



National 4-H Curriculum
BU-06366

Poultry Helper's Guide



Poultry Group Activity Guide

Name _____

County _____



Welcome to the 4-H "Skills for Life" Poultry series. This set of four activity guides has been developed to provide you and the youth you support with ideas and activities to expand the poultry project. As a helper, you are a key person in making the youths' experiences both fun and educational. How you choose to be involved will often determine the success the youth have developing important life skills while learning about poultry. The youths' interest in poultry is the vehicle leading to life skill development.

Poultry Project Outcomes

Through participation in this curriculum youth will:

- Practice the life skills of
 - decision making
 - communicating with others
 - leading self and others
 - planning and organizing
 - learning to learn
- Identify and select quality poultry
- Demonstrate good poultry management and health practices
- Develop poultry fitting and showing skills
- Improve their poultry consumer skills
- Promote poultry products and the poultry industry

Your Role

- Become familiar with the materials in this series
- Support the youth in his/her efforts to set goals and complete each of the three Poultry Achievement Programs
- Serve as a resource person to help connect youth with the community, resource materials and others knowledgeable about poultry
- Provide a safe, supportive environment
- Guide, encourage and reward progress
- Evaluate to what extent the youth outcomes are achieved (see page 35)

The Poultry "Skills for Life" Series

Poultry 1 – Scratching the Surface BU-06363

Poultry 2 – Testing Your Wings BU-06364

Poultry 3 – Flocking Together BU-06365

Poultry Helper's Guide BU-06366

Youth Activity Guides

Each of the three youth activity guides is designed to be developmentally appropriate for grades 2–4, 5–7, 6–9 respectively, but may be used by youth in any grade based on their project skills and expertise.

The three Achievement Programs for youth to complete with your support are an important part of each guide. By striving to complete the programs, youth will be encouraged to learn more about poultry and the poultry industry while practicing and developing important life skills.

Poultry Helper's Guide

The fourth piece in the series is written to assist you in your helper role with individual youth as well as work effectively with groups of youth interested in the poultry project. The learn-by-doing activities, as well as most activities in the youth guides, can also be adapted to the family, the classroom or other groups. In this guide, you'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, project meeting ideas as well as answers to many of the activities in the youth guides. The activities in this guide will help you help youth:

- Plan the poultry project year
- Conduct a poultry quiz bowl
- Plan a poultry fun day
- Participate in a poultry skillathon
- Give presentations
- Talk the language of poultry enthusiasts
- Play poultry pyramid
- Experience B-I-R-D-S Bingo
- Explore animal welfare issues
- Hatch chicks
- Have fun keeping records
- Identify and classify feed ingredients
- Study embryo development
- Grade eggs

Acknowledgements

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*Have fun and
thank you for
volunteering
to work with
youth!*



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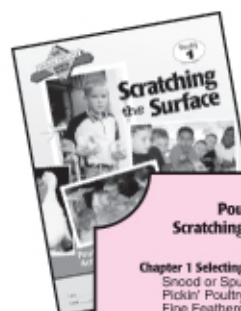
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For more on poultry...look for these other guides in this set.



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Poultry 3 Flocking Together

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Right On!
Higher and Hirer
Are You for the Birds?



The 9–11 year olds

Active is the word for this group! Activities should encourage physical involvement because 9–11 year-old boys and girls are anything but still and quiet.

Hands-on involvement with objects is helpful. Children this age are still fairly concrete thinkers and will give adults more attention if they are both seeing and doing things. They also need many opportunities to share their thoughts and reactions to others.

Children at this stage are beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they think it is right or wrong, great or disgusting, fun or boring. There is very little middle ground.

The role of the helper is crucial at this stage. These children look to adults for approval and follow rules primarily out of respect for adults. Individual evaluation by adults is preferred over group competition, where only one can be the best. Comparison with the success of others is difficult for these children. It erodes self-confidence. Instead of comparing children with each other, build positive self-concepts by comparing present to past performances for the individual.

This is also the age of the “**joiners**.” Boys and girls like to be in organized groups of others similar to themselves. They generally are concerned with immediate self reward. The satisfaction of completing a project often comes from pleasing the volunteer or parent rather than from the value of the activity itself. Often participation in community service projects are enjoyed because youth can see they are making a difference in another’s life.

