

# *Placer County 4-H*



## *Sheep Project Leaders' Guide*

**Sheep lessons developed by North Central Region of the University of California Extension**

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

**Cattle lessons developed by National 4-H Cooperative Curriculum System.**

**Swine lesson developed by National 4-H Cooperative Curriculum System.**

**Horse lesson developed by National 4-H Cooperative Curriculum System.**



University of California Cooperative Extension  
Division of Agriculture and Natural Resources



**ANR NONDISCRIMINATION AND AFFIRMATIVE ACTION POLICY STATEMENT FOR UNIVERSITY OF CALIFORNIA PUBLICATIONS REGARDING PROGRAM PRACTICES - July, 2013**

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 on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), as well as state military and naval service. This policy is intended to be consistent with the provisions of applicable state and federal laws and University policies.

University policy also prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or to any of its programs or activities.

In addition, it is the policy of the University and ANR to undertake affirmative action, consistent with its obligations as a Federal contractor, for minorities and women, for persons with disabilities, and for covered veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with Federal regulations, written affirmative action plans shall be prepared and maintained by each campus of the University, including the Division of Agriculture and Natural Resources. Such plans shall be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated. Inquiries regarding the University's equal employment opportunity policies may be directed to Linda Marie Manton, Affirmative Action Contact, University of California, Davis, Agriculture and Natural Resources, One Shields Avenue, Davis, CA 95616, (530) 752-0495.

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

<b>CHARACTERISTICS</b>	
<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>
<b>IMPLICATIONS FOR PROJECT LEADER</b>	
<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>
<b>SHARE</b>	
<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>

# 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	
<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>
SHARE	
<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	
<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>

## 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>

## SHEEP PROJECT GUIDE

### First Meeting:

- Meetings last about an hour; you will begin to lose your youth if the meeting lasts longer than an hour.
- 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 an animal, and those who do not purchase an animal end up leaving the group or wanting the educational information.
- 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. (This is based upon individual leader, and communication with youth and adults may occur via online.)
- Ask your youth questions about their background and interest with sheep. This will allow for the project leader to tailor the program to the youth.
- Make sure to discuss about market versus breeding animal options, and find the interest in each category from the youth in the project.
- Create a game or fun activity to quiz youth on their existing knowledge of Sheep. Could be a Sheep Jeopardy or fill-in the blank for Sheep Parts.
- Usually have a sheep poster posted.
- Give a list of sheep breeders in the area.

### Overview

- All aspects of the selection process should be understood. (breeds, quality, ownership, age, shearing guidelines)
- Proper facilities should be available.
- Proper diets and nutritional information about feeding sheep should be identified.
- Health is one of the most important aspects of raising breeding sheep.
- All rules should be followed in regards to fitting prior to show.

### Facilities and Equipment:

- A barn or shed where lambs can retreat from cold, wet conditions and a small pen with outside exposure are essential.
- Adequate fencing, a feeder, a water container and an exercise area are required, yet other equipment may be considered optional.

### Feeding/Watering:

- 20 square feet of space for each lamb.
- Outside pen can vary in size.
- Facility needs proper drainage and temperature control measures made.

### Fences:

- Fence height should be at least 42 inches.

### Feeders:

- Self-feeders are usually used in early stages with lambs and should be blocked 8 inches off the ground.
- A trough should be hung at the same height as the top of the shoulder of lamb.
- Movable troughs should be cleaned.
- -It is not required to use a self-feeder.

## SHEEP PROJECT GUIDE (Continued)

### Water and Containers:

- Water troughs should be small so they can be drained and cleaned on a regular basis.
- Water temperature should be regulated during warmer temperatures.
- Clean, fresh water is required on a daily basis to provide the necessary fluids to keep body functioning at optimal levels.

### Tools Needed:

- Stiff brush to clean water troughs;
- Shovel to clean pens;
- Trimming table that measures 45 inches long, 20 inches wide and 18 inches tall;
- Electric clippers;
- 20- and 23-tooth combs with cutters;
- One small wool card or poodle comb;
- Syringes and needles;
- Lamb blankets and/or socks;
- Rope halters;
- Hoof trimmers;
- Hand shears;
- Bolus gun for giving medication;
- Back-pack drench gun;
- Small portable feed troughs.

You may want the following optional equipment if you are exhibiting several lambs at major shows:

- Small animal clippers;
- Hair head for electric clippers;
- Show box to hold equipment;
- Hot air blower or dryer;
- Portable livestock scales;
- Electric water heater;
- Electric sharpener or grinder for combs and cutters;
- Extension cords;
- Muzzles;
- Electric fans.

