

Unit Ten**Managing the Beef Herd Sire**

Roll Call

Tell me one thing you must remember when looking after your beef bull(s).

Some of the answers you should hear are

- avoid underfeeding
 - avoid overfeeding
 - give special care to young bulls
 - don't expect them to breed too many cows
 - keep feet in good condition
 - provide room for exercise
 - evaluate semen
 - physically examine bulls
 - cull poor bulls
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Objectives**Level One**

1. To understand the importance of the herd sire.
2. To introduce how to manage for a healthy bull.

Level Two

3. To learn what to look for when selecting a bull.

Level Three

4. To learn how to manage a young bull.
 5. To become aware of semen collection and evaluation techniques.
 6. To learn about the importance of hoof trimming bulls.
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**Activities:****For the Entire Club . . .**

1. Invite a veterinarian or an experienced beef producer to discuss and demonstrate how he or she conducts a breeding soundness examination on potential herd sires.
2. Visit an AI centre. Watch how semen is collected from bulls. Look at semen through the microscope and learn more about how it is examined and tested.
3. Judge a class of young bulls as potential herd sires. Discuss the goals you wish to achieve as a breeder and have members base their placings on that. Include reasons and a discussion to conclude.
4. Invite a beef producer to discuss how he or she selects replacement herd sires.

5. Play the board game "HE'S A HAPPENING HERD SIRE" which is in Beef Leader - Unit 10, page 10-4.
 - Use one board game for every four members (photocopy to make extra games).
 - Supply one die for each board.
 - Have members roll the die - highest number goes first.
 - Members need only a coin or button to use as their "man" to move about the board.

Level One

6. Beef Level One - Unit 10, page 10-2.

Deficient means that something is not complete. If something (a mineral or vitamin) is deficient in a diet, there is not enough of it to meet the needs of the animal.

7. Beef Level One - Unit 10, page 10-3.

Why is (are) the herd bull(s) so important?

The bull determines the number of calves born, the length of the calving period, the growth rate of the calves, the calving ease and the genetic value of the herd.

What can you do to keep your herd bull(s) healthy and fertile?

Provide good nutrition, control disease, parasites and health problems, and practice good breeding management. Further information on these is in the junior material.

8. Test Your Bull Knowledge. Beef Level One - Unit 10, page 10-4.

Following is the solution for this matching activity. You may find it fun to make up cards for each of these and have members work on a table to match them up.

easy keepers	*		*	low fertility
maintenance	*		*	determines the number of bulls needed
Vit A deficiency	*		*	desire to breed
bull	*		*	for the small yearling bull
libido	*		*	determines the number of calves born
overfeeding	*		*	abnormal sperm
phosphorus	*		*	causes foot and leg problems
pasture size	*		*	keeps your bull in healthy condition
10 cows	*		*	usually do not need extra gain

Level Two

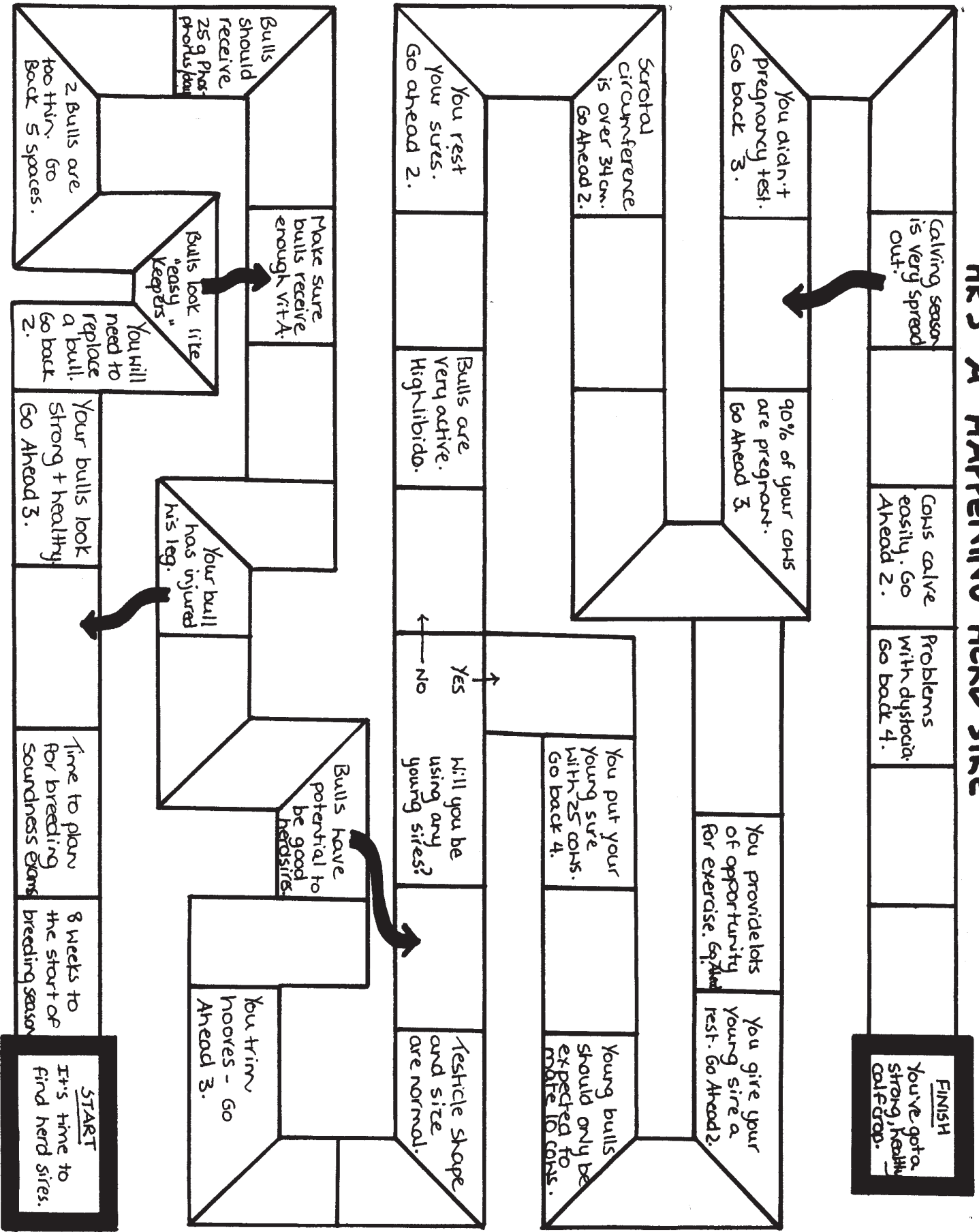
9. Invite a producer to demonstrate how to accurately measure scrotal circumference of the beef bull and to discuss how he or she uses the results.
10. Let's Review. Beef Level Two - Unit 10, page 10-4.

