

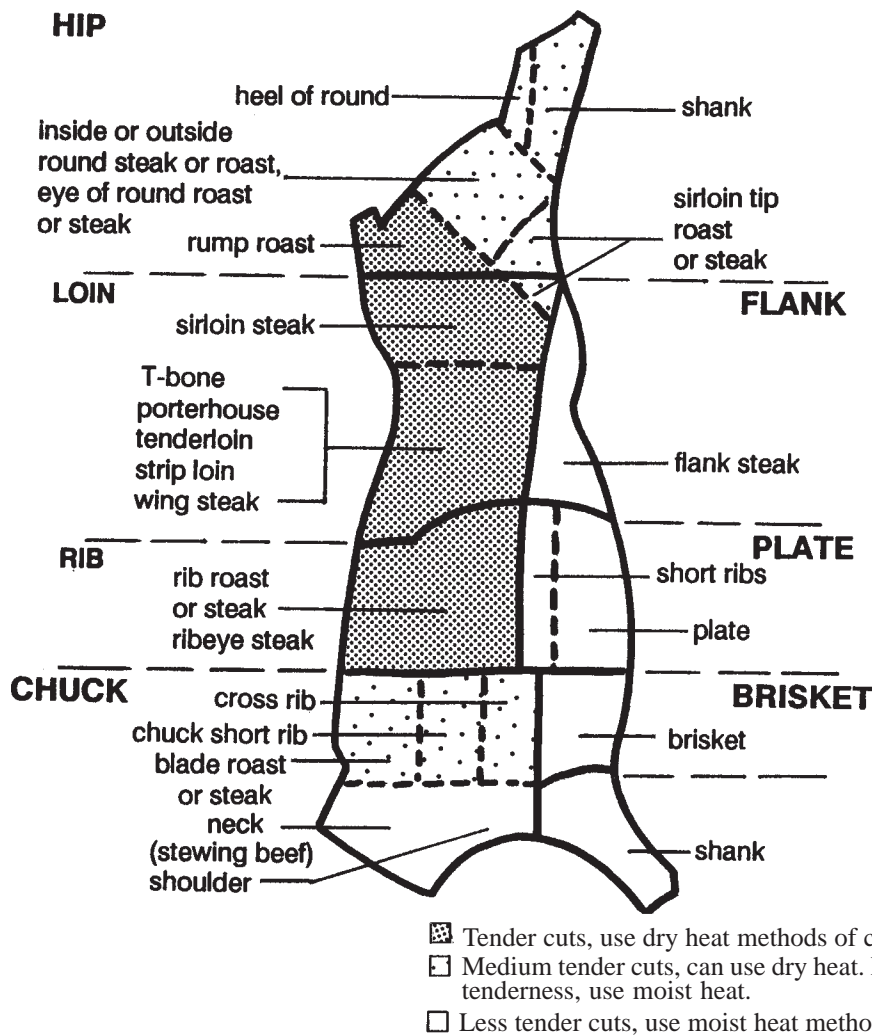
Unit Seventeen

The Beef Carcass

Roll Call

Name a beef cut.

Beef Cuts Chart



Objectives

Level One

1. To learn what makes up a carcass.
2. To learn what the parts of the carcass are.
3. To learn why and how we grade beef.
4. To become familiar with some of the carcass terminology.
5. To learn where to find the parts of the carcass on the live animal.

## Level Two

6. To learn what the consumer looks for in purchasing beef.
7. To learn how to produce a desirable carcass.
8. To become familiar with the concept of heritability and how it affects carcass traits.
9. To learn some of the other uses of beef.

## Level Three

10. To become aware of some of the issues facing beef producers today.
11. To understand the recent changes to Canada's beef grading system.

We must produce the quality of beef demanded by our market.

## Background Information

It is easy for 4-H members to lose sight of the overall objective of the beef industry. This objective is to continuously improve the genetics of the beef animal in order to provide a profitable, consistent and high quality product to meet the demand of the consumer. Members can get caught up in the show ring aspects of beef production because the ribbons, trophies and awards are viewed as determinants of success.

We want the members to become interested in producing a quality carcass which can be produced economically. Most often, this has nothing to do with the show ring or the placing on Achievement Day. It is essential that the members gain a sound understanding of the beef animal and what it should look like underneath the hide - that is what the consumer is paying for.

A strong understanding of the beef carcass will assist members in their future cattle decisions. It will also make them more mindful of the many issues surrounding beef production today.

## Ideas for the whole club ...



### Activities:

1. Visit a packing plant, local slaughterhouse or a butcher.
2. Mark the live animal.

Using chalk or powder, draw lines on the live beef animal to show where the beef cuts are located. Have the members feel the animal to determine the amount of muscle or fat in each area.

As an additional activity, take pictures of the marked animal. Keep them on file for future reference.

3. Do a consumer survey.

At the end of this unit is a sample consumer survey. Have the members use this, or design their own, to determine consumer buying habits, tastes and preferences. A local grocery store or butcher shop is an excellent place to find consumers. Discuss the findings as a club. Prepare a summary of your findings. You may even want to have your results published in the local newspaper.

4. Beef Tasting Extravaganza or Mystery Beef Dinner.

Have a beef tasting extravaganza or dinner involving all the 4-H families. Have each family prepare a different beef dish. In order to have a wide variety of dishes, select the recipes at the beginning and have each family draw one from a hat.

Share the dishes so everyone has a chance to taste them all. Prepare an information card for each with the cut, the method of preparation and the recipe.

5. Carcass Quiz.

Design a beef carcass quiz for all members to complete. This would be a good exercise for a senior member or junior leader.

6. Have a guest speaker.

The Alberta Cattle Commission has representatives who are knowledgeable in many areas. Some of these areas include:

- current issues facing beef producers
- the Commission's proactive approach to marketing beef
- changing consumer tastes
- tastes according to ethnic backgrounds
- entering new markets.

Contact the Cattle Commission, or your local breed association and find out who they might recommend as speakers in your area.

7. Carcass Judging.

Have a carcass judging competition either in conjunction with your Achievement Day or at a meeting. Members, leaders and parents can all take part in this activity. Judge a class of live steers, or take photos of them. Judge the carcasses, and compare placing to that of the live animals.

8. Limerick Contest.

This activity will help your members learn more about beef in a fun and crazy way. Have members make up limericks either by themselves or in pairs or groups. Invite the parents to try their creative hands too. Use carcass and beef terminology.

Limericks are verses rhyming in a specific pattern. Following are two examples:

Example 1

There was a young fella named Leif  
and boy he sure liked his beef  
T-bone or stew

anything that would moooo  
gave his fish loving family much grief.

### Example 2

There was a young man who liked steak  
he went to the restaurant to take  
a sample food  
but it tasted so rude  
It was tofu! Boy, what a mistake!

Now make up your own to share with the members!

### 9. RAP

I'm sure that the members are all familiar with rap. Let's see how creative everyone can be. Here's an example:

We are 4-H members and we love our first class beef  
(rap rap rap rap - you know what I mean)  
We want you to realize what we sell is quality  
(rap rap rap rap ...)  
Sirloin, steak, stew or roast,  
We've got the recipe to make you the perfect host.  
Eat our beef and soon you will see  
Why you should support our industry.  
(rap rap rap rap ...)

