

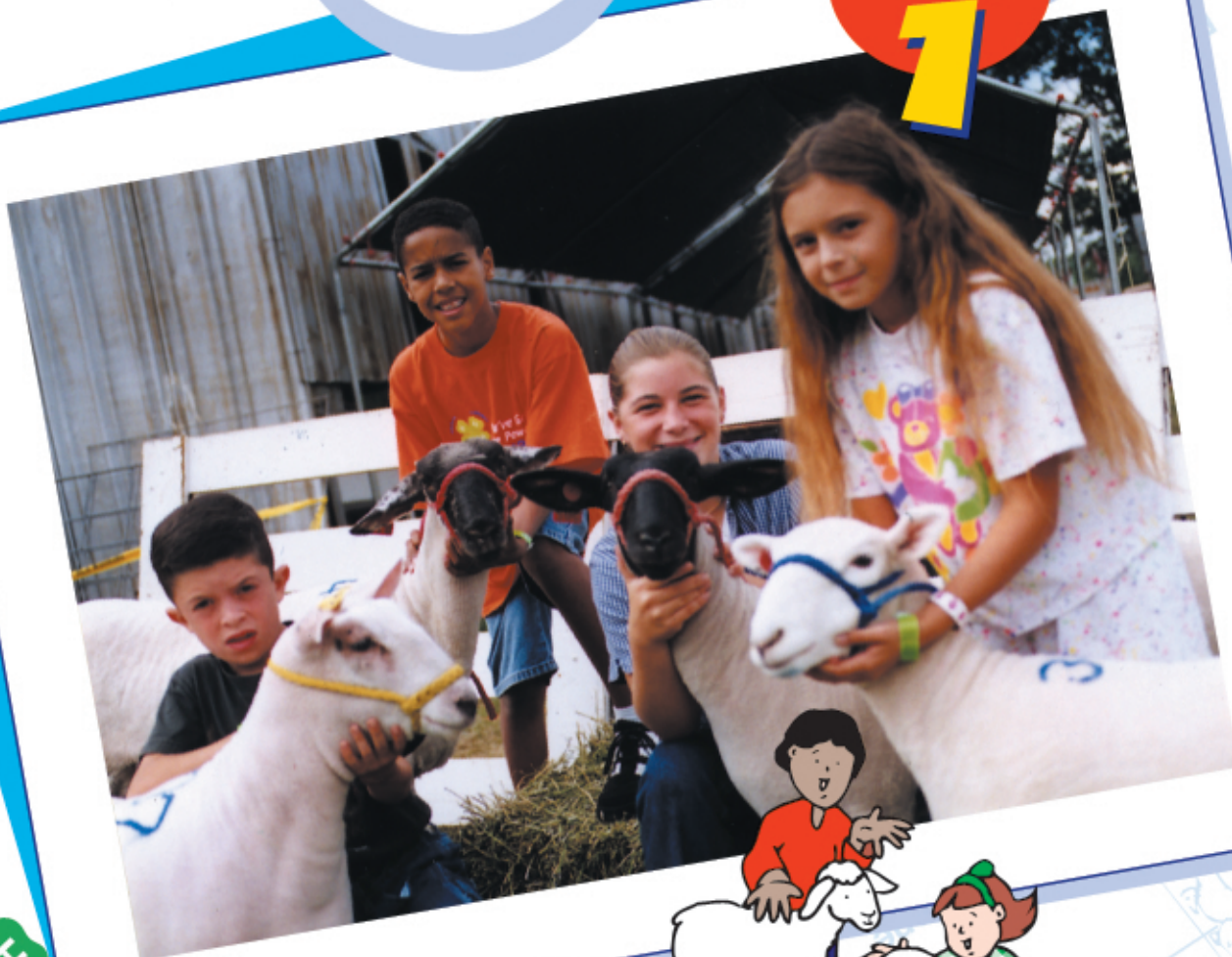


National 4-H Curriculum  
BU-06367

# Rams, Lambs & You

Sheep

1



## Sheep Project Activity Guide

Name \_\_\_\_\_

County \_\_\_\_\_



REVIEWED & RECOMMENDED  
National 4-H Curriculum



# Note to the Project Helper

**C**ongratulations! A young person has asked you to be his/her sheep project helper. As a helper you are in a great position to help youth grow and develop in positive ways as they learn about sheep and about themselves. You can nurture and cultivate their interest in this project by guiding their planning, helping them carry out their projects and recognizing them for a job well done.

