.5 to 3.5 inches. Minimum acceptable length to be 1.5 inches. No advantage given to wool over 3.5 inches. Evenness in growth of wool important. Slight molt permissible at the nape of the neck and forward of shoulders only.

Faults: Wool not uniform in length; wool that is listless, lifeless, soft, matted, packed, or felted. Wool that is very thin.

Disqualifications: A coat that appears excessively coarse and hairy, due to insufficient undercoat. Excessively soft and silky type wool.

**GIANT ANGORA WOOL**

**Density**
The greatest possible density is desired.

**Texture**
The wooly fleece contains three hair types:

1. **Underwool**—Is to be prominent over the other two hair types. It is to be medium fine, soft with a gentle shine, and delicately waved.

2. **The Awn Fluff**—This is soft, wavy wool with a guard hair tip. Found between the underwool and the awn hair (guard hair). Should be longer than the underwool, stronger waved ending in a fine, awn-like tip.

3. **The Awn Hair (Guard Hair)**—A strong straight hair to protrude above the fleece. To be present and evident and to be more predominant in does.
Length
Length to be uniform over the body. Ideal length to be 4 inches. Minimum acceptable length to be 2 inches. Evenness in growth of wool is important. Slight moult permissible at the nape of the neck and forward of the shoulders only.

Faults: Wool that is not uniform in length. Wool that is listless, lifeless, soft, matted, webbed, packed or felted. Wool that is very thin.

Disqualifications: Complete absence of wave to wool or excessively coarse coat due to the predominance of awn hair and underwool.

DIALOGUE FOR CRITICAL THINKING:
Share:
1. Name one type of rabbit wool.
2. What characteristic of rabbit wool is the easiest to identify?

Process:
3. How is rabbit fur and rabbit wool different?
4. With your collective experiences about rabbit fur and wool, what do you think is the most significant thing to remember about rabbit fur/wool?
5. How is rabbit wool different from sheep wool? Alike?
6. What is rabbit wool used for?

Generalize:
7. What other animal products are used in the same way rabbit wool is?

Apply:
8. How will your knowledge of wool help you make future clothing decisions?

GOING FURTHER:
• Observe a rabbit wool show.
• Observe someone plucking rabbit wool for sale.

REFERENCES:
Standard of Perfection, American Rabbit Breeders Association
Domestic Rabbits, February 1988
Leader Notes

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed By:
Rabbit Design Team

Have members record these questions on a separate sheet and include them in their record books.

Think Back:
What is the most important thing to remember about the fur or wool of a rabbit? Why?

What is significant about fur or wool when registering a rabbit?
# Housebreaking a Pet Rabbit

**Rabbits, Level II**

## What Members Will Learn . . .

### ABOUT THE PROJECT:
- How to housebreak a rabbit

### ABOUT THEMSELVES:
- The usefulness of patience
- The value of positive reinforcement

## Materials Needed:
- Rabbit cage
- Young rabbit

## ACTIVITY TIME NEEDED: 30 MINUTES

### ACTIVITY

The secret in housebreaking a rabbit lies in watching the rabbit just as carefully as you would a young puppy that is not housebroken. After your rabbit has adjusted to its new home (cage), you can start letting the rabbit out for short times. Be sure to watch the rabbit very carefully, if it starts to eliminate, quickly pick it up and say “no” while carrying it back to the cage so it can finish. You may want to carry the rabbit to the cage occasionally so it can relieve itself. If it goes, reward it with “good rabbit” and let it come out and play. You will probably have to keep close supervision on your rabbit until the rabbit is about 1 year old.

Repeat the same procedure if the rabbit is chewing. However, it may be impossible to keep the rabbit from chewing.

Patience is the key to training any animal. You will have to be patient when housebreaking a rabbit.

<table>
<thead>
<tr>
<th>Leader Notes</th>
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<tbody>
<tr>
<td>Open the cage and allow the bunny to come out. Have the members watch the bunny and put it back in the cage as soon as the bunny starts to eliminate. Be sure to scold the bunny so it will learn that it is unacceptable to eliminate outside the cage.</td>
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</tbody>
</table>
Leader Notes

DIALOGUE FOR CRITICAL THINKING:

Share:
1. If you have housebroken a pet rabbit, explain your experiences to several others.

2. What do you think will be the most difficult part of housebreaking a rabbit?

Process:
3. Why is it important to have patience when housebreaking a pet rabbit?

4. How many times do you think you’ll need to repeat the process of housebreaking your rabbit before it is trained?

Generalize:
5. Why can using repetition and patience instead of force lead to successful results?

