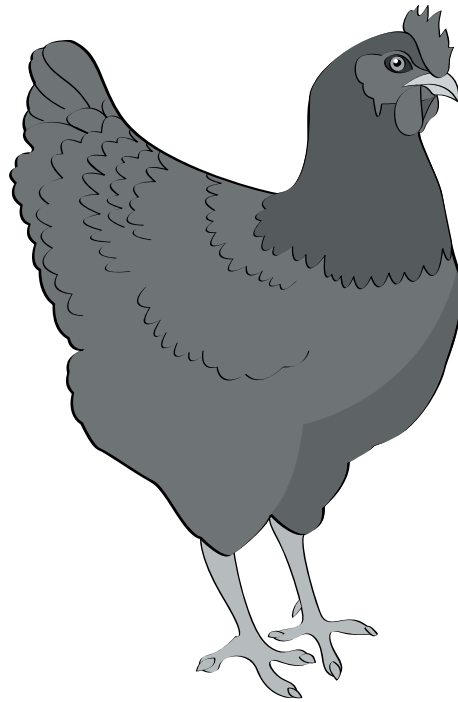


B.C. 4-H Poultry Project Leader Guide



Ministry of
Agriculture



Publication #1105
Version Jan 2010

The 4-H Motto
“Learn to Do by Doing”



The 4-H Pledge
I pledge
My Head to clearer thinking
My Heart to greater loyalty,
My Hands to larger service,
My Health to better living,
For my club, my community, and my country.

The 4-H Grace
(Tune of Auld Lang Syne)
We thank thee, Lord, for blessings great
on this, our own fair land.
Teach us to serve thee joyfully,
with head, heart, health and hand.

Acknowledgments

Funds for this project were provided by Agriculture and Agri-Food Canada courtesy of the Canadian 4-H Council.



Agriculture et
Agroalimentaire Canada

Agriculture and
Agri-Food Canada



TABLE OF CONTENTS

Introduction.....	1-6
· 4-H Program Objectives.....	1
· 4-H Poultry Project Objectives	2
· 4-H Achievement.....	2
· Poultry Project Options	3-6
· Poultry Project Awards.....	6
Teaching Techniques.....	7-13
· How to use this Guide.....	7
· Project Teaching.....	7-9
· Achievement Program.....	10
· Special Notes for This Project	11
· Welcome to the Poultry Project!	12
· Activities and Worksheets	13
Teaching Resources and Ideas	14-64
· Project Selection.....	14-19
· Feeding and Nutrition.....	20-26
· Facilities	27-33
· Husbandry and Health.....	34-41
· Reproduction	42-48
· Showing Poultry	49-54
· Marketing.....	55-62
· Glossary	63-64
Junior Proficiency.....	65-66
Quick Facts on Senior Projects.....	67-68
Resource List.....	69



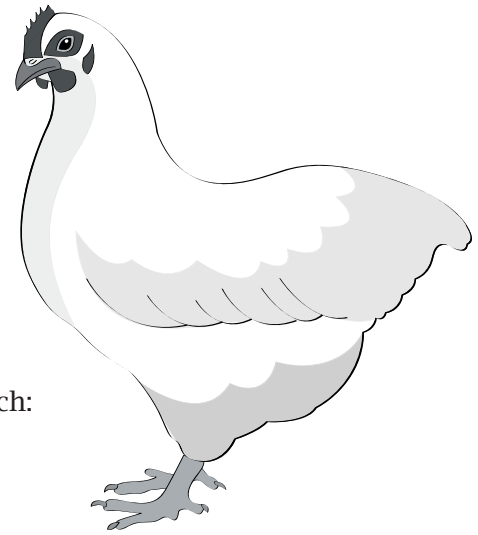


Introduction

It has often been said that volunteer 4-H leaders are a blend of friend and teacher. What a big order to fill! You will discover that you have many talents as a 4-H leader. Having an interest in young people and their development and taking up the challenge of 4-H leadership is the first step to success. Thank you for volunteering your time to be a B.C. 4-H Poultry Project leader.

The role of the poultry project leader is to:

- Help 4-H members learn about raising and managing poultry.
- Introduce members to 4-H poultry project materials and other poultry resources.
- Work with members to complete 4-H Achievement requirements.
- Encourage members to work towards earning 4-H Project Awards (see 4-H Award Opportunities Guide, Publication #128).
 - o Junior Badges
 - o Junior Proficiency Certificate
 - o Senior Skill Certificates
 - o Project Pin
 - o Honour Pin
- Provide information on various poultry project options.
- Promote personal development opportunities in 4-H (communications, community projects, conferences, camps).



As a 4-H Poultry Project leader, you will wish to know and help teach:

1. The overall objectives of the B.C. 4-H Program
2. The general objectives of the B.C. 4-H Poultry Project

4-H Program Objectives

The B.C. 4-H program develops 4-H members in such a way that they become effective and responsible members of society. B.C. 4-H project work and programs are designed to help members:

- Increase their knowledge and develop skills in subject matter areas which are of interest and value to them.
- Acquire a positive attitude towards learning and develop the ability to make wise decisions.
- Learn how to work effectively in groups.
- Enlarge their horizons by participating in new experiences.
- Acquire a responsible attitude toward community service.
- Develop physically through healthful living and active recreation.
- Develop as responsible members of society.



4-H Poultry Project Objectives

The Poultry Project includes: chickens, duck, turkeys or geese. A member wishing to raise birds outside of these types may apply to do so through a contract project, see Unit 10.

1. To develop pride and responsibility associated with owning animals.
2. To acquire an understanding of poultry breeding, production and management practices, and acquire skill in executing them by owning, caring for and keeping records of poultry.
3. To develop skill, patience and understanding in handling animals.
4. To increase knowledge of safety precautions for humans and animals.
5. To acquire an understanding of the economics of the poultry industry and develop decision-making skills.
6. To be able to identify the meat cuts of poultry and poultry products, desired carcass characteristics, and understand the importance of poultry meat and eggs in human nutrition.
7. To acquire an understanding of livestock marketing.
8. To develop an understanding of science and scientific research and its value to the poultry, meat and egg industry.
9. To earn money and learn how to use it effectively.

4-H Achievement

Achievement certificates are awarded on the basis of work done by the club member throughout the entire year. To earn an Achievement Certificate a 4-H member must satisfactorily complete the following:

1. MANAGEMENT OF THE PROJECT

- An inspection by club leader and/or designated person to determine the manner in which the project work is progressing.
- See the 4-H Livestock Husbandry Score Card Publication #140(C) for guidelines on evaluating project management.

2. COMPLETION OF THE PROJECT

- A member must exhibit his/her completed project at Achievement Day.
- See the 4-H Showmanship Score Card Publication #148(R) for suggestions on evaluating 4-H project completion at Achievement Day.
- Leaders may make alternate achievement arrangements for members enrolled in Senior Management projects or those with extenuating circumstances.

3. COMPLETION OF RECORD BOOK

- A member must complete a project record book and turn it into a club leader.

4-H members may earn Achievement for each unit they are enrolled in during any given year providing they complete the Achievement requirements of each unit individually.

Members enrolled in Senior Management, Junior Leader, or Self-Determined Projects earn project specific certificates rather than the Achievement Certificates.



Poultry Project Options

Please refer to the 4-H Poultry Project Regulations (Publication #1101).

4-H members may enrol in a maximum of four units per year.

UNIT 1 – EXPLORING THE POULTRY PROJECT

1. Identify and describe 3 types of avian species.
2. Identify 3 sources of stock.
3. List what is being raised in your project and explain the purpose of that species.
4. Describe how birds eat.
5. Describe how birds drink.
6. Point out and name the major parts of a bird.
7. Demonstrate how to catch, carry, and hold a bird.
8. Describe ways of telling the difference between male and female.
9. Describe the requirements of good housing, and list proper equipment.
10. Explain what feeds are important for your project.
11. List 3 procedures that can prevent the death of your project.
12. Describe the nutritional needs of your project.
13. Discuss protection of birds during extreme hot or cold weather.
14. Describe and give control methods for three different poultry insect or disease problems.
15. Demonstrate proper show fitting techniques.
16. Demonstrate posing and lead training (advanced).

UNIT 2 – BEGINNING POULTRY BREEDER

1. Discuss the raising of your birds including information on brooding facilities, operation of the brooder, management of feed, water and lights and care of young birds.
2. Demonstrate ability to select “good” high quality eggs and demonstrate proper storage technique.
3. Describe and demonstrate successful incubation of eggs (either natural or artificial).
4. Describe use of lights to induce laying.
5. Know disqualifications and defects of your breed.

UNIT 3 – BREEDER REPLACEMENT STOCK

1. Demonstrate selection and culling of project breed knowing disqualifications.
2. Define terms: cull, line breeding (open and closed), recessive and dominant genes.
3. Assess value of using a quality male.
4. Discuss fertility influences (i.e. diet, lighting).
5. Discuss genes carried in the male and female.



UNIT 4

a) Poultry Raising – Layer

1. Demonstrate proper way to candle and grade eggs.
2. Keep records on production.
3. Report on commercial production techniques.

b) Hatchery

1. Understand and describe different stages of embryo development.
2. Demonstrate successful use of an incubator (i.e. influences of temperature and humidity).
3. Demonstrate techniques of candling for fertility.
4. Demonstrate proper brooding techniques.
5. Review of Unit 3.

c) Poultry Raising - Meat

1. Know and understand the problems involved in meat production, nutrition, housing, and processing of birds for meat.
2. Understand the value of different breeds and types of meat birds (i.e. chicken, turkey, duck and goose).
3. Know the differences in bird classification (i.e. broiler, fryer).
4. Know the age of market maturity in different classifications.

UNIT 5

a) Layer Production

1. Discuss requirements of health and efficiency for layers.
2. Keep detailed records of production for six months.
3. Understand the effects of husbandry on production.
4. Understand principles of layer production and marketing.

b) Meat Production

1. Discuss requirements of health and efficiency for broilers.
2. Understand the effects of husbandry on production.
3. Keep detailed records on production, dress weights and marketing.

UNIT 6 – POULTRY BREEDER (SENIOR MANAGEMENT)

1. Similar to Unit 3, except 10-12 month project period due to being a Senior Management project. Project may include research component to fulfill the project time requirement.
2. Understand fundamentals of breed genetics.
3. Know effects of double line breeding in male and female color patterns (i.e. Hamburgs, Dark Cornish).
4. Know at least 10 standards on which you judge your breed as found in standards of perfection using the general scale of points.



UNIT 7 – MARKET (SENIOR MANAGEMENT)

1. Similar to Unit 5b, except 10-12 month project period due to being a Senior Management project. Project may include research component to fulfill the project time requirement.
2. Keep records including average weight gain and feed conversion.

UNIT 8 – LAYER (SENIOR MANAGEMENT)

1. Similar to Unit 5a, except 10-12 month project period due to being a Senior Management project. Project may include research component to fulfill the project time requirement.
2. Explore alternate markets (i.e. fertile eggs).

UNIT 9 – SENIOR MANAGEMENT

- This project is for senior 4-H members interested in challenging themselves to learn about a new aspect of the poultry industry.
- Objectives are for members to do research and/or carry out a project of their choosing.
- This unit is considered a Senior Management Project. Senior Management Projects require approval before starting and must be evaluated by Youth and Community Development Staff.
- Depending on the nature of the project it may be exhibited or evaluated at the member's home. Detailed record keeping is expected to be an integral part of this project. Members to use the Livestock Senior Management Record Book (Publication #411).

Possible Projects include:

- Crossbreeding program
- Comparison of crossbred and purebred birds
- Effects of genetics and environment on production
- Comparison of housing systems
- Care and management of herd sire
- Compare the cost of rate of gain between high and low energy rations
- A study of artificial insemination
- A study of breeds and their characteristics
- Carcass composition and retail value
- Parasites, diseases, and other health problems
- The various cuts of chicken/turkey and how to cook them
- Incubation of eggs
- Brooder management
- Obtaining year-round egg production
- Keeping records and using as a basis for improving an avian science project
- Plan and conduct an educational avian event
- Raising game birds, pheasants, or other birds
- Waterfowl refuge study
- Any other topic of interest related to poultry



UNIT 10 – “CONTRACT SYSTEM”

A club leader and member may choose to use the “Contract System of Achievement” as an alternative to Units 1-5. The purpose of this system is to provide flexibility in setting requirements for Achievement. It allows the use of birds different from what is included in the poultry project such as pigeons, quails, and pheasants. The project leader is to use his/her own discretion as to what birds would be appropriate and safe for the members to handle; if unsure, the leader is to consult with Youth and Community Development Staff.

The contract system works as follows:

1. The member, in consultation with the leader, writes specific goals and objectives for the project year. These goals are individual for each member and his/her birds.
Each member should list 6-8 goals for themselves and their birds which:
 - are realistically attainable with work and effort
 - accurately reflect the ability of the birds and handler
 - are difficult enough to be a challenge for both the birds and member
2. Member evaluates him/herself and his/her birds at regular, specified intervals throughout the project year to see how both are progressing toward the stated goals. The specific goals may have to be altered and/or added to in consultation with the project leader during the course of the project.
3. At Achievement Day, the member and birds are evaluated on how well they have achieved their goals. This may be a self-evaluation (by member) or member and birds may be judged by the project leader or official Achievement Day judge.

Poultry Project Awards

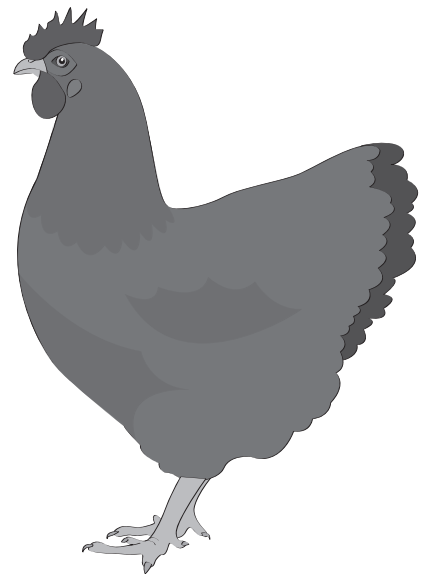
4-H members may earn the following project awards:

JUNIOR POULTRY BADGES

- Husbandry
- Judging
- Showmanship

SENIOR SKILL CERTIFICATES

- Husbandry
- Judging
- Showmanship
- Feeding



See the 4-H Award Opportunities Guide (Publication # 128) for details.



