

# *Placer County 4-H*



## *Goat Project Leaders' Guide*

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

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

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

<b>CHARACTERISTICS</b>	
<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>
<b>EXPERIENCE</b>	
<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>
<b>SHARE</b>	
<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

<b>EXPERIENCE</b>	
<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>
<b>SHARE</b>	
<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>
<b>PROCESS</b>	
<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>



## GOAT PROJECT GUIDE

### First Meeting

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Meetings last about an hour; you will begin to lose your youth if the meeting lasts longer than an hour.</li> <li>• Project leader discusses their background and interest in being a leader for this project.</li> <li>• Does not require an animal to be in the group. Typically, youth who want to stay end up getting a animal, and those who do not purchase an animal end up leaving the group.</li> <li>• Some members want to learn about goats without owning one, and that is okay.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask your youth questions about their background and interest with goats. This will allow for the project leader to tailor the program to the youth's interests.</li> <li>• Make sure to discuss the different options available to youth in goats.</li> <li>• Use a created sheet of the different parts for goats 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 with goats.</li> <li>• Usually have a goat poster posted.</li> <li>• Give a list of goat breeders in the area.</li> </ul> |
|---|--|

### Housing

- Review the different types of housing.
- Bring examples of supplies where applicable.
- Goats need some sort of shelter and area that is dry. They do not like the wet and bedding will need to be changed.

### Feeding/Watering

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Bring different samples of containers and food, and review the different options with the youth.</li> <li>• Review feeding grain and the frequency options.</li> <li>• Review available goat feed as well as pasturing.</li> <li>• Remind youth that goats will not drink cold water. In the colder months, the goat water must be heated to maintain a lukewarm temperature.</li> </ul> | <ul style="list-style-type: none"> <li>• Review acceptable or dangerous plants around the house/property that goats may consume.<br/>Dangerous Plants:             <ul style="list-style-type: none"> <li>• Plants with bulbs should be avoided</li> <li>• Oak Trees</li> <li>• Tomatoes</li> </ul> </li> </ul> |
|---|---|

### Disease

- Review rumen action with goats.
- Discuss Coccidiosis:
  - ◇ Examine feces to determine if goat is ill.
  - ◇ Specific goat feed will prevent this disease.
  - ◇ Can cause death if not treated and allowed to continue.

### Vaccinations:

- Review what the vaccination acronyms mean.
  - ◇ Enterotoxemia, Tetnus, and Worms shot can be given once a year
  - ◇ Selenium shot (optional)
    - Helps with growth
    - If given too much, may cause toxic poisoning
    - Selenium is also found in goat feed but usually not enough
  - ◇ Shots are placed under the left shoulder
    - Creates a bump
    - Illustrate how to give a shot in the skin or in the inner muscle

## GOAT PROJECT GUIDE (Continued)

### Grooming

- Goats need to have hoofs trimmed every two months or as needed.
- Goats should be bathed and brushed before showing.
- Review hoof trimming and correct equipment needed.
- Demonstrate on goat

### Disqualifications

- Review the National Goat Association Standards
- Review Fair Standards, if there are any differences that come up based on the breed being shown.

### Showmanship

- Distribute sheet to youth regarding walking pattern when showing.
- Practice patterns and changing of lines.
- Review animal tattooing; however, many goats are micro-chipped. Remember to discuss how to get a goat micro-chipped.
- Review the registration for the fair and how to register a goat.
- 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.
- Spend the last two meetings focused on showmanship, and in particular helping youth make sure their entry form is accurate.

### Additional Information

- Review over kidding with youth.
- Have youth create poster projects/presentations on select topics about goats, allows for information to be shared amongst youth. These projects/presentation may also be used, with pre-approval from the Project Leader, for a meeting make-up.
- Refer youth to several National Goat Association shows throughout Northern California that youth may attend. These meetings may be used as make-up project meetings.

