



Sheep Helper's Guide



Sheep Group Activities

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum

Your Sheep Group Activity Guide

The 4-H Skills for Life Animal Science Series

Welcome to the "Skills for Life" Sheep materials. This set of four activity guides and pattern for sewing a model lamb has been developed to provide you and the youth you support with ideas and activities to expand the sheep project. As a helper, you are a key person in making the youth's experience both fun and educational. How you choose to be involved will often determine the success the youth has developing important life skills while learning about sheep. The youth's interest in sheep is the vehicle leading to life skill development.

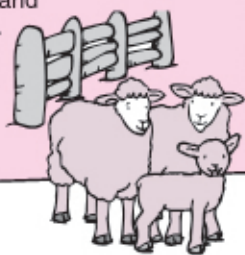
Sheep Project Outcomes

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 sheep
- Demonstrate good sheep management and health practices
- Develop sheep fitting and showing skills
- Improve their lamb consumer skills
- Promote sheep products and the sheep industry

Your Role

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



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.

The 4-H Sheep Series

This series includes three youth guides, a Helper's Group Activity Guide and a pattern to sew a model lamb.

Sheep 1	<i>Rams, Lambs and You</i>	.....	BU-6367
Sheep 2	<i>Shear Delight</i>	.....	BU-6368
Sheep 3	<i>Leading the Flock</i>	.....	BU-6369
	<i>Sheep Helper's Guide</i>	.....	BU-6370
	Lamb and Kid Pattern	.....	BU-7514

Youth Activity Guides

Each of the three youth activity guides is designed to be developmentally appropriate for grades 2–4, 5–7, 8–12 respectively, but may be used by youth in any grade based on their project skills and expertise.

The Sheep Achievement Program for youth to complete with your support is an important part of each guide. By striving to complete the program in each level, youth will be encouraged to learn more about sheep and the sheep industry while practicing and developing important life skills.

Sheep Helper's Guide

The fourth piece in the series is written to assist you in your helper role with individual youth but also to work effectively with groups of youth interested in the sheep project. These 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:

- Prevent sheep diseases
- Examine a lamb and record observations
- Plan and conduct a sheep skillathon
- Demonstrate use of a piece of sheep equipment
- Tie a rope halter and tie knots
- Define 10 new words related to sheep
- Plan and conduct a sheep quiz bowl
- Plan a one-year program of sheep activities
- Plan and conduct L-A-M-B-S Bingo

Lamb and Kid Pattern

The realistic model lamb made from this pattern provides an excellent training aid for youth to use when giving demonstrations at project group meetings and fairs.

The use of Velcro parts and application as a puppet contributes to its versatility.

The model can be used to learn to identify breeds and parts, recognize strengths and faults, judge, castrate, deliver, demonstrate care of the newborn, administer medication and much more.



What's Inside

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
Skillathon Fun	8
Let's Make Plans... ..	10

Chapter 2 Management and Health

Checking the Calendar	12
Ready to Lamb	17
Doctor! Doctor!	18

Chapter 3 Sheep Word Games

L-A-M-B-S Bingo	19
Sheep Talk Games	20
Let's Go Bowling	22
Playing Sheep Pyramid	24

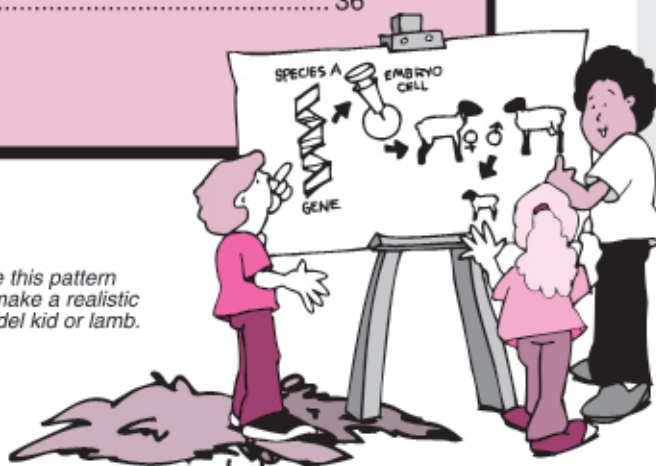
Chapter 4 Selection and Issues

Body Parts	26
What's Your Opinion?	28
Beginnings and Endings	30

Sheep Project Meeting Ideas	32
Answer Key: <i>Sheep 1, 2 and 3</i>	33
Evaluating the Impact	35
Sheep Resources	36