## Your Role

- Become familiar with the material in this activity guide and the Helper's Guide
- Support youth in their efforts to set goals and complete each achievement program
- Date and initial the activities on the Sheep Achievement Program as the youth completes them and the two of you discuss them
- Help youth get to know themselves, including their strengths and weaknesses
- Encourage the use of the experiential learning cycle described on this page

## The "Sheep Skills for Life" Series

This guide, *Rams, Lambs and You* is the first in the series of three for youth, which also includes *Sheep 2 Shear Delight*, *Sheep 3 Leading the Flock* and the *Sheep Helper's Guide*. The three youth guides have been designed to be developmentally appropriate for grades 3–4, 5–7 and 6–9 respectively, but may be used by youth in any grade based on their project skills and expertise.

All activities in the guides have several parts: A description of the skills to be practiced; discussion questions, suggestions for additional activities and additional helpful information. The "Show of Success" listed for each activity is an excellent way to evaluate the youth's success. Each of the guides also includes an achievement program to encourage youth to learn more about sheep while developing important life skills.

## Acknowledgements

**Revision Team:** This revision of the four sheep activity guides was accomplished by the Sheep Design Team comprised of Joe D. Camarillo, California, Chair; Marvin Dehle, Washington; C. J. McCabe, Wyoming; Marc Horney, California; Jim Mueller, Nebraska; Rosie Nold, Nebraska; Lisa Rothenburger, New Jersey; M. J. Wylie, Wisconsin; and Tom Zurcher, Director and Editor.

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In the *Helper's Guide* you will find another evaluation piece titled "Evaluating the Impact." Use this before beginning each level and after the youth has completed each level.

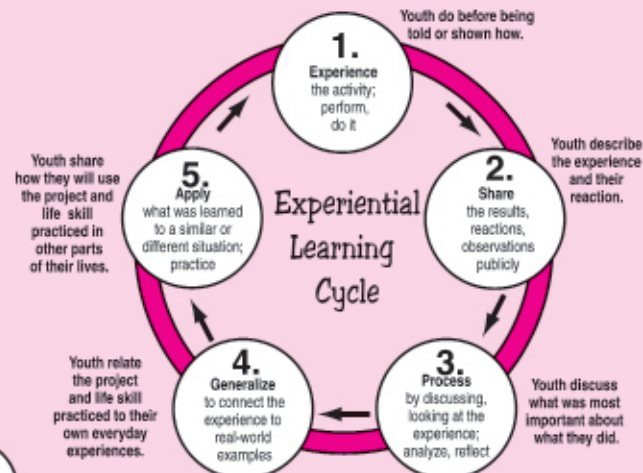
Each activity is designed so the young person has an opportunity to learn by doing before being told or shown how. Your challenge is to "sit on your hands" while the youth explores the activity and learns from the experience, even when it doesn't work the way it's expected to. You can help with the learning most effectively by listening as the young person considers the questions and draws conclusions. At times the activity may call for you to be a resource person for content or ideas.

## Sheep Group Activity Guide

The fourth publication in this series, *Sheep Helper's Guide*, provides additional learn-by-doing activities that can be adapted to the family, the classroom, after school child care, 4-H project groups, clubs or other groups. You'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, meeting ideas as well answers to many of the activities in the youth guides.

## Experiential Learning Model

This five-step model is included in each activity in this series.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

As you can see, the youth first attempt the activity on their own. After the youth do as much as they can meet together and discuss: What they did? What was important about what they did? How does what they did relate to their lives? And finally, how might they use the life and project skills practiced in the future? Sample questions are included following each experience. Your ability to ask additional thought-provoking questions and to clarify and expand the youth' ideas will add to the educational experience

*Good luck in your role as Project Helper!*

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For more on  
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# Having Fun with the Sheep Project

Let's get started!



**A**re you ready to learn more about sheep?

Through the activities in this guide, you will have many interesting and exciting challenges. You'll learn about sheep parts, breeds, cost of raising sheep, how to care for your sheep and much, much more. If you don't already have sheep, some of the activities will help you decide whether or not you want to take sheep as a 4-H project.

Each activity asks you to do something. Don't be afraid to jump right in, and don't give up if the activity doesn't work out the first time. You're still learning, right? The most important thing is to try. Once you try, then think or talk about what happened or didn't happen and why.

