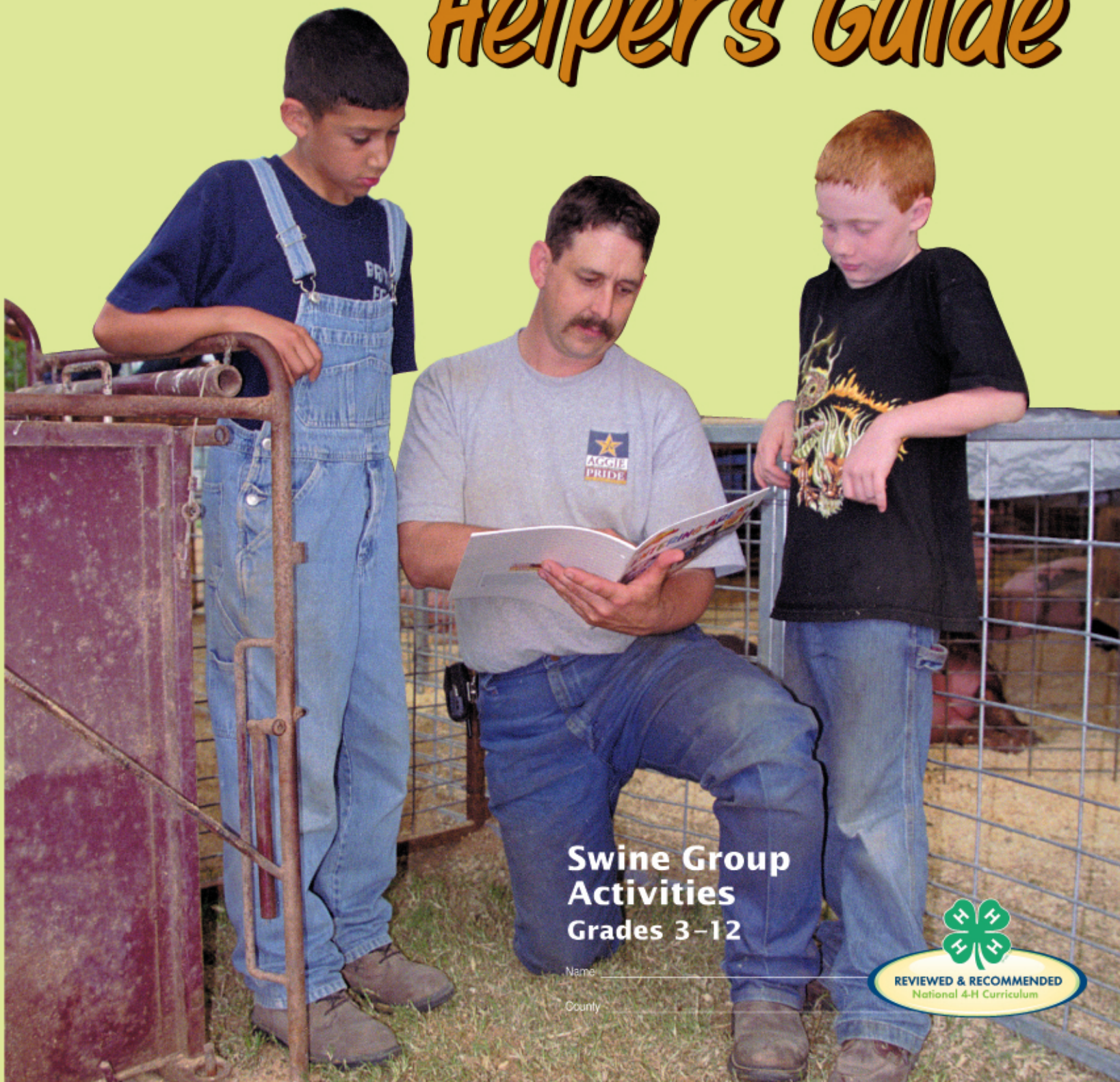




National 4-H Curriculum
BU-08068

Swine Helper's Guide



Swine Group
Activities
Grades 3-12

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum

Note to the Project Helper

The 4-H “Skills for Life” Animal Science Series

This guide is one of 53 animal science pieces developed by teams of Extension Service educators, volunteers, youth, professional writers, editors and artists from across the United States. The materials are arranged in sets of four guides for each of 13 animal species. There is also a single guide, *Exploring Farm Animals*, designed to introduce younger learners to animal agriculture. Not all states have all of these materials. For information on how to order material, see the back cover. The five pieces in most sets include three youth activity guides, a helper's group activity guide and a pattern to make a model animal.

A new generation of animal science project manuals was developed in the early 1990's. These materials introduced the concept of life skill development through swine activities. Most new swine leaders liked and used the manuals. Some veteran swine leaders, used to older swine resource manuals which focused on subject matter and preparing for county fair competitions, were critical of this new approach. These current materials, *The Incredible Pig*, *Putting the Oink in Pig* and *Going Whole Hog* and the *Swine Helper's Guide* are the result of responding to the needs expressed. More subject matter has been included while keeping a focus on youth and developing life skills. A World Wide Web site has been added to supplement information found in the activity guides. These materials will be revised every five years. All suggestions to improve them will be considered.

Swine Group Activity Guide