### Written Guides/Information Sheets

#### Meat

[http://www.cals.ncsu.edu/an\\_sci/extension/animal/4hyouth/AS34060-meatgoatguide.pdf](http://www.cals.ncsu.edu/an_sci/extension/animal/4hyouth/AS34060-meatgoatguide.pdf)

<http://animalscience.psu.edu/files/pdf/4hmarketgoat.pdf>

#### Dairy

<http://cemadera.ucanr.edu/files/45157.pdf>

[http://extension.unh.edu/resources/files/Resource002492\\_Rep3662.pdf](http://extension.unh.edu/resources/files/Resource002492_Rep3662.pdf)

#### Videos

<https://www.youtube.com/watch?v=40kp26ITVY0&list=PLY-aHHxCwgqShS1gDpofjJMpC7B1SmOF0>

<https://www.youtube.com/watch?v=-doq4BJiHs&list=PLY-aHHxCwgqShS1gDpofjJMpC7B1SmOF0>

<https://www.youtube.com/watch?v=Pj6E9U9QORo&list=PLY-aHHxCwgqShS1gDpofjJMpC7B1SmOF0>

## **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





# Goat Project

***Time:***

60 minutes

***Materials:***

- ✧ Pen or pencil
- ✧ Goat Activity Sheet

## Lesson 1: Introduction to Goats

**Objectives:**

- ✧ Gathering information about goats
- ✧ Learning general characteristics to goats

**Directions:**

1. This is an introductory lesson to get youth members familiar with goats, if they do not have previous knowledge already, and to test where youth are in their knowledge of goats.
2. Hand out the Goat Activity Sheet, and allow youth members to work together if they want to.
3. After youth have had the opportunity to complete activity bring everyone back together. If there is extra time, share images or samples of feed, bedding, and products from goats. Allow youth to handle the images or samples and ask questions. Also, as a project leader, go over the different options open to youth in the goat project.
4. From here, transition into discussing several questions as a group related to the activity:
  - ✧ What do you know about goats?
  - ✧ What's most important to you about raising goats?

***Developed by:***

University of Minnesota,  
4-H Animal Science  
Project Meeting

***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

# Goat Project

## Goat Activity:

Famous Goats in Stories or Real Life

---

---

---

Goat Breeds

---

---

---

Products from Goats

---

---

---

What Goats Eat

---

---

---

Fitting, Kidding and General Supplies Needed

---

---

---

Diseases Goats Get

---

---

---

# Goat Project

## Match UP!

- |           |   |  |
|-----------|---|--|
| _____ 1.  | How often is a dairy goat milked?         | A. A small shed or barn                        |
| _____ 2.  | What kind of grain does a goat eat?       | B. Farmers or feed mill                        |
| _____ 3.  | What kind of housing does a goat need?    | C. Electric fence or woven wire<br>4' high     |
| _____ 4.  | How is goat milk used?                    | D. Clean dry straw                             |
| _____ 5.  | Grain is available from...                | E. Good quality hay and grass                  |
| _____ 6.  | What do goats sleep on?                   | F. Twice a day (every 12 hours)                |
| _____ 7.  | How would you keep a goat fenced in?      | G. Veterinarian                                |
| _____ 8.  | A goat eats grain and ...                 | H. Drink it, sell it, or make cheese or butter |
| _____ 9.  | Who would you call when a goat gets sick? | I. From a respected breeder                    |
| _____ 10. | Where do you buy a goat?                  | J. 16% protein dairy feed                      |



# Goat Project

## Leaders Notes

The goat project includes three kinds of projects:

1. Meat or market goats grown for consumption
2. Dairy goats raised for milk production
3. Fiber goats raised for mohair or cashmere



# Goat Project

## ***Time:***

60 minutes

## ***Materials:***

- ✧ Pen or pencil
- ✧ Goat Parts Activity
- ✧ Goat Parts Checklist
- ✧ Poster of Goat Body (laminated)
- ✧ Markers
- ✧ Demonstration Goat (if possible)

## ***Developed by:***

University of Minnesota,  
4-H Animal Science  
Project Meeting

## ***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

## **Lesson 2: Name That Part**

### **Objectives:**

- ✧ Learning and labeling different parts to a goat
- ✧ Working in a team to learn goat information

