
SCAVENGER HUNT BINGO

Source

Your own knowledge and creativity.

Introduction

This is a game that can be played at a leading clinic, club meeting, interclub activity or when watching or attending a cattle show. It teaches members to identify breeds, traits and characteristics of cattle. It can also promote communication between members. It helps teach project material and provides members with an opportunity to interact.

Preparation

1. Photocopy the Bingo Card on colored paper.
2. Because this activity can be also be played at a meeting, an interclub activity or while attending a cattle show or fair, be sure the boxes suit the occasion. You can change some of the boxes or create a brand new bingo card depending on the occasion.
 - a. For a club bingo card have members find "someone with blue eyes", "a favorite hockey team", "more than three siblings" etc.
 - b. For an interclub bingo card have members find "someone from a particular area", "going to a particular school", "belonging to a certain type of 4-H club", etc.
 - c. When attending a cattle show have members find "the breed with the most or least cattle being exhibited", "the name of a director for a certain breed association", "a bull that weighs over 2000lbs.", "a cow with a calf born in April", etc.
3. Members can complete their card individually or be paired with another member.

Presentation

1. Decide what you are playing for – a full card, one line, two lines etc.
2. Pass out one bingo card to each member, or group of two members.
3. Give a time limit.
4. When time is up, collect the cards and check them or go through them with the members as a group.
5. The games are meant for learning. By going through them together members gain knowledge and have the opportunity to do some public speaking.
6. Award a small prize to the winner(s).

Scavenger Hunt Bingo – Leading Clinic

Write down the member and the name of the calf that fits the description, plus answer the question if there is one. You should use a different calf and member whenever possible.

A Hereford sired calf	The names of five 4-H calves	A Limousin X calf	A member that didn't bring their project animal	A British X calf
A calf that weighs over 1000lbs	A 'true' Black Angus X calf <i>(Not just a black calf.)</i>	A calf that is thick in its stifle	A Charolais X calf	The type of hay a calf is eating
A purebred female	A Red Angus sired calf	A finished steer	A member with more than one project animal	A calf that has oats as part of its' ration
A calf that is on a rolled barley ration	Find an RWF <i>(Red white face.)</i>	A feminine calf	A brockle faced calf	A steer that was castrated with a knife
A steer that was not castrated with a knife	An Exotic X calf	A Simmental X heifer	A steer that is eating beef supplement with rumensin	A calf with good disposition

RUN, ROPE, RELEASE RELAY

Source

Unit 14, Beef Cattle Handling and Facilities – Level 1

Introduction

This game can be played at a meeting or a leading clinic. It teaches members how to tie a quick release knot. The knot has this name because it can be quickly untied to free your animal. This game will teach members to tie the knot quickly and competently.

Preparation

Bring enough rope halters so that there is one for every two or three members.

Presentation

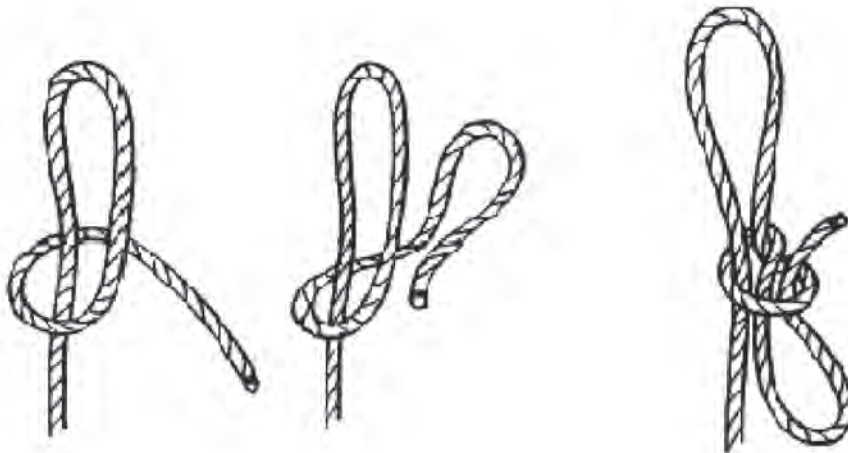
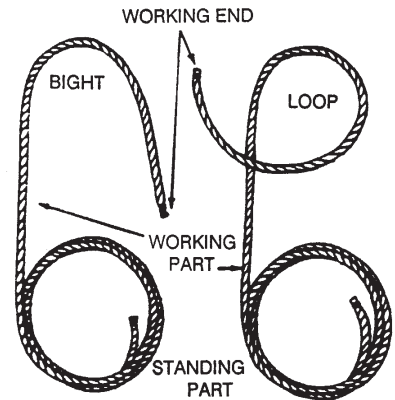
1. Put members in groups of two or three.
2. Be sure at least one of the group members knows how to tie the quick release knot. Use parents and leaders if necessary.
3. Give members time to practice tying the knot in their small groups.
4. Once they all seem to know it, divide them into two or three relay teams.
5. Have them line up at one end of the hall. At the other end of the hall provide a rope halter and something to tie it to. Have one for each relay team. A chair leg, table leg, parent or leader can all work as a fence post or fence rail in a pinch.
6. When all teams are lined up and ready to go have someone start the relay.
7. One at a time members run down to where the rope halter is and tie it to the 'post' using the quick release knot. This member should also undo it to show they have tied the knot correctly. You should have one person watching to make sure the knot is tied properly.
8. Whether the member ties the knot correctly or not, have them run back to their team and tag the next person.
 - a. If they successfully tied and untied the knot their turn is over.
 - b. If they were not successful tying the knot correctly, when all members of their team are done they have to go again.
9. Before starting the relay, if you have members that are unsure if they can tie the knot themselves, allow them to have a second member run down and tie the knot with them. This way the member that can't tie will be encouraged to have a little help and won't have to take a second turn and slow their team down. There's nothing wrong with working together.

