Member and Leader Manual

This project is for members who are 9 to 10 years of age. It expands on the topics of selecting, feeding, facilities, health, handling, and judging that were presented in previous levels. Members also begin to learn about the basics of carcass evaluation. Members can choose a current year calf, yearling steer or heifer, or a continuation heifer for their project animal.

Learning is 3D!

To help you get the most out of your learning, each project meeting has the following parts:

**Dream it!** Plan for success
**Do it!** Hands on learning
**Dig it!** What did you learn?
What Skills Will You Learn?

To complete this project, members must:

- Spend a minimum of 15 - 20 hours completing the project work.
- Complete the listed activities, OR a similar activity that focuses on the same skills, as you and your members may plan other activities.
- Plan and complete the Showcase Challenge.
- Complete the Portfolio Page.
- Participate in your club’s Achievement (see the inside back cover for more information about 4-H Achievement).

Achievement (project completion) requirements for 4-H Manitoba apply to this project and are described above. The amount of time spent on project work may exceed the minimum 15 hours, depending on the project that you have chosen and the activities within the project.

This project was selected to be offered by 4-H Manitoba because it provides members with the opportunity to meet Manitoba 4-H project learning objectives. These objectives include technical skills, communication, meeting management, leadership skills, as well as community involvement and real world experiences.

The project manual is a combined resource book, work book and animal record book. It provides material on a variety of topics related to raising beef.
Leader’s Information Page

4-H leader assessment of members will occur throughout the project as you observe the progress and learning of each member. Record what you see and hear. Your feedback should be positive and specific (not just “well done”). Share feedback with members often so they can act on your suggestions. How you choose to observe and record is up to you. Remember that members may improve throughout the project year and that records should be updated to reflect when they showed their best learning.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each activity, these learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H LEADER TIPS FOR SUCCESS!

- Depending on time available, group size and member abilities, you may wish to break the activities in each section into more than one project meeting.

- The internet has lots of interesting websites and educational activities. We do not endorse any website or any products they may sell. Information/products will be used at your own discretion.

- Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and adapt activities to safely match your members’ abilities. Ensure members have a good understanding of safe practices when using tools, that they use the right safety equipment when necessary, and that good supervision is provided. A quality experience needs to be a safe experience.

- The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of teaching and learning methods. Teaching projects using a broad blend will help increase the learning potential of all members.

- Projects are designed to teach many skills, but the 4-H member is always more important than the subject matter. Stress cooperation in the activities to develop teamwork and cooperation skills. These are valuable life skills. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning tasks based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) in the group also contributes to a positive experience.

- There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go on to the next activity or do the activity again if they need the practice. Help the members work through their challenges until they are satisfied with the final results. Creating inventive 4-H members will be very rewarding.

- Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the highlight of their 4-H year.

Have fun and thanks for your belief in young people!
Showcase Challenge and My Portfolio Page

Showcase Challenge

The “Showcase Challenge” page gets members to think about their accomplishments and explain or demonstrate how they were successful. There is information to help them decide how they will best “Showcase” their learning to family and friends. Have members use their Member Manual to help them in organizing what they have learned. The form of the showcase can vary according to the wishes of the members and leaders, and the member’s ability. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.

Portfolio Page

Record Keeping is an important part of every 4-H project. “My Portfolio Page” is used to keep track of members’ 4-H experiences. As each member learns skills this is recorded on the portfolio page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

As a final exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what the members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.
# 4-H Motto
Learn to do by doing

# 4-H Pledge
I pledge
My HEAD to clearer thinking
My HEART to greater loyalty
My HANDS to larger service
My HEALTH to better living
For my club, my community, and my country

## 4-H QUALITY EQUATION PRINCIPLES

**Quality People**
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

**Quality Experiences**
- Provide members with personal development and skill development experiences.

**Quality Projects**
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

## Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Completion Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Leaders/Parents Page</td>
<td>5</td>
</tr>
<tr>
<td>Ideas for Achievement</td>
<td>6</td>
</tr>
<tr>
<td>Selection</td>
<td>17</td>
</tr>
<tr>
<td>Health</td>
<td>29</td>
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<tr>
<td>Nutrition</td>
<td>38</td>
</tr>
<tr>
<td>Facilities</td>
<td>50</td>
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<tr>
<td>Handling</td>
<td>57</td>
</tr>
<tr>
<td>Judging</td>
<td>69</td>
</tr>
<tr>
<td>Carcass Evaluation</td>
<td>74</td>
</tr>
<tr>
<td>Beef Talk</td>
<td>76</td>
</tr>
<tr>
<td>Answer Page</td>
<td>79</td>
</tr>
</tbody>
</table>
BUYING INTO BEEF

PROJECT COMPLETION REQUIREMENTS

FOR COMPLETION OF THIS PROJECT, EACH MEMBER MUST:

- Complete and display the “My 4-H Record” form at achievement.
- Complete all the exercises and activities in your project book that display the “Hamburger” icon. They can be found on pages 18, 19, 20, 22, 30, 34, 39, 40, 41, 42, 52, 63, 70, 71, and 75.
- If you have more than one project animal you will need a book for each animal. However the only information and exercises that you need to complete twice is that which refers specifically to your second or third project. Pages will be identified at the top with bold and underlined words. (Market Animal, Heifer, Continuation Heifer, or All Project)
- Display your project book at your Achievement.
- Display your 4-H project calf at your Achievement.

INTRODUCTION TO BUYING INTO BEEF

In the Buying Into Beef Project you will learn about:

- Selecting, feeding, caring, and housing a beef calf.
- Training, grooming, and showing
- Judging and Carcass Evaluation

IDEAS FOR ACHIEVEMENT:

- The Traditional 4-H Show, a Farm to Farm Achievement, a Skillathon Achievement, and a In the Pen Achievement. See pages 6 - 16 for more details.

BEEF TALK:

- The meaning of any words that are underlined and in italics can be found in the “Beef Talk” section at the back of your project book.

Stay Safe

When you see the “Stay Safe” icon and the information in a box you will know that this is a safety point or tip.
LEADERS/PARENT PAGE

This book is for members who are ten years old. It is written at a level that most ten year olds will be able to read. Age ten is only a guideline, and older new members may wish to do this book before moving on to the more advanced books.

The books are a combination of manual, workbook, and record book. Members should be able to read and do most of the exercises on their own. They may need a little help with "My Beef Animal Record" in the Selection Section, and with the exercises on what their calf is eating in the Nutrition Section.

There are five main sections in all units of the books. They are Selection, Health, Nutrition, Facilities, and Handling. The title pages for each section are in the same format at all units. Hopefully this will be helpful when you are at a meeting and working with members who have different books. For example: they may all be working on slightly different material, but they will all be working in the Nutrition Section. As the units progress there will be some different sections added, and some deleted. For example: In Unit 1 and 2 there is some information on 4-H that is replaced in Unit 3 with Carcass Evaluation.

The ACTIVITIES at the end of each section are optional. Most require a minimum of preparation and resources. They can be completed in less than 30 minutes. Some are as short as 10 minutes. Hopefully they will offer leaders some new ideas for presenting and reviewing the material studied in the section. Each unit has different activities, so you can choose the ones you think are most suited to your group. Some of these activities can be done by an individual member on their own.