These youngsters have a strong need to feel accepted and worthwhile. School and other pressures are demanding. Individual improvement should continue to be emphasized. Youngsters want to know how much they have improved and what they should do to be better next time. Individual evaluation and encouragement from an adult can have amazing results.

The 12–14 year olds

This developmental stage varies widely among young teens. **Growth spurts** beginning with adolescence occur at a wide range of ages, with girls usually maturing before boys. These rapid changes in physical appearance may make some teens uncomfortable. Faster-developing teens may feel thrust into a more adult world they didn’t choose. Slower-developing teens may be uneasy about their lack of changes.

Young teens move from concrete to more **abstract thinking**. Playing with ideas is as much fun as playing sports. Ready-made solutions from adults are often rejected by young teens in favor of **finding their own solutions**. Volunteers who provide supervision, support and minimal direction will do well with this group.

Small groups provide the best opportunity for young teens to **test ideas**. Justice and equality become important issues. Opinions of peers become more important than opinions of parents and other adults. Teens enjoy the social interaction and acceptance they receive in **groups**.

As puberty approaches, young teens begin a roller coaster ride of hormones and emotions. This time period seems to present the biggest challenge to a young person’s self-concept. These youngsters face so many changes that they hardly know who they are. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. Adults can help by providing self-discovery activities leading teens to self-knowledge.

Continue to avoid comparing young people with each other and try not to embarrass them. They want to be part of something important and have opportunities to **develop responsibility** and **demonstrate leadership skills**.

The 15–18 year olds

Most teens of this age recognize their own special abilities and talents. In most cases, they have adjusted to the many post-puberty changes. By now teens tend to be wrapped up in themselves and their peer group rather than family, teachers and other adults. Relationship skills are usually more developed and dating increases. Acceptance by members of the opposite sex is of higher importance.

Mid-teens begin to think about their future and realistic plans. Their **vocational goals** influence the activities that they select. Teens set goals based on their personal needs and priorities. Any goals set by others are generally rejected. As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.

Older teens can generally initiate and carry out their own tasks **without supervision**. They can help younger members plan and complete their projects. They should be encouraged to take on this leadership role. An adult volunteer can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from the youth. The volunteer should play the role of advisor/coach for independent workers.



Teens enjoy leadership opportunities.



Life skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as "Skills that help an individual to be successful in living a productive and satisfying life." As a volunteer working with youth in this project, you have many opportunities to assist youth in developing life skills as they acquire project-related skills and knowledge.

TLS Model

The TLS Model identifies and divides the major life skills targeted by 4-H youth development by the four H's from the 4-H Clover that represent Head, Heart, Hands and Health. These four are further divided in categories of life skills and then into specific life skills as shown here. The TLS Model handbook further divides each general life skill into separate learning opportunities to develop the skill.

