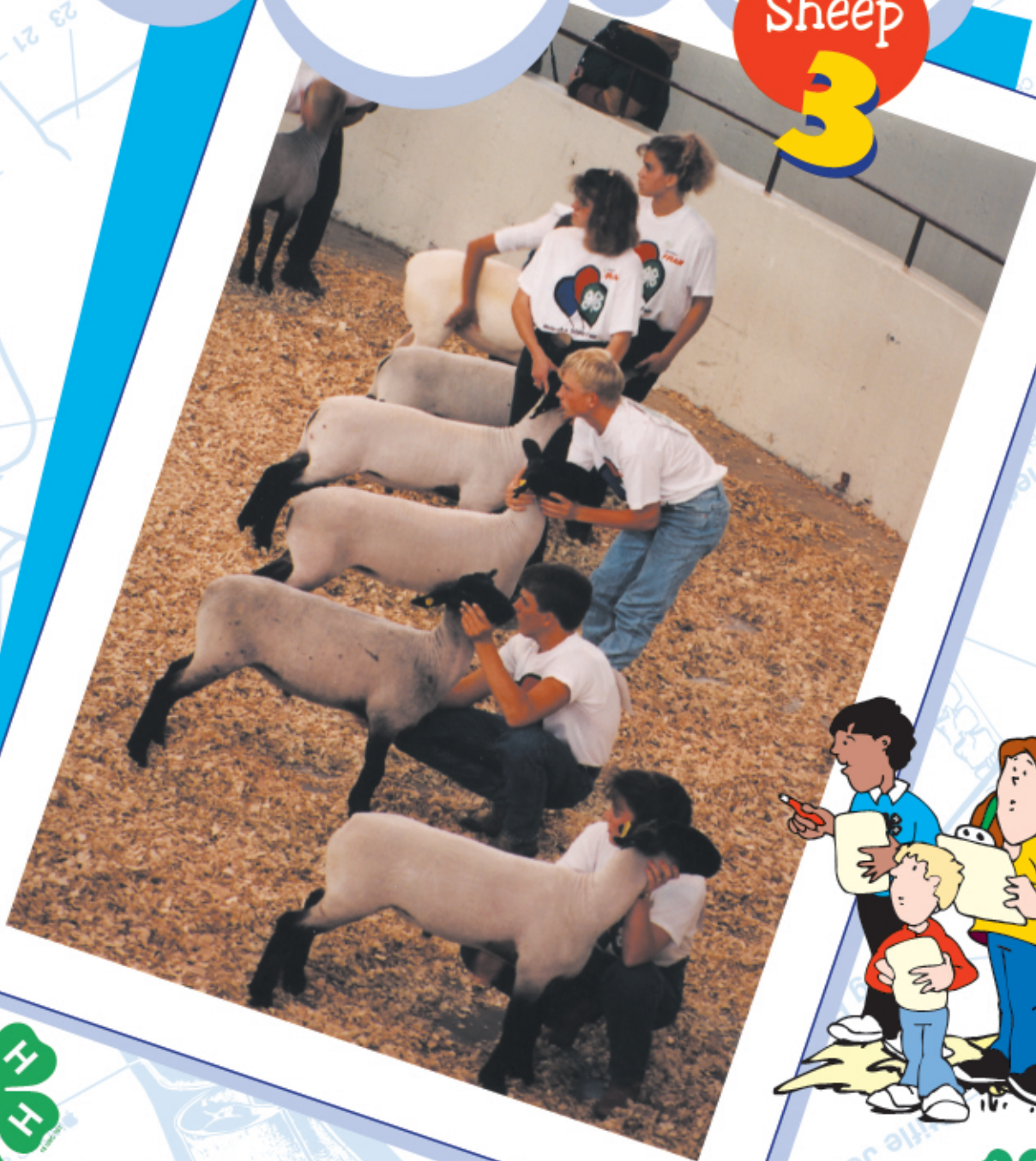


Leading the Flock

Sheep

3



Sheep Project Activity Guide

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum

Note to the Project Helper

If you were a project helper for one or more youth involved in completing Sheep 1 or Sheep 2 you know what a great experience this important role is. If not, expect a memorable time. As a helper you are in the perfect position to help youth grow and develop in positive ways as they learn about sheep and about themselves. You nurture and cultivate their interest in this project by guiding their planning, helping them carry out their activities 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 to get to know themselves, including their strengths and weaknesses
- Encourage the use of the experiential learning cycle described on this page

Sheep "Skills for Life" Series

This guide, *Leading the Flock* is the third in the series of three for youth, which also includes *Sheep 1 Rams, Lambs and You*, *Sheep 2 Shear Delight* 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.

