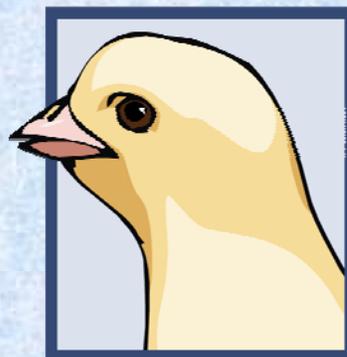
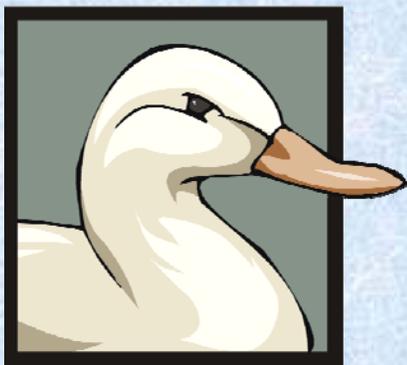
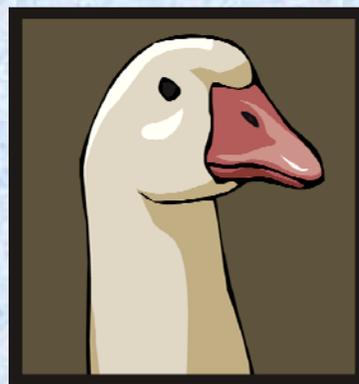


# Placer County 4-H



*Poultry Project  
Leaders' Guide*

Cavy lesson information developed by Washington State University, Pullman, WA.

Dog lesson information developed by 4-H National Council Animal Science Project

Poultry lesson information developed by Washington State University Cooperative Extension, WA.

Pygmy Goat lesson developed by University of Minnesota, 4-H Animal Science Project Meeting, MI.

Rabbit lesson developed by Cooperative Extension Service, Kansas State University, Manhattan, KA.



University of California Cooperative Extension  
Division of Agriculture and Natural Resources



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## Characteristics & Implications...for Children Ages 5 to 6

Characteristics	Implications for Project Leader
<b><i>PHYSICAL</i></b>	
Physical growth is slower than during infancy and early childhood.	<ul style="list-style-type: none"> <li>• Plan activities that use large motor skills and introduce fine skills, one at a time.</li> <li>• Plan physical activity with each meeting.</li> <li>• Introduce new physical activities that require coordination, such as roller skating, bike riding, jumping rope, and simple outdoor games.</li> <li>• Provide projects that don't require perfection.</li> </ul>
Muscular coordination and control is uneven and incomplete. Large muscles are easier to control than small muscles.	
Able to handle tools and materials more skillfully than during preschool years.	
Can throw different sized balls better than they can catch them. Most cannot bat well.	
Most can learn to snap fingers, whistle, and wink.	
<b><i>MENTAL DEVELOPMENT</i></b>	
Ask questions and answer them in literal terms.	<ul style="list-style-type: none"> <li>• Give instructions verbally and visually. Don't expect them to read.</li> <li>• Avoid a lot of paper and pencil activities that require writing.</li> <li>• Plan a series of small activities with physical exercise in between, rather than one longer more intense session.</li> <li>• Plan active learning around concrete objects.</li> <li>• Provide lots of materials and mediums for learning.</li> </ul>
Can distinguish their left and right, but not in other people.	
Define things but their use (ex: pencil is for writing).	
Most are just learning letters and words. By six, most can read words or combinations of words.	
Short interest span.	
<b><i>EMOTIONAL DEVELOPMENT</i></b>	
Sensitive to criticism, does not accept failure well.	<ul style="list-style-type: none"> <li>• Provide lots of encouraging words for effort.</li> <li>• Provide lots of opportunities for adult interaction with children.</li> <li>• Provide opportunities for children to help in adult-like ways, such as setting up for an activity.</li> <li>• Give clear description of what your activity or schedule will be and stick to it.</li> </ul>
Strong desire for affection and like adult attention.	
Get upset with changes in plans and routine.	
Say what they think and feel (for example, you stink or you're ugly).	
Can throw different sized balls better than they can catch them. Most cannot bat well.	
Most can learn to snap fingers, whistle and wink.	
<b><i>SOCIAL DEVELOPMENT</i></b>	
Developing cooperative play. Prefers to work in small groups of 2 or 3. Still likes to focus on own work and play. May begin to pair up to have a best friend; however, the best friend may change frequently.	<ul style="list-style-type: none"> <li>• Organize projects and activities that involve two or three children. If there is a larger group, break activities into sections so that only two or three are involved at one time.</li> <li>• Help children develop friendships through learning to share, taking turns, following rules, and being trustworthy.</li> <li>• Organize activities with high adult/child ratios.</li> <li>• Develop projects and activities that involve or focus on the family.</li> <li>• Avoid competition or activities that select a single winner or best person.</li> <li>• Use imaginary play that involves real life situations.</li> </ul>
Mother (or parent) is still social focus as prime caregiver; however, may form attachment to teacher.	
Likes being part of and around family.	
Can engage in group discussions.	
Can be unkind to others, but extremely sensitive to criticism of self.	
Likes to practice different roles.	

## Characteristics & Implications...for Children Ages 7 to 8

Characteristics	Implications for Project Leader
<b><i>PHYSICAL</i></b>	
Period of slow, steady growth.	<ul style="list-style-type: none"> <li>• Will have difficulty with some fine motor projects such as gluing, cutting, hammering nails, bouncing balls.</li> <li>• Will be able to throw ball better than able to catch ball.</li> <li>• Provide opportunities to practice skills, but use projects that can be completed successfully by beginners.</li> </ul>
Learns best if physically active.	
Still inept at some activities using small muscles, but have improved large muscle activities like riding a bike, skating, or jumping rope.	
May repeat an activity over and over to master it.	
<b><i>MENTAL DEVELOPMENT</i></b>	
May spend more time alone doing projects, watching TV or day dreaming.	<ul style="list-style-type: none"> <li>• Give instructions verbally and visually. However, most children will be able to read and comprehend simple art instructions.</li> <li>• Can introduce some written assignments and activities. However, most children will prefer to be active.</li> <li>• Activities that require sorting, organizing, or classifying will be enjoyed.</li> <li>• Encourage children to develop or make collections.</li> <li>• Encourage projects that can be done over and over in different ways.</li> <li>• Use lots of activities that require the children to participate in hands-on way.</li> <li>• Guide children in reflecting on their learning experience.</li> </ul>
Beginning to take in perspective of others.	
Beginning to tell time.	
Humor takes on new meaning.	
Enormous curiosity and delight in discovery.	
Able to collect, sort, organize, and classify.	
Can recognize some similarities and differences.	
Can do some abstract thinking but learn best through active, concrete methods.	
<b><i>EMOTIONAL DEVELOPMENT</i></b>	
Increased awareness of themselves, more sensitive to others.	<ul style="list-style-type: none"> <li>• Enjoy making gifts for family.</li> <li>• Involve children in doing things for others.</li> <li>• Provide lots of adult encouragement and praise.</li> </ul>
Enjoys being part of the family.	
Worries about failure or being criticized.	
Will try themselves out on others to see how they are accepted.	
May claim tasks are too difficult.	
<b><i>SOCIAL DEVELOPMENT</i></b>	
May be moody, but less likely to direct negative feelings toward others.	<ul style="list-style-type: none"> <li>• Time to introduce the art of social graces. Teaching of table manners and other social niceties will be more accepted.</li> <li>• Activities will be more successful if children can be grouped in same-sex groups.</li> </ul>
Have high expectations of parents and adults and are critical when parents mess up.	

## Characteristics & Implications...for Children Ages 7 to 8

(continued)

Characteristics	Implications for Project Leader
<b><i>SOCIAL DEVELOPMENT (continued)</i></b>	
Value adult interaction and may actually be more polite to adults.	<ul style="list-style-type: none"> <li>• Select activities that involve the child's curiosity and creative abilities.</li> <li>• Children enjoy naming their group or activity and coining phrases to describe their activities.</li> <li>• Promote social activities that appreciate and emphasize diversity of families and lifestyles.</li> <li>• Use songs, rhythms, fairy tales, and comics to help socialize the group.</li> <li>• Provide learning activities that stimulate conversation.</li> </ul>
Begin to internalize adult feelings toward religion, ethnic groups, and money.	
Begin to develop friendships that involve sharing secrets and possessions.	
Begin to see choice of same-sex playmates and development of play groups.	

