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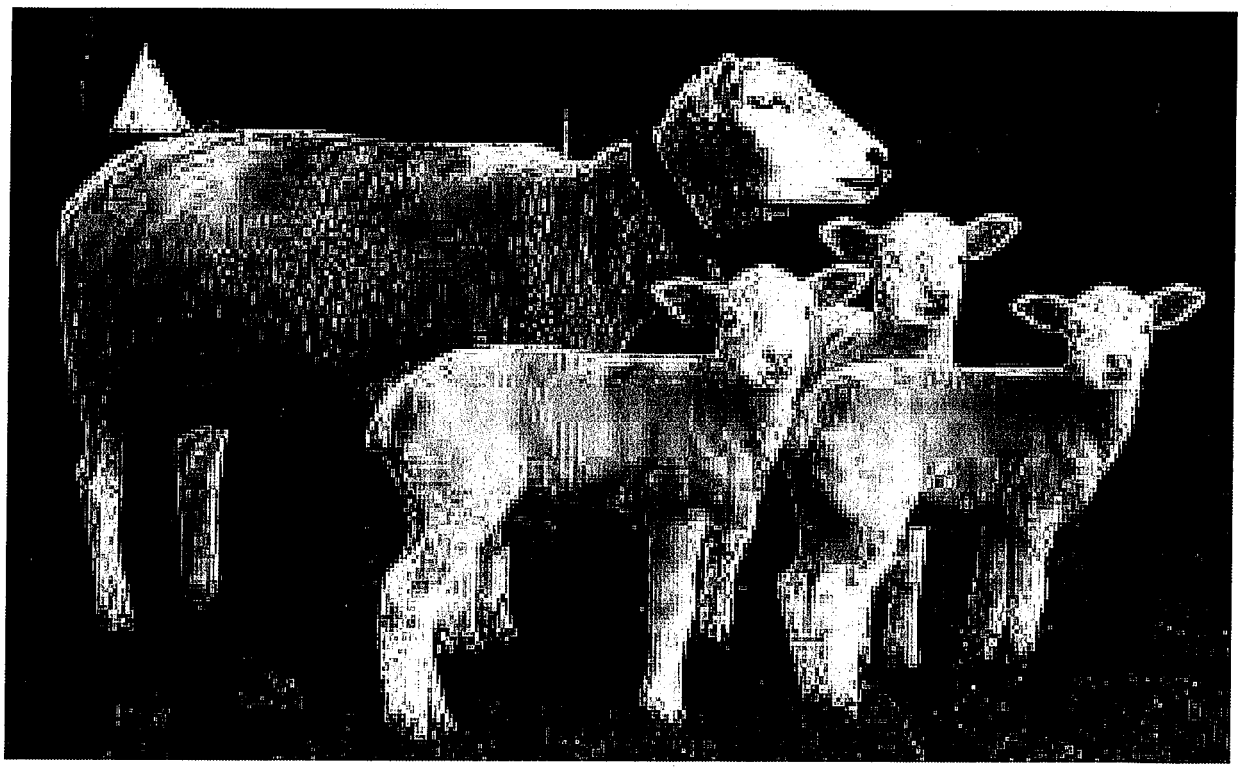
# Sheep - Breeding



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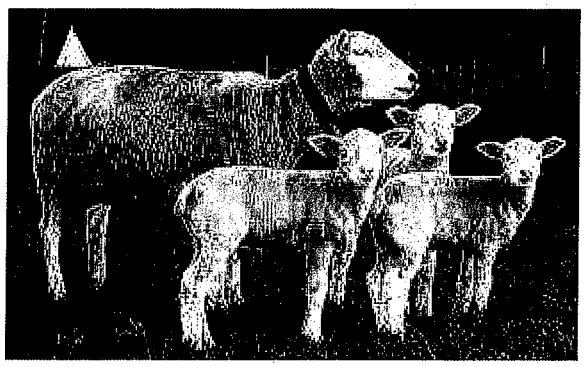


***This We Believe:***

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.

# MINNESOTA 4-H PROJECT MEETING GUIDES

# SHEEP

## ....to develop project and life skills

4-H Animal Science
Project Meeting Guide, AS-54, '81

# SHEEP

# SELECTING 4-H SHEEP PROJECT MEETING TOPICS

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

## IMPORTANCE OF THE TOPIC

This project meeting guide is designed to help you and your 4-H project members identify the topics you will explore at your five or more yearly project meetings. Following each activity is a (1), (2), or (3) to give you an indication of the degree of experience it will usually require for a 4-H'er to be able to demonstrate this skill to others. The higher the number the more experience needed. If your learn-by-doing activities can be sequenced so your members may build on what they already know, a better learning experience will result. You will find a line preceding each topic for you to write in the date of the meeting at which your members will explore that particular topic. Check with your extension agent for the availability of project meeting guides for the topics you and your members choose.

The project meeting guide "Planning The Project Group's Yearly Program" will help your group get off to a good start.

## 4-H SHEEP PROJECT MEETING TOPICS

### Selection and Judging

____Identifying Breeds of Sheep (1)
____Identifying Parts of Sheep (1)
____Selecting Your Project Animal (1)
____Judging a Judging Class (1)
____Constructing the Ideal Sheep (2)
____Recognizing Abnormalities and Faults of Sheep (2)
____Talking Like a Livestock Judge (2)
____Talking Sheep Talk (2)
____Presenting Oral Reasons (2)
____Scoring a Judging Class (2)
____Conducting a Judging Contest (3)
____Selecting a Judging Class (3)

### Management Practices

____Determining a Sheep's Age (1)
____Purchased a Feeder Lamb—Now What? (1)
____Setting a Sheep on Its Rump (1)
____Identifying Your Project Animal (1)
____Making a Rope Halter (1)
____Identifying Project Equipment (1)
____Setting Goals for Profitable Sheep Production (2)
____Calendarizing Livestock Management Practices (3)
____Testing for Pregnancy In Sheep (3)
____Fencing Your Sheep (3)

### Lambing Time Skills

____Preparing the Ewe for Lambing (1)
____Caring for the Ewe at Lambing (1)
____Caring for the Newborn Lamb (1)
____Saving the Weak Newborn Lamb (2)
____Grafting an Orphan Lamb (2)
____Castrating a Lamb (2)
____Docking a Lamb's Tail (2)
____Preventing Mastitis in Ewes (2)
____Guarding Against Pneumonia in Lambs (2)
____Delivering a Lamb (2)
____Treating Eye Problems of the Lamb (2)
____Treating Scours in Lambs (3)
____Preventing Entertoximia in Lambs (3)

4-H Animal Science
Project Meeting Guide, AS-55, '81

# SHEEP

## DETERMINING A SHEEP'S AGE

MICHAEL MALINSKI
Extension Agent

## IMPORTANCE OF THE TOPIC

Understanding how to tell the age of sheep is an important aspect in the management of a flock. This ability is very important when buying or selling sheep. The price usually reflects the age of the animal. If a ewe is without teeth the additional feed and care she will require will be indicated in the purchase price.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By involving them in learn-by-doing activities your 4-H'ers should be able to:

1. Develop the life skills of comparing items, making decisions, and demonstrating in front of a group.
2. Determine the age of a sheep, at least through four years of age.
3. Demonstrate what happens to a sheep's teeth from birth to approximately ten years of age.