Teaching Techniques

How to use this Guide

The purpose of this leader's guide is to aid and guide the leader in teaching the material in the poultry project. As a leader you should understand the material you are trying to present before attempting to teach it to club members. Use the member manual (Publication #1110) and other poultry resources.

This guide should be used as just that, a guide. Feel free to adjust the activities or create your own. Every club is different so you will need to use your judgement to provide your members with the best training possible. When deciding on activities and teaching techniques, consider the age and skill level of your members. Even if the majority of your club members are experienced seniors, be sure to provide adequate instruction and help to your newest, youngest and shyest members.

If you have a large number of experienced members in your club, you may want to consider recruiting them to teach skills to the younger members. This could be done through a Junior Leader project or through one-on-one mentoring. From their own experience, they can provide topics and techniques to help less experienced 4-H'ers overcome shyness. Junior Leader projects provide an outstanding learning and development opportunity for the senior member and the members they are working with.

Be sure to take advantage of the poultry worksheets and activities in this guide. If you find other activities and lesson plans along the way, be sure to share them with other leaders. Networking among 4-H leaders is a valuable way to tap into years of experience.

Remember 4-H can be fun for members, but also for you too!

Project Teaching

WHO DOES THE TEACHING?

It is not required that you, the 4-H Poultry Leader, know or teach all the aspects of poultry ownership covered in the poultry project. Try to identify as many people as possible in your club or community who have knowledge or skills in certain areas. You may be able to draw on people such as: veterinarians, feed store representatives, poultry breeders, hatcheries, 4-H alumni, broiler and layer producers, or even senior 4-H members. If you work with these people by providing specific learning goals you can invite them to lead a teaching session for your members.

WHAT DO YOU TEACH?

Review the objectives of the 4-H poultry program and use the 4-H member's Poultry Manual for specific ideas. These, combined with your own knowledge of the poultry industry will give you a base to start. As you become acquainted with your members and visit their farms, you will find problem areas that you may wish to improve. It may also be logical and convenient to teach specific topics at the time of year when they would normally take place on a poultry farm. A good teacher is objective. They may have special interests or biases, but they keep these out of their teaching. They keep up to date and base their teaching on facts.



WHEN AND WHERE DO YOU TEACH?

Depending on the type of 4-H club you are in, you may teach project information at general 4-H club meetings, or you may hold special project meetings dedicated exclusively to learning about poultry. Project teaching may also take place at special events such as field days, husbandry check visits, fairs, or on Achievement Day.

HOW TO TEACH

Individuals learn in different ways so it is a good idea to include more than one teaching method in your lessons. Variety will not only promote learning but it will also help keep the members attention as well.

Did you know young people will retain different amounts of information depending on the method by which they learned it?

Learning Method	Percentage of Information Retained
Reading	10%
Hearing	20%
Seeing	30%
Hearing and Seeing	50%
Saying	70%
Saying and Doing	90%

Some suggested methods you could use to get your members involved:

- *Discussions and debates* - panel, group discussions
- *Demonstrations* with you and/or a member presenting the material
- *Workshops* on topics such as balancing rations, record keeping, grooming, or husbandry
- *Movies or educational videos* - if good and up to date
- *Talks by special resource people* such as a nutritionist, a veterinarian, or a local poultry producer
- *Field Trips* to farms, businesses, organizations, or special poultry events
- *Games*

See pages 72-93 of the 4-H Leader’s Handbook for more suggestions on teaching techniques and managing a 4-H project.

SOME PRINCIPLES OF GOOD INSTRUCTION

1. Set clear goals and know what you are trying to accomplish in each lesson. Be prepared.
2. Be simple, clear and as definite as you can. Avoid too much talk.
3. Use correct terms relating to the animal.



4. Be firm but sympathetic. Be patient and quiet, especially with nervous members. Be natural. Avoid sarcasm as this can lead to a negative attitude in your club.
5. Keep up interest by keeping members active.
6. Encourage members with praise when it is deserved, especially with younger members. Do not play favourites.
7. Set an example. If you have animals, then you and your animals must be well turned out.
8. A good lesson should be:
 - Hearing (explanation) 5 minutes
 - Seeing (demonstration) 10 minutes
 - Feeling (practice) 15 minutes

METHODS OF INSTRUCTION

1. **DEMONSTRATION** - should be part of every lesson. “The eye is the window to the brain”.
2. **LECTURE** - should be kept short (20 minutes followed by questions and discussion to be sure the information is understood).
3. **READING** - have members read manuals or reference materials ahead of time.
4. **QUIZZES** can be useful, but remember to use them as indicators of amount learned rather than for competition between members.
5. **PEER PRESENTATIONS** - have the members prepare talks on various subjects from the manual. Several members may work together on a presentation. As an alternative, members may choose to read reference books on topics of interest and prepare talks to be given at club meetings. These talks should be time limited and kept fairly short.
6. **SMALL GROUP ACTIVITY** - This method involves practical exercise for groups of students of less than a section (classroom) size. Small group activity emphasizes discussion and interchange of ideas not only between students and instructors but also among students themselves.
7. **THINK-PAIR-SHARE** - Think-Pair-Share is easy to use on the spur of the moment. Announce a discussion topic or problem to solve. Give members at least 10 seconds of think time to THINK of their own answer. Ask students to PAIR with a partner to discuss the topic or solution. Finally, randomly call on a few students to SHARE their ideas with the class.

Use a variety of methods in the course of a year or even in a single meeting. This makes it more interesting to members and you will accomplish more with them. It would be a mistake to have all movies or all outside speakers or to just lecture. Do not be hesitant about teaching. If you like young people and are interested in poultry, you undoubtedly have plenty of knowledge to share with 4-H members.

REMEMBER...“LEARN TO DO BY DOING”!



Achievement Program

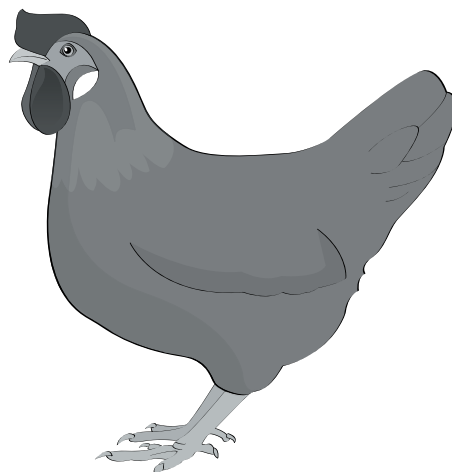
The Achievement Program is an opportunity for members to share the knowledge and skills they have gained during their 4-H project year. Each member should be involved in some way. It should also inform the public about the purpose and goals of the 4-H program. Achievement Program ideas specific to this project are suggested below. Involve club members in selecting a suitable idea and making the necessary preparations.

Instead of or in addition to showing their poultry, the member could plan an alternate activity as their Achievement Program. Some clubs will have their Achievement Program during the local fair, while others will want to put on a separate event, such as a display in a mall, or an activity during an agricultural awareness activity in their area.

SOME SUGGESTIONS:

1. Members display their animals at a 4-H Achievement Program. They should be encouraged to prepare a sign giving as much information on the breeds and health of the animal as possible. Such a sign could include sex, age, feeding requirements, history of the breed or any other topic regarding poultry. These displays could be done individually or as a group, depending on the number of animals, display space available and the suitability of the event.
2. Members could put on a demonstration, with judging and a ringside commentary on the fine points of showing and an explanation of the judge's choices.
3. Designate some members as Information Officers and prepare some material for them to hand out to the crowd as it views the 4-H displays or show. Another way to draw people to the display is to have a running commentary delivered by a 4-H member with a microphone on the local club, its projects and the display.
4. Participate in an agricultural event or a mall display. The club could set up a display and have members available to answer questions about some aspect of 4-H. This display could include basic information on the multiple uses of project animals.

For more information on Achievement consult your B.C. 4-H Leader Handbook.





Special Notes For This Project

1. The Member Manual has been designed as a reference source. Encourage members to leave their manuals closed for most of the meeting, allowing them to observe, learn and take part in the discussion and other activities. It is not necessary to read all of the information given in the Member Manual during the meeting.
2. You are free to change the order of material presented in the manual and the information as you see fit.
3. Remember to refer to your 4-H Leader Handbook - You will find many useful tips and ideas covering topics such as program planning, successful meetings, parliamentary procedure, effective communication and presentation methods. Refer to your Leader Handbook as you plan meetings.
4. Judging tips could be an optional activity at your club meetings. The more your members learn how to judge, the better judges they will become. Each 4-H family should have a copy of the Livestock Judging Guide, (Publication #427).
5. Fitting and showing skills should start as soon as the member can work with their animal. Keep tabs on members' progress. Some members may not have anyone at home to ask for help. It is a good idea to pair an experienced senior member with a junior member who could use some help or encouragement.
6. There are meeting activities, meeting mixers and extra topics for discussion that have been listed in this guide. They provide greater detail and information and should be used as a resource for meeting presentations.

CAUTION

Farm visitors can spread diseases within a farm and among farms. People spread contaminated material directly on footwear, hands and clothing. Farm families hosting a 4-H meeting should ask visitors to comply with certain precautions to protect their livestock. These may include the use of a sanitary foot bath or wearing plastic, disposable boots and clean coveralls. As a courtesy, 4-H members should arrive at the host farm with freshly laundered clothes and clean rubber boots. Upon returning home, 4-H members should change to different clothes and boots before entering their barn. Remember, some diseases are spread very easily. Animal welfare, pride in stockmanship and peace of mind are reasons to prevent spread of diseases in addition to the cost associated with a disease outbreak.



Welcome to the 4-H Poultry Project

WELCOME TO 4-H!

Greet old and new members with a game! As each member arrives, pin on his/her back a piece of paper with the name of a breed on it. Each person must guess the name by asking others questions that can only be answered with YES or NO. When a member has correctly guessed the breed, move the tag to the front.

GETTING STARTED

1. Begin with the 4-H pledge. (Make sure new members have a copy to look at.)
2. Welcome the members. Introduce leaders. Have members introduce themselves. Ensure that everyone has a nametag (optional).
3. Complete enrolment form information.
4. Outline the opportunities members have such as taking part in the local fairs, district 4-H judging rally, public speaking, regional 4-H events and provincial 4-H programs.
5. Distribute the Member Manual.
6. Give a brief summary of what the club is about and topics covered.
7. Discuss the Member unit requirements. Outline any expectations you have of the members.
8. Briefly discuss the Achievement requirements of your club.
9. Have some group games and social recreation for members to get acquainted.

ROLL CALL

At the beginning of each meeting have an easy question that all members can answer. Show an interest in the members and their responses. This encourages them to participate throughout the meeting.

ROAD MAP TO GOOD MEETINGS

It is important for everyone to become familiar with the basics of running a good meeting. Review with members the purpose of an agenda and the executive's responsibilities. Have the club members elect an executive. You should have a copy of Parliamentary Procedure (Publication #1815) for your club.

The club president will chair the short business section at the beginning of each meeting. Helping members to understand and use the basics of running a meeting will help them to become familiar with the process.

THANKING THE MEETING HOST

If a meeting is to be held in a member's home or barn, that member and his or her parents should be appropriately thanked for their hospitality. A letter can be forwarded after the meeting or a simple verbal thank you from the group can be given. The president should designate a different member to take responsibility for this task each time.



BEFORE THE NEXT MEETING

To prevent dropping out, take time with each new member to make sure that he/she knows what is expected of him/her. Make them feel a part of the group and offer to help in any way.

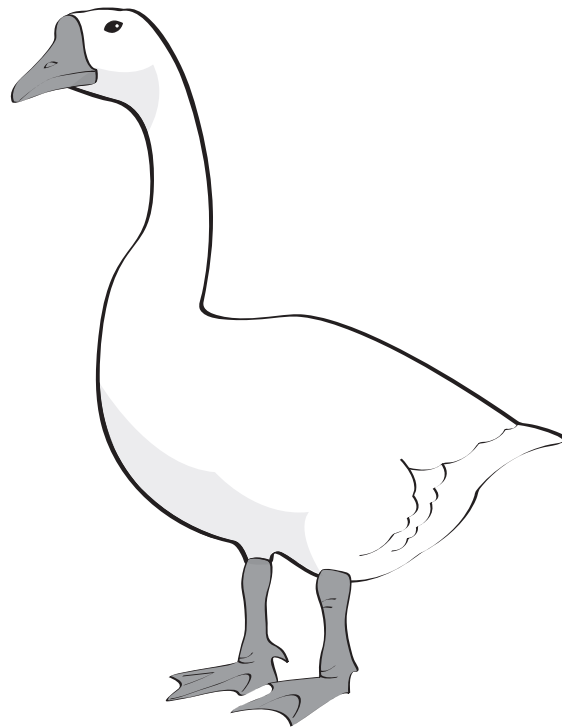
Activities and Worksheets

The following pages are some activities and worksheets to get you started on your club collection. You are encouraged to share and collect new ideas from other leaders and clubs. Worksheets have been created as handouts and you should make copies for use in your club. Some sheets and activities have strong links with certain topics in the manual, while others can be used for a variety of topics.

Photocopy what you intend to use and return it to the binder to be used again. It is up to you to choose the worksheets you want to use, if any. You may find that you have found other activities that you prefer. As you accumulate activities to use in your 4-H club be sure to share them with other leaders, the B.C. 4-H office, and Youth and Community Development staff.

YOU DO NOT HAVE TO USE THE WORKSHEETS AS THEY ARE PRESENTED.

MAKE ANY CHANGES YOU LIKE TO YOUR COPY TO SUIT YOU AND YOUR CLUB MEMBERS.