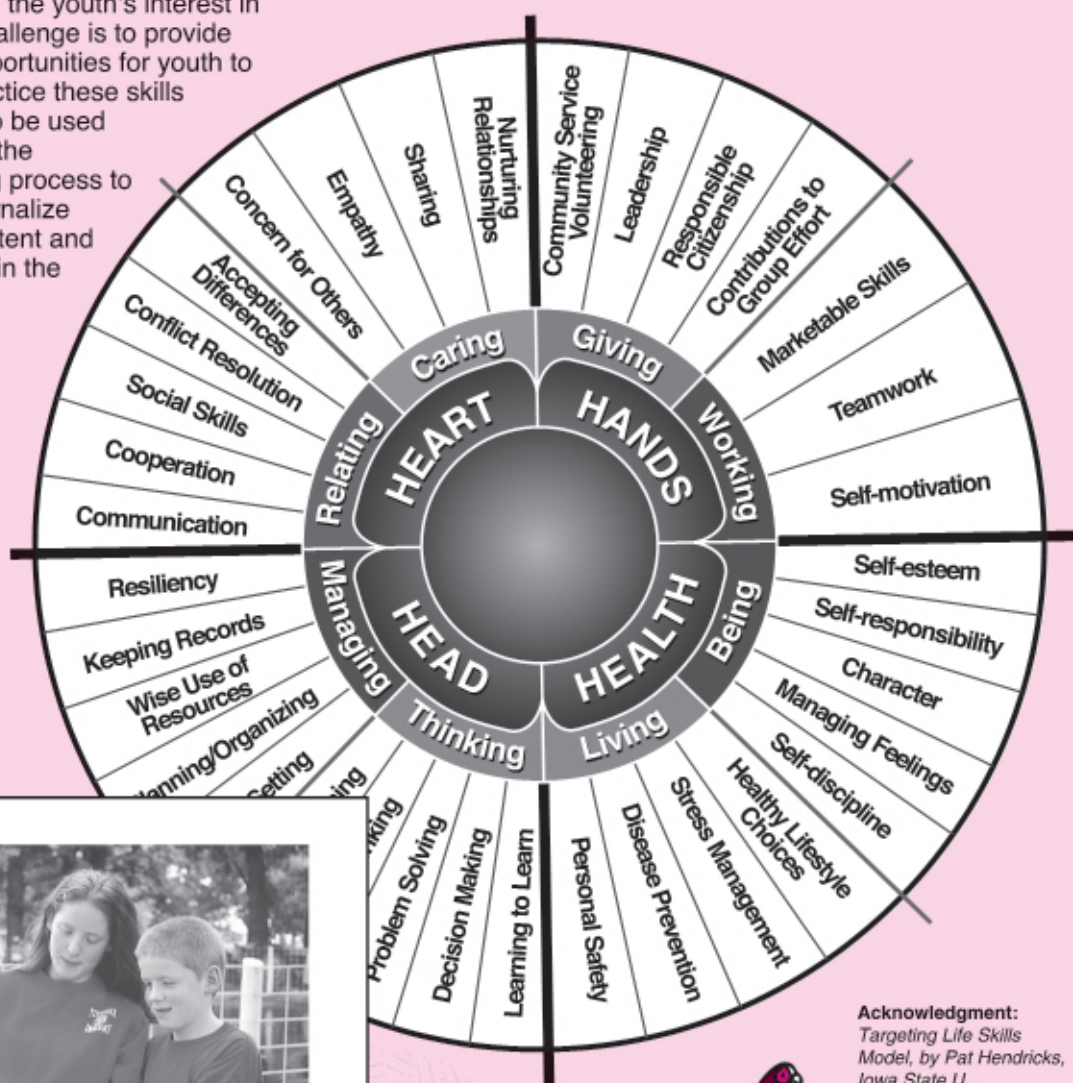
Experiential Model

As you capitalize on the youth's interest in this project, your challenge is to provide age-appropriate opportunities for youth to experience and practice these skills until they are able to be used everyday. By using the experiential learning process to help youth fully internalize both the poultry content and the life skill, they gain the ability to apply both types of skills appropriately.

Show of Success Indicator

Each activity in this series shows both the project skill and life skills youth will practice and develop. A well-designed activity will involve the youth in the practice of several life skills. In one activity youth may practice decision making, communicating and goal setting. Only one is targeted for each activity so you can specifically discuss it with the youth when the activity is completed. "Show of Success" states what the youth would do to achieve the learner outcome for the activity. This indicator usually includes both the life skill and project skill. This is the goal for youth to achieve and for you to support their efforts to achieve.

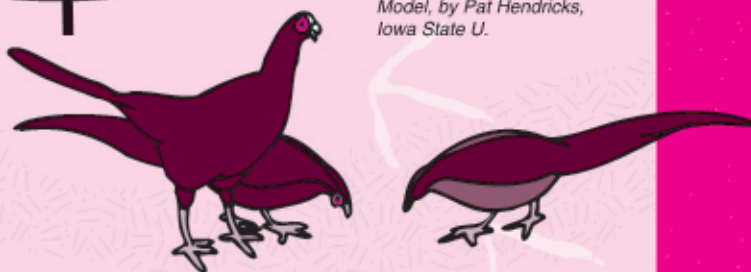
Helping youth develop and understand important life skills while learning about their project is a challenge. However, the youth will appreciate your extra effort now and in the future when they look back on these experiences.



Acknowledgment:
Targeting Life Skills
Model, by Pat Hendricks,
Iowa State U.



Developing social skills.



