

UC
CE

Avian Science



It is the policy of the University of California (UC) and the UC Division of Agriculture & Natural Resources not to engage in discrimination against or harassment of any person in any of its programs or activities (Complete nondiscrimination policy statement can be found at <http://ucanr.edu/sites/anrstaff/files/169224.pdf>). Inquiries regarding ANR's nondiscrimination policies may be directed to Linda Marie Manton, Affirmative Action Contact, University of California, Davis, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1318.

AVIAN SCIENCE

BINGO

Find someone who can sign a square acknowledging that they have done that or know the answer

Can identify one type of avian species	Has owned a bird as a pet	Can identify the beak	Can identify the hackle
Can differentiate between male and female	Knows how to catch a bird	Knows how to hold a bird	Knows what the keel is on a bird

Depending on the size of group, limit the number of times a person can sign on the same sheet



AVIAN SCIENCE CENTER

This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.

AVIAN SCIENCE

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Beginning:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Identify and describe three (3) types of avian species.	_____	_____
2. Identify three (3) sources of stock.	_____	_____
3. Identify and explain purpose of breed being raised in the project.	_____	_____
4. Describe the requirements of a good house and list the equipment it should have for your project.	_____	_____
5. Explain what feeds are important for the project.	_____	_____
6. Discuss the brooding of young birds, presenting information on preparation of management of the feed, water, lights and care of the young birds.	_____	_____
7. Demonstrate how to catch, carry and hold a bird.	_____	_____
8. Point out and name the following parts of a bird: comb, beak, eye, ear, hackle, wings, breast, keel, tail, legs, feet, toes.	_____	_____
9. Describe several methods of differentiating males from females.	_____	_____
10. Discuss several procedures by which picking can be stopped or minimized.	_____	_____
11. Submit 60 days of management records and parental verification of member's care of flock.	_____	_____
12. Give a demonstration at County Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

AVIAN SCIENCE

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Intermediate:

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Name and describe six (6) breeds of Avian species	_____	_____
2. Give one or more examples of birds raised for meat, for white and brown egg production, for showing, for special purposes.	_____	_____
3. Describe desirable characteristics of birds in your projects.	_____	_____
4. Participate in a judging or showmanship contest.	_____	_____
5. Build a piece of equipment for your project.	_____	_____
6. Indicate the bird characteristics that should be observed during care or exam of birds as signs of developing health problems.	_____	_____
7. Describe in detail the feeding of project birds through one production cycle.	_____	_____
8. Discuss protection of birds during periods of extreme hot and cold weather.	_____	_____
9. Demonstrate sanitation of equipment.	_____	_____
10. Describe and give control methods of three (3) different insect or disease problems. Example: mites, flies, Newcastle Disease, Coccidiosis, etc.	_____	_____
11. Visit an approved Avian Science operation, reporting on how the birds are housed, brooded, fed, watered, cared for, and how the eggs or birds are prepared for market and marketed. Work with leader to find suitable facility.	_____	_____
12. Present a demonstration covering information on your project at County Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

AVIAN SCIENCE

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Advanced:

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Demonstrate value of Standard of Perfection.	_____	_____
2. Describe and demonstrate successful incubation of eggs.	_____	_____
3. Instruct project members on culling.	_____	_____
4. Discuss use of lights with baby chicks, growing birds, laying hens and meat birds	_____	_____
5. Describe use of force molting procedures with adult birds.	_____	_____
6. Report on three (3) diseases of birds, giving characteristics of disease and procedures for control.	_____	_____
7. Attend two (2) Avian exhibits.	_____	_____
8. Describe grades and sizes of eggs.	_____	_____
9. Invite and introduce a guest speaker at one of your project meetings. Example: a local poultry raiser, feed man, farm advisor, builder, etc.	_____	_____
10. Keep production records for entire year's time.	_____	_____
11. Develop a reference library of Avian Science information that can assist you in your projects. This may include clippings, photos books, bulletins, etc.	_____	_____
12. Describe the different ways birds in your project are used and how they are marketed.	_____	_____
13. Give a demonstration at County Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

4-H

Avian Science Proficiency Program

A Member's Guide

OVERVIEW

The 4-H Avian Science Proficiency program helps you learn what you need to know about your 4-H project. Your project leader will assist you in setting and achieving your goals. Through your project, you will learn animal care basics and good management practices. You will also learn about the size and scope of the animal industry as it relates to your project.

There are many resources to help you learn more about your project:

- The University of California Davis has free resources available online by visiting: <http://anrcatalog.ucdavis.edu/4HYouthDevelopment/> This site lists a variety of project materials and resources recommended for use in your project.
- The Tehama County 4-H Resources and Lending Library at our county 4-H Office includes other books, videos, and reference materials that can be checked out by members and leaders.
- Check to see if there is a breeder's organization in your community that conducts educational activities and shows. Local breeders are excellent sources of help and information.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- ◆ Level I – “Explorer”, you begin to learn about many different aspects of avian science.
- ◆ Level II – “Producer”, you practice and refine the many skills involved in learning about avian science.
- ◆ Level III – “Consumer”, you become an experienced avian raiser.
- ◆ Level IV – “Leader”, allows you to show your own leadership potential.
- ◆ Level V – “Researcher”, you carry out a demonstration or experiment on some aspect of avian science, and prepare a paper or portfolio.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement.

