

4-H

SKILLS FOR LIFE

ANIMAL
SERIES

National 4-H Curriculum
BU-08067

Going Whole Hog



3
SWINE

Swine Youth
Activity Guide
Grades 9-12

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum

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 Level 3 of the Swine Achievement Program
- ▶ Serve as a resource person to help connect youth with the community, resource materials and others knowledgeable about the project

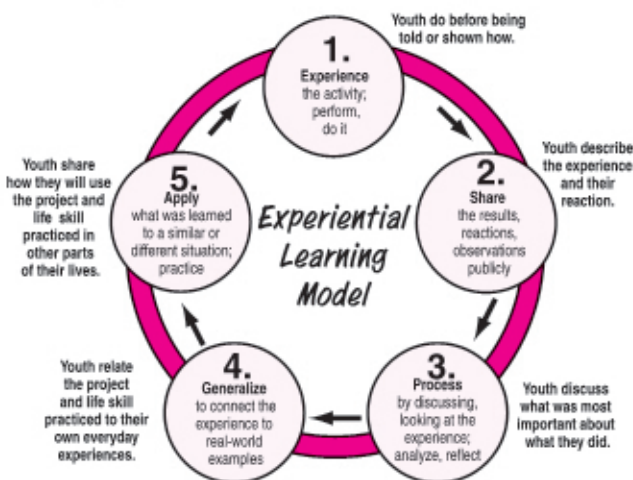
Project Activity Guides

This project activity 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.

Swine Helper's Guide

The fourth piece in the swine series, *Swine Helper's Guide*, provides additional learning-by-doing activities that can be adapted to the family, the classroom, 4-H project groups, clubs or other groups. You'll also find information on characteristics of youth, additional ideas for project experiences 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!

Pigs can be a fun way to get kids to learn



Explore more at

www.4-hcurriculum.org

National 4-H Curriculum

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



The Incredible Pig

Swine Breeds
Retail Cuts of Pork

Chap. 1 Selection and Judging

Naming the Breed
Learning the Parts
Judging Market Hogs

Chap. 2 Management and Health

Meeting the Budget
Home Sweet Home
Feed, Fed, Finished
Examining a Healthy Pig

Chap. 3 Nutrition and Carcass

Identifying Pork Cuts
Discovering Pork By-products
Preparing Pork

Chap. 4 Beyond the Pen

Looking Your Best
Showing
Writing a Thank-you Letter

Putting the Oink in Pig

Pork Chop Class
Pork Quality Standards

Chap. 1 Selection and Judging

Breed Characteristics
Judging Oral Reasons
Judging Pork Cuts

Chap. 2 Management and Health

Keeping Health Records
Exploring Swine Diseases
Waste and Your Environment
Expanding Your Facilities

Chap. 3 Nutrition and Carcass

Finding the Feed Stuffs
Exploring the Digestive System
How Does the Fat Measure Up?

Chap. 4 Beyond the Pen

Developing a New Pork Product
Building Character
Discovering Swine Careers
Locating Swine in the U.S.

Group Activity Helper's 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
Puzzling Pig Parts

Chap. 2 Management and Health

TLC for Pigs
Feasting on Food Safety
The Sick Pig
Responsible Use of Medication

Chap. 3 Nutrition and Carcass

Boning Up on the Skeleton
Exploring a Meat Counter

Chap. 4 Beyond the Pen

Animal Well Being
Conducting a Swine Quiz Bowl
Running a Swine Skillathon
Organizing a Swine Showmanship
Clinic

Preparing to Say Good-bye

Swine Project Meeting Ideas
Answer Key: Swine 1, 2 and 3
Swine Resources

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Going Whole Hog

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Having Fun with the Swine Project

By now you are probably an expert on pigs, or certainly know more than you did when you started this project. Whether you raise one or several pigs, you are in an excellent position to share your experiences with others. *Going Whole Hog* provides several opportunities for you to develop your leadership skills as you strive to complete the Swine 3 Achievement Program. You'll also find activities to help you develop a business, explore careers and teach others.

Tape a picture of you and your project helper here.