## PREPARE FOR THE MEETING

In order to be ready for your 4-H'ers when they come through the door you will want to review the activities in this guide and collect the materials and training aids needed.

**Supplies:** Ewes of different ages or plaster or wood jaws with removable teeth. Paper for the 4-H'ers to draw and cut out large and small teeth. An actual skull which has been verithaned makes an excellent teaching model.

**References:** 1) film—Culling Sheep, 2) slide set—Basic Sheep Handling, 3) 4-H Sheep Project Manual, and 4) Raising Sheep the Modern Way by Paula Simmons

## FACILITATE THE ACTIVITY

As the leader, your challenge is to let your members learn-by-doing without actually showing them "how it should be done." Make suggestions, but let them make the decisions and do the tasks. In this way the solutions will be theirs and their interest and understanding will increase.

The first step is to motivate your 4-H'ers to want to explore the topic. Often just asking a question such as "How old are each of these ewes?" will help them jump into the activity. Adding a realistic situation, a task to do, and materials will quickly involve your peers in a learn-by-doing activity. Here is an example:

**SITUATION:** A sale is scheduled for next week. You have been asked to be a member of the sale committee. The committee has found that the best prices can be obtained by selling the large flock of ewes grouped by ages.

**TASK:** Demonstrate how you will determine the ages of the various ewes.
After your members have discussed the problem and their task to do let them work together to solve the task in teams of two or three.

At this point stand back and let them prepare their presentation. Be patient. They may make mistakes, but they will learn from these. After they give their presentation or become "stuck" ask them questions to stimulate further thought and discussion.

4-H Animal Science
Project Meeting Guide, AS-56, '81

# SHEEP

# CATCHING & SETTING A SHEEP ON ITS RUMP

MICHAEL MALINSKI
Extension Agent

## IMPORTANCE OF THE TOPIC

When your members work with sheep, the management practices of shearing and hoof trimming are essential. Being able to catch and set up a sheep on its rump can make these procedures much easier and less time consuming. The chance of causing injury to both the animal and the 4-H'ers will also be decreased.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

1. Further develop the important life skills of self-confidence and speaking before a group.
2. Demonstrate how to catch an animal.
3. Demonstrate how to place the sheep in the proper position for shearing or hoof trimming.

## PREPARE FOR THE MEETING

Very little preparation is required for this activity. Reviewing the project meeting guide and deciding how to involve your members is about all that is required. If sheep are not available or if you want your members to practice first without sheep, you may want to use a model lamb such as one made from the University of Minnesota 4-H Lamb Pattern. Additional supplies may include panels to corral the sheep for catching, stool, Basic Sheep Handling slide set, and member project manual.

## FACILITATE THE ACTIVITY

As the leader, your challenge is to allow your 4-H'ers to discover for themselves how to do the activity instead of showing them how you believe it should be done. Make suggestions by asking questions and let the members make the decisions and actually do the tasks. By doing what some leaders call "sitting on their hands" you'll learn right along with your 4-H'ers. You will discover ways of setting a sheep up you've never seen before.

Several methods may be used to challenge your 4-H'ers and get them involved. One way is to simply ask them a direct question such as "How would you catch a lamb and set it up to trim its hooves?" Another method which is very effective, particularly when access to sheep is inconvenient, is to give your group a realistic situation, some supplies and a task to do. Here is an example:

**SITUATION:** The sheep are in a large shed. Your shearer has asked that you catch and set up the sheep for her so the job can be done more quickly.

**TASK:** Demonstrate how you would catch a sheep and set it up.

After your members (and parents) discuss the problem and determine what steps of the task (if not the entire task) they want to demonstrate, divide them into teams of two to four if the group is large, or let them all work together if the group is small. This is the place where you will want to step back and let them wrestle with both the task and possibly the sheep too. Be patient. The teachable moment is usually not too far away.

Safety is usually not a problem if they use ragdoll lambs or each other to demonstrate their technique. However, you may want to match up smaller sheep

4-H Animal Science
Project Meeting Guide, AS-57, '81

# SHEEP

## DELIVERING LAMBS

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

## IMPORTANCE OF THE TOPIC

Losing a lamb means 12 months of ewe costs wasted. If a 4-H'er realizes what is happening and knows what to do when a ewe shows signs of distress during lambing, a higher percentage of both ewes and lambs can be saved.

Learning how to deliver lambs in a learn-by-doing way will also contribute to developing many important life skills such as reacting calmly to a crisis situation, gaining self-confidence, making decisions, and problem solving.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By the end of the project meeting your members will be able to do the following:

1. Develop the life skills of problem solving, utilizing knowledge, and thinking creatively.
2. Demonstrate the position of the lamb during a normal birth.
3. Identify the position of an unborn lamb by feel only.
4. Demonstrate the steps necessary to deliver a lamb in any one of five different positions in the uterus or birth canal.

## PREPARE FOR THE MEETING

Taking time to review the resource material, to collect the supplies required, and most importantly to involve others in the planning will often mean the difference between a meeting which your 4-H'ers may describe as boring and one which they find really exciting.

**Supplies:** A bean bag lamb made using the University of Minnesota 4-H Lamb Pattern works very well; three 4' lengths of strong white cord; bottle labeled soap suds for lubrication; lamb deliver tongs; simulated or real bale of straw; towels; hypodermic syringe and needle; bottle labeled antibiotic; and a lamb delivery box with a coffee can to provide additional realism.

The box can be made as follows:

1. Set longer box on end with hole in bottom facing up.
2. Insert can in hole using inside flaps to support can.
3. Set smaller box inside longer box so that cut end is inserted between lower flap of larger box and can to form a slanted platform.
4. Fasten a sheet to box with Velcro; drape sheet over smaller box to enclose "uterus" or fold back on top of box to view "delivery."

## FACILITATE THE MEETING

In order for the 4-H'ers to develop the understanding and knowledge necessary to actually be able to deliver a lamb you will want to allow your 4-H'ers to learn-by-doing before being told or shown how. Your challenge is to help the members discover for themselves what they need to know to do the activity.

4-H Animal Science
Project Meeting Guide, AS-58, '81

# SHEEP

# CARING FOR THE NEWBORN LAMB

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

## IMPORTANCE OF THE TOPIC

The 4-H'er who is able to properly care for a lamb during the first few days of its life will be well on the way to a successful experience with a breeding sheep project and other livestock projects as well. The most critical time in a sheep operation is during the first 24 hours of a lamb's life. This activity will concentrate on a normal situation. Other project meeting guides (listed in the section Supporting Activities) will help your 4-H group explore additional aspects of lambing.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By performing the learn-by-doing activities, the 4-H'ers (and parents) will be able to do the following by the end of the project meeting:

1. Develop important life skills of solving a problem, speaking before others, and answering questions.
2. Demonstrate 5-7 steps used in caring for a normal lamb during the first 30 minutes following birth.

## PREPARE FOR THE MEETING

The ideal time for this project meeting is before the first lamb arrives. Because baby lambs will not be available you will want to substitute a model lamb such as one made from the University of Minnesota 4-H Lamb Pattern. Other helpful materials are listed below. Simply putting labels on items will be fine if you or your members do not have the actual equipment.