# Characteristics & Implications...for Youth Ages 9 to 11

## CHARACTERISTICS

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|--|--|
| <ul style="list-style-type: none"> <li>• Very active with boundless energy</li> <li>• Extremely curious--constantly asks "why?"</li> <li>• Enjoy hands-on activities</li> <li>• Use concrete thinking</li> <li>• Likes group activity</li> <li>• Like to be with members of own sex</li> <li>• Admire and imitate older boys and girls</li> <li>• Usually do best when work is laid out in small pieces</li> <li>• Do not like keeping records-do not see value in them</li> <li>• Like symbols and regalia</li> </ul> | <ul style="list-style-type: none"> <li>• Easily motivated-eager to try new things</li> <li>• Use concrete thinking</li> <li>• Learn to locate resources</li> <li>• Like to explore ideas</li> <li>• Learn about self through relationships</li> <li>• Has rapidly changing interests</li> <li>• Guidance from parents and other adults important if youth are to stay on task and achieve optimum performance</li> <li>• Find difficulty in delaying immediate pleasure for future goals</li> <li>• Need recognition and praise for doing good work</li> </ul> |
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## IMPLICATIONS FOR PROJECT LEADER

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| <ul style="list-style-type: none"> <li>• Use detailed outlines of sequential learning experiences</li> <li>• Build in activities where youth exchange resources for personal or group goals</li> <li>• Incorporate many brief learning experiences</li> <li>• Encourage learning experiences be done with youth of the same sex – if to be done with the opposite sex, avoid competitions between girls and boys</li> <li>• Keep written work simple – review forms and worksheets with the group step-by-step</li> <li>• Clarify and enforce reasonable limits for this group – provide the safety net of an adult who will maintain boundaries</li> <li>• Involve older teens in helping youth in this group plan and carry out activities together</li> <li>• Be present for this group – visible and accessible but in the background</li> </ul> | <ul style="list-style-type: none"> <li>• Use hands-on learn-by-doing activities</li> <li>• Allow groups to develop parts of a larger plan</li> <li>• Use activities where youth need to locate resources</li> <li>• Plan activities that allow youth to move about and use their bodies – but vary activities for many interests (not just sports)</li> <li>• Emphasize group learning experiences</li> <li>• Use activities where youth achieve and produce a product</li> <li>• Give clear instructions with set deadlines</li> <li>• Do NOT play favorites – treat ALL youth fairly</li> <li>• Encourage group free time</li> <li>• Make recognition available to those who earn it – let youth know they will receive rewards for completing activities, and present recognition in front of peers and parents</li> </ul> |
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## SHARE

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|---|---|
| <ul style="list-style-type: none"> <li>• Have youth share what interests, talents, abilities, and skills they developed in the activities</li> <li>• Ask youth how teamwork, cooperation, friendship, and sportsmanship played out in activities completed</li> <li>• Plan group time to talk about beliefs and values as related to activities completed</li> <li>• Ask group members to share options considered in the activities</li> </ul> | <ul style="list-style-type: none"> <li>• Ask youth to share personal or group adjustments made during the activities</li> <li>• Ask youth to verbalize or demonstrate opposing points of view they observed in the activities</li> <li>• Ask youth to share opinions about activities completed – personal and group member performance, results of group work, etc.</li> <li>• Ask youth to identify stressors and dangerous situations encountered in the activities completed</li> </ul> |
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# Characteristics & Implications...for Children Ages 9 to 11

## Continued

<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>Ask youth what questions they still have about the activities just completed – encourage them to find some of the answers on their own, or encourage a few youth to find the answers and report back to the group</li> <li>Help youth identify successes achieved in the activities – give positive feedback to the efforts and successes you see</li> <li>Avoid generalized praise – this group sees through it and feels manipulated</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to demonstrate sequenced steps completed in the activities</li> <li>If tools were used in the activities, ask youth how they shared the use of them in their groups</li> <li>Have youth explain rationale for choosing some options over other ones in the completed activities</li> <li>Provide correction quietly – one on one – in a caring and consistent manner</li> </ul>
<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Have youth generate alternative solutions to problems solved in the activities – or speculate other problems that could be solved in similar ways</li> <li>Ask youth to describe how the relationships that were formed or strengthened in the activities could be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth what general categories were formed or needed to complete the necessary activities</li> <li>Provide active experiences that generally relate to or reinforce activity content presented such as nature walks, ropes courses, trips to significant sites, etc.</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Based on the content of activities completed, help youth form groups or clubs with common “collecting” interests or hobbies – ball cards, stamps, bugs, rocks, buttons, etc.</li> <li>Build in ways parents, teachers, and other adults can help youth complete follow-up additional activities</li> <li>Encourage youth to incorporate technology into follow-up related activities</li> <li>Build in community service roles to reinforce content taught – help this group work on environmental issues in their community</li> </ul>	<ul style="list-style-type: none"> <li>Give related assignments for youth to manage and complete</li> <li>Encourage apprenticing with teen volunteers in related activities</li> <li>Provide opportunities for parental involvement such as homework or “things to do” lists – solicit the help of parents to assist youth with written work</li> <li>Provide opportunities to set two or three goals for a six-month period</li> <li>Work with youth to identify and study related careers</li> </ul>

# Characteristics & Implications...for Youth Ages 12 to 14

CHARACTERISTICS	
<ul style="list-style-type: none"> <li>• Ready for in-depth, longer learning experiences</li> <li>• Self-conscious – many need help overcoming inferiority complexes</li> <li>• Interested in activities involving boys and girls together</li> <li>• Like fan clubs – many have adult idols</li> <li>• Often unclear of needs and values</li> <li>• Want to explore outside their own community</li> </ul>	<ul style="list-style-type: none"> <li>• Concerned about physical development – sometimes practice excessive grooming behaviors</li> <li>• Want to be liked by friends</li> <li>• Interested in sports and active games</li> <li>• Getting over the age of fantasy – beginning to think of what they will do when they grow up</li> <li>• Desire independence – but want and need their parents’ help</li> </ul>
EXPERIENCE	
<ul style="list-style-type: none"> <li>• Concentrate on developing individual skills – help youth compare skills to their own standards</li> <li>• Encourage active and fun learning experiences such as canoeing, hiking, and environmental stewardship – but not weighted toward physical prowess</li> <li>• Provide hands-on and skill-centered experiences in specific subject matter, and allow for quiet time</li> <li>• During activities, ask questions to encourage predicting and problem solving such as “What if this doesn’t work? What could then happen?”</li> <li>• Encourage working with older teens and adults to complete learning experiences and apprenticing</li> <li>• Encourage deeper exploration of leadership roles – provide opportunities to practice leadership roles with coaching, and encourage keeping more detailed records of leadership experiences</li> <li>• Involve the group in setting rules for the group or for the program</li> <li>• Do NOT use put-downs or “in-the-face” behaviors with this group</li> <li>• Provide learning experiences outside of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learning experiences related to understanding self and getting along with others</li> <li>• Encourage learning experiences involving boys and girls – provide activities to be with the opposite sex in healthy ways such as planning groups, parties, fund-raising activities, etc.</li> <li>• Give youth a chance to choose when and if they are “on stage”</li> <li>• Tasks can be more difficult and of longer duration – making a model, keeping a journal, etc. – allow for creativity!</li> <li>• Help youth find necessary information and support activities</li> <li>• Teen and adult leaders must be well-liked to be effective – teen leaders should be three or four years older than the youth and considerably more mature</li> <li>• Encourage involvement in teen councils and planning boards</li> <li>• Provide realistic parameters – explain why they are necessary</li> <li>• Avoid singling youth out in front of others either to commend or to criticize</li> </ul>
SHARE	
<ul style="list-style-type: none"> <li>• Ask youth to reflect on what they learned in the activities</li> <li>• Have youth prepare and give presentations on what they gained from or thought of the activities completed</li> <li>• Based on observations of the activities completed, ask youth to state what they think would be appropriate symbol for the group</li> </ul>	<ul style="list-style-type: none"> <li>• Ask youth to share any emotions they observed in the group and to share feelings about any relational interferences they encountered during the activities</li> <li>• Ask youth to share how their personal values interfaced with the decisions of the group</li> <li>• Ask youth to define their leadership style based on their performance in the activities completed</li> </ul>