You can really have a lot of fun with this activity!

## Level One

### 1. Beef Level One - Unit 17, page 17-1.

1. A four letter word for the most valuable part of the carcass is meat.
2. The consumer is the person or people who buy your product. They determine the type of product you, the beef producer, should be producing.
3. Meat, the edible part of the carcass, is muscle.

### 2. Beef Level One - Unit 17, page 17-2.

There are three main parts of the carcass. These are

1. muscle
2. fat
3. bone

### 3. Why do we grade beef? Beef Level One - Unit 17, page 17-3.

To tell the difference between breeds.

FALSE

To give the consumer a consistent quality product.

TRUE

To reward the producer for producing top quality beef. TRUE

To set a standard to compare carcass qualities. TRUE

To indicate to the consumer the qualities of colour, marbling, tenderness, juiciness, flavour and amount of fat. TRUE

Who grades beef carcasses? d) meat graders

Is beef grading necessary?

Some of the benefits of having our meat products graded are

- the quality of beef is consistent
- a standard for the producer to meet
- ensures that all producers in our country produce a top quality product
- colour, marbling, tenderness, juiciness and fat are consistent.

4. Why is inspection important? Beef Level One - Unit 17, page 17-3.

Inspection guarantees that the carcasses meet rigid standards of sanitation, hygiene, product handling, packaging and labelling. In other words, the product is handled for the safety of the consumer. Any carcass which does not meet these regulations is condemned and destroyed.

5. Grading Review. Beef Level One - Unit 17, page 17-6.

1. Suppose your carcass graded Canada A1.

What price would you receive for it today? (*answer will vary depending on the date*)

Is it youthful or mature meat? youthful

Is it bright or dark red meat? bright

Will it be made into hamburger? (*part of all carcasses are made into hamburger*)

2. Suppose you culled a seven year old cow from your herd.

What grade would it be? D

It will have these characteristics:

older      darker meat      tougher fat      darker fat

## Level Two

6. Beef Level Two - Unit 17, page 17-1.

What happens to the rest of the animal which is not considered to be part of the carcass? This includes the feet, horns, internal organs, and so on. These items are

used for the production of by products and specialty products (liver, kidney, sweetbreads, heart, tongue, tripe, and so on).

7. Beef Level Two - Unit 17, page 17-1.

Products from the beef animal go into making many materials. Mark the items you think contain some part of the beef animal. All of the items mentioned come from some part of the beef animal.

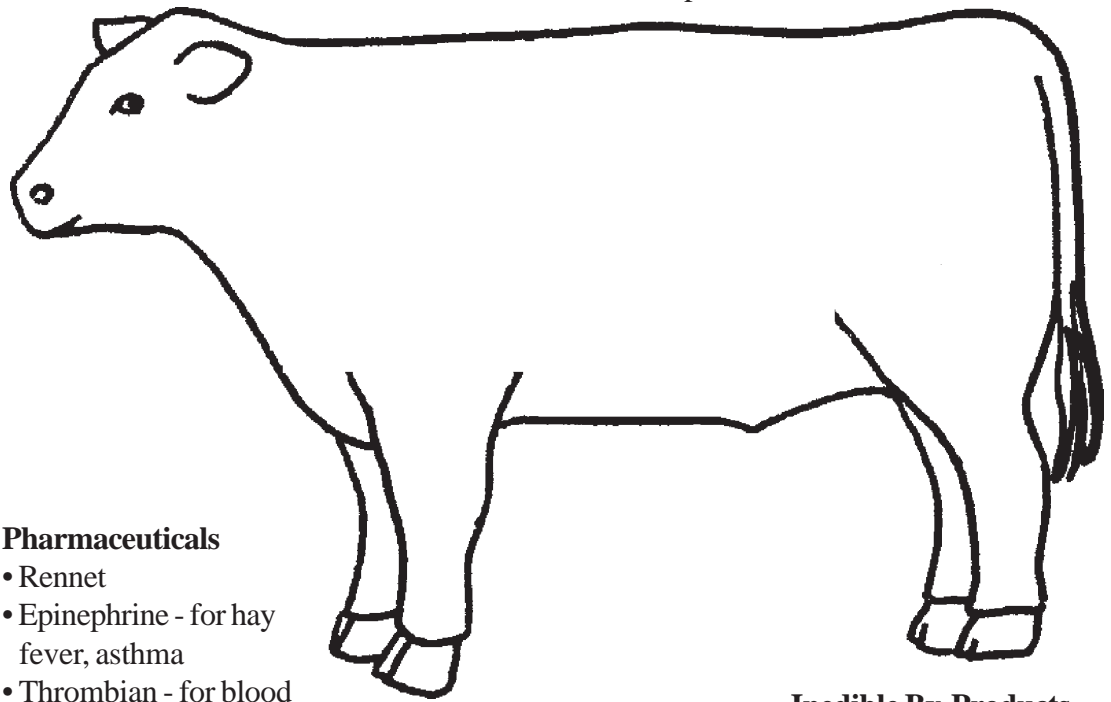
454 kg animal (1,000 lbs)

435 lbs (196.8 kg) Retail Beef

- Steaks
- Ground beef
- Roasts
- Stew Beef

**Variety Meats**

- Liver
- Kidney
- Sweetbreads
- Heart
- Tongue
- Tripe



**Pharmaceuticals**

- Rennet
- Epinephrine - for hay fever, asthma
- Thrombican - for blood clotting
- Insulin - for diabetes
- Heparin - anti-coagulant
- TSH - stimulates thyroid
- ACTH - corticotropin
- Estrogen
- Thyroid extract

**Edible By-Products**

- Oleo oil & stock for margarine & shortening
- Gelatin
- Marshmallows
- Canned meat
- Natural sausage casings
- Ice cream

**Inedible By-Products**

- Leather
- Sports equipment
- Surgical sutures
- Soap
- Cosmetics
- Buttons
- China
- Photographic film
- Sandpaper
- Violin strings
- Camel hair rushes
- Explosives

Item	Used to Make
Amino acids from body protein	margarine, shortening, gum candies
Gelatin from bones and horns	marshmallows, ice cream, canned meats
Intestines	sausage casings
Hair from animal's ears	artist brushes
Glycerine from tallow	lipstick, handcream, toothpaste, cough medicine, soaps, candles, crayons
Bones, horns and hooves	china, piano keys

To find out more information on these and other products, talk to your local butcher or slaughter plant.

- The Beef Carcass - A Quick Review. Beef Level Two - Unit 17, page 17-6.

The scrambled and unscrambled words are

smluec	muscle
estre	steer
ccssaar	carcass
nmcroue	consumer
cntpreions	perceptions
eadrg	grade
yuiaqtl	quality

### Level Three

- Topic 1: The Consumer Beef Level Three - Unit 17, page 17-1.