Photo Caption

*Good Luck with
Swine 3 Going Whole Hog*

Swine 3 Project Guidelines

- Do a minimum of seven activities in Level 3 of the Swine Achievement Program each year.
- Complete this level within three years.
- Participate in a minimum of five of the learning experiences listed each year.
- Practice and develop the life skills of leading others, making decisions, planning and communicating while you learn to take risks, think creatively, use community resources, explore careers and take responsibility.
- Keep the Planning Guide current including project goals and listing project highlights as they occur.
- Share your swine knowledge and skills with others.
- Have fun!

Swine 3 Achievement Program

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

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

Your Project Helper

You may choose your own helper. This person might be a project leader or advisor, teacher, family member, neighbor, friend or anyone who has the interest to work with you to complete Level 3. You'll meet with your helper as you set goals, plan and complete activities in this guide. Discussing each activity with your helper and having this person date and initial your achievement program will make this project more interesting and fun. 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
Decide which sow to keep and which to cull.	1 2 3	1 2 3
Decide which breeding system to use.	1 2 3	1 2 3
Use EPD's to place and present oral reasons of a class of breeding gilts.	1 2 3	1 2 3
Design a preventive herd health program.	1 2 3	1 2 3
Decide feed required to grow a pig to 260 pounds.	1 2 3	1 2 3
Identify and contact a swine breeder of meat buyer in at least three other countries.	1 2 3	1 2 3
Plan and design a swine unit.	1 2 3	1 2 3
Develop an effective response to a neighbor's complaint.	1 2 3	1 2 3
Contact and visit at least two swine organizations.	1 2 3	1 2 3
Analyze personal career preferences.	1 2 3	1 2 3
Prepare a personal resume.	1 2 3	1 2 3
Help others learn each of the four baby pig management practices.	1 2 3	1 2 3
Gather information and analyze a swine ration.	1 2 3	1 2 3



My Swine Project Goals

Name _____

Pigs _____

Breed(s) _____

What I want to do and learn in Swine 3:

- _____
- _____
- _____
- _____

Learning Experiences

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

Year	Year	Year	Activity
			Give a presentation
			Conduct a swine show
			Organize a swine project meeting
			Be a member of a swine organization
			Participate on a judging team
			Exhibit at a fair
			Create a video presentation
			Conduct a swine skillathon
			Coach a livestock quiz bowl team
			Judge a swine show
			Organize a swine showmanship contest

Swine Project Highlights

Date and list exciting things you do and learn.


Date

Swine 3 Achievement Program

- Do at least seven of the required and More Challenges *Going Whole Hog* 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		
Planning a Breeding Program		
Understanding Breeding Systems		
Judging Breeding Gilts		
Chapter 2 – Management and Health		
Facilities for Farrowing/Finishing		
Practicing Baby Pig Management		
Maintaining Herd Health		
Chapter 3 – Nutrition and Carcass		
Exploring International Markets		
Designing a Swine Operation		
Buyer to the Packer to the Consumer		
Chapter 4 – Beyond the Pen		
Thinking of the Neighbors		
Finding a Career		
Gaining Experience		
Exploring International Markets		

Tape a picture of you and your project animal/s here.



Optional Activities

Select and do any of the More Challenges in Level 3 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

Planning a Breeding Program

What records would you need to select breeding stock and determine the cost of production? Top producers are using computer-based records programs to help them in making management decisions. Profitability

Swine Skill: Selecting for the breeding herd
Life Skill: Making decisions
Success Indicator: Uses performance records to select sows.

in today's competitive pork industry requires good records to pin-point potential losses and see where profits can be maximized. Many producers and 4-H members can use simple, hand-calculated numbers to improve herd productivity and selection.

Your Challenge

1. First calculate the sow productivity index for each sow in the table. See Pig Facts for help doing these calculations. Use the adjustment tables to figure the number born alive and 21-day litter weight. Select which of the five sows to breed and which ones you would cull.