**Supplies:** Towels and water buck; needle and syringe; 7% iodine bottle (simply label a bottle); Bo-Se (selenium bottle); Vitamin A bottle; Colostridium perfringes type C and D toxoid bottle.

Take some time to check through the project meeting guide and other resource material and decide what you feel will be the best way to involve your project group in a learn-by-doing activity before they are told or shown how. Some hints are included in the next section.

## FACILITATE THE ACTIVITY

As the leader of the 4-H sheep project, your challenge is to help the members discover for themselves what they need to know to do the activity instead of telling or showing them what you think they should know. Yes, this is a challenge but the benefit to the member and their overall understanding of the subject will be much higher as this saying indicates:

I Hear : I Forget
I See : I Remember
I Do : I Understand

One way of being a helper instead of an "up front" teacher is to utilize an experimental or discovery approach.

You may want to present each team with the same or different tasks. Often the situation you give them will lend itself to many separate tasks or perhaps for your more advanced members an all encompassing task will provide the most challenge for them. The activities which follow outline several tasks for a given situation. Some leaders find that simply giving a situation, asking the members what tasks need to be done, and then letting them choose one of the tasks is even a better method than giving them tasks directly.

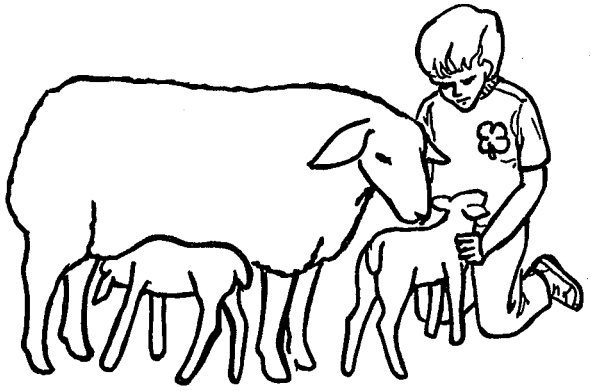
## LEARN-BY-DOING ACTIVITY

### Caring for the Newborn Lamb.

**SITUATION:** After laboring for 45 minutes, your favorite ewe has just given birth to a large single lamb.

**Overall task to do:**

1. Demonstrate or put on a skit on what you would do during the next hour to help your new lamb get off to a good start.



4-H Animal Science
Project Meeting Guide, AS-59, '81

# SHEEP

## SAVING WEAK NEWBORN LAMBS

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

## IMPORTANCE OF THE TOPIC

Having the ability to save a weak newborn lamb may mean the difference between a successful 4-H sheep project and one which ends in a disappointment. Since most lambs die during the first two days, this critical time deserves the special attention of each sheep raiser.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By participating in this project meeting, the 4-H'ers will be able to:

1. Develop the life skills of making decisions, learning how to work as members of a group, solving a problem, and feeling good about themselves.
2. Demonstrate how to warm a weak, chilled newborn lamb both internally and externally.

## PREPARE FOR THE MEETING

A little time spent planning the meeting, reviewing the resource materials, collecting the supplies required, and involving others in each of these steps often will mean the difference between a very hectic meeting and a very exciting one for both you and your members. If the supplies are not available simply tape the name on the substitution.

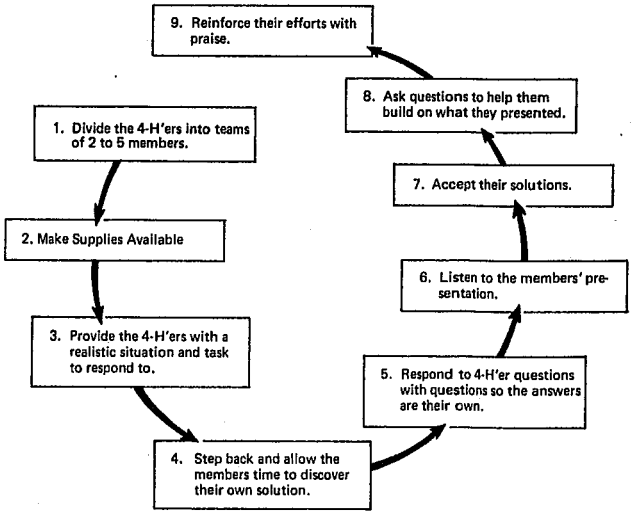
**Supplies needed:** bean bag or real lamb (lamb pattern available from the University of Minnesota, Agricultural Extension Service); 16" catheter tube; 50 cc syringe; bucket; towels; needle and syringe; 7% iodine bottle; Bo-Se (Selenium); combiotic; 5% dextrose solution; vitamins A and D; Clostridium pefringes types C and D toxoid.

## FACILITATE THE MEETING

A very tempting way to teach this activity is to simply set your members down and have them listen to and watch you or a resource person demonstrate the skill. The 4-H'ers may remember some of what they see and hear but will they be learning in a way which will not only help them save newborn lambs on their own, but also provide them with a learn-by-doing 4-H experience with which to develop their life skills?

Your challenge as the leader of the group is to help the members discover for themselves what they need to know to do the activity before they are told or shown how.

The following sequence outlines one successful method leaders have used to involve their members in learn-by-doing experiences. These nine steps provide a basis for the activities which follow.



4-H Animal Science
Project Meeting Guide, AS-60, '81

# SHEEP

# GRAFTING AN ORPHAN LAMB

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

## IMPORTANCE OF THE TOPIC

The 4-H'er who is able to find a new mother for a lamb that has been orphaned will save more lambs as well as many hours of feeding that lamb. During the past few years, sheep raisers have been successfully utilizing new techniques for grafting lambs onto new mothers.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By participating in this activity, 4-H'ers will be able to:
1. Develop the life skills of making decisions, working together, and speaking in front of a group.
2. Demonstrate two methods for grafting lambs.

## PREPARE FOR THE MEETING

A few minutes spent preparing for the meeting will allow both you and your members to experience much more. You'll want to review this guide, gather the necessary materials (or ask your members to bring items to the meeting), and plan your strategy for getting everyone involved in the action.

**Materials and references suggested:** 1) cardboard or lumber to make a ewe stanchion; 2) a model or simulated lamb and ewe. The University of Minnesota 4-H Lamb Pattern is an excellent pattern to use; 3) 4-H Project Manual and Sheepman's Production Handbook.