### Sample Consumer Survey

1. Are you the main food purchaser in the family?  
YES or NO
2. Do you normally purchase beef as part of your weekly shopping?  
YES or NO
3. Do you eat more or less of each of these than beef?  
Chicken      MORE or LESS  
Pork          MORE or LESS  
Fish          MORE or LESS
4. Do you view beef as healthy and wholesome? Why or why not?  
\_\_\_\_\_
5. Which of these factors are important to you when selecting beef products?  
\_\_\_\_\_ price      \_\_\_\_\_ packaging      \_\_\_\_\_ colour      \_\_\_\_\_ brand  
\_\_\_\_\_ fat amount      \_\_\_\_\_ marbling      \_\_\_\_\_ fat colour      \_\_\_\_\_ quantity
6. What cuts or types of beef do you buy most often?  
\_\_\_\_\_
7. Do you consider beef production to be environmentally safe?  
\_\_\_\_\_
8. Would you buy a product call “natural beef” over the regular beef products? Why or why not?  
\_\_\_\_\_
9. Do you feel that meat produced in Canada is unsafe in any way?  
\_\_\_\_\_



**Unit Eighteen****Beef Marketing**

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**Roll Call**

What do you think of when you hear the word “marketing”?

It is likely that everything mentioned will have something to do with marketing. If you want to spend more time with your club members on the topic of marketing, there is further information, including activities, in the level one section of this unit.

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**Objectives****Level One**

1. To understand the concept of marketing and how it applies to the beef industry and others.
2. To recognize how many people are involved in moving beef from the field to the table.
3. To become familiar with the characteristics of the beef industry and beef marketing at the national, provincial and local levels.

**Level Two**

4. To become aware of the different options for marketing beef cattle in Canada.
5. To learn the difference between marketing live and on the rail and to determine which is currently most desirable for individual producers.

**Level Three**

6. To learn how the beef cycle affects the beef market and the producers.
  7. To encourage members to have some fun with the topic of beef marketing.
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**Activities:****For the Entire Club . . .**

1. Invite a guest speaker. Suggestions include:
  - A cattle buyer to discuss how she or he buys cattle and to provide ideas to the sellers about how they can make informed decisions.
  - An operator of a local auction mart to explain his or her operation.
  - A local producer to talk about how she or he buys and, or sells cattle and why.
  - A representative of a packing house to talk about what she or he looks for in cattle coming in.
2. If you have a slaughter house, packing plant or auction mart in your local area, you may want to arrange a tour for your members. Keep in mind that this may be difficult for some of your members, so check with them ahead of time to make sure it would be acceptable.

## Level One

3. Market It. Beef Level One - Unit 18, page 18-2.

Spend time with your level one (or all) members working through this activity. They can work individually or in small groups or teams to plan how they would market their goods or services.

Some ideas for goods and services are lemonade at a lemonade stand, grass cutting for homes in the neighbourhood, picking up recyclable items, delivering newspapers or flyers, raking leaves in the neighbourhood, making and selling Christmas cards, decorations or crafts.

4. Journey to the Table. Beef Level One - Unit 18, page 18-3.

The objective of this activity is to help members realize that many people are involved in moving beef from the field to the table.

1. veterinarian	6. butcher	10. researcher
2. auctioneer	7. waiter	11. barn builder
3. trucker	8. equipment worker	12. farmer
4. accountant	9. ranch hand	13. grader
5. rail worker		

5. Provincial and Local Beef Markets. Beef Level One - Unit 18, page 18-4.

Spend time discussing the characteristics of your provincial beef industry. For more information contact your local Alberta Agriculture district office. Discuss your local area. Topography and characteristics may make your area quite different from other parts of the province and country.

## Level Two

6. Options for Marketing Beef Cattle.

This topic provides lots of opportunity for discussion. Invite members to share how they market on their farm. Members should find that everyone will market cattle a little differently. Stress that there is no right or wrong method. Generally, small producers will handle marketing very differently than large producers. Encourage members to look at other options available and decide how they would suit their operation.

7. Rail Grading.

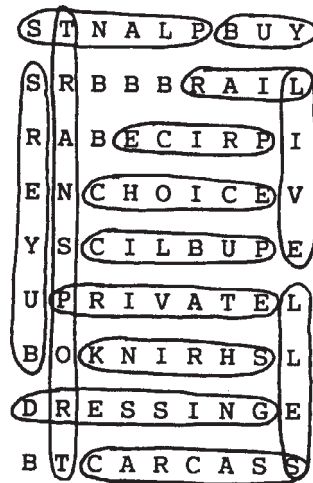
Invite a speaker to come and talk about rail grading. Suggestions are local producer, buyer or packing plant representative.

8. Rail or Live. Beef Level Two - Unit 18, pages 18-3 to 18-4.

Together with your members, work through the method of deciding which is most suitable today. Have members find price information by looking in newspapers, contacting local marts, listening to the radio or television, talking to their Alberta Agriculture district office or talking to producers or the Cattle Commission.

9. Let's Market. Beef Level Two - Unit 18, page 18-5.

I found these words      buy, buyers, carcass, choice, dressing, live, plants, price, private, public, rail, sell, shrink, transport.



### Level Three

10. The Beef Cycle. Beef Level Three - Unit 18, pages 18-1 to 18-3.

Encourage members to talk about the beef cycle and look at where we are today. Discuss predictions for prices next year, in three years and in five years.

11. Encourage your level three members to get involved in creating and leading some fun activities for the rest of the members in your club.



**Unit Nineteen****The Beef Industry Today**

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**Roll Call**

Name a person who is involved in the beef industry.

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**Objectives****Level One**

1. To understand where they fit in the beef industry.
2. To learn about consumers and how they decide.

**Level Two**

3. To learn more about some of the factors which directly affect the beef industry.
4. To understand some of the changes which have occurred in the beef industry over the last 25 years.
5. To learn more about how consumer demand affects the industry.

**Level Three**

6. To become aware of the complexity of the beef industry.
  7. To find out more about the sensitive issues which affect the beef industry.
  8. To become aware of the effect the media and advertising can have upon the beef industry.
- 

**Activities:**

Ideas for the whole club . . .

**1. Invite a speaker.**

There are many people in the beef industry you can call upon to share their expertise, opinions and ideas about beef production. Select a topic of interest to you and your members and invite a speaker. Make sure you invite the 4-H parents and friends to take part in the meeting.

Some suggestions for speakers include:

- beef production specialist
- veterinarian
- game farmer
- Alberta Beef Producers representative
- local feedlot operator
- representative from Canada Beef Export Federation
- your butcher/meat cutter

Ideas for topics include:

- animal welfare
- consumer perception of the beef product
- food safety
- cattle and the environment
- beef as a nutritious product
- the beef cycle
- new opportunities for beef
- grading system
- marbling and tenderness
- free trade

## 2. **Beef Information Night.**

Ambitious members and leaders may wish to hold a beef information night for the local community. This can be both fun and educational. As a club, plan and implement the evening together with your local agricultural society.