Apply:
6. Do you think positive rewards are more effective than punishment? When might one be more effective than the other? Why?

7. When will you use positive reinforcement in the future?

GOING FURTHER:
• Visit someone who has a housebroken rabbit.

REFERENCES:
Rabbit Gazette, March/April 1988

Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed By:
Rabbit Design Team
Giving a Rabbit Demonstration

Rabbits, Level II

What Members Will Learn . . .

ABOUT THE PROJECT:
• How to organize a rabbit demonstration
• How to deliver a demonstration

ABOUT THEMSELVES:
• Understanding Personal Learning Preference
• Presenting to a Group

Materials Needed:
• Poster board
• Marking pens
• Rulers
• Construction paper
• Scissors
• Activity Sheet 12, Who Gave What?

ACTIVITY TIME NEEDED: 60 MINUTES

ACTIVITY

A good demonstration has an introduction, body and conclusion. In a demonstration, a task is accomplished or a product is made. The following steps should be followed to develop a demonstration:

I. Organizing the Demonstration
   1. Select a topic
   2. Decide on necessary steps to accomplish demonstration
   3. Decide what materials are needed
   4. Select a “catchy” title
   5. Develop an introduction
   6. Develop a body
   7. Develop a conclusion
   8. Prepare a poster or any visuals you plan to use

II. Delivering the Demonstration
   1. Know your topic
   2. Practice your demonstration in front of a mirror or with a partner
   3. During presentation
      a. speak loudly and clearly
      b. eye contact
      c. stand up straight

Leader Notes

Lead the group through the steps to develop an outline for a demonstration.

Hand out Activity Sheet 12, “Who Gave What?” Have members do the activity at the meeting or at home and bring it back.
How you deliver your demonstration will help determine how interested your audience remains. First of all, know what you are going to say and do. Have all your equipment and supplies ready. Practice your demonstration ahead of time. Be sure you understand the importance of your topic.

III. Example: If you chose tattooing a rabbit for the demonstration, the title might be “Which One is Sue?”

Introduction: Several rabbits have gotten out of the fair coops. How can I find my rabbit, Sue? I know, I’ll look for the rabbit with her tattoo number.

**DIALOGUE FOR CRITICAL THINKING:**

**Share:**
1. What is the easiest/hardest thing about preparing a good demonstration? Why?
2. What is the easiest/hardest thing about delivering a good demonstration? Why?

**Process:**
3. What do you think is the most significant factor in organizing a demonstration? Why?
4. What should you consider when delivering your demonstration? Why?

**Generalize:**
5. What did you enjoy the most, the demonstration or the activity “Who Gave What?” Why?
6. What are other methods of learning that you prefer? Why?

**Apply:**
7. When will you use the demonstration method and for what purpose?

**GOING FURTHER:**
- Attend a demonstration contest and observe.
REFERENCES:
Author:
Clarence W. Linsey, Kansas State Rabbit Breeders Association; James P. Adams, Extension Specialist, 4-H Youth Programs, Kansas State University

Reviewed by:
Rabbit Design Team

Leader’s Key, Activity Sheet 12, Who Gave What?
Ted—Keeping Records
Sonia—Tattooing
Ellie—Grooming
Josh—Building a Nest Box
Steve—Trimming Nails
GIVING A RABBIT DEMONSTRATION
RABBITS, LEVEL II
Activity Sheet 12, Who Gave What?

Sometimes you learn by knowing what is not rather than what is.

Ted, Sonia, Ellie, Josh, Steve, and Emily are members of a 4-H club. From the following clues, can you tell who gave what demonstrations at the last meeting? No one person did more than one thing.

1. Ted and Josh did not bring rabbits to the meeting for their demonstrations.

2. Sonia did not bring clippers to use in her demonstration.

3. Steve did not have ink on his hands at the end of the meeting, but somebody did.

4. Ellie’s rabbit did not have freshly trimmed nails at the end of the meeting.

5. Ted did not use a hammer or nails in his demonstration.

6. Ellie did not know how to tattoo her rabbit until she learned it at the meeting.

7. Emily did not see the grooming, nest box building, tattooing, nail trimming, or record-keeping demonstrations because she missed the meeting.

Ted did ____________________________

Sonia did ___________________________

Josh did ____________________________

Ellie did ____________________________

Steve did ___________________________

Emily did ___________________________

Think Back:
By giving a talk or demonstration, explain to a friend or others some aspect of rabbits and why you enjoy them.

__________________________________________

__________________________________________

Think about your yearly accomplishments by making notes on Step 9 of your Member Guide and Annual Report.

__________________________________________

__________________________________________