2. Now match the expected feed efficiency for each phase of production listed.

Phase of Production Feed Efficiency

- | | |
|------------------|----------|
| 1. Nursing pig | a. 2:1 |
| 2. Weanling pig | b. 1:1 |
| 3. Growing pig | c. 1.5:1 |
| 4. Finishing pig | d. 7:1 |
| 5. Sow | e. 3.5:1 |

Sow Performance Records

	Sow				
	A	B	C	D	E
Parity	6	2	1	3	4
Number born alive	9	11	10	8	12
Number after transfers	10	10	10	10	10
Number weaned	9	10	9	8	10
Lactation length (days)	22	20	21	19	23
Litter weaning weight (lb.)	108	125	114	100	140
Adjusted number born alive					
Adjusted 21-day litter weight					
Sow productivity index					
Sows selected to breed					
Reasons for selection					
Sows selected to cull					
Reasons for selection					

Did you know... Hampshires, Durocs and Yorkshires represent 78% of the total purebred hog population in the United States.

3. Finally figure the feed efficiency for your own pig(s) or a neighbor's pig. Complete the chart.

Pig Identification	Total Feed Fed	Number of Days Fed	Total Gain	ADG	ADFI	Total Cost of Feed Fed

Feed Efficiency = (Total Feed)/(Total Gain) or (ADFI)/(ADG)
 Cost per pound of gain = (Total Cost of Feed)/(Total Gain)



Talking it over

WHAT AM I? Our breed originated in Pennsylvania in 1848 from a mixture of Yorkshire, Lincolnshire and Cheshire swine, all of which came from England.

Share What You Did

- What did you discover about selecting a sow based upon records?
- Why is feed efficiency such an important record to keep?
- Why is it important to keep records in your breeding stock and market hogs?

Process What's Important

Based upon your feed efficiency matching exercise what difference does age make? How did you figure feed efficiency? What additional information would you have liked to have had to select the best sow? Why?

Generalize to Your Life

What records do you keep? How do the records you keep help you make decisions? What records does your family keep?

Apply What You Learned

How will you change your present record keeping procedures?





Sow Productivity Index

The Sow Productivity Index (SPI) provides a measure of sow productivity and is especially useful when culling sows. Prolificacy is measured by the number born alive and milk production is measured by the adjusted litter weight.

Adjustment Factors

Parity adjustment for number born alive and 21-day litter weight

Parity	Number born alive	21-day weight adjustment
1	1.2	6.2
2	0.9	0
3	0.2	1.0
4	0	3.8
5	0	6.2
6	0.2	9.5
7	0.5	11.6
8	0.9	15.2
9+	1.1	21.5

*These values are added to the actual production numbers for a specific sow.

Factors for adjusting litter weight to a 21-day basis

Age weighed	Factor
10	1.5
11	1.46
12	1.4
13	1.35
14	1.3
15	1.25
16	1.2
17	1.15
18	1.11
19	1.07
20	1.03
21	1
22	.97
23	.94
24	.91
25	.88
26	.86
27	.84
28	.82

Litter weight is multiplied by this factor to adjust all litters to a common 21-day weight.



More challenges

1. Visit a veterinarian that has used the "Pig Champ" computer program or one similar. Describe and discuss with your helper how this helps the producer select replacement animals.

$$SPI = 100 + 6.5 (L) + W$$

L = Adjusted number of pigs born alive minus the average of the adjusted number born alive for the contemporary group.

W = Adjusted 21-day litter weight for the sow minus the average of the adjusted 21-day litter weights for the contemporary group.

Factors for adjusting 21-day litter weight for the number of pigs nursed after transfers

Number of pigs after transfer	Adjustment factor for 21-day litter weight
5	51
6	41
7	30
8	21
9	17
10+	0

EPDs

Many genetic programs express the genetic potential of an individual as expected progeny difference (EPD), which is one-half of the estimated breeding value (EBV) of an animal. The EPD is one-half of the breeding value because each individual (sire and dam) contribute only one-half of the DNA to the offspring. The EPD of an individual for a performance trait is relative to the group or population average. The EPD for an individual is the sum of the EPD of both parents.

Did you know... Each .1 change in feed efficiency (ex: 3.0 to 2.9) is worth about \$1.50 per pig.

Acknowledgments: Written by Brian Richert, Purdue University.