The 4-H Youth Development Program has promoted the five steps of the experiential learning model as an essential part of all educational experiences. You'll notice that each of the activities in this series, as well as those in all other curriculum products that have qualified for the National 4-H Collection, use this model.

There are several reasons the five specific and sequential steps of the model work well when the objective is to combine the development of project subject matter and personal life skills in a single activity or series of related activities. The experiential learning process engages the learners in the activity, encourages them to think more, work harder and ultimately learn more thoroughly than with traditional teaching methods such as telling or showing.

"Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity."

John Dewey

5. Apply

What was really learned and can the youth express how they can use what they learned? Or better yet, can they actually show that they have mastered a skill by performing another activity that requires the new skill? Again the emphasis is placed on the life skill practiced rather than the subject matter skill.

4. Generalize

In this step the discussion becomes more personal. So what? is the question. What did the experience mean to me personally? To my everyday life? The subject matter alone could remain the focus of the discussion in all five steps of the model. However, because the major outcome is to help youth develop important life skills, a major part of the discussion is shifted to the life skill the youth practiced while doing the activity or experience. If the method employed required the youth to work in teams to complete the activity, then questions about teamwork would be appropriate. If the methodology asks the youth to communicate, then communications skills are discussed.

1. Experience

Note the model begins with an experience. Action! This immediately focuses the attention on the learner rather than the teacher. When the learner is encouraged to learn by doing before being told or shown how, opportunities are presented for a wide variety of life skills to be practiced depending on the method used to engage the youth in the experience. As the group leader your challenge is to "sit on your hands" as much as possible during the experience step. You and the youth involved will quickly learn what the skill or knowledge level is. Many times you will hear "We figured this out all by ourselves!"

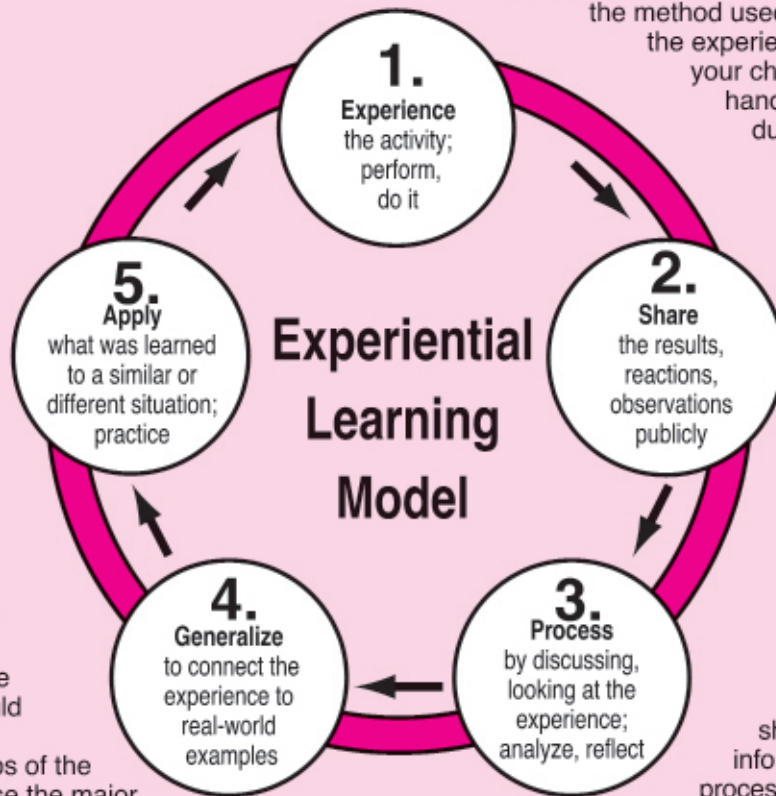
As the model shows, sharing is simply asking the group or individuals: What did you do? What happened? What did it feel like to do (whatever)? This step should generate lots of information to lead to the process step.

2. Share

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3. Process

The questions and discussion now become more focused on what was most important about the experience. Common themes that emerge from the sharing session are explored further. Often the key teaching points related to the subject matter are discussed.



Let's Make Plans

Life Skill:

Planning a year's program

Poultry Project Skill:

Planning Project activities

What Group Will Do:

Plan a one-year program of group activities.