### Nutrition/Feeding

- Sheep must have basic daily nutritional requirements: Water, Protein, Energy, Minerals, and Vitamins
- After buying sheep, it should be put on growing ration (14-16% protein), proper mineral balance, roughage, and antibiotics if necessary
- Complete feeding program with feeding schedule, exercise program, and observation of growing.
- Observe lamb during feeding to help determine adjustments needed.

### Protein:

- Dietary protein maintains protein in body tissues, provides for carriers of other nutrients, and major components of meat, milk, and fiber.
- Young, fast growing lambs need protein rations of 16 to 18 % protein to allow them to grow and develop their muscle potential.
- Lambs can be fed lower protein diets during the fattening stage and during hotter months. Older lambs can be fattened on rations containing 11 to 12 % protein.

### Carbohydrates and Fats:

- An adequate supply of energy is necessary for efficient nutrient utilization. Grain and protein supplements are high in energy. Hay contains less carbohydrates and fats. In lamb rations, too much energy intake can be just as detrimental as not enough.

## SHEEP PROJECT GUIDE (Continued)

### Nutrition/Feeding (Continued)

#### Minerals:

- Important minerals are salt, calcium, and phosphorus.
- 2.5 parts calcium to 1 part phosphorus.
- Feed rations that contain high levels of phosphorus in relation to calcium may cause urinary calculi, the formation of stones that block the passage of urine. The addition of ammonium chloride at the rate of 10 pounds per ton of feed will prevent urinary calculi.
- Roughages are generally high in calcium and low in phosphorus.
- Grains are generally low in calcium and moderate in phosphorus.
- Most protein supplements are high in phosphorus and moderate in calcium.
- High energy lamb rations usually need calcium supplementation, such as calcium carbonate, to bring the calcium:phosphorus ratio to 2.5:1.

#### Vitamins:

- Vitamins are essential for proper body function, but lambs require very small amounts. Only vitamin A is likely to be deficient.
- If lambs are receiving alfalfa hay or dehydrated alfalfa hay pellets in the ration, then vitamin A deficiency should not be a problem.

### Health

The key to a healthy lamb is the development of a preventive health program. It is a good practice to assume that the lamb you have purchased has had no treatments. Therefore, the health program should include vaccinations or treatments for a number of potential problems.

#### Enterotoxemia:

- One of the main causes of death in club lambs is enterotoxemia, or overeating disease. Symptoms are seldom exhibited. The disease is caused by a clostridial organism normally present in the intestine of most sheep. Lambs that experience abrupt changes to their feeding schedules or that consume large amounts of grain are subject to enterotoxemia. These changes cause the clostridial organism to grow rapidly and produce a powerful toxin that causes death in a few hours. There is a combination vaccine for types C and D enterotoxemia. All club lambs should be vaccinated with the combination vaccine, and a booster vaccine should be administered 2 to 3 weeks later. Additional boosters can be given at 2- to 3-month intervals.

#### Internal parasites

- New lambs should be drenched for internal parasites immediately. A second drenching should follow about 3 weeks later. Consult your veterinarian for recommended practices and information on the most effective drenches.

#### Soremouth

- Soremouth is a contagious disease that causes the formation of scabs on the lips and around the mouths of lambs. It is caused by a virus that can affect humans, so use caution when working with lambs with soremouth. Iodine can be rubbed into lesions after the scabs are removed and this will help dry up the area and reduce the infection.
- Vaccines are available.

#### Tetanus

- Lambs affected with tetanus seldom recover and there is no satisfactory treatment. If tetanus has been a problem in your area, or if you use elastrator bands to dock tails, you should vaccinate for tetanus.
- There are combination vaccines for tetanus and enterotoxemia.

## SHEEP PROJECT GUIDE (Continued)

### Health (Continued)

#### Ringworm:

- Ringworm can become a serious problem because it is contagious and can be transmitted from lamb to lamb, from lamb to human, or from infected equipment to lamb. A good prevention program is necessary. The following products have been used with varying results:
  - Fulvicin® powder — as a bolus or used to top dress feed;
  - Novasan® — 3 ounces per gallon of water sprayed on lambs, equipment and premises;
  - Bleach — 10 percent solution sprayed on lambs, equipment and premises.

#### Rectal Prolapse:

- Rectal prolapse, or protrusion of the rectum, is believed to be inherited. It also is associated with concentrate feeding, short docking of the tail or excessive coughing induced by dusty conditions.
- Prompt treatment by a veterinarian is recommended. If unattended, the prolapsed rectum will become swollen, inflamed and covered with crusted blood, fibrin and feces.