Take time to read over the Project Completion Requirements and project information with your members. Remind them that any exercise displaying the Hamburger icon has to be completed. The meanings of words that are Bold, Underlined, and in Italics throughout the manual can be found in the Beef Talk section at the back of the book. There is also an answer key for the quizzes at the back.
IDEAS FOR ACHIEVEMENT

The 4-H Cattle Show has been the traditional achievement for the beef project for many years. The following are some ideas that could coincide with a show or provide an option for clubs who are looking for new ideas for their achievement. Your club leaders and members may have other ideas to add to this.

- A Skillathon Achievement
- “Farm to Farm” Achievement
- “In the Pen” Achievement

If your members are looking for the type of achievement that emphasizes all aspects of production, the score cards on pages 8-10 might be useful. They are used to evaluate the total product rather than just the live animal as it appears on show day. It rewards members for their learning and effort for the entire year. 4-H youth who have learned about proper selection, care, and nutrition can be rewarded for their successes in those areas by using these scorecards. The scorecard actually gives several evaluations and weights each category to determine a composite score. Members can be successful on one, two, and all three areas on the scorecard.
PROJECT ANIMAL SCORECARD

The Market Animal Scorecard evaluates in three different areas. The lean yield score emphasizes the importance of producing a high value carcass. The usefulness score evaluates the animal’s traits such as frame, muscling, trimness and correctness. The gain and quality grade score evaluates the rate gain and grade of the animal, which is an indication of how successful the member was at feeding the animal to reach the goal weight.

The Replacement Heifer Scorecard evaluates the various desirable traits and characteristics of a good heifer, the rate of gain, and the breeding success.

The Continuation Heifer (Cow/Calf Pair) Scorecard evaluates the various desirable traits and characteristics of a good cow, body condition, and the characteristics of the calf.

This program does not guarantee a winner in the show ring, but it does provide an opportunity for success for every 4-H member. (See scorecards on following pages)

Note: For more information on this method of judging, contact your local Manitoba Agriculture, Food and Rural Initiatives GO Centre/Office.
## Market Animal Scorecard

<table>
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### ***LEAN YIELD***

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<tr>
<td>Medium</td>
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<tr>
<td>Low</td>
<td>59.0-59.9</td>
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<tr>
<td>High</td>
<td>58.0-58.9</td>
<td>14</td>
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<tr>
<td>Medium</td>
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<tr>
<td>Low</td>
<td>54.0-55.9</td>
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<tr>
<td></td>
<td>&lt;53.9%</td>
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Maximum Score Available: 20

### ***USEFULNESS EVALUATION***

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<th>Avg.</th>
<th>Good</th>
<th>Excellent</th>
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<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
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<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Structure/Balance</td>
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<td>3</td>
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<td>7</td>
<td>9</td>
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Maximum Score Available: 36

### ***GAIN & QUALITY GRADE***

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<th>B</th>
<th>A</th>
<th>AA or Better</th>
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<td>3.0</td>
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<td>3.4</td>
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Maximum Point Spread/Grade: 11

### Comments:

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<td>+3</td>
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<td>1151-1350</td>
<td>+5</td>
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<td>1351-1450</td>
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<td>&gt;1451</td>
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TOTAL (Max. 114)
### HEIFER SCORECARD

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### ***USEFULNESS EVALUATION***

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<td>Low</td>
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<td>Trimmness</td>
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</tr>
<tr>
<td>Growth/Fr</td>
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<tr>
<td>Balance</td>
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<tr>
<td>Length</td>
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<tr>
<td>Head and neck</td>
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</tr>
<tr>
<td>Legs</td>
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<tr>
<td>Feet</td>
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</tr>
<tr>
<td>Udder</td>
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</tr>
<tr>
<td>Pins</td>
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</tr>
<tr>
<td>Vulva</td>
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**Maximum Score Available 60 points**

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### ADG

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<tr>
<td>BCS 4 or 5</td>
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### ***BREEDING SUCCESS***

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</tr>
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<td>Breeding Attempted</td>
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**TOTAL SCORE**

**Possible 110 points**
### Continuation Heifer (Cow/Calf) Scorecard

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#### ***USEFULNESS EVALUATION***

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Maximum Score Available 50 points

#### ***BODY CONDITION***

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<td>BCS 8 or 9</td>
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Maximum Score 30 Score

#### ***CALF USEFULNESS***

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Maximum Score 20 Score

TOTAL SCORE Possible 100 points
SKILLATHON ACHIEVEMENT

The Skillathon can be done in a competitive or non-competitive manner. It is an opportunity for the members to demonstrate the skills they have acquired. The following are some tips that could be helpful in organizing the event.

- Set up at least 4 stations relative to the project. (see ideas on following page)
- Make stations as hands-on as possible.
- Aim for approximately 5 minutes/station for each member to complete the station activities.
- Consider giving a participation token to each member.
- If scoring, 25 marks per station makes an easy score out of 100 (4 stations x 25 marks). Develop a clear system for allocating points at each station. This allows for faster and more consistent scoring.
- Avoid sharing of answers through station layouts or have multiple situations at the station so that everyone does not get the exact same scenario.
- Develop station with different degrees of difficulty for junior, intermediate and senior participants OR (if ranking) only compare junior participant scores to other junior participants scores.
- Have members rotate through the stations doing their best at each station.

Skillathon Station Ideas

1. Title: Feed Quality
   Supplies: 4 flakes of different hay, judging cards, pencil, Hormel scorecard.
   Set up: Number the 4 flakes of hay and line up on a table.
   Task: Rank the quality of these 4 hay samples from highest quality to lowest quality. State your placings and reasons on a judging card.
   Evaluation: Have an “official hay judge” rank the hay samples and give reasons. Mark reasons by comparing to the “official judging card”. Mark placings by using the Hormel scorecard. (If you want a more advanced level, have feed analyzed and display lab results for members to assess).
2. Title: Feed Stuff Identification
   Supplies: 5 samples of feed stuff, 10 cards with feed stuff names (5 of which correctly name your feed samples) e.g. rolled oats, barley, trace mineral mix, alfalfa pellets. Etc.
   Set up: Place 5 samples of feed stuff in margarine tubs and line up on a table. Have a tub full of name cards.
   Task: Identify the feed sample by placing a name card next to it.
   Evaluation: Count the number of correct identifications.

3. Title: Feed Labels
   Supplies: Collect copies of 10-15 beef feed tag labels. Write a question on the reverse of the tag that members can find the answer to by reading and understanding the tag. Example questions:
   - What is the main ingredient in this feed?
   - What type of beef cattle should this be fed to?
   - What is the active drug ingredient in this feed?
   - What is the crude protein level of this feed?
   - How many kgs/lbs. of this feed should be fed daily?
   - Are there any dangers with using this feed?
   - How long prior to slaughter should this feed be removed?
   - How many pounds of ingredients are included in this bag?
   Set up: Tub with feed tags in it.
   Task: Select 1-5 (you determine the exact number) feed tags from the bucket. Answer the questions on the reverse of the tag.
   Evaluation: Count number of correct answers.

