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WELCOME – VOLUNTEER LEADERS

Welcome to teaching our most important resource – our young people. We are excited that you have chosen to become involved in the 4-H Beef Program. We hope you have a great time working with your 4-H members as they make new friends, take part in 4-H activities, work with their beef projects and learn more about being a responsible owner.

This is a supplemental resource to the Beef Project Books. It outlines the beef project plus provides some teaching hints and techniques that you can use.

Beef Project Objectives:

Alberta 4-H offers an opportunity for young people to develop mentally, emotionally and socially through association with others.

The 4-H Beef Project gives members an opportunity to:

- Acquire an understanding of beef cattle production and management through the experience of owning, caring for, and maintaining records on beef cattle.
- Develop the skills, patience and understanding of the handling practices essential in working with beef cattle.
- Develop an appreciation of the cattle industry and its importance in the local community, the province and the country.

Please note:

All 4-H members must meet the Alberta 4-H Beef Project Policy #605 requirements and must abide by any regulations put forth by the local beef committees.

Completion of a 4-H Beef Project Year:

To complete a 4-H beef project, members must:

- Complete a record book for each project.
- Take part in at least 70 per cent of designated club activities.
- Take part in the Achievement Day event.
- Complete a communications activity.
- Enroll in one of the projects available.

4-H Beef Project Books

The project books are presented in three levels – Junior, Intermediate, and Senior. The beef materials include activities for members to complete.

If members have an interest in a beef project that is not listed or does not have any available 4-H resources, they are encouraged with your direction as a leader to take the Creative Options Project.

4-H Beef Record Books

Members use the 4-H Market Beef Project Record Book and/or the Beef Breeding Record Book. It is the member's responsibility to provide the majority of the feed, management and care of their beef project animal. Feeding records on the member's beef project animal must be maintained for the specified number of days (as outlined with each project) prior to the Achievement Day event.

Projects Include:

Beef Breeding Projects

Must be registered with the club by January 1st of the current club year.

- Heifer (heifer raised for show and bred for production)
- Two or Three Year Old Cow Calf (continuation of the heifer project to a mature animal)

Market Beef Projects

Must be registered with the club by December 1st of the current club year.

- Market beef - live (steer or heifer raised for show and slaughter and then marketed usually at the 4-H club sale)
- Market beef - carcass (steer or heifer to be raised with the intent of slaughter for carcass evaluation and sale through private means)
- Members may register only one market beef - live project.
- Members may sell only one market beef project animal at the local achievement day sale. Show and sale committees will provide clarification and local requirements
- The market beef must be born in the calendar year in which it is registered.
- The market beef project must be on feed for a minimum of 160 days.

Other Beef Project Options

Must be registered with the club by December 1st of the current club year.

- Beef Pen (three or more beef animals raised for breeding or private sale)
- Novice Beef (a calendar year calf raised for show)
- Beef Creative Options - A self-designed beef project which has club approval. Project can not be marketed at the 4-H Beef Sale.
- Green Certificate - Level One - Cow-Calf - Beef Technician
Level Two - Cow-Calf - Beef Supervisor
Level One - Feedlot - Beef Technician
Level Two - Feedlot - Beef Supervisor

INTRODUCTION

About This Book

This is the first publication of the Beef Project Leaders' Activity Guide. As explained in the previous pages, 4-H Beef Club Members are required to fill out a record book for each project they have and use the Level 1, 2, and 3 Project Books as learning resources to gain knowledge of their project animals. Many of the activities in this publication use information provided by the project and/or record books. This Beef Project Leaders' Activity Guide is designed to compliment what has already been produced for beef club members and leaders. The goal of this publication is to make learning fun. It uses interactive, fun and educational activities to teach project material.

Background

It is through my experiences as a 4-H member, leader and parent that I have been able to compile the games and activities that you will find in this publication. The activities included come from a variety of sources. Ideas from other leaders, parents and members have contributed to the content of this book.

Expectations

As with all organizations, the expectations of those involved differs greatly. In our 4-H club, we posed the question to both members and parents - "What do you expect to get out of 4-H?" What we found was that most members and parents don't have unrealistically high expectations. What's most important to the members is that they have some fun. Parents know the importance of learning, and want their children to gain knowledge. It is in keeping with these two trains of thought – fun and education - that I have compiled this collection of activities.