As a volunteer working with youth, whether in classrooms, 4-H groups, camps or swine clubs, your role is critical in providing opportunities for youth to develop into self-confident, caring individuals. This guide has been designed to provide you with activities, ideas and content to help you in this challenging and exciting role. Your main role is to provide a safe, supportive environment for youth to practice and discuss important life skills while they explore the world of swine. Whether this is your first time working with a youth group or you have several years of experience, you'll find helpful tips and handy information throughout this guide. Answers to some of the technical questions included in the swine activity guides are also provided.

Swine Project Activity Guides

Swine 1, 2 and 3 youth activity guides are designed to be used by youth based on their project knowledge and skills. The materials are developed to relate to youth at three experience levels—beginner, intermediate and advanced. Youth may work at the level most appropriate for them.

Each of these guides includes an achievement program to encourage youth to strive to learn more about pigs while developing important life skills. Your assistance in helping each youth complete each of the three achievement programs is very important. Have fun!



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 a Pig
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.

Going Whole Hog

Chap. 1 Selection and Judging

Planning a Breeding Program
Understanding Breeding Systems
Judging Breeding Gilts

Chap. 2 Management and Health

Facilities for Farrowing/Finishing
Practicing Baby Pig Management
Maintaining Herd Health

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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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 the swine project you have many opportunities to assist youth in developing life skills as they acquire swine related skills and knowledge.

The TLS Model identifies and divides the major life skills targeted by 4-H youth development by the four H's from the 4-H Clover that represent Head, Heart, Hands and Health. These four are further divided in categories of life skills and then into specific general life skills as shown here. The TLS Model handbook further divides each general life skill into separate learning opportunities to develop the skill.