Understanding Breeding Systems

Swine Skill: Learning about genetics
Life Skill: Making decisions
Success Indicator: Selects breeds for breeding systems.

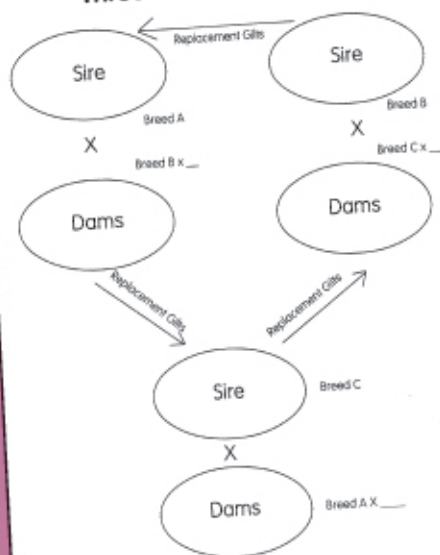
Genetics is an exciting area of animal science. Many important breeding experiments are being conducted in this area. When breeding swine, genetics play a major role in improving the herd. Breeding swine should be selected for the most economically important traits. White breeds of swine are known as "maternal" breeds because they are noted for

good litter size, milking ability and reproductive traits. Colored breeds of hogs (Duroc, Hampshire, Spots, Polands and Berkshires) are known as "sire" breeds. These breeds are strong in growth rate and carcass traits. In order to combine the desirable traits of both maternal breeds and sire breeds, a well-planned breeding system needs to be designed.

Your Challenge

Study the strengths and weaknesses of the various swine breeds. These can be found in Level 1, Chapter 1. Carefully select the breeds that would work best in the swine breeding systems listed. List the advantages and disadvantages of each crossbreeding system.

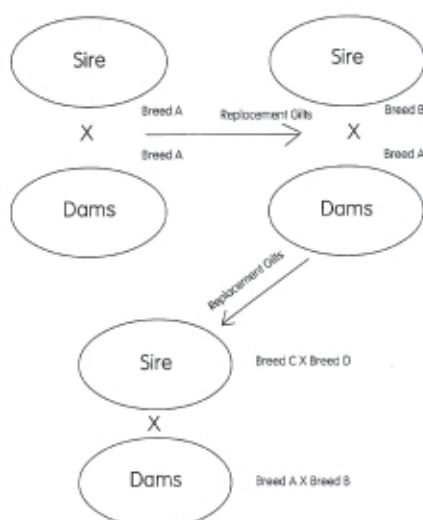
Three Breed Rotational



Advantages

Disadvantages

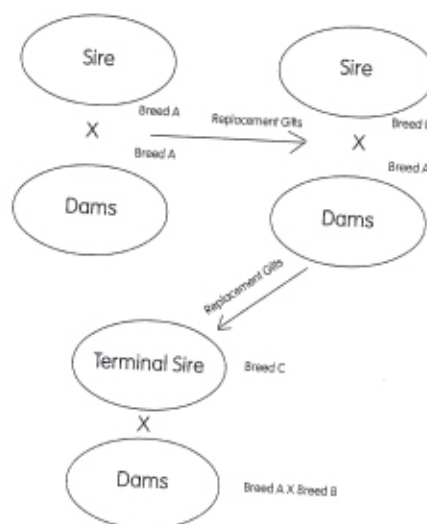
Crossbred Terminal Sire



Advantages

Disadvantages

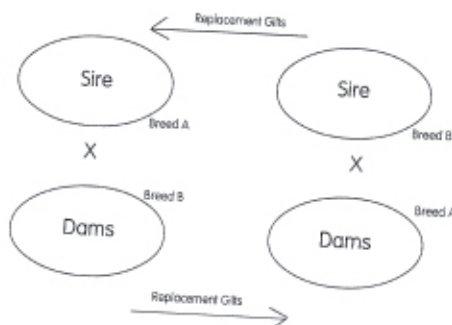
Static Terminal Sire



Advantages

Disadvantages

Two Breed Rotational



Advantages

Disadvantages



Talking it over

Share What You Did

- Discuss the importance of careful planning before getting involved in a certain cross-breeding system.
- What are the advantages of a simple, 2-breed crossing system over a complex, 3-breed rotational system?
- What breeds did you select for each breeding system?