Motivation

Kids need to be motivated to learn and providing fun is the greatest motivator of all. When you motivate members to learn using fun and creative techniques the rewards for members, parents, and leaders are endless. Members start to see that 4-H is fun – yes, even meetings can be fun. As a leader, you observe your members gaining knowledge and developing skills - skills such as communication, leadership, co-operation, taking initiative, coaching, group dynamics, team building, conflict resolution, etc. The enthusiasm of your membership grows. Parents see their children's enjoyment and want to become more involved. You feel rewarded as a leader.

Sherry Dechant

Manning, Alberta

Volunteer 4-H Beef Leader

Working with your Members

This chart is taken from the 4-H Beef Project Leaders' Manual. It may help to keep this information in mind when selecting activities for your members.

Method	Retention	Examples
Reading	Members will retain 10% of what they read	Information in member units
Hearing	Members will retain 20% of what they hear	Lectures, speakers
Seeing	Members will retain 30% of what they see	Pictures, posters, drawing
Hearing and Seeing	Members will retain 50% of what they see and hear	Demonstrations, tours, videos
Saying	Members will retain 70% of what they personally explain	Discussion groups, expressing ideas
Saying and Doing	Members will retain 90% of what they are saying and doing	Giving demonstrations, practicing

How Can This Book Be Used?

The games and activities included in this publication exemplify the "Learn To Do By Doing" 4-H motto. This book can be used by anyone. Members can use it as a Senior Opportunities, or Creative Options or Junior Leader Project. Leaders can use it to help teach project material, or they can enlist the help of parents or other 4-H enthusiasts, to organize games and activities to present at meetings, leading clinics, gatherings, etc. Inevitably, however your club decides to use the publication, your 4-H program will be enhanced.

At the beginning of each activity the source of the material used to create the activity is listed. By going to the correct level and unit of the project book you can get more information on the topic to add to the game or activity. Each section has a short introduction, a list of items that need to be done in preparation for playing the game and lastly instructions on how to present the game. Remember, use your imagination, be creative and enlist the help of others.

CREATION, PRESENTATION AND GETTING STARTED

Creation

Consider the following points when preparing games:

1. Think big!! Larger versions of the games make them more eye appealing and make group work easier.
2. You don't have to use standard 8½" x 11" sheets of paper - use larger paper, colored paper, colored corrugated cardboard, plywood or pre-cut boards of various wood types or sizes. Tip - An exacto knife works well for cutting corrugated cardboard.
3. Self-adhesive Velcro has many uses in creating games.
4. Check out your local building supply store, craft store or hardware store for these items and others that may make your games and activities easier to create and use.

Presentation

The effectiveness of any particular game or activity largely depends on how it is presented. Use the presentation suggestions provided with each activity, or use your imagination (or the imagination of others in your club. To create your own original ideas that will make the activities more fun.

Consider the following:

- Should the activity be done as a group or individually?
- Would the use of an overhead projector help?
- Would it help to have a handout for members?
- Would the use of a microphone help?
- Should juniors, intermediates and seniors each make up a separate group?
- Should you combine members making an even number of juniors, intermediates and seniors in each group?

Use group leaders when facilitating games that require groups:

- Vary whom you choose as group leader.
- Do not always pick the 'natural' leaders. Choose members that are quiet and don't normally jump up and volunteer.
- As 4-H leaders we want to develop the skills of all our members.
- It is amazing the confidence members develop when they are put in the position of 'leader'.

For each activity in this publication I have outlined at least one way to present the game. With some activities I have suggested alternatives when presenting. Use your creativity and imagination to make the games work more effectively for your situation. The games

can be used as is or as guidelines to create activities for your club's individual needs. When looking at the activities, ask yourself "Who, What, Where, When, Why and How?"