This type of activity would help to

- provide a community service
- instill a sense of purpose in your members
- help people learn more about the beef industry
- give people experience in program planning
- give people experience in working as a team
- possibly raise money for the club

Advertise the event throughout your community. Use posters, radio, newspapers, flyers and announcements. See if you can obtain sponsorship from the butcher shop, grocery store or auction mart.

## 3. **“The Crazy Beef Producer”.**

Here’s an idea for an activity which both members and adults can play. It will take some time and space to play, so hold it in a place where there is lots of room to move around. It is a good activity to use to introduce members to some of the issues facing beef producers.

- A) Prepare cards with the labels listed below. Have one card for each participant. Double up the labels or add some more ideas if you have more participants.

feed supplier	politician	butcher
veterinarian	game rancher	organic beef producer
banker	animal welfare activist	acreage owner
retail store owner	government representative	lobbyist
vegetarian	consumer	

- B) Prepare an obstacle course. This should be made of tasks to be accomplished. Some ideas are climbing over a board fence, climbing through the front seat of a truck, passing around a full pitcher of water, making a sandwich from five specific items, singing a song, colouring a picture, eating three crackers, or anything else you can think of. Use your imagination and make sure everything is safe.
- C) Have each participant draw a card. Have each participant picture him or herself as the person on the card and describe how he or she would relate to the beef industry.
- D) Tie all of the participants together, in a circle, using a long rope. Explain to the participants that the group is a beef producer trying to make a living producing beef. The obstacle course represents the industry. The beef producer (the entire group) must proceed through the industry (the obstacle course) toward their ultimate goal which is production of a top quality beef product.
- E) Send the group on their way through the obstacle course.
- F) Once the riotous event is over, and everyone has had a chance to catch their breath, sit down and discuss the exercise.

Discuss how the entire group accomplished the tasks assigned.

Key points are

- The farmer (like the group) needs to cooperate with the various elements (the other group members) in order to accomplish his goals.
  - No part of the group was independent from the other parts.
- G) Spend time discussing the influence the different people have on the beef industry. You may wish to record the discussion for future reference.

Examples are

**Politician:**

Makes major decisions which affect the industry. Often, interest or lobby groups can influence him. Name some of these groups.

**Government:**

Government regulations, although very necessary, may slow down the processes, take too long and may be difficult to change. What would it be like without any government support or regulations?

**Feed Supplier:**

This person is affected by the crop production situation, grain prices, feed availability, and feed quality. How do these affect his profit margin and the cattle producer's profit margin?

**Animal Welfare Activist:**

These people have certain opinions on humane beef practices and production which may differ from the producer's. How might these affect the producer, demand for beef and consumer perception?

**4. Inter Club Activity.**

For those of you who enjoy interaction with other clubs in your district or region, organize an interclub activity based on the topic of *The Beef Industry Today*. Some ideas are a trivial pursuit night organized by senior members, a potluck supper with a guest speaker, or an impromptu speaking competition.

**Level One**

**5. Where do you fit? Beef Level One - Unit 19, page 19-1.**

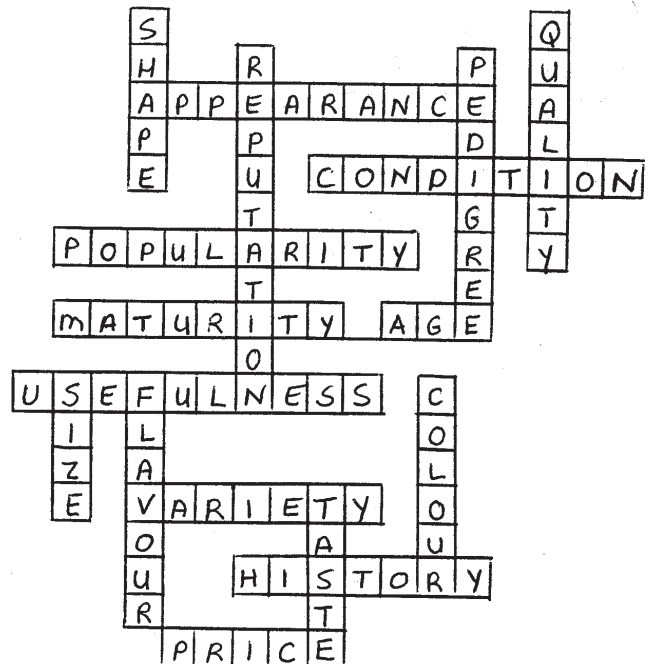
In this section, it is important that the members understand the key role the beef producer plays in the agriculture industry. Discuss the importance of producing beef. In Canada there are over 25 million people. Most of these people eat beef. One steer goes a long way in feeding some of these people.

**6. The Power of Choice . . . Beef Level One - Unit 19, page 19-3.**

Consumers make choices when they make a purchase. Discuss how different things can help to influence the choice a consumer makes. Have the members provide input on how they decide.

**7. Wrapping Up. Beef Level One - Unit 19, page 19-4.**

Following are the solutions to the crossword puzzle. Discuss how each of these things can have an effect on the consumer's decision.





## Level Two

### 8. **Factors Affecting the Beef Industry Today. Beef Level Two - Unit 19, page 19-1.**

This crossword puzzle is designed to lead into a discussion on the members' views of how the beef industry can be affected by different factors. Here's a few ideas:

**Prefer** - beef vs chicken or pork, why

**Antibiotics** - cost vs results, people are scared of side effects

**Choices** - made in the supermarket - packaging, cost, appearance

**Family** - cost to feed, fast meals, time for preparing

**Genetics** - availability to the breeder, AI vs natural breeding

**Grade** - ability to produce Canada A1 beef, cull cows

**Economical** - those who can't make money get out of business

**Efficient** - large herds vs small herds, cow calf vs finishing

**Chemophobias** - fear of drugs

**Perception** - what the people think of beef

**Natural** - the extra cost of it, actually "natural"

**Lean** - how much is too fat?

**Quality** - fat colour and quantity, meat colour, texture

**Sustainable** - is our agriculture system self supporting?

**Cholesterol** - the effect recent cholesterol scares have had on beef

**Health** - of the animals, consumers

**Safety** - of people working with animals, of the product

**Fat** - how much is too much?

**Castration** - humane, healthy, effects

### 9. **Today's Beef Industry. Beef Level Two - Unit 19, page 19-2.**

The beef industry has changed over the years in response to customer demands, the feeds available, the genetics available and the changing farmer.

	<b>From</b>	<b>To</b>
A	large, exotic steer	moderate sized crossbred steers
B	small cow/calf herd	larger cow/calf herd
C	larger steak	moderate or small sized steak
D	home finished steers	custom feedlot

**10. Consumer Demand - Food For Thought. Beef Level Two - Unit 19, page 19-3.**

Consumer demand affects the beef industry in many ways. Most importantly, we need the consumers to want our product. By keeping it in demand, we can produce more of it and be sure that it will sell. When the customer demands a leaner product, we need to start producing a leaner product.

What is it that affects consumer demand?

- price
- appearance
- information received - true or false
- health and cholesterol levels

How do you think the average consumer perceives beef? The answer to this will vary with each member as they are all consumers themselves and each of them will perceive it differently.