AVIAN SCIENCE

Level I - Explorer

Date _____
Completed _____

- _____ 1. Identify and describe three types of avian species.
- _____ 2. Identify three sources of stock.
- _____ 3. Identify and explain purpose of breed being raised in the project.
- _____ 4. Describe the requirements of a good house and list the equipment it should have.
- _____ 5. Explain what feeds are important for the project.
- _____ 6. Discuss the brooding young birds, presenting information on preparation of management of the feed, water, and lights, and care of the young birds.
- _____ 7. Demonstrate how to catch, carry and hold a bird.
- _____ 8. Point out and name the following parts of a bird: comb, beak, eye, ear, hackle, wings, breast, keel, tail, legs, feet, toes.
- _____ 9. Describe several methods of differentiating males from females.
- _____ 10. Discuss several procedures by which picking can be stopped or minimized.
- _____ 11. Submit 60 days of management records and parental verification of members care of his or her flock.
- _____ 12. Give a demonstration at County Presentation Day.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

AVIAN SCIENCE Level II - Producer

Date
Completed

- _____ 1. Name and describe six breeds of avian species.
- _____ 2. Give on or more examples of birds raised for meat, for white and brown egg production, for showing, for special purposes.
- _____ 3. Describe desirable characteristics of birds in your project.
- _____ 4. Participate in a judging or showmanship contest.
- _____ 5. Build a piece of equipment for your showmanship contest.
- _____ 6. Indicate the bird characteristics that should be observed during care of birds as sign of developing health problems.
- _____ 7. Describe in detail the feeding of project birds through one production cycle.
- _____ 8. Discuss protection of birds during periods of extreme hot and cold weather.
- _____ 9. Demonstrate sanitation of equipment.
- _____ 10. Describe and give control methods of three different insect or disease problems.
Example: mites, flies, Newcastle Disease, Coccidiosis, etc.
- _____ 11. Visit an approved Avian Science operation, reporting on how the birds are housed, brooded, fed, watered, cared for, and how the eggs or birds are prepared for market and marketed.
- _____ 12. Present a demonstration covering information on your project at a county 4-H event.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

AVIAN SCIENCE

Level III - Consumer

Date
Completed

- _____ 1. Demonstrate value of Standard of Perfection.
- _____ 2. Describe and demonstrate successful incubation of eggs.
- _____ 3. Instruct project members on culling.
- _____ 4. Discuss the use of lights with baby chicks, growing birds, laying hens and meat birds.
- _____ 5. Describe use of force molting procedures with adult birds.
- _____ 6. Report on three diseases of birds, giving characteristics of disease and procedures for control.
- _____ 7. Attend two Avian Science exhibits.
- _____ 8. Describe grades and sizes of eggs.
- _____ 9. Invite and introduce a guest speaker to one of your club meetings. Example: a local poultry man, builder, feed man, farm advisor, etc.
- _____ 10. Keep production records for entire year's time.
- _____ 11. Develop a reference library of Avian Science information that can assist you in your projects. This may include clippings, bulletins, books, pictures etc.
- _____ 12. Describe the different ways birds in your project are used and how they are marketed.
- _____ 13. Give a demonstration at County Field Day.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

AVIAN SCIENCE
Level IV - Leader

Date _____
Completed _____

- _____ 1. Serve as Junior or Teen leader in this project for one year.
- _____ 2. Assist younger members in designing and constructing needed equipment.
- _____ 3. Prepare teaching materials for use at project meetings.
- _____ 4. Develop and put on a demonstration or judging event or train a junior team for a judging activity.
- _____ 5. Speak on a project-based subject before an organization other than your 4-H group.
- _____ 6. Assist at a show as a clerk, secretary, recorder, assistant to the judge, ring master or with set up, registration, etc.
- _____ 7. Teach younger members about learning a specific topic in the project.
- _____ 8. Develop your own special project related activity. Chart your progress, plan the activities, analyze successes and problems, and report on your accomplishment to your club.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

AVIAN SCIENCE

Level V - Researcher

Date
Completed

1. Report on the results of a demonstration comparing measurable differences in management procedure. (experiment)
2. Prepare a paper of 300 words or more on one of the following topics:
 - Management of birds.
 - Feeds, feeding, and nutrition
 - Diseases, prevention and control, and general sanitation.
 - Markets and methods of marketing.
 - Reproduction, breeding and genetics.
 - By-product preparation for market, how marketed, and used.
 - Keeping and using records as a basis for improving your avian project.
 - Other
3. Prepare a speech or illustrated talk to orally summarize your findings and present at a club, project meeting or other educational event.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

I'm a 4-H Project Leader: Now What Do I Do?

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leather craft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

What resources are available to help me?

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
 - County Staff
 - Older youth who have been involved in the project
-
- Media Collection & Public Libraries – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
 - 4-H Website – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
 - Volunteer Leaders Conferences – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
 - Field Trips – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
 - Local Experts – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
 - Magazines – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.