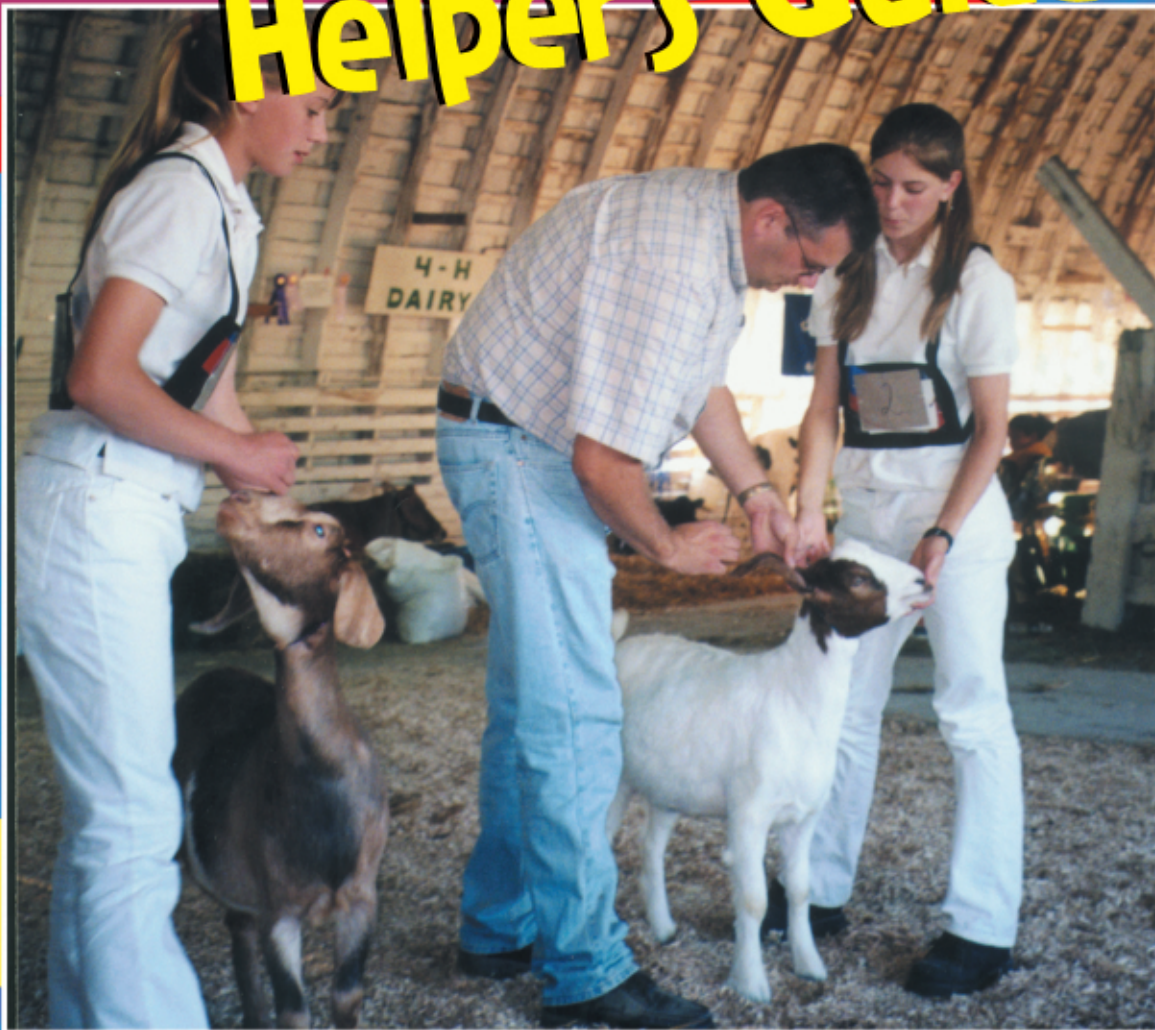




Meat Goat Helper's Guide



Group Activities For Ages K-12

Name _____

County _____



About this Guide

Welcome to the 4-H "Skills for Life" Meat Goat project. This set of four activity guides has been developed to provide you and the youth you support with ideas and activities to expand the meat goat 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 meat goats. The youth's interest in meat goats is the vehicle leading to the development of important skills the youth will use throughout life.