Time Involved:

One hour

Suggested Group Size:

No limit

Materials Needed:

Pencil, paper, flip chart or blackboard, poster paper, project achievement programs, literature, resource materials

Project meetings offer exciting settings for youth to develop project and life skills. When they participate in planning, youth develop an important life skill as well as become more personally involved. You find that these programs will more closely meet the needs of youth when everyone is involved in identifying what to do, when to do it and how to do it.

This activity has been designed to help your group plan its year's program with five or more project activities. You will find ideas for involving your group in the planning process. A list of meeting topics is found at the end of this guide.

Start from scratch

Before the meeting, you may want to talk to the parents to see what they feel their children need and how your organization can help. At the meeting, ask the youth and their parents to discuss what they would like to learn and do. Suggest looking through the project literature and list of meeting ideas for additional topics.

Your role is to create situations in which the youth and their parents can develop both project and life skills. Helping a group plan a year's program or just one meeting takes a lot of patience and the ability to "sit on one's hands" while the members work together. Here is a technique for generating ideas and arriving at decisions.

Have each person share his/her ideas in round robin fashion. One person shares an idea, then the next person and so on until all ideas have been given and recorded on a blackboard or a large sheet of paper. List the ideas quickly without discussion, comments or judgments. After all ideas are listed, provide time for the person who suggested the idea to clarify or explain it. Others can add support, questions or criticism. After a short discussion, move to the next idea.

From all the ideas generated and discussed (and possibly combined), have each individual rate the items in the order of preference on a separate sheet of paper. You may want to have participants indicate their top five, ten or whatever choices. If ten choices are indicated, the top choice would receive a ten and the last choice a one.

Read each idea and have all members give their ranking. Add up the numbers. Allow time to discuss the choices as they relate to the group's overall goals. From the decisions made, make up the list of topics for the year's program.

Do the Activity

First ask everyone what the group's goals should be for the year. The process described here to determine what the activities should be can also be used to set goals. Have everyone review the topics in the appropriate project meeting guide plus those mentioned in other resource materials. Then have each person write down ideas for project meetings and supporting activities (community service, farms, shows, contents, fun days, promotions, etc.). Sometimes youth can generate more ideas by working together in groups of two or three with one person writing down the ideas. Allow five to ten minutes for this activity.



Deciding Who Does What

Now that the group has decided what they want to learn about, you will want to be sure everyone shares in the responsibility of seeing that it happens. Allow as many members (and families) as possible to have a specific job on the year's program. Recreation, demonstrations, community service, refreshments and hosting the main program are all possibilities. If the group is large, the team approach is encouraged.

Completing the Program

Write out an outline so everyone can see the plan taking shape. An example of one possible format follows. After the program is completed, make copies for each family. You might include a list of everyone's name and phone number.

Project Group Calendar

Name of group _____ Name of leaders _____

Project group goals for the year _____

1. All members complete at least one-half of their achievement programs.
2. Practice the life skill of decision making.
3. Involve each family in activities.

Meeting Date, Time & Place	Meeting Topic and Planned Activities	Who Is Responsible	What to Do Before Next Meeting
November 6 7 p.m. Johnson's	1. Identifying Parts of the Bird 2. Recreation 3. Presentation 4. Refreshments	Junior Leaders Mark and Jim Peterson Family	Review judging terms in manual and make drawing of your ideal hen

Share with your helper

Take a few minutes during or after the planning session to talk about the process of planning.

Share what you did

- What have you learned so far about planning?
- How do you feel about this planning session?

Process what's important

- Why are decisions made through discussion often more accepted than those made by voting?
- Why is it important for youth, parents and leaders to work together on planning activities?
- What life skills do you practice when planning together?

Generalize to your life

- How will this experience help you plan family experiences?
- How will it help you plan in other areas of your life?

Apply what you learned

- How will the way you plan your week or year change as a result of this experience?



Poultry project groups have more fun by planning the entire year's program.