4. Title: Meat Cut Identification
   Supplies: Draw a beef carcass on bristle board or enlarge and laminate a diagram of a beef carcass. Be sure to remove labels. Cut into pieces.
   Set up: Place "carcass pieces" in a tub.
   Task: Select 1-4 (you determine the exact number) carcass pieces from the bucket. Answer the following questions about each piece:
   1. Name of the cut
   2. Where is the cut located on the animal’s body?
   3. Quality of cut – low, medium or high.
   Evaluation: Count the number of correct answers.
Supplies: Copies of - A scenario for vet prescription
- A poster of a steer

Example:
The steer you are planning on taking to the fair next month is lame in the left front leg. Today your veterinarian has diagnosed the steer's problem as foot rot and has given it an initial treatment at the time of the examination. The veterinarian has left additional medication with you to continue the treatment. The directions on the medication tell you to give the steer 1 cc per 50 kg. body weight once daily for four days, beginning tomorrow, and to give it by intramuscular injection. Your steer weighs 450 kg. Remember, your veterinarian treated the steer today, July 3, 2006 and you will treat it four more days as directed. The hold time on this product is 14 days. Look at the label on the following page to determine the answers to these questions:

1. How much will you give the steer each day?
2. How much will you need to treat it for four days?
3. What is the first FULL day the steer could be safely slaughtered for food?
4. On the poster, show the preferred site for the intramuscular injection.

<table>
<thead>
<tr>
<th>Emily Edwards. DVM</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Quality Avenue</td>
</tr>
<tr>
<td>Hometown, MB R7A 16Z</td>
</tr>
<tr>
<td>204-555-5050</td>
</tr>
</tbody>
</table>

Owner: Jennifer Wilson       Date: July 3, 2006
Animal ID: Hereford #351      Indications: Foot Rot
Directions: Give 1cc per 50 kg. body weight IM once daily for four days beginning July 4.
Precaution: Avoid injection into muscle of high carcass value.
WARNING: USE OF THIS DRUG MUST BE DISCONTINUED FOR 14 DAYS BEFORE SLAUGHTER OR MARKET FOR FOOD.
Active Ingredients(s) Hydrocillin exp. Date: Sept. 30, 2005

Task: Read the scenario and complete the drug label, and answer the questions
Evaluation: Count the number of correct blanks in drug label and correct answer to questions
6. Title: Breed Identification
Set Up: Lay out photos of cattle breeds on table. Have a tub of name labels.
Task: Match the name label to the breed picture.
Evaluation: Count the number of breeds correctly identified.

7. Title: Parts of a Beef Animal
Supplies: Poster of a beef animal. Plastitak or pins (something to stick on animal parts). Name labels for animal parts.
Set Up: Put poster on wall. Tub of part labels.
Task: Match the name label to the animal part.
Evaluation: Count the number of parts correctly identified.

8. Title: Equipment Identification
Supplies: 5 grooming supplies. 10 labels of grooming supply names. 10 labels identifying use of grooming supply.
Set Up: Lay out grooming supplies. Two tubs of labels - one for supply name and one for use.
Task: Match the name and use to the appropriate grooming supply.
Evaluation: Count number of correct matches.

9. Title: Herd Records
Supplies: 10-15 copies of a beef animal pedigree
Set Up: Have pedigrees in a tub. Copies of questions.
Task: Select a pedigree from the tub and answer the following questions:
   1. Who owns the animal?
   2. What is the original owner's herd prefix?
   3. What is the animal's birth date?
   4. What sex is the animal?
   5. What did the animal weigh at birth?
   6. Who is the animal's mother?
   7. Who is the animal's father?
   8. Who is the animal's great grandmother?
   9. Is the animal purebred?
  10. What breed is the animal?
Evaluation: Count the number of correct answers.
Title: Show Your Stuff

Supplies: Dependent on task

Set Up: Assign a particular task and have the members demonstrate how it is done (dependent on circumstances, this may be done on a live animal or a model). These could also be used as separate stations. Examples of tasks:
- groom an animal
- prepare a tail for the show ring
- tag an animal
- needle an animal with a specific drug
- halter an animal
- make a rope halter
- tie a quick release knot
- demonstrate five safe handling tips

Evaluation: Determine specific points that you want members to allocate and count the number of points that they demonstrated.

THESE ARE JUST A FEW IDEAS - YOU CAN CREATE OTHER STATIONS TO MATCH THE AGE AND LEVEL OF LEARNING IN YOUR CLUB.

"FARM TO FARM" ACHIEVEMENT
At a “farm to farm” achievement, members travel together to each farm to weigh, and view the members’ calves. The score cards on previous pages could be used to determine scoring for each market calf. For extra learning, each member could be responsible for setting up one skill station or activity at their farm for the other members to participate in. Activities could be competitive or non-competitive. A potluck meal or windup could be planned for the end of the day, where tokens, awards etc. could be handed out.

"IN THE PEN" ACHIEVEMENT
Members bring their calves to one location. Calves could be divided into pens according to junior, intermediate, and senior members. There could also be separate pens for heifers, cow/calf pairs and beginning beef. Criteria for judging these animals could be set out ahead of time so everyone is aware of the standards. Scorecards could be made up from those standards for heifers, cow/calves and beginning beef calves. Awards, certificates, etc. could be presented as calves are judged or at the end of the day.
RESPONSIBLE ANIMAL CARE

As a 4-H member, it is your responsibility to treat your animals humanely to allow them to remain healthy and comfortable.

The five Principles of Animal Care are:

Good air, water and feed.

Safe housing and enough space.

Daily check and effective health care.

Sensible handling.

A safe, comfortable environment.

Whenever you see the icon of the animals, like the one below, you will be reminded of that responsibility and how it fits into the different sections of your manual and the information you are learning about.

Source: Ontario Farm Council (FAC), 1992, pg 4.2. "Dr. Frank Hurnik"
Choosing a 4-H Calf
My Beef Animal Record
CCIA TAGS

Surroundings that will help to reduce illness or fear.
It’s important to choose a calf that will adjust to being handled and will feel comfortable in the surroundings you have planned for it.
Selection

Selecting a calf that will meet the goals of your 4-H project is very important. Whether you are selecting a market animal or a breeding heifer, there are some basic guidelines to keep in mind. Use the following checklist to help you decide if you are choosing a good calf.

**All Projects**

- Conformation - Does the calf have good length and height, with a good topline? Is it straight? _______
- Does it have overall balance and uniform width from front to back? _______
- The legs usually show the calf’s bone structure the best. The heavier the bone, the larger the frame of the animal. Does it have a wide rump with good width in the feet and legs? _______
- Does the calf appear to be healthy with no abnormal physical features or visible infections? _______
- If you are choosing a heifer for breeding, it is important that she have a good udder - are there four teats that are basically the same size? _______
- Were you able to check the records of the dam and sire to see if they have had good calves in the past? _______

**Temperament** - Does the calf seem to be calm and quiet to work around.
Selection

In the space below, attach a picture of your calf OR draw a picture of your calf OR describe what it looks like including markings, and coloring.