Process What's Important

Why is the decision of selecting a herd boar so critical in improving the herd?

What information do you need to know when selecting a boar for your herd?

Generalize to Your Life

How might learning your own genetic health background (health of parents and grandparents, brothers and sisters) influence how you care for yourself?

Apply What You Learned

Where else in your swine project and other areas of your life do you use scientific information (or records) to help make important decisions?

WHAT AM I? We are best known for our growing ability and feed efficiency. We originated from red hogs developed in New York and New Jersey.



Breeding Systems

- *Heterosis*, or hybrid vigor, is the degree to which crossbred hogs deviate from the performance of average hogs of the parental breeds.
- *Crossbreeding* can improve overall herd performance by as much as 20 percent.
- The offspring which result from crossing two purebreds are called *F1 crosses* or first generation crosses.
- The *Rotational system* involves two or more breeds, can maintain 86% heterosis in offspring and in sows and is easy to manage. Offspring from each generation are used for market production as well as replacement gilts.

The *Rotaternal system* involves selecting the top females and using them in a rotational cross that produces replacement gilts. The replacement gilts are then mated to terminal boars for market production. This system allows for 86% heterosis in sows and 100% heterosis in market hogs.

In the *Terminal System*, a crossbred gilt is mated to a terminal purebred boar and all animals are sent to market. Both the sows and market animals can maintain 100% heterosis. This system allows for the highest quality final product.

Did you know... Through the use of mating purebred animals of different breeds emphasizing the traits known strong to each breed through years of selection pressure and EPDs, superior crossbred animals can result.



More challenges

1. Some breeds known as maternal breeds are crossed with what are called sire breeds to obtain F1 crosses. Explain to your helper why this is done.
2. Think about your own family tree beginning with your grandparents. Talk about the characteristics that seem to be dominant throughout your family. Think broader than just physical characteristics. What skills, talents, interests, personality traits and other traits do you see?

Judging Breeding Gilts

Swine Skill:

Incorporating performance information in selection decisions

Life Skill:

Problem solving

Success Indicator:

Uses EPD's to place and present oral reasons on a class of breeding gilts.

A

s you have become more advanced in the swine project and your ability to visually evaluate hogs has improved, you are now

ready to incorporate performance data along with visual appraisal to determine superior breeding stock.

Your Challenge

T

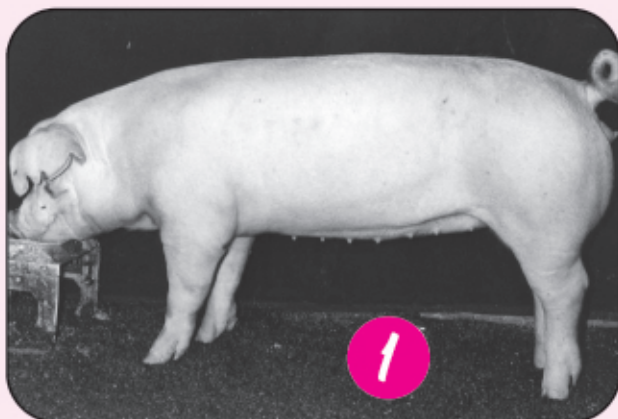
his activity gives you an opportunity to practice your problem solving skills by combining the genetic information with the visual characteristics of the Chester White gilts shown here. A sample set of reasons on a similar set of Yorkshire gilts is provided to help you organize and

prepare your own reasons for these Chester White gilts. Present your oral reasons to a helper. Remember to include some of the performance terms.