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



For more on sheep...
check 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 Genes	6
In Black and White	8
Hack, Dock and Twist	10
Making the Right Choice	12
What's Issue?	13

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 Fibre	24
More Than Meat and Wool	26
Identifying Lamb Cuts	28

Chapter 4 Fitting 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

Talking Sheep	5
Meating the Grade	8
Humor Along	10
Head 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 Dismembering to Docking	22
Coll the Wool	24
Sheep Feeders	26
Assessing Quality	28

Chapter 4 Lamb and Ewes

Serving Luscious Lamb	30
Packaging Ethical Outdoor Meats	32
Sheep Talk 2 (Glossary)	34
Sheep Resources	36

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 Ewes	5
The Tedium Line	6
Sorting the Wool	10

Chapter 2 Reproduction and Genetics

Expanding Sheep Reproductive Systems	12
Industry Time	14
Travis Meets a Difference	16

Chapter 3 Marketing and Nutrition

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

Chapter 4 Lamb and Ewes

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

Sheep Talk 3 (Glossary)	34
Sheep Resources	36

Youth Learning Characteristics

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 their peers 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 teen 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.

These 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.



Developing Life Skills

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.

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 general life skills as shown here. The TLS Model handbook further divides each general life skill into separate learning opportunities to develop the skill.

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

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.

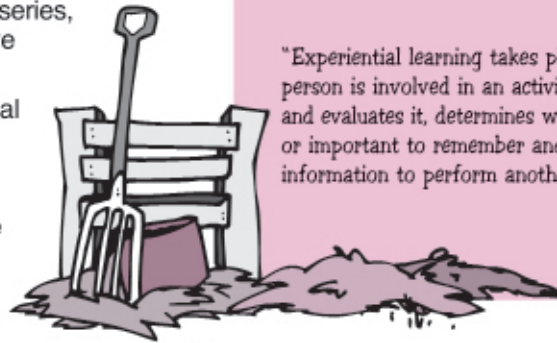


Teaching and Learning Experientially



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

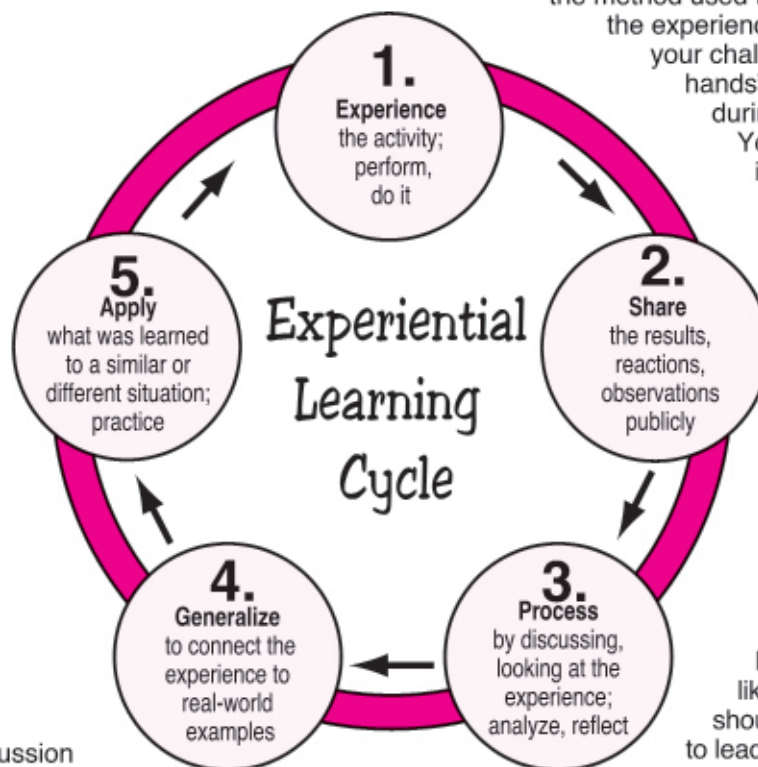
What was really learned and can the youth express how they can use what they learned? Or better yet, can they actually show that they have mastered a skill by performing another activity that requires the new skill to be used? Again the emphasis is placed on the life skill practiced rather than the subject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



2. Share

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.

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.

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.

Show Box Fun



"Pass the number three card. Plug in the shears. Let's use a lamb saver." These may sound familiar to you, but anyone not familiar with sheep probably wouldn't know what you were talking about. Knowing what the many pieces of equipment used with sheep are called and how to use them makes everything easier and faster. This activity will help your group not only learn to identify and demonstrate the use of equipment but also practice speaking on the spot or extemporaneously.