#### Miscellaneous:

- Tail docking, hoof trimming and daily observation are also necessary to a good health management program.
- Hooves need to be trimmed every 4 to 6 weeks. Always trim hooves 1 to 2 weeks before a show.
- Careful daily observation of lambs also is a good preventive measure. Lambs that do not feel well generally do not eat as quickly and may not clean up their feed. It is a good idea to routinely check the manure of the lambs in the pen. Lambs with diarrhea generally have had their feed changed too quickly, have consumed too much high-energy feed, or may have an internal parasite problem.
- Check the lambs to see how they walk and get a good impression of their overall thriftiness. Lambs with their ears hanging down and walking abnormally do not feel well.
- Daily observations also will help you detect lambs suffering from urinary calculi or water belly. An affected animal will stand with its back arched and will strain to pass urine, may kick at its belly and show extreme discomfort. It is normal for most lambs to urinate after they stand up and move about for a few minutes. Watch your lambs closely to make sure they are urinating without problems.
- Heat stress also can be a problem for lambs. Heat stressed lambs tend to stand very straight on their hind legs and appear to have the shakes or tremors in their rear quarters. To reduce stress, shear the lambs and provide a quiet, cool place for rest.

### Fitting and Showing

- Lambs, regardless of breed, should be washed prior to shearing. The only exception to this is when lambs are in long fleece. A clean fleece is easier to shear and extends the life of clipper blades. Any livestock soap or liquid dish washing soap will work extremely well for washing lambs, but be careful to remove all soap when rinsing.
- Wash and shear lambs as close to the show day as possible. Lambs that are sheared frequently have a greater tendency to wrinkle or become loose hided.
- A blow dryer may be used to hasten drying time. A bath towel is adequate for drying short fleeced lambs in warm weather. Lambs that have a tendency to wrinkle should not be dried with a blow dryer.
- Shearing can be done while the lambs' wool is still damp. Clippers will perform better in loose, damp wool. A pair of electric clippers fitted point cutter should be used to ensure smoother, more attractive lambs.
- Lambs should be sheared smooth. While shearing, the clippers should run parallel to the length of the body rather than vertically.
- -Shearing parallel to the length of the body makes lambs appear balanced and longer bodied. Wool below the knees and hocks should not be shorn. This "boot" can be carded out and blended in with hand shears or electric clippers. Leaving the wool on the legs also improves the balance and "eye appeal" of lambs.

## SHEEP PROJECT GUIDE (Continued)

### Fitting and Showing (Continued)

- Small animal clippers may be needed to clip closely around the eyes, ears, or delicate areas.
- Immediately after shearing, cover each lamb with a lamb sock or blanket and hood. A clean, well-bedded pen should be provided to keep lambs clean and dry.

### Preshow Preparation

- The amount of time required to train a lamb for show depends on the lamb, the physical size and experience of the exhibitor, and the intensity of training.
- Some exhibitors spend time training throughout the program, while others start an intensified training program just 2 to 3 weeks before the show.

Halter breaking is an excellent way to begin the gentling process, especially if you have several lambs. --- Lambs should be caught, haltered with a rope halter, and tied to a fence. Do not tie the lambs where they can hurt themselves and do not leave tied lambs unattended. While a lamb is tied, you can place the lamb's feet properly and get it accustomed to setting up.

- After the lamb begins to gentle, you can start teaching it to lead. This is done with one hand under its chin and the other hand on the back of its head. Have someone assist you by patting the lamb on its dock whenever it stops.
- When you are comfortable leading the lamb, you can learn to position your hands in a way that holds the lamb's ears forward. This will give the judge the impression that the lamb is long necked and very stylish. Lead with your arm extended and with your body 1 to 2 feet from the lamb.
- The next step in the training process is to lead the lamb without a halter and properly set it up. Set the hind legs first, then place the front legs, keeping the body and neck straight and the head in a high, proud position with ears up and forward. You should remain standing at all times. Do not squat or kneel.
- After a lamb is trained to lead, set up and remain set up while you move around it, the lamb is ready to be taught to brace or push when pressure is applied to its neck or chest. A lamb must push or brace itself when the judge is handling it. A constant, steady pressure is desirable because it helps the judge better evaluate the lamb. Keep the lamb's front feet on the ground when bracing. A lamb can be taught to brace by backing it off a blocking table or by lightly tapping it on the rear when it moves backward. Do not overpower a lamb when teaching it to brace, or it may develop bad habits such as over driving or kicking its back legs too far back. Be careful and do not practice too much when teaching a lamb how to push.
- After training is complete, you may wish to practice showing the lamb. You can set up your lamb and show it while someone else handles it, making sure the lamb responds. If the lamb responds properly, return it to the pen and do not overwork it. If it fails to respond, more training is necessary.