Using a bull at your meeting, work through these questions with your members.

Level Three

11. Encourage members to spend time discussing the use of young bulls with a farmer.
12. Invite a level three member to explain to other club members why and how semen is collected. Have him or her describe the characteristics of normal semen.
13. Examine the condition of the feet of the cattle in a herd. Do they need trimming? Discuss why or why not. Invite a foot trimmer to demonstrate the proper trimming of feet.

" HE'S A HAPPENING HERD SIRE "



Unit Eleven**Beef Breeding**

Roll Call

Tell me one thing you know about breeding beef cattle.

This should provide a good introduction into this topic. Record the answers on a blackboard or a large sheet of paper. A page from the classified ads section of your newspaper works well for recording and displaying information.

Objectives**Level One**

1. To introduce members to the reproductive cycle of the beef female.
2. To learn how to identify cows in the different stages of heat.
3. To learn the difference between natural and artificial breeding.

Level Two

4. To learn the structures of the male and female reproductive systems.
5. To become aware of the importance of pregnancy testing females.
6. To become aware of the importance of maintaining short calving intervals.

Level Three

7. To introduce the technique of artificial insemination.
 8. To learn about synchronized breeding programs.
 9. To learn about the heat detection aids which are available.
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**Activities:****For the Entire Club . . .**

1. Divide your members into two groups. Give each group a large sheet of paper and a marker. Give one group the topic of natural breeding and the other artificial insemination. Have each group come up with as many advantages as they can for their method of breeding.

Debrief this activity by discussing the advantages and disadvantages of each method of breeding. Point out that individual farmer preference also affects the method he or she chooses.

2. Debate. Give half your club members the topic of natural breeding and the other half the topic of artificial insemination. Give the teams 15 minutes to prepare their information for a debate on artificial insemination vs. natural breeding. You may want to invite one member to moderate the debate.
3. Invite an artificial insemination technician to demonstrate and discuss artificial insemination of beef cattle. Display the vial of semen and have members look at the information on it.

4. Show a video. Consult your 4-H Video Catalogue to find out more about available videos and how you can obtain them for use in your club.

Level One

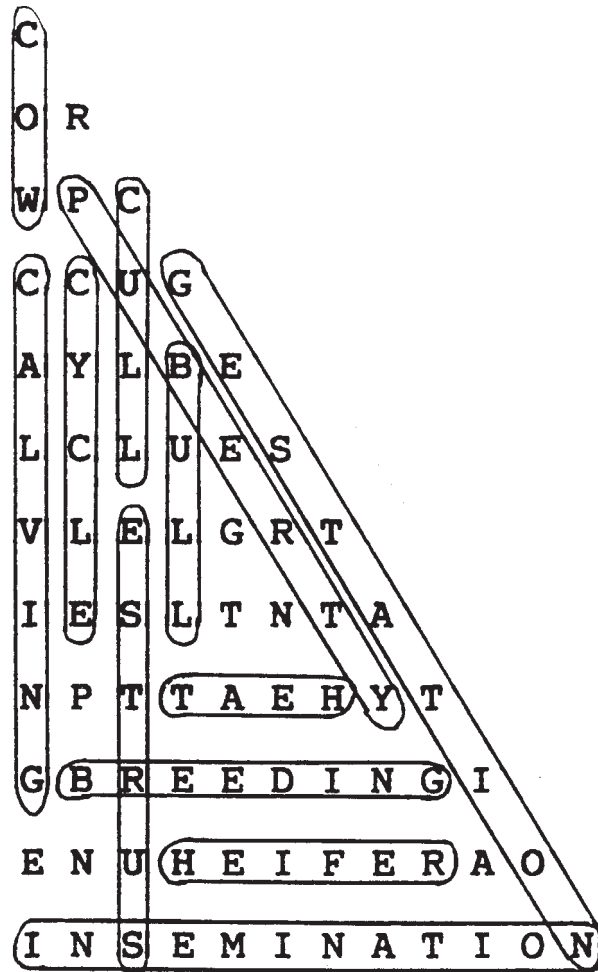
5. Beef Level One - Unit 11, page 11-1.

If this cow was bred....	Watch her for signs of heat at this time....
Betsy was bred on September 15th.	October 6th
Susan was bred two days ago.	19 days from today
Samantha was bred 15 days ago.	6 days from today
Lisa was bred this morning.	21 days from today

6. If you are holding this meeting at a farm during breeding season, have members identify the cows that are in heat. If it is not breeding season, invite a producer to discuss how and when he or she identifies females in heat.
7. Gestation Period. Beef Level One - Unit 11, page 11-2.

To help members understand how long this period of gestation really is, have them figure out when a cow will calve, given her breeding date. Using today as the breeding date, the cow will calve approximately 283 days from today. Then give members more dates of breeding and have them become familiar with figuring out due dates. Point out that this date is only approximate and can range anywhere from two weeks before to two weeks after. Only 4% actually calve on their due date.

8. Find the Repro Word. Beef Level One - Unit 11, page 11-4.



“At the end of the breeding season, you want all of your cows and heifers to be P R E G N A N T.”

