Putting the Oink in Pig

Swine Youth Activity Guide
Grades 6-8

Name:

County:
Pork Chop Class

Use with Judging Pork Cuts activity on page 10 of Swine 2, Putting the Oink in Pig.
For more on Swine look for these other guides in this set.

**The Incredible Pig**
Swine Breeds
Breed Characteristics
Chap. 1 Selection and Judging
Naming the Breed
Choosing the Parts
Judging Market Hogs
Chap. 2 Management and Health
Preparing the Pig
Keeping Your Best
Examining a Healthy Pig
Chap. 3 Nutrition and Carcass
Identifying Pork Cuts
Discovering Pork By-products
Preparing Pork
Chap. 4 Beyond the Pen
Meeting Your Needs
Showing
Writing a Thank-you Letter

**Group Activity Guide**
Developing Life Skills
Youth Learning Characteristics/Science Standards
Teaching and Learning Experientially
Recognition Model
Evaluating Impact
Chap. 1 Selection and Judging
Selecting a Pig Project
Chap. 2 Management and Health
TLC for Pig
Feeding on Food Safety
The Sick Pig
Chap. 3 Nutrition and Carcass
Balancing a Ration
Carcass Quality
Preparing for Action
Chap. 4 Beyond the Pen
Thinking of the Neighbors
Finding a Career
Gaining Experience
Exploring International Markets

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**Putting the Oink in Pig**

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Note to the Project Helper

Congratulations! A young person has asked you to serve as his/her helper for this level of the Swine Project. You may be a family member, project leader or advisor, teacher or a neighbor. Your role in guiding, encouraging and rewarding progress is very important. How you choose to be involved will often determine the success the youth has in developing important life skills while learning what pigs are all about. The youth’s interest in swine is the vehicle leading to life skill development. You’ll find that these guides are designed to encourage active involvement and exploration rather than simply providing answers.

Your Role

- Review this guide and the Swine Helper’s Guide.
- Support youth in his/her efforts to set goals and complete the Swine 2 Achievement Program.
- Serve as a resource person to help connect youth with the community, resource materials and others knowledgeable about the project.

Project Activity Guides

This project activity guide is a part of the 4-H “Skills for Life” Animal Science Series. The three youth guides in the swine series are designed for beginner, intermediate and advanced learners respectively. Each guide includes an achievement program to provide challenging activities, a way to expand project experiences beyond the animal and a means to recognize youth for what they have accomplished. The activities in this guide are specifically designed to help youth develop skills in decision making, relating to others, communicating with others and learning to learn.

Each guide is organized with four chapters:

1. Selection and Judging
2. Management and Health
3. Nutrition and Carcass and
4. Beyond the Pen

Swine Helper’s Group Activity Guide

The fourth piece of the swine series, Swine Helper’s Group Activity Guide, provides additional learning-by-doing activities that can be adapted to the family, the classroom, 4-H projects, groups, clubs or other groups. You’ll also find information on characteristics of youth, additional ideas for project experiences and helpful hints on developing life skills.

Experiential Learning Model

1. Experience the activity, perform a task.
2. Share the results, observations, solutions.
3. Provide opportunity to discuss and reflect on experience, draw conclusions.
4. Generate ideas for new experiences to real-world examples.
5. Ask what was learned in a similar or different situation, practice.

Youth describe the experience and their motivation.

Youth discuss what was most important about what they did.

Youth share how they will use the project and life skills practiced in other parts of their lives.

Youth do before being told or shown.


Good luck in your role as project helper!

A supportive group leader is the key to a successful project.
Having Fun with the Swine Project

Let's get started! This guide is an important part of the swine project. Swine 2 offers you new challenges and opportunities to explore a wide range of activities related to swine. You'll also have fun meeting new people, becoming better acquainted with your community and expanding your interests and goals. Like Swine 1, an achievement program is included to guide your efforts and provide you an opportunity to be recognized for meeting your goals.

You'll be surprised at the many fun and interesting things you'll learn. Don't be afraid to jump right in, and don't give up if the activity doesn't work out the first time. You're still learning, right? The most important thing is to try. Once you try, then think and talk about what happened or didn't happen, and why.

Swine 2 Project Guidelines

- Do a minimum of seven activities in Level 2 of the Swine Achievement Program each year.
- Complete Level 2 within three years from the time you begin.
- Practice and develop the life skills of making decisions, leading self and others, relating to change and planning and organizing.
- Participate in a minimum of five of the learning experiences listed on the Planning Guide each year.
- Keep the Planning Guide current by setting project goals and recording project highlights you experience.
- Increase your swine knowledge and skills.

Swine 2 Achievement Program

The activities will challenge you to explore areas of the project you perhaps haven't experienced before. Do your best to complete each activity and answer the questions. Work with your helper to complete each experience. You may need additional resources to complete some of the activities. Swine magazines, books, tapes, commodity groups, feed and equipment manufacturers and marketing groups are good resources. The library will also have several references to help you.

Remember this is your own personal project activity guide. As you complete the activities, answer the questions and record your project highlights. You'll realize how much you have accomplished in this project. Have fun!