1. Who is best suited to teach this particular activity?
 - A member? A Parent? A Leader?
 - Who am I trying to teach?
 - Seniors? Intermediates? Juniors? Boys? Girls?
2. What type of activity do I want?
 - A short activity or a long activity?
 - What kind of knowledge do I want to teach?
3. Where are we?
 - In a hall? Outside? At an arena? Some activities are more suited to a certain location.
 - At a meeting, leading clinic, project day etc. – do we have access to the materials we need to do the activity?
4. When are we doing the activity?
 - Beginning, middle or end of the year – some activities are better to play early in the year as they provide basic information, some work better when your members have gained more knowledge.
 - Morning, afternoon, evening – is the time frame long enough to complete the activity?
5. Why are we playing this particular game?
 - Are there certain skills we want to develop in our members? For example, leadership, communication, co-operation, confidence, etc.
6. How is the best way to present the game?

Stations - As you read through the activities you may notice my reference to the use of stations. Some of the activities I have described are fairly short. If you divide your members into groups, you can have one activity at each station and have the groups rotate through the stations.

Getting Started

Remember the following points as you get started:

1. Children learn best when they are having fun.
2. Children love to interact with others.
3. Not all children learn the same way.
4. Varying presentation methods helps address varied learning styles.
5. Enlist the help of other leaders, parents and members when preparing and presenting the activities in this book.
6. Use group leaders when facilitating games that require different groups.
7. Award small prizes to the winners of games. This isn't essential but it provides a way to encourage and reward members, as well as provide incentive to be involved. Prizes can be simple. Examples below.
 - a. Shop at a dollar or bargain store. They have lots of inexpensive, fun items.
 - b. Buy small candies. They can be purchased by the tub and put into sandwich bags.
 - c. Rather than giving items as prizes, give rewards i.e. the winning (or losing group can have snacks first, the winning (or losing group can serve the other group, or the parents at refreshment time, the winning (or losing group can help clean up before going home, etc.
8. To make better use of time at your meetings and to keep members more involved in activities use stations and rotate groups through different activities.

BEEF PROJECT **GAMES AND ACTIVITIES**

Terminology

This section teaches some of the cattle terminology that is included in the project books. I have suggested five different activities. Each one teaches different terminology in a different way. You can mix and match the words and definitions and the presentation methods. For instance, you can use the 'Critter Crossword' meanings and definitions to create cards as done in 'Matching Moos'. You can use the words from 'Terminology Twinning' to create a word search.

Presentation Alternatives

The activities in this terminology section can be used:

1. As short activities:
 - a. Members can participate individually or as a group.
 - b. You can use small groups or large groups.
2. As longer activities:
 - a. Make each game a station.
 - b. Divide members into groups
 - c. Have them rotate through any or all five game stations.

ACTIVITY 1: TERMINOLOGY TURMOIL

Source

Unit 14, Beef Cattle Handling and Facilities - Levels 1, 2 and 3

Introduction

This activity is simple. Members must find the words hidden in the word search. Although this may seem too simple, sometimes we need to remember the age and experience level of our members. Some of the terminology we expect 4-H members to know is complex. By starting simple, with word recognition, members become familiar with some of the words before actually learning the meanings. This is the first step in learning words and their meanings.

Preparation

1. Photocopy enough sheets for each individual or group.
2. Use colored paper to make the game appear more appealing.
3. Use different colored paper for each group.

Presentation Options

1. Allow participants a set amount of time to complete the entire word search or put a time limit on how long they can search for words.
2. After the completion of this part of the game have an older member act as leader and go through the words one by one asking members to try and give their meanings.
3. The older member could assign each group a few of the words, give them ten minutes to find the meanings of the words in their Project Books and let each group present their words to the rest of the club.
4. Each member of the group could give one definition or the groups could elect a group leader to do the speaking. The time frame you have to complete this activity may dictate how you do this.

Name _____

Date _____

Terminology Turmoil

Find each of the following words.