Level Two

9. Is Your Cow Pregnant? Beef Level Two - Unit 11, page 11-3.

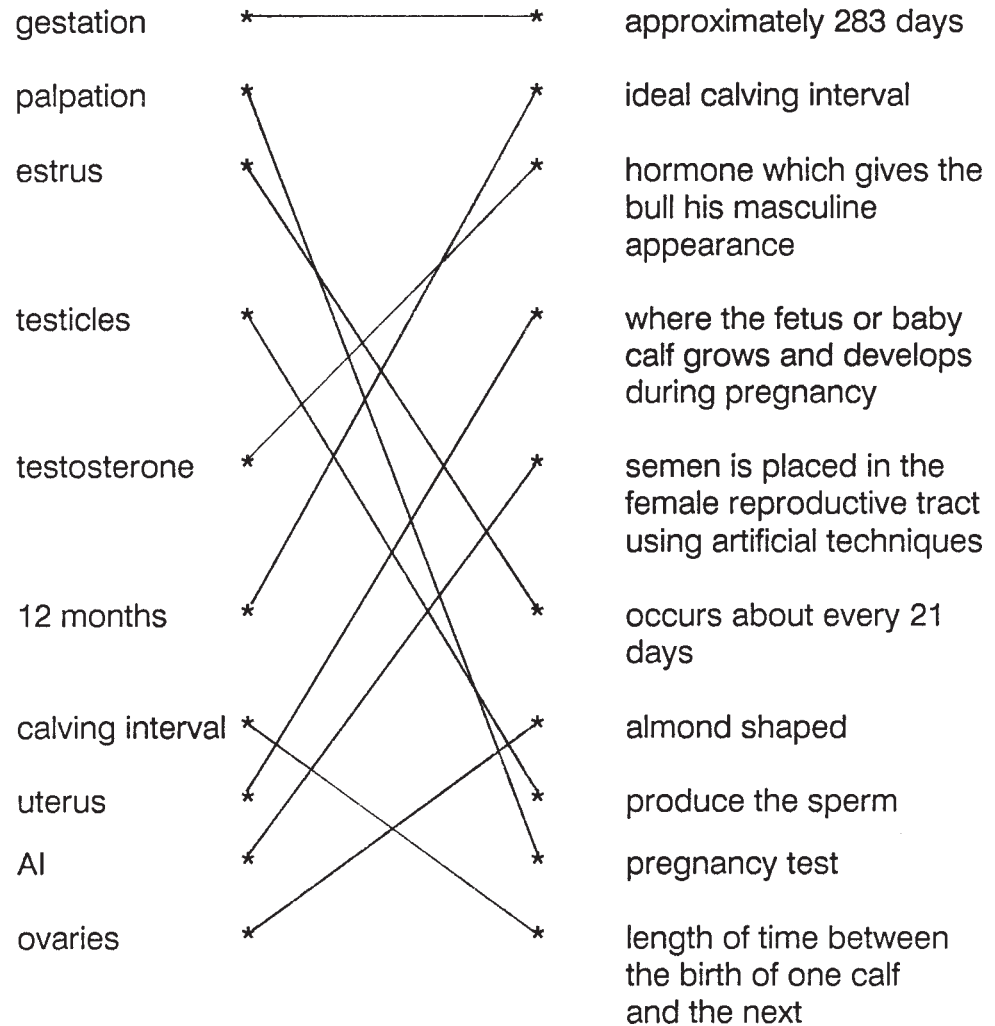
Some of the advantages of early pregnancy detection are

- It gives early warning of breeding problems such as infertility, abortions, and so on.
 - You can avoid further expenses on non-pregnant cows by culling them immediately.
 - If you want to keep the non-pregnant cow and rebreed her, you can do it immediately without extending the calving season any longer.
 - It can guarantee pregnancy in females you are selling pregnant or for breeding purposes.
10. Invite a veterinarian or experienced beef producer to demonstrate and discuss pregnancy detection in beef females.

11. The Calving Interval. Beef Level Two - Unit 11, page 11-4.

Working in groups of two or three, have members sit down and figure out the calving intervals and decide whether or not they would keep these cows. Come together as a large group and make some decisions about these cows. Not all members will agree, but they should be able to explain why and how they decided. The answers are not as important as the learning which will occur through discussion.

12. Repro Summary. Beef Level Two - Unit 11, page 11-5.



Level Three

13. Have a level three member display and discuss the information on a straw of semen.
14. Have your level three members work together to provide a display and discussion of heat detection aids which can be used in the beef industry.

Unit Twelve**Calving**

Roll Call

How can you tell your cow will soon calve?

Some of the answers you will hear include:

- udder begins to fill with milk or “bags up”
 - her belly “drops” or looks heavier
 - vulva relaxes
 - ligaments on both sides of the tail head relax and sink
 - becomes restless
 - isolates herself from other cattle
 - lies down and gets up often
 - raises her tail head
 - stops eating
 - tries to urinate often
 - discharges a thick mucus from the vulva.
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Objectives**Level One**

1. To recognize the signs a cow shows when calving is near.
2. To recognize the stages of labour the cow goes through in calving.
3. To know the normal birthing position of the calf.

Level Two

4. To understand how dystocia can affect the calf, the cow and the beef producer.
5. To learn how the position of the calf can be corrected.
6. To learn how to correctly assist the delivery of the calf.

Level Three

7. To become aware of some of the problems the cow may encounter after calving.
 8. To learn about some of the other problems that may be encountered during calving.
 9. To think about coping with calving.
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**Activities:****For the Entire Club . . .**

1. Show a Video.

Consult your 4-H Video Catalogue to find out more about videos which are available for use in your club.

2. View a Calving.
If possible, view a calving on a beef or dairy farm.
3. Invite a veterinarian or experienced beef producer to discuss how he or she deals with calving season and the problems which may occur.

Level One

4. Which Stage? Beef Level One - Unit 12, page 12-3.

Following are the solutions. Encourage the members to ask questions as they work through this exercise.

- II Suzy has been straining for 20 minutes.
- I Marylou is wandering restlessly around the calving pen.
- I Belinda's water sac has just broken.
- II Betsy has just laid down in the straw. Half an hour ago she was really uneasy and nervous.
- II You can see the front legs of a calf coming out of Maisy.
- I Lisa is bawling and very restless.
- III Candy just delivered a strong healthy heifer calf 10 minutes ago.

5. Put It In Order. Beef Level One - Unit 12, page 12-4.

Following are the solutions. As you work through the exercise, discuss which stage these steps occur in. This is indicated in brackets.