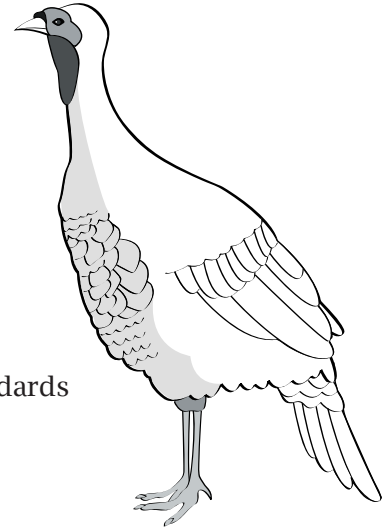


Teaching Resources and Ideas: Project Selection

Objectives

To teach 4-H members about:

- The history of poultry
- Breeds of chickens, turkeys and waterfowl common in British Columbia
- Parts of the bird
- Characteristics that are desirable in poultry
- Selecting poultry based upon their general conformation and breed standards



Suggested Activities

MATCH UP

Find colour pictures of various breeds of poultry. Write the names of the breeds on index cards. Write breed characteristics on index cards also (one characteristic per card). Have the members sort the cards and match up the information.

You may also do this activity handing out the cards and having members find the people with cards who match theirs.

FIELD TRIP

To teach your club about breeds of poultry and project selection it may be beneficial to take them on a field trip. Consider the following options:

- Take a tour of local poultry farms, compare between the breeds being raised in your area.
- Hold a mock judging event, have members chose the best animal out of a group and explain why. Remember that the judging could be of chickens, roosters, ducks, geese, turkeys or any other relevant type of bird.

Whatever you do, make sure the members are engaged in the activity. Explain to them the purpose of the trip and give them a simple assignment to complete while they are there.

BIRD TERMS

A word search using poultry and waterfowl vocabulary words.

IDENTIFY THE PARTS

Use the handouts for members to learn about the different parts on a hen.



Bird Terms

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

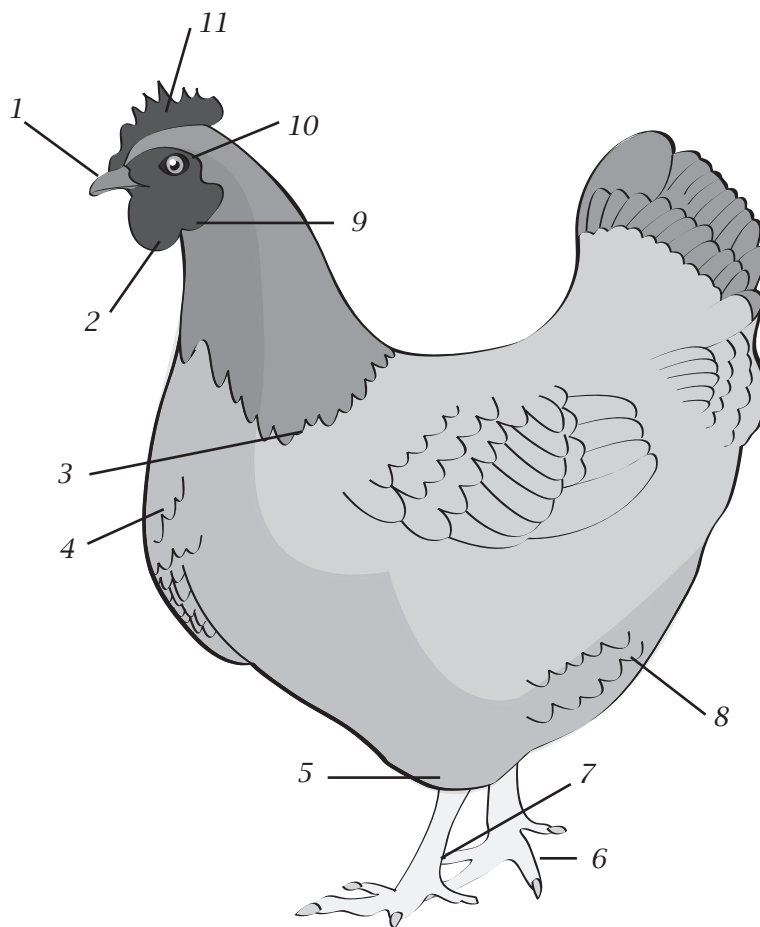
BROILER
 CAPON
 DRAKE
 DUAL PURPOSE
 DUCK
 DUCKLING

EGGS
 GANDER
 GOOSE
 GOSLING
 HEN
 LAYER

MEAT
 POULT
 PULLET
 TOM



Identify the Parts of a Hen



_____ *Shoulder*

_____ *Beak*

_____ *Wattles*

_____ *Eye*

_____ *Shank*

_____ *Ear lobe*

_____ *Toes*

_____ *Comb*

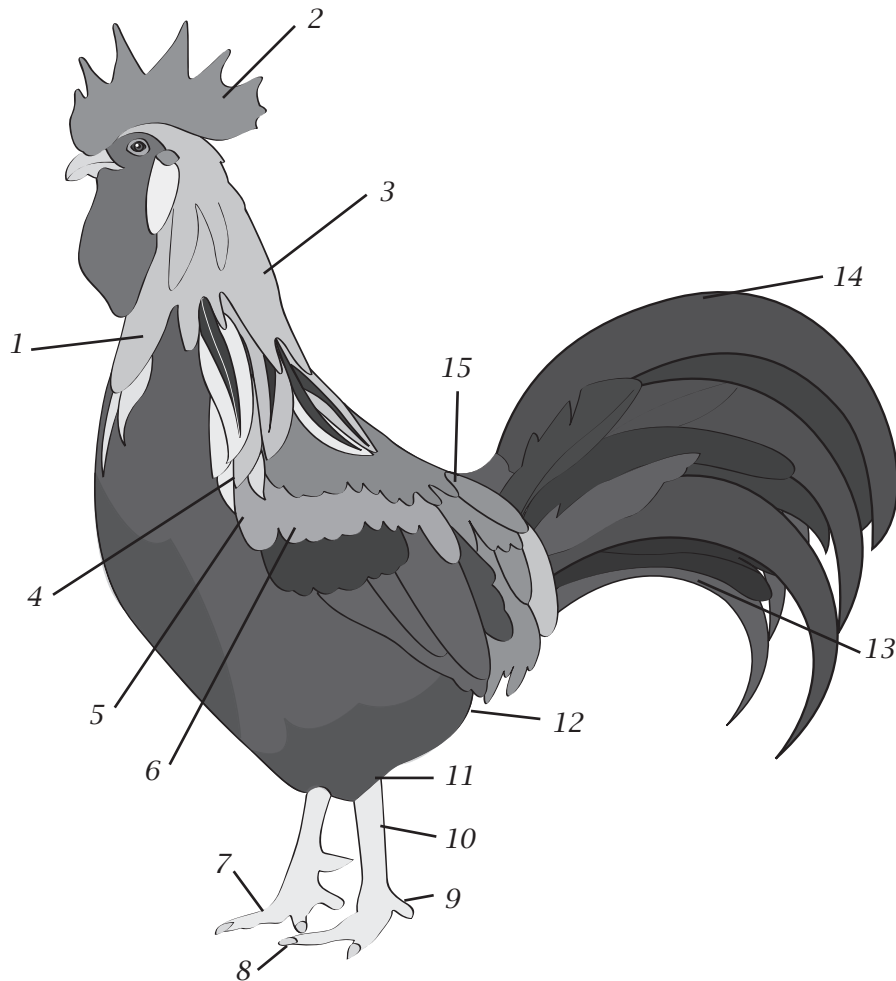
_____ *Hock*

_____ *Breast*

_____ *Vent*



Identify the Parts of a Rooster



_____ *Shoulder*

_____ *Comb*

_____ *Spur*

_____ *Saddle*

_____ *Fluff*

_____ *Claw*

_____ *Toe*

_____ *Sickle Feather*

_____ *Wing Bow*

_____ *Hackle*

_____ *Wing Front*

_____ *Cape*

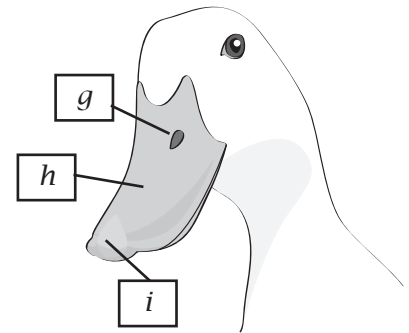
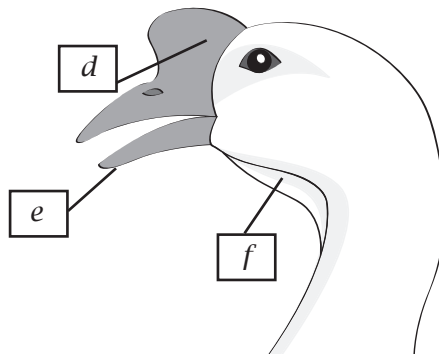
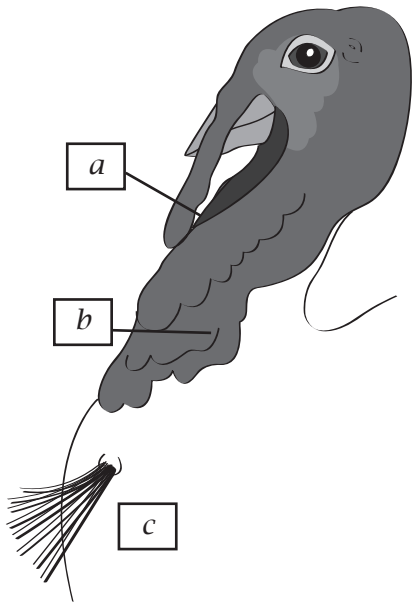
_____ *Shank*

_____ *Hock Joint*

_____ *Lesser Sickle Feathers*



What's the Difference?



TURKEY

a. _____

b. _____

c. _____

GOOSE

d. _____

e. _____

f. _____

DUCK

g. _____

h. _____

i. _____



Answers

Identify the Parts

HEN PARTS

- 1 - Beak
- 2 - Wattle
- 3 - Shoulder
- 4 - Breast
- 5 - Hock
- 6 - Toe
- 7 - Shank
- 8 - Vent
- 9 - Ear lobe
- 10 - Eye
- 11 - Comb

ROOSTER PARTS

- 1- Hackle
- 2 - Comb
- 3 - Cape
- 4 - Shoulder
- 5 - Wing front
- 6 - Wing bow
- 7 - Toe
- 8 - Claw
- 9 - Spur
- 10 - Shank
- 11 - Hock joint
- 12 - Fluff
- 13 - Lesser Sickle Feathers
- 14 - Sickle Feather
- 15 - Saddle

What's the Difference?

TURKEY

- a. snood
- b. caruncles
- c. beard

GOOSE

- d. knob
- e. bill
- f. dewlap

DUCK

- g. nasal opening
- h. bill
- i. bean



Teaching Resources and Ideas: Feeding and Nutrition

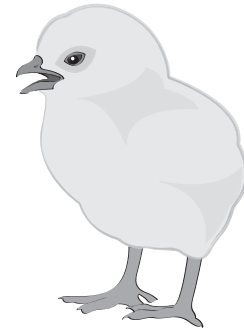
Objectives

To teach members about:

- Basic nutrients
- Types of feed
- Poultry digestion
- Feeding methods for different classes of poultry

To provide members with the skills necessary to:

- Distinguish between feeds
- Develop a feeding program for their 4-H projects



Suggested Activities

POSTER CHALLENGE

Challenge your club members to research one aspect of poultry nutrition and/or digestion and prepare a poster or model to show the rest of the group at the next meeting.

Suggested challenge topics:

- **Junior:** Challenge junior members to find out as much as they can about bird digestive systems.
- **Intermediate:** Challenge intermediate members to identify the purpose of all parts of the poultry digestive system. Their poster or model could identify differences between digestion in people and digestion in poultry.
- **Senior:** Challenge senior members to find out as much as they can about the difference between digestive systems in poultry and other livestock, such as ruminants, and the differences in feeding because of it.

NUTRIENT MATCH UP

Use the handout in the following pages to help members learn about the different nutrients.

WHAT IS IN FEED ANYWAY?

Use the handout in the following pages to help members identify feed ingredients in diets and the nutrients provided from each ingredient, along with how the nutrient helps.



FEED IDENTIFICATION

Collect samples of feeds common in your area. Allow the members to handle the feed samples and try to identify them. If many club members are feeding a grain pre-mix, have them bring in a sample and a list of ingredients. Challenge members to identify the components of the pre-mix by comparing with the individual feed sample. Senior members could be challenged to compare between various feeds for effectiveness and cost efficiency.

If there is someone in the community who is very knowledgeable about feeding poultry (feed store or feed mill nutritionist, experienced producer, animal nutritionist) you could invite them to do a workshop with your club on how to design a poultry feeding program.

Another part of this activity could be distinguishing between the different production diets, such as starters, growers and finishers between layers and broilers, turkeys and waterfowl.

PARTS OF THE AVIAN DIGESTIVE SYSTEM

See the handout sheet in the following pages and use with the interactive digestive system.

If you need more ideas, or would like to initiate discussions, here are some questions to get you started with the club members:

1. How much feeder space (a) and water space (b) would be required to raise 300 broiler chicks to 8 weeks of age?
2. What are the 2 most popular types of litter and why?
3. Turkey starter for chicks.
4. The proper temperature for birds at various stages of growth.
5. The value of eggs, skim milk, bone meal, etc. in the rations of chicks.
6. A sound cleaning and disinfection program for your brooder house.
7. Calculating the proper feeder and water space.
8. Why should other feeds not be fed along with the starter?
9. Why should chicks be fed as soon as they arrive?
10. a) How long should you feed starter to chicks?
b) What feed should you change to and how do you make this change?