## FACILITATE THE ACTIVITY

Simply telling or showing the members how to graft a lamb would be one way to provide information. However, if you are also striving to increase their understanding as well as help them develop important life skills, then you'll want to create a situation where they can figure out for themselves how they'll do a task before they are shown how. The following short teaching maxim sums up learning-by-doing:

I Hear: I Forget
I See: I Remember
I Do: I Understand

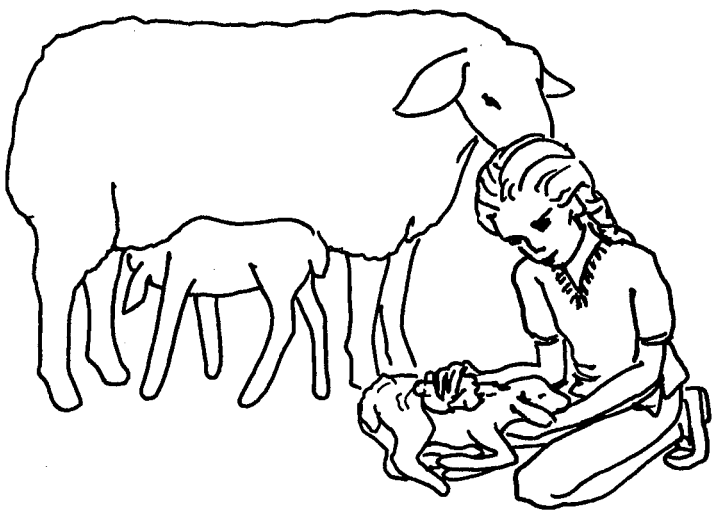
Often simply dividing your group into teams of two or three, giving them a situation and a task to do, along with materials to use, will get them immediately involved in a learn-by-doing activity. When this type of production is followed with silent patience and then questions, an excellent educational and personal experience often results. Here are two activities utilizing the situation, task, and question approach.

## LEARN-BY-DOING ACTIVITIES

### 1. Grafting a Lamb on a New Mother.

**SITUATION:** Earlier this afternoon your ewe gave birth to twins. When you checked the ewe's udder you discovered that the ewe had milk only on one side. Another ewe is starting to lamb. Judging from her size and past lambing history, she will probably have a single.

**TASK:** Demonstrate what steps you would take to graft one of the twin lambs on the ewe that is now lambing.



4-H Animal Science
Project Meeting Guide, AS-61, '81

# SHEEP

## CASTRATING A LAMB

ROBERT JACOBS
THOMAS D. ZURCHER
Extension Specialists

## IMPORTANCE OF THE TOPIC

A 4-H member who raises sheep is faced with the situation of castrating the ram lambs that are to be used as market lambs for the 4-H sheep project.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

As a result of this activity your 4-H'ers will be able to:
1. Develop the important life skills of self-confidence, decision making, and learning-by-doing.
2. Demonstrate how to castrate a lamb.
3. Tell others one reason to and one reason not to castrate a lamb.

## PREPARE FOR THE MEETING

**Materials:** A rag doll such as the one made from the University of Minnesota 4-H Lamb Pattern works well. Something else could also be used to simulate a ram lamb. In the absence of these, any object that can be made to appear like a scrotum with testes will work.

**Equipment:** Elastrator with rings, burdizzo, emasculator, knife, scalpel, or all in one castrator. Ask your members to bring to the meeting what they use to castrate lambs.

**Time:** 30-40 minutes

## FACILITATE THE ACTIVITY

In order for the members to learn both project and life skills you will want to provide guidance to the members and allow them to discover for themselves how to do the activity.

Set as one of your goals to fully involve your 4-H'ers in a learn-by-doing activity instead of having them listen to a lecture or watch a demonstration. The importance of this may be summed up as follows:

I Hear : I Forget
I See : I Remember
I Do : I Understand

## LEARN-BY-DOING ACTIVITY

Questions and realistic situations posed to members will often focus their attention on the subject. Simply have the members divide up into teams of 2 to 3 depending on the project group size and then present them with a realistic situation and a task to do. You will quickly have them involved in a learn-by-doing activity.

**SITUATION:** A neighbor found out that you (and your friend) are in a 4-H sheep project. Since this is your neighbor's first year with sheep, he's asked you to come over tomorrow and castrate his lambs. You accept the challenge.

**TASK:** Demonstrate how you'll castrate your neighbor's lambs.

## STEP BACK AND OBSERVE

After you have given the teams the task to do, and made available materials and equipment, a very effective method is for you to leave the room for a few minutes or somehow separate yourself from them so they'll have to work together to solve the task on their own. Let them make mistakes as well as reinforce each other's efforts. Leaders often refer to this method as "sitting on their hands".

## DISCUSSION QUESTIONS

As the teams reach a point where they have exhausted all the ideas generated, help them discover new approaches by asking them questions and answering their questions with questions. Help them figure out the answers for themselves. Be sure to reinforce their

4-H Animal Science
Project Meeting Guide, AS-62, '81

# SHEEP

## DOCKING A LAMB'S TAIL

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

## IMPORTANCE OF THE TOPIC

Every 4-H member with a breeding sheep project is faced with the task of docking lambs' tails. By learning proper docking techniques, stress to the animal as well as the 4-H'ers will be minimal.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

As a result of this activity, 4-H'ers will be able to:

1. Develop the life skills of self-confidence, demonstrating to others, working together as a team, solving problems, and organizing ideas.
2. Demonstrate how to dock a lamb.
3. Tell others why a lamb is docked.
4. Tell how to avoid losses from tetanus.

## PREPARE FOR THE MEETING

A little time spent preparing for the meeting, reviewing the resource material, and collecting any supplies required will often make the educational experience much more satisfying for both you and your members. One way to obtain the equipment is to ask your 4-H'ers to bring to the meeting what they or their neighbors use to dock tails.

Materials: real or rag doll lamb with tail; burdizzo emasculator; elastrator, knife; hot iron; blood stopper.

If you would visually like to review some methods for docking tails, a slide/tape set is available through your extension office. If you plan to show the set to the members, the educational value will be much higher if they see it after they have had a chance to practice on a rag doll lamb or piece of cloth.

## FACILITATE THE ACTIVITY

Your challenge as the leader of the sheep project is to help your members discover for themselves what they need to know to be able to successfully dock a tail on their own. Instead of someone who is telling or showing them how to do the operation, you become the helper who supports them through a learn-by-doing experience.

As a leader you may want to set as an additional goal to fully involve your 4-H'ers in a learn-by-doing activity instead of having them listen to a lecture or watch a demonstration. The importance of this may be summed up as follows:

I Hear : I Forget
I See : I Remember
I Do : I Understand

Simply asking the members at the beginning of the meeting to tell what docking methods they know about will get their attention focused on the subject. Next, you might want to divide them into teams of 2-3, give them a realistic situation, and a task to do. Here's an example:

**SITUATION:** Your favorite 4-H ewe gave birth to two healthy lambs last Friday. The person who normally docks the tails has an injured hand. You have been asked to do it.

**TASK:** Demonstrate how you would dock these lambs. Or demonstrate how you would dock the lambs with a (choose a method).

4-H Animal Science
Project Meeting Guide, AS-63, '81

# SHEEP

## TYING A FLEECE

MICHAEL MALINSKI
Extension Agent

## IMPORTANCE OF THE TOPIC

Understanding how to tie a fleece is an important step in the effective marketing and exhibiting of wool. Since wool is purchased to a large extent on the basis of visual appraisal, presenting the wool most advantageously is very important.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By involving your members in learn-by-doing activities, they will be able to:

1. Develop the important life skills of relating to others, planning and carrying out a task, and developing a positive self-concept.
2. Demonstrate how to prepare the fleece prior to rolling it together.
3. Demonstrate how to roll the fleece into a tight bundle that will show the fleece to best advantage.
4. Demonstrate how to tie a fleece so it will remain intact throughout the bagging, unbagging, appraisal, and grading.