### Show Ring

- Before the show begins, become familiar with the show ring. When the judging begins, watch the judge if possible and see how he works the lambs in the ring. You will feel more comfortable and confident if you know what the judge expects of you.
- When the appropriate class is called, take your lamb to the show ring. If the ring stewards do not line up the lambs, find a place where your lamb will look its best. Avoid corners of the ring and leave plenty of space between your lamb and others. Set up your lamb, making sure the legs are set properly, and keep the body, neck and head in a straight line. Keep the lamb's head up and alert.
- Do not cover your lamb with your body or block the judge's view of your lamb. Have your lamb bracing when the judge begins to handle it.
- Remember, a constant, steady pressure that keeps the lamb's front feet on the ground is desirable. After the judge handles your lamb, he will usually step back and look at it. Be sure to keep pressure on the lamb and keep its head up and body, neck, and head in a straight line.
- Keep one eye on the judge and one eye on your lamb. It is your responsibility to watch the judge and not miss a decision.

## SHEEP PROJECT GUIDE (Continued)

### Written Guides/Information Sheets

<http://msucares.com/pubs/publications/p2479.pdf>

[http://www.ksre.ksu.edu/bookstore/pubs/S117\\_LEVEL2.pdf](http://www.ksre.ksu.edu/bookstore/pubs/S117_LEVEL2.pdf)

[http://www.ksre.ksu.edu/bookstore/pubs/S117\\_LEVEL3.pdf](http://www.ksre.ksu.edu/bookstore/pubs/S117_LEVEL3.pdf)

[http://www.ksre.ksu.edu/bookstore/pubs/S117\\_LEVEL4.pdf](http://www.ksre.ksu.edu/bookstore/pubs/S117_LEVEL4.pdf)

### Videos

<https://www.youtube.com/watch?v=N7DpPSiAiSU&list=PLY-aHHxCwgqRlvF351iyFe3wAF3he3959>

[https://www.youtube.com/watch?v=XyT9EBZq5\\_0&list=PLY-aHHxCwgqRlvF351iyFe3wAF3he3959](https://www.youtube.com/watch?v=XyT9EBZq5_0&list=PLY-aHHxCwgqRlvF351iyFe3wAF3he3959)

<https://www.youtube.com/watch?v=HFC0anC2eW4&list=PLY-aHHxCwgqRlvF351iyFe3wAF3he3959>

<https://www.youtube.com/watch?v=PF5ImSmbtKc&list=PLY-aHHxCwgqRlvF351iyFe3wAF3he3959>

<https://www.youtube.com/watch?v=6XcjHWWt0jg&list=PLY-aHHxCwgqRlvF351iyFe3wAF3he3959>

[https://www.youtube.com/watch?v=EefEbXh0\\_Oo&list=PLY-aHHxCwgqRlvF351iyFe3wAF3he3959](https://www.youtube.com/watch?v=EefEbXh0_Oo&list=PLY-aHHxCwgqRlvF351iyFe3wAF3he3959)

## **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





# Sheep Project

***Time:***

60 minutes

***Materials:***

- ✧ Pen or pencil
- ✧ Paper for notes
- ✧ Activity Sheet

## Lesson 1: Selecting a lamb

**Objectives:**

- ✧ How to select a lamb
- ✧ Learning what characteristics are important in selection process

**Directions:**

1. Pass out the Crossbred Ewe Lambs Activity Sheet. Discuss the different characteristics that are important when selecting a lamb. Allow youth members to get into groups and work through the activity sheet.
2. If there is extra time, before discussing the activity, go over the parts of a lamb. Youth will need to know this information and always good to practice early. Bring a parts poster to share with youth.
3. After everyone has adequate time to complete the activity. Come back together as a group to discuss the following questions:
  - ✧ Which lamb did you choose? Why?
  - ✧ Why did you pick that lamb?
  - ✧ What information was important in making your decision?
  - ✧ What other information would you like to have had?
  - ✧ Why should you gather and compare information before making a decision?