Nutrient Match Up

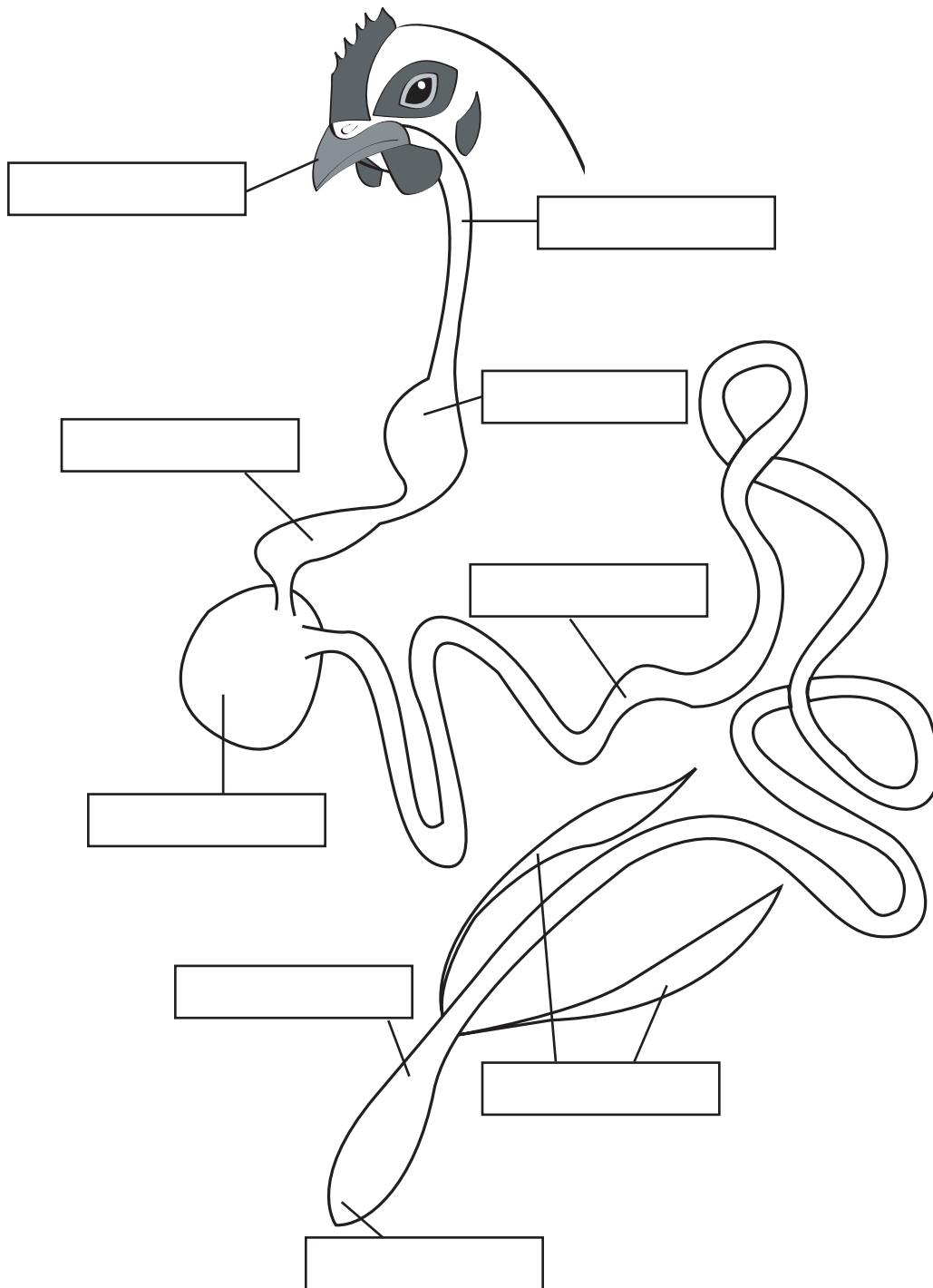
Use lines to connect the name of the nutrient to its role in the body.

<i>Protein</i>		<i>Health of digestive, reproductive and respiratory tracts</i>
<i>Vitamin K</i>		<i>Heat, energy and fattening</i>
<i>Carbohydrates</i>		<i>Blood clotting</i>
<i>Sodium (mineral)</i>		<i>Bone and egg formation</i>
<i>Fats</i>		<i>Transport of nutrients and control of body temperature</i>
<i>Vitamin A</i>		<i>Bone development</i>
<i>Calcium (mineral)</i>		<i>General health</i>
<i>Water</i>		<i>Heat, energy and fattening</i>
<i>Vitamin D</i>		<i>Growth, reproduction, muscle and feather development</i>
<i>Selenium (mineral)</i>		<i>Stimulates appetite and water intake</i>



Parts of the Avian Digestive System

Label the diagram





Digestive System Interactive Activity

For members to increase their understanding of the different parts of the digestive system, have objects that show what each part does.

- **MOUTH/BEAK:** gather and break down feed. Saliva is secreted to moisten food, helping the bird swallow
 - Coffee grinder or blender with vegetables
- **ESOPHAGUS:** tube from mouth to stomach that is open at the mouth end
 - Flexible tube to allow you to show contractions that get the food down
- **CROP:** feed storage and moistening
 - Ziploc bag that you put some broken up crackers into and add a little bit of water
- **PROVENTRICULUS:** glandular stomach (HCl and gastric juices); enzymatic
 - Add vinegar to the bag that is the crop and explain that HCl and gastric juices break down food
- **GIZZARD:** muscular stomach; mechanical breakdown
 - Use a separate bag to put crackers into and crush the crackers to show how they are broken down mechanically. Discuss how this is where grit is stored in the bird and how it helps them break down food.
- **SMALL INTESTINE:** enzymatic digestion and absorption
 - Functions – digestion of proteins, carbohydrates, and fats
 - Enzymes
 - Length of intestine – piece of string or ribbon attached to a stationary object and pull this until it stretches across the room. Tell members that this is the length of the intestine in a bird's body if it was uncoiled.
- **CECA:** essentially non-functioning in monogastric
 - Further fiber digestion and absorption
 - Bacterial activity
 - Water absorption
 - Waste storage
 - Demonstrating the absorption process:
 1. Using a coffee filter, form a funnel shape. Place the funnel in a clear glass.
 2. Using a second glass, mix together the following solution: glass of water, one teaspoon sugar, one teaspoon cocoa. Stir together with a spoon until they are thoroughly mixed.
 3. Pour the mixture into the glass with the coffee filter. Be sure to hold the filter in place with your fingers.
 4. Watch the mixture drop through to the bottom of the glass.
 - The result that the members should see is that the filter holds back the particles of cocoa. Only the liquid can pass through the coffee filter. Explain that this is the same function that occurs in the intestines.
- **CLOACA:** common chamber for gastrointestinal and urinary tracts
- **VENT:** common exit for gastrointestinal and urinary tracts

Pass out index cards to the members. After discussing the features of the digestive system (including the intestines), the member will write a sentence with a fact about the digestive system on the index cards. The member will attach their index card to the ribbon using a clothespin. The cards can then be put on display to show all of the information learned.

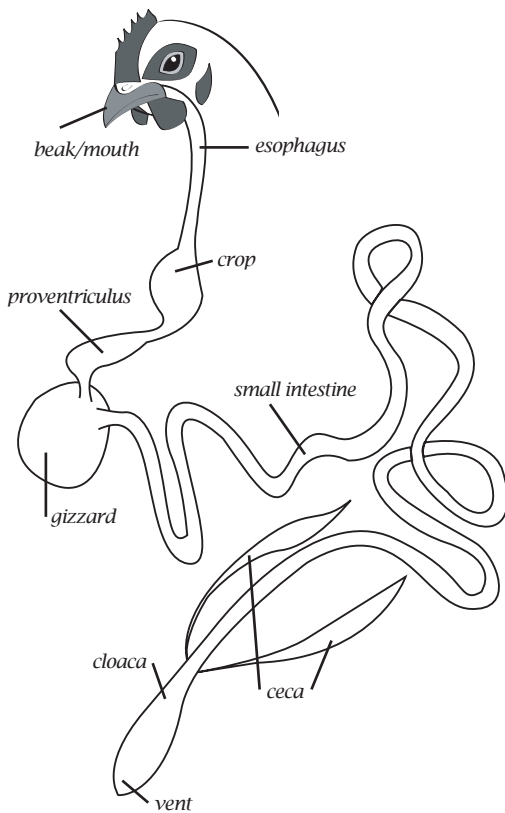


Answers

Nutrient Match Up

Protein		<i>Health of digestive, reproductive and respiratory tracts</i>
Vitamin K		<i>Heat, energy and fattening</i>
Carbohydrates		<i>Blood clotting</i>
Sodium (mineral)		<i>Bone and egg formation</i>
Fats		<i>Transport of nutrients and control of body temperature</i>
Vitamin A		<i>Bone development</i>
Calcium (mineral)		<i>General health</i>
Water		<i>Heat, energy and fattening</i>
Vitamin D		<i>Growth, reproduction, muscle and feather development</i>
Selenium (mineral)		<i>Stimulates appetite and water intake</i>

Parts of the Avian Digestive System





Teaching Resources and Ideas: Facilities

Objectives

To teach 4-H members about:

- Brooding pens
- Ventilation and lighting
- Laying hen, broiler, turkey and waterfowl management
- Environmental concerns and Biosecurity

Suggested Activities

FARM TOUR OR SLIDESHOW

A picture is worth a thousand words. To help your club members learn about correct fencing, housing and shelter for poultry, allow them to see various options. If possible take a tour of local farms to view various farm buildings and management methods. Ask club members to compare and contrast between the various setups they see. Encourage the groups to compile a list of the most effective and cost efficient options for poultry.

DESIGNING FACILITIES

Imagine you are going to receive your bird(s) in one month that you will raise to market weight. You have to be sure that you will have a space that is properly laid out. It is a good idea to plan it out in advance. Your challenge is to draw the layout of your facility showing any changes to allow for growth or any breeding facilities that may be required. You may want to do some additional research on poultry facilities and different options. If you are using any symbols be sure to include a legend.

IN A BIRD'S EYE

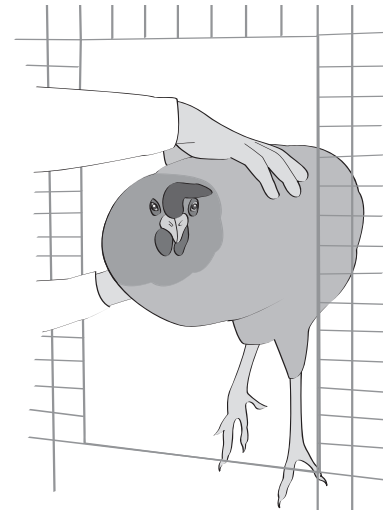
A worksheet for members to think about life from a bird's perspective and how to improve facilities accordingly.

POULTRY HOUSING VOCABULARY

Make vocabulary words fun with this handout.

PROBLEMS IN THE BROODER PEN

A handout to use along with the Member Manual to work through and discuss solutions.





ENVIRONMENTAL CHECKLIST

This checklist is available in the Member Manual. Go over each point and refer to the documents suggested:

- “BC Environmental Farm Planning Guide” (available through BC Agriculture Council)
- “Farm Practices Protection (Right to Farm) Act”

BIOSECURITY ACTIVITY

Refer to the B.C. Poultry Biosecurity Program (at the time of writing, available at http://www.ardcorp.ca/index.php?page_id=15 as part of the BC Agricultural Research and Development Corporation’s website). After reviewing the section overviews, initiate a discussion with 4-H members about why biosecurity is an issue and how they can help through measures on their own farm or where their projects are being housed.

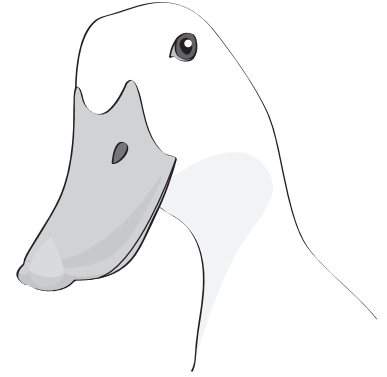
WEBSITE ACTIVITIES

Refer to the Chicken Farmers of Canada website’s Kid Zone. Among the various activities is “Build a Barn” where items are installed in a barn and the effect on efficiency is displayed.



In a Bird's Eye

Go into your animal's space and spend a few minutes in there answering the following questions.



1. *How would you describe the air quality in the stall at the bird's level?*

2. *How dry is the bedding area? If you kneel in the bedding area do your knees get damp?*

3. *Is the water source easily contaminated?*

4. *Are the sleeping, eating, and dunging areas separate?*

5. *Are there any easy escapes for your bird?*



Problems in the Brooder Pen

Work through and discuss solutions to the following problems.