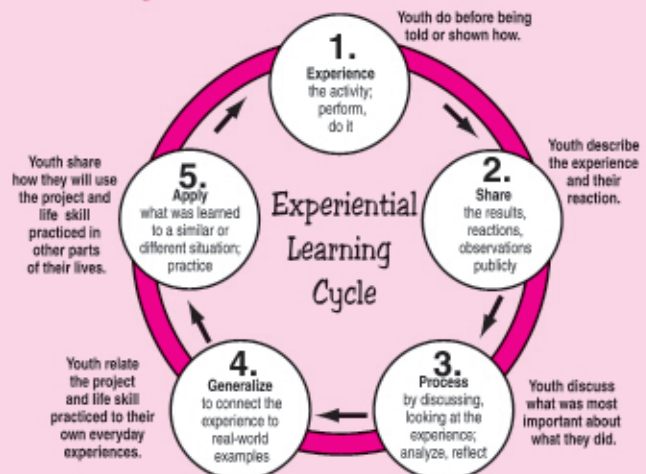
All activities in the guides have several parts: A description of the skills to be practiced; discussion questions, suggestions for additional activities and additional helpful information. The "Show of Success" listed for each activity is an excellent way to evaluate the youth's success. Each of the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

In the *Helper's Guide* you will find another evaluation piece titled "Evaluating the Impact." Complete this before the youth begins each level and after completing 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.

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



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.

This five-step model is included in each activity in this series. As you can see, the youth first attempt the activity on their own. After the youth do as much as they can and answer the questions, you then 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 participant ideas will add to the educational experience.

Good luck in your role as Project Helper!

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.

Design Illustration and Production: Northern Design Group, White Bear Lake, Minnesota.

Word Processing: Nancy Hatmaker, Michigan.

Original Series Writing Team: Doyle Wolverton, Nebraska; La Mar Grafft, Iowa; Gary Wilson, Ohio; Roger Haugen, North Dakota; Kris Tolman, Nebraska; and Tom Zurcher, Project Coordinator and Editor.

What's Inside

Leading the Flock

Note to Project Helper	Inside Front Cover
What's Inside?	1
Having Fun with the Sheep Project	2
Sheep 3 Planning Guide	3
Sheep 3 Achievement Program	4

Chapter 1 Selection and Management

Judging for Everyone	5
The Bottom Line	8
Surfing the Web	10

Chapter 2 Reproduction and Genetics

Exploring Sheep Reproductive Systems	12
Breeding Time	14
Traits Make a Difference	16

Chapter 3 Marketing and Nutrition

Who Wants What?	18
Marketing a Sheep Product	20
Let's Talk Hay	22

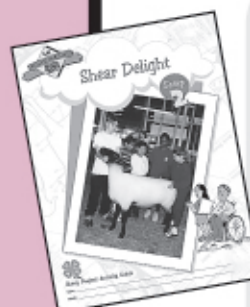
Chapter 4 Lamb and Ethics

The Big Event	24
Sheep Issues	26
Teaching Others	28
ABC's of Sheep	30
Dyed in the Wool	32

Sheep Talk 3 (Glossary)	34
Sheep Resources	36



Use this pattern to make a realistic model kid or lamb.