## PREPARE FOR THE MEETING

A little time spent gathering materials, becoming familiar with this project meeting guide, and perhaps practicing tying a fleece before your project group arrives, will make the meeting more enjoyable for both you and your members. You may want to ask your members to bring these supplies to the meeting: Supplies—actual fleece or other material to be used as a fleece; paper twine; baling wire; hay twine; string; tape; scissors; pliers; and pocket knife.

## FACILITATE THE ACTIVITY

Learning to tie fleeces is an excellent learn-by-doing activity. Your challenge will be to stand back and let the members see how much they can do before they are told or shown how. Leaders have found that the facilitator or helper role instead of the upfront teacher, helps 4-H'ers understand the activity better, as well as helping them develop their life skills.

I Hear : I Forget
I See : I Remember
I Do : I Understand

One way to quickly get the members thinking about the topic and involved in an activity is to give them a realistic situation, materials to choose from, and possibly a task to do. Here is an example:

**SITUATION:** You are having your sheep sheared and the shearer has asked that you take care of the fleeces after the sheep are sheared.

After presenting the situation allow the 4-H'ers time to discuss the situation and determine what steps they feel are necessary to solve the problem. These steps could then be presented as tasks to do for teams of 2-3 4-H'ers to work together to solve. For example:

**OVERALL TASKS TO DO:** Demonstrate how you would handle the fleece from the sheep until it is packed in a box for exhibit or a wool bag for marketing.

# SHEEP

# DEVELOPING 4-H SHEEP PROJECT MEETING KITS

THOMAS D. ZURCHER
Extension Specialist, 4-H Youth Development

## THE PROJECT MEETING KIT IDEA

Learn-by-doing 4-H project meetings in which the members develop both project skills and life skills usually do not just happen without some advance planning. Many times for one reason or another, a 4-H project leader is unable to pull together all the supplies and other resources necessary. At times like these the project meetings kits are very helpful. A leader will usually find in the kit a project meeting guide with ideas on how to involve the 4-H'ers, plus training aids and equipment useful in assisting the 4-H'ers with the activity selected. Project meeting guides on several topics are available from county extension offices.

The information in this guide is designed to provide ideas to leaders and 4-H agents who are interested in assembling their own kits for project meetings or county use. The goal is for each county to have a readily available library of resources for leaders who want to use them as they meet with their 4-H'ers five or more times during the 4-H year.

## USES OF STATE 4-H PROJECT MEETING KITS

Currently over 60 model kits have been designed by the State 4-H and Animal Science Specialists at the University of Minnesota. These kits are primarily in the animal science area. Counties who are interested in using the kits as models or in county leader workshops or skillathons may do so.

## RESERVING KITS

Kits may be reserved by contacting the State 4-H Office. Arrangements must be made for transporting the kits to and from the county. Because of the size and weight of many kits mailing costs would be prohibitive.

## PROJECT MEETING BOXES

A supply of specially made boxes which can be used to package county kits are available for counties to purchase at a cost of $1.50 each. Make checks payable to the University of Minnesota. Arrangements for pick up must be made.

## 4-H SHEEP PROJECT MEETING KITS

Listed below are examples of kits which have been developed.

### 1. IDENTIFYING PARTS OF A SHEEP

**Kit Contents:**
Project meeting guide, Assisting at a 4-H Sheep Skillathon Station guide, situation and task sign, station sign, Minnesota 4-H Sheep Parts Chart, parts T-pins, sponge pins, cardboard for chart.

### 2. DELIVERING A LAMB #1

**Kit Contents:**
Project meeting guide, Assisting at a 4-H Sheep Skillathon Station guide, situation and task sign, station sign, Minnesota 4-H model lamb, lamb delivering box, K-4 jelly, Ivory flakes, bar of soap, hand shears.

### 3. DELIVERING A LAMB #2

**Kit Contents:**
Project meeting guide, Assisting at a 4-H Sheep Skillathon Station guide, situation and task sign, station sign, Minnesota 4-H model lamb, lamb delivering box, 3'-4' lengths of strong white cord, bottle labeled soap suds, lamb delivery equipment, miniature bale of straw.

### 4. CARING FOR THE NEWBORN LAMB

**Kit Contents:**
Project meeting guide, Assisting at a 4-H Sheep Skillathon Station guide, situation and task sign, station

4-H Animal Science
Project Meeting Guide, AS-85, '83

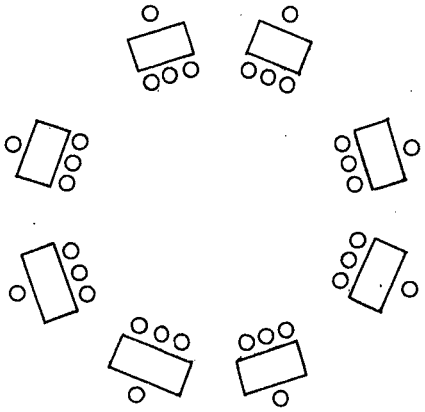
# SHEEP

# CONDUCTING A 4-H SHEEP SKILLATHON

THOMAS D. ZURCHER
Extension 4-H Specialist

## WHAT IS A 4-H SKILLATHON?

A skillathon is an excellent method of involving your 4-H'ers and their parents in challenging, noncompetitive, learn-by-doing activities. This method of helping 4-H'ers develop both their life skills and project skills is designed as a series of mini-learning stations with a facilitator at each one (see illustration below). The participants rotate from station to station, attempting to perform the specific tasks given at each station. The station facilitator allows all team members to test their own knowledge and abilities before giving them any hints. This technique is referred to in 4-H as experiential learning or learning by doing before being told or shown how.



A skillathon works well not only during project meetings, but also at the 4-H community club. It is an excellent way to involve several project groups in the program at once. By asking various project groups to set up one or two learn-by-doing stations, the entire club can be actively involved at once. In addition, you can use a skillathon to give recognition to the project groups and their leaders.

The skillathon approach has also been successfully used to strengthen the educational value of county and state fairs. Both adults and youths enjoy the challenge posed by each situation and task.

This project meeting guide briefly outlines how to set up and conduct a 4-H sheep skillathon. Included are a checklist for the planning committee, advice for the facilitator, and suggested supplies, situations, and tasks for each station.

## WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By participating in a skillathon your 4-H'ers will accomplish the following:

1. Given a situation and a task, they will be able to evaluate their abilities to solve the challenge presented and discover for themselves what they need to know to do the activity.
2. They will learn to work as members of a team.
3. They will practice making decisions and speaking before others.
4. They will receive recognition and praise for their efforts.

## CHECKLIST FOR THE SKILLATHON COMMITTEE

_____ Decide on the stations wanted, considering time and resources available.

_____ Make up a realistic situation and task for each station.

_____ Decide who will be in charge of each station.

_____ Decide on the equipment or supplies needed at each station.

_____ Delegate responsibility for gathering supplies.

_____ Depending on the size of the group and the number of station, group the members into teams of two to four, assigning each team to a station and moving them to the next station every 10 minutes or so.

lamb in one of six positions mentioned in the project meeting guide "Delivering Lambs" while the other half of the team practices delivering the lamb.

**SITUATION:** Your 4-H project ewe has been in labor a long time. You decide to help.

**TASK:** Demonstrate how to deliver the lamb(s).

## 4. Caring for the Newborn Lamb

**SUPPLIES:** Minnesota 4-H model lamb, towel, syringe and needle, bottles labeled BO-SE, vitamin A, colostrum, perfringes type C+D toxoid, 7% iodine.