## Characteristics & Implications...for Youth Ages 12 to 14

### Continued

<b>PROCESS</b>	
<ul style="list-style-type: none"> <li>Ask youth to explain the plan of action undertaken to complete the activities – or the steps involved in creating the resulting product</li> <li>Ask youth to share observations they made of how different group members went through the same experiences</li> <li>Have youth list and examine varying points of view surfaced in the activities</li> <li>Have youth describe ethical dilemmas they observed in the activities and how they were resolved</li> <li>Pose abstract questions to help youth process realizations made during activities, and present similar scenarios, and ask youth to predict results</li> </ul>	<ul style="list-style-type: none"> <li>When activities result in a product, ask youth what could have been done to improve the product</li> <li>Have youth articulate or demonstrate in a creative way how they benefit from their association with the group</li> <li>Provide opportunities for youth to ask and question ways of doing things in the group</li> <li>Find time to talk with them individually to help them work through problems or to discuss personal issues</li> <li>Provide honest information for the sexual issues and questions they have – listen to their fears and worries about their sexual development without judging or trivializing</li> </ul>
<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Present multiple alternatives in related situations, and ask youth to compare and choose the best possible option</li> <li>Assist youth in identifying ways they can practice assertiveness around the results of the activities completed</li> <li>Ask youth to share, in detail, skills and education needed for related jobs</li> </ul>	<ul style="list-style-type: none"> <li>As a result of the activities, ask youth to set long-term goals and to plan strategies for reaching those goals</li> <li>Ask youth to explain actions or decisions that took place in the activities related to healthy or safe living</li> <li>Ask youth to construct simple budgets to reach stated goals</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Have youth keep a journal of personal decisions and changes they make related to the activities experienced</li> <li>Encourage technological application to key concepts presented</li> <li>Relate activities completed to career choices</li> </ul>	<ul style="list-style-type: none"> <li>Help youth identify and perform personal and group community contributions that meet special needs within their community</li> <li>Relate activities completed to career choices</li> <li>Have youth shadow experienced workers in related fields</li> </ul>
<b>CHARACTERISTICS</b>	
<ul style="list-style-type: none"> <li>Social needs and desires are high</li> <li>Interested in co-educational activities</li> <li>Want adult leadership roles</li> <li>Beginning to think about leaving home for college, employment, marriage, or other relationships</li> </ul>	<ul style="list-style-type: none"> <li>Often need guidance in selecting careers</li> <li>Developing community consciousness</li> <li>Want/need a strong voice in planning programs</li> <li>Have interest areas that are more consistent with earlier ones – patterns of interest are emerging</li> </ul>

# Characteristics & Implications...for Youth Ages 15 to 19

## EXPERIENCE

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|--|--|
| <ul style="list-style-type: none"> <li>• Concentrate on developing individual skills – help Provide opportunities for self-expression – emphasize leadership life skills related to social development</li> <li>• Provide activities to test out interactions with the opposite sex such as trips, dances, work groups, etc.</li> <li>• Plan some group time where youth can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc.</li> <li>• Plan activities where youth can experiment with different roles</li> <li>• Involve youth in more direct developmental activities such as tutoring, helping coach, leading groups, speaking to community groups, mentoring younger children, etc. activities that place them “in front” of others</li> <li>• Support youth as they set, work to reach, and evaluate long-term goals</li> </ul> | <ul style="list-style-type: none"> <li>• Provide some experiences around body image, etiquette, grooming, hair styles, health and fitness, etc. – avoid comments that criticize or compare stature, size, or shape!</li> <li>• Provide opportunities for youth to talk about their own beliefs</li> <li>• Involve youth in carrying out plans – they are ready to be creative at a level of action, and they are at a level of responsibility to do this</li> <li>• Encourage greater in-depth study of leadership roles and life skills</li> <li>• Encourage youth to plan programs (even social activities) with guidance and support from involving adults</li> <li>• Encourage working with adult role models – emphasize guidance and counsel from adults rather than controlling direction</li> <li>• Be willing to admit mistakes as an adult!</li> </ul> |
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## SHARE

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|--|---|
| <ul style="list-style-type: none"> <li>• Ask youth what new information they learned in the activities</li> <li>• Ask youth to share personal strengths accessed in the activities</li> <li>• Ask youth to share what constraints they encountered in the educational activities</li> <li>• Ask youth to share personal and group risks associated with the activities completed</li> <li>• Ask youth to detail personal and group records kept in the activities completed</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge youth to interpret and creatively communicate what was learned through symbols, pictures, graphs, etc.</li> <li>• Ask youth to share how they prioritized roles and functions in completed activities</li> <li>• Ask youth to share emotions and feelings witnessed in the activities</li> <li>• Ask youth to summarize how the group made decisions together throughout the activities</li> </ul> |
|--|---|

## PROCESS

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| <ul style="list-style-type: none"> <li>• Ask youth how the activities could have been structured differently to more efficiently accomplish the same educational goals</li> <li>• Ask youth to detail resources needed (available and missing) to complete activities just finished</li> <li>• Ask youth to generate and evaluate additional alternatives to activities completed</li> <li>• Ask youth to describe underlying rules or principles at play in the activities completed and how they influenced the results</li> </ul> | <ul style="list-style-type: none"> <li>• Ask youth to describe or demonstrate how they compensated for unexpected challenges and changes in the activities</li> <li>• Ask youth to list adjustments made in behavior and plans while completing the activities</li> <li>• Ask youth to share personal value criteria they used in the activities completed – if in a trusting relationship, ask them to compare what they did to what they SHOULD have done in certain situations</li> </ul> |
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## Characteristics & Implications...for Youth Ages 15 to 19

### Continued

<b>GENERALIZE</b>	
<ul style="list-style-type: none"> <li>Ask youth to identify related instances where they need to convey personal opinions and ideas to persuade or convince others</li> <li>Ask youth to identify skills used in their group that are also needed in the workplace</li> <li>Encourage application of leadership life skills to living on their own – incorporate budgeting and money management applications in activities</li> <li>Assist youth in making related wise, healthy, and safe lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to speculate long-term consequences of results of the activities completed</li> <li>Challenge youth to find answers to similar problems</li> <li>Ask youth how they contribute to the well being of their families in similar ways to their participation in this group</li> <li>Construct experiences that expose youth to and involve with the larger society</li> </ul>
<b>APPLY</b>	
<ul style="list-style-type: none"> <li>Support youth as they design follow-up related independent learning experiences</li> <li>Assist youth in applying leadership life skills to career exploration – especially decision making</li> <li>Offer Career or College Days – including the wide spectrum of options (not just white collar positions)</li> <li>Encourage career exploration within specific subject matter – offer vocational activities</li> <li>Provide activities (actual and theoretical) to explore the job market</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to develop plans for future life transitions</li> <li>Arrange or locate internships (paid or unpaid) based on skill-specific career interests</li> <li>Provide guidance and support to youth as they work to meet actual and real community needs</li> <li>Encourage learning activities involving the community such as service groups, political parties, Habitat for Humanity, ecology, Adopt a Highway, etc. – involve them as spokespersons for the activities</li> <li>Organize experiences for youth outside of their own community</li> </ul>

## POULTRY PROJECT GUIDE

### First Meeting:

- Meetings last about an hour; you will begin to lose your youth if the meeting lasts longer than an hour.
- Have parents help with primary ages, and works out well with balancing the age groups.
- Project leader discusses their background and interest in being a leader for this project.
- Does not require an animal to be in the group. Typically, youth who want to stay end up getting a poultry animal, and those who do not purchase an animal end up leaving the group.
- Hand out a sheet of meeting times and dates at the first meeting. Project begins in October, does not meet in December, and ends in May.

- Ask your youth questions about their background and interest with poultry. This will allow for the project leader to tailor the program to the youth's interests.
- Make sure to discuss the different options available to youth in poultry.
- Use a created sheet of the different parts for hen and rooster to give to youth, and then have them complete it and self-correct. Allows for additional knowledge of where the youth are in their level of understanding.
- Usually have a poultry poster posted.