CONDITION	PROBLEM	REMEDY
<i>Birds are crowded along the perimeter of the chick guard or along the wall.</i>	<i>Too hot</i>	
<i>Panting and gasping</i>	<i>Respiratory disease or too hot</i>	
<i>Birds are huddled to one side of a heat source.</i>	<i>Too drafty</i>	
<i>Birds are huddled under heat source.</i>	<i>Too cold</i>	
<i>Birds are huddling and piling in small groups or in corners.</i>	<i>Too cold or too drafty</i>	
<i>Small, scrawny birds and some dead after two days of brooding.</i>	<i>Possibly dehydrated from not finding water and dying of thirst or starvation from not finding feed.</i>	
<i>Vent pasting (fecal material sticking to the vent)</i>	<i>Birds could be too hot, too cold, or feed could cause laxative condition.</i>	
<i>Birds are crowded after six weeks of age.</i>	<i>There is not enough space causing unevenness in size of birds.</i>	
<i>Crowded feeders and waterers</i>	<i>There is not enough feeding and watering space causing some birds to become thin.</i>	
<i>Wet litter</i>	<i>Too many birds for space provided.</i>	
<i>Strong ammonia odours</i>	<i>Poor air movement. Too many birds for the space provided.</i>	
<i>Feather picking cannibalism.</i>	<i>Causes unthrifty birds, injuries and mortality.</i>	
<i>Birds have poor feathering and lack uniformity at five to six weeks old.</i>	<i>Poor watering or feeding system or not enough pen space.</i>	



Environmental Checklist

I'M ALREADY DOING	I WANT TO IMPROVE	CARE
		<i>Manure is properly stored and covered to prevent leaching and runoff and any runoff is directed away from water sources</i>
		<i>Manure pile is located far (15m from water, 30m from water to be consumed) from water sources (wells, creeks) and neighbours to prevent contamination.</i>
		<i>If manure is used as a fertilizer, it is applied in the appropriate quantities and at the appropriate times.</i>
		<i>Pollution of concern to neighbours is minimized, such as constant or loud noise, strong gas emissions or odours, or dusty air.</i>
		<i>Paddocks and other high density enclosures are located far (at least 30 m or 100 ft) from water sources (wells, creeks) to prevent contamination.</i>
		<i>Chemical (pesticides, herbicides, fertilizers) and fuels are properly stored to prevent spills and properly disposed of when outdated.</i>
		<i>Agricultural wastes (straw, wood) are being composted and away from water sources.</i>
		<i>Dead stock is disposed of in an approved and timely manner (varies by cause of death but may include incineration or burial).</i>



Answers

Poultry Housing Vocabulary

- | | | |
|----------------|----------------|--------------|
| 1. Protection | 6. Brooder | 11. Lighting |
| 2. Temperature | 7. Cannibalism | 12. Nests |
| 3. Ventilation | 8. Feeder | 13. Litter |
| 4. Environment | 9. Waterer | |
| 5. Biosecurity | 10. Sanitation | |

Phrase: *Proper facilities make healthy birds*

Problems in the Brooder Pen

CONDITION	PROBLEM	REMEDY
<i>Birds are crowded along the perimeter of the chick guard or along the wall.</i>	<i>Too hot</i>	<i>Lower Temperature</i>
<i>Panting and gasping</i>	<i>Respiratory disease or too hot</i>	<i>Lower temperatures if too hot, otherwise have a veterinarian examine a few of the ill birds.</i>
<i>Birds are huddled to one side of a heat source.</i>	<i>Too draft</i>	<i>Eliminate drafty conditions</i>
<i>Birds are huddled under heat source.</i>	<i>Too cold</i>	<i>Raise temperature</i>
<i>Birds are huddling and piling in small groups or in corners.</i>	<i>Too cold or too drafty</i>	<i>Raise temperature or eliminate draft conditions</i>
<i>Small, scrawny birds and some dead after two days of brooding.</i>	<i>Possibly dehydrated from not finding water and dying of thirst or starvation from not finding feed.</i>	<i>Check that all young birds are in close proximity of water and feed. Ensure that lighting is adequate. Dip beaks in water when placed.</i>
<i>Vent pasting (fecal material sticking to the vent)</i>	<i>Birds could be too hot, too cold, or feed could cause laxative condition.</i>	<i>Rise or lower pan temperature. Sprinkle some finely cracked wheat or corn on top of feed if laxative condition.</i>
<i>Birds are crowded after six weeks of age.</i>	<i>There is not enough space causing unevenness in size of birds.</i>	<i>Provide more space</i>
<i>Crowded feeders and waterers</i>	<i>There is not enough feeding and watering space causing some birds to become thin.</i>	<i>Provide more feeders and waterers</i>
<i>Wet litter</i>	<i>Too many birds for space provided.</i>	<i>Provide adequate space. Also, provide good ventilation. If litter very wet, replace with new litter material.</i>
<i>Strong ammonia odours</i>	<i>Poor air movement. Too many birds for the space provided.</i>	<i>Provide good ventilation.</i>
<i>Feather picking cannibalism. (Cannibalism is the habit of one bird pecking at another)</i>	<i>Causes unthrifty birds, injuries and mortality.</i>	<i>Provide plenty of space. Good ventilation. Reduce light intensity in pen. If all else fails, call a professional to trim beaks.</i>
<i>Birds have poor feathering and lack uniformity at five to six weeks old.</i>	<i>Poor watering or feeding system or not enough pen space.</i>	<i>Provide good quality feed and water and increase space per bird.</i>



Teaching Resources and Ideas: Husbandry and Health

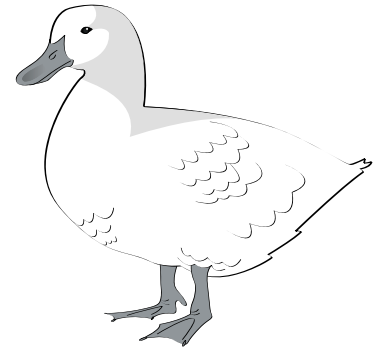
Objectives

To teach 4-H members about:

- Caring for their 4-H poultry/waterfowl project
- Common diseases and parasites of poultry and waterfowl

To provide members with the skills necessary to:

- Identify project animals
- Administer medication



Suggested Activities

CREED OF THE 4-H STOCKKEEPER

Review the Creed of the 4-H Stockkeeper with your club. Divide the club into groups and using the attached activity sheet, have members brainstorm why it is important to complete all 11 activities included in the creed. After members have completed the activity sheet bring the group back together for a discussion on the value and impact of each item in the creed.

CARING FOR MY ANIMAL CHECKLIST

Members analyze their project husbandry and decide what they would like to improve.

PESKY PETS AND DISEASES WORDSEARCH

A wordsearch for members to familiarize themselves with terminology. Can be used to introduce the topic of teaching about parasites and diseases.

EXAMINING A HEALTHY BIRD CHART AND BIRD OBSERVATIONS

The member works through the worksheet by gathering information about healthy signs of a normal bird and symptoms of a sick bird.

DECISIONS, DECISIONS, DECISIONS

Members discuss a scenario: how to prevent it from happening and/or solutions to the problem.



Creed of the 4-H Stockkeeper

I WILL:

1. Provide comfortable and sufficient quarters for my birds.
2. Strive to improve the breeding and quality of my birds, and the birds in my community from year to year.
3. Keep my animal free from parasites.
4. Strive to keep my birds in good health.
5. Feed my birds on time each day.
6. Learn as much as possible about the best methods of feeding and caring for my birds.
7. Be kind to all animals.
8. Provide animals with clean water at all times.
9. Always be a good sport in competition.
10. Keep an accurate record of my projects.
11. Complete my project and take part in all the activities of my 4-H club each year.





Caring for My Animal

Check the things that you are already doing well to care for your animal.

Check which ones you can improve on.

I'M ALREADY DOING	I WANT TO IMPROVE	CARE
		<i>Prepare facilities before I get my animal.</i>
		<i>Provide adequate housing and bedding.</i>
		<i>Feed my animal daily and on a regular schedule.</i>
		<i>Feed a balanced ration.</i>
		<i>Provide access to good quality water at all times.</i>
		<i>Control internal and external parasites.</i>
		<i>Any invasive procedures (e.g. beak trimming) are performed when animals are as young as possible.</i>
		<i>Train animals to lead or be handled at a young age.</i>
		<i>Have a planned health program to prevent disease.</i>
		<i>Observe animals daily and get treatment for those needing it.</i>
		<i>Aware of the signs that my animal is in pain or is suffering.</i>
		<i>Keep feed and treatment records.</i>
		<i>Be aware of an animal's comfort (physical and mental) at all stages of production.</i>
		<i>Minimize or eliminate all procedures or circumstances that may cause stress to my animal.</i>
		<i>Take the time to understand the behavioural needs (e.g. companionship) of my animals.</i>
		<i>Put animals in cages and/or transport safely and with concern for them.</i>

Taken from Alberta 4-H LAW



Pesky Pests and Diseases

Use your knowledge of common poultry pests and diseases to find the words below

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

BRONCHITIS
CHICKEN MITE
COCCIDIOSIS
FOWL-POX

GAPEWORM
LICE
PULLORUM
ROUNDWORM

TAPEWORM
TICK



Examining a Healthy Bird

It is important to know what your bird looks like when it is healthy. Birds cannot talk so you have to be able to see when there is something wrong with your animal. Pretend that your veterinarian asked you to gather information on the healthy signs of a normal bird and the symptoms of a sick bird. Fill in the chart below.

<i>Date:</i>		
<i>Animal Identification:</i>	<i>Breed:</i>	<i>Age of Bird:</i>
<i>Housing:</i>	<i>Weight:</i>	<i>Number of Pen Mates:</i>
<i>Weather & Temperature:</i>		
<i>General State of Health:</i>		



Bird Observations

	OBSERVATIONS OF A HEALTHY BIRD	SYMPTOMS OF A SICK BIRD
<i>Animal's Attitude</i>		
<i>Stance and Movements</i>		
<i>Sounds made by the bird</i>		
<i>General Condition</i>		
<i>Skin and feather condition (texture, colour)</i>		
<i>Head and Neck</i>		
<i>Beak</i>		
<i>Eyes</i>		
<i>Respiration Rate</i>		
<i>Heart Rate</i>		
<i>Body Temperature</i>		
<i>Appetite</i>		
<i>Thirst</i>		
<i>Body Discharges</i>		
<i>Sleeping</i>		



Decisions, Decisions, Decisions

Everyone faces difficult decisions from time to time. Sometimes it is hard to admit when we have been wrong, and sometimes we do not realize when we have made a wrong decision. In pairs, or small groups, discuss the following scenarios. Answer honestly what you think should or should not be done, and why.

SCENARIO #1 - You observe a member hitting their animal. When you approach them about it they say that it makes the animal behave.

SCENARIO #2 - You find out that a member in your club has not actually raised their birds. Their older brother actually did all the work for them.

SCENARIO #3 - Although you are usually quite good at doing all of your chores you have neglected to clean up your bird's pen. The neighbours have complained to your parents about the smell.

SCENARIO #4 - During the fair everyone has to take a turn on barn duty, but you really want to go on the rides in the midway when you are supposed to be in the barn.

Describe some other situations that you may have seen that seemed like the person made the wrong choice.



Answers

Pesky Pests and Diseases

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

Bird Observations

Examples of answers, use discretion when going over member answers.

	OBSERVATIONS OF A HEALTHY BIRD	SYMPTOMS OF A SICK BIRD
<i>Animal's Attitude</i>	<i>alert</i>	<i>droopy, lethargic, nervous</i>
<i>Stance and Movements</i>	<i>stands nicely, moves with ease</i>	<i>weakness, troubles standing</i>
<i>Sounds made by the bird</i>	<i>usual sounds from bird</i>	<i>unusual sounds</i>
<i>General Condition</i>	<i>alert and active</i>	<i>unthrifty, weight loss</i>
<i>Skin and feather condition (texture, colour)</i>	<i>shiny feathers (with most of them there)</i>	<i>missing feathers, patchy skin, ruffled feathers</i>
<i>Head and Neck</i>	<i>red comb</i>	<i>combs and wattles pale</i>
<i>Beak</i>	<i>dry nostrils</i>	<i>coughing</i>
<i>Eyes</i>	<i>bright, clear</i>	<i>cloudy, look sleepy, watery</i>
<i>Respiration Rate</i>	<i>breathing with ease</i>	<i>gasping for air, coughing</i>
<i>Heart Rate</i>	<i>chick: 350-450 beats per minute adult chicken: 250-300 bpm</i>	<i>above or below average</i>
<i>Body Temperature</i>	<i>between 39.8 °C and 43.6 °C</i>	<i>above or below average</i>
<i>Appetite</i>	<i>eating normally</i>	<i>lack of appetite</i>
<i>Thirst</i>	<i>drinking normally</i>	<i>excessive or lack of drinking</i>
<i>Body Discharges</i>	<i>regular fecal matter, clean feathers under tail</i>	<i>blood in fecal matter, green droppings</i>
<i>Sleeping</i>	<i>normal resting</i>	<i>sleeping more than usual</i>



Teaching Resources and Ideas: Reproduction

Objectives

To teach 4-H members about:

- Breeding poultry
- Selection and management of breeding hens
- Brooding

To provide members with the skills necessary to:

- Brood hens and chicks

Suggested Activities

POSTER CHALLENGE

Challenge your club members to research one aspect of breeding or brooding and prepare a poster or model to show the rest of the group at the next meeting.

Suggested challenge topics:

- **Junior:** Challenge junior members to research what to look for when purchasing a breeding hen. Their poster could include a list of desirable characteristics as well a diagram of an ideal hen.
- **Senior:** Challenge senior members to prepare a poster on brooding. Their poster could include diagrams of the various setups.

EXPLORING EGGS

A lesson plan is included to guide members through the steps of learning about different parts of the egg, egg shells and what is inside an egg.

WORKSHEETS

- Egg diagram
- Unscramble the Eggs
- Reproduction Crossword



Exploring Eggs

MATERIALS NEEDED

- Raw egg
- Paper
- Bowl
- Water
- Towels
- Pie plates
- Moist towelettes
- Copies of egg diagram
- Goggles
- Lab coat or other protective wear
- Gloves (optional)

KEY WORDS

- shell
- yolk
- albumen
- pores
- chalazae
- germinal disc
- bacteria

Lesson

In this lesson, members will examine the different parts of an egg and hypothesize what each part does. Member actions are written in italics, and the bulleted text provides background information about the activity.

PART 1: WHAT DOES THE SHELL PROVIDE?

1. Have the members *write what they believe* the shell does.
 - Most will write “protection”, but the shell does more.
2. Ask members to *fill the bowl with water* and *gently place the egg* in the water.
3. Have them *observe what is happening* and *why*.
 - It may take several minutes before the bubbles appear.
Fresh eggs that are at room temperature work best.
 - Air bubbles will come out as air escapes through tiny pores in the shell.
4. Ask the members to *speculate why the pores are there*.
 - The pores allow the exchange of oxygen and carbon dioxide.

PART 2: HOW STRONG IS THE SHELL?

1. Have a member or two, wearing appropriate lab coats and goggles, *place an egg in their hands side-ways*, parallel to the ground; their hands are as if in prayer.
2. Have the members *squeeze the egg* as hard as they can.
 - The egg will not break.



3. Optional and messy:

- a. Cover the floor with a large garbage bag or any material that will protect it.
- b. Have the member(s) *hold the egg the other way* (perpendicular to the ground).
- c. Tell the members to *squeeze the egg*.
 - The egg is easily broken.
 - Members get to clean it up.

4. Have the members *wash their hands* properly after the activity.

PART 3: WHAT IS INSIDE THE SHELL?