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

Rams, Lambs and You

Note to the Project Helper	Inside Front Cover
What's Inside?	1
Having Fun with the Sheep Project	2
Sheep 1 Planning Guide	3
Sheep 1 Achievement Program	4
Sheep 1 Achievement Program Certificate	5
Chapter 1 Selection and Judging	
Sheep Sense	6
In Black and White	8
Hack, Dock and Tail!	10
Making the Right Choice	12
What's Ideal?	16
Chapter 2 Health and Nutrition	
Check the Chart	18
Vacation Time	20
Lambs on the Way	22
Chapter 3 Products and Byproducts	
Checking Out the Fiber	24
More Than Meat and Wool	26
Identifying Lamb Cuts	28
Chapter 4 Raising and Showing	
The Complete Package	30
It's Show Time	32
Sheep Talk 1 (Glossary)	34
Sheep Resources	36

Shear Delight

Note to Project Helper	Inside Front Cover
What's Inside?	1
Having Fun with the Sheep Project	2
Sheep 2 Planning Guide	3
Sheep 2 Achievement Program	4
Chapter 1 Selection and Nutrition	
Taking Sheep	6
Mating the Grade	8
Runners Along	10
Feed Tag Fun	12
Chapter 2 Sheep Management	
Planning Ahead	14
Buy Low, Sell High	16
Chapter 3 Sheep Health	
Heads or Tails?	17
Save That Lamb!	20
From Deworming to Docking	22
Call the Vet	24
Sheep First-Aid Kit	26
Assessing Quality	28
Chapter 4 Lamb and Ethics	
Serving Luscious Lamb	30
Practicing Ethical Decision Making	32
Sheep Talk 2 (Glossary)	34
Sheep Resources	36

Helper's Guide

Your Sheep Group Activity Guide	Inside Front Cover
What's Inside?	1
Youth Learning Characteristics	2
Developing Life Skills	3
Teaching and Learning Experientially	4
Chapter 1 Sheep Skill Activities	
Show Box Fun	5
Take the Lead	6
Delusion Fun	8
Let's Make Plans	10
Chapter 2 Management and Health	
Checking the Calendar	12
Ready to Lamb	14
Doctor! Doctor!	16
Chapter 3 Sheep Word Games	
L-A-M-B-I-S Words	18
Sheep Talk Games	20
Let's Do Sheep	22
Playing Sheep Pictionary	24
Chapter 4 Selection and Issues	
Body Parts	26
What's Your Opinion?	28
Beginnings and Endings	30
Sheep Project Meeting Ideas	32
Answer Key: Sheep 1, 2 and 3	34
Extending the Impact	36
Sheep Resources	38



Having Fun with the Sheep Project

By now you are probably an expert on sheep, or certainly know more than you did when you started this project. Whether you raise one or several project animals, you are in an excellent position to share your experiences with others. *Leading the Flock* provides several opportunities for you to develop your leadership skills as you strive to complete Level 3 of the Sheep Achievement Program. You'll also find activities to help you develop a business, explore careers and teach others. Here are some of things you'll do:

- Plan and organize a judging contest
- Determine income and expenses for a sheep enterprise
- Identify parts of a ewe's and ram's reproductive systems
- Design and conduct a sheep products survey
- Find sheep-related information on the WWW
- Plan an event or activity
- Interview people in five agricultural careers
- Debate an issue affecting the sheep industry
- Design and teach a lesson on a sheep topic
- Organize and conduct an ABC's of Sheep game



"Thanks for being my project helper."

Sheep 3 Project Guidelines

- Do a minimum of seven activities of the Leading the Flock Sheep Achievement Program each year and complete Level 3 within three years
- Participate in a minimum of five of the learning experiences listed each year
- Practice and develop the life skills of leading others, making decisions, planning and communicating, while you learn to take risks, think creatively, use community resources, explore careers and take responsibility
- Keep the Goals and Highlights page current
- Share your sheep knowledge and skills with others
- Have fun!

Sheep Achievement Program

If you have completed levels 1 and 2, you know each chapter contains sheep-related activities that encourage you to practice a certain life skill while doing the activity. In many cases, because this is an activity guide and not a resource manual, you will need to research other sources of information to complete a particular activity. The page of sheep resources in the back of this guide is a good place to start, but you'll also want to work closely with your project helper. You'll find an abundance of information on the Internet with literally thousands of sites containing information on sheep and sheep products.

Remember this is your own personal guide. Feel free to use it to record your thoughts and ideas. Most questions will not have a "right" answer. The questions will help you explore the subject and your own ideas in more depth. Additional activities are included in *Sheep Helper's Guide*. Many of these are fun experiences for you to use with other youth as you develop your leadership skills.