#### Online Resource:

[http://www.oardc.ohio-state.edu/4hpoultry/t02\\_pageview/Skillathon\\_Material.htm](http://www.oardc.ohio-state.edu/4hpoultry/t02_pageview/Skillathon_Material.htm)

### Feeding/Watering:

- Bring different samples of containers and food.

- Review the different options with the youth.

#### Online Resource:

[http://msucares.com/4h\\_Youth/4hpoultry/chicks.html](http://msucares.com/4h_Youth/4hpoultry/chicks.html)

### Disease

- Give youth the Chicken Health hand-out.
- Go over the importance of bio-security with poultry, and the importance of not transmitting disease between poultry and other animals.
- Review "Black Comb" disease. Stress the importance not to raise chickens where you raise turkeys due to the transmission of Black Comb disease.

#### Online Resource:

<http://edis.ifas.ufl.edu/pdf/ps/ps04400.pdf>

### Housing

- Review the different types of housing
- Bring examples of supplies where applicable.

#### Online Resource:

<http://extension.psu.edu/animals/poultry/topics/housing>

### Disqualifications

- Remind youth they cannot clip wings.
- Review the Fair rules versus APA standards with youth.

## POULTRY PROJECT GUIDE (Continued)

### Different Breeds

- Review poultry types that are best for showmanship
- Identify poultry types that are best for raising in a backyard suburban area.
- Remind youth there are different zoning laws and regulations for each town. Verify with your local city the required rules and ordinances.

- Discuss different terminology with different poultry:

Hen	Drake	Tom
Pullet	Duck	Hen
Cock	Gander	Bolts
Cockerel	Goose	

### Showmanship

- Review the process of how to wash a chicken or other poultry, based upon the poultry. Bring supplies to illustrate.
- Review the steps to showmanship.
- Distribute hand-outs as needed to youth.
- Discuss the conditions of fair. Remind youth they need to practice their showmanship a lot and to actually practice with noise in the background to replicate the noise and busyness at the fair.
- Have youth practice a “mock” showing and then judge youth. Use only volunteers for this exercise.
- No touching with hands is allowed, can use an antenna to guide the animal when walking, turning, and coming back.
- Spend the last two meetings focused on showmanship, and in particular helping youth make sure their entry form is accurate.
- After every meeting have youth fill out their Record Book form. This helps the youth maintain their needed record book requirements.

#### Online Resource:

<http://ucanr.edu/sites/4-H-Fresno/files/25520.pdf>

### Written Guides/Information Sheets

<http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/19887/4-h150.pdf>

#### Poultry Meat:

<http://www.extension.umn.edu/distribution/livestocksystems/DI1188.html>

#### Ducks:

<http://www.extension.umn.edu/distribution/livestocksystems/DI1189.html>

#### Geese:

<http://www.extension.umn.edu/distribution/livestocksystems/DI1190.html>

### Videos

#### Showmanship:

<http://www.youtube.com/watch?v=Mk7e2agO3bl>

<http://www.youtube.com/watch?v=4Lw8PZ-6vdM>

[http://www.youtube.com/watch?v=KPcI5upd\\_gQ](http://www.youtube.com/watch?v=KPcI5upd_gQ)

#### Washing and Grooming:

<http://www.youtube.com/watch?v=UJohGWJ3AVo>

## **Keeping Track: Annual Project Report**

This section is used by the 4-H member to document their specific project work. Please remember to complete an Annual Project Report form for every project a member completes.

Copies of the Annual Project Report Form are available online at <http://ucanr.edu/sites/placercounty4h/files/167230.pdf> and within the 4-H Office. Members are required to chart their progress in their Annual Report.

As a project leader, please help your youth fill in their Annual Project Report. Project Leaders may have surplus forms at each project meeting and allow youth members to fill in the form the last five to ten minutes of each project meeting. Or Project Leaders may want to send out summary descriptions for project meetings via email or Facebook.

Please remember to have youth chart their progress as they go.

Record Books may be done online with the Online Record Book or a paper copy. Please see the links below for additional information and resources.

### **Record Book Manual with Instructions**

<http://4h.ucanr.edu/files/165564.pdf>

### **Placer County 4-H Record Book Resources**

[http://ucanr.org/sites/placercounty4h/Community\\_Clubs/Resources\\_-\\_Forms/Record\\_Books/](http://ucanr.org/sites/placercounty4h/Community_Clubs/Resources_-_Forms/Record_Books/)

### **Online Record Book Resources**

<http://4h.ucanr.edu/Resources/Members/RecordBook/RBResources/>

<http://4h.ucanr.edu/files/121045.pdf>

If you have any questions about the Record Book, please feel free to contact:

Jessica Trumble-Pitel

[jctrumble@ucanr.edu](mailto:jctrumble@ucanr.edu)

530 889- 7393



# Poultry Project

## Lesson 1: Parts of a Chicken

### **Time:**

60 minutes

### **Materials:**

- ✧ Pencils, crayons, or color markers
- ✧ Member Activity Sheet 1 - Parts of a Chicken
- ✧ Leader Key - Parts of a Chicken
- ✧ Labels with chicken part names
- ✧ Member Activity Sheet 2 - Color a Rainbow Chicken
- ✧ Member Handout 1 - Comb Types

### **Objectives:**

- ✧ Learning the ten external parts of a chicken
- ✧ Learning the relation of external chicken parts to specific function
- ✧ Learning the correlation of human body parts and poultry body parts to function

### **Directions:**

1. Make a large picture by enlarging the diagram on member activity sheet "Parts of a Chicken." Make part labels that can be placed on the actual part of the picture. Have members put part names on correct place on the picture. Have members write the names down on their copy.
2. Give members "Color a Rainbow Chicken" to do at this session, or take it home for a review.
3. Give members the handout "Comb Types" and discuss.

### **Leader's Notes:**

Approximately 30 terms are used to describe the different external parts of a chicken. Knowledge of these parts is necessary to recognize the characteristics of the species, breeds, and varieties of poultry that make them different from each other. Knowing these parts will also help identify the sex of a chicken, and if a hen is laying or not .

### **Developed by:**

Washington State  
University Cooperative  
Extension

### **Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

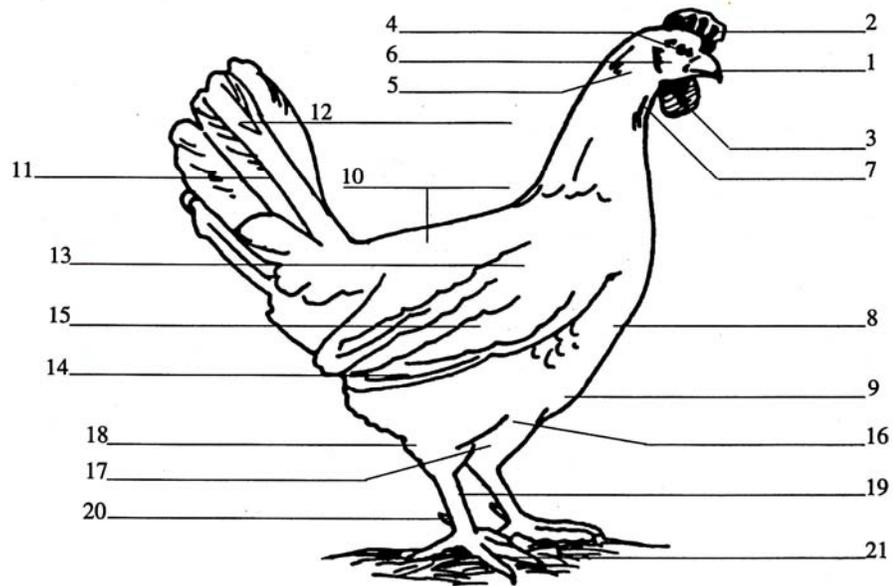
# Poultry Project

The diagram on page 3 shows the major external parts of a female chicken.

