



National 4-H Curriculum
BU-08066

Putting the Oink in Pig



Swine Youth
Activity Guide
Grades 6-8

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum

Pork Chop Class

Use with *Judging Pork Cuts* activity on page 10 of Swine 2, *Putting the Oink in Pig*.



1



2



3

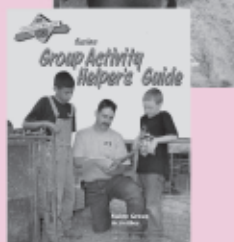


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Explore more at
www.4-hcurriculum.org
National 4-H Curriculum

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



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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:

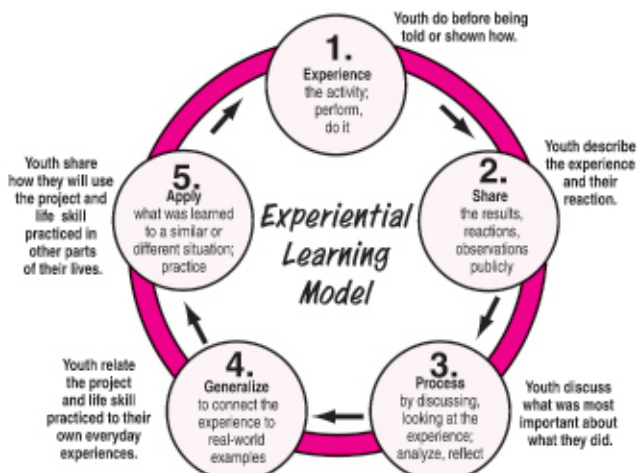
1. Selection and Judging
2. Management and Health
3. Nutrition and Carcass and
4. Beyond the Pen

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



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 for the youth to answer and the two of you to discuss. Your ability to ask additional thought-provoking questions and to clarify and expand the youths' ideas will add to the educational experience.

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.

Tape a picture of you and your project helper here.

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 an activity. Write the name and phone number of your project helper here:

My Project Helper

Phone #

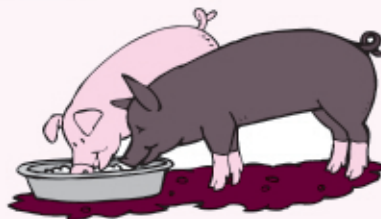
E-mail

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
	1 2 3	1 2 3
Match production periods and management practices and give an illustrated talk on one of the periods.		
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.

Year	Year	Year	Activity
			Give a demonstration
			Help organize a swine show
			Attend three swine project meetings
			Recruit a swine project member
			Take pictures of a pig
			Exhibit a pig at a fair
			Attend a swine clinic
			Conduct a swine skillathon
			Participate on a swine quiz bowl team
			Help a younger project member
			Organize a swine showmanship contest

Swine Project Highlights

Date and list exciting things you do and learn.

Date


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.

Required Activities

Activities	Date Completed	Helper's Initials
Chapter 1 – Selection and Judging		
Breed Characteristics		
Judging Oral Reasons		
Judging Pork Cuts		
Chapter 2 – Management and Health		
Keeping Health Records		
Exploring Swine Diseases		
Waste and Your Environment		
Expanding Your Facilities		
Chapter 3 – Nutrition and Carcass		
Finding the Feedstuffs		
Exploring the Digestive System		
How Does Fat Measure Up?		
Chapter 4 – Beyond the Pen		
Developing a New Pork Product		
Building Character		
Discovering Swine Careers		
Locating Swine in the U.S.		

 **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.

[illegible]

Write your own activity here.

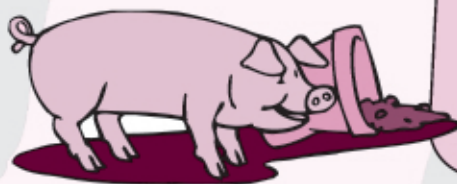
Date _____ Helper's Initials _____

Write your own activity here.