**DIRECTIONS:** Make the supplies available and let the team demonstrate how to solve the task. Follow up with questions.

**SITUATION:** Your 4-H ewe just gave birth to an eight-pound ram lamb.

**TASK:** Demonstrate what you would do in the 10 minutes following birth.

## 5. Saving a Weak Newborn Lamb

**SUPPLIES:** Minnesota 4-H model lamb with esophageal tube, catheter tube, 50cc syringe, towels, combiotic bottle.

**DIRECTIONS:** Place the lamb in the position described in the situation and allow the 4-H'ers to demonstrate what they would do. Follow up with questions.

**SITUATION:** On the way to the barn you find a ewe with two newborn lambs. One is up nursing, but the other is lying on the snow almost motionless.

**TASK:** Demonstrate what you would do to save the weak, cold lamb.

## 6. Castrating a Lamb

**SUPPLIES:** Minnesota 4-H model lamb, elastrator with rings, burdizzo, emasculator, knife, scalpel, all-in-one castrator, 7% iodine solution.

**DIRECTIONS:** Make the supplies available and allow the 4-H'ers to choose and demonstrate a castration method. Follow up with questions.

**SITUATION:** You need to castrate your ram lamb to have a market lamb for the fair.

**TASK:** Demonstrate how to castrate the lamb.

## 7. Docking a Lamb's Tail

**SUPPLIES:** Minnesota 4-H model lamb, elastrator with rings, burdizzo, emasculator, knife, blood stopper.

**DIRECTIONS:** Make the supplies available and alllow the 4-H'ers to select and demonstrate the method(s) they choose. Follow up with questions.

**SITUATION:** Your neighbor has asked you to come over and dock his new lamb's tail.

**TASK:** Demonstrate how you will dock the lamb's tail.

## 8. Making a Rope Halter

**SUPPLIES:** Nylon or manila three-strand rope, hog rings and pliers, lamb puppet head.

**DIRECTIONS:** Provide copies of "Making a Rope Halter" to the members if they need them, and let them make a halter. Have them put the halter on the lamb puppet head before leaving the station.

**SITUATION:** You decide to make a rope halter so that you can lead your new ram around more easily.

**TASK:** Make a rope halter.

## 9. Preparing and Tying a Fleece

**SUPPLIES:** Fake fleece with detachable "dirt" spot (made of straw, wool material, etc.) attached by velcro, paper twine, baling wire, hay twine, string, tape, real wool.

**DIRECTIONS:** Make the supplies available, and let the team solve its task. Follow up with questions.

**SITUATION:** You decide to exhibit a fleece at the fair.

**TASK:** Demonstrate how to prepare and tie the fleece.

## 10. Judging Hay

**SUPPLIES:** Four samples of hay, notecards numbered 1-4, oral reason notecards, four flakes of different quality hay.

**DIRECTIONS:** Let the team members complete their task. Work with them as needed particularly to determine the cuts (degree of differences) between the pairs.

**SITUATION:** Your hay supplier brings over four samples of hay for you to evaluate.

**TASK:** Discuss what makes good hay, judge the samples as a class, and determine the cuts between the pairs.

## 11. Giving Oral Reasons

**SUPPLIES:** 50 oral reasons notecards, class of hay.

**DIRECTIONS:** Refer to information on the oral reasons notecard in the kit. Allow each member to give a complete set of oral reasons.

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

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

## 12. Scoring a Judging Class

**SUPPLIES:** Hormel computing slide, paper and pencils.

**DIRECTIONS:** Give the team a scorecard with different placings and have them study the project meeting guide to figure the class score. If they are still completely confused after a few minutes, walk them through an example using the six steps. Let them check their score using the Hormel computing slide.

**SITUATION:** One of the 4-H members placed the class of hay differently than you did.

**TASK:** Help the member figure his score on this class.

# SHEEP

# CALENDARIZING SHEEP FLOCK MANAGEMENT PRACTICES

Robert Jordan
Extension Sheep Specialist
Thomas D. Zurcher
Extension Specialist, 4-H Youth Development

## IMPORTANCE OF THE TOPIC

A sheep production management schedule or calendar with specific dates is a useful tool to help insure success in raising sheep. Members will find that a calendar of anticipated events will help them do the right things at the right time.

## WHAT YOUR 4-H'ers WILL ACCOMPLISH

By participating in the learn-by-doing activities in this guide your members will:

1. Plan a calendar to fit their managment scheme.
2. Determine when certain management practices should be accomplished.
3. Develop the ability to organize information and work together to solve a task.

## PREPARE FOR THE MEETING

Several learn-by-doing activities may be designed to help your members determine what should be done when. One method which has been used successfully is to have the 4-H'ers match each individual practice with the appropriate calendar date or month.

To prepare for this approach you will need to write on individual notecards the date or month as indicated for side 1 and one of the appropriate practices on the other side (side 2). For example, for August 15 (30 days prior to the breeding season) a total of six separate cards may be made up. The practice on one side and the date on the other. All together a total of 47 cards plus 12 additional cards with just the dates on one side may be used. Making up the cards is in itself a good learning activity for junior leaders and older members.

## INVOLVING THE MEMBERS

Roll call idea: Name a sheep management practice and the month it normally occurs.

This activity works well with the group being divided into teams of 3 or 4 members and each team having a separate set of cards. If this approach is used simply give the team a situation and task which follows, let them complete the task, check another team's "calendar," check their own calendar by turning the cards over to see if they match and then discuss the ones that prove more difficult. By letting the members commit themselves they will remember longer, be more interested, and want to know more.

Situation: During the year, over 40 important sheep management practices need to be performed.

Your Task: Beginning with August 15 as 30 days prior to the breeding season, match the practices with each date card and be prepared to defend your matches.

Additional questions and answers are included at the end of this guide to build on the member's knowledge.

Q. How often should lambs on pasture be drenched for internal parasites?
A. Every 30 days.
Q. How much clean water will a ewe drink per day?
A. One to 1½ gallons.
Q. What supplies should a well-stocked medicine cabinet contain?
A. Drug and drenching syringes, balling gun, antibiotics, emasculator, all in one lamb castrator, tweezers, ear tags and pliers, pink eye powder, formalin, copper sulfate, maggot and fly repellents, Lysol, sheep halter, plastic ewe retainers, iodine, mineral oil, anthelmentics, urea, sulfa compound, surgery bucket, lubricant, propylene glycol, heat lamps, milk replacer, human catheter and 2 oz. syringe, and frozen ewe colostrum.

## SUPPORTING ACTIVITIES

1. *Sheep Project Quiz Bowl*—By dividing into teams and asking questions based on the practices listed plus additional questions, a fun quiz bowl will reinforce the matching activity, for example, when should the ewes feet be trimmed?
2. *Make a Calendar*—Have each member bring a calendar and based upon the management program followed, include all the important practices on this calendar for their operation. This is a good one to involve parents.

## ACKNOWLEDGEMENTS

The primary source of subject matter information for this guide was from University of Minnesota Agricultural Extension Folder AS-FO-0855 Sheep Flock Calendar of Management Decisions by H.E. Hanke and R.M. Jordan.

