

# FEATHERS, FURS & FINS

## LEARNING OUTCOMES

Having completed this badge the Adventurers/Sunbeams will be able to:

- identify several varieties of animals, birds and fish that would make suitable pets;
- be able to feed, shelter and groom a pet;
- identify the role of a veterinarian.

## BADGE REQUIREMENTS

1. Create a list of suitable pets.
2. Demonstrate how to provide food and shelter for a pet.
3. Demonstrate how to groom a pet.
4. Show how to clean a pet's living area.
5. Explain the work of a vet.

ADVENTURERS  
SUNBEAMS



CATEGORY

Have A Go

TIME FRAME

Three - four  
weeks

AIM

To teach  
members  
how to care  
for a pet.





# Teaching ideas



## 1. Create a list of suitable pets.

Write the following headings on a whiteboard – Flat/Apartment, House, Farm. Members suggest varieties of pets which would be suitable to be kept at the different types of homes. Create a list under each heading.

### Games

**Pet noises/actions:** Write the names of different pets on slips of paper (two for each animal) and hand these out to members. They are not to tell anyone what their pet is. When the leader says 'Go!' the members are to make the sound or action of the pet they have on their slip of paper. Members keep doing this until they have found their matching pet.

**A-Z pets:** Hand out paper and pencils for the members to create a list of pets whose names start with each letter of the alphabet, e.g. A – alligator; B – budgie; C – cow; D – dog and so on.



## 2. Demonstrate how to provide food and shelter for a pet.

(**Note:** Members may or may not own a pet. Not all members reside in homes where pets are allowed to be kept. Therefore members may have a fictitious pet but the information given for **Badge Requirement 2** must be factual.)

Members select the pet they wish to use as their subject, e.g. dog, cat, horse, rabbit, bird, fish, white mouse, guinea pig, snake, lizard, hermit crab, etc.

Brainstorm ideas of various types of food and shelter that would be used to care for their chosen pet. Record the ideas in the pet categories chosen by the members. Examples of ideas can be found in the following chart.

Pet	Food	Shelter
Dog	Dry food, raw bones, chicken wings, water	Kennel, basket, bed
Cat	Dry food, fish, milk, water	Cat basket, cat pen
Horse	Hay, lucerne, water	Stable, coat
Fish	Fish flakes, aquatic plants	Water tank
Bird	Seed, fruit, vegetable scraps, water	Cage or aviary

A different pet category could be featured each week of the badge time frame and members could bring along their pets to demonstrate how to feed and care for them. If possible provide samples of types of pet foods for members to identify and use to feed an actual pet.

# Teaching ideas



## Games

**Matching game:** (up to 6 players)

Prepare a set of playing cards (24 cards – six pet categories with four cards each).

ANIMAL	FOOD	HOME	ACCESSORY
DOG	Bone	Kennel	Leash
CAT	Bowl of milk	Basket	Collar with bell
FISH	Fish food box	Fish tank	Tank ornament
BIRD	Seed	Cage	Swing
MOUSE	Pellets	Box	Toy wheel
HORSE	Bale of hay	Stable	Saddle

Photocopy the picture pages from **Leader's Resource 1** onto card and cut out.

**To play:** Shuffle the pack of cards and place them face down. Each player takes one card in turn. If they find a picture of a pet they keep it, if not they put the card at the bottom of the pack. Each player collects only one 'pet'.

Play continues with the players keeping the matching cards in the following order: pet, food, shelter, a toy or associated accessory for that pet.

The player to reveal all four cards first is the winner. Continue play until all sets of pet cards are revealed.

**Relay race:** Photocopy all pages of **Leader's Resource 1** using different coloured card for each team. Cut the pages into sets of cards. Shuffle all the cards together mixing all the colours.

Divide members into teams of equal numbers. Spread the cards out at one end of your meeting room and form teams at the other end of the room. Assign each team a colour matching one set of the cards as their team colour.