All Projects

Your calf’s name
THE NATIONAL IDENTIFICATION PROGRAM

If you have purchased your calf it should have a CCIA tag in its ear. Do not remove the tag. It should remain in the calf’s ear even though you might sell it to someone else. It will only be removed when the animal is butchered. The packing plant will keep the tag until the carcass has been inspected. If any problems are found with the carcass, it can be traced back to the farm it originated from.
### 4-H Beef Animal Record

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Animal</td>
<td>heifer</td>
<td>heifer</td>
<td>heifer</td>
<td>steer</td>
<td>steer</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Feb 26</td>
<td>Feb 26</td>
<td>Feb 26</td>
<td>Mar 1</td>
<td>Mar 10</td>
</tr>
<tr>
<td>Breed of Sire</td>
<td>LM</td>
<td>LM</td>
<td>LM</td>
<td>LM</td>
<td>BA</td>
</tr>
<tr>
<td>Breed of Dam</td>
<td>SM</td>
<td>SM</td>
<td>SM</td>
<td>LM/SM</td>
<td>BA</td>
</tr>
<tr>
<td>Tag/Tattoos/Brand</td>
<td>59264</td>
<td>59264</td>
<td>59264</td>
<td>22015</td>
<td>22300</td>
</tr>
<tr>
<td>Birth Weight</td>
<td>94 LB</td>
<td>94 LB</td>
<td>94 LB</td>
<td>96 LB</td>
<td>110 LB</td>
</tr>
</tbody>
</table>

#### Continuation: Heifer

| Breeding Date | May 5 |
| Type of Breeding | Bull |
| Sire | LM |
| Preg. Check Date | Oct. 12 |
| Birth Date | May 20 |
| Calf Birth weight | 96 LB |
| Sex | male |
| Tag/Tattoos/Brand | 22015 |
Note: If you do not know the birth or other dates, use an approximate date.

<table>
<thead>
<tr>
<th>All projects</th>
<th>MY 4-H BEEF RECORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Project Animal</td>
<td></td>
</tr>
<tr>
<td>Birth Date</td>
<td></td>
</tr>
<tr>
<td>Breed</td>
<td></td>
</tr>
<tr>
<td>Breed of Sire</td>
<td></td>
</tr>
<tr>
<td>Breed of Dam</td>
<td></td>
</tr>
<tr>
<td>Tag/Tattoos/Brand</td>
<td></td>
</tr>
<tr>
<td>Birth Weight</td>
<td></td>
</tr>
</tbody>
</table>

**CONTINUATION**

| HEIFER |                     |
| Breeding Date |                     |
| Type of Breeding |                 |
| Sire        |                     |
| Preg. Check Date |             |
| Birth Date   |                     |
| Calf Birth weight |              |
| Sex          |                     |
| Tag/Tattoos/Brand |           |
SELECTION ACTIVITY #1 WORD SCRAMBLE
These words can all be found in your Selection Section

Selection Word Scramble

1. TRRUCEUST
2. MMEAEETNRPT
3. FTSEYA
4. EDRUD
5. NSEIOLTEC
6. FMCORANNTIOO
7. URMP
8. CDNEATNIOFTIII
9. MDA
10. HGLTNE
11. CEBALNA
12. LATHEH
13. NPOELTI
14. ISER
SELECTION ACTIVITY#2
I PASS!!
GROUP ACTIVITY

PREPARATION:

- There are a total of 40 cards. Each member needs at least five cards so there is enough for 8 players. If you have more than that you will have to copy another set.
- Cut out the cards

PLAYING THE GAME:

- The object of the game is to end up with as many keepers as possible. They are worth 20 points each.
- The other ones are poor selections for a 4-H calf - they have some conformation problems so you want to PASS them off to another player. You will lose points for every animal that should be PASSED by.
- The points are on each card.
- Deal out all the cards.
- On the first turn everyone has to PASS 3 cards out of their hands to the person on their right (Even if it means you have to pass a KEEPER.) Pass them face down so no-one sees.
- On the second turn you have to PASS 2 cards to your left.
- On the third turn you have to PASS 1 across the table.
- Play is stopped and the players count up their score adding points for keepers and subtracting points for I PASS cards.
- Game can continue to 100 or for as many rounds as there is time for.

IT'S A KEEPER!!!
I PASS
Post-legged and buck kneeed
-5

I PASS
Post-legged and buck kneeed
-5

I PASS
Post-legged and buck kneeed
-5

I PASS
Post-legged and buck kneeed
-5

I PASS
Post-legged and buck kneeed
-5

I PASS
Post-legged and buck kneeed
-5

I PASS
Post-legged and buck kneeed
-5

I PASS
Post-legged and buck kneeed
-5
A Healthy Calf
A Sick Calf
Common Illnesses of Beef Cattle
Activities

Check daily to be sure your animal is healthy. Give necessary treatment to prevent illness and respond quickly to health problems.
Spend a few minutes checking your 4H Calf closely. Check all healthy or sick points that you notice.

___ Is alert and interested in surroundings     ___ Looks droopy
___ Stands normal with head up                  ___ Stands with head down
___ Back is straight                             ___ Back is hunched
___ Has a smooth, glossy coat                    ___ Has a rough coat
___ Knees and joints are normal size             ___ Joints and knees swollen
___ Eyes are clear                                ___ Eyes are runny or red
___ Nose is clean                                 ___ Nose is running
___ Ears are pointing up                          ___ Ears are drooping
___ Manure is normal                              ___ Bloody or watery manure
___ No sores or cuts                              ___ Has sores or cuts
___ Is steady on its feet                         ___ Is shaky and unsteady
# Health