# SHEEP

*Sonoma County 4-H*

Name: _____ Date: _____

Guidelines for Project Proficiency Award
Beginner:

| | Date Completed | Leader's Initials |
|---|---|---|
| **Head** | | |
| 1. Be able to identify three wool breeds and three meat breeds and explain the difference between wool and meat breeds. | _____ | _____ |
| 2. Discuss which breeds are available in your area and why. | _____ | _____ |
| 3. Identify sheep parts from a diagram or a sheep (i.e. head, neck, etc.). | _____ | _____ |
| 4. Explain what a bummer lamb is and how to raise one (how to feed, when to feed, how much to feed, etc.). | _____ | _____ |
| 5. Describe and explain different types of equipment used to prepare a lamb for show. | _____ | _____ |
| 6. Identify these terms: ram, ewe, whether, dock, castrate, tag or crutch, shear, trim, jailor jug, purebred, gestation, parturition. | _____ | _____ |
| 7. Explain three ways an owner can mark sheep for identification. | _____ | _____ |
| 8. Explain the age of a sheep by its teeth. | _____ | _____ |
| **Hands** | | |
| 1. Discuss housing and feeding equipment necessary for sheep (market lambs). | _____ | _____ |
| 2. Explain all the steps required to prepare a lamb for show. | _____ | _____ |
| 3. Be familiar with showmanship techniques, including flipping. | _____ | _____ |
| 4. Submit management records for a minimum of 60 days including feed, costs, management techniques (to raise a market lamb). | _____ | _____ |
| 5. Demonstrate how to show sheep's teeth and discuss the need. | _____ | _____ |
| 6. Show how to trim hooves and discuss the need. | _____ | _____ |
| **Heart** | | |
| 1. Take part in a showmanship or judging contest. | _____ | _____ |
| 2. Attend a Sheep Field Day or Judging Field Day. | _____ | _____ |
| **Health** | | |
| 1. Discuss internal and external parasites, the different ways of parasite control and assist in deworming. | _____ | _____ |
| 2. Show how to take a temperature for sheep and know what the normal temperature is. | _____ | _____ |
| 3. Explain why exercise is important. | _____ | _____ |
| 4. Explain 3 ways to dock lambs and assist a leader with one way. | _____ | _____ |
| 5. Give a demonstration at County Field Day. | _____ | _____ |

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____

# SHEEP

*Sonoma County 4-H*

Name: _____ Date: _____

Guidelines for Project Proficiency Award
Intermediate:

| | Date Completed | Leader's Initials |
|---|---|---|
| **Head** | | |
| 1. Understand and be able to explain the following terms: flushing, cull, heat periods, pure breeding, close breeding, line breeding, out crossing, grading up, cross-breeding, open faced. | ____ | ____ |
| 2. Submit a management record plan for 1 year for a proposed breeding project or your own (i.e. 5 ewes and a ram to be bred to raise lambs. Include an inventory of feed to be purchased, a vaccination program, ram management, ewe management, lamb management, complete budget). | ____ | ____ |
| 3. Explain the protein requirements of a fair lamb during the 60-day feeding schedule. Explain the different types of feeds and their advantages (i.e. 0 min 12%). | ____ | ____ |
| 4. Keep a personal reference library of sheep literature that will be helpful in your project. | ____ | ____ |
| 5. Explain the grading system at the fairs (i.e. what the difference is between each market group). | ____ | ____ |
| 6. Know and explain the difference between yield grade and quality grade. | ____ | ____ |
| 7. Be familiar with grading wool. | ____ | ____ |
| 8. Explain the digestive process of sheep. | ____ | ____ |
| 9. Explain the parts of a sheep stomach. | ____ | ____ |
| 10. Balance a feed ration for sheep at various stages of production. | ____ | ____ |
| **Hands** | | |
| 1. Visit a commercial sheep operation. Learn how ewes are housed during lambing, management procedures throughout the year, how lambs are marketed, how wool is sold. | ____ | ____ |
| 2. Attend livestock sales and observe marketing methods. | ____ | ____ |
| 3. Assist in shearing sheep. | ____ | ____ |
| 4. Learn how to skirt a fleece. | ____ | ____ |
| 5. Learning how to properly tie a fleece. | ____ | ____ |
| 6. Demonstrate how to dock and castrate a lamb. Explain health precautions to take. | ____ | ____ |

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____

# SHEEP

| | Date Completed | Leader's Initials |
|---|---|---|
| **Heart** | | |
| 1. Invite and introduce a guest speaker at one of your club meetings. | _____ | _____ |
| 2. Cook and help eat some lamb. | _____ | _____ |
| 3. Help a new member select a lamb. | _____ | _____ |
| 4. Help another member in a sheep project. | _____ | _____ |
| 5. Give an oral report at a project meeting or a county group meeting or do a demonstration on a sheep-related subject. | _____ | _____ |
| **Health** | | |
| 1. Be familiar with these diseases: Urinary calculi, grass tetany, white muscle, blue tongue, mastitis, epididimites, vibrio, navel ill, scours. | _____ | _____ |
| 2. Be able to explain in detail these diseases: foot rot, enterotexemia C & D, tetanus, pneumonia, sore mouth, bloat. | _____ | _____ |
| 3. Be able to give an injection and oral medication. Know the difference between subcutaneous and IM injections. | _____ | _____ |
| 4. Set up a flock health management program and include control of both external and internal parasites. | | |
| 5. Give a demonstration at County Field Day. | _____ | _____ |
| | _____ | _____ |

Leader's Signature of Completion: _____ Date: _____

# SHEEP

*Sonoma County 4-H*

Name: _____ Date: _____

Guidelines for Project Proficiency Award
Advanced:

| | Date Completed | Leader's Initials |
|---|---|---|
| **Head** | | |
| 1. Prepare teaching materials for use at project meeting. | | |
| 2. Complete one of the following: | | |
| a) Develop a breeding program for your own flock, or a flock you are familiar with. Chart procedures and analyze genetic results for key characteristics. | ____ | ____ |
| b) Learn to shear a sheep. | | |
| c) Make something from a sheep product. | | |
| 3. Diagram and explain the different breeding programs (cross breeding, line breeding, outbreeding, etc.). | ____ | ____ |
| 4. Expand personal reference library. | | |
| 5. Explain the process from sheep to shirt. | ____ | ____ |
| **Hands** | ____ | ____ |
| 1. Assist, or observe slaughtering a lamb and evaluate the carcass quality. | ____ | ____ |
| 2. Complete one of the following: | | |
| a) Market meat and wool, work toward making project self-- | ____ | ____ |
| supporting. | ____ | ____ |
| b) Assist in preparing a ram for the breeding season (marker, | ____ | ____ |
| vaccinations, shear, worm, trim feet, breeding soundness | ____ | ____ |
| examination, palpation exam for soundness and epididymitus, | ____ | ____ |
| etc.). | | |
| 3. Complete one of the following: | | |
| a) Maintain health, production and management records for your flock and individual animals. | | |
| b) Teach a beginning member how to perfect their | ____ | ____ |
| showmanship. | ____ | ____ |
| **Heart** | ____ | ____ |
| 1. Complete a Junior/Teen Leader project. | ____ | ____ |
| 2. Complete one of the following: | ____ | ____ |
| a) Serve as a speaker on a sheep based subject before an organization other than 4-H. | ____ | ____ |
| b) Compose constructive suggestions for improving an area of the project, or initiating something new (meetings, projects, fair, forms). | | |
| 3. Assist others in sheep promotion. | | |