Learning about sheep isn't all you will be doing. You'll also be learning about yourself, too. In addition to learning about sheep many of the things you'll learn are skills you'll use in other areas of your life such as decision making, communicating with others and being an effective leader. Here are some things you'll get to do in Sheep 1:

- Identify at least 25 parts of a sheep's body
- Compare and describe differences between two sheep
- Demonstrate one or more fitting techniques
- Practice sheep showmanship techniques
- Set a daily animal care schedule
- Examine a normal lamb
- Identify and locate seven meat cuts on a sheep carcass
- Identify at last six sheep by-products
- Identify signs of health and sickness

## Sheep 1 Project Guidelines

- Set your goals and record project highlights
- Do a minimum of seven activities in Level 1 of the Sheep Achievement Program each year and complete the Program within three years
- Participate in a minimum of three of the learning experiences listed on the Planning Guide each year
- Practice and develop the life skills of relating to others, making decisions, learning to learn and communicating with others
- Increase your sheep knowledge and skills

## Sheep 1 Achievement Program

While you are having fun doing the activities, you'll also be completing Level 1 of the Sheep Achievement Program. There are three levels of this program. One is included in each of the sheep project activity guides. This program will help you set goals, record your successes and be recognized for your good work.

## Your Project Helper

Supporting you along the way and making learning more fun is your project helper. This person may be a parent, sheep breeder, project leader or advisor, a neighbor or an older friend who knows about sheep. The choice is yours. As you do the activities, you'll discuss with your helper what you did and the questions in the Talk It Over part of each activity. Sometimes your helper will need to work with you to find resources, including people, organizations, events, magazines and books necessary to complete an activity. Once you have successfully completed each activity, your helper will date and initial your achievement program. Write the name and phone number of your project helper here:

My Project Helper \_\_\_\_\_

Phone # \_\_\_\_\_

E-mail \_\_\_\_\_

*Good Luck with Sheep 1 - Rams, Lambs and You*



# Sheep 1 Planning Guide

## My Sheep Project Goals

Name \_\_\_\_\_

My Animal's Name \_\_\_\_\_ Breed \_\_\_\_\_

What I want to do and learn in Sheep 1:

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

## Learning Experiences

Complete at least three of these activities each year.

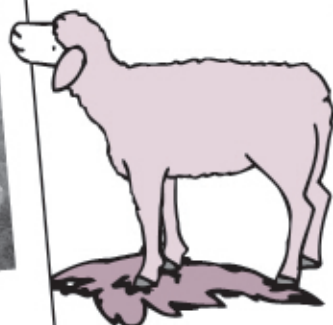
Year	Year	Year	Activity
			Give a demonstration
			Tour a sheep operation
			Attend a sheep project meeting
			Attend a sheep show
			Exhibit at a fair
			Participate in a sheep skillathon
			Be a member of a livestock quiz bowl or judging team
			Participate in sheep showmanship
			My choice

## Sheep Project Highlights

Date and list the exciting things you do and learn.



"Let's go to the Fair!"



## Sheep 1 Achievement Program

## Achievement Program Guidelines

1. To pass the Sheep 1 Achievement Program complete at least 21 of the Rams, Lambs and You activities and More Challenges activities in this activity guide in three years. At least 11 of the 21 activities must be selected from those listed below.
2. Complete at least seven activities of either type each year.
3. Have your project helper date and initial the activities you complete and discuss.

## Rams, Lambs and You Activities

	Date Completed	Helper's Initials
<b>Chapter 1 Selection and Judging</b>		
Sheep Sense		
In Black and White		
Hock, Dock and Twist		
Making the Right Choice		
What's Ideal?		
<b>Chapter 2 Management, Health and Nutrition</b>		
Sheep Shelter		
Check the Chart		
Vacation Time		
Lamb on the Way		
<b>Chapter 3 Products and By-Products</b>		
Checking Out the Fiber		
More Than Meat and Wool		
Identifying Lamb Cuts		
<b>Chapter 4 Fitting and Showing</b>		
The Complete Package		
It's Show Time		



## More Challenges

Select and do any of the More Challenges activities in *Rams, Lambs and You* or make up your own. Record the page and number of each one you complete.

[illegible]

Write your own activity here.