The first player from each team races to pick up one card of their team colour and returns to the team. Each team player does the same until all the cards are collected and the cards are then assembled by the team into the correct categories, i.e. 6 pets with 3 matching cards each. The first team to complete their set is the winner.

**Variation:** The leader calls out the type of pet. All teams pick up the cards according to colour and animal category, e.g. for the yellow team – player one finds the yellow dog, player two finds the yellow bone, player three finds the yellow kennel, player four finds the yellow leash.



# Teaching ideas

## 3. Demonstrate how to groom a pet.

Some pets need a lot of grooming and others need very little. Ask members what grooming means. Brainstorm the tools needed to groom various pets. Provide samples of grooming tools and ask the members what they are used for, e.g. brushes for a dog, cat or horse; nail clippers for a dog or bird; bath/shower for a horse, dog or bird.

Do all pets need grooming? Identify pets that don't need to be bathed, brushed or clipped. How does a cat groom itself? (*By licking its paws and rubbing over the face.*) What happens to a snake's skin? (*It sheds its skin.*)

A guest professional groomer may be invited to demonstrate how to groom a pet. This may involve a cost factor. Alternatively, there may be a parent or member of the Corps' family who is adept in animal grooming who could come along to your parade.

Take the challenge – invite members to bring along pets to parade or hold a 'Pet Show' to display the members' efforts of grooming pets.



# Teaching ideas



## 4. Show how to clean a pet's living area.

Members brainstorm the things that may dirty a pet's living area.

Answers may include:

- animal hair
- urine and faeces
- dirt
- skin
- feathers

Identify the associated problems by pet categories, e.g. horse – manure, fish – stale water, food residue.

Discuss the things that need to be done to clean up the problems identified. **Handout 1** may be used to identify the processes needed to clean the living areas of various pets. Tick the appropriate boxes. A spare column has been left for members who have a pet not indicated and a spare row if the members do something different to clean their pet's living area.

	Dog	Cat	Horse	Mouse or guinea pig	Snake	Rabbit	Bird	Fish	Turtle	Add your own pet
Vacuum area	✓	✓								
Wash bowls	✓	✓	✓	✓		✓	✓			
Replace bedding			✓	✓	✓				✓	
Wash bedding	✓	✓								
Hose surrounds			✓							
Replace floor cover				✓			✓			
Clean litter tray			✓							
Change water									✓	
Renew food and water	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Add a different chore										