Eggstra Challenges

1. Ask the group to use the same process (Normal Group Technique) to plan something else.

Poultry Project Group Calendar

Group Name _____ Leader _____ Phone _____
 Leader _____ Phone _____

Group Goals

1. _____
2. _____
3. _____

Meeting Dates Time and Place	Meeting Topic and Advanced Activities	Who Is Responsible?	What to Do Before Next Activity



Poultry Quiz Bowl Eggsitement

Life Skill:	Organizing an activity
Poultry Project Skill:	Learning project information
What Group Will Do:	Organize and conduct a poultry quiz bowl.
Time Involved:	30 minutes
Suggested Group Size:	4-20
Materials Needed:	Questions and answers (30-50 per match), paper and pencils, signal responses, score board or pad of paper

Have you ever wondered if your group is really learning anything about the project? One way to assess youths' progress is through a project quiz bowl. Both adults and youth will enjoy demonstrating their project knowledge in this setting. It stimulates thought and emphasizes fun and fairness.

In a project bowl, one team challenges another to see which can respond to the most questions or situations correctly. The questions are presented by the moderator, and the first team to give the correct response receives credit.

Start from scratch

Preparation for the meeting may be minimal or elaborate. Some groups conduct bowls on the spur of the moment while others do a lot of research, outlining questions and answers, making signal devices and building score boards.

The participants will include two teams of youth (two to four members per team), moderator to ask questions, acknowledger to indicate who should answer the question, judge to indicate correctness of response, scorekeeper and time keeper.

Youth of all ages can set up and conduct a 4-H project quiz bowl with very little guidance. As a facilitator, your job is to see that each member is involved in practicing their leadership skills through planning and conducting the activity. Approach this activity as the fun occasion it is. Keep the atmosphere light and non-threatening to the members.

Do the Activity

Explain briefly what a project quiz bowl is. Give youth just enough detail to get them interested. Ask for volunteers to organize a bowl for this session or for the next meeting. Allow youth to learn by doing before being told or shown how. Information is included in "Project Bowl Hints" on how other groups generated questions and conducted the bowl. Once the group becomes familiar with conducting quiz bowls, organizing one takes very little time.

Share with your helper

These questions will help the planning committee as well as the rest of the group get more out of the activity.

Share what you did

- What did you do to organize the project bowl?
- How did you get everyone involved?
- How did it feel to be responsible for leading the activity?

Process what's important

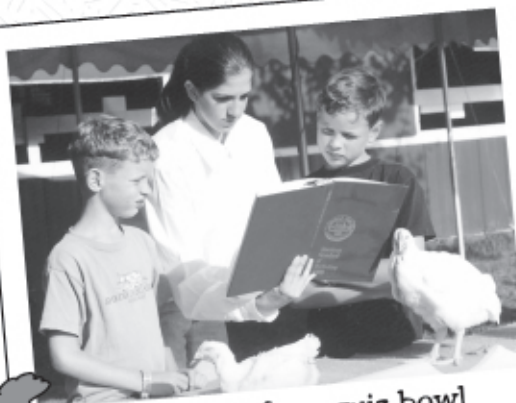
- What was most challenging about organizing the bowl?
- What did you learn about leading others?

Generalize to your life

- How will your experience of being in charge of this activity help you lead more effectively in the future?

Apply what you learned

- What other activities or projects would make a good topic for a project bowl?



Preparing for a quiz bowl



Project Bowl Hints

Forming Teams

With this activity, everyone should be involved. If your project group is small, members, leaders and parents may have to make up the teams. Let the members decide who is going to do what and who will be on each team. A list of responsibilities will help give everyone something to do.

Generating Questions

If you have not prepared 20-50 questions and answers in advance, ask each person to write down two to three questions and give these questions plus answers to the moderator. This is often a good take-home assignment. Decide what area the questions will focus on ahead of time. It could be something learned at the present meeting, or a past meeting, or an idea from the project guide or from a video your group just viewed. Each question should be slightly reworded so members won't recognize their own question when it's fully read. Include one or two challenging questions so they raise their sights. By having the members make up their own questions, you will have a better idea what your youth remember. Keep the questions to use again to reinforce learning.

Other Types of Questions

In addition to written questions, you may want to use charts (identifying parts of a chicken), ask for a short demonstration of a skill (giving an injection), or provide a piece of equipment to identify and tell its use. Or you may present a realistic situation and ask a series of questions about it. From this situation 20-30 questions could be generated. Almost any previous learning situation or even a new one will fit into the project bowl format. Avoid questions that generate unclear answers or could be answered with "true, false, yes or no."