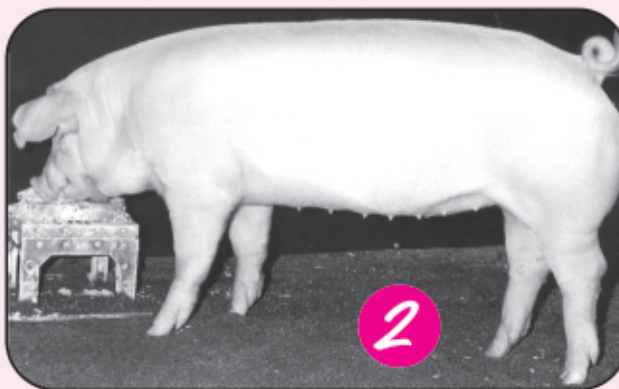
Place the class and write your reasons for your placing.

Chester White Gilts

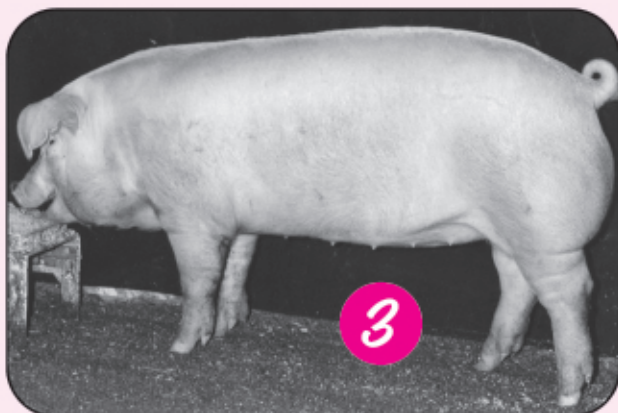
Scenario: These Chester white gilts will be mated to Chester White boars to produce replacement females and elite herd boars for a purebred operation.



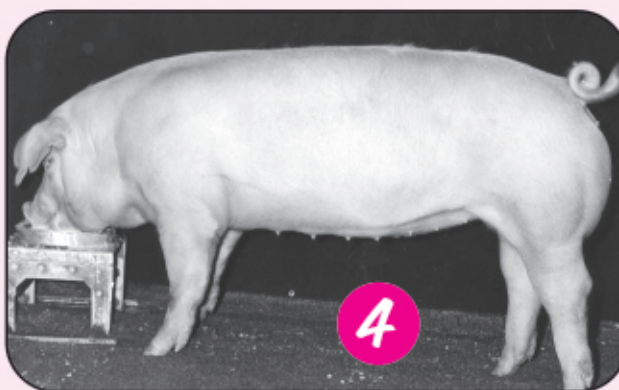
EPDs: .25 NBA, 2.3 LWT, 2.6
DAYS, -.2 BF; MLI = 105.2;
Dams SPI = 103.1



EPDs: .85 NBA, 9.5 LWT, 3.27
DAYS, -.08 BF; MLI = 115.8;
Dams SPI = 113.9



EPDs: .53 NBA, 4.3 LWT, -0.53
DAYS, .48 BF; MLI = 107;
Dams SPI = 100.2



EPDs: .85 NBA, 9.5 LWT, -3.12
DAYS, -.12 BF; MLI = 115.8;
Dams SPI = 113.9

WHAT AM I? We are noted for our fast growth. We became a separate breed in 1961.

Oral Reasons Note Card

Class _____

I placed this class of _____

_____ - _____ - _____ - _____ starting the class

with _____ I placed

_____ over _____ in my top pair because

I grant _____ was _____

However, I faulted and placed him/her second because

Going to the middle pair, I placed _____ over _____

because _____

I admit _____ was _____

However, I faulted and placed him/her third because

placed _____ over _____ in my bottom pair because

I realize _____ was _____

However, I faulted _____ and placed him/her last in this

class because _____

For these reasons, I placed this class of

_____ - _____ - _____ - _____



Performance Terms for Swine

Expected Progeny Difference (EPD) - Best estimate of a sire or dam's genetic worth, given the information available. It is the actual difference in performance a producer can expect from a future progeny of a sire or dam relative to the future progeny of an average parent. Positive EPDs are more desirable for number born alive and 21-day litter weight. Negative EPDs are more desirable for days to 250 pounds and backfat.

Number Born Alive EPD (NBA) - Predicts the number born alive for each individual's progeny relative to an average pig. A sow with an EPD of +.5 would be expected to produce daughters that would farrow with .5 more pigs than gilts from a sow whose EPD for NBA is 0.