The Quick Release Knot

When tying your beef cattle, always use the quick release knot. It has this name because it can always be quickly released to free your animal.

To make a quick release knot:

1. Hold the standing part (the end you are not using to make the knot) of the rope in your left hand and the working part (the end you are using to make the knot) in your right hand.
2. Leave 25 to 30 cm of the working part of the rope below your left hand. Form a bight (turn in the rope where it does not cross over itself).
3. Wrap the working part of the rope over the top and around the back of your bight.
4. Make another bight in the working part of your rope and insert this into the loop (turn in the rope where it crosses over itself).
5. Grasp the standing part of the rope and pull to shape and secure the knot.



NOTE: Do not use the quick release knot around the neck or body of your animal. It should be used only to tie your animal to the fence post or corral.

DOWN IT GOES

The following two activities teach members the parts of the digestive system and their functions. The first activity is a digestive system puzzle. Members are asked to put pieces of the digestive system together. The second activity is a matching game where members match the function of each part with its name.

1. Down It Goes - Digestive System Puzzle

Source

Unit 3, Digestion in the Beef Animal – Level 1 and 2

Introduction

This activity provides a fun way to create a digestive system. It uses digestive system parts as puzzle pieces that members put together.

Preparations

Option 1

- a. Photocopy the digestive system Masters 1 and 2 provided.
- b. Use Master 1 as the backboard (the sheet you will fit the puzzle pieces onto).
- c. Using Master 2, color each part a different color. Cut out the different parts.
- d. You can leave the part names off the master and copy their names onto small pieces of paper. This way, using fun tack members can stick the names on the parts once the puzzle is complete.
- e. All materials can be laminated and kept for future use.

Note: If you are dividing members into groups and having all the groups put the puzzle together at the same time be sure you have enough copies of the materials for each group. You would only need one copy of the materials if you played this game as part of a station rotation.

Option 2

- a. This game can be made bigger with the use of colored corrugated cardboard and an overhead projector.
- b. The cardboard can be purchased at a building supply store.
- c. Put your cardboard on the wall.
- d. Project the image (using an overhead projector) from Master 1 onto the cardboard and trace around it. This creates your Digestive System backboard.
- e. Create the puzzle pieces the same way, using Master 2 and the corrugated cardboard. A thinner cardboard may be desired, as this would make the pieces a lot easier to cut out.

- f. Create part name cards by writing the name of the part on a small piece of cardboard.
- g. Self-adhesive Velcro can be used to attach the puzzle pieces and the part name cards to the digestive system backboard.