Positioning the Teams

Usually if the teams are facing one another, they can hear each others' answers better. If an audience is present, arrange seats in a "lazy V."

Signaling Answer

Teams sometimes decide to simply raise their hands or ring a bell. Others add a little more fun by making distinctive sounds of a particular item or animal. A team member rising, crowing like a rooster and flapping his "wings" will add a lot of excitement and fun, particularly for younger members. Using electronic buzzer boxes is another option.

Checking the Clock

The time keeper will check and make sure if an answer is stated within, say five seconds. If a bonus question is asked, the team is usually given ten seconds to confer before having to answer.

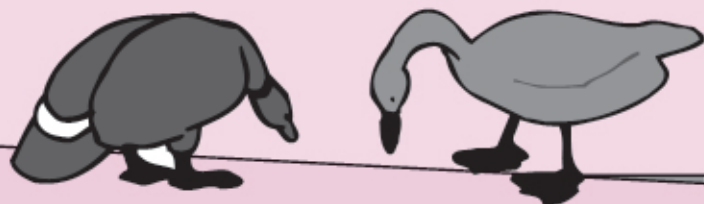
Scoring the Bowl

You may give one point for a right answer and one point off for a wrong answer or your group may want to use two and zero or whatever. Some groups award up to five extra points if all team members have answered at least one question. Following the final question of a 15-question round, the team with the most points is declared the winner. You should have some tie-breaker questions in reserve just in case there is a tie.

Starter Questions

1. How long does it take a hatching chick to completely pip the shell?
A: Two to four hours
2. What bird lays the biggest egg?
A: Ostrich
3. What classes of animals lay eggs?
A: Amphibians, reptiles, birds, fish
4. What determines the color of the egg yolk?
A: The hen's diet
5. What does it mean to candle an egg?
A: Examine the contents of an egg in a shell by placing it against a light source.
6. At what age does a pullet begin to lay eggs?
A: 18-20 weeks of age
7. How long does it take a fryer to reach 3.8 lbs. market weight?
A: 42-47 days
8. What is one cause of a blood spot?
A: A blood vessel breaks across the stigma line on the yolk follicle when the yolk is released into the reproductive tract.
9. Where is the shell put on the egg?
A: In the chicken's uterus or shell gland
10. How many eggs does a chicken lay per year?
A: Up to 270 eggs per year
11. What causes a double yolk egg?
A: The simultaneous release of two yolks from the ovary.
12. How can you usually tell what color egg a chicken will lay?
A: By the color of its earlobe.
13. What breed of chicken lays blue and green eggs?
A: Araucana
14. How long does it take fertile incubated chicken eggs to hatch?
A: 21 days
15. How often should eggs be turned in an incubator?
A: At least three times a day

For additional questions see the *National 4-H Poultry and Egg Conference Avian Bowl Training Manual*.
Top 4-H teams at the state level can participate at the National 4-H Poultry and Egg Conference National 4-H Avian Bowl each fall.



Poultry Fun Day

Life Skill:

Poultry Project Skill:

What Group Will Do:

Time Involved:

Suggested Group Size:

Materials Needed:

Planning and organizing
Introducing the community
to poultry

Plan and conduct a poultry fun day.
Several 1–2 hour planning sessions
and 4–6 hour fun day

5 to 15

Depends on activities selected

The poultry project offers many ways to involve youth in fun activities that develop life-long skills. One way to interest youth who don't know much about poultry is to conduct a poultry fun day. Not only will the participants

learn what poultry are all about but your group will gain valuable experience in planning and organizing an event.

Start from scratch

Meet with your group to begin the planning process. Have the group select a planning committee chair and recorder. After the committee is organized, serve in a supportive role keeping in mind that the primary purpose of this activity is for your group to develop planning skills. Agenda items for the committee may include any or all of the following: purpose, audience, promotion and recruiting, educational programs, location, resource people, written program, set up, clean up, supplies needed for each activity, food, recognition, etc.