Date \_\_\_\_\_ Helper's Initials \_\_\_\_\_

Write your own activity here.

Date \_\_\_\_\_ Helper's Initials \_\_\_\_\_

Write your own activity here.

Date \_\_\_\_\_ Helper's Initials \_\_\_\_\_





# Sheep 1

## Rams, Lambs and You

### Achievement Program Certificate



I certify that

\_\_\_\_\_

has completed all requirements  
in the *Rams, Lambs and You* Achievement Program  
of the National 4-H Curriculum Sheep "Skills for Life" Series.



Helper's Signature \_\_\_\_\_

Date \_\_\_\_\_

Photo of me with my sheep.



## Selection and Judging



**Sheep Project Skill:** Exploring the sheep project  
**Life Skill:** Learning to learn  
**Show of Success:** Answers questions about sheep.

# Sheep Sense

Do you know the difference between a ram, a wether and a ewe? What to feed sheep? How to get them ready for show? What diseases sheep get and what can be done to prevent them? These are just some of the things you'll learn in the sheep project. In this activity you'll begin by discovering what you

know about sheep. If you already know the answers, then you can have fun helping someone else. If you don't, you'll have fun finding the answers as you complete Sheep Achievement Level 1.

I know more than I thought I did.

## Your Challenge

See if you can answer each of the seven questions. Discuss each one with your project helper.



Name three breeds of sheep.

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What do sheep eat?

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What are three by-products other than meat or wool that come from sheep?

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What are three kinds of lamb retail meat cuts?

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What are three ways to cook lamb?

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What are five body parts of sheep?

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What are three uses of wool?

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## Talk It Over

### Share with your helper

- What part of raising sheep do you know a lot about?
- Where or how did you find answers to the questions?

### Tell what's important

What new things would you like to learn about sheep?

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### Explore what you learned

Where can you find information when you want to know something?

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### Imagine what's next

How can learning all about sheep help you decide if you'd like to raise them?

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Revised by Marc Horney.



## Why Raise Sheep?

Can be trained to follow

Fairly inexpensive for beginners



"I enjoy my 4-H Sheep Project."



### More Challenges

1. Visit a farm or ranch that raises sheep and talk to the owner about what skills are needed to be successful.
2. Read about taking care of newborn lambs. Share what you discover with your helper.

# In Black and White

Did you know there are over 200 breeds of sheep in the world today? About 15 of them are commonly found in the United States. How many breeds do you know? Where did they come from? What special qualities do they



**Sheep Project Skill:** Recognizing breeds of sheep  
**Life Skill:** Locating and using resources  
**Show of Success:** Identifies eight sheep breeds and completes the description of each.

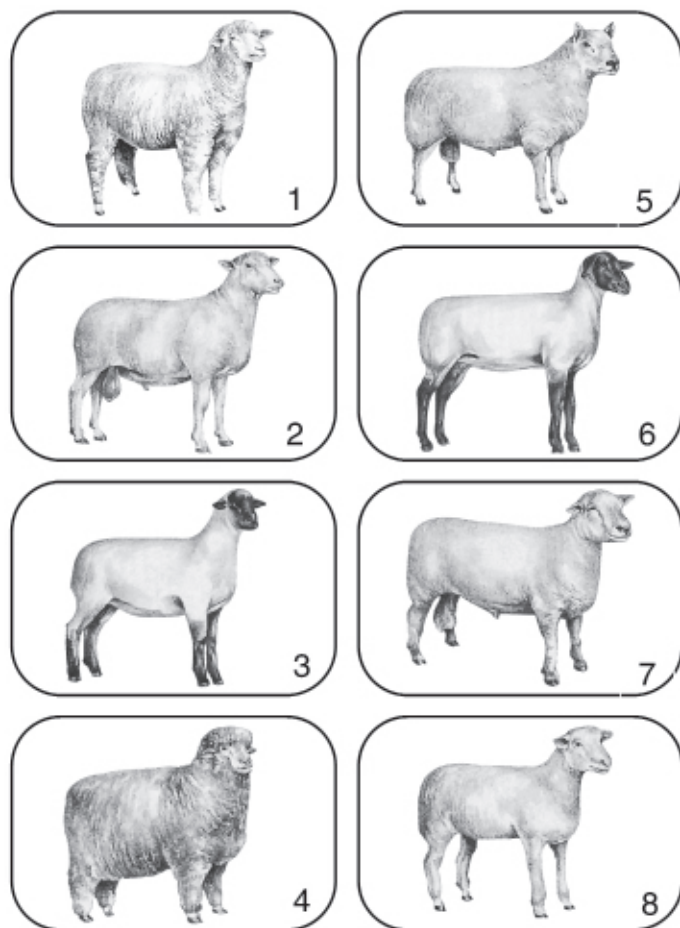
have? Here is your chance to learn more about sheep breeds as you discover new resources.