Presentation

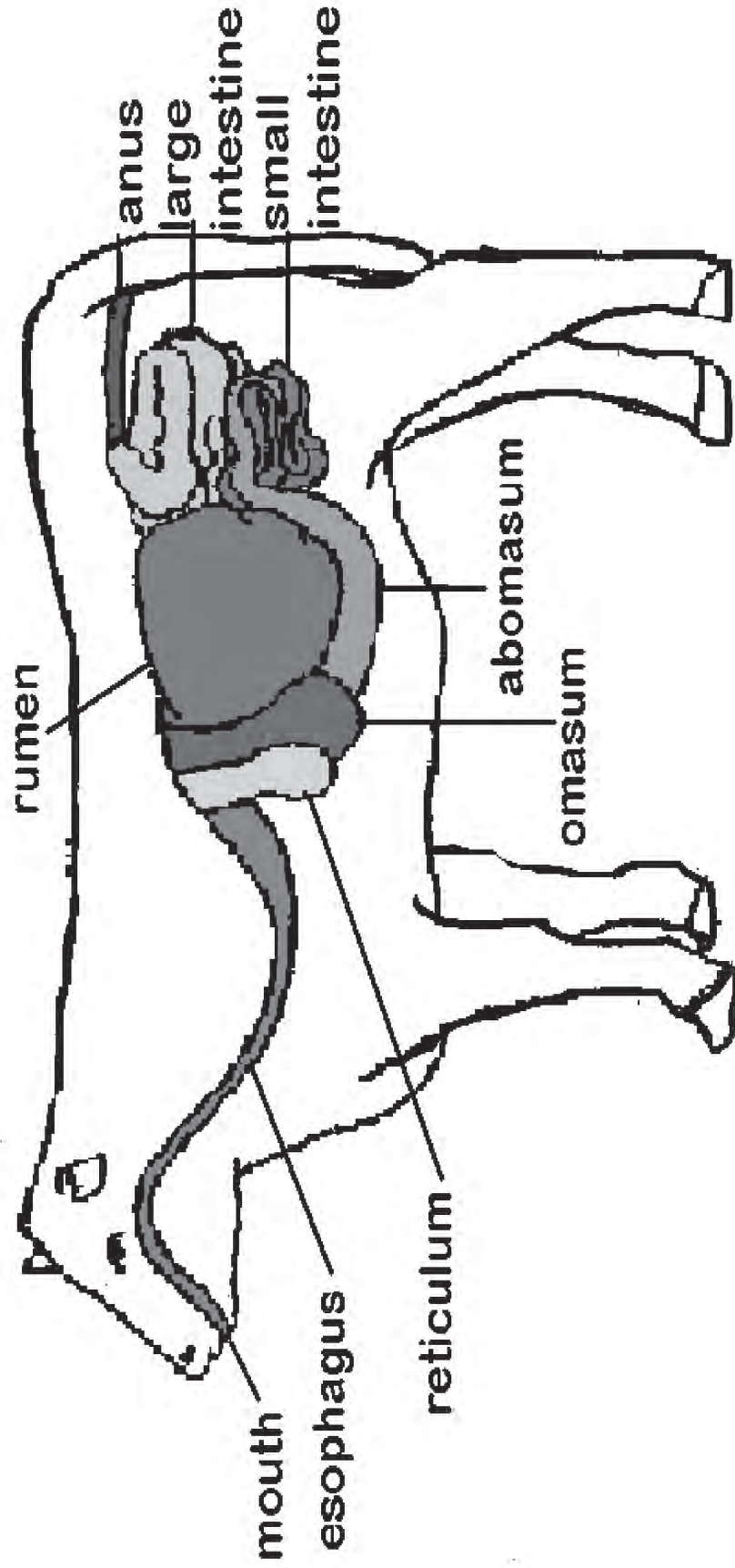
Option 1

- a. Divide members up into small groups.
- b. Be sure there are not more participants in the group than there are digestive system parts.
- c. Have each participant take one part and try to fit it on the puzzle backboard.
- d. This is a simple activity, but it teaches members the names of the parts and where they go in the digestive system.
- e. Once the puzzle is put together move on to the second activity as described below.

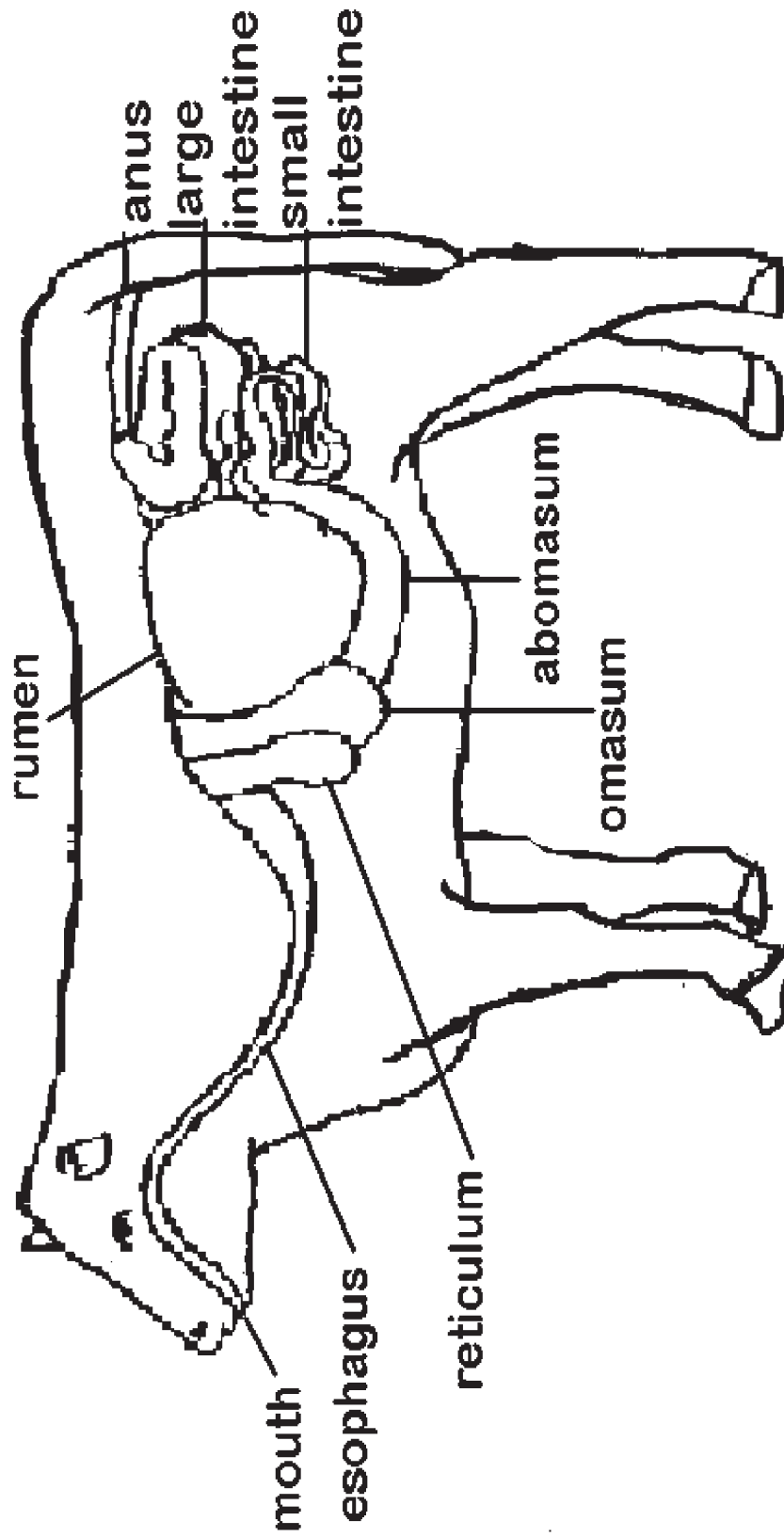
Option 2

- a. As members become familiar with the digestive system parts – write the names of the parts on cards, small pieces of paper, or pieces of corrugated cardboard.
- b. Once the puzzle is together have members put the part name card on each part.