- 1 Udder fills with milk. (I)
- 11 Calf nurses for the first time. (III)
- 2 Mother becomes restless. (I)
- 4 Contractions about 15 minutes apart. (I)
- 6 Calf enters birth canal. (I)
- 8 Calf's front legs and head appear. (II)
- 12 Afterbirth comes out. (III)
- 3 Calf changes position in uterus. (I)
- 9 Calf's head and shoulders appear. (II)
- 7 Contractions are two minutes (or less) apart. (II)
- 5 Water sac is broken. (I)
- 10 Calf's hips and hind legs appear. (II)

Level Two

6. Identify the Problem. Beef Level Two - Unit 12, page 12-5.

The solutions are as follows:

1. Front feet first with the head bent down between the knees.
2. Front feet first with the head twisted backwards.
3. Breech calf - backwards with rear legs tucked under its body.
4. Normal forward birthing position.
5. Head and one leg first with other leg crossed over neck.
6. Breech calf - backwards with hind feet first.

Information about how to correct these problems is in the intermediate unit.

7. Demonstrate the proper use of calving chains on a volunteer. Have your volunteer bend slightly at the waist and hold his or her arms out in front as if he or she was going to dive. Attach the chains loosely on his or her wrists. Follow the directions in Beef Level Two - Unit 12, pages 12-3 to 12-4.
8. Have members share any experiences they have had or seen in delivering calves.

Level Three

9. Invite a level three member(s) to share information on another calving problem.
10. Invite a level three member(s) to share information on his or her (their) survey on calving ease.

Unit Thirteen**The Newborn Calf**

Roll Call

When was your project calf born?

Objectives**Level One**

1. To learn about the importance of making sure the calf receives colostrum soon after birth.
2. To learn about the contents of colostrum.
3. To know the characteristics of a healthy calf.

Level Two

4. To review the importance of colostrum for the newborn calf.
5. To learn about calf scours and pneumonia and how they can affect the newborn calf.

Level Three

6. To learn about creep feeding calves.
 7. To study the behaviour of the newborn calf and its mother.
 8. To learn about and demonstrate how to freeze colostrum.
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**Activities:****For the Entire Club . . .**

1. Consult your 4-H Video Catalogue to find out about videos and how to obtain them for use in your club. One suggestion is video 422-5 VT *The Lively Calf*.
2. Illustrate how much milk a calf needs. Ask members how much milk they should feed a 54.5 kg (120 lb) calf per day during nice weather and during cold weather.

Nice Weather - approximately 5.5 to 7.5 kg (12-15 lbs)

Very Cold Weather - approximately 7.5 to 8.0 kg (15-18 lbs)

To help them understand exactly how much this is, have them measure this out by filling a pail with what they think is 3 kg of water. Three kg would be the approximate amount for one feeding for a 60 kg calf. (A calf should eat 10 to 12% of its bodyweight in milk per day.) Use a bathroom scale to find out who came the closest to this amount.

Level One

3. The Healthy Calf. Beef Level One - Unit 13, page 13-1.

Lead a discussion about the healthy calf. Ask members how they can tell when a calf is healthy. You may want to take them to a pen with calves and have the members answer while they look at the calves.

Signs that a calf is healthy include:

- bright eyes
- good appetite
- steady on legs
- moves about easily
- raised head and ears
- active
- healthy, shiny hair coat

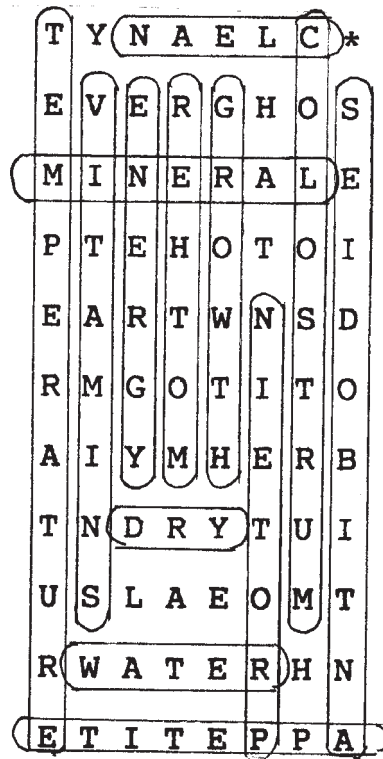
4. Demonstrate how to dip the navel. Show the product(s) which should be used.
5. If possible, show members a sample of colostrum and a sample of whole milk. (If you cannot get colostrum, maybe a neighbouring dairy farmer would give you some.) On a piece of paper beside each, create a list of the characteristics. Include visual and content characteristics. On Beef Level One - Unit 13, page 13-2 you will find the contents of each.
6. Demonstrate how to correctly take the temperature and determine the respiration rate of a calf. More information is on Beef Level One - Unit 13, page 13-3. Have members practice.
7. The First Month. Beef Level One - Unit 13, page 13-4.
1. The best milk for the calf comes from its mother.
 2. The most important things the calf receives from the colostrum are the antibodies.
 3. Vitamins and minerals are also found in the colostrum.
 4. It is important to make sure that your newborn calf receives the colostrum as quickly as possible.
 5. If you have extra colostrum, it is a good idea to freeze it.
 6. When you feed a calf artificially, you feed it milk replacer in place of milk.
 7. Your goal is to raise strong, healthy calves.
 8. Feeding the newborn calf properly is important for its future growth.
 9. Be sure to provide a good supply of fresh, clean water.

If you want to take this further, work with members to create two lists, one with the characteristics of a healthy calf and the other with the characteristics of a not-so-healthy calf.