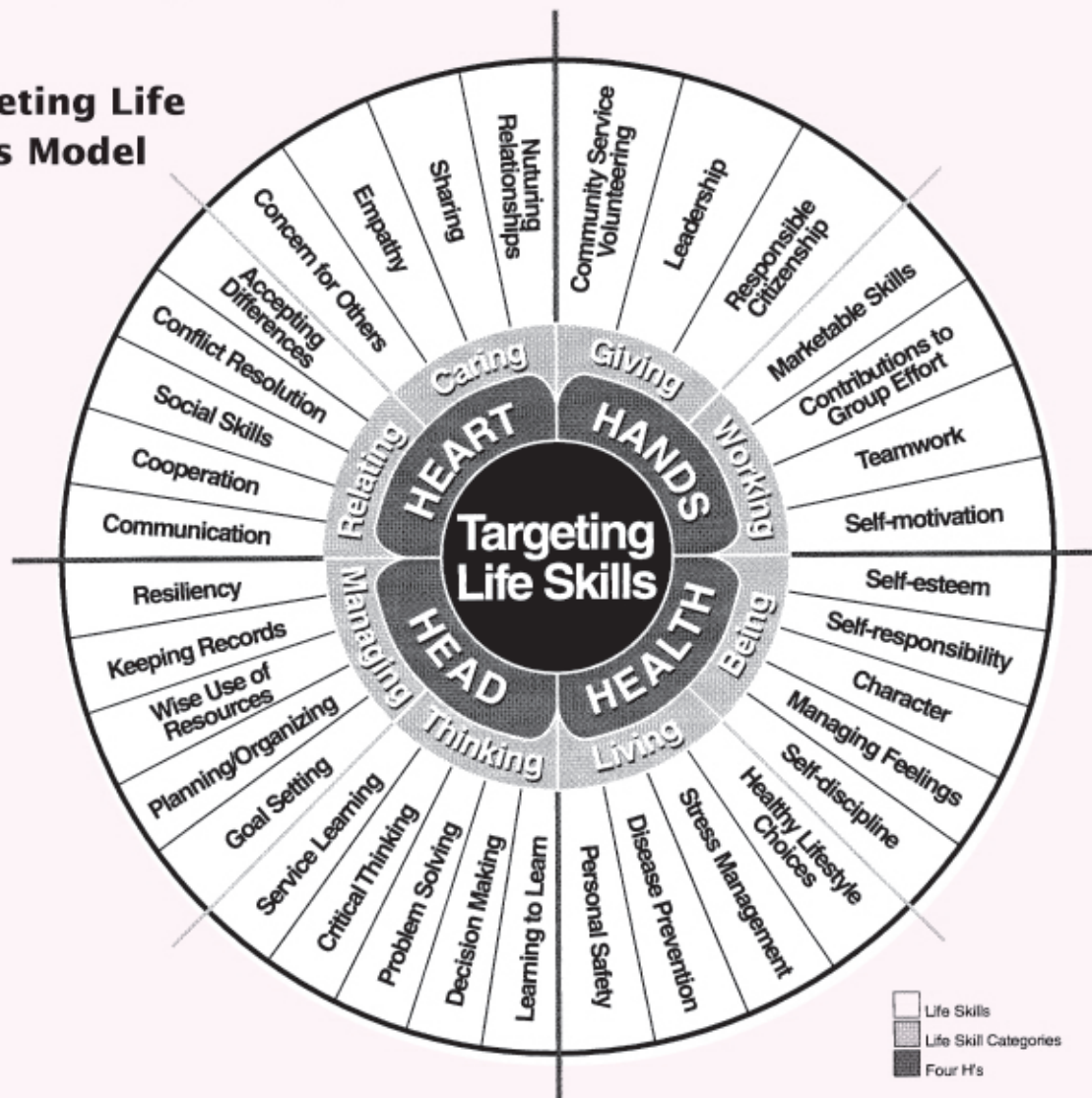
As you capitalize on the youth's interest in swine, fun and friends your challenge is to provide age-appropriate opportunities for youth to experience and practice these

skills until they are learned and able to be used everyday. By using the experiential learning process to help youth fully internalize both the swine content and the life skill practiced they gain the ability to apply both types of skills appropriately.

Each activity in the swine series shows both the swine skill and life skills youth will practice and develop. A well-designed activity will involve the youth in the practice of several life skills. In one activity youth may practice decision making, communicating and goal setting. Only one is targeted for each activity so you can specifically discuss it with the youth when the activity is completed.

The Success Indicator states what the youth would do to achieve the learner outcome for the activity. Success indicators usually include both the life skill and swine skill. This is the goal for youth to achieve and for you to support their efforts to achieve.