***Developed by:***

North Central Region of  
University of California  
Extension

***Adapted by:***

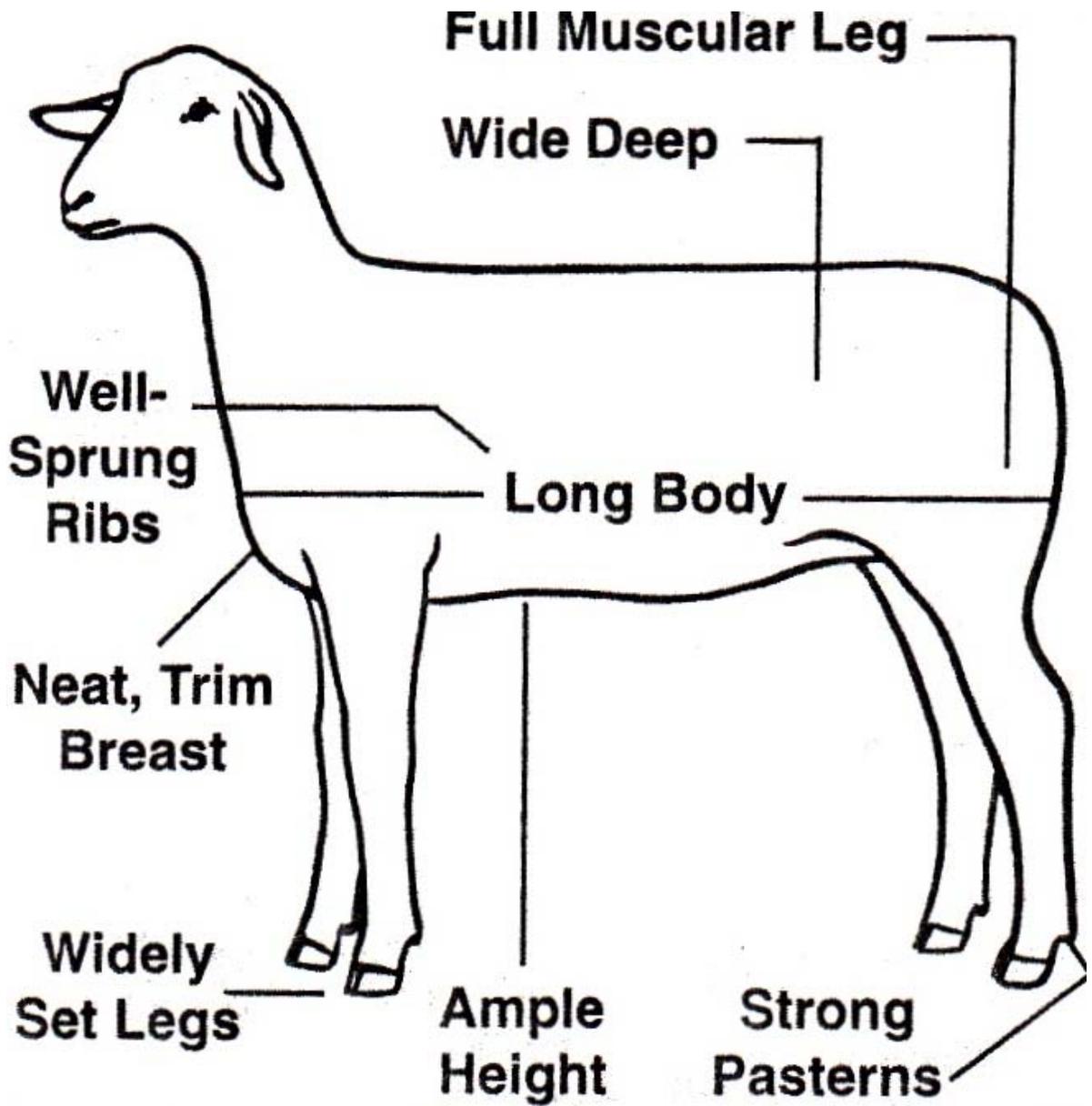
University of California  
Cooperative Extension  
Placer/Nevada

# Sheep Project

## Crossbred Ewe Lambs Activity Sheet:

	Lamb A	Lamb B	Lamb C
<b>Birth date</b>	Jan 2nd	Jan 1st	Jan 15th
<b>Price</b>	\$100	\$85	\$95
<b>Size</b>	Average	Above average	Average
<b>Present health</b>	Excellent	Excellent	Good
<b>Birth type</b>	Single	Twin	Twin
<b>Weaning weight (90 days)</b>	60 lbs.	80 lbs.	65 lbs.
<b>Dam's fleece weight</b>	9 lbs.	7 lbs.	10 lbs.
<b>Sire's body type</b>	Heavy muscled	Tall	Average

# Sheep Project



# Sheep Project

## **Leader's Notes:**

### Ideal Ewe Lamb

The ideal ewe is adequate in size, length and height for its breed and age. It shows plenty of breed type. It has a strong back, straight, level rump and trim middle. Legs are muscular, squarely set with strong pasterns. It is expressively muscled over the back, loin and rump. Young animals should be growth-they should be long, tall and not excessively fat.



# Sheep Project

***Time:***

60 minutes

***Materials:***

- ✧ Pen or pencil
- ✧ Paper for notes
- ✧ Activity sheet

***Developed by:***

North Central Region of  
University of California  
Extension

***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

## Lesson 2: Judging Practice

**Objectives:**

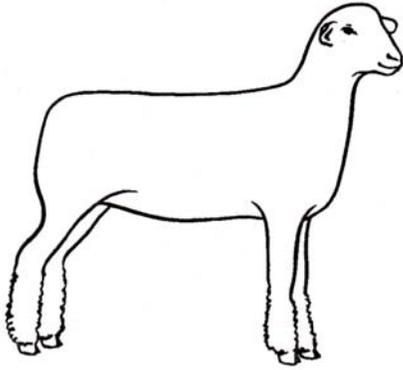
- ✧ Learning how to judge lambs
- ✧ Practicing reasoning with judging lamb terms