21-Day Litter Weight EPD (LWT) - Predicts the 21-day litter weight for an animal's progeny. A sow with an EPD of +3.4 would be expected to generate daughters which would produce litters 3.4 pounds heavier at 21 days than gilts from a sow whose EPD for LWT is 0.

Sow Productivity Index (SPI) - Index for reproductive traits that combines number born alive and 21-day litter weight. Ancestral data and a sow's lifetime data are included in SPI.

Days to 250 pounds EPD (DAYS) - Predicts performance of an animal's offspring. A boar with an EPD of -3.0 would be expected to produce progeny that would reach 250 pounds 3 days faster than progeny from a boar whose EPD for DAYS is 0.

Backfat EPD (BF) - Predicts offspring's backfat. A boar with an EPD of -.04 would be expected to sire pigs .04 inches leaner than the progeny from a boar whose EPD for BF is 0.

Maternal Line Index (MLI) - Places greater emphasis on reproductive traits. Selection on this index is appropriate when the majority of pigs are sold either as replacement gilts or to a gilt producing herd.

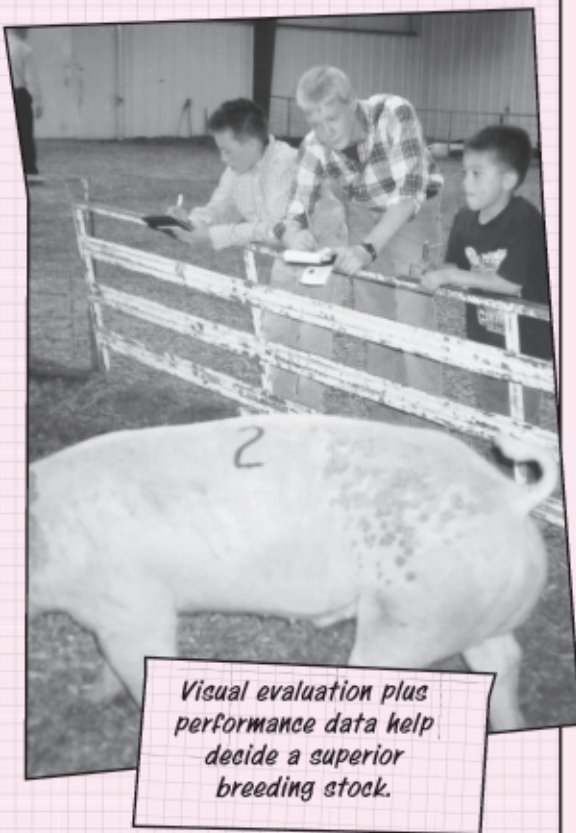
Terminal Sire Index (TSI) - Combines growth and backfat only and is appropriate to use to select boars for use as terminal sires in a crossbreeding program.

Swine Testing And Genetic Evaluation System (STAGES) - Genetic evaluation system provided to members of the Duroc, Hampshire, Landrace and Yorkshire breed association of the National Swine Registry. STAGES utilizes performance records for growth, backfat, litter size and litter weight to predict the genetic value of each pig and its parents.

Did you know... Durocs are the second most recorded breed of swine in the United States.



Facts



Oral Reasons Tips and Outline

Each livestock class consists of three pairs: a top pair, a middle pair and a bottom pair. Each pair's reasons have three basic sections: comparison, grant and criticism. Here is a reason's outline that demonstrates this basic format:

Introduction: "I placed the class of _____, A-B-C-D."

Opening Statement: There are three types of opening statements: outstanding individual (60%), close top pair (30%) and combination animal (10%). Be sure to tell how the animal or pair of animals is the best in the class. Use "...est" terms. Also, use big, general terms, not specifics.

Criticize the top animal: Unless it has an obvious fault, criticize it by comparing it to the ideal. Be specific. For example, "Ideally, I would like to see the 2 barrow more correct on his rear legs." Don't use the word "lacks"!

Compare A over B: Use "...er" terms. Don't describe every difference that exists between the pair. Ask yourself, "What places A over B?" Use a general term backed up by specifics. Don't simply repeat the opening statement: prioritize.