Date _____ Helper's Initials _____

Write your own activity here.

Date_____ Helper's Initials_____





Selection and Judging

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

Swine Skill: Recognizing the differences in swine breeds
Life Skill: Recognizing and appreciating differences
Success Indicator: Understands the positive heritability traits that each breed can contribute

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

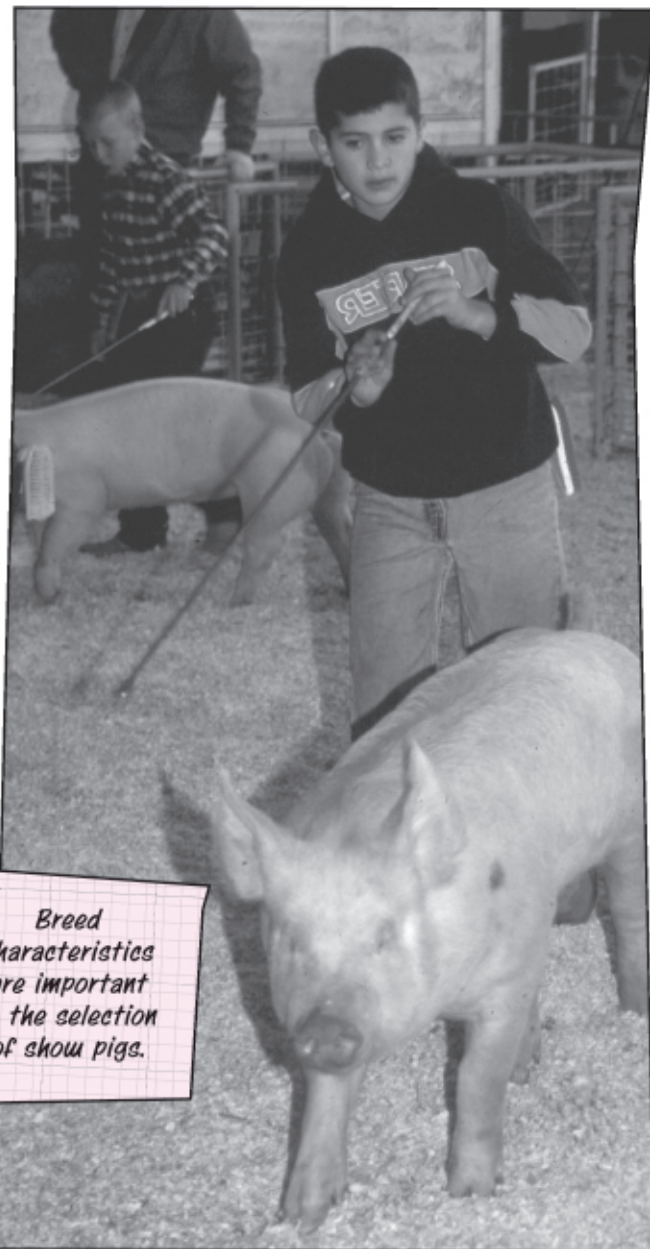
I would select a: _____

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.



Talking it over

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

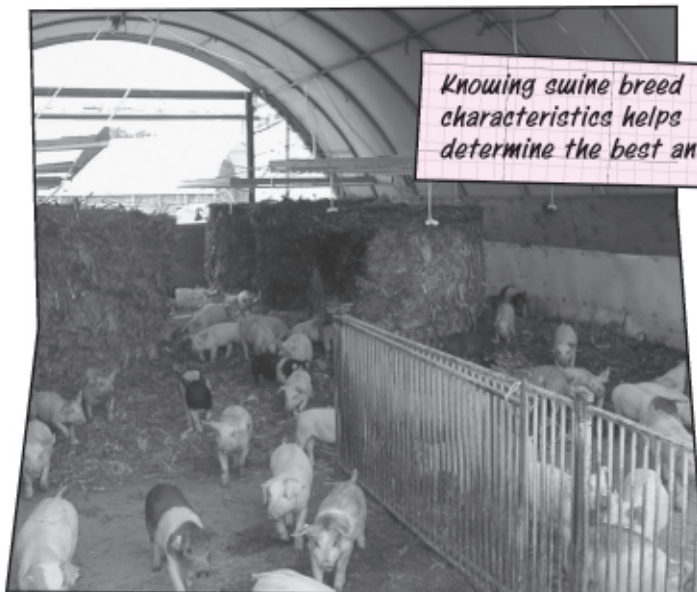
How can differences among hog breeds actually make hogs better?