**Directions:**

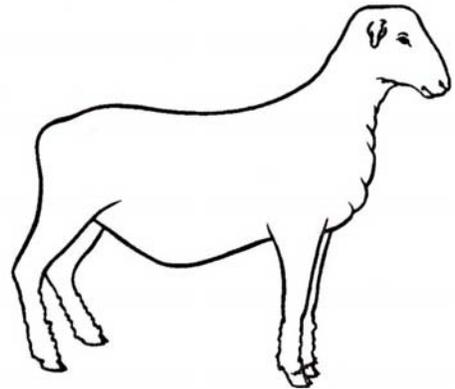
1. As a project leader go over the judging terms, explain each term and either demonstrate on a live lamb or supplement with photographs.
2. Pass out the Judging Activity Sheet, and allow youth members to work together.
3. After the judging activity is complete, have youth get in groups to discuss the following:
  - ✧ What differences did you see between the two sheep?
  - ✧ What judging terms were new to you?
  - ✧ What should anyone who is interested in sheep know what a good one looks like?
4. Then come together to discuss the remaining questions as a large group:
  - ✧ Why is one sheep better than the other?
  - ✧ How did you decide what terms best fit each animal?
  - ✧ What's one thing you can do to make better decisions in the future?

# Sheep Project

**A**



**B**



## My Reasons

I placed \_\_\_\_\_ over \_\_\_\_\_ because \_\_\_\_\_

---

---

---

\_\_\_\_\_ than \_\_\_\_\_

I placed \_\_\_\_\_ second because \_\_\_\_\_

---

---

---

---

---

# Sheep Project

## Leader's Notes:

Judging Terms

**Stronger** topped

**Neater and leaner** in the fore and rear flanks

**Trimmer** through the throat, chest region, along the underline

**Trimmer** in the leg and crotch (twist) areas

**Longer** through the loin

**Longer** from hip to dock

**Fuller and more level** over the dock

**Slimmer, cleaner** neck that blends more gently into the shoulder

**Longer and more level** topline

**Trimmer** middle

**Shorter** general makeup

**Stronger** pasterns

## Sheep Judging Tips

- Look at the side, front and rear views from a distance of 10 to 20 feet
- From the side view observe height, length, balance, strength of back, levelness of rump, trimness of underline, straightness of legs and strength of pasterns, size of loin, style and breed type
- From the front view observe shapeliness of head, sex character, brisket, width of chest and set of front legs
- Check your observations by handling the sheep

# Sheep Project



# Sheep Project

***Time:***

60 minutes

***Materials:***

- ✧ Pen or pencil
- ✧ Sheep Matching Activity

***Developed by:***

North Central Region of  
University of California  
Extension

***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

## Lesson 3: Uses of Sheep (Market)

**Objectives:**

- ✧ Learning the by-products of sheep for human use
- ✧ Learning about external and internal body parts of sheep

**Directions:**

1. Shown are twelve by-products that come from sheep. These by-products are made into many products that people use. Allow youth members to match the manufactured products with the original by-products. Have members put the numbers of the manufactured products under the by-product. Some products may be used more than once. To help youth be more efficient with their matching, as a project leader briefly go over the sheep by-products and explain their function if not self-explanatory. Additionally, real examples to bring for youth to see and handle would be ideal.
2. After youth have had the opportunity to complete the matching activity to the best of their ability have youth break into groups to discuss the following questions among themselves.
  - ✧ What by-product was most surprising to you?
  - ✧ What by-products are most important to the general public?
  - ✧ How many of these by-products do you or your family use?
3. Come back together, and discuss the following as a group
  - ✧ How did you decide the by-product matches?
  - ✧ How do by-products add to the value of a sheep when marketed?

# Sheep Project

## Sheep Matching Activity:

Sheep By-Products	Manufactured Products	
<b>A. Sheep milk</b>	1. Animal feed _____	21. Lubricants _____
<b>B. Sheep pelts (skin with wool)</b>	2. Blood sausage _____	22. Matches _____
<b>C. Hides</b>	3. Buttons _____	23. Margarine _____
<b>D. Fats</b>	4. Candles _____	24. Meat meal _____
<b>E. Variety meats</b>	5. Capsules _____	25. Medicines _____
<b>F. Blood</b>	6. Cheese _____	26. Milk products _____
<b>G. Meat scraps</b>	7. Cheese containers _____	27. Pelts _____
<b>H. Bones</b>	8. Coating for pills _____	28. Photographic film _____
<b>I. Intestines</b>	9. Coats _____	29. Robes _____
<b>J. Glands (Pituitary, Thyroid, Ovary, Pancreas)</b>	10. Crochet needles _____	30. Rugs _____
<b>K. Collagen (Gelatin)</b>	11. Dice _____	31. Sausage containers _____
	12. Diplomas _____	32. Shoe polish _____
	13. Fertilizer _____	33. Slippers _____
	14. Glue _____	34. Soaps _____
	15. Hearts _____	35. Surgical sutures _____
	16. Ice cream making _____	36. Tennis racket strings _____
	17. Kidneys _____	37. Tongue _____
	18. Leather dressing _____	38. Tripe _____
	19. Leather goods _____	39. Violin strings _____
	20. Liver _____	