ALERT	CONTROL	HEADGATE	PATIENCE
BACK STOP	CROWDING PEN	HOLDING PEN	POINT OF BALANCE
CAUTIOUS	DEAD END	KICK BAR	RAMP
CHARGING	ELECTRIC PROD	KICKING	SHARP TURN
CHUTE	FLIGHT ZONE	KNOT	TEXAS GATE
CIRCULAR	HALTER	PANEL	WHIP

G B A C K S T O P C D C O I C H A R G I N G A
 P O I N T O F B A L A N C E C O N T R O L C C
 R A E R T L R N D P U N F L I G H T Z O N E O
 C O A L N G U Z K I C T H I H E A D G A T E C
 H R A T E W E R A H L C O C W R I T U I G E G
 O I O G H C R D A W E C I N P G P N I W B T A
 L S R W O A T A E E N I T T K A N P R G R A C
 D U E P D K L R L H A S S T E G R A M P E G R
 I O N T O I I T I U P A T I E N C E I E F S A
 N I T N U Z N C E C C D D E A D E N D G S A N
 G T R E O H E G K R P R D C G K W T A W N X I
 P U E L P H C T P B L R I G G H D A T C A E U
 E A L I N E A C I E A O O C K I C K I N G T C
 N C A A T A N E A O N R R D R P G T U O E C P
 C C U N I P S H A R P T U R N I T T O R A A L
 E O R H O I U T A T R R G D W H C N K L T L F

Terminology Turmoil

Answer Key

CHARGING	KNOT	DEADEND	ELECTRICPROD
WHIP	CROWDINGPEN	POINTOFBALANCE	RAMP
CIRCULAR	SHARPTURN	ALERT	CHUTE
HEADGATE	KICKING	TEXASGATE	HOLDINGPEN
PATIENCE	CONTROL	KICKBAR	FLIGHTZONE
CAUTIOUS	BACKSTOP	HALTER	PANEL

B A C K S T O P C H A R G I N G
 P O I N T O F B A L A N C E C O N T R O L
 E P F L I G H T Z O N E
 C L I T H E A D G A T E
 H R E H L O E
 O O H C R W E N T
 L S W A T A N K A
 D U E D K L R L A R A M P G
 I O T I I T I U P A T I E N C E S
 N I T U N C E C C D E A D E N D A
 G T R H G K R P R X
 P U E C P B R I E
 E A L E A O C K I C K I N G T
 N C A N R D
 S H A R P T U R N

NOTE: You can create your own word searches using the website www.edhelper.com

ACTIVITY 2: **MATCHING MOOS**

Source

Unit 21, 4-H Judging Manual, Sec 2: Page 2 - Judging Beef

Introduction

This game uses a set of cards – half the cards have a terminology word typed on them, the other half has definitions. The cards are matched together pairing the definition with the word it describes.

Preparation

1. Make cards using the Market Moos terminology sheets provided.
 - a. Photocopy the sheets using colored paper.
 - b. Cut cards apart.
 - c. Cards can be laminated and kept for future use.
2. Use the sheets included as a guide and make as many other matching word and definition cards as you like.
3. Put the terminology title or game name on the back of the cards.
4. For different topics use different colored paper. The more appealing a game looks the more members will want to play it.

Note: Before playing this game ask members to read over the unit that the words are taken from. That way they will be familiar with the words before the game begins and feel a sense of success when they are able to pair words and definitions.

Presentation

1. Lay cards face up on the floor or on a table.
2. In small groups have members pair up the terminology words with their definitions.
3. Most children like races so as members start to know the words better make pairing up the words with their definitions a race. Time how quickly they can complete the pairing up.
4. If the words are too difficult when you first play the game allow the members to have the appropriate level books open to the right unit. Remember we are not testing them; we are trying to teach them in a fun way. It's okay if they get the words paired up with the correct definition by reading the Project Books. Members are still learning the terminology.

MARKET MOOS - Market Steer Terminology

JUDGING

MARKET MOOS - Market Steer Terminology

- **The art of visually comparing and ranking beef cattle**

MARKET MOOS - Market Steer Terminology

MEATINESS

MARKET MOOS - Market Steer Terminology

- **The degree of muscling**
- **A meaty animal will have superior muscling**

MARKET MOOS - Market Steer Terminology

STYLE

MARKET MOOS - Market Steer Terminology

- **Way of going, alertness, gait, coloring**
- **This is often referred to as eye appeal**

MARKET MOOS - Market Steer Terminology

GRADE

MARKET MOOS - Market Steer Terminology

- **The description a carcass receives based on maturity of the carcass, the quality (color, texture, and firmness of the muscle and fat) and the meat yield**