## All Projects

### COMMON ILLNESSES OF BEEF CATTLE

<table>
<thead>
<tr>
<th>PNEUMONIA Causes</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✧ Bacteria</td>
<td>✧ Fever</td>
<td>✧ Antibiotics</td>
</tr>
<tr>
<td>✧ Cold or wet bedding</td>
<td>✧ Rapid breathing</td>
<td></td>
</tr>
<tr>
<td>✧ Overcrowding</td>
<td>✧ No appetite</td>
<td></td>
</tr>
<tr>
<td>✧ Changing feed</td>
<td>✧ Cough</td>
<td></td>
</tr>
<tr>
<td>✧ Weather changes</td>
<td>✧ Runny eyes or nose</td>
<td></td>
</tr>
<tr>
<td>✧ Stress from castration and dehorning</td>
<td>✧ Droopy ears</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREE GAS BLOAT Causes</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✧ The stomach isn’t working properly and the animal can’t burp.</td>
<td>✧ Swelling on left side of animal.</td>
<td>✧ Walking the animal</td>
</tr>
<tr>
<td>✧ Grain overload</td>
<td>✧ Grunting</td>
<td>✧ Drenching with mineral oil</td>
</tr>
<tr>
<td>✧ The animal might have hardware, or a tumour or abscess.</td>
<td>✧ Rapid breathing</td>
<td>✧ Puncturing the rumen</td>
</tr>
<tr>
<td></td>
<td>✧ Uneasy/Unicomfortable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✧ Urinates often</td>
<td></td>
</tr>
<tr>
<td>Condition</td>
<td>Causes</td>
<td>Symptoms</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Frothy Bloat</td>
<td><em>Caused by diet. The food ferments too quickly causing gas to be trapped as foam.</em>&lt;br&gt;Feeding legume forages, or finely ground grain.</td>
<td><em>Swelling on left side of animal.</em>&lt;br&gt;<em>Grunting</em>&lt;br&gt;<em>Rapid breathing</em>&lt;br&gt;<em>Uneasy and uncomfortable</em>&lt;br&gt;<em>Urinates often</em></td>
</tr>
<tr>
<td>Foot Rot</td>
<td><em>Bacteria in the soil gets into cuts and scratches in the foot</em>&lt;br&gt;<em>Most common in wet areas</em></td>
<td><em>Swelling in soft tissues of the foot</em>&lt;br&gt;<em>Bad smelling discharge from foot</em>&lt;br&gt;<em>Sudden lameness</em></td>
</tr>
<tr>
<td>Shipping Fever</td>
<td><em>Bacteria</em>&lt;br&gt;<em>Changes in weather</em>&lt;br&gt;<em>Mixing of animals</em>&lt;br&gt;<em>Different feed and water</em>&lt;br&gt;<em>Stress from handling</em></td>
<td><em>Fever</em>&lt;br&gt;<em>No appetite</em>&lt;br&gt;<em>Runny nose</em>&lt;br&gt;<em>Coughing</em>&lt;br&gt;<em>Diarrhea</em></td>
</tr>
<tr>
<td>PINK EYE</td>
<td>Causes</td>
<td>Symptoms</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Bacteria</td>
<td>Runny eye</td>
</tr>
<tr>
<td></td>
<td>Dust/wind/sun</td>
<td>Swollen eye</td>
</tr>
<tr>
<td></td>
<td>Flies</td>
<td>Cloudiness or whitening of eye</td>
</tr>
<tr>
<td></td>
<td>Vitamin A deficiency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eye injuries</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PINK EYE</th>
<th>Causes</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bacteria</td>
<td>Runny eye</td>
<td>Mastitis ointment</td>
</tr>
<tr>
<td></td>
<td>Dust/wind/sun</td>
<td>Swollen eye</td>
<td>Isolate animal (it is contagious)</td>
</tr>
<tr>
<td></td>
<td>Flies</td>
<td>Cloudiness or whitening of eye</td>
<td>Injections in eye for severe cases</td>
</tr>
<tr>
<td></td>
<td>Vitamin A deficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eye injuries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HARDWARE DISEASE</th>
<th>Causes</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Metal Objects such as wire or nails that can puncture the wall of the reticulum, diaphragm or heart.</td>
<td>Uncomfortable</td>
<td>Put magnet in stomach to hold object</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humped up</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trouble passing urine or manure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Off feed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HARDWARE DISEASE</th>
<th>Causes</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Metal Objects such as wire or nails that can puncture the wall of the reticulum, diaphragm or heart.</td>
<td>Uncomfortable</td>
<td>Put magnet in stomach to hold object</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humped up</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trouble passing urine or manure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Off feed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLACKLEG</th>
<th>Causes</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bacteria in the soil which enters the body through abrasions in the digestive tract</td>
<td>Lameness</td>
<td>Preventative vaccinations are the best treatment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swelling in affected muscles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>High fever</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLACKLEG</th>
<th>Causes</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bacteria in the soil which enters the body through abrasions in the digestive tract</td>
<td>Lameness</td>
<td>Preventative vaccinations are the best treatment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swelling in affected muscles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>High fever</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RINGWORM</th>
<th>Causes</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fungus that can be spread by brushes, and contaminated pens and fences.</td>
<td>White, crusty, raised, often circular patches</td>
<td>Scrape of scabs and apply a preparation recommended by a veterinarian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mostly found on head and neck</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usually occur during winter</td>
<td></td>
</tr>
</tbody>
</table>
Draw lines from the treatments and causes to the disease that matches them. Check sheet on causes and treatments of disease on pages 31, 32, 33.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>DISEASE</th>
<th>TREATMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacteria</td>
<td>Magnet</td>
<td></td>
</tr>
<tr>
<td>Finely ground grain</td>
<td>FOOT ROT</td>
<td>Antibiotics</td>
</tr>
<tr>
<td>Changes in weather</td>
<td>HARDWARE DISEASE</td>
<td>Isolate animal</td>
</tr>
<tr>
<td>Flies</td>
<td>FREE GAS BLOAT</td>
<td>Mastitis ointment</td>
</tr>
<tr>
<td>Fungus</td>
<td>SHIPING FEVER</td>
<td>Walk animal</td>
</tr>
<tr>
<td>Virus</td>
<td>RINGWORM</td>
<td>Surgical removal</td>
</tr>
<tr>
<td>Overcrowding</td>
<td>PNEUMONIA</td>
<td>Scrape area</td>
</tr>
<tr>
<td>Nails</td>
<td>BLACKLEG</td>
<td>Mineral oil</td>
</tr>
<tr>
<td>Wet areas</td>
<td>FROTHY BLOAT</td>
<td>Vaccination</td>
</tr>
<tr>
<td>Stress from handling</td>
<td>PINK EYE</td>
<td>Stomach tube</td>
</tr>
</tbody>
</table>
HEALTH ACTIVITY #1
I HAVE A DISEASE - BUT I DON'T KNOW WHAT IT IS!
GROUP ACTIVITY

PREPARATION:

- Give the members a few minutes to review and study the chart in the Health Unit that describes causes and treatments of some common beef cattle diseases.
- Make names of the diseases on pieces of paper and have tape ready to put the paper on their backs.

PLAYING THE GAME:

- The members take turns asking questions of the other members about the disease they have. For example: Is this disease caused by a fungus? Do you treat this disease with a magnet?
- Each member gets to ask 3 questions to help them identify their disease. After the 3 questions they have to make a guess at what disease they have.

THE DISEASES

HARDWARE DISEASE    FOOT ROT
SHIPPING FEVER        FREE GAS BLOAT
PNEUMONIA             PINK EYE
FROTHY BLOAT          RING WORM
BLACKLEG

35
HEALTH ACTIVITY #2 BEEF BINGO
GROUP ACTIVITY

PREPARATION:
- Copy enough cards for everyone.
- Have paper for each member to write the Health Bingo words on.
- Get members to look in their health unit or previous units in their manual, and fill their bingo cards with their choices.
- Get them to print those same words on a piece of paper so you can put them in the draw drum.
- Cut up all the choices and drop them into the drum. (bowl or pail)
- Members can either keep their own card or switch with someone else.

PLAYING THE GAME:
- Have a leader or senior member pick words out of the drum for a variety of Bingos - an X - 4 corners - Straight Line - Blackout etc.
- Prizes are optional.
Enough air, water and feed. Give your animal a healthy diet with a ration that will fit its needs.
Nutrients are needed for maintenance, growth, production, and reproduction. The five basic nutrients are protein, energy, minerals, vitamins, and water. A nutrient is like an ingredient in a recipe. If we leave out an ingredient, the recipe doesn't turn out the way we want it to. If we leave an ingredient out of the beef animal's diet, the animal will not grow or produce the way we would expect it to.

Animals have different requirements for nutrients depending upon their size and what their activities are. Can you give an example of a beef animal (heifer, cow, steer, bull) for each type of requirement? Put a check beside the type of body activity you expect your 4-H calf to display.