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____

# SHEEP

| | Date Completed | Leader's Initials |
|---|---|---|
| **Health** | | |
| 1. Discuss international markets and their affect on local sheep industry. | _____ | _____ |
| 2. Discuss methods of predation control. | _____ | _____ |
| 3. Explore and experiment in depth an area of interest in the sheep industry. | _____ | _____ |
| 4. Explain and teach about diseases and health maintenance listed under intermediate. | _____ | _____ |
| 5. Be able to explain and teach about lambing complications and normal lambing management. | _____ | _____ |
| 6. Give a demonstration at County Field Day. | _____ | _____ |

Leader's Signature of Completion: _____ Date: _____

# CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES
ENVIRONMENTAL HEALTH AND SAFETY

#32

## SAFE CARE AND HANDLING OF SHEEP

***Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.***

Evidence for wild sheep becoming first domesticated occurs in Central Asia and dates from about 10,000 years ago. Later, at about 3,500 years ago, wool was first spun into yarn that was subsequently woven or sewn into fabrics.

*Photograph Courtesy of Solano County 4-H Program*

Sheep are not native to North America and were first brought from Europe by Christopher Columbus as expedition food. Early Spanish explorers took sheep with them in their travels and as a result, sheep were introduced into Mexico and the Western United States. President Woodrow Wilson allowed sheep to graze on the White House lawn during his term of office from 1913 to 1921.

### Sheep Characteristics

Being knowledgeable about the following behavioral characteristics may be helpful when working with sheep:

- They have a strong natural urge to herd together and will form groups or flocks for protection.
- Predators of sheep include coyotes, wild dogs, and mountain lions. Large raptors such as eagles and hawks are capable of taking young sheep for food.
- They are social animals and prefer to graze in groups with other sheep nearby.
- Sheep have good hearing and can be startled by loud noises. They also have a wide field of vision and a good sense of smell.
- They typically move into the wind so they can smell and anticipate what they may encounter.

### Safe Care and Handling of Sheep

- Sheep can move quickly and are surprisingly strong for their size. Therefore, approach sheep slowly and calmly within their field of vision. Allow sheep to let you approach them.
- Be cautious around rams. They can be aggressive and should not be trusted - especially during the breeding season. Never turn your back to a ram.
- A single sheep can be controlled and moved by holding them under their jaw and pushing its tail bone or dock.
- Speak in a quiet and deliberate manner in order to keep sheep calm.
- Sheep naturally feed on pasture grass and forbes which provide a balanced nutritional diet. Hay, alfalfa, and clover can be fed to sheep with feed supplements and additives to assure a healthy and properly balanced diet.
- Lambs need to have free access to their mothers.
- Poor or lack of appetite is a common indicator of sick sheep. Contact a veterinarian if you believe you have a sick sheep.
- Promptly report any injuries to or from sheep to your group leader, parent, or guardian.
- Always wash your hands with soap and water after touching sheep or any other animals.

# CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES
ENVIRONMENTAL HEALTH AND SAFETY

#33

# SHEEP SHEARING SAFETY

***Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.***

Photograph Courtesy of the
University of California 4-H Archives

Available information indicates sheep shearing injuries typically affect the arms, back, and knees of the shearers[1]. Types of injuries include strains/sprains, lacerations, and contusions due to the physical stress required to manipulate sheep and the inherent hazards associated with the sharp edges of a wool clipper.

Sheep can be also injured during the shearing process. Injuries to sheep often include cuts due to inattentive shearing practices or physical trauma due to sheep panicking and running into objects when they are being captured or released by shearers.

Many of the injuries to shearers and /or sheep are caused by shearers being careless or inattentive and could be prevented by taking several simple precautions.

## Pre-Shearing Activities

- Before using, always inspect the wool clipper for damage or disrepair including examining the electrical cord and plug for defects. In addition, assure the blades are sharp and other wool clipper parts are not chipped, cracked, or broken.
- If the wool clipper fails your inspection, inform your group leader, parent, or guardian and remove it from use.
- Inspect the shearing work area: remove any obstructions and eliminate sharp edges and protrusions. Assure the shearing work area is well lit and ventilated.

## Shearing Precautions

- When shearing sheep, wear appropriate personal protective equipment such as closed toed shoes, long pants, shirt, gloves, sunglasses, and sunscreen.
- If sheep movement is causing airborne dust in the shearing work area, use a dust mask.
- Avoid electrical shocks by not using an electric wool clipper in wet conditions.
- Consume an adequate amount of drinking water for the weather conditions.
- Use good posture when shearing sheep. Avoid stooping or semi-stooping positions whenever possible.
- If lifting is necessary, always lift with your legs. Find someone to assist you with lifting heavy loads.
- Keep the floor of the shearing work area dry to prevent slip injuries.
- Allow sheep to settle down before moving them to the shearing work area.
- Restrain and release sheep in a manner that reduces the possibility of the shearer being kicked, butted, or run into by the sheep.
- Prevent cuts to the animal's skin by taking your time while shearing and carefully clipping the wool so as to not get too close to the sheep's skin.
- Always wash your hands with soap and water after touching sheep or any other animals.
- If you suffer an injury while shearing sheep, tell your group leader, parent, or guardian. Seek medical attention if the injury is serious.

**(1) Culvenor, J., Cowley, S., Freeman, R., Harvey, J., Lawrance, M., McElroy, K., Payne, W., Pryor, J., Stuart, D., & Williams, R. 1997, 'The Ergonomics of Sheep Shearing', *Productivity Ergonomics and Safety: The Total Package, International Workplace Health & Safety Forum and 33rd Ergonomics Society of Australia Conference*, Gold Coast, November 1997, CD ROM. Available online at http://www.culvenor.com**

# I'm a 4-H Project Leader: Now What Do I Do?

**How do I know who is in my project?**

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

**How often should I hold project meetings?**

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

**When do I start?**

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

**How do I cover the cost of project meetings?**

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

**How do I establish a project meeting schedule?**

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

*Thanks to 4-H Youth Development Programs, UW-Extension, Cooperative Extension for use of these materials.*

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

**Where do I hold project meetings?**

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

**What safety precautions do we need to consider?**

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

**How do I let others in my club or other clubs know I am a project leader?**

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

**How do I prepare for the first meeting?**

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

**What should I do at the initial project meeting?**

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

*Thanks to 4-H Youth Development Programs, UW-Extension, Cooperative Extension for use of these materials.*

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

**What does a typical project meeting look like after the initial orientation?**

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

**What resources are available to help me?**

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

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These include:

- Project leaders in other clubs
- County Staff
- Older youth who have been involved in the project

- Media Collection & Public Libraries – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website http://www.uwex.edu/ces/media/. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
- 4-H Website – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
- Volunteer Leaders Conferences – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
- Field Trips – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
- Local Experts – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
- Magazines – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

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**How can I incorporate activities not included in the project guide?**

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

**What is the relationship between project work and the county fair?**

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

**Who can I go to if I need someone to help me during the project meetings?**

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.

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