Your Project Helper

The choice is yours! The person you choose to be your project helper needs to be willing to support your efforts to complete Level 2 of the Swine Achievement Program. Your helper will meet with you to set goals, plan activities, suggest resources to use, discuss each activity with you and date and initial your achievement program each time you have successfully completed and activity. Write the name and phone number of your project helper here:

My Project Helper

Phone #

E-mail

Good Luck with Swine 2 – Putting the Oink in Pig
Setting Goals

What do you know?

Here's an easy way to tell if you learned something new and developed important project skills. BEFORE you start doing the activities in this guide, indicate what you know now, then indicate what you know AFTER you complete the Swine Project Achievement Program. You may be surprised how much you learned! Share the results with your helper.

Begin each statement with the words "I know how to..." then circle 1 (not at all), 2 (somewhat) or 3 (to a great extent).

Before | After
--- | ---
Match production periods and management practices and give an illustrated talk on one of the periods. | 1 2 3 | 1 2 3
Make a swine health care plan. | 1 2 3 | 1 2 3
Identify symptoms of 10 swine diseases. | 1 2 3 | 1 2 3
Plan and pack a showbox for the fair. | 1 2 3 | 1 2 3
Record the results of a pork tasting party. | 1 2 3 | 1 2 3
Complete a plan for a new product. | 1 2 3 | 1 2 3
Write reasons how and why a class of pork cuts was placed. | 1 2 3 | 1 2 3
Discuss eight ethic-related situations. | 1 2 3 | 1 2 3
Identify at least 15 jobs or careers that were involved in bringing a pork chop to dinner. | 1 2 3 | 1 2 3
Locate eight breed origins on a map. | 1 2 3 | 1 2 3
Recognize the differences in swine breeds. | 1 2 3 | 1 2 3
Planning and organizing a facility expansion. | 1 2 3 | 1 2 3

My Swine Project Goals

Name ____________________________

# Pigs ____________________________

Breed(s) ____________________________

What I want to do and learn in Swine 2:

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

Learning Experiences

Check (✓) when you do any of the following. Plan to do at least three each year.

<table>
<thead>
<tr>
<th>Year</th>
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<th>Activity</th>
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<td></td>
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<td>Give a demonstration</td>
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<td>Help organize a swine show</td>
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<td>Attend three swine project meetings</td>
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<td>Recruit a swine project member</td>
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<td>Take pictures of a pig</td>
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<td>Exhibit a pig at a fair</td>
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<td>Attend a swine clinic</td>
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<td>Conduct a swine skillathon</td>
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<td>Participate on a swine quiz bowl team</td>
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<td>Help a younger project member</td>
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<td>Organize a swine showmanship contest</td>
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Swine Project Highlights

Date __________

Date and list exciting things you do and learn.

__________________________

__________________________

__________________________
Swine 2 Achievement Program

Guidelines

- Do at least seven of the required and optional Putting the Oink in Pig Achievement Program activities each year.
- Complete at least 21 of the required and optional activities within three years to complete this achievement program.
- Have your project helper date and initial the activities as you complete them.

More challenges

Optional Activities

Select and do any of the More Challenges in Putting the Oink in Pig or make up your own. Record the page and number of each one you complete.

<table>
<thead>
<tr>
<th>Page</th>
<th>#</th>
<th>Date Completed</th>
<th>Helper's Initials</th>
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Required Activities

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<th>Activities</th>
<th>Date Completed</th>
<th>Helper's Initials</th>
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<td>Breed Characteristics</td>
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<td>Judging Oral Reasons</td>
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<td>Judging Pork Cuts</td>
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<tr>
<td>Chapter 2 – Management and Health</td>
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<td>Locating Swine in the U.S.</td>
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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

Write your own activity here.

Date ______ Helper's Initials
Breed Characteristics

Have you ever been around people that are different than you? Of course so, we all have. Sometimes though, it is difficult to appreciate the differences in others. Through this activity you will learn that having differences can actually make things better. Each swine breed has some positive different trait about them which can make a better hog. Good luck deciding which breed will best help you toward your goal of making the ideal hog.

Your Challenge

Review the criteria that is listed below and from characteristics described in the, Naming the Breed, lesson in Level 1, decide which breed would best fulfill your needs for the ideal hog. (There may be more than one answer or breed that would meet your needs).

The ideal hog will vary depending on your needs. If you're wanting an ideal hog that will be a good mother, you may pick one breed, but if you're wanting one for their muscling, you may pick another.

Situation: You would like to cross two breeds together to get a hog that has a low amount of fat and heavy muscling as well as females that would produce large litters and great mothering skills.

I would select a: __________________________

crossed with __________________________

Situation: You would like a cross that has high feed efficiency and a high rate of gain, but also one that has heavy muscling and low backfat.

I would select a: __________________________

crossed with __________________________

Breed characteristics are important in the selection of show pigs.
**Share What You Did**

- What crossings would work?
- What other factors do you think producers should factor in when they are deciding which breeds to cross together?
- How did you decide which breed would work best for the scenario written?