<p>MARKET MOOS - Market Steer Terminology</p> <h1><i>TRIMNESS</i></h1>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• Freedom from excess fat or finish• This can be determined by looking at places where fat tends to accumulate – the brisket, flank and twist
<p>MARKET MOOS - Market Steer Terminology</p> <h1>MUSCLE</h1>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• Red meat or lean• That part of the carcass which is not bone or fat
<p>MARKET MOOS - Market Steer Terminology</p> <h1><i>FRAME</i></h1>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• Skeleton size• This can be determined by looking at bone length and width and is easy to see in areas where there is nothing but bone, such as the cannon bones
<p>MARKET MOOS - Market Steer Terminology</p> <h1>CONFORMATION</h1>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• The overall structure of the animal

<p>MARKET MOOS - Market Steer Terminology</p> <p><i>UNDER-FINISHED</i></p>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• The animal doesn't have enough fat cover to fall into a desired grade
<p>MARKET MOOS - Market Steer Terminology</p> <p>CARCASS</p>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• The part of the animal which remains after the removal of the head, feet, hide and internal organs• Composed of bone, muscle, fat and connective tissue
<p>MARKET MOOS - Market Steer Terminology</p> <p><i>FINISH</i></p>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• The amount of fat covering on a market animal
<p>MARKET MOOS - Market Steer Terminology</p> <p>STRUCTURE</p>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• Must be sound or free from any defects which inhibit performance• Must be correct and show the desired structural traits

<p>MARKET MOOS - Market Steer Terminology</p> <h1><i>CUTABILITY</i></h1>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• The saleable meat in proportion to the total carcass• A high cutability, or high proportion of red meat to bone and fat, is desirable
<p>MARKET MOOS - Market Steer Terminology</p> <h1>OVER-FINISHED</h1>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• The animal has too much fat cover
<p>MARKET MOOS - Market Steer Terminology</p> <h1><i>BALANCE</i></h1>	<p>MARKET MOOS - Market Steer Terminology</p> <ul style="list-style-type: none">• The overall view of the animal, including how well the parts blend into one another and how freely and smoothly the animal moves

ACTIVITY 3: MY LONG LOST TWIN

Source

Unit 17, The Beef Carcass - Level 1, 2 and 3

Sec 2: Page 4, 4-H Judging Manual - Judging Beef

Introduction

As well as teaching terminology, this game encourages communication, public speaking and interaction between members. It provides the opportunity to pair members with a partner. Members receive a card that has a term or definition on it. They are asked to search out the person that has the definition to their term or vice versa.

Preparation

1. There are two master sheets to use as guides for creating cards for this game. Master One has a term or it's definition on each card. Master Two has terms and their definitions on each card. Use the format on Master One if you have older members or if you have played the game a lot. Use Master Two if you have younger members or if you are playing the game for the first time. Once members start to know the definitions, using the format on Master One would provide more of a challenge.
2. Have a member make up the cards ahead of time. They can make the cards using the computer or free hand on sheets of paper. By involving members in the preparation it gives you a break as leader, gets more members involved in the games, and provides the opportunity for members to develop skills.
3. Although there are only two master sheets, there is a list of terms and their definitions to use when creating cards. An alternate way to make the cards would be to provide a picture as the definition, instead of words. This would make the game more interesting for members. An example would be to supply pictures of grooming supplies or breeds of cattle.

Presentation

1. Before starting the game have a member count how many people are playing.
2. Hand out one word or definition to each participant. This is a great opportunity to involve parents and perhaps siblings. Use as many cards as you have participants. Be sure that both the word and its definition are used.
3. Explain the theme of the game – using the terms that are included, the theme would be 'Carcass Terminology'. Explain to the members that they will need to find their 'twin'. Their twin is the person that has the card that matches theirs.
4. Have someone say go and allow participants time to search for their twin.
5. It is helpful to have one member as the facilitator of this game. They can have a sheet that provides all the words with their definitions and therefore help participants that are

having difficulty finding their twin. (This would only be necessary if you used the cards that don't have both the word and its' definition on the same card..