MASTER 1: DOWN IT GOES: DIGESTIVE SYSTEM PUZZLE



MASTER 2: DOWN IT GOES: DIGESTIVE SYSTEM PUZZLE



2. Down It Goes: Digestive System Parts and Their Function

Source

Unit 3, Digestion in the Beef Animal – Level 1 and 2

Introduction

After completing Activity 1 members will know the names of the digestive system parts. Activity 2 uses game cards to explain the function of each of these parts.

Preparation

1. Photocopy the game card sheets using colored paper.
2. Cut the cards apart.
3. These can be laminated and kept for later use.

Presentation

Option 1

- a. Divide members up into small groups.
- b. Give each group a copy of the game cards.
- c. Have the members match the part card with its function card.

Option 2

- a. Play the game like 'My Long Lost Twin' - give each participant one card and allow them time to find their twin – that is the match to the card they are holding.

Option 3

- a. This option can be done as a large group or in smaller groups.
- b. Put the terms on a blackboard or white board.
- c. Pass out their functions.
- d. Have members pin their function to the part it describes.
- e. This can be done the opposite way - by writing the function of the part on the board and passing out the parts.

NOTE: When you are done pairing the parts with their functions, have members read out, to the rest of the group, the digestive system parts and functions. One person can point to the part on the puzzle.

GAME CARDS: **DOWN IT GOES** **DIGESTIVE SYSTEM PARTS AND THEIR FUNCTIONS**

<p>DOWN IT GOES – Digestive System Parts</p> <p>MOUTH</p>	<p>DOWN IT GOES – Digestive System Parts</p> <ul style="list-style-type: none">• Takes the food into the body.• The food is broken up into smaller bits by the chewing and grinding of the teeth.
<p>DOWN IT GOES – Digestive System Parts</p> <p><i>ESOPHAGUS</i></p>	<p>DOWN IT GOES – Digestive System Parts</p> <ul style="list-style-type: none">• The long tube or tunnel that runs from the mouth down to the stomach.
<p>DOWN IT GOES – Digestive System Parts</p> <p>STOMACH</p>	<p>DOWN IT GOES – Digestive System Parts</p> <ul style="list-style-type: none">• The beef animal's has four distinct compartments. This is how we know he or she is a ruminant.• Each part has its own special job.

DOWN IT GOES – Digestive System Parts***RUMEN*****DOWN IT GOES – Digestive System Parts**

- First part of the stomach.
- Largest compartment.
- Also called “paunch”.
- Microbes attack food and help break it down.

DOWN IT GOES – Digestive System Parts**RETICULUM****DOWN IT GOES – Digestive System Functions**

- Second part of the stomach.
- Also called “honey-comb”.
- Fine material sent to next compartment.
- Coarser food sent back up to the mouth for chewing—called “chewing the cud”.

DOWN IT GOES – Digestive System Parts***OMASUM*****DOWN IT GOES – Digestive System Functions**

- Third compartment of the stomach.
- Also called “manypiles”.
- Squeezes fluids out of food material.

<p>DOWN IT GOES – Digestive System Parts</p> <p>ABOMASUM</p>	<p>DOWN IT GOES – Digestive System Functions</p> <ul style="list-style-type: none"> • Fourth and last compartment of the stomach. • Also called “true stomach” because it is similar to humans. • Contains digestive juices that help break down food even more.
<p>DOWN IT GOES – Digestive System Parts</p> <p><i>SMALL INTESTINE</i></p>	<p>DOWN IT GOES – Digestive System Functions</p> <ul style="list-style-type: none"> • Very long, thin, coiled tube. • Juices are found here that help change food to a form which the body can absorb.
<p>DOWN IT GOES – Digestive System Parts</p> <p>LARGE INTESTINE</p>	<p>DOWN IT GOES – Digestive System Functions</p> <ul style="list-style-type: none"> • Shorter, fatter tube. • Absorbs what is left of the liquid in the material and adds mucus to help material travel more easily.
<p>DOWN IT GOES – Digestive System Parts</p> <p><i>ANUS</i></p>	<p>DOWN IT GOES – Digestive System Functions</p> <ul style="list-style-type: none"> • Opening in body through which the waste material passes – this waste is the remains or undigested food, which we refer to as manure.

PICTURE **THE PARTS**

The following two activities are designed to teach members the parts of a beef animal and familiarize them with the wholesale cuts of meat. These activities can be used exactly as outlined or you can use the materials to create your own identification activity.

ACTIVITY 1: IDENTIFICATION

Source

Unit 1, Introduction - Welcome to the 4-H Beef Project – Level 1

Unit 17, The Beef Carcass – Level 1

Introduction

The pictures included with this activity are taken right out of the Level 1 Project Book. Use them to create large identification boards.