Meat Goat Project Outcomes

Through participation in this curriculum youth will:

- Practice important life skills including:
 - decision making
 - keeping records
 - learning marketable skills
 - planning and organizing
 - learning self responsibility
- Identify and select quality meat goats
- Demonstrate good meat goat management and health practices
- Develop meat goat fitting and showing skills
- Improve meat goat consumer skills
- Promote meat goat products and the meat goat industry
- Become wise caretakers of animals, land and other resources

Your Project Helper 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 Meat Goat Achievement Programs
- 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)

**Good luck in your role as Project Helper
and thanks for contributing to the
positive development of our youth!**



The Meat Goat "Skills for Life" Series

This series includes three youth guides and a helper's guide:

Meat Goat 1	<i>Just Browsing</i>	BU-07909
Meat Goat 2	<i>Growing with Meat Goats</i>	BU-07910
Meat Goat 3	<i>Meating the Future</i>	BU-07911
<i>Meat Goat Helper's Guide</i>		BU-07912

Youth Activity Guides

Each of the three youth activity guides is designed to be developmentally appropriate for grades 3–5, 6–8, 9–12 respectively, but may be used by youth in any grade, based on their project skills and expertise.

The Achievement Programs is an important part of each guide. By striving to complete the program, youth will be encouraged to learn more about meat goats and the meat goat industry while practicing and developing important life skills.

Helper's Guide

This fourth piece in the series is written to assist you in your role as helper. The learn-by-doing activities, as well as most activities in the youth guides, can be adapted for use with individual youth groups, families, classrooms 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:

- Learn how to sponsor fun learning events with other youth
- Understand the importance of meat goats worldwide
- Learn how to judge the value of resources
- Plan and organize educational tours
- Explore careers in the meat goat industry
- Give effective presentations
- Develop a management calendar
- Keep accurate records
- And much more!

Acknowledgements

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What's Inside?

For more on meat goats,
look for these other guides
in this set.

Level 1 Just Browsing

- Chapter 1 Selection**
 - Name That Part!
 - Choosing Wisely
 - Kikos and Pygmies and Boers—Oh My!
- Chapter 2 Marketing and Products**
 - We Can't Have Quality Without "U"!
 - Meat or Milk?
 - There's No Business
 - Like Show Business!
 - Be a Sport
- Chapter 3 Health and Disease**
 - Ding Dong Bell, Is That
 - Kid Feeling Well?
- Chapter 4 Feeds and Nutrition**
 - I'm Stuffed
 - Ruminate on This!
- Chapter 5 Husbandry of Animals and Resources**
 - Goat Cries
 - Making Kid Cents into
 - Big Bucks
 - Learning the Ropes
 - Meat Goat Talk 1 (Glossary)
 - Meat Goat Resources



Level 2 Growing with Meat Goats

- Chapter 1 Health and Disease**
 - Is Your Wether Under the Weather?
 - Put Your Veterinarian on Speed Dial!
- Chapter 2 Selection**
 - Choosing Your Genes
- Chapter 3 Feeds and Nutrition**
 - Mares Eat Oats and Does Eat Oats...
 - and Sometimes Toxic Plants!
 - Through Thick & Thin
- Chapter 4 Husbandry of Animals and Resources**
 - The Scoop on Poop
 - Being Water Wise
 - What You Don't Know
- Chapter 5 Reproduction**
 - And...ACTION!
 - The Birds and the Bees
 - No Kidding Around!
 - I Kid You Not
- Chapter 6 Marketing and Products**
 - 'Round the Ring
 - and Back Again
 - Holy Cabrito!
 - Meat Goat Talk 2 (Glossary)
 - Meat Goat Resources



Level 3 Meating the Future

- Chapter 1 Health and Disease**
 - As the Worm Turns
 - The War on Germs
- Chapter 2 Selection**
 - Behind the Scenes
 - Talk the Talk
 - Who's Your Daddy?
- Chapter 3 Feeds and Nutrition**
 - It's a Balancing Act
 - In Search of Greener
 - Pastures
- Chapter 4 Husbandry of Animals and Resources**
 - Is That Ethical?
 - This Land Is Your Land
 - Ee-i-Ee-i-Oh!
- Chapter 5 Reproduction**
 - Four for Dinner, Please
- Chapter 6 Marketing and Products**
 - Getting Market Savvy
 - Meat, Milk, and More
 - Meat Goat Talk 3 (Glossary)
 - Meat Goat Resources



Helper's Guide

About This Guide	Inside Front Cover
What's Inside?	1
Youth Learning Characteristics	2
Developing Life Skills	3
Teaching and Learning Experientially	4