6. Once all participants have found their 'Long Lost Twin' have each pair read out their word and definition.

MASTER 1 - MY LONG LOST TWIN – Carcass Terminology

My Long Lost Twin
CANADA GRADE D

My Long Lost Twin
MATURE COWS

MASTER 2 - MY LONG LOST TWIN – Carcass Terminology

My Long Lost Twin
CANADA GRADE D
MATURE COWS

My Long Lost Twin
CANADA GRADE D
MATURE COWS

My Long Lost Twin Terms and Definitions

For Carcass Terminology

1. **Canada Grade A** – Meat from youthful animals
 - Muscle is bright red, firm and fine grained
 - Fat is firm and white
2. **Canada Grade A1** – Carcasses with 59% or more lean yield content
3. **Canada Grade A2** – Carcasses with 54% to 58% lean yield content
4. **Canada Grade A3** – Carcasses with 53% or less lean yield content
5. **AAA** – small amount of marbling
6. **AA** – slight amounts of marbling
7. **A** – trace amounts of marbling
8. **Canada Grade B** – Meat from youthful animals
 - Lacks adequate fat cover
 - Fat may be yellow
 - Meat may be darker colored
9. **Canada Grade B1** – Lacks sufficient marbling or external fat to qualify for Grade A
10. **Canada Grade B2** – Lacks adequate muscling
11. **Canada Grade B3** – Has yellow fat
12. **Canada Grade B4** – Has a dark meat color
13. **Canada Grade D** – Mature cows
14. **Canada Grade E** – Mature bulls
15. **Dark Cutters** – Meat a very, dark red color
16. **Implants** – Help animal reach market weight at a younger age and reach physiological maturity at a later age
17. **By-products** – The rest of the animal not considered to be part of the carcass
18. **Natural Beef** – Claims this beef is more wholesome, healthy and environmentally friendly than other beef
 - In fact all beef must pass exactly the same tests and standards of quality
19. **Carcass** – The end product you market
20. **Consumer** – The person who buys your product
21. **Marbling** – Amount of fat within the meat
 - Looks like little white flecks in the meat

ACTIVITY 4: CREATIVE CONCENTRATION

Source

Sec 2: 4-H Judging Manual - Judging Beef

Introduction

This game is similar to the concentration game played with a regular deck of cards. Players take turns flipping over cards to find the match.

Preparation

1. Before playing the game have a member, parent or other leader create cards to use for this game.
2. The terms are included on the sheets following.
3. Pages can be photocopied on colored paper, laminated and therefore kept for later use.

Presentation

1. Appoint a team leader. The leader will determine who goes first.
2. Lay the cards out on a table face down.
3. Members take turns turning over two cards in an attempt to find two that match.
4. If a participant finds a match they get another turn.
5. You can allow a player to continue turning cards until they don't find a match or you can limit how many matches a player can find on one turn.
6. Once all the cards have been turned over and paired up allow members to read their card and the definition or show the picture, to the rest of the group.
7. As members get better at knowing which cards go together, make new cards that have the term on one card and the picture on the other card.

CONCENTRATION - Judging Terminology

CORRECT LEG PLACEMENT



CONCENTRATION - Judging Terminology

Correct Leg Placement



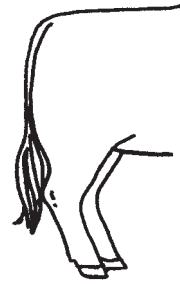
CONCENTRATION - Judging Terminology

SICKLE-HOCKED



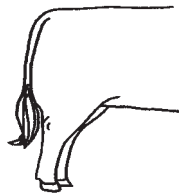
CONCENTRATION - Judging Terminology

Sickle-Hocked



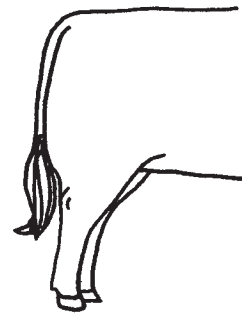
CONCENTRATION - Judging Terminology

POST-LEGGED



CONCENTRATION - Judging Terminology

Post-Legged



CONCENTRATION - Judging Terminology

CORRECT LEG PLACEMENT



CONCENTRATION - Judging Terminology

Correct Leg Placement



CONCENTRATION - Judging Terminology

BOW LEGGED



CONCENTRATION - Judging Terminology

Bow Legged



CONCENTRATION - Judging Terminology

COW HOCKED



CONCENTRATION - Judging Terminology

Cow Hocked



CONCENTRATION - Judging Terminology

***REAR LEG:
CORRECT
PASTERN SET***



CONCENTRATION - Judging Terminology

***Rear Leg:
Correct
Pastern Set***



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***REAR LEG:
WEAK PASTERN***