Your Project Helper

Choose your own helper. This person might be a project leader or advisor, teacher, family member, neighbor, friend, or anyone who has the interest to work with you to complete Level 3. Meet with your helper to set goals, plan and complete activities in this guide. Discussing each activity with your helper and having this special person date and initial your achievement program will make this project more interesting and fun. Write the name, phone number and E-mail address of your project helper here:

My Project Helper _____

Phone # _____

E-mail address _____

Sheep 3 Planning Guide

My Sheep Project Goals

Name _____

Project Animal's Name _____ Breed _____

What I want to do and learn in Sheep 3:

1. _____
2. _____
3. _____
4. _____

Learning Experiences

Complete at least five of these activities each year.

Year	Year	Year	Activity
			Give a presentation
			Be a member of a sheep organization
			Help organize a sheep project meeting
			Help conduct a sheep show
			Participate on a judging team
			Help a younger 4-H'er exhibit at a fair
			Help judge a sheep show
			Help plan a sheep skillathon
			Coach a livestock quiz bowl team
			Organize a sheep showmanship contest

Sheep Project Highlights

Date and list the exciting things you do and learn.

A picture of my project animal and me.



Leading the Flock Completion Certificate

I certify that



_____ has completed all requirements of the *Leading the Flock* Achievement Program in the National 4-H Curriculum Sheep "Skills for Life" Series.

Signature _____

Date _____

Leading the Flock Achievement Program

Achievement Program Guidelines

1. To pass the Sheep 3 Achievement Program complete at least 21 of the Leading the Flock 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.

I plan to complete Level 3 this year.



More Challenges

Select and do any of the More Challenges activities in *Leading the Flock* or make up your own. Record the page and number of each one you complete and have your helper initial.

Leading the Flock Activities

Date Completed Helper's Initials

Chapter 1 Selection and Management

Judging for Everyone

The Bottom Line

Surfing the Web

Chapter 2 Reproduction and Genetics

Exploring Sheep Reproductive Systems

Breeding Time

Traits Make a Difference

Chapter 3 Marketing and Nutrition

Who Wants What?

Marketing a Sheep Product

Let's Talk Hay

Chapter 4 Leadership and Careers

The Big Event

Sheep Issues

Teaching Others

ABC's of Sheep

Dyed in the Wool

Page # Date Completed Helper's Initial

Write your own activity here.

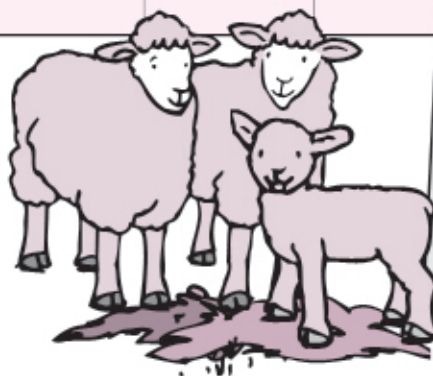
Date _____ Helper's Initials _____

Write your own activity here.

Date _____ Helper's Initials _____

Write your own activity here.

Date _____ Helper's Initials _____



Judging for Everyone



Sheep Project Skill: Planning a judging contest
Life Skill: Developing leadership skills
Show of Success: Plans and organizes a judging contest

As you've probably discovered, judging activities are great ways to learn to observe carefully, make decisions and defend your opinion in a convincing manner. Judging also offers you the opportunity to develop your leadership and organizational skills.

Have fun planning a judging activity so everyone has the best possible opportunity to develop important life skills as well as learn to judge. Good luck on your judging contest!

Your Challenge

Work with a committee to organize and conduct a judging contest with at least three classes of four items each and one or two sets of oral reasons. The classes in your contest can be whatever you

choose — sheep, production records, showmanship, wool or anything else that can be judged. As you plan, check the planning steps you do and indicate who will do each step and when.

Judging Contest Organizer

Planning Steps

Who

When

- ___ Organize committee
- ___ Outline contest agenda
- ___ Select classes
- ___ Select a judge
- ___ Invite participants
- ___ Select an announcer
- ___ Select animals
- ___ Transport animals
- ___ Care for animals
- ___ Set-up contest (allow 8–10 minutes per class)
- ___ Organize classes
- ___ Orient oral reasons listeners
- ___ Provide recognition
- ___ Clean-up
- ___ Follow-up (news releases, thank yous)

Good planning will make the contest better for everyone.