- ✧ The (1) **beak** is the mouthpiece of the bird. The lower part is hinged at the jaw and is movable; the upper part is attached to the skull.
- ✧ The (2) **comb** and (3) **wattles** are red, soft fleshy appendages on the head of the chicken. The size and redness of these appendages vary. A non-laying hen has a small, dull comb and wattles; a layer has large, bright red comb and wattles. Different types of combs are inherited characteristics of the breeds and varieties. The single comb shown on the diagram is most common. Other common types are the V-shaped, rose, and pea combs.
- ✧ Chicken (4) **eyes** have color vision and show a preference for the violet and orange colors. They are slightly farsighted, which means they can see things better far away than close up.
- ✧ The color of the (5) **earlobe**, either red or white, depends on the breed.
- ✧ The (6) **ears** are small openings into the auditory canal protected by small feathers.
- ✧ The neck feathers are called (7) **hackle** feathers on the male and (7) **neck** feathers on the female.
- ✧ The (8) **breast** is located in the front of the chicken. The breast (9) **keel** bone is the lower portion of the skeleton.
- ✧ The back area on the male is called the (10) **saddle** and the (10) **cushion** on the female.
- ✧ The (11) **tail** area has different types of feathers depending on the sex of the bird. For example, the male has long (12) **sickle** feathers.
- ✧ The (13) **wing** has various types of feathers that are not easily identified in the standing bird. However, when the wing is spread, the long (14) **flight feathers** and the (15) **covert feathers** which cover the base of the flight feathers are distinguishable.
- ✧ The (16) **thighs** are not easily seen as they are located along each side of the body and are covered with feathers.

# Poultry Project

- ✧ The lower part of (17) **leg** (drumstick) is also covered with feathers and bends at the (18) **hock** joint (ankle).
- ✧ The (19) **shank** which is the chicken's foot is covered with scales. The shank may be clean or feathered depending on the breed and variety.
- ✧ The (20) **spur** is found on the male bird, and is a bony growth which grows from the rear inside of the shanks.
- ✧ A chicken walks on its (21) **toes**. Most chickens have three toes projecting forward and one toe projecting back. (A few breeds have five toes.)

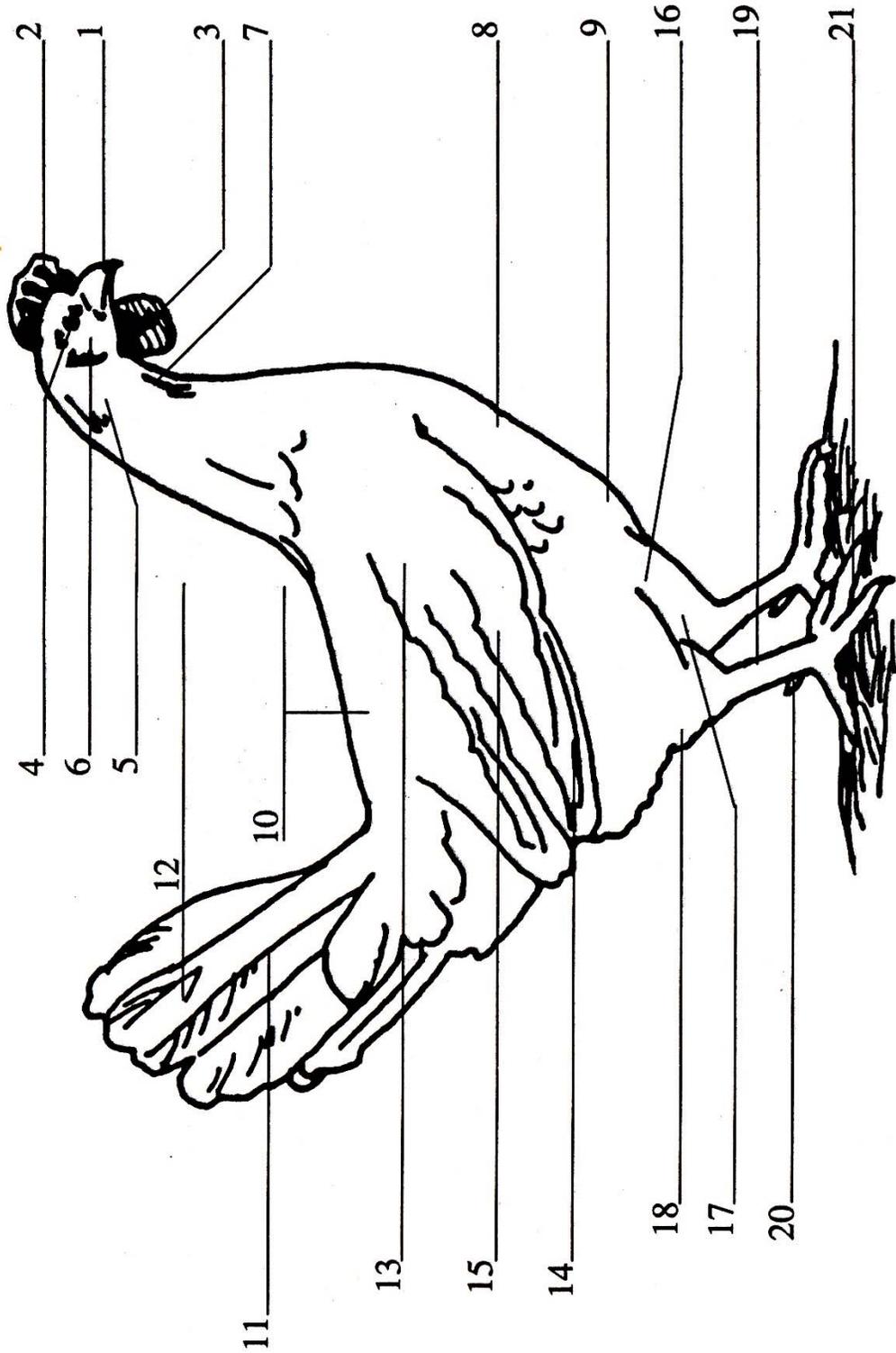


# Poultry Project

**Leader Key to "Parts of a Chicken Activity Sheet." See next page.**

- |  |                     |
|--|---------------------|
| 1) Beak  | 11) Tail            |
| 2) Comb  | 12) Tail feathers   |
| 3) Wattles   | 13) Wing            |
| 4) Eyes  | 14) Flight feathers |
| 5) Earlobe   | 15) Covert feathers |
| 6) Ear   | 16) Thigh           |
| 7) Hackle feathers (male) or<br>Neck feathers (female) | 17) Leg             |
| 8) Breast  | 18) Hock Joint      |
| 9) Keel Bone   | 19) Shank           |
| 10) Back - saddle (male) or<br>cushion (female)        | 20) Spur (male)     |
|  | 21) Toes            |