Level Two

8. Let's Review About Colostrum. Beef Level Two - Unit 13, page 13-1.
 1. Colostrum is important for newborn calves because it supplies disease fighters called antibodies.
 2. A young calf should receive approximately 10 to 12% of its bodyweight in colostrum per day.
 3. Colostrum can be frozen so you always have a supply available.
 4. Colostrum is also high in vitamin A, protein and contains a laxative.
 5. The newborn calf can absorb the nutrients from the colostrum for only the first 12 to 24 hours after birth.
 6. Colostrum is thick, rich and yellowish in colour.
 7. If the calf is unable to suckle, you can give it colostrum using an esophageal tube.
9. What's The Problem. Beef Level Two - Unit 13, page 13-4.
 1. Charlie shows the symptoms of pneumonia. Keep him in a warm and dry place. Make sure he gets enough colostrum or milk and contact your veterinarian for advice on antibiotics.
 2. Lindy could possibly have calf scours. However, you cannot be sure. Contact your veterinarian and have him or her identify the problem. If the problem is enteritis, isolate the calf, feed it electrolytes and antibiotics as recommended by the veterinarian.
 3. The twins show the symptoms of nutritional scours. Clean and disinfect the pails, your clothes and their pens. Make sure they are in a clean and dry area, and receive electrolytes and the proper amount of milk (10-12% of their bodyweight per day). Contact your veterinarian if their condition does not soon improve.
10. Invite a producer or a veterinarian to display different electrolyte solutions and demonstrate how they should be fed. Have him or her talk about when and how he or she decides if a calf needs electrolytes.

11. Keep Your Newborn Calves Healthy. Beef Level Two - Unit 13, page 13-4.



The remaining letters spell the word which completes this sentence:

“As a beef producer, one of your goals is to produce strong, healthy calves.”

Level Three

12. Invite senior members to share information with other members in the club about creep feeding, the behaviour of the newborn calf and its mother, or freezing colostrum.

Unit Fourteen**Beef Cattle Handling and Facilities**

Roll Call

What is one thing to remember when working with beef cattle?

Objectives**Level One**

1. To understand the basics of cattle behaviour.
2. To learn how to make a quick release knot.
3. To learn about other knots which can be used.

Level Two

4. To learn the purpose of and be able to identify each part of cattle handling facilities.

Level Three

5. To understand more about cattle behaviour.
 6. To learn and demonstrate how to make an adjustable rope halter.
 7. To know the recommended dimensions of various cattle handling facilities.
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**Activities:****For the Entire Club . . .**

1. Invite a guest speaker. Here are some suggestions:
 - trucker to discuss hauling and handling beef cattle
 - rancher to discuss ropes and, or working with cattle
 - someone experienced with building and designing beef cattle facilities to discuss how and why she or he builds these facilities.
2. View a video. Consult your 4-H Video Catalogue to find out what videos would be suitable for you and your club members.
3. Demonstrate how to load and transport beef cattle. Experienced beef handlers will have their own tips on what works best for them and why. Include loading for both market and show.

Level One

4. The Quick Release Knot. Beef Level One - Unit 14, page 14-2. It is important that all people working with cattle know how to make and release this knot. Spend time with your members practising how to make the quick release knot. Show them how firmly it holds when stressed and how to release it with a simple tug. You may want to tie a halter around a calf and tie the calf to a post using this knot.

5. Let's Work. Beef Level One - Unit 14, pages 14-2 to 14-3. Members can have fun working their way through this maze on their own or in groups. Add more situations if you like.
6. Release It. Beef Level One - Unit 14, page 14-4. This activity is designed to get members thinking not only about the knot but also about working with their animals. Some ideas are listed below. Encourage the members to come up with their own ideas - anything they can relate to this topic is fair game.

Q - quick, quiet, quality	R - restrain, rope halter
U - untie	E - excited
I - avoids injury	L - loop, little
C - cattle, control, good	E - emergency
K - kick	A - active
	S - safety, sharp feet
	E - easy to untie

7. More Knots. Beef Level One - Unit 14, page 14-4. If you have the time and interest, create each of these knots to show your members. Have them practice tying these knots themselves. Discuss when and why you might use them.

Level Two

8. If possible, tour a farm with a variety of cattle handling facilities. Invite the host(s) to show members how each of the parts of the facilities work. Discuss the advantages and disadvantages of each part as you view it.

9. Looking at Beef Facilities. Beef Level Two - Unit 14, page 14-4.

headgate	*	*	used to move cattle in single file into the working chute
loading chute	*	*	lines up and holds the cattle in single file ready to enter the headgate or squeeze
squeeze	*	*	safely and securely restrains cattle
crowding pen	*	*	allows you to separate an animal from the group
cutting gate	*	*	prevents an animal from moving forward or back
back stop	*	*	prevents an animal from backing up
cattle guard	*	*	prevents an animal from kicking the worker
man gate	*	*	holds the animal by its sides, giving you greater control
scale	*	*	used for weighing the animal
kick bars	*	*	holds cattle before they enter the working area
working chute	*	*	for the safety and convenience of the worker
holding pen	*	*	used to move cattle up, usually onto a truck
blocking gate	*	*	allows you and a vehicle, but not the cattle, to enter a pen or yard

10. The Large Working Corral. Beef Level Two - Unit 14, page 14-5.

1. loading ramp	9. scale
2. fencing	10. curved chute
3. gate	11. cat walk
4. waterer	12. man gate
5. holding pen	13. squeeze with headgate
6. crowding gate	14. sorting gate
7. collecting area	15. concrete
8. crowding pen	

11. What Do You Think. Beef Level Two - Unit 14, page 14-6.

Following are some thoughts about each of the cattle handling facilities.

Encourage your members to discuss and come up with their own thoughts.

1. The chute is slippery because the cattle are bringing mud and, or wet feet up the chute. It should be located in a dry area.
2. Chutes should only be wide enough to handle one animal at a time.
3. This person will find that she or he will need to have some sort of facility, especially when working with older and untrained cattle.
4. The bright light shining in the eyes of cattle makes them stop. They cannot see where they are going. The area should be lit, but don't shine the light into their eyes.

Level Three

12. Invite a level three member(s) to present a short skit to demonstrate the behaviour of cattle.
13. Invite a level three member(s) to demonstrate how to make an adjustable rope halter. You may want to have several level three members each make a rope halter. Your whole club could then judge a class of rope halters to practise judging skills.

Unit Fifteen**Range and Pasture Management**

Roll Call

What is one thing you might find on the land where you graze your cattle?

This question should provide a good introduction to this unit. Encourage members to use their imagination. Answers will include everything from fences, plants and gates to cattle, horses and wild animals.