It is important that the cattle producer understands how we want the consumer to perceive beef as this will directly affect the things we do when producing beef.

What can the producers do to help consumers perceive beef in a positive way? The beef producer should be sensitive to today's issues and be aware of how they can affect him.

### Issues Related to Consumer Demand:

- Portions demanded by the consumer. The consumer is looking for a smaller well-marbled steak. The days of the 16-ounce serving are gone. Concerns about cholesterol, high blood pressure and balanced diets have dictated smaller portions of red meat.
- Natural or organic beef – a portion of the consumers are demanding a product that is in their minds, more wholesome than the “industrialized” product. NO antibiotics, implants or feed additives.
- Direct marketing to consumers rather than through Sobey’s, Safeway, etc. Knowing the supplier (farmer or ranch) is a niche market that is growing. Perception of a better product because the consumer knows where it is coming from.
- BSE and food safety is front and center with consumers. CCIA CFIA, veterinarians, the feed industry, producers are pharmaceutical suppliers are all involved with the production of a safe and healthy product. No part of the industry works in isolation.
- What are producers doing differently to protect the environment? They are looking after the riparian areas on their land, putting together manure management plans,
- Know what the consumer needs for beef products, influences the type of animal we raise. The marketing plans that are in place to promote beef:
  - Certified Angus Beef
  - Natural/Organic Beef
  - Antibiotic or Hormone Free
  - Grass finished
- Dehorning, branding and feedlot environment are all issues that are currently under review.

### Level Three

11. Level three members have some interesting activities in their unit material. The information they gather here would be good to share with all members in your club.



## Unit Twenty

# Beef Grooming and Showing

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### Objectives

For all members: To learn more about grooming and showing beef cattle.

It is important to note that there is much more to grooming and showing than we could possibly include in this unit. This information is intended to be an introduction only. For further information on grooming and showing, contact your breed associations, local beef breeders, judges or other experienced people in your area.

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### Activities:

1. Invite a guest speaker.

There are many grooming and showing professionals in your local area who would be willing to share their expertise with 4-H members. Invite one to come to your meeting and talk about grooming or showing today. Have him or her provide a demonstration. You can have members actively take part by pretending to be animals in a show ring, moving as the judge requests.

2. Show a video.

There are several available for use by your 4-H club. Refer to your 4-H Video catalogue. Contact your breed associations to find out more.

3. The Memory Game.

When discussing preparing the show box for show day, try this quick, fun memory game to introduce the topic.

Show members a complete show box containing items needed for grooming or showing beef cattle. Put in many different items. Allow members to view the show box for 30 seconds.

Have members make a list of all of the items they saw in the box. If many members are inexperienced with grooming and showing, have members work in teams.

Some items you may want to include are bucket, clean rags, clippers (different sizes), curry comb, brush, rope halter, leather halter, blanket, show stick, and so on.

4. The Fast List.

Have members work in pairs to make a list of the items to put in their show box for Achievement Day. Give members two minutes to list as many items as they can, along with a use for each item.

Set up the lists like this

Item	Use
Clean Rags	to wipe the ears or your clippers
Show Stick	for showing animal
and so on	

5. Hold a grooming and showing workshop.

There are many options for this. You could hold a short workshop on washing and drying, clipping, final show preparation or showmanship. You could hold a full day workshop where members bring halter broken animals and groom them. You could hold mock competitions to help members learn the specifics about showing. No matter what type of workshop you hold, make sure the members have an opportunity to do some “hands-on” learning. This is especially important for younger and inexperienced members.

Senior and more experienced members often have a wealth of knowledge about grooming and showing. You may want to invite one or more of these members to conduct the workshop. It would be a valuable learning experience for them.

6. Show Ring Competition.

Show ring competitions are becoming more popular across the province. These competitions, in which members practise acting as judge and, or ringperson, give members another opportunity to develop their skills. The following information on the responsibilities of the judge and the ringperson will be helpful to you.

## The Judge

The judge of 4-H competitions should

- Have a sincere interest in the development of the skills and knowledge of 4-H members.
- Arrive at the show location well in advance of the start of the show, and check in with the secretary or a show committee member.
- Always act in a professional manner.
- Remain unbiased.
- Be aware of time constraints.
- Be familiar with the show regulations and rules.
- Report any unprofessional or unethical practices to a member(s) of the show committee.
- Communicate with the ringperson before the show begins; decide how animals will enter the ring, parade, line up and exit the ring and who will indicate this to members.
- Use common signals to direct movement in the ring.
  - To move around the ring - move arm and hand around in circular motion.

- To stop - hold up arm with palm out.
- Be prepared to give tactful and professional reasons.
  - Publicly to the top placings in a large class or all placings in a small class.
  - Individually to all members.
  - Arrange to line up the animals so they can be viewed easily by the audience.

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## **The Ringperson**

The ringperson of 4-H competitions should

- Help the judge.
- Communicate with the judge before the show begins; know who is responsible for which duties.
- Handle every class at that show in the same manner.
- Keep animals moving in straight lines and large circles.
- Assist exhibitors with difficult animals.
- Direct members to the correct locations in the ring.
- Give directions to members on how to exit and enter the ring.
- Keep the animals, exhibitors and show moving along smoothly and in an organized manner.
- Not express opinions or comments unless asked to do so.

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## **Hints for Organizing a Beef Show**

Organizing a show is a big responsibility and requires a lot of work. Don't try to do it all yourself. Recruit volunteers (members, leaders, parents, friends and neighbours) to help with the event.

The key to a successful event lies in organization. Make sure all committee members know who will be responsible for which duties. Use a check-list.

You will need to consider these duties.

Show location	Master of Ceremonies	Advertising
Show date	Show time	Cleaning up after show
Booking facilities	Registrations	Presenting ribbons
Supplying Straw	Catalogues and programs	Setting up stalls
Checking ear tags	Ordering awards	Checking papers
Payments: * judges * facilities * refreshments * awards	Judges for each competition: * contact * confirm * brief before show	Thank you: * judges * facilities * volunteers * any others
Audio system	Insurance	Recorder
Ringperson(s)		

Video: 421 VT Producing a Cattle Show. Available through Alberta Agriculture, Food and Rural Development Film Library. Phone (780) 427-2127.

### Ten Commandments for Parents of Youngsters Showing Cattle

1. THOU SHALT NOT feed, train and care for the animal, for thou art trying to teach the child responsibility.
2. THOU SHALT forgive a child for making mistakes in the show ring for thou hath made mistakes too.
3. THOU SHALT NOT get mad when thy child forgets items in the showbox, for one day thou may forget the showbox.
4. THOU SHALT help the show management, for they are doing a job thou would not want to do.
5. THOU SHALT see that thy child is on time for all show activities, for thou would not want to wait on another.
6. THOU SHALT be sure that the child has animals entered and registration papers in order by the designated time.
7. THOU SHALT teach the child that winning a blue ribbon is a desirable goal, but making friends along the way is a more worthy goal.
8. THOU SHALT NOT complain about the judge, for it is his opinion that has been sought.
9. THOU SHALT remember that livestock projects are teaching projects, not necessarily money-making projects.
10. THOU SHALT remember that the livestock project is a family project that shall be enjoyed and supported by the entire family.