TEACHING  
IDEAS



# Teaching ideas

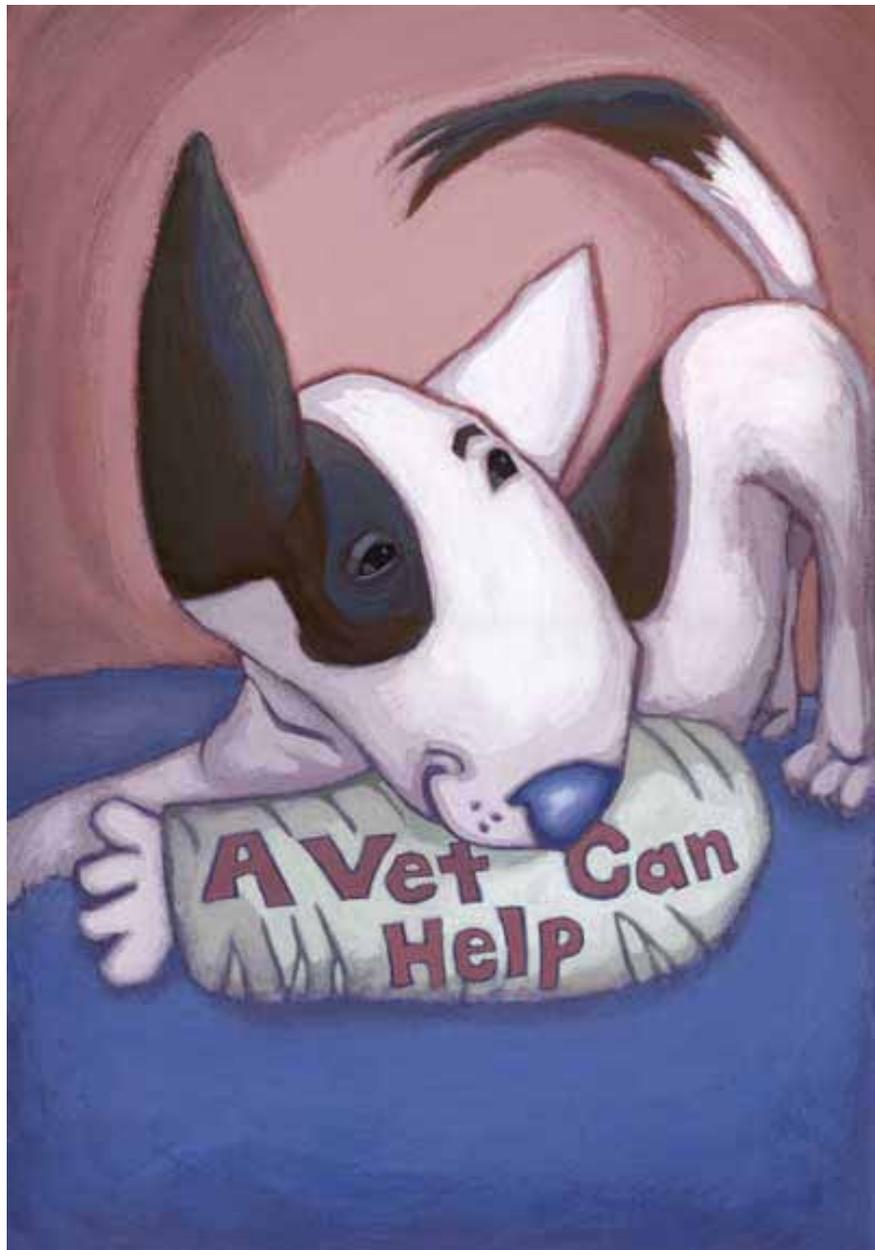
## 5. Explain the work of a vet.

Health is as important to animals as it is to humans. It is necessary to vaccinate pets against animal diseases. Animals also need protection against insects that can affect their health.

A veterinarian (or vet, for short) is doctor, dentist, gynaecologist, obstetrician, surgeon and sometimes a babysitter all in one.

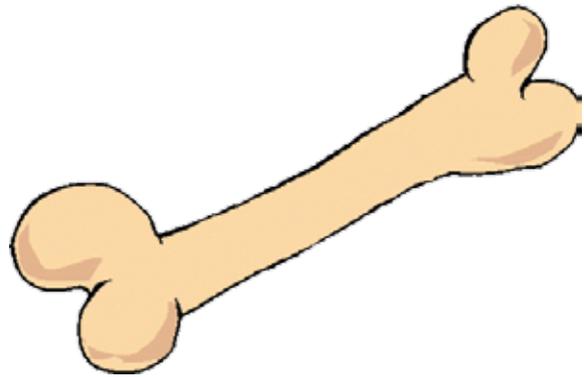
Either invite a vet to speak to members about the work they do or allow the children to research the following areas of vet's work: vaccinations required; worming; flea/tick protection; heartworm; dental care; paw, hoof and claw care; diet.

It may be also possible to take your members to visit a vet's clinic. An *Activity Approval Form* must be completed and forwarded to DHQ one month before the activity.



# Leader's resource 1

Cards for 'Matching game' and 'Relay race' for Badge Requirement 2. Copy onto card and cut out according to game instructions.