Objectives**Level One**

1. To learn the difference between range and pasture land.
2. To learn why and how to properly manage range and, or pasture land.
3. To become familiar with different types of range and pasture plants.

Level Two

4. To be able to determine the stocking rate for range or pasture land.
5. To become familiar with the factors which can affect how the land is grazed.
6. To realize that forages differ in their values.

Level Three

7. To know the differences between types of grazing systems.
8. To be able to determine range condition.
9. To learn more about plants which can harm cattle.

Note for all leaders:

The 4-H Range Project, a supplemental project specially designed for young members, is available to 4-H clubs. Contact your regional 4-H specialist for more information.

**Activities:****For the Entire Club . . .**

1. Invite a guest speaker. Suggestions include the following:
 - A member of a forage association to discuss range management, choosing a pasture site, forage quality or poisonous plants.
 - A veterinarian to discuss poisonous plants, symptoms, treatment and diagnosis of poisoning.
 - A range management or grazing specialist to discuss any aspect of range management.
 - A grazing reserve manager to discuss his or her reserve.

2. Show a video. Consult your 4-H Video Catalogue or your local district agriculture office to find out more about videos available for use in your club.
3. View and tour a large range. Make sure members notice the variety of land areas and plants.

Level One

4. Range or Pasture? Beef Level One - Unit 15, page 15-1.

Invite members to share information about their farm or ranch. How much land is range and how much is pasture? What differences do they notice between these? Take a few minutes to identify whether certain local land is range or pasture.

5. Good Range and Pasture Management. Beef Level One - Unit 15, page 15-2.

Emphasize the importance of practising good management of your range and, or pasture.

Using a large sheet of paper, such as a sheet from the classified ads section of your newspaper, a blackboard or a white board, divide it in two by drawing a line down the centre. Put the heading "Good" (a well-managed range or pasture) on one side and "Bad" (a poorly managed range or pasture) on the other.

Ask members to tell you the characteristics of the pasture on each side. Have members record them. Conclude your discussion by asking members which one they would rather have. Emphasize again the importance of practising good pasture and, or range management.

6. Word Scramble. Beef Level One - Unit 15, page 15-3.

ZAERG	- graze
RSTUPAE	- pasture
NMGEAA	- manage
NGREA	- range
SSBRHU	- shrubs
BROFS	- forbs
SSSEARG	- grasses
SSHRUE	- rushes
DGSSEE	- sedges

7. Range Review. Beef Level One - Unit 15, page 15-4.

Use this page however you wish in your club, but try to avoid assigning it for "homework". All of the solutions can be found in the level one material.

Level Two

8. The Stocking Rate. Beef Level Two - Unit 15, pages 15-1 to 15-2.

Lots of information is available on this topic. If you want more for your members, contact your local Alberta Agriculture office and they can point you in the right direction. You may want to practise measuring the forage production on the land by following the method in the level two material, or other recommended methods. Emphasize that the production will vary among different ranges or pasture and depending on soil, topography, climate and condition of pasture.

9. Pete's Problem. Beef Level Two - Unit 15, page 15-2.

Encourage members to help Pete solve his problem. Have members work in teams, or if your club is small, work together as a group to figure out how long Pete should put his 10 cows on the field.

Information given:

- 10 cows
- one cow eats 12 kg of forage per day
- 20 hectares of land
- 500 kg of forage per hectare - but we know that with good grazing management, you only graze half of this forage or 250 kg.

Solution:

- one cow will eat 12 kg of forage per day
- 10 cows will eat $10 \times 12 = 120$ kg of forage per day
- The field produces 20×250 kg = 5000 kg of available forage (Remember we will only be grazing half and you need to remember the 25% wastage factor.)
- $5000 \text{ kg} : 150 \text{ kg/day} = 33$ days

Therefore, Pete should put his cows out on this land for approximately 33 days or five weeks.

If you wish, design a problem (or have a level three member do it) which is specific to your local conditions. Have members work together to solve it.

10. Range Review. Beef Level Two - Unit 15, page 15-4.

- | | |
|-----------------|---------------|
| 1. range | 6. varies |
| 2. pasture | 7. units |
| 3. good | 8. rate |
| 4. palatability | 9. month |
| 5. animals | 10. trampling |

Level Three

11. Grazing Systems. Beef Level Three - Unit 15, pages 15-1 to 15-2.

There are several ways you can approach this topic:

- Invite someone to speak about his or her grazing system and how and why it works for him or her.
- Have members work together to plan a grazing system for a specific land area.
- Have a level three member(s) explain, in a brief presentation to other members, all about grazing systems.
- Have a level three member(s) design his or her (their) plan and share it with other members of the club.

12. Range Condition. Beef Level Three - Unit 15, page 15-3.

Encourage members to practise determining range condition.

13. Poisonous Plants. Beef Level Three - Unit 15, page 15-4.

Encourage level three members to learn more about plants which can harm their livestock. A good way of doing this is to have them share their information with the rest of the club.

Unit Sixteen**Record Keeping****Roll Call**

What is one record you keep on your (or a neighbour's) farm? Encourage members to think of any kind of record - from long distance phone calls and household food expenses to feed, veterinary and breeding costs.

Objectives**Level One**

1. To understand why records are kept on farms.
2. To learn some of the different types of records which are kept on farms.

Level Two

3. To look at what is involved in deciding on a farm record keeping system.
4. To learn about performance records for beef cattle, using weaning weights as examples.
5. To look at the farm records on a specific farm.

Level Three

6. To decide which method of keeping farm records is best for individual operations and why.
7. To learn about different computer record keeping programs available on the market today.
8. To learn how to use records to identify breeding goals.

**Activities:****For the Entire Club . . .**

1. Because the systems used for keeping records vary greatly from farm to farm, only a limited amount of specific information has been included in this unit. Members will benefit most from looking at actual farm records and record keeping systems and holding discussions with people in the business.

Invite a guest speaker. Suggestions include:

- A local bank manager to discuss his or her views on the types of records and information important in the business of lending or borrowing money.
- A beef specialist or farm management specialist to discuss the record keeping assistance available from the provincial agriculture department.
- A local beef producer to discuss his or her methods of farm record keeping.
- A local computer supplier to discuss current trends in computer usage.