# Sheep Project

## Sheep Matching Key

Manufactured Products	
1. Animal feed ..... D/F/H	21. Lubricants ..... D
2. Blood sausage ..... F	22. Matches ..... K
3. Buttons..... F/H	23. Margarine ..... D
4. Candles ..... D	24. Meat meal ..... G
5. Capsules ..... K	25. Medicines ..... F/J
6. Cheese ..... A	26. Milk products ..... A
7. Cheese containers ..... I	27. Pelts..... B
8. Coating for pills..... K	28. Photographic film ..... K
9. Coats..... B	29. Robes ..... B
10. Crochet needles ..... H	30. Rugs ..... B
11. Dice..... H	31. Sausage containers ... I
12. Diplomas..... C	32. Shoe polish ..... F
13. Fertilizer.....D/H	33. Slippers ..... B
14. Glue ..... H/K	34. Soaps ..... D
15. Hearts..... E	35. Surgical sutures ..... I
16. Ice cream making..... K	36. Tennis racket strings.. I
17. Kidneys ..... E	37. Tongue ..... E
18. Leather dressing..... D	38. Tripe ..... E
19. Leather goods ..... C	39. Violin strings ..... I
20. Liver ..... E	

# Sheep Project



# Sheep Project

***Time:***

60 minutes

***Materials:***

- ✧ Pen or pencil
- ✧ Paper for notes
- ✧ Sheep Examination Chart

***Developed by:***

North Central Region of  
University of California  
Extension

***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

## Lesson 4: Health of a Sheep

**Objectives:**

- ✧ Determining the health of a sheep
- ✧ Learning how to chart health records

**Directions:**

1. As a project leader go over the Sheep Examination Chart. Inform members how to fill in the chart and the characteristics they will be gaining data on. Preferably, several sheep will be available during the project meeting for observation. If not, allow members to observe other sheep and report back at the next meeting.
2. Additionally, make sure to go over common diseases or other health issues that arise in sheep. Youth members need to be able to identify illness, but also how to treat illness once identified.
3. Allow youth to observe sheep and fill in chart.
4. After everyone has had time to ask questions, observe, and fill in data on their chart bring everyone back together to discuss the following:
  - ✧ What did you find when you examined the sheep?
  - ✧ What did you learn about sheep that you didn't know before?
  - ✧ What happens if you ignore signs of illness in your sheep flock?

\*This lesson make be a longer project meeting or can be broken up into two meetings.

# Sheep Project

Carefully examine a healthy sheep, record what you observe on the examination chart, and then describe what you think a sick sheep might look like for each category.

Sheep Examination Chart		
Sheep Identification _____ Date Born _____ Breed _____		
Age _____ Weight _____ Weight/Days Old _____ Single _____ Twin _____ Triplet _____		
General State of Health Excellent _____ Good _____ Poor _____		
General Condition	Healthy Sheep	Sick Sheep
Teeth		
Jaw		
Eyes		
Feet		
Body condition		
Udder		
Breathing		
Respiration rate		
Heart rate		
Body temperature		
Skin color		
Fleece		
Manure		
External parasites		
Management Practices (check if done)		
_____ Tail docked      _____ Castrated if male		
_____ Dewormed      _____ Vaccinated for enterotoxemia		



# Sheep Project

## ***Time:***

60 minutes

## ***Materials:***

- ✧ Pen or pencil
- ✧ Paper for notes
- ✧ Round curry comb, wool hand card, hand shears, detergent

## **Lesson 5: Fitting Sheep for Show**

### **Objectives:**

- ✧ Learning how to fit sheep for show
- ✧ Learning how to communicate as you demonstrate skills

### **Directions:**

A lamb or ewe that looks dark and dirty can be changed into a beautiful animal with a little soap and water, careful shearing, carding and clipping.

1. This activity can be done without sheep, but is suggested to do with demonstration sheep. If you do have sheep, as a project leader prepare and present on how to wash and trim sheep. Bring the necessary tools and allow youth members to look at each tool, then demonstrate how to properly use that tool on the sheep for washing or trimming.
2. If you don't have sheep, demonstrate the proper use of a round curry comb, wool hand card, and hand shears for youth members.
3. At the end, bring youth members together to discuss the question below:
  - ✧ What are some things you know about sheep you could teach others by giving a presentation?