Preparation

1. Using an overhead projector and Master One and Two, draw the beef animals onto large pieces of colored, corrugated cardboard (available at building supply stores) or regular cardboard – approximately 19" x 24". If you have some artistic talent you can just free hand the picture onto the cardboard.
2. Beside the numbers and letters, stick a small piece of self-adhesive pile Velcro. This will be used to fasten the part cards to.
3. To create the part cards cut out small pieces of cardboard – about 1.5cm x 5cm. Write the name of each part on a card.
4. Adhere a piece of hook Velcro to the back of each part card. Now these part cards can be fastened to the **Picture The Parts – Identification Boards**.
5. Make a copy of Master One and Two on sheets of 8.5" x 11" paper.
6. Fill in the parts with a pen or pencil and use this as an answer key or use the Fill In The Blanks answer key.
7. Tape the answer key to the back of the Picture The Parts Identification boards you have just created, for easy reference.

Presentation

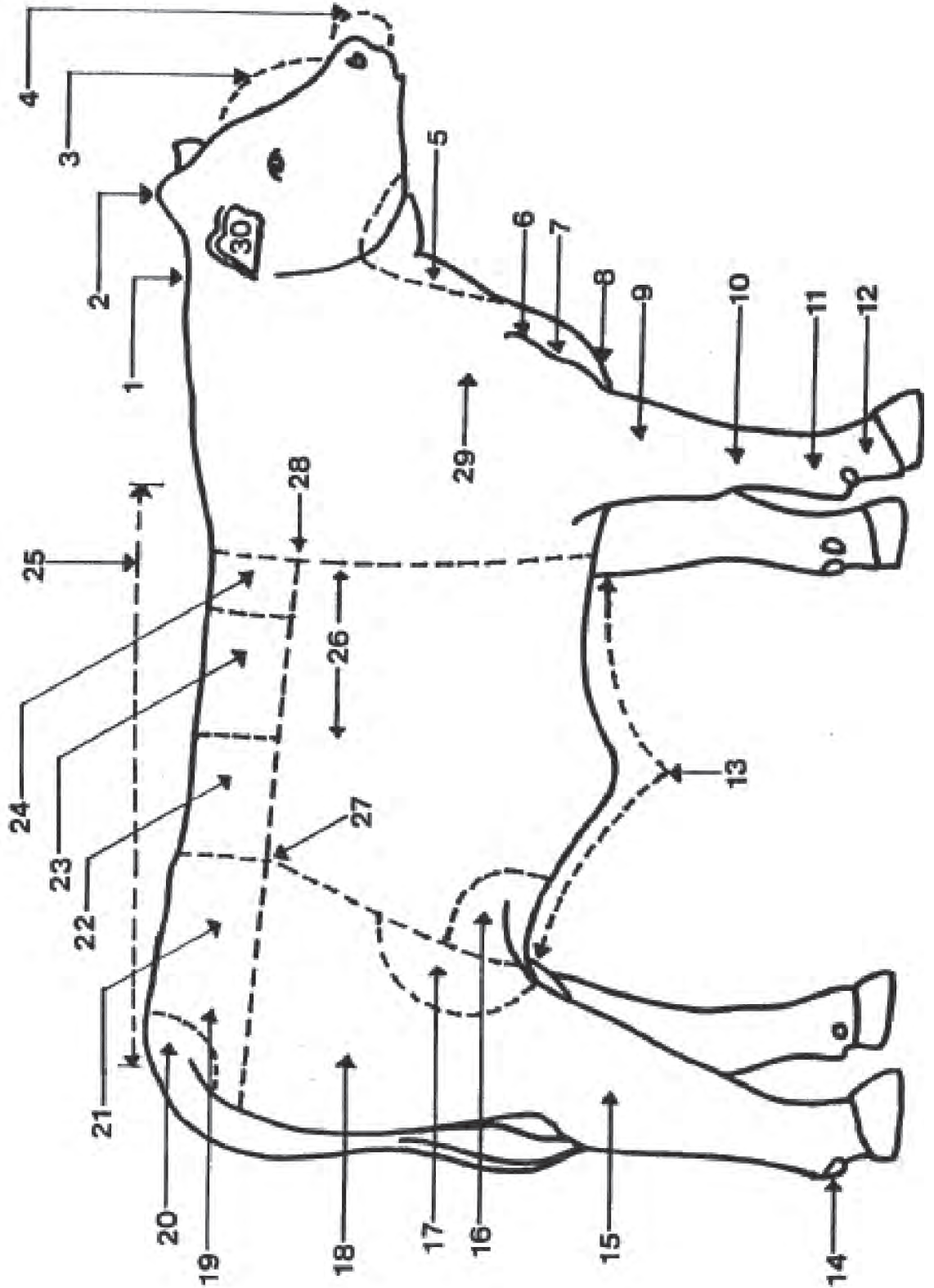
Once you have created your Picture The Parts Identification Boards there are a number of different ways you can use them. I have suggested two.

1. Bring the boards to your general meetings:
 - a. Before the official business of your meeting begins have members try putting the part cards on the Identification Boards.
 - b. You could ask a couple of members to look after the boards and have them encourage others to help complete them.
 - c. As long as the answers are on the back of the boards, members can self-check to make sure they are correctly identifying the parts.

2. Once members become more familiar with wholesale cuts and animal parts you can facilitate a timed relay.
 - a. Divide members into equal groups. Four in a group works well.
 - b. Time each group to see how quickly they can identify the parts.
 - c. Make a substantial deduction for incorrect answers to encourage members to take the time to identify the parts correctly. Perhaps one minute could be added on to their time as a penalty for each incorrect answer.
 - d. To make this work as a timed relay, you may have to provide another activity for members to do so as they are not watching and waiting for their turn. The busier 4-Hers are at their meetings the more they enjoy them.