Targeting Life Skills Model



Youth Learning Characteristics

The 9-11 Year Olds

Active is the word for this group! Activities should encourage physical involvement, because 9 to 11-year-old boys and girls are anything but quiet.

Hands-on involvement with objects is helpful. Children need many opportunities to share their thoughts and reactions with others. They are still fairly concrete thinkers and will give more attention if they are both seeing and doing things.

Children at this stage are just beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they think it is either right or wrong, great or disgusting, fun or boring. There is very little middle ground.

The role of the leader 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. 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 remarkable results.



Every project member can contribute.

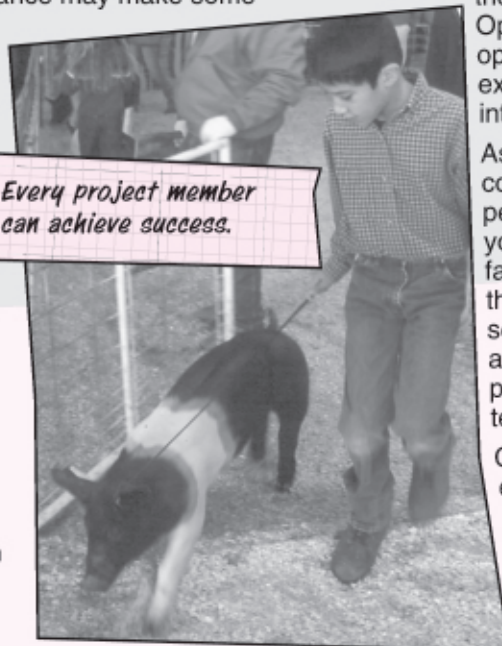
This is the age of the "joiners." Boys and girls like to be in organized groups of others similar to themselves. They generally are concerned with immediate self-reward. The satisfaction of completing a project often comes from pleasing the leader or parent rather than from the value of the activity itself.

Nine, ten and eleven-year-old children have a strong need to feel accepted and worthwhile. School and other pressures are demanding. Success should continue to be emphasized. 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.

The 12-14 Year Olds

This is a time of developing variety among peers. 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. Slower-developing teens may be uneasy about the lack of changes. Faster-developing teens may feel thrust into a more adult world they didn't choose.

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 in favor of finding their own solutions. Leaders who provide supervision without interference will do well with this age group.



Every project member can achieve success.

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Judging of projects is now viewed in terms of what is fair. Ribbons are seen as reflections of the individual's self-worth instead of feedback. Opinions of peers become more important than opinions of parents or other adults. Group experiences provide opportunities for social interaction and acceptance.

As puberty approaches, young teens begin a roller coaster ride of hormones and emotions. This time period seems to present the biggest challenge to a young person's self-concept. These youngsters face so many changes that they hardly know who they are. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. Adults can help by providing self-discovery activities leading young teens to self-knowledge.

Continue to avoid comparing young people with each other, being careful not to embarrass them. They want to be a part of something that is important and that provides opportunities to develop responsibility.