- An accountant to discuss farm accounting practices.
- A local auction mart representative to discuss how she or he keeps records.

Level One

2. Pedigrees. Beef Level One - Unit 16, page 16-2.

If someone in your club has an interest in family histories, you could have a lot of fun with this section. If someone has a family history book, have him or her bring it to the meeting so members can have a look and see what kinds of things are included. A simple pedigree or family tree is in the member unit. Encourage members to complete this for their family. You might want to have members do the same for a dog, pet or their calf.

3. What Would You Do ... Beef Level One - Unit 16, page 16-4.

The objective of this activity is to help level one members understand how good record keeping systems will help them begin to solve problems. Encourage members to answer each of the questions. Have them think of how good records would help them with each situation. Following are some ideas for solutions.

- A If you always carry a notebook and pencil in your pocket, you could jot down the numbers of the cows, calves and weights. It would only take a few seconds, and you could transfer them to your records later, when you have time.
- B Check your breeding records. You should know that the length of the gestation period is 283 days. The cow or heifer will calve approximately 283 days after being successfully bred.
- C One of the things you might want to include in your breeding records each year is the length of time from the first calving of the season to the last calving. By keeping this record, you can compare your numbers over the years and see what your trend is.
- D It is important to enter all of your information into the computer or your farm record books to keep your records up-to-date and accurate. Set aside a period of time every week or two weeks for entering data. By using the same time period every week, it will be easier to schedule your other work around this time. You might want to set an alternate time as well.
- E If your records are complete, all your feed costs will be included. Simply look at the totals for the previous years and compare these numbers to what you have spent on feed so far this year. Keep your records up-to-date and you will have some very accurate information.

Level Two

4. Where and how do you keep farm records? Beef Level Two - Unit 16, page 16-1.
5. Performance Records on Beef Cattle. Beef Level Two - Unit 16, page 16-3.

The weaning weight is just one of several performance records which can be used as a management tool on the beef farm.

To calculate May's 205 day adjusted weaning weight:

$$205 \text{ day wt} = \frac{(202 - 25)}{220} \times 205 + 25 = 190 \text{ kg}$$

Because the dam is eight years old, there is no need to make any adjustment. May's adjusted 205 day weaning weight is 190 kg.

May and Allie both have 205 day weaning weights which are above average for their group. They have the genetic potential to be superior animals.

6. Looking at a Farm. Beef Level Two - Unit 16, page 16-5.

This exercise will be valuable to help members further understand the benefits that records can provide.

Level Three

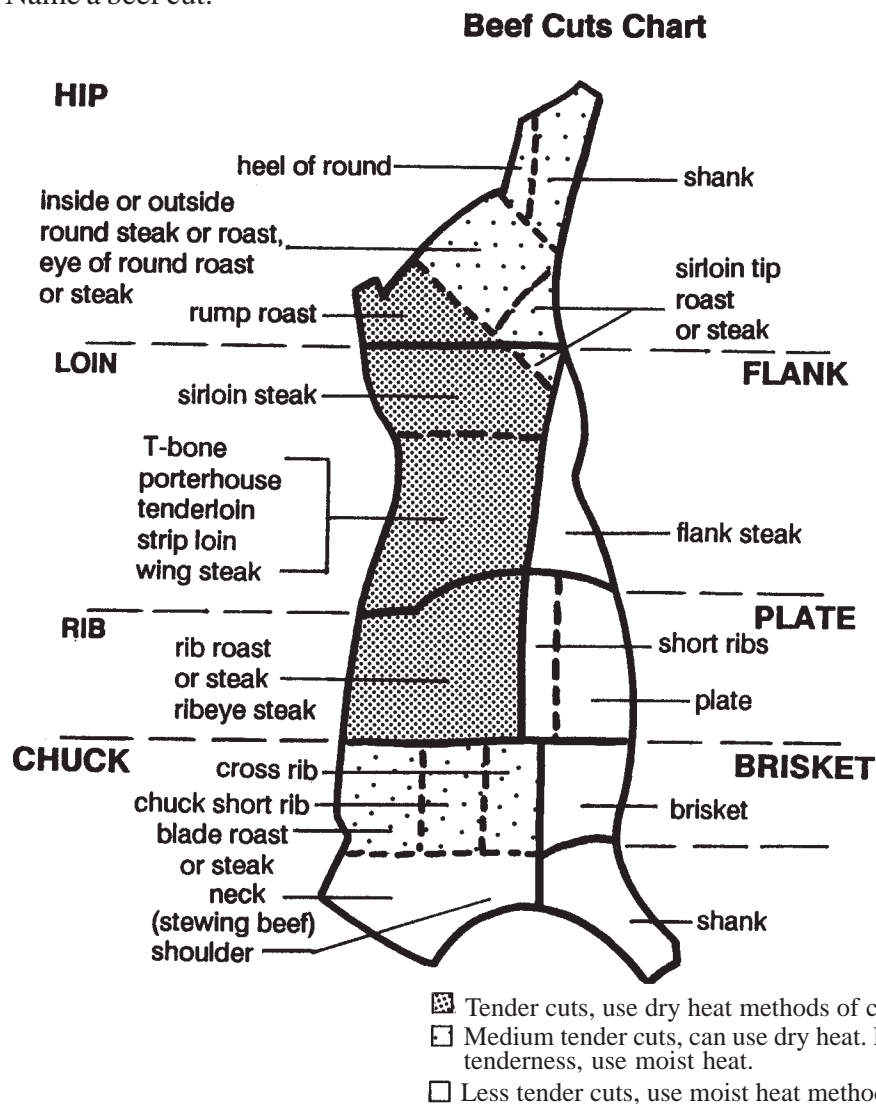
7. All three of the activities in the level three unit will help members further understand the benefits of record keeping on the farm.

Unit Seventeen

The Beef Carcass

Roll Call

Name a beef cut.



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 moo
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.