Generalize to Your Life

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

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?



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.

Success Indicator: Presents oral reasons.



Talking it over

Share What You Did

- How did you feel as you presented your reasons?
- What do you think you did the best?
- What do you think you need to practice more?
- What new parts did you learn?

Process What's Important

Why are your reasons more important than how you placed the class? How is giving oral reasons or communicating by comparing, like trying to sell something?

Generalize to Your Life

Describe another time when you tried to convince someone your idea was better.

Apply What You Learned

How was learning to give oral reasons helped you in other situations?

See answers on page 32 of the Swine Helper's Guide

WHAT AM I? I am a long white hog with erect ears.

WHAT AM I? I am very popular for 4-H and FFA market hog projects. I originate from the crossing of two or more of the purebreds.



Sample Reasons

Class of Crossbred Barrows

Official Placing: 2-1-3-4

Cuts: 2-3-5

I placed the crossbred barrows 2-1-3-4. In this challenging class, I started with the blue-butt 2 barrow as he appears to be the stoutest made, most muscular hog of the drive. Ideally, he could be higher in his tail setting and more extended through his front end. However, the only barrow with a shoulder tattoo appears to be wider based and meatier than 1. The 2 barrow works a larger blade and has more dimension to his forearm and stifle. He should rail more total pounds of product than 1. I admit, the 1 barrow is the longest though his face and neck. He also gives the appearance of being the leanest. But the 1 barrow falls short of the width and muscle expansion needed to win, so I placed him second.

In a close middle pair of stylish, well-balanced barrows, I preferred the additional meat animal shape of 1 to place him over 3. The 1 barrow has more length across his stifle and more shape and dimension to his hip. 1 also reads leaner over his blades and has a more correct set to his rear and front legs. Due to his advantage in leanness and muscle, the 1 barrow should produce a higher cutability carcass than 3. I realize the 3 barrow offers the least shape and dimension to his hip and stifle, so I left him third.

In the bottom pair, 3 is obviously leaner than 4. 3 is a bigger scaled, longer fronted barrow that offers more market weight flexibility. 3 should generate more producer incentive on a value-based marketing system. No doubt, the speckle-rumped 4 barrow has more flare to the base of his ham, but he's also the fattest barrow in the drive. This is due to the fact that he's the smallest scaled and earliest maturing barrow. 4 should produce the deepest probing carcass requiring the most retail fat trim, so I placed him last.



More challenges

1. Participate as a member of a judging team.
2. Serve as the official judge or as an apprentice judge for a judging contest or swine show.

Judging Pork Cuts

Selecting quality pork

Communicating with others

Success Indicator: Judges and writes reasons on a class of pork cuts.

Ever 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?

In this activity you will have an opportunity to sharpen your judging skills and at the same time develop even better communication skills.

Your Challenge

Review the photos of four 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.

Reasons Note Card Format

Opening Statement

General Statement

Comparisons of Each Pair

Admissions or Grants

Conclusion or closing Statements

How do you pick a good piece of pork?

My Reasons

Class

My Placing _____ - _____ - _____ - _____

Cuts _____ - _____ - _____



Meat packaging labels help to identify the pork cut.

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?

Extra!

Resources in series -
Colored class of meat
Level 1 - Identifying Pork Cuts

Outside resources -
NPPC



Talking it over

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 displayed 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 1 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 port.