Youth Learning Characteristics

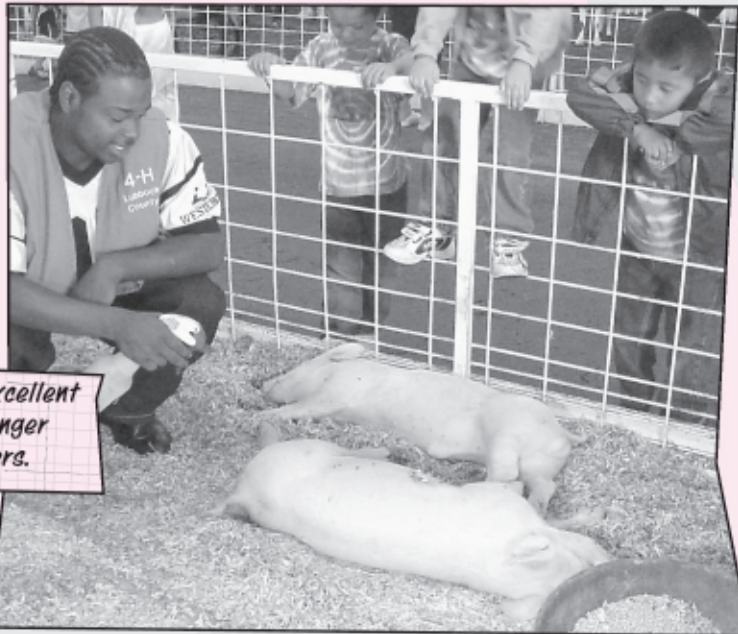
The 15–18 Year Olds

Most teens of this age know their own special abilities and talents. In most cases, they have adjusted to the many post-puberty body changes by now. Mid-teens tend to be overly concerned with themselves and their peer group. Relationship skills are usually more developed. Dating increases and acceptance by members of the opposite sex is more important.

Mid-teens begin to think about the future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on feelings of personal need 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 complete tasks without supervision. They can be a great help to younger members of a group in planning and helping complete the younger person's projects. They should be encouraged to accept this role. A leader can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from

them. A leader's role should be that of advisor/coach for independent workers.



Teen leaders are excellent mentors for younger project members.

National Science Standards

Level 1

- Characteristics of organisms
- Life cycles of organisms
- Organisms and environments
- Personal health
- Types of resources
- Changes in environment

Level 2

- Structure and function of living systems
- Reproduction and heredity
- Regulation and behavior
- Personal health
- Risks and benefits

Level 3

- Behavior of organisms
- Personal and community health
- Natural resources
- Environmental quality
- Science and technology in local, national and global challenges



Teaching & Learning Experientially

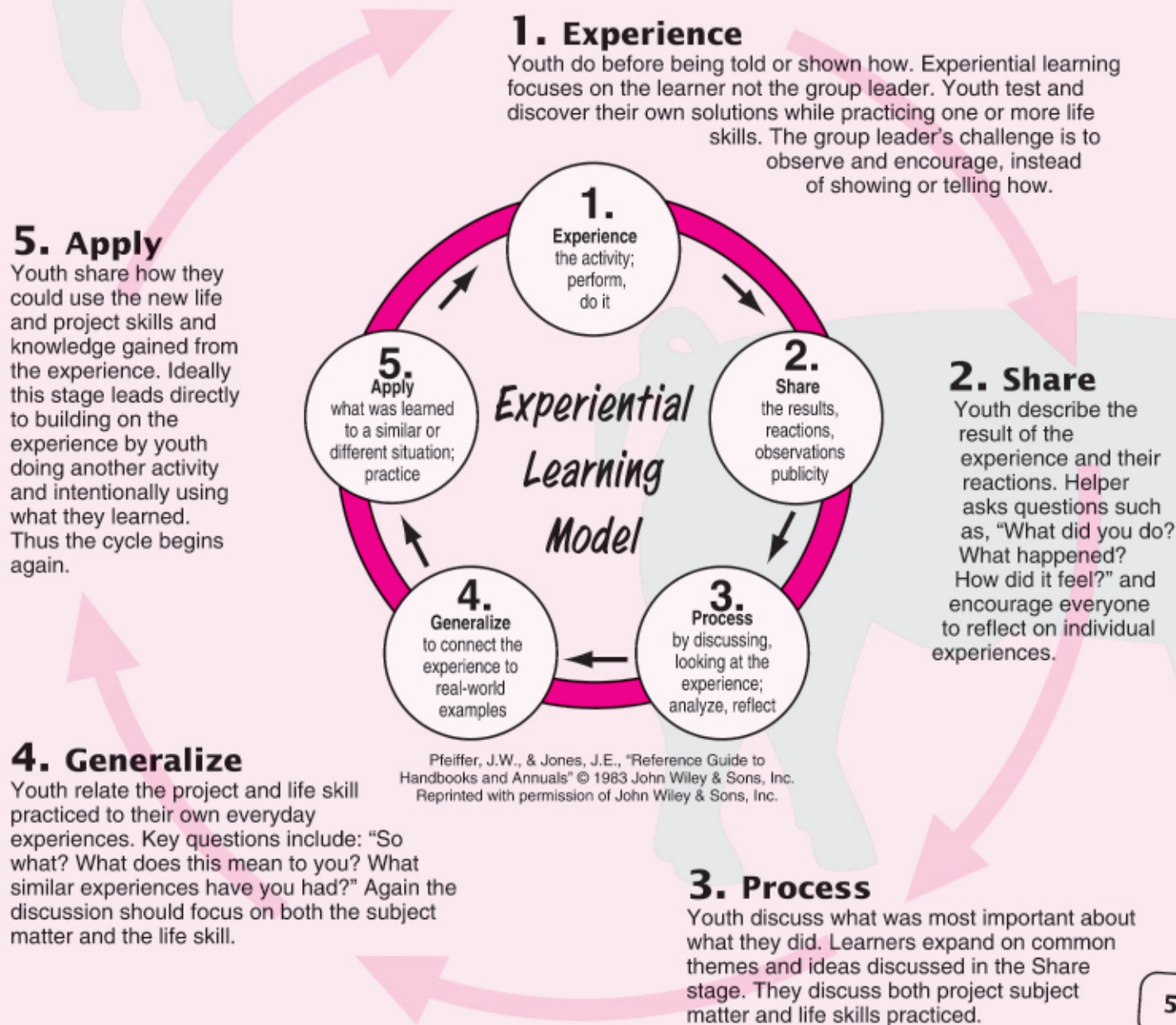
The 4-H Youth Development Program has promoted the five steps of the experiential learning model as an essential part of all educational experiences. You'll notice that each of the activities in the Swine Series, as well as those in all other curriculum products that have qualified for the National 4-H Collection, use the 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