*By: Clyde D. Lane Jr., University of Tennessee*



**Unit Twenty-One****Alberta 4-H Law****Learning about Animal Welfare**

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**Roll Call**

Name a concern the public may have regarding the welfare of your project animal. Depending on the projects of your members, possible answers include:

- neutering, castrating
- confined space, caging, tying, tethering
- shipping, hauling
- removal of horns, tails, beak trimming
- animal identification
- slaughtering procedures
- show sticks, canes, cattle prods
- shearing, clipping, induced molting
- training of pets
- livestock fairs
- rodeo, gymkhanas
- use of animals for recreation or work
- exposure of animals to weather, environmental control
- drug use, steroid use, implants
- use of animals in research
- veal production
- sale yard practices
- disposal of unwanted chicks, poults and pipped eggs
- disease of individual vs. herd euthanasia
- artificial insemination

**Objectives**

In this unit members will learn about animal welfare issues, examine their own practices with their project animals and develop a strategy for responding to animal welfare concerns. It is very important that members read and complete the activities in this unit before participating in any group discussions or activities.

**Level One**

- 1 Learn about animal welfare, the Five Freedoms and their responsibilities as livestock owners.
- 2 Learn proper care methods and be able to explain how 4-H members care for their project animals.
- 3 Learn what animal welfare issues are and where they come from.
- 4 Understand the difference between an animal welfare and an animal rights stand on issues of animal care.
- 5 Be prepared to talk to the public about their projects and learn to seek the help of others when challenged with uncomfortable questions.

**Level Two**

- 1 Better understand animal welfare and the laws that protect the animals.
- 2 Learn how to identify the agenda of various “animal interest” groups.
- 3 Develop an understanding of where animal welfare issues come from.
- 4 Examine various viewpoints of what human interactions with animals should be like.
- 5 Establish their personal viewpoint on animal welfare issues and prepare themselves to respond to the questions and concerns of the public.

**Level Three**

- 1 A deeper understanding of how animal welfare issues develop.
- 2 Learn facts to support the differing positions.
- 3 Plan strategies for handling animal welfare questions and dealing with the media.
- 4 Learn how to be a spokesperson and conduct positive interviews.

**Activities:****Level One****Activity # 1**

Review the Five Freedoms and the 4H Stockkeepers Creed. Match each of the five freedoms to each creed.

**Activity # 2**

Caring for my animals. Encourage the members to use what they checked in the “I want to improve” column to set their goals for the year on what they want to learn and do.

**Activity # 3**

The members will go through the Five Freedoms and check off the ones they are currently providing to their animals. They should then list how they are providing the freedoms. Take the time to review their answers and if they are not providing all Five Freedoms, ask them to set goals for the year on how they can make sure each one is provided for or how they can improve on the ones they are providing.

**Activity # 4**

The members are asked to list three questions they think a non-agricultural person may ask them. Choose one or more of their questions and have them answer it for the whole 4-H club. Take the time to help them with their answer and allow the whole club to provide input.

**Activity # 5**

Let's Review the Issue

- |   |                |   |                 |
|---|----------------|---|-----------------|
| 1 | Cruel          | 2 | animal rightist |
| 3 | animal welfare | 4 | humanely        |
| 5 | well-being     | 6 | health, growth  |

**Level Two**

**Activity # 1**

The Codes of Practice. Obtain the Codes of Practice for you project animals and review them with the club. The Level 2 members will then review the codes on their own and establish the guidelines they need to be following in order to achieve the Five Freedoms. It is very important that all members be made aware of the Codes of Practice and what their purpose is.

**Activity # 2**

Start digging. In this activity members are asked to look up each of the listed organizations and answer the questions in order to establish the agenda of each one. You may then choose to have each of the Level 2 members choose one or more of the organizations and share the results with the club. Encourage the entire club to discuss the differences.

**Activity # 3** Everyone Doesn't Think Alike; match the viewpoints

- Everyone Doesn't Think Alike; match the viewpoints

<b>Animal Issue Spectrum</b>					
Animal Welfare			Animal Rights		
Animal Exploitation	Animal Use <small>(Human focus)</small>	Animal Protection <small>(Societal focus)</small>	Animal Concern <small>(Animal focus)</small>	Animal Rights	Animal Liberation
<b>4</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>1</b>
“Animals are here for our use and abuse”	“Animals are here for our use, but we must be responsible with them to produce as much as possible”	“We are here to enforce the laws and regulations made by our lawmakers”	“Everybody should be required to treat each animal as kindly as possible for the good of the animal”	“Animals have rights just as humans do”	“Animals should not be forced to work or produce for our benefit in any way”

Iowa State University Extension, 1991

**Activity # 4 - Where do you stand?**

There are no right or wrong answers to these exercises. Encourage the members to discuss their responses. This will help them prepare themselves to face such questions with the public.

**Activity #5** - What We do With Animals?

Members will match the activities and then answer the questions.

**Activity #6** - Why We Do What We Do

Castration.*	To enhance handling practices, for the safety of the animals and the producer, and, or to avoid complications later on.
Branding and or tattooing.*	To move animals to a fresh food supply to prevent over-grazing and soil erosion, or to deliver the animals to regulated and inspected processing plants.
Eat meat.*	To learn about proper handling and training of our animals, understanding their behavior and celebrating our accomplishments.
Feed grain to livestock instead of starving people.*	Domestic animals convert grasses into human nutrition that would otherwise not be available. Meat provides important proteins.
Transport animals.*	Permanent identification and theft deterrent. Not currently shown to be excessively painful.
Confine animals in pens or cages.*	To better provide for their individual or group environmental and physical needs. To enable close monitoring of their individual health.
Remove horns (cattle, bison) tails Sheep, pigs), or trim beaks (egg laying hens).*	The quality of most feed grains is inadequate for human consumption.
Train and show our animals.*	To prevent aggressive behavior and enhance the handling of the animal. To control the breeding of the animals and to enhance the efficiency of feed animals.

**Activity #7** - What would you say.

Discuss their responses in this exercise.

**Level Three****Activity #1** - The Message.

members will read the article “Animal rights and the myth of “humane” treatment”. They are then asked to answer some questions concerning this article. It is strongly encouraged that this article and the answers to their questions are discussed as a group.

**Activity #2** - Be Prepared.

In this activity members are asked to choose two of the listed statements and relate them to their project animal. They will then be asked to share their answers with members. Discuss their responses based on the “Suggested Ways to Respond” provided in this manual.

## For the Entire Club

### Objective

Prepare for and practice responding to animal rights groups and the media.

### Introduction

Read the two articles below which illustrate the need for 4-H to become informed of issues about animal care. Ask: How do these make you feel? Is this true? Is this what 4-H is about?

#### **All's not fair at the fair** (Author: Nicholas Read)

...if you intend to take in the livestock show, the following might be of some help. It's a guide to what you might see - and also what you might miss - at British Columbia's premier agricultural fair.