Have members form groups of 2-3 for the remaining activities. Give them an egg, a copy of the Egg Diagram, and a pie pan per group.

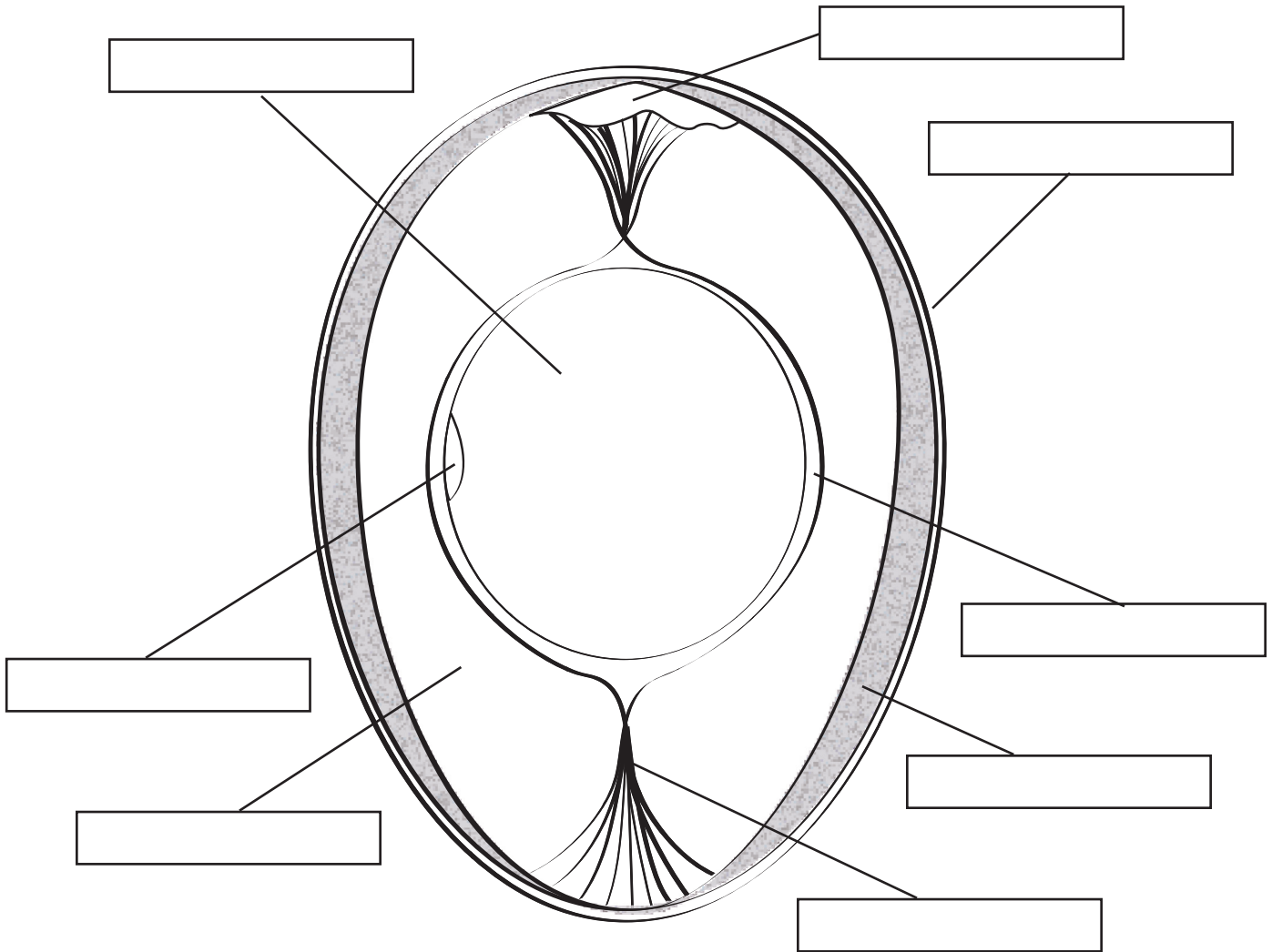
1. Demonstrate to the members how to gently crack the egg into the pie pan.
2. Have the members *crack their eggs open*.
 - They should keep the shells for examination.
3. Tell students to *observe the inside surface* of the cracked shell.
 - There should be an air cell on one side of the shell.
 - This air cell is where the gas exchange takes place. The space increases in size as the embryo develops - the embryo uses up internal food sources, allowing for the space to enlarge.
 - The chick will take its first breaths from this space before it hatches.
 - This activity also allows the students to see the shell and the internal membranes. The membranes keep moisture in and bacteria out. Bacteria would travel easily through the pores of the egg shell. The shell provides an extra source of calcium for the embryo as it develops.
4. Have members *examine the contents* of the egg.
 - The yolk is where the embryo obtains its nourishments: fats, carbohydrates, vitamins and minerals.
 - The albumen (or egg white) is high in protein and water content.
 - The chalazae are white, twisted strands of proteins that are attached to the yolk. They hold the yolk in the center of the egg and act as shock absorbers.
 - The germinal disc contains genetic material from the hen. When the egg is fertilized, the germinal disc divides and forms the embryo.
5. Tell members to *label the egg structures* in the Egg Diagram.
6. Have members *wash their hands* properly after the activity.

<http://www.environmentaleducationohio.org/VirtualTour/TeachingTools/EggCase/Eggsploration.pdf>



Egg Diagram

Colour each part of the egg a different colour and then label each part.



LABELS:

- air cell
- albumen or white
- chalazae
- germinal disc
- membrane
- shell
- vitelline membrane
- yolk

Diagram: University of Illinois Extension, 1999



Unscramble the Scrambled Eggs

1. geg

2. hne

3. koyl

4. htcah

5. lehls

6. oymrbe

7. aekb

8. iecckhn

9. orcuibtna

10. ingsw

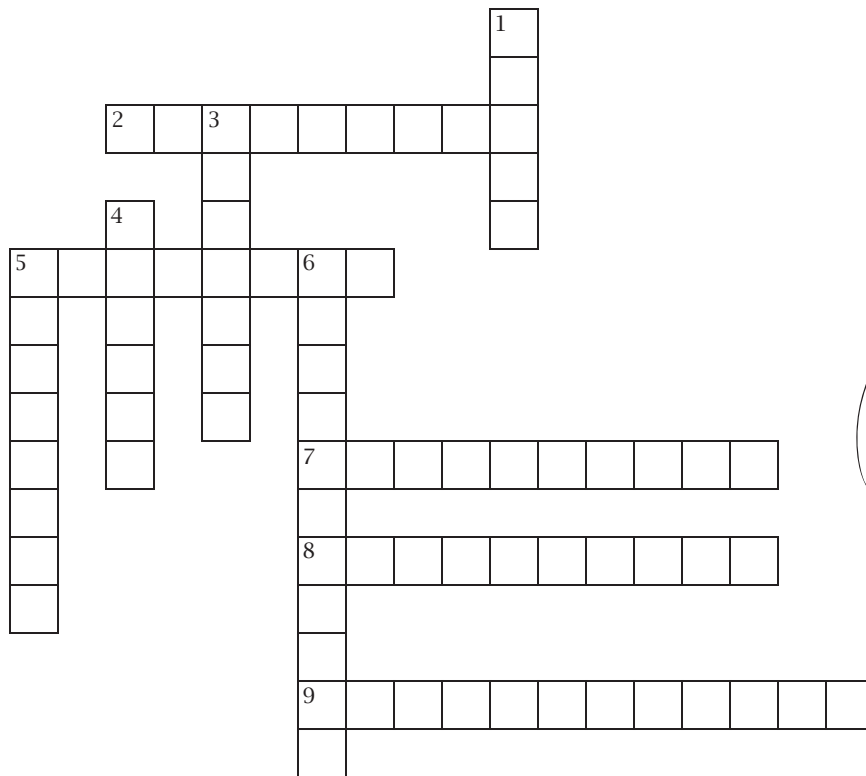
11. tapemertrue

12. izdeltirfe

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |



Reproduction Crossword



Across

2. What do you use to incubate eggs?
5. What is the moisture in the air called in an incubator?
7. What is the study of the formation and development of animal embryos?
8. _____ insemination is usually used with turkeys because of the size differences in turkeys between males and females.
9. To keep newly laid eggs fresh, store them in a _____ at 15-18°C.

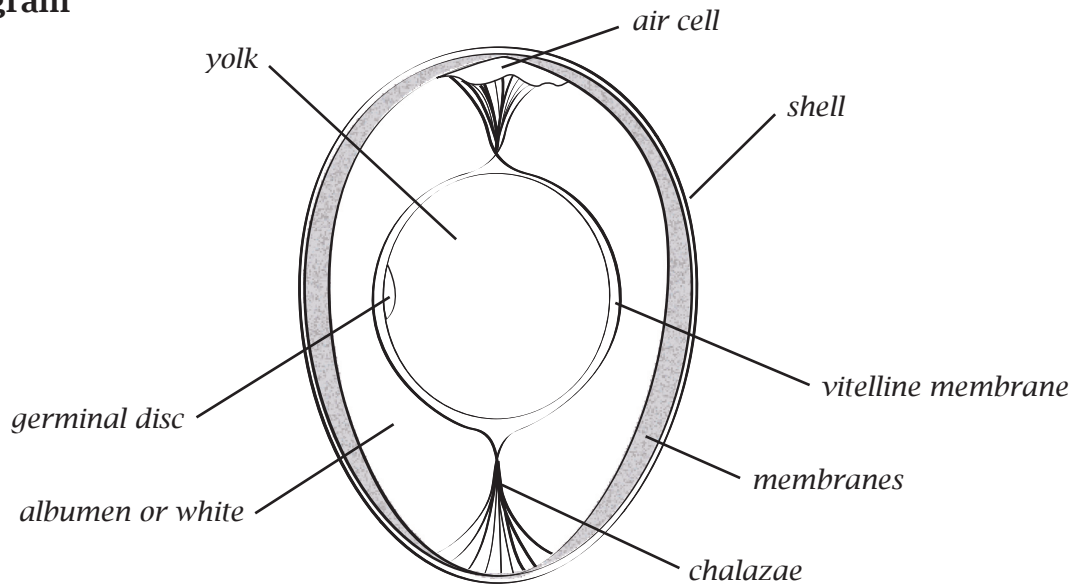
Down

1. What does the incubator do to the eggs 3 or more times a day?
3. An egg _____ can be used to see inside the egg and tell if it is fertilized or not.
4. What is an unborn chick called?
5. What heats the incubator?
6. What does the thermometer measure?



Answers

Egg Diagram



Unscramble the Scrambled Eggs

- | | | | |
|---------|-----------|--------------|-----------------|
| 1. egg | 4. hatch | 7. beak | 10. wings |
| 2. hen | 5. shell | 8. chicken | 11. temperature |
| 3. yolk | 6. embryo | 9. incubator | 12. fertilized |

Reproduction Crossword

ACROSS

2. What do you use to incubate eggs? *incubator*
5. What is the moisture in the air called in an incubator? *humidity*
7. What is the study of the formation and development of animal embryos? *embryology*
8. *Artificial* insemination is usually used with turkeys because of the size differences between males and females.
9. To keep newly laid eggs fresh, store them in a *refrigerator* at 15-18°C.

DOWN

1. What does the incubator do to the eggs 3 or more times a day? *turns*
3. An egg *candler* can be used to see inside the egg and tell if it is fertilized or not.
4. What is an unborn chick called? *embryo*
5. What heats the incubator? *heat coil*
6. What does the thermometer measure? *temperature*



Teaching Resources and Ideas: Showing Poultry

Objectives

To teach 4-H members about:

- Training and grooming techniques
- Showmanship procedure and criteria
- Show ring etiquette

To provide members with the skills necessary to:

- Train poultry
- Groom poultry
- Exhibit poultry

Suggested Activities

WHAT'S UP WITH WASHING?

Washing birds is an important part of preparing for the show. All members should understand how to wash birds. To teach this, it may be a good idea to hold a washing clinic, where the members see how and try to wash birds. The leader or a senior member can direct the members and teach this clinic.

SHOWMANSHIP YEAH'S AND NAY'S

As a club brainstorm a list of showmanship Yeah's and Nay's. Include points such as how to respond to the judge as well as show ring etiquette.

PRACTICE SHOW

A practice show provides an excellent opportunity for members, particularly those that are new, to become comfortable handling their bird in a show ring setting. It also allows the members to see how their bird will react to the other people and birds in the ring. Try to arrange for a practice show prior to the first time the members will exhibit their birds. You may act as the judge yourself or you may ask another qualified individual. Ask the members to complete the normal manoeuvres required in showmanship. Rather than evaluating the members, provide commentary throughout. Give them suggestions for improvement and be sure to praise them when they do things well.

COMBING THROUGH THE CARDS

Cards provided to perform various activities for learning about proper showmanship methods.

CHALLENGE YOUR MEMBERS

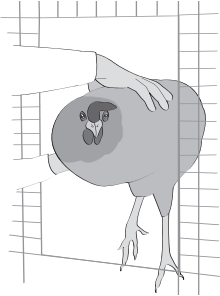
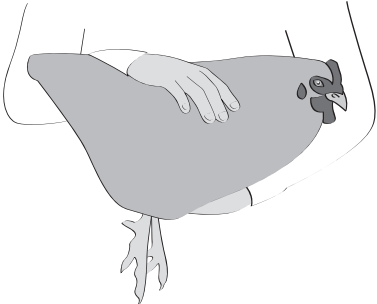
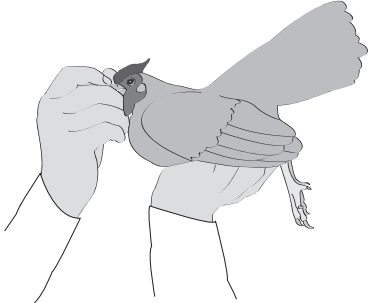
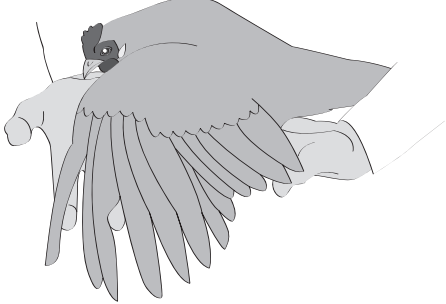
Worksheet to go through for ideas for a poultry showmanship clinic and evaluating the event afterwards.