<table>
<thead>
<tr>
<th>Type of Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Maintenance plus reproduction</td>
</tr>
<tr>
<td>Maintenance plus growth</td>
</tr>
<tr>
<td>Maintenance plus production</td>
</tr>
</tbody>
</table>

Type of Animal
Nutrition

**All Projects**

**RATIONS AND DIETS**

Energy and Protein are found in grain, hay, and pasture. Water is important because it helps with digesting the food and the overall health of the animal.

Some Vitamins and Minerals can be found in the feed you give your animal, some are produced as the animal digests, and some have to be added to feed.

A diet is the mixture or combination of feeds which provide the nutrient requirements. It needs to include nutrients in just the right amounts for what your animal needs. A ration is the amount of feed required by the animal daily.

What RECIPE are you feeding your animal?
**Nutrition**

All Projects ROUGHAGES, CONCENTRATES AND SUPPLEMENTS

ROUGHAGES are high fibre feeds including hay, straw and silage.

CONCENTRATES are feeds that have a lot of energy such as grains.

SUPPLEMENTS are extra nutrients that are added to the ration to make it better. A supplement might be energy, protein, vitamin or mineral.

All Projects

What kind of Concentrates is your calf eating?

_____________________________________

_____________________________________

What kind of Roughages is your calf eating?

_____________________________________

_____________________________________

What kind of Supplements is your calf eating?

_____________________________________

_____________________________________

41
Nutrition

All Projects

PALATABILITY is how well your animal likes the food you are giving it. Some things that affect the palatability are smell, texture, dustiness, appearance and flavour. If your calf doesn’t like the ration, it won’t gain weight or stay healthy.

All Projects

What does your calf seem to like about the ration?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What doesn’t it seem to like about the ration?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
NUTRITION ACTIVITY #1 CROSSWORD

Across:
5. A nutrient that animals need every day.
7. How well your animal likes the food you are giving it.
8. These are needed for maintenance, growth and production.

Down:
1. High fibre feed like hay.
2. Feed that has lots of energy, like grain.
3. Extra nutrients added to feed like vitamins or minerals.
4. A mixture or combination of feeds.
5. The amount of feed needed by an animal every day.
NUTRITION ACTIVITY #2
IT'S TIME TO FEED UP - IF I CAN REMEMBER
WHERE THE FEED IS
GROUP ACTIVITY

PREPARATION:
❖ Cut out the cards.
❖ Mix them up and place them face down on the table.

PLAYING THE GAME:
❖ The objective of the game is to find all five nutrients - water, minerals, vitamins, energy, and protein.
❖ Players all take one card and keep it.
❖ They then take turns, turning up a card and keeping it (if it isn't one they all ready have) OR showing it to the others and then putting it back exactly where they found it.
❖ A good memory will help you get cards you need, by watching what others have returned to the table.
❖ When a player has all five nutrients - he yells “It’s Time To Feed Up”. They put that feeding aside and start working on another one.
❖ The game continues until all of the cards are gone, and the person with the most feedings wins.
IT'S TIME TO FEED UP!!

WATER

IT'S TIME TO FEED UP!!

WATER

IT'S TIME TO FEED UP!!

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WATER

IT'S TIME TO FEED UP!!

WATER
ENERGY
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ENERGY
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ENERGY
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ENERGY
IT'S TIME TO FEED UP!!

ENERGY
IT'S TIME TO FEED UP!!
IT'S TIME TO FEED UP!!

MINERALS

IT'S TIME TO FEED UP!!

MINERALS

IT'S TIME TO FEED UP!!

MINERALS

IT'S TIME TO FEED UP!!

MINERALS

IT'S TIME TO FEED UP!!

MINERALS

IT'S TIME TO FEED UP!!

MINERALS

IT'S TIME TO FEED UP!!

MINERALS

48
IT'S TIME TO FEED UP!!

VITAMINS

IT'S TIME TO FEED UP!!

VITAMINS

IT'S TIME TO FEED UP!!

VITAMINS

IT'S TIME TO FEED UP!!

VITAMINS

IT'S TIME TO FEED UP!!

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VITAMINS

IT'S TIME TO FEED UP!!

VITAMINS
Facilities for Handling Cattle
A Handling Facility Quiz

Activities

Safe housing and enough space, to prevent injuries and allow your calf to keep healthy and to grow.
Facilities

HANDLING FACILITIES

Facilities like pole sheds, barns, and bush shelters are important for keeping your calf comfortable and protected from the weather. Facilities like round feeders, bunker feeders, self-feeders and indoor feeders allow you to choose the feeding system that suits you and your feeding system the best.

The facilities listed below are facilities that help to make handling your calf easier and safer.

- Holding Pen - holds cattle before they enter the working area.
- Crowding Pen - used to move cattle in single file into the working chute.
- Working Chute - lines up and holds the cattle in single file so they are ready to enter the head gate or squeeze.
- Loading Chute - allow cattle to move ahead in single file into a trailer for transportation.
- Head gate - holds the cattle safely and securely to allow for vaccinating, de-horning, tagging etc.
- Squeeze - squeezes on the sides of the animal to hold it still.
- Cutting gate - allows you to separate an animal from the group.
- Back Stop - keeps the animal from backing up.
- Man gate - is a safety feature that allows workers to exit the chute system.
- Kick Bars - prevents an animal from kicking workers.
- Scale - used for weighing animals.
All Projects  Identify the different parts of the Handling System below.

1. ___________________  8. ___________________
2. ___________________  9. ___________________
3. ___________________ 10.___________________
4. ___________________ 11.___________________
5. ___________________ 12.___________________
6. ___________________ 13.___________________
7. ___________________ 14.___________________
LET'S WORK

It's time to work with your cattle. Make your way through this maze by choosing the correct solutions.

START

1. Take 15 minutes to put on your steel toe boots.

2. This heifer won't move. All the others are through the gate.

3. Make sure she can see the others ahead.

4. I'll just use this prod...

5. No time to change hurly on out.

6. The red heifer is way over in the corner of the pasture grazing.

7. Don't turn your back on the cattle.

8. You are moving a calf by halter across the pasture towards the gate.

9. Wrap the rope around your hand.

10. Hold the halter tight in your hand, but don't wrap it around.

11. She'll move if I yell at her.

12. The white heifer is standing over there by herself. She needs to go through the gate.

13. You are entering another pen full of cattle.

14. Talk softly as you approach.

15. You are moving a calf by halter across the pasture towards the gate.

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FACILITY ACTIVITY #2
FACILITY FRENZY
GROUP ACTIVITY

PREPARATION:
- Divide the group into teams. Smaller teams will encourage better participation and input.
- Each team will need a list of the Facilities.
- The game leader will need a list of the clues
- Arrange teams so they can discuss each question (circle, huddle etc.)