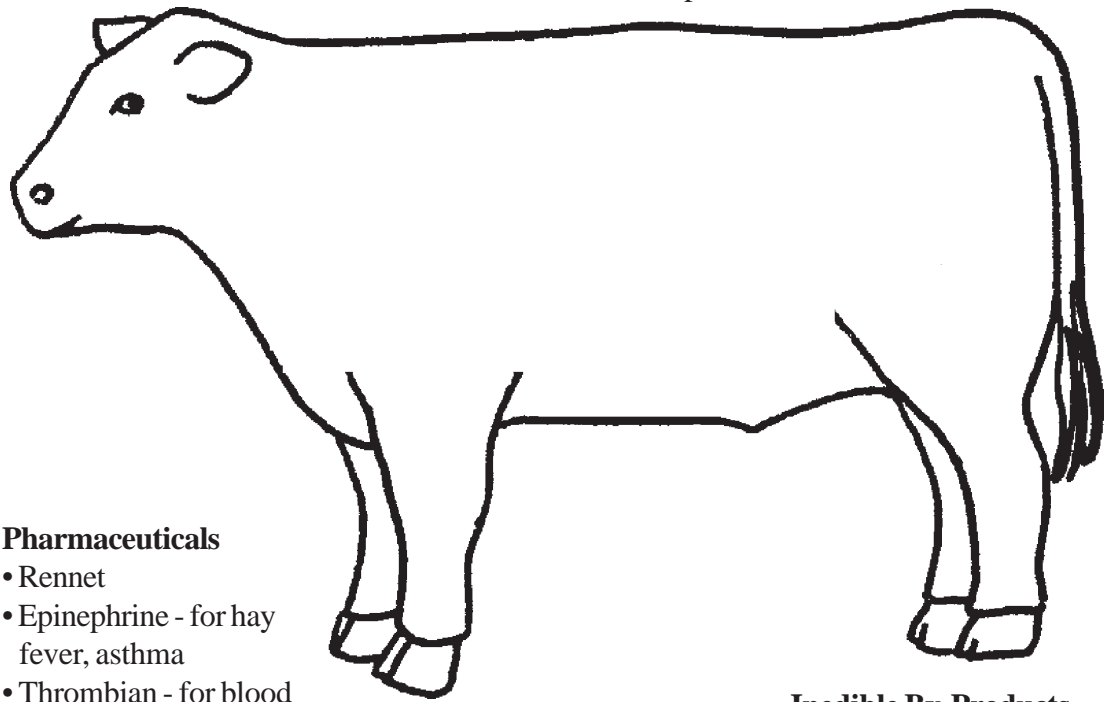
454 kg animal (1,000 lbs)

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
- Thrombin - 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.

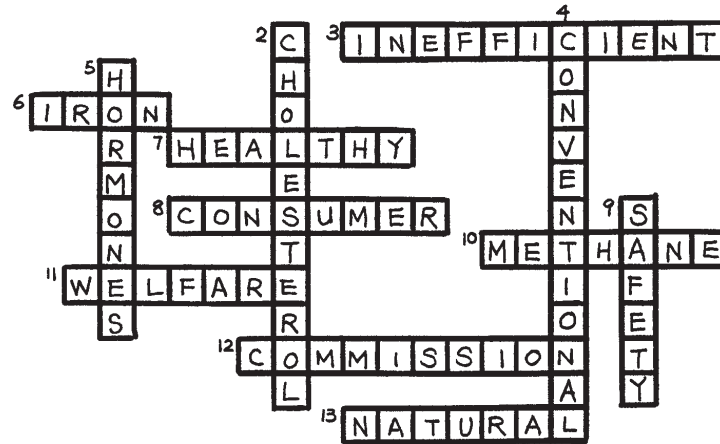
- The Beef Carcass - A Quick Review. Beef Level Two - Unit 17, page 17-6.

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**

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.

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.
-

**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.

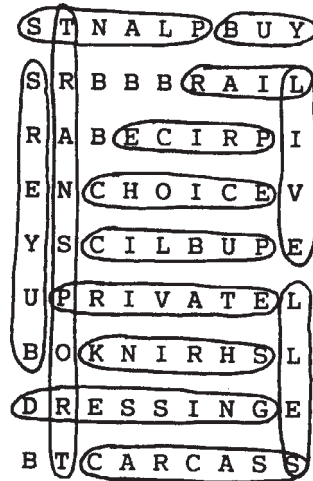
Invite a speaker to come and talk about rail grading. Suggestions are local producer, buyer or packing plant representative.

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**

Roll Call

Name a person who is involved in the beef industry.

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.

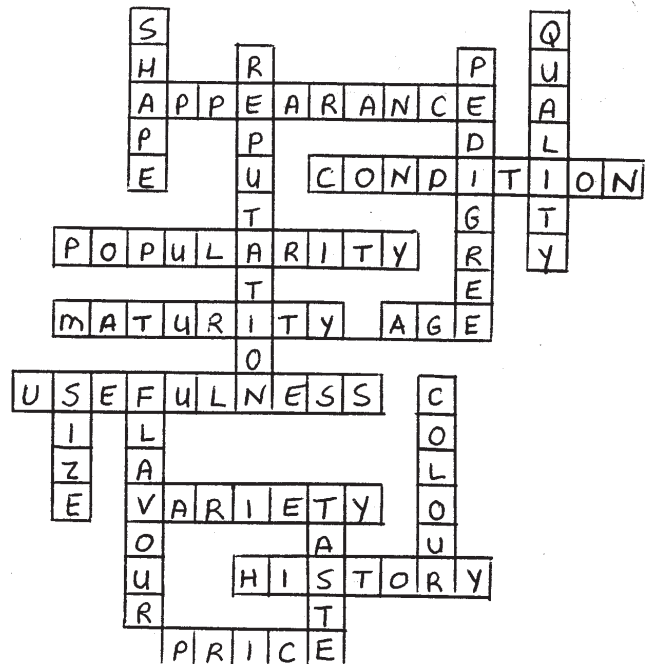
In this section, it is important that the members understand the key role the beef producer plays in the agriculture industry. Discuss the importance of producing beef. In Canada there are over 25 million people. Most of these people eat beef. One steer goes a long way in feeding some of these people.

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.

	From	To
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**

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.

**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.

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.

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.

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