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***Rear Leg:
Weak Pastern***



<p>CONCENTRATION - Judging Terminology</p> <p><i>CORRECT PASTERNS SET & STRAIGHT FRONT LEG</i></p> 	<p>CONCENTRATION - Judging Terminology</p> <p><i>Correct Pastern Set & Straight Front Leg</i></p> 
<p>CONCENTRATION - Judging Terminology</p> <p><i>STRAIGHT FRONT LEG & WEAK PASTERNS</i></p> 	<p>CONCENTRATION - Judging Terminology</p> <p><i>Straight Front Leg & Weak Pastern</i></p> 
<p>CONCENTRATION - Judging Terminology</p> <p><i>BACK AT THE KNEE</i></p> 	<p>CONCENTRATION - Judging Terminology</p> <p><i>Back at the Knee</i></p> 
<p>CONCENTRATION - Judging Terminology</p> <p><i>BUCK-KNEED</i></p> 	<p>CONCENTRATION - Judging Terminology</p> <p><i>Buck- Kneed</i></p> 

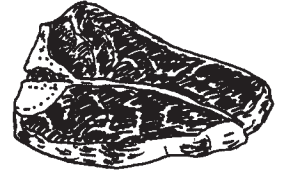
CONCENTRATION - Judging
Terminology

T-BONE STEAK WITH MARBLING



CONCENTRATION -
Judging Terminology

T-Bone Steak With Marbling



CONCENTRATION - Judging
Terminology

T-BONE STEAK WITHOUT MARBLING



CONCENTRATION -
Judging Terminology

T-Bone Steak Without Marbling



ACTIVITY 5: CRITTER CROSSWORD

Source

Sec 2: 4-H Judging Manual - Judging Beef

Introduction

This game uses a crossword puzzle to help members learn terminology.

Preparation

1. Photocopy the crossword puzzle. Use colored paper and make as many copies as you have members or groups.
2. If you are using the overhead option (as described below), copy the puzzle onto a overhead sheet.
3. When you first use the crossword puzzle fill in some of the letters on the puzzle beforehand to make it easier to solve. The more you play the crossword the more members will begin to know the terms and the less clue letters you will need to provide.

Presentation

1. Find a creative way to divide members into groups.
2. Assign a group leader for each group.
3. Hand out one copy of the puzzle to each member (or to each group). The group members are more likely to participate and offer solutions to the clues if they have their own copy of the puzzle. Each member can complete their own sheet so they have it to put in their record books. The group leader should complete the master copy to use when the game is done.
4. Let the groups solve the crossword puzzle together.
5. You can allow members as much time as they need or put a time limit.
6. To make it more interesting you can challenge groups to be the first one done.
7. The reward for finishing first could be:
 - a. One at a time, members in the winning group go through the crossword puzzle clues and give the solutions to the other groups.
 - b. Have each member stand up and face the members when giving their clue.
 - c. Be sure that all members of the group participate.
 - d. Use your group leader to facilitate this.