PLAYING THE GAME:
- The leader will read out a clue. The teams will have 15 seconds to decide which facility the clue describes.
- Mix up the clues - don’t read them all in the order they are given on the sheet.
- Leader will ask for the team answers one at a time.
- Leader should rotate the answering, so the same team does not always go first.
- A point is scored for every correct answer.
- Remember to disclose the correct answer only after all teams have had a chance to answer.
LEADER'S PAGE

FACILITY  CLUE

➢ Holding Pen - holds cattle before they enter the working area.
➢ Crowding Pen - used to move cattle in single file into the working chute.
➢ Working Chute - lines up and holds the cattle in single file so they are ready to enter the head gate or squeeze.
➢ Loading Chute - allow cattle to move ahead in single file into a trailer for transportation.
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➢ Man gate - is a safety feature that allows workers to exit the chute system.
➢ Kick Bars - prevents an animal from kicking workers.
➢ Scale - used for weighing animals.
FACILITIES

HOLDING PEN
CROWDING PEN
WORKING CHUTE
LOADING CHUTE
HEADGATE
SQUEEZE
CUTTING GATE
SCALE
KICK BARS
BACK STOP
MAN GATE

56
Training Your Calf
Clipping and Grooming Your Calf
Showing Your Calf
Activities

Sensible Handling. Always handle your animal in a way that avoids unnecessary suffering.
Handling

TRAINING YOUR 4-H ANIMAL

All Projects

Be sure that you start working early in the 4-H year with your animal. Start by tying it for a few minutes each day, and getting them used to you by being near them, talking to them, and brushing and scratching them. Work in an enclosed area when you first start training them to lead.

Stay Safe

Be sure to wear protective shoes. Don't pull your calf from directly in front of it - like the boy in the picture. You could get stepped on. Work with your calf in a dry area with no obstacles that could hurt you or your calf.
GROOMING YOUR CALF

- Wet the calf from the bottom up.
- Soap your calf from back to front, and down so that the soap and water runs down.
- Rinse from top to bottom. If you are using a hose, spray the water from back to front against the grain of the hair.
- Give extra scrubbing to the knees, the tailhead and behind the poll.
- Dry your calf by brushing or with a blow dryer.
- Blow or brush the hair forward working from back to front.
- Clip the belly hair to make your animal look taller and cleaner.
- Shave the head to make it look longer and sharper.
- Clip the brisket to make it look trimmer.
- Clip the udder so it is visible.
- Clip the twist to make it look clean and full.
- Clip the tail completely or only on the sides.

Be extra careful when using the clippers. The noise might frighten your calf and cause it to kick. Get an adult to help you with the clipping.

Photo taken by Bonnie Snezyk
Handling

SOME FINISHING TOUCHES BEFORE THE SHOW
What do I do with this TAIL?

There are a couple of things you could do depending upon the age, size and look of your animal. It is important to remember that showing ideas and grooming techniques are constantly changing, or you may want to leave the tail of your animal looking more natural.

The Pyramid - is usually used on animals that are two years and older. It fills in the twist area. First comb all the knots out of the tail. Backcomb the tail to form the hairs into a pyramid shape. Spray to hold the shape.

The Teardrop - is used to make your younger animal look balanced. The tail is brought up so it is even with the underline and make into the shape of a teardrop. First comb out the tail, getting out all of the knots. Take a few strands from the bottom of the tail bone and divide them into two. Tie these two pieces of hair around the tail at the height which will make the bottom of the teardrop even with the underline. Spray a little hair spray on the tie to hold it. Backcomb the rest of the tail hairs and spray them lightly. Form into a loose ball or teardrop by lightly pressing in on the hair ball. Try to keep it flat on the side that is against the animal’s body so it will lie naturally.
SHOWING YOUR 4-H CALF

Is Your Calf Ready For the Show?
Go over this checklist before you head into the ring.

Is the halter on correctly - half way between the nostrils and the eyes?
Is your Show Cane in your left hand along with the end of the halter shank?
Is your right hand on the halter shank about 30 cm from the calf’s head?
Do you have your comb in your back pocket with the point facing backwards?
Are both you and your calf looking your best?

Looks like you are ready for the ring.

IN THE SHOW RING

Lead your calf clockwise around the ring.
Keep your eye on the judge.
Leave at least a metre between you and the calf ahead of you.
Do not pass a slow or balky calf - try to help by tapping it with your cane.
If the judge handles your calf, be sure to fix any ruffled hair.
Set up your animal each time you are asked to stop.
Move your calf’s feet with your cane and with halter pressure until they are squarely under it, and looking balanced.
Handling

Changing Position in Line
The judge will ask the class to line up, and will let each person know when they should move into line and where they should be in the line.
*There are at least a couple of different ways this is done depending upon the show and the judge. Be sure to ask your leader and the judge what direction you should turn when coming out of line.

The following diagram is a common way of leaving the line and then returning to the line in a different position as the judge has asked you to do.

![Diagram showing movement in line]

Move from #3 to #6 Move out of #4 and back into #4

Moving out of #6 and into #3
When you have to move out of line: Pull straight out, leaving enough room to turn. Turn right and go back through the same opening you came out of. Move behind the line and into your new space.
### Handling

#### All Projects

**CARING FOR MY ANIMAL**

<table>
<thead>
<tr>
<th>I'm Already Doing</th>
<th>I Want To Improve</th>
<th>CARE MY ANIMAL IS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Protected from weather</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In a safe place for the animal and myself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Given clean, dry bedding regularly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fed healthy food every day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Given clean water to drink.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Free to stand up and lie down comfortably.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checked often.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handled so that my animal and I are safe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handled quietly and firmly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Treated for health problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trained and handled at a young age.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Properly identified with a tag.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transported in a safe manner.</td>
</tr>
</tbody>
</table>
HANDLING ACTIVITY #1

HANDLING TIPS FORTUNE TELLER

❖ Cut along edges of Catcher.
❖ Fold diagonally in both directions to find the center-point.
❖ Unfold and turn over, so pictures are face down.
❖ Fold corners to center point.
❖ Turn over and fold corners to center point.
❖ Fold in half vertically, crease and unfold.
❖ Fold in half horizontally.
❖ Insert thumbs and index fingers under outside corners and pinch together.

Step 4 & 5

Step 6

Step 7

Step 8
HANDLING ACTIVITY #2  MAKING ROPE HALTERS

A Rope Halter that fits properly makes training a calf to lead much easier.

Whether you are working with a steer, a heifer or a continuation heifer and her calf, rope halters are very important when training your animals. Making your own halter is less expensive, and you can make it just the right size for your animal.

Lay out a piece of 1 to 1.3 cm. rope which is 4 meters long. Mark points A, B, C, D. Work end of rope (D) between strands at point C. Point C is 60 cm. from end of rope (A).
Work end of rope (A) between strands near point C. This will form two loops.

Form a loop at B by folding A back over the rope and unravelling A for 15 or 20 cm.

Form a crown knot in end D by unravelling 15 to 20 cm. Bring strand A in front of strand B and behind strand C.

Bring strand C between the loop formed by strand A and strand B.
Put strand B through the loop formed by strand A.

Now pull all strands tight to form the crown knot and interlace loose strands back into strands of your rope.

Complete your halter by putting end D through loop B and then through loop C.

Try the halter on your calf to be sure it fits correctly.

Too low  Just right  Too high
JUDGING

What is a Judge?

What does a Judge do?

Can I be a Judge?

Activity
All Projects     HOW DO I BECOME A JUDGE?

Anyone can be a judge. With a little practice you can learn to judge many different things. In 4-H beef projects we learn to judge different groups of beef such as heifers, steers, and cows. Judging helps you when you are selecting a 4-H calf. To do that we have to know what an ideal animal looks like - how it would be described. We can actually judge any group of items - not just animals. Let's start with something we all know a lot about - COOKIES! What is your idea of what makes a perfect cookie?