Talk It Over

Share with your helper

- How were the classes selected so the experience was educational rather than simply guessing?
- How did you provide leadership to the planning committee?
- How did you feel the judging contest went?

Process what's important

What was the most challenging part of providing leadership to the planning committee?

Generalize to your life

What are the benefits of working together as a team to accomplish something?

Apply what you learned

What did you learn about providing leadership to a planning committee that you can use the next time you try to do something similar?



More Challenges

1. Being able to figure the score made on each class judged is a fun activity for everyone. If you're not familiar with how to do this, here is a short refresher. You need the "official" placing and the "cuts" or differences between the three pairs in the class. For example, say the judge placed a class 3-1-2-4 with cuts of 2-4-6. You placed the class 2-1-3-4. To figure your score ask six questions related to the six possible pair combinations:

Questions	Answers	Points Lost
Did I place 3 over 1?	No	2
Did I place 3 over 2?	No	2 + 4 (missed both pairs)
Did I place 3 over 4?	Yes	0
Did I place 1 over 2?	No	4
Did I place 1 over 4?	Yes	0
Did I place 2 over 4?	Yes	0

50 possible points - 12 points = 38 points

See what score you would earn if you place the class backwards 4-2-1-3. Did you come up with 10 points?



Scoring Reasons

40-50 points

An exceptional set of reasons. Recognized the significant differences; reasons were clear and easy to follow; and used correct terminology. Used mostly comparative rather than descriptive terms; spoke convincingly with good eye contact; and answered questions correctly.

35-40 points

Above average set of reasons. Used an easy-to-follow format for the reasons; correct terminology; saw the most significant differences between the items; spoke convincingly; and answered questions correctly.

30-35 points

An excellent score for a junior member who knows what he/she is doing but has not yet acquired the vocabulary and forcefulness to score higher.

25-30 points

This score would indicate that you did not see the class clearly; failed to use comparative terminology; but did give a full set of reasons.

0 points

Didn't give reasons.

Giving Oral Reasons

In order to give a good set of reasons you need:

- Knowledge of ideal sheep
- Knowledge of names of parts and comparative terms
- Knowledge of reasons organization
- Ability to take good notes
- Confidence

A judging class is made up of four animals. Reasons are given by comparing three pairs of animals: top pair, middle pair, bottom pair and explaining why one animal is better than another.

There are many ways to say the same thing. The challenge of reasons is to say the same thing more than once in a set of reasons, but worded such that the reasons do not become repetitious. Imagine that you are describing the class to a person who has not seen it, mainly by comparing one animal to another.

Organizing Reasons

Organization of reasons is a must if all differences are to be discussed in a logical order. Reasons are divided into the following sections:

1. Introduction
2. Top pair paragraph
3. Middle pair paragraph
4. Bottom pair paragraph
5. Bottom individual paragraph

Introduction

The introduction to a set of reasons is always the same except for the name of the class and the placing. Example: for a class of yearling ewes placed 4-3-2-1, the introduction might be as follows: "I placed this class of yearling ewes 4-3-2-1."

Top, Middle and Bottom Paragraphs

The three paragraphs within a set of reasons are all organized in much the same manner. Each paragraph is composed of a series of sentences that describe the two ewes in the particular pair.

- A.** The first part of the paragraph is the introduction that introduces the paragraph. Continuing the example of the yearling ewe class, the introduction would be, "In my top pair I placed 4 over 3 because..."
- B.** The next part of the first sentence is the "topic sentence" and should contain the most important factor involved in the placing. "...because 4 was larger framed and more upstanding." This sentence should leave no doubt in the reason taker's mind that 4 was larger than 3 and that difference was the most important factor involved in placing that pair of yearling ewes.
- C.** The "furthermore sentence" is devoted to the next largest difference between the two animals and our example class might read, "Furthermore, 4 was a nicer balanced ewe being more angular fronted." Because of the way in which it is said, it is obvious that you feel that 4 is a better balanced ewe. Yet by putting this statement second, you have said differences in balance are not as large as differences in frame.
- D.** The "in addition sentence" may be used alone or along with an "also" sentence. Whether one or

both are used depends on whether the remaining differences between the animals are large enough to justify the use of both sentences. Assuming in the class of yearling ewes, number 4 is an easy top, these sentences might read:

"In addition 4 was a more level, stronger topped ewe that stood wider when viewed from behind."