*What you'll see at the dairy exhibit:* Clean straw and water buckets; carefully tended animals; hand-drawn posters of cows with names like Bluebell, Marigold and Buttercup; no bulls.

*What you won't see at the dairy exhibit:* Cows tethered by steel braces in stalls where the excrement and urine is piled to their knees; male calves taken from their mothers when they are only hours old to be raised and slaughtered as veal; veal crates in which the animals are held virtually motionless for four months while they are fed little else but antibiotic-laced milk; slaughterhouses where the calves are killed to provide gourmet meat to supermarkets and restaurants.

*What you'll see at the pig exhibit:* Clean straw; buckets filled with fresh water three times a day; a mother sow cosily nursing her newborn piglets; healthy, strong animals with coats as smooth and blemish-free as varnish.

*What you won't see at the pig exhibit:* Filthy, feces-laden straw; open, festering wounds never treated even when the pigs go to auction; limping animals struck with boards by auctioneers; farrowing crates in which mother pigs are separated from their young by steel bars; dirty, concrete floors; transport trucks so crowded that animals can die of suffocation over 24- or even 48-hour journeys.

*What you'll see at the beef exhibit:* Clean straw; clean water buckets; healthy, calm animals with no branding marks.

*What you won't see at the beef exhibit:* Castration and de-horning without anaesthetics; hot-iron branding that can leave wounds so deep and serious that they never heal; feedlots in which cattle, knee-deep in muck, are barely able to walk; animals so badly injured in transport that they can no longer stand and have to be dragged off transport trucks into slaughterhouses; ritual slaughter in which the animals' throats are cut so that they can bleed to death slowly without the "kindness" of being stunned first.

*What you'll see at the poultry exhibit:* Clean straw; cages big enough for one or even two birds to turn around, preen themselves and flap their wings; strong healthy birds with all their feathers intact.

*What you won't see at the poultry exhibit:* Battery cages into which four or five birds are stuffed so tight that they can't turn around, flap their wings, preen themselves or even stand up; birds under such unrelenting stress that half their feathers have fallen out; commercially useless young male birds thrown alive into meat grinders; debeaking of female chicks at birth and then again at adolescence; the wholesale slaughter of so-called "spent" hens - hens that can no longer meet their daily laying quotas - when they are about a year old...

**...What you'll see at the PNE food animal barns:** The way things should be for Canadian farm animals.

**What you won't see at the PNE food animal barns:** The truth.

Article from *The Weekend Sun*, Sat. Sept. 4, 1993

### **Club teaches children to suppress their compassion**

The Aug. 28 Vancouver Sun showed a photograph of a tearful young girl wishing farewell to her pet lamb at the 4-H auction at the PNE. The lamb was headed for the chopping block.

The accompanying article described the trauma of many children adjusting to the “realities” of animal agriculture. After a few years of raising and then killing animals, most children outgrow their childish sentimentality, it seems, and learn how much fun it is to make money in this way.

One mother recalled that when her nine-year old son sold his first lamb at auction he cried for two weeks. Until he got the cheque. “Then the tears were replaced by dollar signs.”

It seems the function of the 4-H organization is to indoctrinate children into an agricultural system which views animals as inanimate cogs in an economic machine.

The methods of indoctrination are simple: divorce children from their natural compassion for animals, help them “mature” to the point where they can view animals as commercial objects and replace reverence for life with more useful emotion: lust for money.

There is no need for meat or dairy products in the human diet - in fact our addiction to these foods has reaped a harvest of cancer, heart disease, and other illnesses. The sooner our society releases itself from this addiction, the better. When that day comes we will no longer have organizations like 4-H training our children to suppress their instincts of compassion.

(Brent Stewart)

Letter from *The Vancouver Sun*, September 13, 1993

- Have your 4-H club make up a number of questions they have either been asked or one you think might be asked by someone who does not understand livestock production. Then have each member come forward and practice answering one of these questions.
- Have a few volunteers experience an interview with the types of challenging questions provided in this manual. Interview them in front of the club as if you were a reporter. After they have responded to a few questions, ask the other members to provide some feedback and ideas on how to improve the responses given. Share some of the “Suggested Ways to Respond” provided in this manual.

### **Conclusion**

- 4-H involves livestock projects. Animal welfare is an important component of the 4-H program. The 4-H community must ensure that project animals are treated humanely, become informed about animal care issues, and get involved by educating the public about the excellence of 4-H and livestock production. This unit is a first step in becoming informed. You, as a club, as a family farm/business and, or as an individual, have to decide where to go from here.
- Presentation, Workshop: Contact the 4-H specialist in your region to obtain a copy of the workshop module designed for leaders and, or level three members to present at the club level. It is designed as a minimum forty-five minute workshop with small group activities and discussions. It can be modified to a three or four hour workshop if desired.

## Interview Questions

Refer to the questions in the Level Two and Level Three unit books for more ideas of questions to ask.

- I understand you're a member of a 4-H club. What kind of animal do you have?
- Do you dehorn; castrate; debeak; cut off tails; and so on, as applicable to the member's project animal? Isn't it cruel? Why do you do these things?
- Do you train your animal? Do you whip it? Do you use a cane; whip; crop; prod; and so on?
- I don't think people should eat animal products. Isn't it gross, how you produce food from animals?
- Agriculture is just big business. Farmers are more concerned with making money than caring for their animals properly. They cram many animals in a small area. Animals are restricted in the facilities they are housed in. How can you justify that?
- If 4-H teaches young people to respect animals and value their companionship with their pet, how do kids feel when they know their "friend" is going to the slaughterhouse? Aren't you teaching conflicting values?
- I (the reporter) heard that a 4-H'er here at the show has been allowing friends to ride her steer and has been using a cattle prod repeatedly to get it to go faster. Isn't that animal abuse?

## Suggested Responses

### **Animal handling practices such as castration, dehorning, beak trimming, tail docking, and so on.**

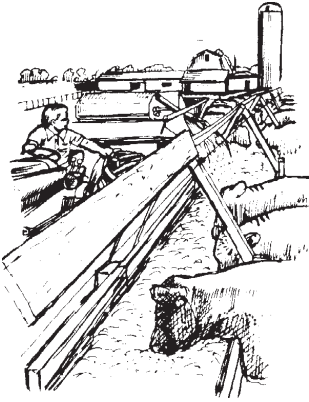
- These procedures reduce animal aggressiveness, prevent physical dangers to other animals and producers, enhance reproductive control and, or satisfy preferences regarding taste and odor of meat. If performed on animals at a young age, provides the long-term benefit of the animals.
- In sheep, docking of tails prevents fly and parasite infestation. In male swine are not castrated at a young age, fighting in herds may become common. In about 10 percent of the males, a hormonal secretion called "boar taint" causes the carcass to be inedible. Ear notching provides an inexpensive, easy means for identification. Docking keeps pigs from chewing on each other's tails (a sign of stress in pigs), a situation that creates potential for illness and spread of disease among animals. Trimming the beaks on layers and turkeys is done to lessen the chances of fighting. A possible analogy of these practices is the short-term pain of providing immunization shots to young children.