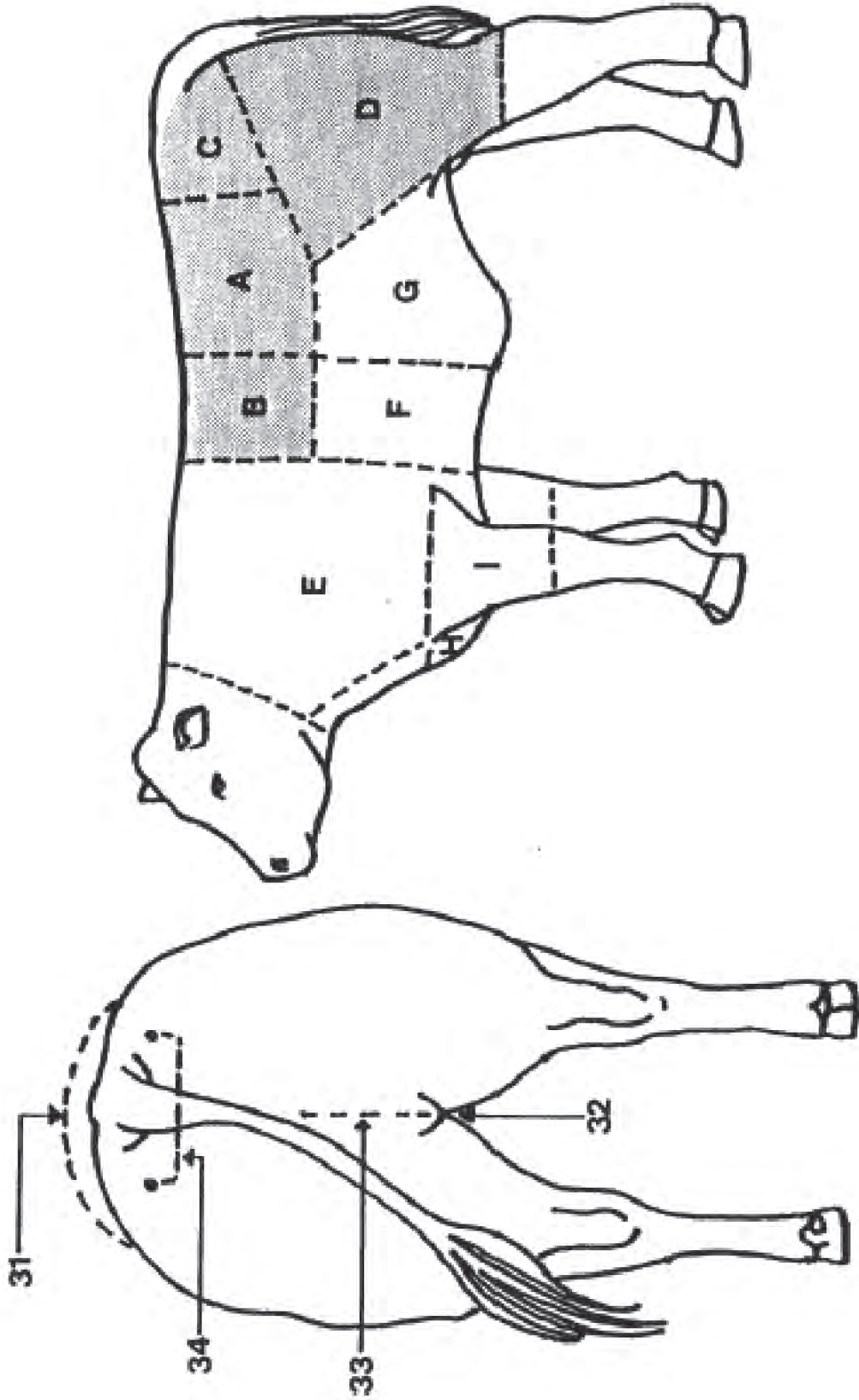
MASTER 1: PICTURE THE PARTS – IDENTIFICATION

Parts of the Beef Animal



MASTER 2: PICTURE THE PARTS - IDENTIFICATION

Parts of the Beef Animal & Wholesale Cuts of a Beef Carcass



ACTIVITY 2: **FILL IN THE BLANKS**

Source

Unit 1, Introduction - Welcome to the 4-H Beef Project – Level 1

Unit 17, The Beef Carcass – Level 1

Introduction

This activity is similar to the one provided in the Level One beef project book, however, rather than having members try and remember the part names, the names are provided and the members need to find their locations.

Preparation

1. Photocopy enough Picture The Parts - Fill In The Blanks question sheets for each group or member participating. You will also need the Masters from the Picture The Parts Identification activity. Photocopy enough copies of the Master 1 and 2 Identification sheets for each group or member.
2. Make as many copies of the answer key as you feel are necessary.

Presentation

1. Divide members into four groups. You can have anywhere from 3 to 5 participants in each group.
2. Give each group a copy of the Master 1 and Master 2 Picture The Parts Identification sheets and a copy of the Picture The Parts - Fill In The Blanks sheet.
3. Each of the four groups will work at the same time. There is no need to time this activity, however, you may need to put a time limit on how long members work at it.
4. Each group will not have to identify all the parts. Each group will identify different parts. This way the activity will encourage such skills as communication, public speaking, leadership, co-operation and working together.
5. Group 1 will look for all the parts in column 1 – starting with the brisket. Group 2 will look for all the parts in column 2 – starting with the topline. Group 3 will look for all the parts in column 3 – starting with the knee. Group 4 will complete the bottom part of the sheet – Wholesale Cuts Of A Beef Carcass and the Cuts of Beef Quiz.
6. At the specified time or when all the groups have completed their portion of the activity bring the entire group together to share what they have learned.
7. Each group will identify to the rest of the club the location of the parts on their list. If you created a parts identification board for the Picture The Parts Identification game you can use this board for group members to show where their parts are located. If not have someone from their group hold up their Master Sheets, point to the location of the part and give its' correct number. Encourage groups to let everyone in their group participate in this sharing part of the activity.