Chapter 1 Planning and Organizing

Looking Ahead	5
For the Record	6

Chapter 2 Project Skills

What's On Your Calendar?	8
All Goats Are Not Created Equal	11
Plate It Safe	14

Chapter 3 Games and Activities

Learning Doesn't Have to Be "Boer-ing!"	16
Skullathon Time!	18
Going On the Road	20
Let Me Tell You All About It!	22

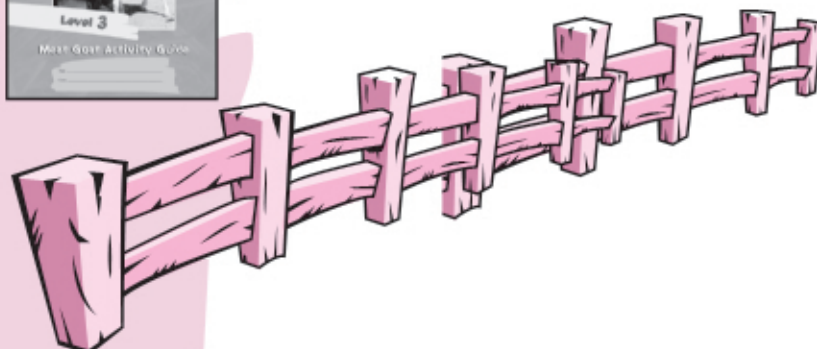
Chapter 4 Time to Think

Believe It or Not?	23
Better Living with a Couple of Bucks and Lots of Doe	24
On the Path to a Career	26

Chapter 5 Developing Character

Helping Animals Fare Well	28
Accepting the End	30

Glossary	32
Meat Goat Meeting Ideas	33
Answer Key: Meat Goat 1, 2 and 3	34
Evaluating the Impact	35
Meat Goat 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 with 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 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, or 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.