### **Pain and discomfort felt by animals**

- Animals experience pain. The difference between humans and animals is the level at which they visibly express feelings of pain. Pain is hard to detect in animals because they are prey animals and are conditioned not to show pain as it will leave them vulnerable to predators.
- Animals act out of instinct. The best way to better understand their behavior and recognize when they are experiencing discomfort is to work with them. 4-H project animals allow for learning about animal behavior and responding to the needs of animals.

**Confining animals in pens, stalls, or cages**

- Critics may see confinement as depriving an animal. Livestock and poultry producers see it as security and safety for their animals. Just as buildings have fire code regulations, farmers use codes of practice for the size of pens or cages and density of animals. Facilities in which animals are kept are designed to be well ventilated, warm, and sanitary. Penning and caging animals provides shelter from predators, bad weather, and extreme climates. Health management is easier and attention can be given quickly to animals in need. It is economical for feeding and cleaning costs.
- A roof that prevents chickens from seeing the sky also protects them from heat and rain. Hens produce more efficiently and the eggs are cleaner. Stalls for sows provide better control of feed, reduce aggression, and improve sanitation. The sow is allowed to stand and lie down and the tether reduces death and injury to baby pigs due to crushing.

**Factory farming**

- The family farm remains the backbone of Canadian agriculture. While the number of farms is declining, farms are still overwhelmingly controlled and maintained by families.

**Feeding grain to livestock**

- Feed grains fed to livestock are of poorer quality and not fit for human consumption.

**Use of antibiotics and hormones**

- Antibiotics are used to promote growth and prevent and treat diseases. Growth implants are made from naturally occurring estrogen, like those found in many plant products. They are used to increase feed efficiency and to improve the ratio of meat to fat. The result is a higher quality product at a lower cost for producers and consumers. There is absolutely no evidence there are any adverse effects in humans from eating meat from animals treated with such growth enhancers.

**Training and exhibiting animals**

- Emphasize the first step of training is building a relationship of trust between the animal and the handler. Animals are trained when they are young. Training our project animals teaches us more about the behavior of animals. Knowing the behavior of the animals we raise will help us handle them better. Exhibiting animals teaches teamwork, sportsmanship, competition, discipline and responsibility. Breaking rules, lying, deceiving and cheating are wrong. The majority of those involved in exhibiting livestock and horses will not tolerate unethical behavior.

**The slaughter of animals**

- People in this country want a diverse diet, which includes meat. Meat adds variety and necessary protein to our diet. We process animals in order to provide people with the food and fibre they demand. Animals are also used in the production of a wide range of products like pharmaceuticals, household products and mechanical items. Refer to Level Three for a complete list of examples.

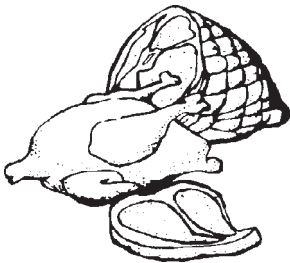


- Most of the nutrients consumed by cattle come from foodstuffs not edible by humans such as grass, roughage and crop residue. A vast majority of grazing land is not suitable for farming or growing cultivated crops, because it is too high, too rough, too dry, or too wet. If it weren't for livestock, there would be no way to make productive use of this renewable resource.

### **Members selling animals for slaughter**

- 4-H members recognize that market animals are being raised to provide a safe and abundant food supply and eventually their animal will be sold for processing. 4-H market projects help members prepare their market animal so that it is in the best condition for marketing. 4-H market animal projects help members learn to cope with separation and loss as well as the grieving process. Even pets like dogs and cats eventually die. Livestock auctions also bring the community together to support young people who are developing valuable life skills.

### **Eating meat**



- Recognize people have the right to their own opinion about eating meat. However, if you enjoy eating meat, tell them you disagree; you also have the right to your opinion. The vegetarian diet may be the choice of some people, but the majority of Canadians strongly oppose the idea of people telling them what to eat. People have included meat in their diet since the beginning of time and they continue to do so. Including meat in the human diet is a healthy source of nutrition as it provides proteins that are not available in other foods.

### **Animal rights**

- Animals act out of instinct. They neither know nor can they choose right or wrong. Therefore, they cannot be held responsible for their actions. A lion cannot be charged with murder for eating a zebra. Many people forget that humans feel and act differently than animals. We must keep these differences clearly in mind and the more we work with animals the more we learn how their behaviors and instincts differ from ours, and the ways in which we may be the same.

### **4-H**

- Emphasize the role of 4-H in the educational development of young people. 4-H teaches youth important life skills such as public speaking, record keeping, leadership, cooperation and so on. 4-H promotes the responsible treatment of animals and members care for their animals according to "The Creed of the 4-H Stockkeeper."

### **An observed situation of animal mistreatment**

- Don't get defensive when answering these kinds of questions. Instead, show patience and tolerance and reiterate that 4-H teaches members not only to respect animals while in their charge, but also the role of animals in our food production system. If you're asked about a situation you are not aware of, say you will check into it and get back to the reporter. 4-H encourages youth to respect animals, but 4-H can't always control the actions of individual members.

## Responsibility

Part of practicing good animal welfare is not just looking out for the animals in our care, but looking out for the welfare of all animals. When we see animals that are not having their needs met or that are subjected to abuse and/or neglect it is our responsibility to make sure the animals receive the proper care they need. Alberta Farm Animal Care has established a hot line you can call to report any cases of animal neglect or abuse, or when you feel you cannot meet the needs of your animals. The ALERT line was established to allow producers to help producers ensure responsible animal care. **1-800-506-CARE (2273)**.

## Thank You to Our Sponsor

Alberta Farm Animal  
Cambrian P.O. Box 75028  
Calgary, Alberta T2K 6J8  
(403)932-8050  
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www.afac.ab.ca

**AFAC** The livestock industry working together for responsible animal care.  
ALBERTA FARM ANIMAL CARE

In 1993, Alberta's major livestock groups formed the **Alberta Farm Animal Care Association**. AFAC's goal is to improve animal handling and promote responsible animal care. As part of their mandate, AFAC engages in discussion with the public about today's livestock production; monitors and participates in issues and legislation that affect animal care and encourage research relevant to animal care.

# Beef Project Evaluation

Your input is a valuable asset to the 4-H program!

As you go through the project year, make your comments and suggestions about the project on this form. When your project is completed, mail this form to us. We want to hear from you!

Beef Project Evaluation  
4-H BRANCH  
ALBERTA AGRICULTURE, FOOD AND RURAL DEVELOPMENT  
7000 113 STREET NW ROOM 200  
EDMONTON AB T6H 5T6

*Please tell me:*

Evaluation Date

Which units did you complete this year?

Is there anything else you would like to see included in the project material? Record book?

Did you enjoy the activities?

Is there any information you would like to see added?

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**Alberta**

AGRICULTURE, FOOD AND  
RURAL DEVELOPMENT

4-H Branch  
2004