Would it be small, medium, or large?

Would it be soft and chewy or crunchy?

Would it have icing on it or no icing?

Would it have peanuts or chocolate chips?

Would it have filling in the middle?

So now you know just what you are looking for in a really good cookie!
Judging

Yum Yum

#1 Crunchy Peanut Butter   #2 Jumbo Chewy Chocolate Chip
#3  Baby Stars with Icing   #4 Jelly Filled Cookies

I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ as last place because:

________________________________________________________________________

71
JUDGING ACTIVITY #1

JUDGING ON THE RUN

PREPARATION:

❖ Copy enough score sheets for everyone.
❖ Think of some criteria for what makes a good running shoe. Perhaps they could judge on SMELL, SIZE, COLOR, BRAND, LACING etc.

PLAYING THE GAME:

❖ Have everyone take off 1 shoe. Line them up on the table or floor. Number the shoes.
❖ Pass out the score cards and talk about the criteria for a good shoe.
❖ Have the members pick four of the shoes and give reasons for their placings.
I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ as last place because:

________________________________________________________________________

I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ over #_____ because:

________________________________________________________________________

I choose #_____ as last place because:

________________________________________________________________________

73
What is a Carcass?

Cuts of the Carcass
WHAT IS THE CARCASS?

The carcass is the part of the animal that is left after the head, feet, hide and internal organs are removed.

Look for the matching numbers and write the names on the beef.
The cuts that are shaded grey are higher priced cuts.

1. Loin 2. Rib
3. Rump 4. Round
5. Chuck 6. Plate
7. Flank 8. Brisket
9. Shank
ABRASIONS: Cuts and scrapes.

ANTIBIOTICS: Medicine that will help cure illnesses.

BACKCOMB: Combing the hair backwards to fluff it up.

BACTERIA: Small parasites (smaller than we can see) that can cause infections and illness.

BUNKER FEEDER: Grain feeders made of wood or metal.

CARCASS: What you have left when you remove the hide, head and insides of an animal.

CASTRATION: Removing the testicles so that a male animal cannot breed.

CONCENTRATES: High energy feed like grain.

CONFORMATION: How an animal is built and looks.

CONTAGIOUS: When an illness can be passed from one animal to another through the air or by touching.

DAM: The mother animal.

DEFICIENCY: When an animal doesn't get enough of something like a vitamin.
Beef Talk

DEHORNING: Removing the horns from an animal.

DIAPHRAM: The area around the lungs.

DIET: The mixture of feeds you are giving your animal.

DIGESTIVE TRACT: The tube leading to the stomach.

FERMENT: What can happen in the cow’s stomach to make it bloat when it eats too much legumes or grain.

FORAGES: Hay mixture.

FUNGUS: Spores that can cause diseases like Ring Worm.

HARDWARE: When a cow accidentally eats something like nails or wire.

LEGUMES: Feed, like an alfalfa.

MAINTENANCE: Keeping something the same - like keeping a healthy cow healthy.

MASTITIS: An illness where the cow’s udder becomes infected.

OINTMENT: Something you can rub on a wound like a lotion.

PALATABILITY: How well an animal likes and eats its food.

PYRAMID SHAPE: A pyramid shape is when it’s bigger at the bottom and gets smaller as it goes up.

RATION: How much feed an animal gets daily.
Beef Talk

REPRODUCTION: When an animal becomes pregnant and has a calf.

RETICULUM: The second stomach in a cow.

ROUGHAGES: An example would be hay and straw.

SIRE: The father or bull.

SUPPLEMENTS: Something you add to a feed like a vitamin.

TEATS: They are attached to the udder for the calf to drink milk from.

TOPLINE: From the rump across the top to the shoulder.

TUMOR: A growth on the inside or outside of an animal that shouldn’t be there.

TWIST: The area at the very top and in-between the back legs.

UDDER: The milk bag on a cow.
Page 23
Word Scramble

1. RESI  s i r e
2. NOCILTES  s i g c i o n
3. ARMFE  f r a m e
4. MTOFARNNCOIO  c o n f o r m a t i o n
5. ELHTA  h e a l t h
6. ETMPARONTEME  l e m p e r a m e n t
7. MAD  d a m
8. ITNCATEDIOIINF  i d e n t i f i c a t i o n
9. AENALCB  b a l a n c e
10. DDUER  u d d e r
11. TSTERUUOR  s t r u c t u r e
12. TYEAFS  s a f e t y
13. LNOEPT  l o g l i n e
14. ETGLHN  l e n g t h
15. MRUP  r u m p

Page 43
Crossword

Page 39
Maintenance Bull
Maintenance plus reproduction Cow
Maintenance plus growth Market Steer
Maintenance plus production Heifer

Page 52
1. Loading ramp
2. Fencing
3. Crowding Gate
4. Man Gate
5. Holding Pen
6. Waterer
7. Back Stop
8. Crowding Pen
9. Scale
10. Working Chute
11. Headgate
12. Kick Bars
13. Squeeze
14. Sorting Gate
Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

Dream it!

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Act out a play
- Teach a class
- Use your new skills to help with the Club Achievement plans
- Make a poster or display
- Make a video or slideshow
- Organize a special event
- Or come up with your own idea. It is up to you and your leader!

My Showcase Challenge Plan

My showcase idea: ____________________________________________
________________________________________________________________________
________________________________________________________________________
What materials and resources do I need? _____________________________
________________________________________________________________________
________________________________________________________________________
Who do I need to help me? ____________________________________________
________________________________________________________________________
________________________________________________________________________
When do I need to have things done by? _________________________________
________________________________________________________________________
Do it!
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig it!
Now that you have showcased your project skills;
- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)
My 4-H Portfolio Page

Name: __________________ Date: __________ Year in 4-H: ______
Club: _______________ Hours Spent on 4-H: ___ (Project and Other 4-H Activities)

Project Name: ______________ Skills Chart
To be completed by the leader and the member based on observations and conversations throughout the project. This generic 4-H Portfolio Page is for use with all projects without a project specific 4-H Portfolio Page printed in the manual.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Activities we did… During your project you did activities to help you learn new skills. Identify these activities below.</th>
<th>Skills I learned… Identify the skills learned in the activities completed in your project.</th>
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Additional Comments/Activities:

Leader Point of Praise!

I am most impressed by…

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature: ________________________________
Above and Beyond!

In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H. (Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonsiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

_____________________________________       _______________________________________

_____________________________________       _______________________________________

_____________________________________       _______________________________________

_____________________________________       _______________________________________

_____________________________________       _______________________________________

_____________________________________       _______________________________________

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.

Member Point of Pride!

What I learned...

What I need to improve on...

What I want others to notice...

Member’s Signature: _______________________________

Point of Praise! Another’s perspective on your achievements in 4-H.

(community professionals, 4-H club head leader, friends of 4-H)

I am most impressed by...

I believe that you have learned...

In the future I encourage you to...

Signature: _______________________________

24
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club's Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

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Manitoba Agriculture
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Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

This manual is for educational use only and is not intended as professional advice.

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn To Do By Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do By Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service,
My HEALTH to better living,
For my club, my community, and my country.

All project materials are available in alternate format upon request.

Manitoba 4-H project material is developed by
Manitoba Agriculture