# Poultry Project



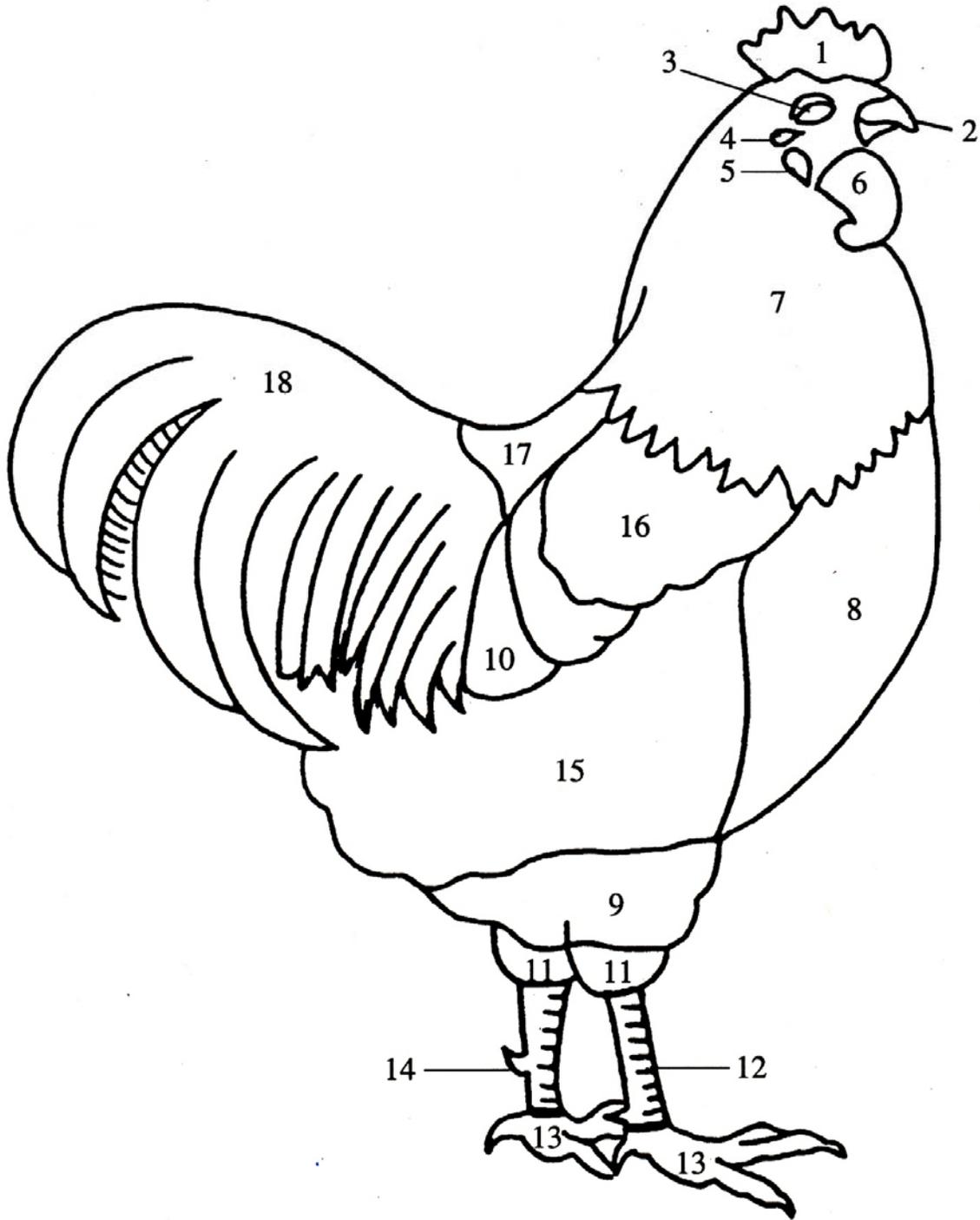
# Poultry Project

## Activity Sheet 2: Color a Rainbow Chicken

Color the chicken according to this list:

- |                     |                    |                          |
|---------------------|--------------------|--------------------------|
| 1. Comb - red       | 7. Neck - yellow   | 13. Foot & Toes - yellow |
| 2. Beak - yellow    | 8. Breast - orange | 14. Spur - orange        |
| 3. Eye - blue       | 9. Thigh - purple  | 15. Abdomen - blue       |
| 4. Ear - green      | 10. Wing - purple  | 16. Shoulder - green     |
| 5. Earlobe - purple | 11. Hock - red     | 17. Back - red           |
| 6. Wattles - red    | 12. Shanks - green | 18. Tail - yellow        |

# Poultry Project



# Poultry Project

## Comb Types

Different comb types of chickens:



**SINGLE COMB**



**V-SHAPED COMB**



**PEA COMB**



**ROSE COMB**



# Poultry Project

## **Time:**

60 minutes

## **Materials:**

- ✧ Pencils, crayons or color markers
- ✧ Pictures of poultry species: chicken, turkey, duck, goose, pheasant, guinea, peafowl, pigeon, and quail
- ✧ Cards with species names
- ✧ Flip-board
- ✧ Large sheets of paper
- ✧ Member Activity Sheet 3 - Name that Bird

## **Developed by:**

Washington State  
University Cooperative  
Extension

## **Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

## **Lesson 2: Name that Bird!**

### **Objectives:**

- ✧ Learning to identify six species of poultry
- ✧ Identifying the differences and similarities between species

### **Directions:**

1. Have members list species with descriptive words for each on a large sheet of paper. If group is large, divide into groups of 2-3. Have each group report or discuss their list.
2. Pass out pictures of the different bird species. Have members match cards with names to the correct bird. Let them verify their answers at end of exercise.
3. Hand out activity sheet "Name That Bird!" for them to fill in. Point out the physical features of the birds in the pictures as you describe them.
4. List these features on a flip-board as the members list or report back. This information should be used as a check of their group listings, not as a lecture! Use information for other species in the same manner.
5. After characteristics or features are listed for each species, list similarities, differences, and discuss.

### **Leader's Notes:**

**Poultry** is a term used to define those species of birds that humans have domesticated for the purpose of providing eggs, meat, and recreation. A specie is a group of birds of the same kind or form. The most common poultry species are chickens, turkeys, ducks, and geese which are kept primarily for eggs, meat, or show. Other species like the guinea, peafowl, pigeon, quail, and pheasant primarily serve humans by their beauty, companionship, and sport.

# Poultry Project

**Chickens**, the most common poultry species raised throughout the world, are like all other birds having feathers and wings. Chickens come in many sizes, shapes, and colors.

Their feathers may have strips, spots, patches, solid colors, two colors, or a variety of colors depending on the breed. An adult chicken may weigh as little as 1.5 pounds or as much as 18 pounds. Chickens have plump bodies and small heads with sharp beaks. Chickens have several fleshy growths on their heads that most other birds do not. The flaps of loose skin hanging down from the throat are called wattles. On top of the head is a reddish-pink crest, called a comb. The comb and wattles are red because that have a rich blood supply. Earlobes grow on the side of the head. The earlobe color may be red or white, depending on the breed of chicken. Feathers cover most of the body of a chicken, and even the shanks (lower legs) and feet of some birds. Usually the shanks and feet are covered with scales. Roosters have an extra spike or spur sticking out from the rear inner side of the legs. Chickens have claws on their toes, which they use to defend themselves against an enemy, and to dig in the soil for insects and seeds to eat. Even though chickens have wings to fly, their wing muscles are poorly developed, so they can only fly a short distance at a time. Chickens fly mainly to escape enemies and to reach a perch on which to roost at night. Chickens are usually very noisy. The male chicken has a distinctive sound of his own, sometimes referred to as crowing.

**Turkeys** are large birds that can weigh as much as 50 pounds or more. They are primarily raised for meat production.

The turkey's head and neck are red and featherless. A long, loose piece of skin called a wattle extends from beneath the lower jaw along the neck. At the base of the neck are small, wart-like structures called caruncles. Male turkeys are called toms. If you look closely you will see that they have a beard-like tuft of coarse hair hanging from the center of the breast. The color of domestic tom turkeys depends on the variety. Adult female turkeys, called hens, are dull in color and have no beards. They are smaller than the adult male turkeys. Their legs are similar to those of chickens, are covered with scales. The tom turkey also has spurs on his legs like the male chicken. The vocal sound that we associate with a turkey is the gobbling call which the male makes.

# Poultry Project

**Ducks** are classed as waterfowl and can live in many areas. Ducks are raised for meat and egg production. They are related to geese and swans. They can live under a variety of climatic conditions. Ducks have waterproof feathers and webbed feet. They have a heavy body, short neck, short wings, and a flat board bill. Their bills have a hard horny growth at the tip called a bean. Ducks are known to be very vocal. The voice of the female is a loud, rather flat quack. The voice of male duck makes either a nasal sound or a whistle followed by a grunting sound.

**Geese** are also classed as waterfowl and are related to ducks and swans. People raise geese for meat and egg production, and as weeders, show birds, or farm pets. They have flattened bills; a long neck; water repellent feathers; long, pointed wings; a short tail; short legs; and webbed feet. Scales cover the goose's legs. Their webbed feet make them good swimmers, but they also adapt well to living on land. Their faces are feathered. Geese are larger than ducks and smaller than swans. Geese communicate by honking, instead of quacking or whistling. The long wings of wild geese enable them to fly great distances. That are very graceful in flight and some kinds of geese can fly more than 1,000 miles without stopping to rest. All geese are migratory birds, which means that they fly north in the spring and south in the fall.

**Pheasants** are generally classed as game birds, since people hunt pheasants for sport and for their tasty meat. People also seek them for their gorgeous, long tail feathers. They are medium to large in size and are closely related to the domestic chicken. Most pheasants have a short, stout beak a long tail. Some pheasants have combs and wattles similar to those of chickens. The male pheasants are colorful with patterns of brightly colored feathers. The females usually have dull brown and tan feathers with black markings. Pheasants can fly, but only for short distances. They may reach speeds of 40 mph. The male pheasant communicates with cackles, crows, screams, and whistles. The call of the hen is limited mostly to clucks and peeps.

