

# Riverside County 4-H



## Project Proficiency Program

### Poultry

## Proficiency Program Guidelines

The Riverside County 4-H Project Proficiency program assists youth in measuring themselves against “standards of excellence” in a project area. In the Project Proficiency Program, youth strive for mastery of a subject and receive recognition as each level is completed. Each Project Proficiency is comprised of five skill levels which increase in scope and difficulty. The levels are:

- Level I – Explorer
- Level II – Producer
- Level III – Consumer
- Level IV – Leader
- Level V – Researcher

Youth members are not the only ones who benefit from this program. The Project Proficiency Program can assist leaders in organization of the project material. It also encourages leaders to infuse new ideas within specific curriculum in a sequential manner.

The proficiencies are three-fold in purpose:

1. To provide youth opportunities to sample a broad array of experiences, to measure personal progress, and to become self-directed learners;
2. To provide a standard of excellence where members are recognized for knowledge and skills they have mastered; and
3. To provide guidelines for leaders to enhance and expand project content and experiences.

The Proficiency program is **not** designed to be an award or a prize for the best in a competition. Instead, members are **rewarded** for their personal progress. The proficiencies are **not a test**. Youth should not be quizzed at the end of each 4-H year to determine how much they have learned. The proficiencies should be given to each youth member as a set of goals that they, as individuals, can work toward over one or more years. There is no deadline for completing each level. Completion of all five levels of a proficiency program indicates “mastery” of a subject.

The proficiency program is voluntary. Not all youth will find this type of activity rewarding. Many youth enter projects to learn a specific skill or group of skills, but not to achieve mastery of a subject.

We encourage leaders to give proficiency guides to members sometime during the first year in a project. At this point, the leader allows the member to determine which skills and/or knowledge areas he or she wants to master. Youth members can work on skills in several levels at the same time. They do not need to complete each skill in order, but must complete one Level before completing the next. A member must complete 80% of the skills in each level in order to complete that level.

For the skill areas which require demonstration, youth members may demonstrate individually to the project or teen leader, the group, or the club at a local meeting. Members are not required to demonstrate in front of a group as we are measuring mastery of a subject, not bravery. Some leaders leave time at the end of each project meeting for members to work on their proficiencies. This gives the youth some one-on-one time with their project and teen leaders as they demonstrate acquired knowledge and skill mastery.

Allow time to lapse between when a skill is taught and when a member demonstrates mastery. This allows time to practice and achieve mastery, not merely reflect on a newly learned skill.

Leaders are cautioned not to accept a questionable answer. This indicates incomplete mastery of the particular skill or body of knowledge. If the youth member is unsure of the correct method or term, use this time to teach the individual and allow the member time to think about it and review. The youth member will return with the knowledge learned and present it with confidence.

Reward immediately! Recognition is most meaningful when it is presented immediately following a learning experience. Sign and date the worksheet each time a member completes a level skill task.

Each proficiency program includes a certificate that can be completed and awarded to the member immediately upon successful completion of each level. The level passed can be placed in the member's project records, and the certificate can be placed in the Collection of Work portion of the Record Book.

At the year-end Awards Ceremony, the member will receive a patch for each level completed. A copy of the completed level will be turned in to the Incentives & Recognition Committee at the end of the year in order for the patch to be awarded to the member at the Awards Ceremony.

Good luck with your project!

## Riverside County 4-H Poultry Proficiency Program

### Level I – Explorer

	Activity	Date completed
1.	Identify, describe, and tell the important characteristics of breeds of poultry.	
2.	Name, locate, and spell the following: comb, beak, breast, back, thigh, shank, wing, wattle, hock, primary and secondary wing feathers, vent, keel.	
3.	Explain or describe and spell the following poultry terms: chick, pullet, cockerel, hen, cock, molt, cull, hatch, set brood, grit, mash, scratch, yolk, duckling, duck, gosling, poult, goose, gander, tom, hen (turkey).	
4.	Describe the following undesirable characteristics of poultry: wry tail, scabby leg, faking, split tail, mealy, side sprig, stubs.	
5.	Describe the following characteristics of poultry and tell why they are desirable: early maturity, rapid feathering, high feed conversion.	
6.	Demonstrate that you are able to provide water, clean feed, and shelter for your chickens.	
7.	Keep a record of your 4-H poultry project, including expenses and income.	
8.	Show how to lift, hold, and carry a chicken.	
9.	Explain why eggs are a nutritious food. In what group are they?	
10.	Name and describe or identify two parasites that infest Poultry and tell how to control them.	
11.	Do poultry need grit? Give a report to your club.	
12.	Explain what feeds are important for poultry.	
13.	Make a report on a breed of poultry.	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