### **Directions:**

1. Pass out the Goat Parts Sheet. Allow youth to work by themselves or with others, whatever makes them feel more content and comfortable. Give youth time to think about all the goat parts they know and write them down on the corresponding sheet.
2. After youth feel comfortable with listing all they know. Have youth get into groups, and hand each group a dry-eraser marker. Have several poster-sized goat body outlines prepared that are laminated and give to each group. Please contact the 4-H Office for getting assistance in creating goat body posters if needed.
3. After all supplies are distributed, allow the groups to write down all the parts they know. Give as little or as much time as needed. Then come back together as a group. As a project leader, go through the main parts on the poster. First asking for youth suggestions, and making corrections where needed. Allow time for youth to correct their poster board as there is correction.
4. Return all the supplies, and if time permits have a live goat that the body parts can be pointed out on. Allow youth to ask questions.
5. Hand out the goat parts checklist for youth to keep and have for future reference.
6. Any time remaining facilitate discussion with the below questions:
  - ✧ What parts did you know already?
  - ✧ Why is it important to know the names of parts?



# Goat Project

## Goat Parts List - From Toe to Tail

There are a lot of terms here, don't feel bad if it takes you several years to learn all of them!

Neck	Eye	Tail	Cannon bone	<b>Bucks</b>	<b>Does</b>
Point of shoulder	Sole	Thurl	Wattle	Scrotum	Milk vein
Ear	Muzzle	Hip	Forearm	Testicle	Udder
Heart girth	Heel	Rump	Hock	Prepuce	Teat
Poll or crown	Jaw	Twist	Coronary band	Penis	Orifice
Brisket of breast	Dewclaw	Back	Saddle	Sheath	Floor of udder
Chest floor	Throat	Loin	Flank		Fore udder attachment
Barrel	Hoof	Chine	Shank		Fore udder
Forehead	Dewlap	Rib	Pelvic girdle		Medial suspensory ligament
Point of elbow	Pastern	Crop	Ear canal		Rear udder attachment
Bridge of nose	Fetlock	Withers	Anus		Escutcheon
Knee	Thigh	Shoulder blade	Scent glands		Vulva
Nostril	Pin bone	Stifle	Eyelid		Side udder attachment
Toe	Tail head	Horn			Rear Udder

# Goat Project



# Goat Project

**Time:**

60 minutes

**Materials:**

- ✧ Pen or pencil
- ✧ Meat/Dairy Differences Chart
- ✧ Images/ Photographs of Meat and Dairy Goats
- ✧ Demonstration Goats (if possible)

**Developed by:**

University of Minnesota,  
4-H Animal Science  
Project Meeting

**Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

## Lesson 3: Meat or Milk?

**Objectives:**

- ✧ Learning the distinctions and different characteristics between Meat and Dairy Goats
- ✧ Learning the functions of the differences between Meat and Dairy Goats

**Directions:**

1. Hand out the images/photographs and differences chart to youth members. Allow time for youth members to examine the photographs and fill in the corresponding chart. If able having meat and dairy goats present would be ideal for allowing youth to examine and observe the goats first hand.
2. After everyone has finished charting the goat differences. Come back together, and as the project leader go through each characteristic either with the aid of live goats or photographs, denoting if it is meat or dairy and why.
3. As a group then discuss the following:
  - ✧ How did you decide what type (meat or milk) each goat were?
  - ✧ How can looking at a goat's body help you determine the use for which it is best suited?
  - ✧ Which goat would be better for meat? Why?

# Goat Project

## Goat Differences Chart

Make a check mark in the box below the name of the goat that the description fits best.

	Goat A	Goat B
A. This goat carries more muscle than the other goat		
B. This goat has a longer, leaner neck blending more smoothly into shoulder		
C. This goat is wider in the chest and thicker in forearms		
D. This goat has sharper withers		
E. This goat has a leaner rear leg and higher, wider escutcheon		
F. This goat has a deeper twist		
G. This goat shows a longer, thicker loin		
H. This goat is leaner over pins and hips, exhibiting more dairy character		



# Goat Project

**Goat A**



**Goat B**



# Goat Project

## Leaders Notes:

When you start looking for a meat goat project animal, you will notice that there are different breeds and body types to choose from. Most goats have either meat or dairy character. You need to be able to tell if the goat you select for your project has good meat traits or good dairy character.