Sheep Project Skill: Understanding sheep equipment
Life Skill: Communicating with others
Show of Success: Identifies and demonstrates the use of sheep equipment.
Time Involved: One hour
Materials Needed: A live sheep and/or a cloth model lamb, paper, cards, pens or pencils, tape and equipment used with sheep that would normally be included in a tack box, e.g., hand shears, hoof trimmers, cards, brushes, curry comb, bucket, liquid soap, sheep blankets, spray bottle, towels, thermometer, halter, electric clippers

Getting Started

Ask the group members to each bring one or more pieces of sheep-related equipment to the meeting with their names taped on each. Write a matching number on a separate card. Also tape a number on each. The numbers should start with one and be consecutive. Put all the items in a box or at least out of sight.

1. Experience (Doing)

Put all the numbered cards in a hat. To provide some suspense, have everyone number off starting with one. When a number is drawn from the hat, the person with that number will be the demonstrator. The item demonstrated will have the same number and should be handed to the person. The person can then choose to explain and demonstrate how the piece of equipment is used alone or ask someone to help. Encourage questions following each demonstration from each person present. Limit demonstrations to three to five minutes. Follow a similar procedure for the next person. After everyone has had a chance to be "on stage" discuss the experience.



Talk It Over

2. Share (What happened?)

Q. What did it feel like to think on your feet and give a presentation with no time to prepare?

Q. What new things did you learn about the equipment?

3. Process (What's important?)

Q. What additional equipment should be included?

Q. Why is it important to keep a show box organized?

4. Generalize (So what?)

Q. Where else have you had to give an answer before you had time to think about what you wanted to say?

5. Apply (Now what?)

Q. How can you use what you learned about speaking here that will help you in the future?

Take the Lead



Making rope halters and learning to tie useful knots are fun and challenging learn-by-doing activities for group meetings. The group will enjoy the challenge and satisfaction the activity provides. The resulting products can also be used immediately. These type of activities also provide an excellent setting for youth and adults to practice their teaching and leadership skills.

Sheep Project Skill: Making rope halters
Life Skill: Leading self and others
Show of Success: Makes a rope halter and ties knots.
Time Involved: One hour
Suggested Group Size: 2 to 15
Materials Needed: Nylon or manila three-strand 1/4" rope in 8' lengths, hogrings, wire or friction tape to secure the ends, (a spliced crown or ends whipped with string can also be used), pictures of the rope halter and knot tying steps

Getting Started

To really enjoy the meeting yourself you may want to encourage the youth who are giving leadership to this meeting to collect the supplies and practice tying a rope halter and knots. The more people you involve in the preparation the more enthusiasm you will have.

1. Experience (Doing)

Depending how this activity is presented to the participants, the opportunity for life skill development can be high or low. If the experiential learning process is followed and the youth are encouraged to learn-by-doing-before-being-told-or-shown-how, exciting outcomes are possible. On the other hand if the youth are told how and only follow directions, the chance to develop skills such as risk taking, building team work, self esteem, learning together and helping others learn is often lost.

One way to quickly involved the youth is to divide the group into teams of two or three individuals. Give each team a length of rope and a picture and/or directions for tying the halter or knot (face down). Challenge the teams to work together to make a halter or a particular knot. Then step back and help by answering questions with questions as teams ask. If any teams are stuck encourage them to use the pictures as a guide. You may be surprised at how many halter makers and knot tiers you have in the group! You will also enjoy seeing the "we figured it out all by ourselves" expression of the teams. Follow the session with questions about the experience.

Let's see if we can figure out how to tie a bowline knot before we look at the directions.



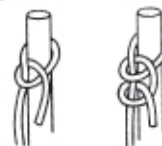
Knots for All Occasions



Quick Release Knot



Bowline Knot



Double Half Hitch



Honda Knot

Talk It Over

Help the youth learn more about working as a team using ropes by conducting a group discussion. These questions will get you started.

2. Share (What happened?)

- Q. How did you learn to make a rope halter or tie the knots?
- Q. How did it feel to do it on your own without step-by-step directions?
- Q. What was most difficult?