**KEEP IN YOUR RECORD BOOK WITH THE ANNUAL PROJECT REPORT.**

## Riverside County 4-H Poultry Proficiency Program

### Level II – Producer

	Activity	Date completed
1.	Name and describe six breeds of chickens and two kinds of wild game found in California.	
2.	Name, locate, and spell the following: earlobe, ear, hackle, saddle, sickle feather, fluff, axil feathers, pubic bones, abdomen, and crop.	
3.	Explain and spell the following: broiler, roaster, capon, protein, calcium, carbohydrate, plumage, variety, finish.	
4.	Describe and compare a laying hen to a non-laying hen: comb, eyes, skin, fleshing, pubic bones, abdomen, vent.	
5.	Participate in a poultry judging contest.	
6.	Explain molting and regrowth of primary and secondary wing feathers.	
7.	Demonstrate how to tell the sex of geese, ducks, chickens, turkeys.	
8.	Participate in a 4-H poultry showmanship contest.	
9.	Care for and handle your poultry quietly and without quick, sudden movements. Explain why.	
10.	Explain “rate of production.”	
11.	Know the weight classes for eggs: weigh a dozen or more eggs and put them in their proper weight class and USDA grade.	
12.	Know the U.S. grades for eggs, make or help make a homemade candler, and demonstrate the candling and grading of a dozen or more eggs for your club or other group.	
13.	Participate in a local poultry show by exhibiting poultry you have raised, grown, and groomed.	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

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## Riverside County 4-H Poultry Proficiency Program

### Level III – Consumer

	Activity	Date completed
1.	Name and describe nine breeds of poultry and three kinds of wild game birds.	
2.	Explain and describe the American, Asiatic, and	
3.	Mediterranean classes of chickens. Tell the classes of breeds you named.	
4.	Explain the life cycles and control of two poultry parasites.	
5.	Name three characteristics of poultry that are inherited and three that result from feeding and management.	
6.	Demonstrate and explain the judging or culling of laying hens.	
7.	Cook and serve a chicken: barbeque or some other method.	
8.	Start or add to your library on poultry management. Include books and bulletins on feeding, breeding, housing, disease control, and marketing.	
9.	Draw a diagram of an egg, labeling the following parts: shell, inner and outer shell membranes, air cell, white or albumen, chalaza, yolk, and germ spot. Describe chick development.	
10.	Name and describe three popular breeds of chickens for egg production. Give reasons.	
11.	Name the type of chicken used for commercial meat production and tell why.	
12.	Explain and describe the Continental, Any Other Standard breed. Tell the classes of breeds you named.	
13.	Describe the Single Comb Clean Legged Other Than Game Bantam Class. Tell 6 breeds in this class.	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

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## Riverside County 4-H Poultry Proficiency Program

### Level IV – Leader

	Activity	Date completed
1.	Study and tell your club what the APA and ABA are and what function they perform.	
2.	Explain cannibalism and how to prevent or stop it.	
3.	Build a home incubator and hatch two dozen eggs, or explain the operation of an incubator and account for egg development.	
4.	Kill and dress a chicken for home use.	
5.	Do a study on the marketing of poultry, or other eggs.	
6.	Perform a cull/keep an evaluation of your flock.	
7.	Develop a display or illustrate the development of the chicken embryo.	
8.	Keep a complete egg production record for 6 months.	
9.	Keep a fryer production record on 15 or more fryers. Keep pounds of feed fed, cost of feed, growth of birds, and income, and determine cost/pound.	
10.	Participate in a poultry show.	
11.	Describe five disqualifications of poultry when exhibited.	
12.	Demonstrate a method of washing poultry.	
13.	Participate in a State 4-H Poultry Judging Contest or Avian Bowl.	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

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## Riverside County 4-H Poultry Proficiency Program

### Level V – Researcher

	Activity	Date completed
1.	Describe the feeding ration for pullets, laying hens, and fryers.	
2.	Explain the market procedure from producer to consumer.	
3.	Prepare a slide/educational display/power point presentation on some phase of poultry production.	
4.	Describe the use of chicken manure as a fertilizer and what compounds must be added for a balanced fertilizer.	
5.	Study, prepare a paper (300 words or more), and give a report on three or more of the following topics: (a) General management of one kind of poultry. (b) Poultry feeds, feeding, and nutrition. (c) Reproduction, breeding, genetics. (d) Sanitation and prevention of diseases. (e) Marketing poultry in California (or USA). (f) Techniques of other countries that lead in poultry production	
6.	Prepare a radio program, TV program, or newspaper article about poultry.	
7.	Interview a poultry judge or someone in the poultry industry.	
8.	Prepare a paper on careers in poultry.	
9.	Help to set up cages/place coop cards on cages/help to coop exhibitors' poultry/give out awards.	
10.	Serve as a superintendent or clerk at a 4-H poultry show or contest.	
11.	Complete a year as a junior or teen leader in a 4-H club.	
12.	Help organize and conduct a poultry tour or showmanship or judging contest.	

Name of Member \_\_\_\_\_ Club \_\_\_\_\_ Age \_\_\_\_\_

Project Leader signature: \_\_\_\_\_ Date \_\_\_\_\_

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# Certificate of Achievement



*Explorer*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*Producer*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*Consumer*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*Leader*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*Researcher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Leader's Initials*

*This certifies that*

\_\_\_\_\_  
*has completed the Poultry Proficiency  
in the Riverside County 4-H Youth Development Program*

\_\_\_\_\_  
Leader

\_\_\_\_\_  
Date