# Leader's resource 1 (contd.)



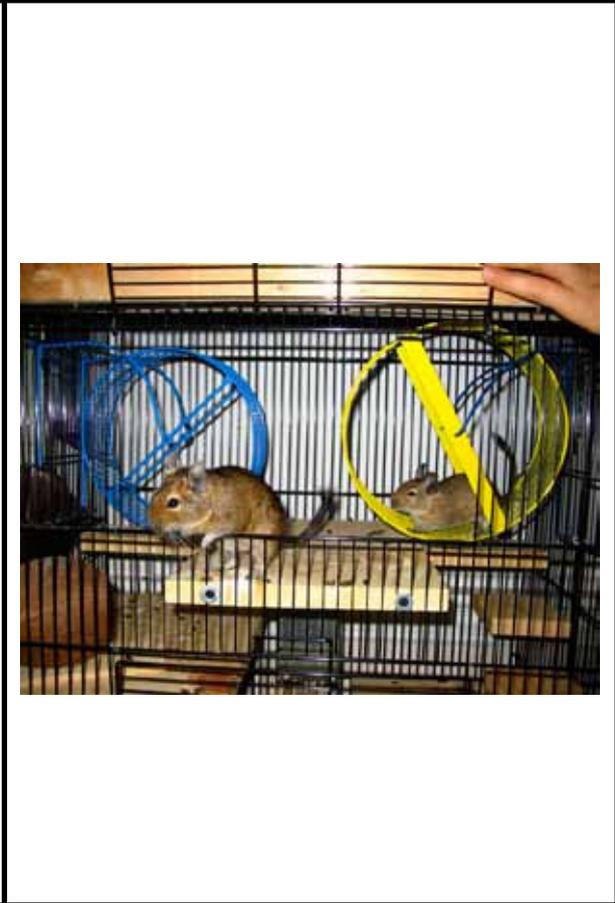
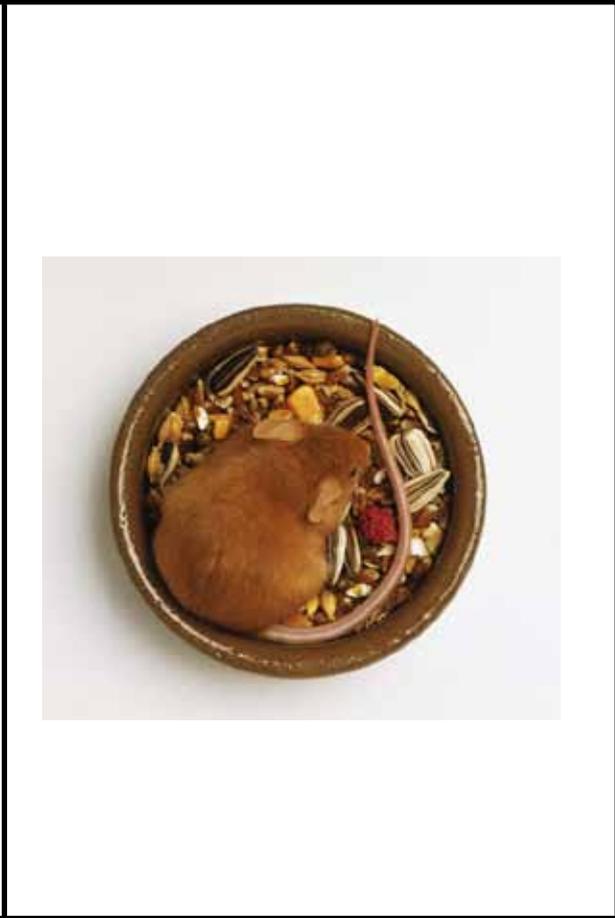
# Leader's resource 1 (contd)



# Leader's resource 1 (contd.)



# Leader's resource 1 (contd)



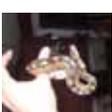
# Leader's resource 1 (contd.)



# Handout 1 -

## Adventurers/sunbeams

Discuss with members the things that need to be done to clean up a pet's living area. Tick the appropriate boxes to identify the processes needed to clean the living areas of various pets. Add your pet category in the last column if it is not listed. Add a different chore to the last row if you do something different to clean your pet's living area.