3. Process (What's important?)

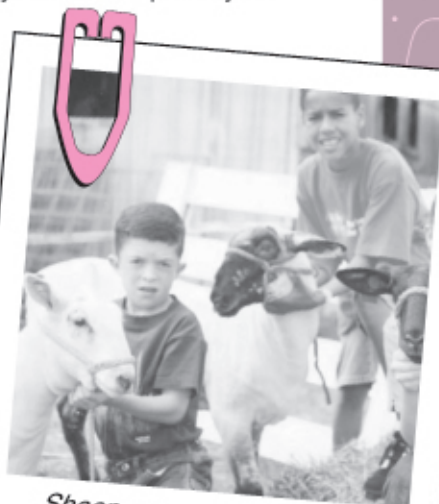
- Q. Why is knowing how to make a rope halter and tie knots important?
- Q. What are important uses of knots?

4. Generalize (So what?)

- Q. Why is working together as a team often better than working alone?
- Q. What did you contribute to the team?

5. Apply (Now what?)

- Q. How do you think you could improve your leadership skills based upon this activity?



Sheep are easy to lead with rope halters.

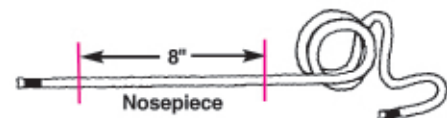
More Challenges

1. Involve several youth in leading activities involving knots such as knot relays; situation relays where a situation is presented that requires a knot and the youth needs to tie one that works; or catching, haltering and leading a sheep to a particular place.



Rope Halter Hints

1. Select a 10 foot piece of $\frac{3}{8}$ poly rope (ski rope) to make a sheep rope halter.
2. Secure the ends with friction tape, strong string or by splicing.
3. Make a mark eight inches from the end of the rope to indicate the length of the nose piece.



4. At the point marked raise two strands and pass the long end through until the center on the loop is twice as large as the rope.



5. Raise two strands in the long end of the rope just outside the loop and pass the short end under these strands. Draw snug to form the eyeloop.



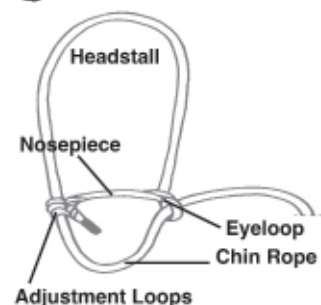
6. Untwist the strands 2–3 inches from the end and push together until the strands form three separate loops.



7. Pass the long end of the rope through the adjustment loops to form the adjustable head stall.



8. Pass the long end of the rope through the eye loop and your halter is complete.



Skillathon Fun



A skillathon is a way of involving youth and their parents in a challenging, noncompetitive, learning-by doing activity. This teaching method helps youth develop both personal and project skills. The skillathon works well at a project meeting, group meeting, in the classroom or at a mall or fair.

A skillathon is a series of learning stations at which teams are presented with realistic situations and tasks to do. The teams attempt to complete the tasks before being told or shown how. The operator at each station follows with questions to help the teams build on their experiences.

Sheep Project Skill:	Developing sheep-related skills
Life Skill:	Planning and conducting an activity
Show of Success:	Plans and conducts a sheep skillathon.
Time Involved:	50–120 minutes
Suggested Group Size:	10–100
Materials Needed:	Station signs, situation and task signs, materials necessary for the team to perform the tasks at each station

Getting Started

Setting up a skillathon is an excellent activity for youth to practice developing their leadership skills. People and materials need to be organized, decisions made and signs prepared. To help guide the planning committee, some of the tasks that should be considered are listed as well as examples of stations. A series of stations can be set up on almost any of the general areas listed in the Sheep Project Meeting Ideas in this guide.

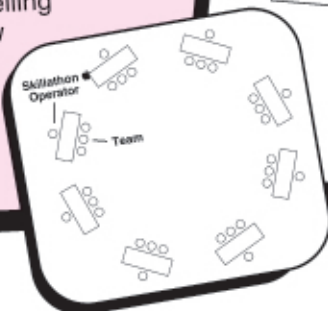
Skillathon preparation

- Decide on the stations wanted, considering time and resources available
- Make up a realistic situation and task sign for each station so teams don't require additional directions
- Decide who will be in charge of each station
- Decide the equipment and supplies needed at each station
- Delegate responsibility for gathering supplies

Station operator

The role of the station operator is very important.