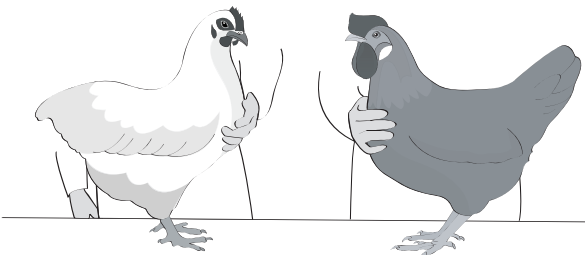
Combing through the Cards

Use the following table for any of the following exercises:

- mix and match picture with description
- Make flash cards on recipe cards with picture on front and description on back
- Put the cards in the proper order for showing

	<p>1) REMOVE THE BIRD FROM EXHIBITION COOP</p> <p>Take the bird from the coop by grasping the left wing with hand and turn bird's head toward the door. Place left hand beneath body with the index finger between the legs and the remaining three fingers grasping one leg and the thumb the other. Place right hand on the back and remove head first.</p>
	<p>2) CARRY THE BIRD TO THE JUDGING TABLE</p> <p>The proper way to carry a bird is to use the same left-hand hold as in removing from the coop with the head under the elbow with right hand placed on the back. Do not place the bird on the table until the judge asks.</p>
	<p>3) SHOWING THE JUDGE THE HEAD</p> <p>Holding the bird in the left hand, show both sides of the bird at shoulder height. Use right-hand thumb on beak to turn head while also turning left hand slightly when showing the right side of the bird's head.</p>
	<p>4) SHOWING THE JUDGE THE WINGS</p> <p>Spread wings to show feather pattern and condition. Showing bird's right wing requires crossing right hand over bird with thumb up. Open left wing with the free hand. Open right wing with free hand by switching the free hand across the front of the bird. Remember, the right wing is the bird's right wing and left wing is the bird's left wing.</p>



	<p>5) SHOWING THE JUDGE THE UNDER COLOUR/BODY PLUMAGE</p> <p>Show under colour of back and body feathers.</p>
	<p>6) SHOWING THE JUDGE THE WIDTH OF THE BODY</p> <p>Show width by using span of right hand over back.</p>
	<p>7) SHOWING THE JUDGE THE BREASTBONE</p> <p>Show breastbone by turning the back of the bird against your body with the left hand. With right hand, grasp legs and pull to your right while sliding left hand to breast to expose breast between fingers of the left hand.</p>
	<p>8) SHOWING THE JUDGE THE FEET AND LEGS</p> <p>Show feet and legs by placing bird against your body with head up using left hand. With right hand, show feet and spread toes.</p>
	<p>9) POSE THE BIRD</p> <p>Pose the bird on the table. It is most natural to place bird on the table facing your left. Pose the bird to show it to its advantage. This is the most important part of showing a bird.</p> <p>You should have the chicken placed on a square of carpet (18"x 18") to help the bird maintain footing</p>



Challenge your members!

Ideas for a Poultry Showmanship Clinic

Provide an opportunity for your members to help the others in the club learn to show their birds while learning how to plan an event for their club.

TIPS!

- Organize your clinic so that members are doing rather than listening and watching.
- Get an experienced person to come show your members all their tips and tricks.
- Have several different topics - grooming, training, answering questions, using equipment and any others you can think of.

AFTER IT'S OVER!

How well did the older members work with the younger members? With each other?

Was everyone involved in planning? Explain.

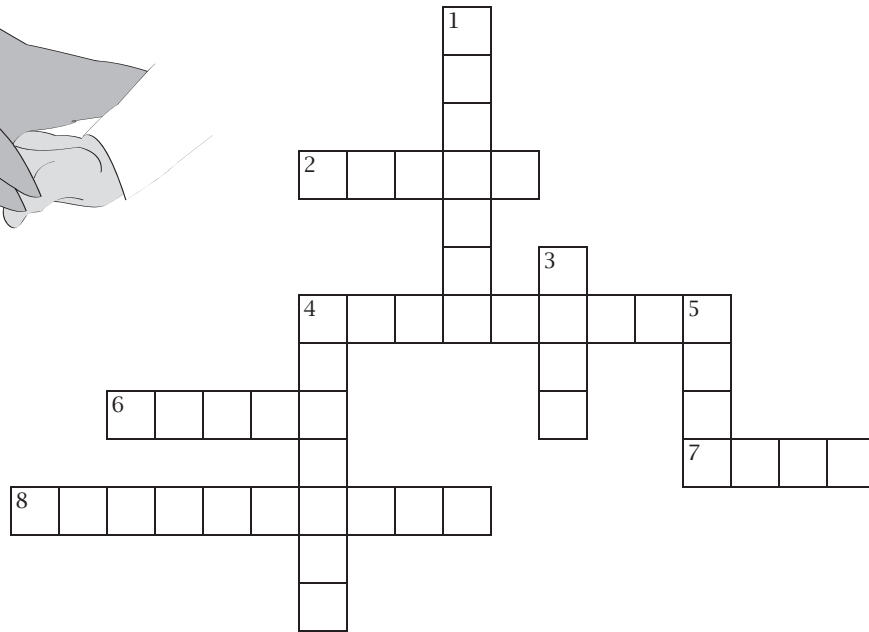
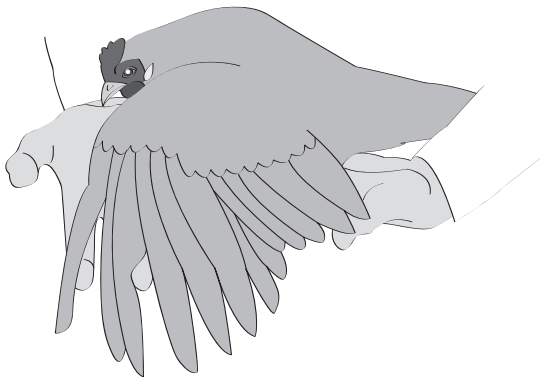
How did they decide who to bring in to share their knowledge?

Is there anything that can be improved upon, or done differently?

Are there other educational events they would like to organize for their club?



Showing Poultry



Across

2. _____ of body is shown by the member using his/her right hand span over the bird's back.
4. Be polite and _____ to the judge and others at all times.
6. When preparing for the show, the bird should be _____ and in good condition.
7. _____ the bird to show it to its advantage on the table.
8. It is easiest to use a _____ to scrub feet, legs and toes while washing the bird.

Down

1. When spreading the bird's wings, the member is showing _____ pattern and condition.
3. Remove a bird _____ first from the cage.
4. Always keep the bird under _____ and make frequent glances at the judge to watch for directions.
5. Do not use _____ while washing your duck because it will dry out the feathers.



Answers

Showing Poultry Crossword

ACROSS

2. Width of body is shown by the member using his/her right hand span over the bird's back.
4. Be polite and courteous to the judge and others at all times.
6. When preparing for the show, the bird should be clean and in good condition.
7. Pose the bird to show it to its advantage on the table.
8. It is easiest to use a toothbrush to scrub feet, legs and toes while washing the bird.

DOWN

1. When spreading the bird's wings, the member is showing feather pattern and condition.
3. Remove a bird head first from the cage.
4. Always keep the bird under control and make frequent glances at the judge to watch for directions.
5. Do not use soap while washing your duck because it will dry out the feathers.



Teaching Resources and Ideas: Marketing

Objectives

To teach 4-H members about:

- Products derived from poultry
- Marketing poultry products
- Food safety and traceability

Suggested Activities

ADVERTISING CAMPAIGN

Divide your club members into groups. Assign each group a poultry product (meat, carton eggs, liquid eggs, feathers) and challenge each group to develop an advertising campaign that would increase the consumption of these products. Give members a specified period of time to develop their campaign and then have them present it back to the rest of the group. The campaign could be open to their creativity or you could specify the type of campaign they are to create. Some possibilities are radio ads, television commercials, jingles, posters, and articles.

FOOD SAFETY FILL IN THE BLANK

A handout to work through vocabulary surrounding food safety. A good starting point for discussing food safety with the club.

MEAT ID

A handout for the member to identify parts of the poultry carcass for him/her to gain an understanding of the different cuts of meat and how they relate to the chicken. This activity can be expanded to learn about turkeys, ducks, geese and other types of meat birds.

POULTRY AT THE GROCERY STORE

This activity is created for the member to start thinking like a consumer and the variety of poultry products available at the grocery store.

EGG-CITEMENT: MAKING AN EGG ROADMAP

An activity for the club members to work together and learn about the trip an egg takes from a hen all the way to somebody's table.

EXTRA EGG-CITEMENT: MATCH THE EGG TO ITS SIZE

This worksheet gets the members thinking about different egg sizes. Discuss can follow about how the size of the egg may affect its price in a dozen eggs.



Food Safety Fill in the Blank

Select from the following words or phrases to fill in the blanks below.

- Disease Outbreaks
- Animal Identification
- Contamination
- Licensed
- Vaccination
- Records
- Labels
- Consumer Confidence
- Revenue

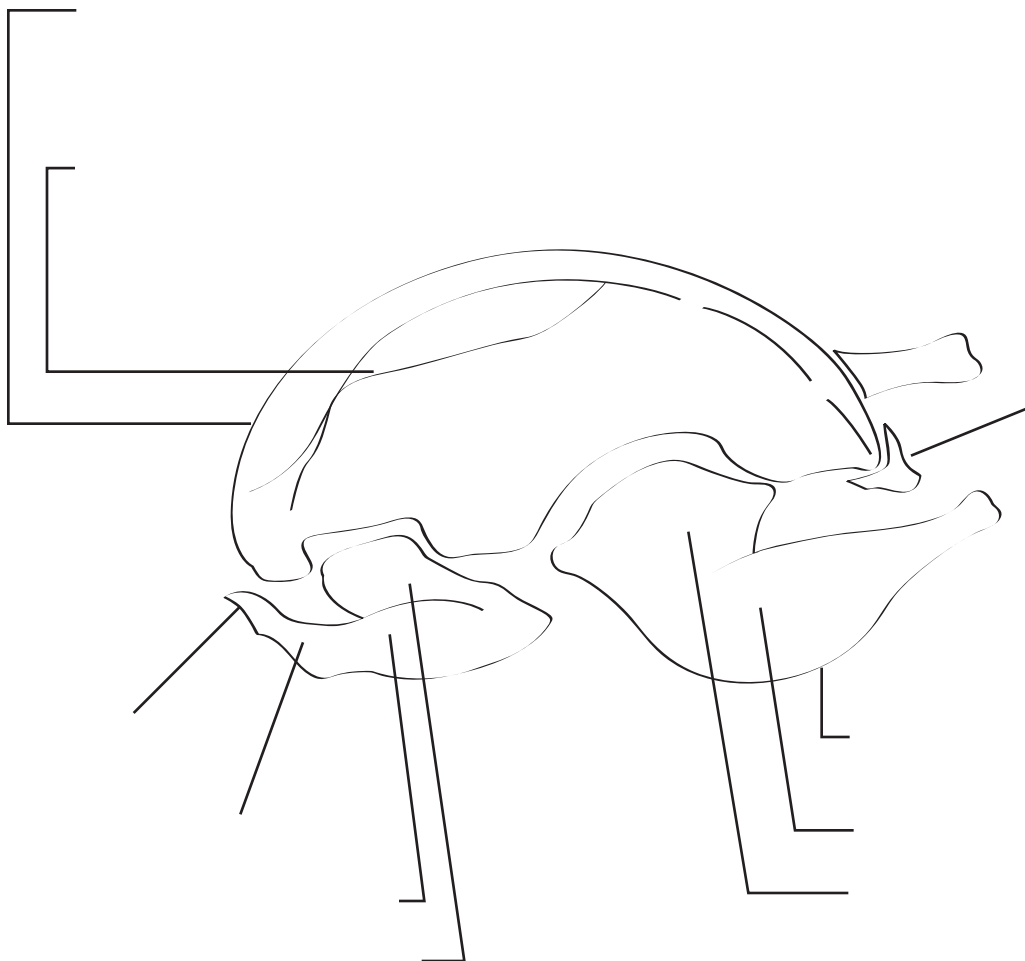
1. The goal of _____ is to prevent and control the spread of disease and to provide safe food to consumers.
2. Only meat processed in _____ abattoirs may be sold for consumption.
3. The ability to trace the origins of livestock will lead to an increase in _____ in the poultry industry.
4. Keeping up to date _____ when using medications will prevent _____ of the food supply.



Meat ID

Identify the following parts on the poultry carcass diagram below:

- wing
- wing tip
- flat wing tip
- wing drumette
- breast
- tenderloin
- tail
- leg
- drumstick
- thigh





Egg-citement

Making an Egg Roadmap

Think about the trip an egg takes from a hen all the way to somebody's table. As a group, make a roadmap for the egg. The following places may be used as a guideline to help you along your way. This activity can be done in pairs, groups or as one big group depending on the club size and the age of members.

Great resources are the B.C. Egg Marketing Board (www.bcegg.com) and the Egg Farmers of Canada (www.eggs.ca).

- Down on the farm
- Making the grade
- At the store
- Egg handling at home
- Cooking and baking with eggs



Extra Egg-citement

An important part of the trip of an egg is sizing and grading.

- 1) Use the following sheet to match up the correct sizes.
- 2) You will need at least 2 eggs per size category for this step. Break out one of each sized egg and place each egg in front of the same-sized unbroken egg.
- 3) Discuss weight by dozen. How many in a dozen? If we divide the weights by 12 we can calculate the weight of each individual egg.

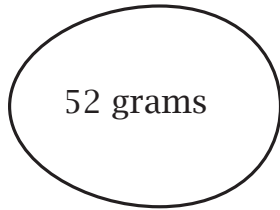
Discuss the 7 cent rule: When buying eggs, if the price increase for the next larger size is 7 cents or less per dozen, then the larger size is the better deal because you get more egg for your money.