## Your Challenge

Below are the pictures of eight breeds of sheep and some information about each of these breeds. Your challenge is to look at the information given, decide what breed it describes and complete the missing information. Use any resources including the Internet or write to the breed associations or the American Wool Council listed on page 36. As a fun activity, see if

you can find the names of the 23 breeds in the Breed Word Find. Then indicate the primary use of each breed with a W (wool breed, an M (meat breed), DP (dual purpose breed) or an O (other use breed).

I like my breed.



<p># ____ Suffolk  <b>Originated:</b> _____  <b>Ram weight:</b> 250–350 pounds (113–159 kg)  <b>Fleece:</b> 3/8–1/4 blood, 6–7 pounds  <b>Special qualities:</b> _____</p>	<p># ____ Columbia  <b>Originated:</b> _____  <b>Ram weight:</b> 225–350 pounds (102–136 kg)  <b>Fleece:</b> 3/8–1/4 blood, 11–12 pounds  <b>Special qualities:</b> Rugged, meat and wool breed</p>
<p># ____ Hampshire  <b>Originated:</b> _____  <b>Ram weight:</b> _____  <b>Fleece:</b> 3/8–1/4 blood, 7–8 pounds  <b>Special qualities:</b> Sire breed, growth rate</p>	<p># ____ Merino  <b>Originated:</b> _____  <b>Ram weight:</b> 175–225 pounds (59–73 kg)  <b>Fleece:</b> _____  <b>Special qualities:</b> Sturdy, flocking instinct, finest wool</p>
<p># ____ Dorset  <b>Originated:</b> England  <b>Ram weight:</b> _____  <b>Fleece:</b> _____  <b>Special qualities:</b> _____</p>	<p># ____ Finnsheep  <b>Originated:</b> _____  <b>Ram weight:</b> 150–200 pounds (55–86 kg)  <b>Fleece:</b> _____  <b>Special qualities:</b> 250–400% lamb crop</p>
<p># ____ Cheviot  <b>Originated:</b> _____  <b>Ram weight:</b> 160–200 pounds (54–72 kg)  <b>Fleece:</b> _____  <b>Special qualities:</b> _____</p>	<p># ____ Southdown  <b>Originated:</b> _____  <b>Ram weight:</b> 190–230 pounds (86–104 kg)  <b>Fleece:</b> 3/8–1/2 blood, 5–8 pounds  <b>Special qualities:</b> _____</p>

**Acknowledgement:** Breed pictures adapted from *Who's Who in U.S. Sheep Breeds* chart from American Wool Council, Wool Education Center.



## Talk It Over

### Share with your helper

- What did you learn as you did this activity?
- What is your favorite breed? Why?
- What resources did you use to complete the breed information?

### Tell what's important

Why do different sheep raisers choose different breeds?

### Explore what you learned

Why is it important to know where to find the information you need?

### Imagine what's next

How might you use the resources you used in this activity in the future?



## Ewe, Ram and Dual-purpose Breeds

White-faced breeds are often known as "ewe breeds" because they are used as ewes for crossbred flocks. These breeds usually produce more wool and more milk. Black-faced breeds are sometimes called "ram breeds" because they are used as sires in commercial flocks to produce market (meat) lambs. Dual purpose breeds can be used as either ewe or ram breeds.