- Be familiar with the topic
- Develop several questions to ask
- Allow the team members to discover for themselves how to accomplish the task, instead of telling or showing them how
- Help the learning by using the steps of the skillathon model shown here

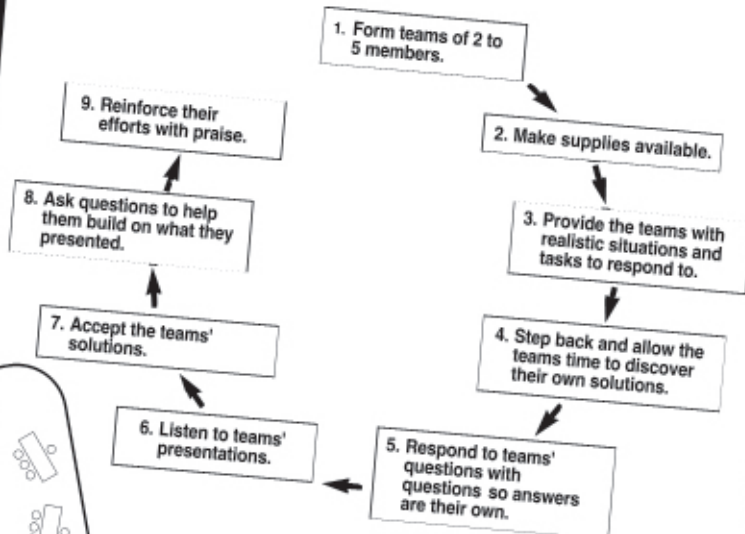


1. Experience (Doing)

Once the stations are established, begin the skillathon. Depending on the size of the groups and the number of stations, divide the members into teams of two to four. Start each team at a different station. Allow about ten minutes at each station, then ask each team to select a station and give a short presentation on how they solved that task. Follow with questions about the overall activity. The "Talk It Over" questions will help the youth reflect on what they have learned.

Skillathons look like fun.

Skillathon Model





2. Share (What happened?)

- Q. What was it like to plan and conduct a skillathon?
- Q. What was hardest for you to do? Easiest?

3. Process (What's important?)

- Q. What did you learn from this activity that you didn't know before?
- Q. What difference did you notice about how different teams did or did not work together?
- Q. Why is it important to take time to plan carefully?

4. Generalize (So what?)

- Q. How did teaching and learning this way compare to what happens in your classrooms?
- Q. What did you learn about being a leader that will help you in working with groups in other organizations or school?

5. Apply (Now what?)

- Q. What's one thing you could do to improve your ability to plan?

Identifying Breeds of Sheep

Situation: At a fair, a city friend asks you to identify the various breeds of sheep.

Your Task: Match the breed names with the pictures and tell one unique characteristic of each.

Presenting Oral Reasons

Situation: You have been asked to present reasons on a class of four market lambs.

Your Task: Place the sheep (or pictures of sheep) and tell your reasons why you placed them as you did.

Delivering a Lamb:

Situation: A ewe is having trouble lambing.

Your Task: Demonstrate the steps you would take to deliver the lamb.

Saving a Weak Newborn Lamb

Situation: You find a newborn lamb lying almost motionless on the cold ground.

Your Task: Demonstrate how you would save the lamb.

Trimming Sheep Hooves

Situation: You are about to send your sheep to pasture and notice many have long hooves and are limping.

Your Task: Demonstrate what you would do to correct the problem.

Grading Fleeces

Situation: You have shorn your flock of Dorset and Hampshire ewes.

Your Task: Identify the difference in wool qualities. Figure the staple length and value of the wool you have to sell.

Designing a Sheep Handling Facility

Situation: You have been asked by your neighbor to design a sheep handling facility for 100 ewes.

Your Task: Design and layout the facility to include fences, loading ramp, barn, driveway, etc.

Setting a Sheep on its Rump

Situation: Time to shear a sheep

Your Task: Demonstrate how to set a sheep on its rump

Supplies: Live sheep

Shearing a Sheep

Situation: It's a month before lambing and the ewes need to be sheared

Your Task: Demonstrate the steps to shearing

Supplies: Live or model sheep, shearing chart

Directions: Have a team role-play how to move a sheep to each shearing position and use hands to indicate shearing strokes

Tying a Fleece

Situation: A sheep has just been sheared

Your Task: Skirt, sort, roll and tie a fleece

Supplies: One or more fleeces, paper twine

Matching Breeds and Wool Types

Situation: You are interested in wool and wool products

Your Task: Match the breeds with wool type and product

Supplies: Wool samples (fine, medium and coarse), fabrics made from each type (e.g. scarves, sweaters, carpets)