- 4) Encourage members to look at the egg display the next time they are at the grocery store. Have them report on which is the best deal.
- 6) How could people be encouraged to purchase more eggs?



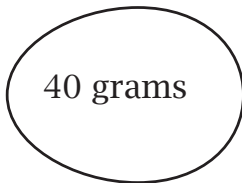
Extra Egg-citement

Match the egg to its size



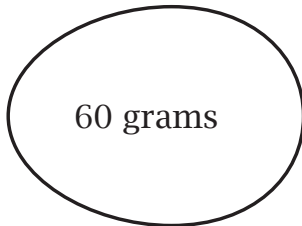
52 grams

Peewee



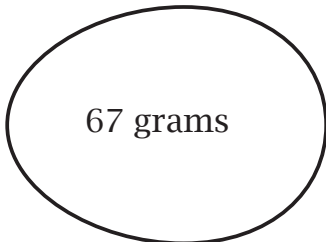
40 grams

Medium



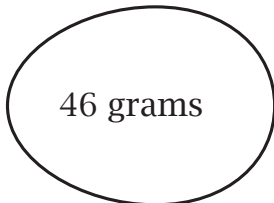
60 grams

Small



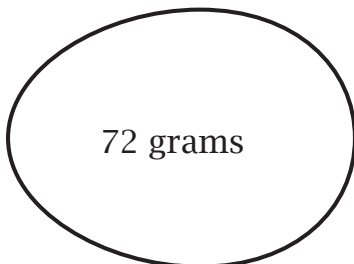
67 grams

Large



46 grams

Extra Large



72 grams

Jumbo

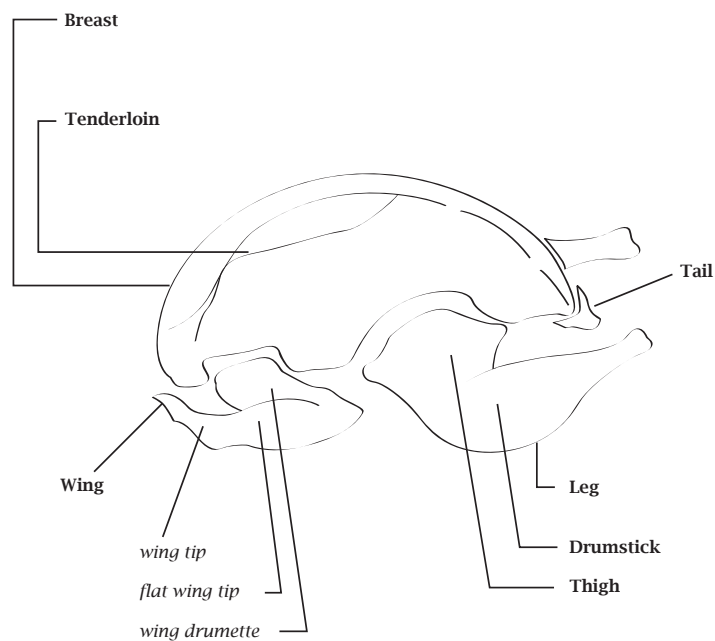


Answers

Food Safety Fill in the Blank

1. The goal of *animal identification* is to prevent and control the spread of disease and to provide safe food to consumers.
2. Only meat processed in *licensed* abattoirs may be sold for consumption.
3. The ability to trace the origins of livestock will lead to an increase in *consumer confidence* in the poultry industry.
4. Keeping up to date *records* when using medications will prevent *contamination* of the food supply.

Meat ID



Extra Egg-citement

Peewee = 40 grams

Small = 46 grams

Medium = 52 grams

Large = 60 grams

Extra Large = 67 grams

Jumbo = 72 grams



Teaching Resources and Ideas: Glossary

Objectives

To teach members to use correct poultry terminology.

Suggested Activities

ALPHABET CHALLENGE

Write the alphabet on a piece of poster paper. Brainstorm with your club poultry words that start with each letter. Try to come up with at least one word for each letter of the alphabet.

Example:

A - Albumen

B - Brooder

C - Comb

An alternative way to use this activity is to have your club members sit in a circle. Have the first member come up with a poultry word that starts with A, the second a poultry word that starts with B and so on. Continue around the circle until the end of the alphabet.

HANGMAN

Hangman is an excellent way to learn new vocabulary. Bring a poster paper and coloured pens. Ask each member to come up with a word or phrase related to raising poultry. Give each member a piece of paper and a pen and have them draw their hangman out. Have the members take turns leading the club in a round of the game.

WORD OF THE DAY

At the beginning of the club meeting announce the word of the day (a poultry term relative to the current topic) and what it means. Challenge the members to use that word in context as much as possible throughout the meeting. Provide a prize for the member that used the term correctly the most times.

MATCH UP THE DEFINITION

Write poultry terms and their definitions on index cards or pieces of paper. Put all the words and definitions into a hat. Have each member pick a piece of paper from the hat. Challenge the member to find the person with their corresponding word or definition. Once everyone has located their partner have them tell the rest of the group their word and what it means.



VOCABULARY STICKER GAME

Write each vocabulary word on a small card. Make enough cards for each member to have one card. Call out the definition. The member with that word on their card who stand first and says the word must use it in a sentence correctly. If correct they earn a sticker or point whichever you want to use - 2 people will have each word usually. After giving out 2 or 3 definitions, people trade cards and the game continues.

MATCHING

This can be done in a group, a pair, or solo. Have two sets of cards made up. One set of cards will be the vocabulary words, and on the other will have the matching definitions. The member(s) must match the vocabulary words with the definitions.

AVIAN BOWL

Trivia is a great way to teach as it is fun for the members and they are learning at the same time. It also helps bring all of the concepts of the poultry project together, especially for the more advanced members. Here are some sample questions to get you started.

1. Name the three Canadian grades of quality for eggs.
A. A, B and C
2. Name the four main parts of an egg.
A. Albumen, Yolk, Shell, & Shell Membrane.
3. What happens to the air cell of an egg as it ages?
A. It becomes larger.
4. What is a baby goose called?
A. A gosling.
5. Are chickens cannibalistic?
A. Yes. This is why beak trimming is sometimes necessary.
6. True or False: Birds chew their food with their bill.
A. False.
7. True or False: Moulting is when birds lose their old feathers and grow new ones.
A. True.
8. What is the study of birds?
A. Ornithology.
9. What is a pullet?
A. A hen less than one year of age.
10. What type of bird has a beard?
A. A male turkey.



Junior Proficiency

A Proficiency Certificate is an indication that a 4-H member has a complete working knowledge of junior 4-H work. It is a privilege to write a Junior Proficiency exam; a privilege given by the leader when he/she feels a member has a complete working knowledge in project work, including Public Speaking, Demonstrations, Judging and other aspects of the 4-H program. It is a closed book exam.

Requirements to Write

- Any time following a member's thirteenth birthday.
- The member must have earned two badges.

Exceptions

1. MEMBERS STARTING AFTER 13TH BIRTHDAY:

It is recommended that members starting 4-H after their 13th birthday work in 4-H for one year prior to writing their proficiency exam or follow the following guidelines: Members starting the project after their 13th birthday may, at the discretion of the leader, write their junior proficiency exam without first obtaining two badges if they have complete working knowledge of the junior work in the project. Public speaking, demonstrations, judging, knowledge and skills are considered part of this working knowledge as well as specific project work.

2. TRANSFERRING MEMBERS:

Senior members transferring between projects may write the junior proficiency exam in the new project as soon as the leader feels they are ready and continue with senior work, provided #1 above applies.

Questions and Answers

A Proficiency Master Guide of questions and answers is available for **4-H leaders only**. The publication numbers are #1119(Q) for the Questions and #1119(A) for the Answer Key. Leaders are to make up exams based on Master Guides of questions and answers and mark them.

The exam should include 2 sections:

SECTION A: Specific project knowledge questions, 80/100

- questions that test the member's complete working knowledge of their project

SECTION B: General 4-H knowledge questions, 20/100

- questions from the 4-H pledge
- 4-H Club Executive duties
- naming 4-H and agriculture dignitaries



Exam Marks

A score of 60% is required to pass. **Submit marks and/or marked tests to DISTRICT 4-H AWARDS COORDINATOR for certificate.** The exam is a **closed book exam** and may take the form of an oral discussion between the member and leader if a leader feels that it would be more appropriate for the member's learning style.

Junior Proficiency Deadline

To enrol as a Senior member, a member must write his/her proficiency exam prior to December 31st of the previous year. **LEADERS must submit results to the District 4-H Awards Co-ordinator within a week of December 31st. District 4-H AWARDS CO-ORDINATORS should check with all District 'A' Leaders to collect the Junior Proficiency scores within one week of the deadline.** A member who writes his/her proficiency exam after December 31st completes the year as a junior and is eligible to receive Senior Skill Certificates and privileges of the Senior 4-H Program the **following year.**

For more information on Junior Proficiency Certificates and other 4-H Awards, consult the 4-H Award Opportunities Guide (Publication #128).



Quick Facts on Senior Projects

Senior Management, Senior Self-Determined, and Junior Leadership projects are intended to challenge senior members and provide them with an opportunity to develop new skills. The senior level projects can also help members to earn external 4-H high school credits. Part of your role as a 4-H leader is to provide information to members about all the project options including those available only at the senior level.

Senior Management Projects

Senior management projects are specific to the project area. In the poultry project, Units 6 (Poultry Breeder), 7 (Market) and 8 (Layer) are eligible to be Senior Management projects with the correct numbers of birds, as outlined in the project regulations. Unit 9 is also another Senior Management option, with examples of projects being: comparison of housing systems in the poultry industry, marketing of poultry meat, raising of game birds, and waterfowl refuge study.

POINTS OF INTEREST

- 10-12 months in length.
- Proposal to be submitted to the B.C. 4-H Office
- Project to be approved and evaluated by Youth and Community Development staff.
- Project to be overseen by the club leader.
- Livestock Senior Management Record Book (Publication #411) may be used for some projects. If the record book is not applicable to the project the members must develop their own record keeping system. Detailed project records are required.

Senior Self-Determined Projects

Senior self-determined projects may be on any subject and do not need to be related to project work in any way.

POINTS OF INTEREST

- 10-12 months in length.
- Proposal to be submitted to the B.C. 4-H Office.
- Project to be approved and evaluated by Youth and Community Development staff.
- Project to be overseen by the club leader.
- Members must keep detailed record of the project.



Junior Leadership Projects

Junior leadership projects provide an opportunity for experienced senior members to share their skills with the rest of the club. Junior leadership projects should focus on teach a specific skill (public speaking, judging, husbandry, showmanship) or on the organization of a 4-H event.

POINTS OF INTEREST

- 4-6 months in length.
- Members must be 14 years old and have achieved a minimum of 2 years in 4-H.
- Application from Junior Leader Record Book (Publication # 5110) to be submitted to the B.C. 4-H Office.
- Project to be approved and evaluated by Youth and Community Development staff.
- Project to be overseen by the club leader.
- Members must keep a detailed record of their project using the Junior Leader Record Book (Publication #5110)

General Tips

- If senior members are unsure about what type of project to try or whether a specific idea will be suitable for a senior level project, consult the Youth and Community Development staff. They may be able to help with some ideas on expanding the project.
- Proposals should be sent to the B.C. 4-H Office before the project is started.
- Make sure the proposal your member sends in is thorough.
- When the Youth and Community Development staff member writes their approval letter they may ask some questions. This is to help clarify the project so the leaders and marker are clear on the project goals.
- The club leader should check on how the project is progressing regularly.
- The member should update the rest of the club on how their project is progressing at club meetings and events.
- The project leader should provide written comments throughout the project for the member to include in their records.
- Just like the outline, make sure the completed project is detailed and thorough. The marker should be left with no questions about what was done.

For more information on Senior Management, Self Determined, and Junior Leader project consult your project regulations, Self-Determined regulations (Publication #5005), and the Junior Leadership regulations (Publication #5101).



Resource List

Websites

Infobasket – BC Ministry of Agriculture and Lands: www.infobasket.gov.bc.ca

Poultry Fact Sheets and Publications – BC Ministry of Agriculture and Lands:
www.agf.gov.bc.ca/poultry/factsheets.htm

BC Chicken Producers/BC Chicken Marketing Board: www.bcchicken.ca

BC Egg Marketing Board: www.bcegg.com

BC Broiler Hatching Egg Commission: www.bcbhec.com

Chicken Farmers of Canada: www.chicken.ca

Egg Farmers of Canada: www.eggs.ca

BC Turkey Marketing Board: www.bcturkey.com

Turkey Farmers of Canada: www.turkeyfarmersofcanada.ca

BC Sustainable Poultry Farming Group: www.sustainablepoultry.com

BC Farm Animal Care Council: www.bcfacc.ca

Farm and Ranch Safety and Health Association (FARSHA): www.farsha.bc.ca

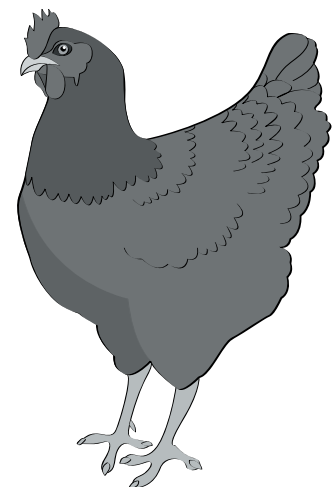
Canadian Food Inspection Agency: www.inspection.gc.ca

The Merck Veterinary Manual: www.merckvetmanual.com

Livestock: Poultry – Ontario Ministry of Agriculture, Food and Rural Affairs:
www.omafra.gov.on.ca/english/livestock/

Canada Plan Service: Plan Series 5000 – Poultry: www.cps.gov.on.ca/english/po5000/poultry.htm

Feathersite – The Poultry Page: www.feathersite.com/Poultry/BRKPoultryPage.html



B.C. 4-H Provincial Council

2743 – 30th Street

Vernon, B.C. V1T 5C6

Toll Free: 1-866-776-0373

Website: www.bc4h.bc.ca