**Process What's Important**

How can differences among hog breeds actually make hogs better?

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**Generalize to Your Life**

What times do different personalities or work styles might make a group of people work better?

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**Apply What You Learned**

With people, some are shorter, some taller, some stockier and some more slim. How could you help your peers develop an appreciation for the differences in others?

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**More challenges**

1. Find out more information about the National Junior Swine Association. Membership is free to all youth who are 21 and under. Visit their web site.
Judging Oral Reasons

Have you ever had to explain why you did something the way you did. Some people have great difficulty explaining themselves or defending an opinion. Through the judging reasons process, you will learn how to express an opinion in a logical order and defend decisions that you have made. Who knows, you may also want to join the school debate team.

Your Challenge

Referring back to the Judging Market Swine section of your level 1 book, rank the 4 hogs 1–4. After you have ranked the hogs, develop a set of reasons to explain why you placed the hogs the way you did.

A sample set of reasons is included in Facts as an example.

My Reasons

Class

My Placing ___________ ___________ ___________ ___________

Cuts ___________ ___________ ___________

Careful evaluation of a pig and an organized outline of information are key to giving a great set of oral reasons.
WHAT AM I? I am a long white hog with erect ears.

2. Serve as the official judge or an apprentice judge for a judging contest or swine show.

More challenges

WHAT AM I? Show how to identify the most beautiful, sexually well-balanced boar, and judge the most beautiful, sexually well-balanced sow.

WHAT AM I? Explain the advantages and disadvantages of different breeds of swine.

WHAT AM I? Explain the process of swine selection and evaluation.

WHAT AM I? Explain the importance of oral communication in swine judging.

WHAT AM I? Explain the importance of written communication in swine judging.

WHAT AM I? Explain the importance of visual communication in swine judging.

WHAT AM I? Explain the importance of auditory communication in swine judging.

WHAT AM I? Explain the importance of olfactory communication in swine judging.

WHAT AM I? Explain the importance of tactile communication in swine judging.

WHAT AM I? Explain the importance of kinesthetic communication in swine judging.

WHAT AM I? Explain the importance of gustatory communication in swine judging.

WHAT AM I? Explain the importance of visual communication in swine judging.

WHAT AM I? Explain the importance of auditory communication in swine judging.

WHAT AM I? Explain the importance of olfactory communication in swine judging.

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WHAT AM I? Explain the importance of olfactory communication in swine judging.

WHAT AM I? Explain the importance of kinesthetic communication in swine judging.

WHAT AM I? Explain the importance of gustatory communication in swine judging.
Your Challenge

Evaluate the photos of your pork loin chops on the inside front cover. Use them to place this class and write the reasons for your placing on the reasons note card. An example of a set of reasons on another class of pork chops (not yours) is shown under pig Facts to help you write your reasons.

Did you know... The supermarket where your mother purchased her ham only makes $0.40 on each dollar. How much money would the supermarket make? Look for the answer somewhere in this activity.

Judging Pork Cuts

Very go to a store to help with the grocery shopping and have to pick the best pork chops or bacon. What did you look for?

Swine Skill: Communicating with others

Success Indicator: Judges and writes reasons on a class of pork cuts.
Share What You Did

- How did you place the class?
- What are some desirable characteristics to look for in any retail cut?

Process What's Important

What did you learn from judging pork cuts?
Why is it important for the producer to raise pigs with high quality carcasses?

Generalize to Your Life

How does judging and writing reasons help you be a better communicator?

Apply What You Learned

How can you use your judging skills in other circumstances?

Sample Reasons for a Pork Chop Class

Placing—1-2-3-4
Cuts—5-2-5

1/2 I easily placed 1 over 2 due to greater muscling and trimness resulting in higher cutability. 1 exhibited a much larger loin eye, as well as less fat opposite the loin eye and in the tail region. Moreover, 1 exhibited a more reddish-pink colored, firmer loin eye. I acknowledge I presented a greater amount of marbling in the loin eye.

2/3 In a close pair, I placed 2 over 3 due to advantages in trimness. 2 possessed less fat over the loin eye and less seam fat. Furthermore, 2 had less bone. I admit 3 had a larger, more reddish-pink colored loin eye.

3/4 Due to superior quality resulting in higher merchandising value, I easily placed 3 over 4. 3 revealed more marbling in a much more reddish-pink colored, firmer loin eye. I realize 4 was a higher cutability pork chop as shown by a clearly larger loin eye with less fat in the tail region and less bone.

4 I acknowledge 4 was the highest cutability pork chop in the class as evidenced by the largest loin eye, the least amount of fat in the tail region, and the least amount of bone. Nevertheless, I, without hesitation, placed 4 last, as it was obviously the lowest quality pork chop in the class. 4 displayed the softest, most discolored lean in the class. Therefore, 4 would have the lowest merchandising value as the pork chop was unwholesome.

More challenges

1. Participate in a meats judging contest.
2. Observe a meat cutter preparing retail cuts for sale.
3. Help conduct a meats judging contest.
4. Give a talk to your club or class on how to select quality pork.