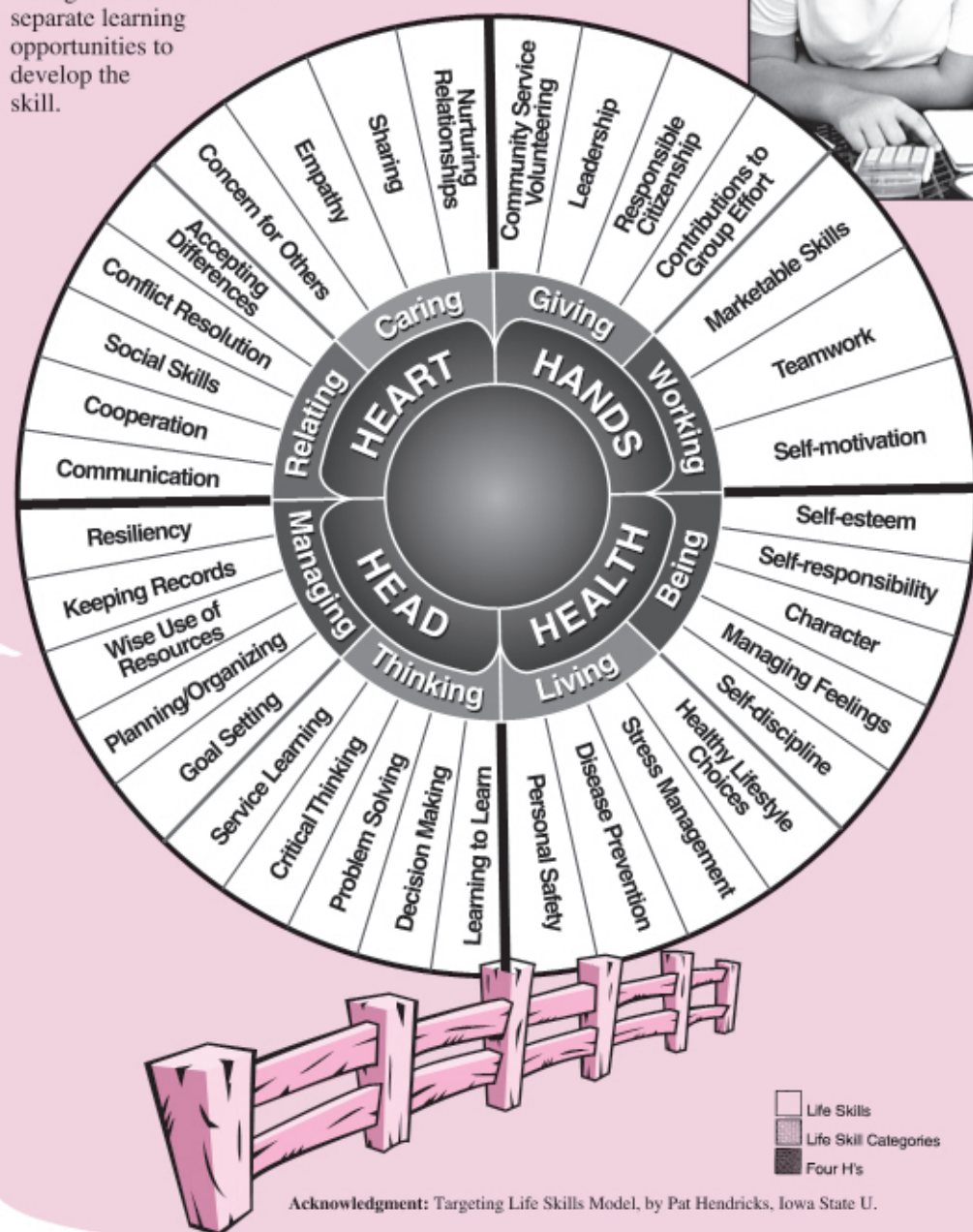


Developing Life Skills

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.

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 into 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.



Experiential Model

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 mastered and able to be used everyday. By using the experiential learning process to help youth internalize both the meat goat project skills and the life skill practiced, they gain the ability to apply both types of skills appropriately.



Success Indicator

Each activity in this series shows both the project skill and life skills youth will develop by participating in the activity. 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. The Success Indicator demonstrates mastery of the learning 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. Thank you for volunteering!

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

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 stay in the background 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!"

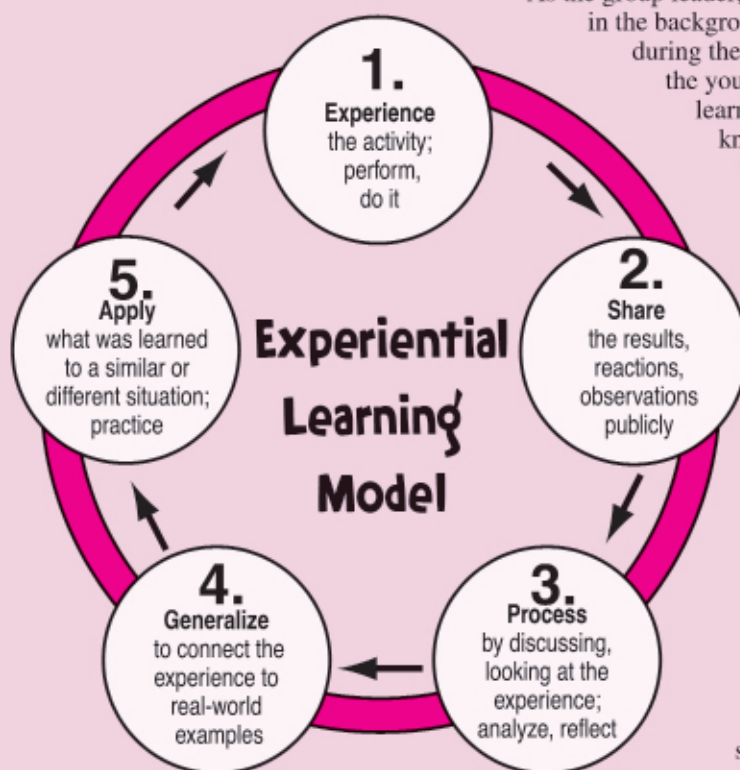
5. Apply

What was really learned? 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 just 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 and 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.

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.

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? 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.

Project skill:	Planning and organizing the project year
Life skill:	Cooperation
What youth will do:	Create a plan for project meetings, activities, county events and fairs for the project year
Success indicator:	Participates successfully in a variety of fun learning activities during the 4-H year

Target Audience:
Youth 8 to 18 years of age

Time Involved:
Two 30-minute sessions

Suggested Group Size:
A project group size of 10 to 30 youth and adults

Materials Needed:
Pencil, paper, flip chart or white board, sticky dots

Looking Ahead

The planning session can set the tone for the entire 4-H year's experience for youth and their families. Program planning with parents and youth will set a standard for cooperation and support throughout the entire project year. Involving everyone in the planning stage will motivate them to continue to be involved during the coming year.