A goat with good dairy character will have little extra flesh and muscle on it. It will look like it uses the food it eats to make milk. Its withers will appear sharp. Its hooks and pins will be bony and prominent.

A goat that is good for meat is different. It puts its food into building muscle. It has more muscle running along its backbone. This makes its withers, loin, and rump look full and round. Its forearms and hindquarters look very thick and powerful.

At a goat show the judge looks at each goat closely to observe its conformation. Conformation is the body's structure. The judge observes how a goat's body is put together and how much muscle there is. The judge then compares goat out loud to tell the audience the reasons why each goat received its class placing. These reasons are called oral reasons. Oral reasons describe how the conformation differs between each goat and help us understand a judge's decisions.



# Goat Project

## ***Time:***

60 minutes

## ***Materials:***

- ✧ Checking your Pygmy Goat form
- ✧ Pen or pencil
- ✧ Poster with Goat health signs
- ✧ Pictures of Goats that are healthy and unhealthy
- ✧ Live Goat (if possible)

## ***Developed by:***

University of Minnesota,  
4-H Animal Science  
Project Meeting

## ***Adapted by:***

University of California  
Cooperative Extension  
Placer/Nevada

## **Lesson 4: Examining A Healthy Goat**

### **Objectives:**

- ✧ Learning how to assess the health of a goat
- ✧ Assisting youth in knowing how to select a healthy goat for their project

### **Directions:**

1. Go over the signs of a healthy goat with youth.
2. Then have members break into groups. Allow groups to go through the pictures of a healthy and an unhealthy goat. Allow time for members to examine the photos, and fill in the corresponding "Checking your Goat" form.
3. After there has been adequate time for groups to examine all the photos, have a sharing session with everyone. Have groups share their opinions on the following questions:
  - ✧ What did you learn by observing a goat?
  - ✧ How can you use the information you gathered?
  - ✧ What would happen if you didn't recognize or you ignored signs of illness in a goat herd?
  - ✧ How does observing and keeping records help you learn?

# Goat Project

## Leader's Notes:

Healthy Signs:	Sick Signs:
<b>Respiration:</b> 15-30 breaths per minute	
<b>Pulse rate:</b> 60-80 beats per minute	Out of range
<b>Body temperature:</b> between 102.5 F and 104 F	Out of range
Behavior normal	Behavior changed
Bright looking and alert	
Nose and mouth clean	
Ears normal	Ears drooping
Coat healthy sheen	Coat dull, hair falling out
Coat smooth	Signs of skin irritation
Skin supple	Skin tight
Suitably covered with flesh	Too fat or too thin
Feces normal pellets	Feces lumpy, runny, mucus-covered
Appetite good	Off feed
Clean legs	Swollen/hot joints
Well-shaped feet and hooves	Misshapen feet, signs of rot

# Goat Project

## Checking your Goat:

Item to Examine:	Observations of a healthy goat	Symptoms of a sick goat
General Condition		
Eyes		
Ears		
Breathing Rate (if applicable)		
Heart Rate (if applicable)		
Temperature (if applicable)		
Skin		
Manure		
Teeth		
Hooves		
Eating (if applicable)		
Drinking (if applicable)		
Body Discharges		

# Goat Project



# Goat Project

## **Time:**

60 minutes

## **Materials:**

- ✧ Blank 8.5"x11" paper or larger
- ✧ Pencils
- ✧ Felt tip markers
- ✧ Crayons
- ✧ Yarn
- ✧ Colored construction paper
- ✧ Tape

## **Developed by:**

University of Minnesota,  
4-H Animal Science  
Project Meeting

## **Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

## Lesson 5: Goat Digestive System

### Objectives:

- ✧ Learning to work as a team
- ✧ Learning about goat's digestive track, and the differences found between male and female Goats