Determining Wool Fiber Strength

Situation: Time to select a show fleece

Your Task: Rank and give reasons on five fleeces

Supplies: Complete fleeces or samples

Grading Wool

Situation: A wool buyer has asked you to grade your fleeces

Your Task: Grade six wool samples

Supplies: Six wool samples of different grades, chart showing samples or grades

Matching Wool Terms

Situation: You want to learn wool related terms

Your Task: Match the terms with their definitions

Supplies: Twenty terms and definitions in separate columns



More Challenge

1. Conduct a sheep skillathon at a county fair.

Let's Make Plans



Sheep project meetings offer exciting settings for youth to develop project and life skills. When they participate in planning, youth are developing an important life skill. You will find that these programs will more closely meet the needs of your 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 explore ways to involve your group in the planning process. A list of meeting topics is found at the end of this guide.

Sheep Project Skill:	Planning a year's program
Life Skill:	Planning and organizing
Show of Success:	Plans a one-year program group activities.
Time Involved:	One hour
Suggested Group Size:	No limit
Materials Needed:	Pencils, paper, flip chart or blackboard, markers, poster paper (optional), sheep achievement programs, literature, resource materials

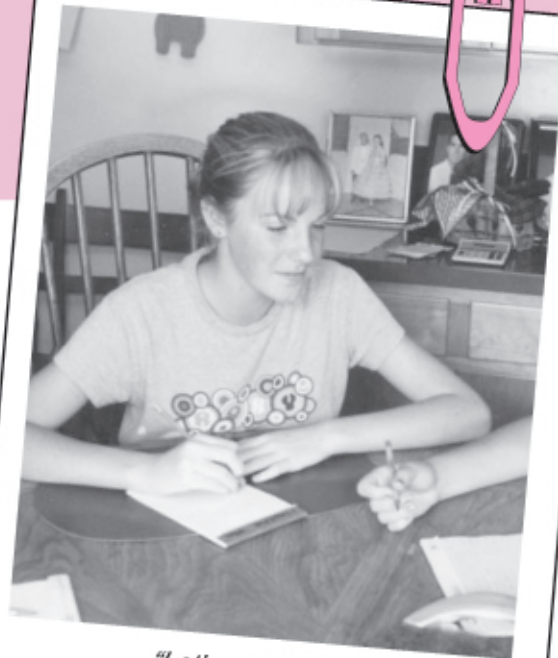
Getting Started

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.

1. Experience (Doing)

First ask everyone what the group's goals should be for the year. The process described here for determining 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, petting zoos, 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.



"Let's make plans."

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. 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 concerns. After a short discussion, move to the next idea.

From all the ideas generated and discussed (and possibly combined), have each person rate the items in the order of preference on a separate sheet of paper. You may want to have participants indicate their top five or ten 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.

Deciding Who Does What

Now that the group has decided what they want to learn more about, be sure everyone shares in the responsibility of seeing that it happens. Give as many members (and families) as possible a specific job on the year's program. Recreation, demonstrations, 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 a 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.

Summarizing the Activity

Help the members and parents understand the skills they have practiced in the planning process. Emphasize learning how to cooperate, to delegate responsibility and to provide for maximum involvement. Take a few minutes during or after the planning session to talk about the process of planning. The "Talk It Over" questions will be helpful.



Project Group Goals for the Year

Name of Group _____ Name of Leader(s) _____

PROJECT GROUP GOALS FOR THE YEAR

1. Every member completes at least one-half of his or her achievement programs.
2. Practice the life skill of decision making.
3. Involve each family in activities.

Meeting Date Time & Place	Meeting Topic and Activities	Who Is Responsible	What to Do Before the Next Meeting
November 6 7 p.m. Chao Vu Family Home	Identifying parts of sheep, Recreation, Presentation, Refreshments	Dave and Haun, Mark and Jim, Mary, Peterson Family	Review judging terms and make drawing of ideal sheep

Talk It Over

2. Share (What happened?)

- Q. What have you learned so far about planning?
- Q. What process have we been using to involve everyone?
- Q. How do you feel about this planning session?

3. Process (What's important?)

- Q. Why is it important to have goals and plans?
- Q. Why are decisions made through consensus often more accepted than those made by voting?
- Q. Why is it important for youth, parents and leaders to work together on planning activities?

4. Generalize (So what?)

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

5. Apply (Now what?)

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



More Challenges

1. Have the group use the same process (nominal group technique) to plan something else.

Acknowledgment: Minnesota 4-H Animal Science Notebook.