Getting Started

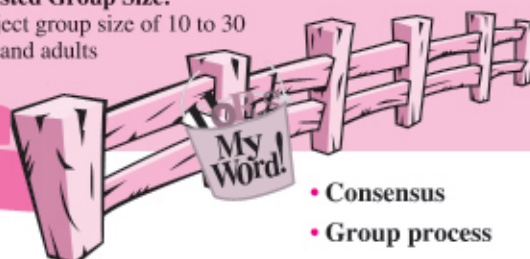
As a project helper, your goals should be to: keep families informed, provide learning opportunities and insure that the youth have fun during the year. At your group planning meeting, you should have a list of learning activities the project group could participate in during the year. Examples include tours, picnics, exhibit days, fairs, field days, community service, demonstrations, etc.

Start Capering

- Establish the ground rules for the group's operation today and throughout the year.
- Bring the families together to organize the project group's year. A potluck could help bring busy families together.
- Ask the families what they would like to learn during the year. Make sure you are getting input from parents and youth. To insure participation from everyone, go around the room and ask each person for his/her input. Make sure to give everyone the opportunity to speak. Have someone record what is said.
- Establish the activities that the group believes are "musts." Examples could be learning about demonstrations, judging, showmanship, feeding, animal health and shelter.
- Everyone should use sticky dots to vote for the activities that they would like to do during the year.
- Work toward agreement on the program for the year.



When we are all part of the decision-making process, we are more likely to accept the group's decisions.



Ruminations *Discuss the answers to these questions with your youth.*

Chew Your Cud *(Share)*

- How did you feel about the planning meeting? What would you change about the process?
- How did you involve everyone?

Gain Ground *(Process)*

- Why should a group work together to plan their year's activities?
- What are the consequences of not involving someone in a process that affects them?

Forage for More *(Generalize)*

- What other methods could you use to plan your project year?
- What other groups have to plan their activities far in advance?

Wattle You Do Next? *(Apply)*

- How can your family use this *group process* to plan a family experience?
- In what other situations could you use *consensus building* to work toward a common goal?



Involving all individuals in the planning process is the best way to have people accept the decisions and goals for the program year.

Udder Ideas

Have youth complete one or more of these activities and share their results with you.

1. Find out what other project groups are doing in the coming year.
2. Do an activity together with another meat goat project group.
3. Compare this year's plan with last year's plan.

Project skill: Record keeping
Life skill: Record keeping
What youth will do: Youth will create a personalized record book
Success indicator: Names five parts of a project record

Target Audience: Youth 8 to 11 years old
Time Involved: One hour for each activity
Suggested Group Size: 5 to 10 youth

Materials Needed:
 Each youth should have:
 10 sheets of 3-hole punched typing paper
 Color crayons, markers, pencils and/or pens
 Sets of pre-made record book entries
 Large sheets of paper or a white board

For the Record



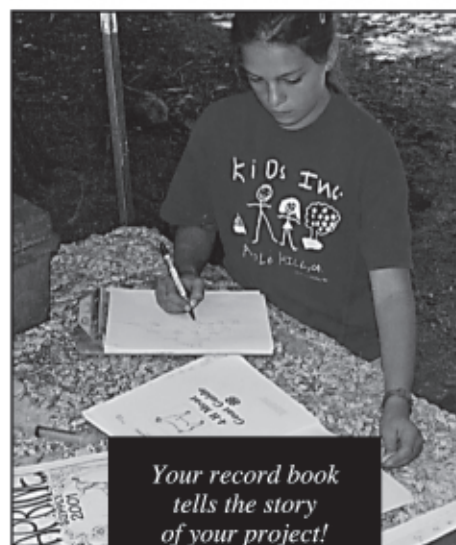
A project record can be regarded as a diary of a youth's journey through their project. The record is of value to the leader, the parent, and the youth. It helps everyone see the youth's growth and accomplishments as a result of the project. For most youth, record keeping is not a high priority! We can engage youth in record keeping by explaining that their *record book* tells the story of their project. Record keeping teaches life skills of communicating, planning, organizing, problem solving and decision-making, which are essential skills for a successful future.

- Animal health record
- Record book
- Diary
- Journal
- Record book entries

Getting Started

Designing and making a record book activity:

At the end of the project meeting prior to designing and making a record book, ask the youth: "What would you write in a diary about your meat goat?" The helper should think about the topics in a traditional record book but offer assistance to youth only if necessary during this activity.