### Sheep Breed Word Bank

- \_\_\_ Corriedale
- \_\_\_ Cotswold
- \_\_\_ Dorper
- \_\_\_ Dorset
- \_\_\_ Friesian
- \_\_\_ Hampshire
- \_\_\_ Icelandic
- \_\_\_ Jacob
- \_\_\_ Katahdin
- \_\_\_ Leicester
- \_\_\_ Lincoln
- \_\_\_ Montadale
- \_\_\_ Navajo-Churro
- \_\_\_ North Country
- \_\_\_ Cheviot
- \_\_\_ Oxford
- \_\_\_ Panama
- \_\_\_ Perendale
- \_\_\_ Polypay
- \_\_\_ Rambouillet
- \_\_\_ Romney
- \_\_\_ Shropshire
- \_\_\_ Suffolk
- \_\_\_ Targhee
- \_\_\_ Texel
- \_\_\_ Tunis

**Breeding Use**  
**W** = Wool Breed  
**M** = Meat Breed  
**DP** = Dual-Purpose  
**O** = Other Breed



### Sheep Breed Word Find

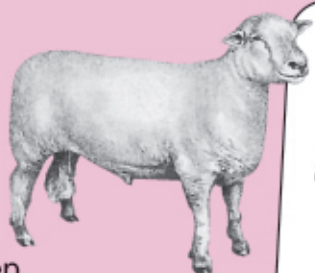
ONMPRTVREPRODOISR  
 RSOFRIESIANEYTC TA  
 RDNRCORRIEDALEECM  
 UMTETBSJWC RPPELRB  
 HXATD HXAOENAYEAEO  
 CSDSLTCCNB INLHN RU  
 OHAEOEJOTYDAOGDI I  
 JRLCW XIBU UHMPRIHL  
 AOEISECS ENAA FACSL  
 VPOETLS INUTIETLPE  
 ASNLOCNILEARN DIMT  
 NHGE CTAMJLKVYCRAS  
 AIA MPDROFXOBYDOHP  
 DROMNEYELADNEREPE  
 REDORSETOMKLOFFUS



### More Challenges

1. Give a presentation to a sheep group or school class on your favorite breed of sheep. Include the history of the breed, prominent breeders, strengths, etc.
2. Attend a local or state fair sheep show. Talk with owners of at least five breeds of sheep. Share your findings with your helper.

# Hock, Dock and Twist



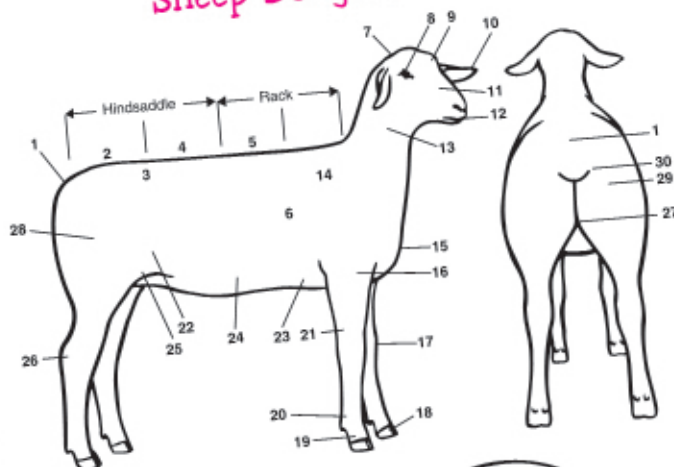
**Sheep Project Skill:** Identifying body parts of sheep  
**Life Skill:** Learning to learn  
**Show of Success:** Completes the crossword puzzle and describes the ideal shape of each part.

Hock? Twist? Poll? Are these sheep body parts familiar to you? Knowing the parts will help you select top animals and be able to give good reasons for your selection.

## Your Challenge

Thirty body parts are numbered on the sheep drawing. Use the word bank to help you complete the crossword puzzle and word find. Invite someone to help you learn the ideal shape of each part of a sheep.