											
	Turtle										
	Fish										
	Bird										
	Rabbit										
	Snake										
	Mouse or guinea pig										
	Horse										
	Cat										
	Dog										
		Vacuum area	Wash bowls	Replace bedding	Wash bedding	Hose surrounds	Replace floor cover	Clean litter tray	Change water	Renew food and water	



# Devotional ideas



1. **Title:** God provides

**Bible:** Matthew 6:25 - 26

**Thought:** We can trust God for all the things we need

**Supplies:** Bible, plastic animal set and/or pictures of lions and rosellas

How many animals can you think of? (Accept all answers. Show a variety of animals and birds.) We could go on forever as there are hundreds and thousands of animals that God has put into this world, both big and small.

Let's think about a lion. He lives out on the open, grassy plains of Africa; living in his family group. Actually the lioness is the boss of the pride – a group of lions. She chooses who can be in the pride, she organises the hunting party and educates the cubs. When the lions are hungry they go out onto the plains, stalk a gazelle or wildebeest or some other prey - and that's their dinner. They only kill the ones that are slow or hurt - that way the fit, strong animals stay alive to produce the next generation.

Lions don't have to save up money to buy dinner, or take it home to put in the fridge. They hunt when they're hungry, eat until they're full and then rest until they are hungry again. This means that they may not eat for up to four days.

What about birds? The rosella we see in the trees nibbling the flowers doesn't go to the bank to withdraw his money and then shop at the supermarket. When he's hungry he just flies off finds his flower and eats.

Read Matthew 6:25 - 26.

God doesn't want us to be worried about the things we need to live. He wants us to trust Him for all the things we need.

# Devotional ideas



**2. Title:** Pets

**Bible:** Matthew 6:26

**Thought:** Love for our pets is shown by the way we treat them

**Supplies:** Bible, pictures of pets of varying types, sizes, colours, shapes

Having a pet can be a lot of fun. When we play with our pets they sometimes make us laugh, and it is very sad when a pet dies because they become part of our family. Having a pet helps us to understand how important and wonderful animals are.

God must think that animals are wonderful too because He made so many, and they're all so different. Ask members to think about what makes animals different from one another. Help them by suggesting they think about the variety of colours amongst the animals, birds and fish, their number of legs, shape and size, where animals live, special abilities, e.g. flying. Show the pet pictures and discuss the many differences.

When we have a pet we must thank the Lord and show this by properly caring for the it. The love that Jesus puts in our hearts for animals will be seen in the way we treat pets.

Read Matthew 6:26, emphasising that God provides for the animals in the wild, and so like Him we must provide for the needs of the animals we have tamed.

Invite members to pray 'Thank you' prayers for pets.



DEVOTIONAL  
IDEAS



# Devotional ideas



**3. Title:** Cyber pet

**Bible:** Matthew 7:9 - 11

**Thought:** God cares for us

**Supplies:** Bible, a 'tamagotchi' or 'cyber pet'

Show the 'tamagotchi' or 'cyber pet'.

Ask members about their tamagotchis and how they look after them. Ask them what has to be done and whether this is hard for them.

Discuss with members what we can learn by having a cyber pet.  
*(We need to care for it, look after it, not forget it, clean up after it, etc.)*

We do have to care for it. This is not something you do only when you want to – you have to do it when the cyber pet needs it. You have to clean up after it and feed it. If you neglect your cyber pet it may get sick and might die.

It is a responsibility to have a cyber pet. You have to be there to look after it or arrange with someone else to look after it when you can't. It can be rewarding and fun, but sometimes it can be sad if the pet dies.

It's like having a real pet. You have to care for a real animal, be responsible for it, clean up after it, and feed and love it.

This is what parents do for us; and God too as our Heavenly Father.

Read Matthew 7:9 - 11.

These verses talk about how God cares for us and how He is responsible for us. He provides food and water for us, and shelter too. We aren't God's pets – we are His children and He loves us very much.

Ask members to think of some ways that God shows His love and care for us, and invite them to make these ideas into 'Thank you...' prayers.

*(Adapted from 77 Talks for Cyberspace Kids by Chris Chesterton)*