- E.** Next is the "grant sentence." The grant sentence admits that the lower placed animal in the pair has some traits superior to the higher placed animal. The grant sentence may well be the most important sentence in the paragraph, particularly in a close placing where others may have switched the pair.

If the differences or points in which the bottom animal in a pair was superior are all brought out and the reason taker realizes that you saw the difference, but simply switched the pair, he or she may not take off many points. On the other hand, if the member switched the pair and had no grant sentence or a very weak one, then probably the reason taker would take off more points.

A well-worded grant sentence is essential. In the yearling ewe class, if the pair was not close the grant sentence may read: "I grant, however, that 3 showed more depth of rib indicating more body capacity and higher overall volume."

- F.** The last sentence is the "criticize sentence." This sentence is important because if there is a fault in the second animal it should be brought out. In the yearling ewe class the criticize sentence might read: "I criticize 3 as she is coarse shouldered and sloped over her rump." If all the sentences were put together, the top paragraph would read:
- "...In my top pair I placed 4 over 3 because 4 was larger framed and more upstanding. Furthermore, 4 was a nicer balanced ewe being more angular fronted. In addition 4 was a more level, stronger topped ewe that stood wider when

viewed from behind. I grant, however, that 3 showed more depth of rib indicating more body capacity and higher overall volume. However, I criticize 3 as she is coarse shouldered and sloped over her rump."

The paragraphs pertaining to the middle and bottom pair are composed in the same manner as the top paragraph except with different introductory statements. The introduction of these two paragraphs might read:

"In my middle pair, I placed 3 over 2, because..."

"In regard to my bottom pair, I placed 2 over 1 because..."

After having finished the discussion of the top, middle and bottom pairs, all that remains is a description of the bottom individual and the closing statement.

Bottom Individual Paragraph

If the bottom animal was an easy last place and grants over the third place animal are very minimal, then the last place animal should be criticized to let the judge know you really saw the animal. Remember that, although they might be hard to find, all animals have some strong points. We will call that a grant to the individual and start the paragraph with it. A typical bottom individual paragraph might read: "Realizing 4 was a heavier muscled female, I criticized her and placed her last as she was the most conventional, smallest framed, shortest bodied ewe in the class."

Acknowledgement: Adapted from activity written by Clint Rusk for National 4-H Curriculum Beef "Skills for Life" Series.



"This fitting and showing contest is fun."

The Bottom Line



Sheep Project Skill: Making a budget
Life Skill: Planning and organizing
Show of Success: Determines the income and expenses for a sheep enterprise.

You and your family probably make budgets for monthly family expenses, vacations and special purchases. Perhaps you decide ahead of time how you will spend or invest your own money. Planning is important. The same is true when raising sheep. In this activity you'll complete a budget and practice your planning skills.



Your Challenge

Pretend that you've owned and managed a 100-head crossbred ewe flock for three years. Determine the income and expenses you would expect during a

12-month period of operation. You may use your own flock or someone else's to complete the budget.

My Sheep Operation Budget

From _____ to _____

Flock description:

Income

Market lambs sold \$ _____
 (# head @ lbs./head @ # \$/lb.)

Cull ewes sold _____

Breeding stock sold _____

Wool _____

Rams sold _____

Other _____

Total Income _____

Expenses

Feed \$ _____

Ewes _____

Lambs _____

Rams _____

Utilities _____

Replacement ewes _____

Rams _____

Shearing _____

Interest on borrowed dollars _____

Labor _____

Veterinary & medical _____

Insurance _____

Fuel _____

Taxes _____

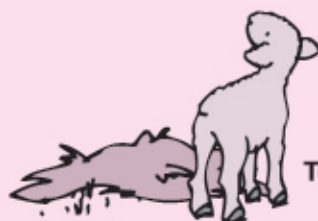
Marketing & transportation _____

Supplies & materials _____

Other _____

Total Expenses _____

Total Estimated Profit (loss) \$ _____



Talk It Over

Share with your helper

- What is the biggest expense in a sheep enterprise?
- What production figure has the biggest effect on profit?