## ***Developed by:***

North Central Region of  
University of California  
Extension

University of California  
Cooperative Extension  
Placer/Nevada

# Sheep Project

## Leaders Notes:

### Sheep Fitting Hints

- ✧ Shear market lambs within two weeks of the show. Shear dock, head and belly again just before showing
- ✧ Shear medium wool breeding ewes six to ten weeks before the show
- ✧ Shear breeding sheep of fine wool breeds three to four months before showing
- ✧ Wash medium wool breeds with a mild detergent two to three weeks before showing and keep clean by providing bedding and blankets
- ✧ Use a sharp shears, a #2 or #3 wool card, a circular curry comb, a stiff brush, clean rags, stock dip or detergent, a water pail and fitting stand
- ✧ Dampen the fleece with water (mild milk oil sheep dip or detergent can be added)
- ✧ Comb the entire fleece with a circular curry comb to break up the fleece
- ✧ Trim the ends until you have a smooth surface
- ✧ Use the wool card to straighten the fibers and bring them together
- ✧ Trim the ends with the shears being careful to clip with only the upper blade and keeping the lower blade still
- ✧ Repeat the carding and trimming until the sheep's fleece is smooth and compact
- ✧ Place a clean blanket on the sheep



# Sheep Project

***Time:***

60 minutes

***Materials:***

- ✧ Pen or pencil
- ✧ Good/Bad Showmanship Activity Sheet
- ✧ Sheep Showmanship Score Card
- ✧ Sheep

***Developed by:***

North Central region of  
University of California  
Extension

***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

## Lesson 6: Showing a Sheep

**Objectives:**

- ✧ Practice showing sheep

**Directions:**

1. Provide youth members with a copy of the Sheep Showmanship Score Card. Allow youth members to partner and come up with five examples of poor showmanship as well as five examples of good showmanship. At this point, youth should know the process of showing and are practicing mastering showmanship.
2. Once youth members have completed their examples, have youth partner up and show their sheep to one another. As the project leader, go around and constructively make comments to youth as they are showing their sheep.
3. After everyone is able to practice showing. Have everyone come back together and discuss the following questions as a group:
  - ✧ How did it feel to show a sheep?
  - ✧ What challenges did you have while showing your sheep?
  - ✧ What's most important about showing a sheep?

# Sheep Project

## Bad and Good Showmanship Examples:

### Bad Showmanship Examples

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Good Showmanship Examples

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Sheep Project

## Sheep Showmanship Score Card

<b>Exhibitor Appearance and Merits</b>	<b>20</b>
<ul style="list-style-type: none"><li>• Appearance (10)<ul style="list-style-type: none"><li>• Well groomed</li><li>• Clothes neat and clean</li></ul></li><li>• Merits (10)<ul style="list-style-type: none"><li>• Brings sheep promptly into ring</li><li>• Works quickly but not abruptly</li><li>• Keeps attention on sheep and judge</li><li>• Quickly corrects faults of sheep</li><li>• Shows animal, not self</li><li>• Gives prompt answers to questions</li><li>• Displays courteous sportsmanlike attitude</li></ul></li></ul>	
<b>Sheep's Appearance</b>	<b>40</b>
<ul style="list-style-type: none"><li>• Cleanliness (15)<ul style="list-style-type: none"><li>• Wool clean and free of foreign matter</li><li>• Head, flanks and legs clean</li><li>• Clean ears, nose, and feet</li></ul></li><li>• Fitting (25)<ul style="list-style-type: none"><li>• Market lamb fleece <math>\frac{1}{2}</math> to <math>\frac{3}{4}</math> inch</li><li>• Breeding ewe fleece <math>\frac{3}{8}</math> to <math>\frac{3}{4}</math> inch maximum for meat breeds</li><li>• Feet trimmed</li></ul></li></ul>	
<b>Showing Lamb</b>	<b>40</b>
<ul style="list-style-type: none"><li>• Posing and Changing Positions (30)<ul style="list-style-type: none"><li>• Sheep posed at all times</li><li>• Responds to handling and under control</li><li>• Shown from front when judge views from rear or left side; otherwise shown from left side only</li><li>• Shown from a standing or a bent knee position</li><li>• Led from left side with left hand under jaw and right hand behind head</li><li>• Braced by extending fingers and applying slight pressure to muscles on side of neck or jaw</li></ul></li><li>• Cooperation with Judge (10)<ul style="list-style-type: none"><li>• Keeps body from obstructing view of own sheep and others'</li><li>• Shows awareness of judge's position and hand signals</li><li>• Moves sheep upon direction of judge</li></ul></li></ul>	

# Sheep Project