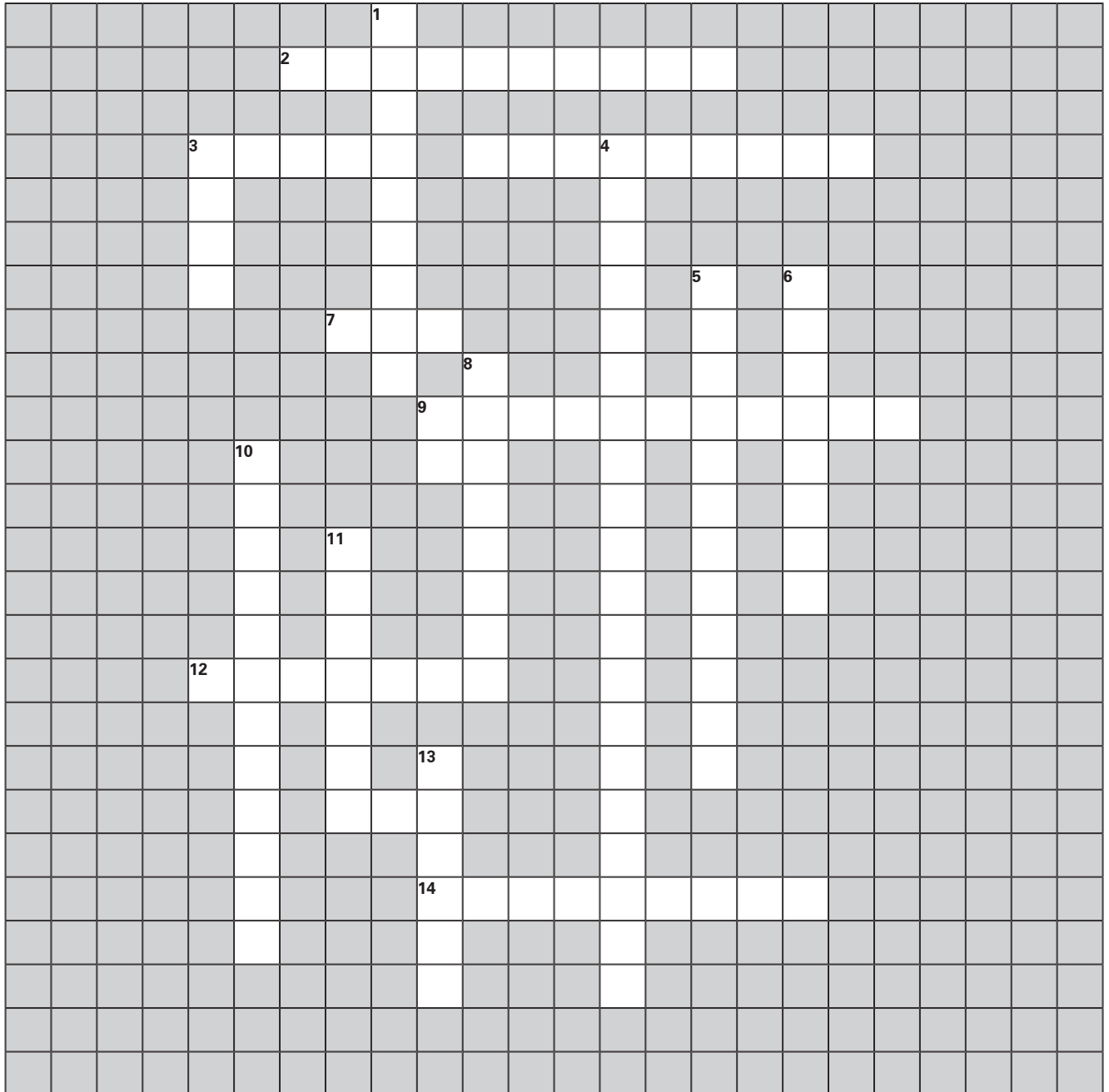
Option - This game could be used as one station in a rotation of games. This game could also be done use of an overhead projector, especially in a small club where all members could complete the crossword as one group.

Name _____

Date _____

Critter Crossword

Complete the puzzle.



Down

1. The amount of fat and muscle an animal is carrying, means the same thing as finish does on a market steer.
3. Rugged and massive, crest over the neck region, scrotum large and hangs straight, sheath compact and close to the body.
4. Good mother, easy calver, producer of progeny with good rate of gain.
5. The portion of a trait which is carried on from ancestors, traits vary.
6. Term used to describe heifers and cows, refinement of head, neck and shoulders, smooth muscling.
8. Also means volume or depth.
10. The overall structure of the animal.
11. The art of visually comparing and ranking beef cattle.
13. Refined about the head, neck and shoulders, signs of udder development, pins below hooks with good distance between pins.

Across

2. Indicates a good mother of adequate size, able to carry calf, good udder and teat development and disposition.
3. Shape of head, length of body, height, color markings and other characteristics as defined by the Breed Associations as characteristics of that breed (2 words - include space in puzzle..)
7. Producing one shows refinement, udder balance, 4 functioning teats.
9. Term used to describe bulls, massiveness and strength.
12. Offspring of calves of a female or bull.
14. Successful breeder, able to conceive and carry a calf.