### Directions:

1. Create member teams and distribute the materials to each team. Ask each team to outline a goat on the blank paper, and then draw as complete a goat's digestive system as they can. Allow as much time as needed to label the parts they know, then have each team describe its drawing. Have the teams compare their drawings. Develop the experience further with questions about the role each digestive system part plays.
2. Have members share, in their teams, the following questions:
  - ✧ What did you learn about how food moves through the digestive system, and how is it turned into energy and bulk?
  - ✧ Why is it important to learn about a goat's digestive system, especially in male goats?
  - ✧ Why is it important to learn about the different functions in the goat digestive track?
  - ✧ How did you feel about the digestive system your team drew?
3. If there is more time remaining, go over the proper terms and definitions for the digestive track, and how food moves through it. To expand this topic further, review the differences in the urinary track systems between males and females. Males have a distinct kink in their urinary track which can cause health problems if not monitored.



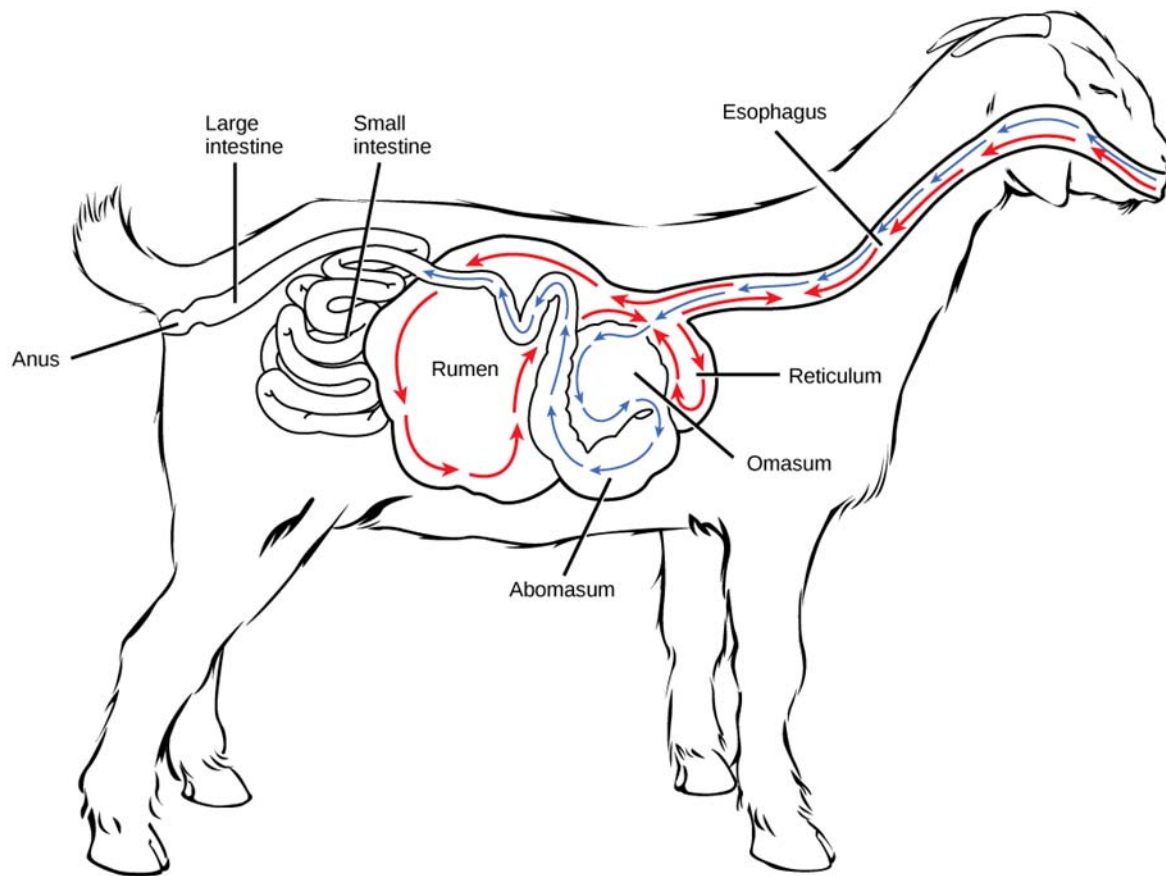
# Goat Project

## Leader Notes:

The function that each part of a goat's digestive system serves:

- ✧ Mouth - The teeth break the food into small particles, and an enzyme begins the carbohydrate digestion process.
- ✧ Esophagus - Muscle contractions move the food from the mouth into the stomach.
- ✧ Compound Stomach:
  - ✧ Rumen and Reticulum - A huge holding vat where food is stored for several hours, and where it is agitated, fermented, and digested by bacteria and protozoa.
  - ✧ Omasum - Guides food and squeezes water out of the food.
  - ✧ Abomasum - Called the "true stomach," it is the only compartment where digestive juices are produced. Works similar to the stomach in the pig.
  - ✧ Cecum - Contains microorganisms that further digest the fibrous food particles.
- ✧ Small Intestine - In this very complex, long tube, composed of duodenum and ileum, where digestion and absorption continue. More nutrients are absorbed here than anywhere else in the digestive track.
- ✧ Large Intestine - Its main function is to absorb water. It also adds mucous material to the remaining food to aid in movement of food through the tract.

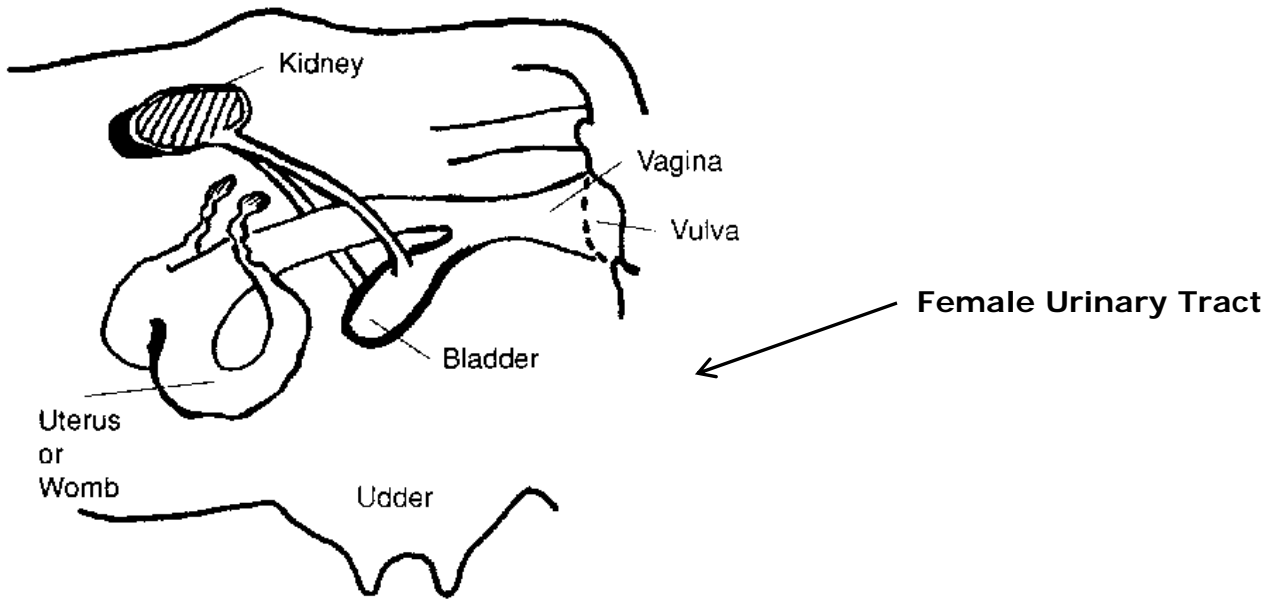
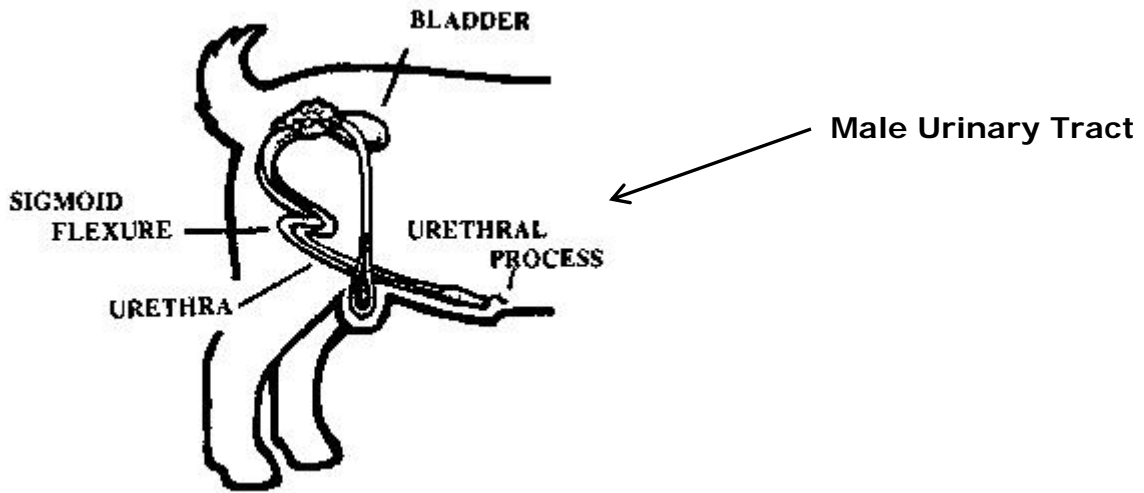
# Goat Project