8. Groups can complete their sheets with the correct numbers as other groups provide this information.

ACTIVITY 2: **FILL IN THE BLANKS**

Parts of the Beef Animal

(fill in the blank with the correct number from the diagram)

- | | | |
|-------------------|-----------------|--------------------|
| ___ Brisket | ___ Topline | ___ Knee |
| ___ Dewlap | ___ Muzzle | ___ Dewclaw |
| ___ Rump | ___ Poll | ___ Back |
| ___ Underline | ___ Ribs | ___ Shoulder |
| ___ Crest | ___ Pastern | ___ Shank |
| ___ Hock | ___ Crop | ___ Ear |
| ___ Pin bones | ___ Forearm | ___ Shoulder point |
| ___ Stifle region | ___ Face | ___ Flank |
| ___ Cod | ___ Quarter | ___ Tail head |
| ___ Heart girth | ___ Chest floor | ___ Twist |
| ___ Hooks | ___ Loin | |

Wholesale Cuts of a Beef Carcass

(fill in the blank with the correct letter from the diagram)

- | | |
|-------------|-----------|
| ___ Rump | ___ Shank |
| ___ Brisket | ___ Rib |
| ___ Chuck | ___ Plate |
| ___ Loin | ___ Flank |
| ___ Round | |

Cuts of Beef Quiz

(fill in the blank with the best answer)

1. The diagonal line through the calf separates the _____ (high, low) priced cuts and the _____ (high, low) priced cuts.

2. The _____ (high, low) priced cuts are _____ (shaded, not shaded).

3. The _____ (high, low) priced cuts are _____ (shaded, not shaded).

ACTIVITY 2: **FILL IN THE BLANKS ANSWERS**

Parts of the Beef Animal

(fill in the blank with the correct number from the diagram)

7 Brisket	25 Topline	10 Knee
5 Dewlap	4 Muzzle	14 Dewclaw
21 Rump	2 Poll	23 Back
13 Underline	26 Ribs	29 Shoulder
1 Crest	12 Pastern	11 Shank
15 Hock	24 Crop	30 Ear
19 Pin bones	9 Forearm	6 Shoulder point
17 Stifle region	3 Face	16 Flank
31 Cod	18 Quarter	20 Tail head
28 Heart girth	8 Chest floor	32 Twist
27 Hooks	22 Loin	

Wholesale Cuts of a Beef Carcass

(fill in the blank with the correct letter from the diagram)

C Rump	I Shank
H Brisket	B Rib
E Chuck	F Plate
A Loin	G Flank
D Round	

Cuts of Beef Quiz

(fill in the blank with the best answer from the brackets)

1. The diagonal line through the calf separates the **high** (high, low) priced cuts and the **low** (high, low) priced cuts.
2. The **high** (high, low) priced cuts are **shaded** (shaded, not shaded..)
3. The **low** (high, low) priced cuts are **not shaded** (shaded, not shaded..)

SKILLATHON

Source

Unit 7, Beef Herd Health - Level 1

Unit 8, Managing Your Market Steer - Levels 1 and 2

Unit 12, Calving – Levels 1 and 2

Personal Knowledge – It is great to draw on the personal knowledge of those who help with the activity, rather than using the Project books as your only reference.

Introduction

Not all 4-H beef club members live on working cattle ranches, and even those who do are not necessarily exposed to the many jobs that need to be done on a cattle ranch. For this activity, a member, or group of members, gathers items that are used on a cattle ranch. At a meeting or project activity day, other members see this equipment and have a chance to simulate how it is used.

Preparation

1. It is a good idea to form an organizing committee to facilitate this activity. A group of members should be able to facilitate this activity with minimal assistance from a parent or leader.
2. The committee needs to collect a variety of items that are used on a cattle ranch. Some suggestions are provided. Collect as many or as few of the items as you think you will be able to obtain and use.
3. The number of items you want to collect will depend on how long you have to do the activity and where you are doing it.
4. The organizing committee can call on other members and parents to supply some of the items listed.
5. Each family could be responsible for one set of items. This family could also be responsible for showing and explaining the use of each item. If the family doesn't want to do it themselves they could find someone they know to help them out. This could be a friend, sibling or parent. The key is to make sure there is someone who is willing to show members how each item works.
6. Because this is an activity that you would do at a meeting you won't have a live animal to show how the tools are used. There are other alternatives. Members can simply look at each instrument and get a feel for how it works. With a little imagination someone could create a way to simulate the activities. The use of videos, magazines, photographs or even stuffed animals may help.
7. Once you have decided who will bring what, organize the items into stations.

8. The facilitators of this activity should number each item at each station. This way members can do an identification game before discussing how the items supplied are used.
9. Make signs for each station. Be creative. The station for cattle identification items could be called "Who's Who." The station for Oral Calf Feeding could be called "Baby! Baby!"