**Guinea** fowl are close relatives of the pheasant. The head and neck is bare and a bony ridge or helmet, covers the top of the head. The most common guinea, the pearl, has a gray feathers with small white spots. Guineas are known to make good "watchdogs" because of their usefulness in protecting

# Poultry Project

the farm flock from predators by their loud, harsh cries and bad temper. They destroy insects in the garden. They do not scratch and therefore are less destructive than chickens. The cry of the female sounds like "buckwheat" or "put-rock" and is quite different from the one-syllable shriek of the male.

**Peafowl** are mainly ornamental birds. Peafowl are one of the showiest of all the birds because of their great size and beautiful feathers. They are related to the chicken and pheasant family. The most popular bird, the India Blue's feathers are colored either blue, white, or green with blue being the most common. The male peafowl is called a peacock and may grow almost as large as a turkey. Its breast feathers are colored metallic greenish-blue with purplish-blue underparts. They have a long train of greenish feathers brilliantly marked with bold spots that look like eyes. These long feathers grow from the back and not from the tail. The train of feathers may be five times as long as the bird's body. When the male peacock spreads the feathers on his back, they form into a beautiful fan. In contrast, the female peafowl does not have a train and is more dull in color. Peafowl are regal, proud, and desire attention. The males are inclined to be aggressive and not only attack other fowl and small animals, but also have been known to fight their reflections. Both the male and female produce a piercing, squawking, powerful cry, especially during mating season. Peafowl choose to roost in a tall tree or on top of a building.

**Quail** are a type of small game bird that is often hunted for food or sport. Most adult quail are 6 to 8 inches long. The feathers of quail are colored in shades of brown, tan, or gray that blend in with the environment of a pasture or woodland in order to protect them from enemies by making them hard to see. The voice of a quail sounds like a squawk.

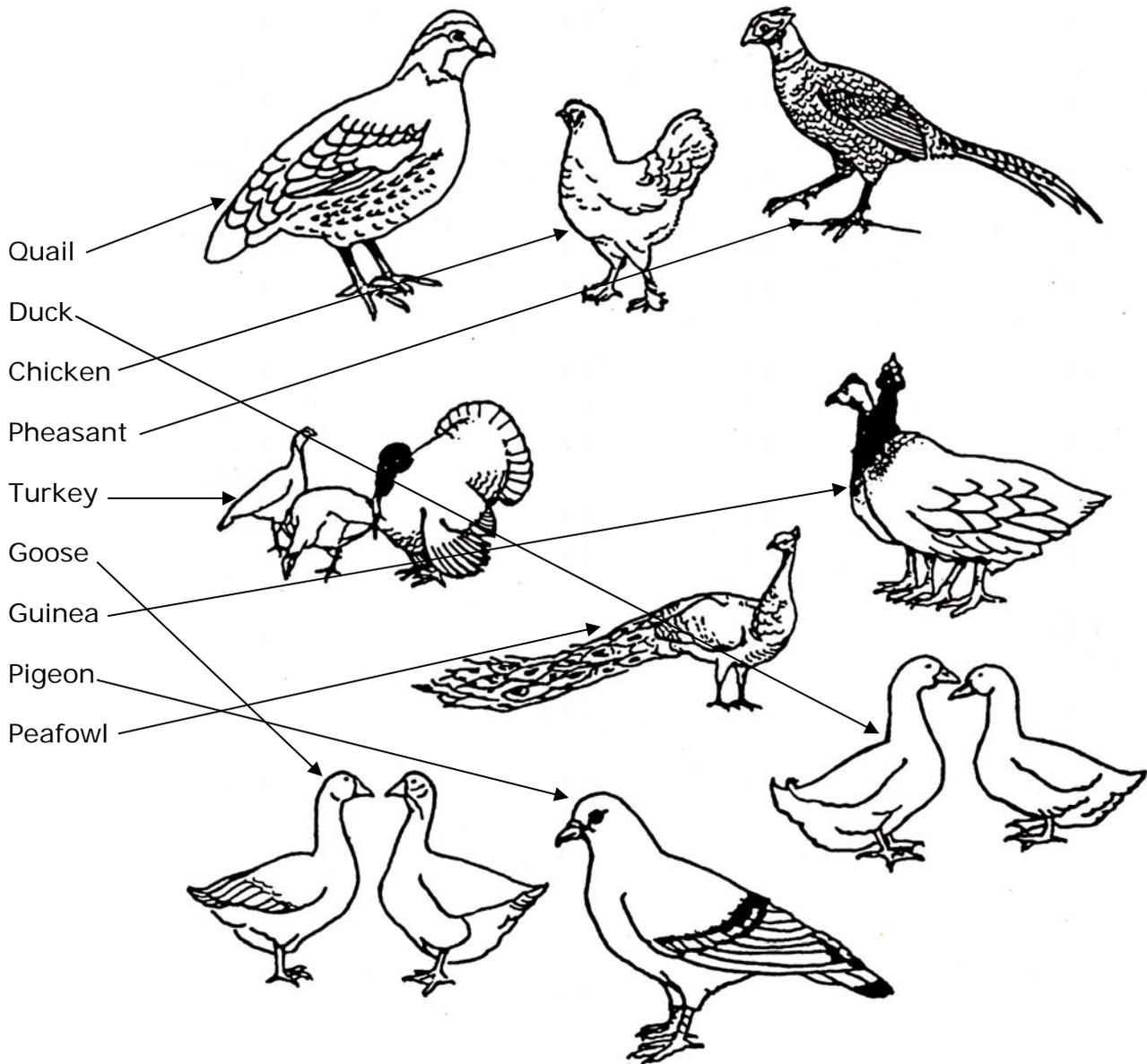
**Pigeons** are very versatile birds. They are used for the sport of racing, as flyers and performers, for show, for meat production, and in some cases carry messages. The term pigeon is used to name any bird in the pigeon and dove family. The larger birds are called pigeons and the smaller birds are called doves. Pigeons have a plump body, a small head, and short, sturdy leg. Because pigeons have large flight muscles in their breast, they are powerful and can fly at fast speeds. Most pigeons measure from 10 to 15 inches long. However, the smallest of the species grows about 6 inches long and weighs

# Poultry Project

about 1 ounce. The feather colors of pigeons are usually black, blue, brown, white, or gray. Pigeons drink in a way that is very unusual from other poultry birds. They stick their beak in the water and suck the liquid through their beak like a straw. Pigeons communicate through cooing sounds.

# Poultry Project

## Activity Sheet 3 Leader's Key: Name That Bird!



# Poultry Project

## Activity Sheet 3: Name That Bird!

Draw a line from the poultry species name to the correct picture:

Quail

Duck

Chicken

Pheasant

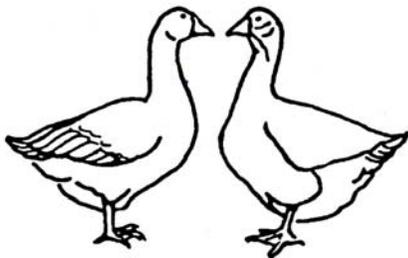
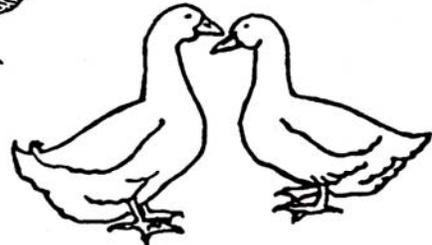
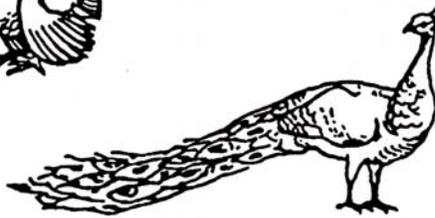
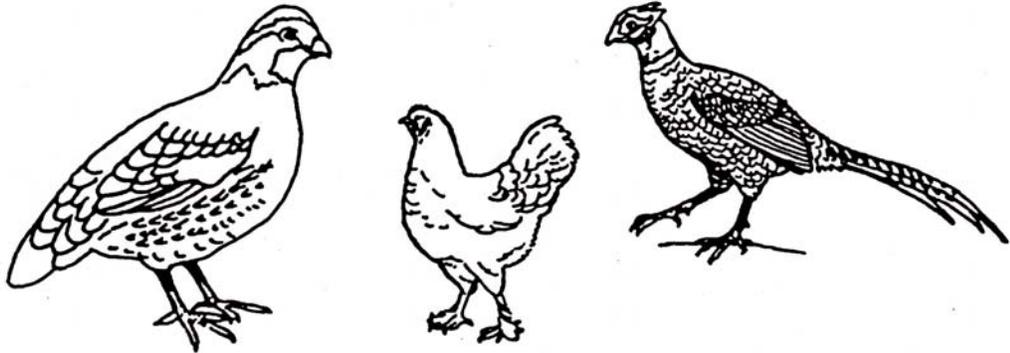
Turkey