Grant B over A: What did you criticize A for? More than likely, the most important advantage B has is what you criticized A for. For example, "Now I'll readily concede the red number 2 barrow has more shape to his rib and more depth through his rear flank." If possible, use identifications (such as sex differences, color differences or conformational identifications) to describe the second, third and fourth place animals when you introduce them in the grant. For example, if talking about a class of Yorkshire gilts you might say, "Admittedly, the large framed number 2 gilt has the most feminine underline of any. In addition, she travels on a larger stride than the number 3 gilt."

Criticize the second place animal: Be descriptive, not comparative. If this animal is the worst in the class in a major area, then use an "...est" term to describe this fault and make it first in priority. Do not say any more than three negative things about any animal. As you go from the top to the bottom animal, your criticisms will go from more specific to more general.

Compare B over C

Grant C back to B

Criticize C

Compare C over D

Grant D back to C

Criticize D

Properly used, this format will allow you to completely describe all of the important points in a class in a well organized and easy to follow manner. Here's the start of another sample set of reasons for market hogs following this format:

Opening Statement: "I started the class with the only belted barrow, as he is the heaviest muscled, leanest and most correctly designed individual of the four."

Criticize the top animal: "Ideally, I would like to see the 1 barrow have more shape to his rib."

Compare 1 over 2: "However, I still used 1 over 2, mainly because he is more muscular. He has more shape and expression from his shoulders to his hip. In addition, he has more dimension to his ham and stands more correctly on his rear legs. On the rail, he should hang the highest percent of lean of any barrow in the drive."



Talking it over

Share What You Did

- Tell how it felt to incorporate performance terms in your reasons.
- Is it easier or harder to use performance data to select gilts? Why?
- How could you improve your performance reasons?

Process What's Important

Which of the given traits would be most important to consider when you are trying to increase the litter size of your herd? Did you place more emphasis on the performance data or the visual traits of the gilts? Why?

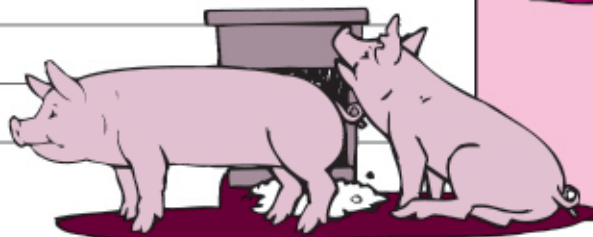
Generalize to Your Life

How would you convince a swine breeder to utilize performance information when selecting their replacement gilts?

Apply What You Learned

Describe what traits you would look for in a boar to breed to the #3 gilt on the previous page that would genetically improve her first litter of pigs.

Acknowledgments:
Written by Clint Rusk



Determining Your Score

"Cuts" are assigned to the three pairs of each official placing in a judging contest. These numbers can not total more than 15 and are assigned according to the difficulty of the decision in placing the animals. If your placing is only a switch away from the official placing, then you simply subtract the "cut" on that pair from the perfect score of 50 points. Likewise, if you switch both the top and bottom pair, you would subtract both cuts from 50 points.

For example:

Official placing 2-3-4-1
Cuts 4-2-6

Your placing:

3-2-4-1 Score: 46
3-2-1-4 Score: 40

The following example shows how to figure a "busted" placing.

Your placing: 4-2-1-3
Official placing: 2-3-4-1
Official cuts: 4-2-6

Start with the first number in your placing and compare it to each of the other numbers one at a time.

Placing:	Deduct:
4 over 2	4+2=6
4 over 1	(correct placing) 0
4 over 3	2

Then compare your second number with the third and fourth numbers.

Placing:	Deduct:
2 over 1	(correct placing) 0
2 over 3	(correct placing) 0

Then compare your third and fourth numbers.

Placing:	Deduct:
1 over 3	2+6=8

Total points deducted = 16
Your score is a 34 (50-16)



More challenges

1. Judge a youth swine show.
2. Coach a judging team.

Did you know... The Hampshire hog, originated in southern Scotland and northern England.