Suggestions of Items to Bring:

1. Cattle Identification
 - a. Variety of Ear Tags
 - i. Traditional plain tags with or without stamped numbers
 - ii. Breed Specific Tags
 - iii. CCIA (explain the CCIA tagging system)
 - iv. RFID tags (explain the RFID tagging system)
 - v. Metal ear tags
 - b. Tagging Ink or Pen – used to identify sire, dam or breed information on the tags
 - c. Tagging Pliers – different types for different types of tags
 - d. Brisket Tags
 - e. Branding
 - i. Electric Brand
 - ii. Hot Iron Brands
 - iii. Freeze Brands
2. Castration Tools
 - a. Knife
 - b. Burdizzo
 - c. Elastrator
 - d. Emasculator
3. Dehorning
 - a. Chemical Dehorning
 - b. Electric Dehorning
 - c. Gougiers or Scoopers
 - i. Wire
 - ii. Saw
 - iii. Clippers

4. Clippers
 - a. Flathead
 - b. Sheep shear
 - c. Smaller variety
5. Calving Supplies
 - a. Calf puller
 - b. Plastic or latex gloves
 - c. Chains and handles
 - d. Scalpel (used for C-sections)
6. Oral Calf Feeding
 - a. Oral calf feeder
 - b. Powdered colostrum
 - c. Electrolytes
7. Cattle Handling Devices
 - a. Sorting sticks – a variety of types
 - b. Sorting paddles
 - c. Stock prod
8. Administering Drugs
 - a. Balling Gun and Boluses
 - i. Smaller balling gun for calves
 - ii. Calf boluses
 - iii. Larger balling gun for cows
 - iv. Cow boluses
 - b. Vaccines
 - i. Vaccination gun
 - ii. Sample bottles of vaccine
 - c. Antibiotics
 - i. Disposable syringe and needles
 - ii. Sample bottles of antibiotics
 - d. Parasite treatments
 - i. Variety of guns used to administer
 - ii. Labels from different brands of parasite treatment

- e. Administration sites
 - i. Front shoulder vs. hind quarter
- f. Ways to Administer
 - i. Subcutaneous
 - ii. Intramuscular
 - iii. Intravenous

NOTE: Be sure all items supplied are clean and safe to handle.

Presentation

1. Divide members into small groups. Each level could make up a group – Seniors - Group 1, Intermediates - Group 2, Juniors - Group 3. This way the station leaders can supply age appropriate information. If you have a large number of members at any one level divide the members into more than one group.
2. Each group starts at a different station.
3. Members rotate through stations one at a time.
4. This is a two-part activity.
 - a. For the first part the whole group can work together or members can divide into smaller groups of two or three. The articles at the station will be numbered. The members will use a sheet of paper and try to identify each item. Allow just a few minutes for members to do this. Once the members have had time to go through each station once they will continue rotating through a second time.
 - b. The second time, members will be told the correct name of each item and the station leaders will label each item with its name. Members will also be shown how the item works. The station leaders will give the members a chance to handle and use the items themselves and allow them to ask questions. Allow 10 – 15 minutes for this part of the activity.

This activity may be quite time consuming, which is fine if you have a lot of time to devote to it, if not, one of the options below may appeal to you.

Option 1

Members could simply go to each station once to learn the name and use of the tools rather than rotating through the stations twice.

Option 2

Have each member (or senior member) bring 1-2 items to the meeting. Set them all up on a table and have members work in pairs to see how many items they can identify. (Pairing a younger and an older member may be helpful). As a group the club could discuss the way each item is used. Provide a prize for the pair that identifies the most items.

'WE SURVIVED'

Introduction

As a way to encourage participation in activities at meetings and reward members for surviving all of them, one of our 4-H leaders suggested a Survivor-type game. We decided to award members points for participation in the activities and also for being on the winning group or team. We often reward members for their accomplishments. This provides incentive for members to continue to improve, but sometimes there are other ways to provide this incentive. 'We Survived' puts emphasis on participation, and 'winning' can only be accomplished as a group. Members are rewarded for taking part, and are encouraged to work together as a group or team, where they may be rewarded further.

Preparation

1. The first thing you need is a poster or chart to keep track of the points that are awarded to each member.
2. We were able to create this using a commercial size printer. This type of printer creates large, poster-sized documents.
3. If you don't have access to such a printer, enlist the help of someone who likes to make posters.
4. The *We Survived Point Saver* that follows is a sample of the type of poster you need. Use your own creativity and personalize it for your club.

Presentation

1. 'We Survived' is something that is completed at each meeting or function.
2. Find a volunteer that will help keep track of 'We Survived' points.
3. Ask them to bring the Point Saver to every meeting.
4. Post it on the wall where everyone can see it.
5. After the activities are done have your volunteer award points to the participants and to the winning groups.
6. Award two points for participating and one point for being on the winning team or group. Write these points on the Point Saver.
7. Some activities won't have winners, but be sure and award all participants two points for being involved.
8. At the end of the year, at our Awards Night we gave Survivor Prizes to the two members with the most points. This isn't necessary but again it provides incentive to succeed in another way.
9. You may want to use a different point system. It might be better to focus only on participation. Give more points for participating rather than worrying about who wins or loses. Use whatever system you feel will be the greatest benefit to your membership.

BIBLIOGRAPHY

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2. www.4h.ab.ca
3. Beef Project Books – Levels 1, 2 and 3
Leaders Manual

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