Goose

Guinea

Pigeon

Peafowl



# Poultry Project



# Poultry Project

## **Time:**

60 minutes

## **Materials:**

- ✧ Pictures or live birds
- ✧ Note cards with poultry terms
- ✧ Member Handout 2 - Common Poultry Terms

## **Developed by:**

Washington State  
University Cooperative  
Extension

## **Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

## **Lesson 3: Poultry Terms of Different Species**

### **Objectives:**

- ✧ Learning the five common chicken terms
- ✧ Learning the five common turkey, duck, and goose terms
- ✧ Learning the five general terms of various poultry species

### **Directions:**

1. Use the Standard of Perfection if you need terms in addition to those in this lesson.
2. Make up two sets of cards with a term on one side and its definition on the other. Use one set with the terms showing and the other set with the definitions showing. Use terms from this lesson. Give each group of two or three 4-H'ers about 10 terms and definitions to match. Have them check their matching by turning the cards over. Ask each group to discuss one or two terms and tell how they would use the terms in a sentence. After 4-H'ers have completed this activity, use a live bird or picture to point out what the terms describe.
3. At the end give members the Common Poultry Terms Sheet.

### **Leader's Notes:**

Knowing the correct poultry terms is important in poultry projects. The American Standard of Perfection lists the terms used to describe the external (or outside) physical characteristics of poultry. Knowing these terms is essential to the identification and judging of exhibition and production types of poultry, selection and preparing birds for show, giving demonstrations and understanding how judges judge poultry.

### **Chicken Terms**

The **beak** on a chicken is pointed because the chicken is a grain eater. The **comb** is used to identify breeds and varieties.

# Poultry Project

Common comb types are single, rose, and pea. The **earlobes** are patches of smooth skin located below the ears of the bird. Earlobe color is either white or red and is used for breed identification. The **wattles** are fleshy appendages attached to the lower edge of the head. The feathers on the neck of the chicken are **hackles** on the male and the **neck** feathers on the female. The **main tail** feathers arise from the tail head of both male and female chickens. The **sickle** feathers are the long, flowing feathers on the male birds. The **saddle** feathers are those that flow from the back down each side of the bird. The hock is the joint between the drumstick and the leg or **shank**. The **spur** is a bony projection arising from the inside of the bird's legs. The spur is prominent in the male and is used for fighting.

## Turkey Terms

The **snood** of the turkey is similar to the comb of a chicken. It is larger in the tom than hen. It becomes enlarged during the tom's mating ritual. Sometimes it becomes injured when toms fight, which allows disease organisms to enter the bird's body. The **caruncle** is reddish, fleshy material on the naked portions of the head, face, and neck of the turkey and Muscovy duck. It is similar to the wattles on the chicken. The **beard** is a small tuft of long, coarse, black hairs projecting from the upper part of the breast of a tom turkey.

## Duck Terms

The **bill** is the horny formation projecting from the head of waterfowl. It consists of the upper and lower mandibles which form the forward mouth parts. The **bean** is a raised hard, bean-shaped projection on the tip of the bill of waterfowl. Sometimes the bean is removed from ducks to prevent them from seriously harming or killing each other.

## Goose Terms

The head of a goose is different from the head of a duck because of the presence of a **dewlap**. This is a loose fold of skin under the rear of the **bill** that extends along the throat area. Its absence constitutes a disqualification in some breeds of geese such as the African and Toulouse.

# Poultry Project

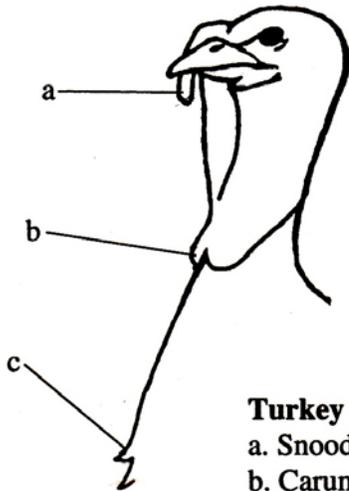
## General Terms

Proper terms for common species of domesticated poultry:

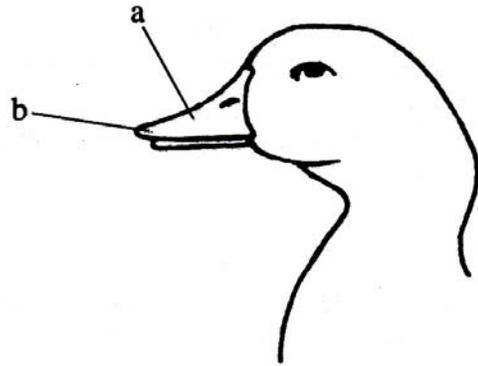
Species	Young of Either Sex	Mature Male	Mature Female
Chicken	Chick	Cockerel or Cock	Pullet or Hen
Duck	Duckling	Drake	Duck
Goose	Gosling	Gander	Goose
Guinea	Keet	Cock	Hen
Peafowl	Chick	Peacock	Peahen
Turkey	Poult	Tom	Hen

# Poultry Project

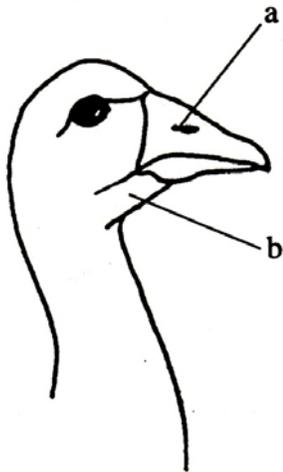
## Member Handout 2: Poultry Terms



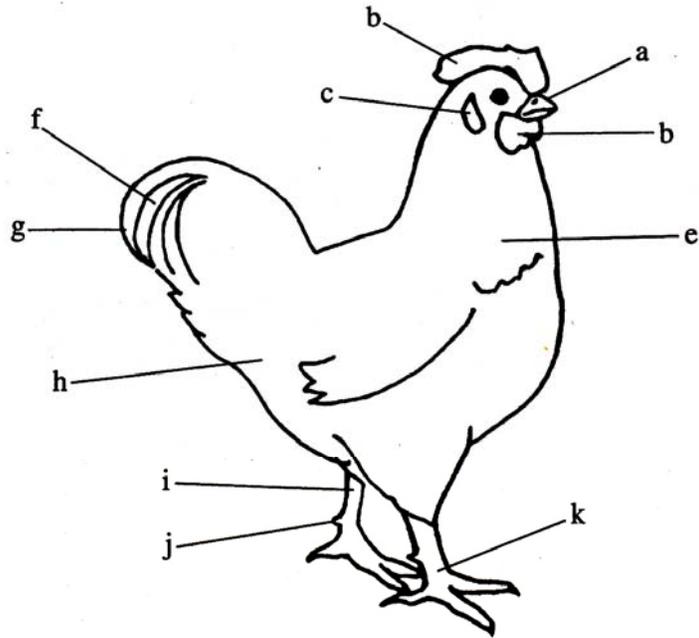
**Turkey**  
 a. Snood  
 b. Caruncle  
 c. Beard (male)



**Duck**  
 a. Bill  
 b. Bean



**Goose**  
 a. Bill  
 b. Dewlap



**Chicken**  
 a. Beak  
 b. Comb  
 c. Earlobe  
 d. Wattle  
 e. Hackle (male)/  
 Neck (female)  
 f. Main tail feathers  
 g. Sickle feathers (male)  
 h. Saddle feathers  
 i. Hock  
 j. Spur  
 k. Shank