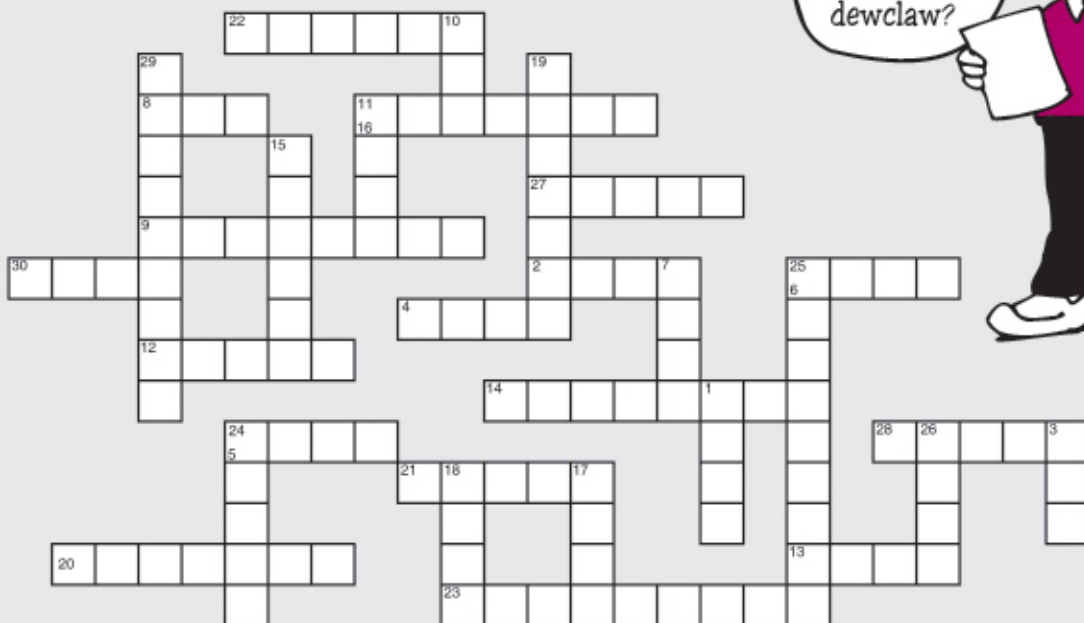
## Sheep Body Parts



## Sheep Parts Word Bank

back  
belly  
breast or brisket  
dewclaw  
dock  
ear  
eye  
face  
forearm  
foreflank  
forehead  
hip  
hock  
hoof  
knee  
leg of lamb  
loin  
mouth  
neck  
pastern  
poll  
rear flank  
rib  
rump  
shank  
shoulder  
stifle  
tail  
thigh  
twist

## Sheep Parts Crossword



What's the difference between a dewlap and a dewclaw?





## Talk It Over

### Share with your helper

- How did you learn the parts?
- What parts were the easiest to identify? The hardest?
- What is the most desirable shape for each part?

### Tell what's important

Why is it important to know the parts and the desirable shape of each?

### Explore what you learned

How did working with someone else help you learn the parts?

### Imagine what's next

Who are some people you can ask for help as you work on your sheep project?



## What's the Age?

Sheep teeth develop in pairs for the first four years. Sheep less than one year-old have eight small teeth. On about their first birthday, sheep get two bigger permanent teeth. They get two more permanent teeth each year until their fourth birthday.



First year



Second year (yearling)



Third year (2-3 year olds)



Fourth year (3-4 year olds)



Fifth year (4 years old+)

### Overshot and Undershot Jaws

When selecting sheep for replacement the jaws should be carefully checked. A sheep's lower jaw should meet squarely with the upper pad. Animals with either overshot (short lower jaw, called parrot mouth) or undershot (long lower jaw called monkey mouth) jaws should be culled from the breeding flock.



Overshot Jaw



Undershot Jaw

## Sheep Parts Word Find

Use Word Bank on page 10

E Q A B M R F O R E F L A N K  
P A I G O D W A X Z O Y Q L E  
C W R E U S R B C K N I V O G  
P I S W T B E Z K R M N N Y  
A T H C H L H E A R T H E T O  
S H O U L D E R E O C X Q B F  
T I O Y E Q A F D R I B S P L  
E G F H W N D E W C L A W I A  
R H L N Y E C S P F E C V K M  
N E C K E T S B R I S K E T B  
S D V N S Z S F E Q H J N W V  
B G K A F O R E A R M D R I G  
Q W E M C D J E R U M P X S E  
P R S H A N K Q F F T H J T L  
B D F E C D E W L A P B V C F  
P T R F G O D N A C O R P J I  
C S A Q N C J K N E L E G Y T  
A P H O C K U B K C L W N O S



## More Challenges

1. Compare each part of a sheep with those of another animal. Share with your helper the similarities and differences.
2. Play a Parts on the Back game with your family or project group. Tape a part name on the back of each person. Each person then asks questions until the part is guessed. Answers should be yes or no. Hints are OK if someone is really stuck.
3. Make flash cards—one card for each of the listed sheep parts. Show the cards to a partner or a family member and have that person tell you the number that matches each part name using the sheep drawing on page 10.
4. Demonstrate to your helper how to tell the age of a sheep and whether it has a normal, overshot or undershot jaw.