Process what's important

How can profits be made raising sheep?

Generalize to your life

How do you plan and manage your income to cover expenses in your personal life?

Apply what You learned

How are you using budgeting and other kinds of planning now to prepare for goals after high school?



1. Check your newspaper and record weekly prices for market lambs on a graph for a six-week period during the time lambs are usually marketed in your area.

2. Analyze a sheep enterprise using a computer program.



Estimated Cost and Return for Ewe Per Year

(Costs for your sheep enterprise may be different from this example.)

Expenses

Grain

30 days prior to lambing @ .50 lb./day	15 lbs.
50 days after lambing @ 1.00 lb./day	50 lbs.
Creep feed for lambs (birth till market)	200 lbs.
Total grain = 265 lbs. at \$.04	\$10.60

Hay

50 days feed in corn stalks and stubble	
Ewes, 140 days of hay feeding @ 4 lbs. per day = 560 x \$.025	\$14.00
Lambs, 100 days of hay feeding @ 1 lb. per day = 100 x \$.025	\$2.50

Pasture

5 months @ \$1.50/head/month	\$7.50
------------------------------	--------

Miscellaneous

Salt - Minerals	\$.80
Breeding charge	1.00
Veterinary and drugs	.60
Taxes and insurance on livestock and equipment investment	.75
Depreciation and repairs on equipment \$5.00 x 10%	.50
Shearing	1.50
Annual ewe depreciation	5.50
Ewe death loss	1.50

Total expenses \$36.15

Total cost does not include labor, interest or general farm overhead.

Income

140% lamb crop (1.4 lambs @ 110 lbs./lamb = 154 lbs. of lamb @ \$.50/lb.)	\$77.00
9 lbs. wool x 30¢	2.70

Total estimated income \$79.20

Total expenses \$36.15

Estimated returns over cost per ewe \$43.05

Surfing the Web

Do you have access to the Internet? Do you know how to search for information on the Internet? Do you have someone who can help you if you don't have access or don't know how? This activity will be your opportunity to learn or sharpen your computer skills, while learning more about sheep, sheep health and sheep nutrition.



Sheep Project Skill: Expanding sheep knowledge
Life Skill: Locating resources and communicating with others
Show of Success: Locates sheep information on the Internet.

There are some great sheep web sites.



Your Challenge

Surf the web. Several sites are listed for you to check. List five sheep web sites and the type of information found in each. Print five pieces of information that interests you. Work with other group members to put together a notebook of the printed information. Everyone including those who don't have

access to the Internet can then use this notebook. Make a display poster of sheep resources on the web. This poster can be used in presentations and displayed at fairs. Be prepared, there are over one million potential sites that have something to do with sheep! Some are listed on the Sheep Resource page.

My Favorite Sheep Web Sites

[illegible]

Talk It Over

Share with your helper

- How many sheep-related web sites did you find?
- Who sponsored the web sites? Breed associations, feed companies, veterinary supply companies, schools and universities? What others?

Process what's important

How will the information you printed help others in learning about sheep?

Generalize to your life

If you need other information about a topic you are interested in, how can you look it up on the web?

Apply what you learned

What would you do if something you found on the web didn't seem to be in line with information you already knew to be correct?



The Internet

The Internet has become a valuable and popular source for all kinds of information. Individuals, organizations, universities, clubs, companies and many other kinds of groups have their own web sites or make information available through some other means on the web. The "up side" of the web is that it makes it possible to send new information rapidly throughout the world. Information is available to anyone with a computer and Internet connection. People with similar interests can communicate with each other. The "down side" of the web includes the vast amount of information to wade through and the wide range of quality of the information on the web.

Examples of Sheep Web Sites

Online Resources

American Lamb Council

www.lambchef.com

American Meat Institute

www.meatami.org

American Sheep Industry Association

www.sheepusa.org

National Lamb Feeders Association

www.wwics.com/~nlfa-sheep/

National Meat Association

www.nmaonline.org/links.htm

National Sheep Improvement Program

www.nsip.org/

Oklahoma State University Sheep Breeds Library

<http://www.ansi.okstate.edu/BREEDS/SHEEP/>



More Challenges

1. Find a sheep "pen-pal" through the net.