Start Capering

Designing and making a record book:

- Discuss and show youth the components of a record book. (Alternatively, this could be the last step, after youth have already created their books).
- Ask youth what they would like to put in the record book they are making and record their responses. Examples could be their name, club, goat's information (photo, tattoo or ear tag number, birth date, pedigree), weights, medications, feeds, costs, etc.
- Have the youth select the five most important headings they would like to use in their record books. They can select the headings by raising their hands or using five sticky dots to vote with.
- To test their selection of headings, hand out a set of record entries (one set for every three youth).
- Write each of the headings on a large sheet of paper (one heading per page).
- Have the youth place the pre-made *record book entries* on each sheet of paper with a record book heading and decide if the record book they are creating has enough headings to handle all possible entries.
- Adjust the record book design to meet the needs of the entries.
- Hand out enough sheets of white paper (cover, headings, and back) to each youth for the headings selected.
- Have each youth write each of the headings selected at the top of a page.
- Have youth draw their own record book cover and decorate the margins of the record pages as they wish.
- Staple the book together.

Ruminations

Chew Your Cud *(Share)*

- What headings did you put in your record book?
- How do you feel about keeping records?

Gain Ground *(Process)*

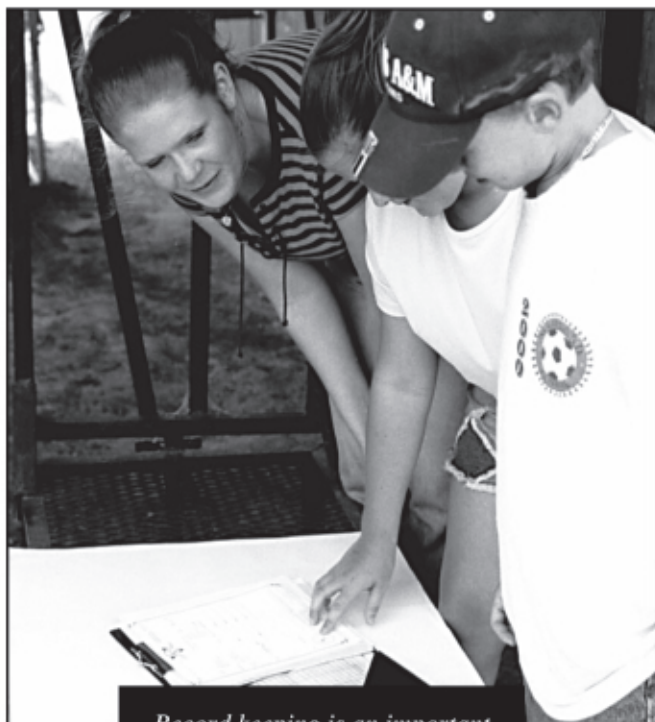
- Why is your record book important?
- How can you make record keeping easier?
- How does the record book show your progress?

Forage for More *(Generalize)*

- How does record keeping help you plan your project?
- What other records should you keep?
- What records do your parents keep?

Wattle You Do Next? *(Apply)*

- How will you use your record book to tell the story of your project?
- How will you change how you keep records now?
- How can you teach others about the importance of record keeping?



Record keeping is an important part of this project!

Resources:

County or state project record book

Acknowledgement: 4-H Goat curriculum leaders' guide, page 13 for examples of record book entries.

Meat of the Matter

Examples of Record Book Entries

- Name, year in 4-H, age, school grade
- Name of club
- Date and place of purchase of animal
- Picture or drawing of animal
- Dates and amounts of feed purchased
- Dates of shots or medications given
- Dates of sales
- Weights
- Achievements and awards
- Kidding-related information
- Showmanship placings
- Market goat placings
- Club meetings attended
- Equipment purchased
- Breeding information
- Dates, topics and locations of demonstrations given
- Dates, topics and locations of judging activities
- Workshops attended
- Field days attended
- Dates and locations where animal was exhibited
- Community service activities
- Leadership activities
- Project story
- Future plans



You can earn scholarships, ribbons, premium money, awards, and other recognition with your record book!

Udder Ideas

1. Complete a standard project record book for your age and experience.
2. Complete an *animal health record*.
3. Submit your record book for county judging.
4. Search the Internet for examples of record books from other states and counties.
5. Keep a *journal* of your meat goat project activities.