Note that a larger goat digestive track is illustrated above, but applicable to a Goat; however, for the Goat the arrangement will be more compact.

# Goat Project

Goat Urinary Tract:





# Goat Project

**Time:**

60 minutes

**Materials:**

- ✧ Pen or pencil
- ✧ Goat Showmanship Guidelines
- ✧ Goat poster

## Lesson 6: Showmanship Practice

**Objectives:**

- ✧ Practicing Goat showmanship

**Directions:**

1. Organize members into teams of two. Allow members time to get organized and prepared. When both team members are ready to show what they have learned, as the project leader, observe each team member take turns showing and judging one another.
2. Refer to the Pigmy Goat Showmanship Guidelines, included, during the activity. Make sure there are additional copies for members.
3. After the members have had the opportunity to participate in the showing and judging exercises have all the youth com back together. Review the following questions as a group:
  - ✧ What did you do to show your goat to his/her best advantage?
  - ✧ What is it like to play judge? What was it like to be judged by your friend?
  - ✧ How is preparing your animal for showmanship like getting ready to play in a soccer game or other sporting event?
  - ✧ Why is it important to pay attention to the little things when preparing your goat for a show?

**Developed by:**

University of Minnesota,  
4-H Animal Science  
Project Meeting

**Adapted by:**

University of California  
Cooperative Extension  
Placer/Nevada

# Goat Project

## Showmanship Guidelines:

### Exhibitor's Appearance: 10 Points

- ✧ Neat and Clean
- ✧ Appropriately dressed

### Goat's Appearance: 40 Points

- ✧ Normal growth neither too thin or too fat - **10 points**
- ✧ Hair clean and properly groomed, hooves trimmed and goat neatly disbudded if animal not naturally hornless - **10 points**
- ✧ Entire body clipped with neatly trimmed tail and ears - **10 points**
- ✧ Entire body free from stains as possible with special attention to legs, feet, tail area, nose and ears - **10 points**

### Showing the Goat: 50 Points

- ✧ Leading the goat slowly and gracefully around the ring in a clockwise direction, holding the goat's head high. The goat should lead readily and respond quickly.
- ✧ Walk forward on the left side of the goat.
- ✧ Hold collar or small linked neck chain with right hand. Line up with plenty of space between your goat and the next one.
- ✧ Set up goat with front feet directly under shoulder. Position the end of the goat nearest the judge (head or rear) first.
- ✧ Squat or stand next to the goat. Keep the goat between you and the judge at all times. Lead from the side away from the judge. Change placing, by leading the goat forward out of the lineup to the place directed. Then walk through the lineup to the back area, gracefully make a "U" turn toward the line-up and move into the new position.
- ✧ Answer the judge's questions about the goat score card, parts of the animal, information about goats in general and your goat in particular.

### Total Points: 100 Points