Do the Activity

The goal is to successfully plan and conduct a poultry fun day for the community or interested youth groups. The day's events could include a mixture of fun and educational activities. A skillathon format with several stations is a popular way to make each activity a life skill building experience for everyone. See the list of ideas on page 34. If the group decides to involve the participants in judging and skill activities, ideas are included on the following page. As the person providing leadership to the group, you'll want to help everyone reflect on the planning process throughout. Have a fun day!

Fun Day Ideas

- ☐ egg grading
- ☐ egg candling
- ☐ omelet making
- ☐ avian quiz bowl
- ☐ poultry judging
- ☐ egg painting
- ☐ egg rolling
- ☐ crowing contest
- ☐ egg tossing (and catching)
- ☐ chicken cooking
- ☐ feather art
- ☐ poultry washing
- ☐ poultry part ID
- ☐ poultry terms spelling bee
- ☐ feed identification
- ☐ hatching demonstration
- ☐ bird tricks
- ☐ calling contest
- ☐ slide show of breeds
- ☐ egg hunt



Identifying Poultry parts



Share what you did

- How did you plan the event?
- How did you work together?
- What was most challenging?
- What was most popular with participants? Why?

Process what's important

- How did you involve everyone on the planning committee?

Generalize to your life

- How is planning this event the same or different than other events you have planned?

Apply what you learned

- What can you do to improve your planning and organizing skills in the future?



Preparing to wash a chicken



Organizing a Poultry Show

Many 4-H'ers and adults as well take a lot of pride in raising poultry as a project or hobby. Fairs and exhibits are a great way for poultry owners to display their efforts. A good variety of poultry at a fair also makes an excellent display for fair goers.

When poultry shows are developed, the following should be taken into consideration:

1. All state health requirements
2. Clearly stated rules, classes and premiums
3. Equipment and care of poultry on display

State Health Requirements

Most states require that "all poultry shown in public exhibitions in the State of Virginia shall have originated from U.S. pullorum—typhoid clean or equivalent flocks or have had a negative pullorum-typhoid test within 90 days of the movement to the public exhibition".

In addition

- All birds must be of good health
- All birds must be free of parasites
- All birds must be in presentable condition—not excessively dirty and in good feather

Clearly stated rules, classes and premiums

Rules typically considered include

1. Time and date entries due and who collects entries
2. Time, date and location of show
3. When birds must be checked in and when released
4. All health requirements
5. Required entry fees, admission fees and bird care fees required
6. Definitions of
 - a) What standard is being used to judge poultry? Typically American Poultry Association and/or American Bantam Association "Standard of Perfection" serves as guide for the judges.)
 - b) Age classes typically used? "Cock" and "Hen" mean male and female birds hatched prior to January 1 of the year of the show. "Cockerel" and "Pullet" mean male and female birds hatched during the calendar year the show is held.
 - c) Who is or is not responsible for birds at show?
 - d) Who is eligible to show?
7. If exhibitors must be present for judging?

8. Do birds need to be leg banded or permanently tagged to be shown? This is helpful should a number of birds be removed from their cages or if some birds are accidentally freed.
9. Premiums and/or awards that will be awarded
10. If birds will be placed by the "Danish system" or straight "first to last" placing system
 - a) Youth shows typically use the Danish system so each youth wins something
 - b) Adult or open shows typically award the best 3 to 5 birds in each class
11. The judges and show superintendent names are usually listed in advance in the rules section

Go National!

The National 4-H Poultry and Egg conference recognizes 4-H members who have excelled in their states in poultry learning experience activities. The activities and contests are designed to introduce participants to poultry and the poultry industry. Life skills are also learned through preparation for the various contests. The conference is used to make participants aware of careers in poultry and allied industries.

The conference is composed of

1. Poultry Judging (Teams)
2. Poultry Judging (Independent Individuals)
3. Egg Preparation Demonstration
4. Chicken Barbecue Demonstration
5. Turkey Barbecue Demonstration
6. Avian Bowl
7. Poultry Careers and Opportunities Workshop
8. Tours

Who: 4-H members 14–18 years old as of January of the current 4-H year

Where: Louisville, KY

When: November each year

I'm going to the National 4-H Poultry Egg Conference



Eggstra Challenges

1. Conduct a poultry fun day at a county fair for the general public.
2. Videotape and/or photograph the day's events for your club's archives.