Experiential Learning Model



4-H Recognition Model

Traditionally 4-H has recognized youth in five areas: participation, standards of excellence, cooperation, progress toward personal goals and peer competition. 4-H leaders, both adults and older youth, need to consider all of these five areas and

make certain that all youth receive some kind of recognition as frequently as possible (more than once a year). Here are some ideas for recognition you might consider.

- 1.** To recognize 4-H members for **participation** in the swine project, reward them with
 - _____ a participation ribbon or a certificate of completion
 - _____ a personal "thank you" face to face (preferably in public)
 - _____ a letter of commendation to their parents
 - _____ an announcement of their participation at a community club meeting or at school
 - _____ a newspaper ad listing their names
 - _____ a party, picnic or other social event
 - _____ a trip to a 4-H camp
- 2.** For meeting **standards of excellence** (completion of goals and achievement program), use the previous ideas plus
 - _____ a recognition night
 - _____ merit badges
 - _____ an article in the 4-H newsletter or local newspaper
 - _____ a plaque in the county office
 - _____ a hall of fame at the county fairgrounds
 - _____ a request for the youth to help with leaders' training
- 3.** To recognize 4-H members for **cooperation**, use
 - _____ letter of appreciation to the 4-Her
 - _____ 4-H "team of the month" article in the county newsletter or local newspaper
 - _____ appointment to a planning committee or to the Leaders' Council
 - _____ television or radio interview for local news or for the "extension report" show
 - _____ a school assembly to recognize teamwork throughout the community
 - _____ a billboard to congratulate the team
- 4.** For **progress toward personal goals**, use
 - _____ an announcement at the member's project club meeting
 - _____ an appointment as a "peer mentor" in that project or skill
 - _____ a gift certificate or prize
 - _____ an exhibit of the member's work in the county office or in the window of a downtown store
 - _____ a letter to the member's school teacher or administrator
- 5.** To recognize 4-Hers for **peer competition** continue to use ribbons, trophies, prize money, banquet recognition, scholarships and trips but try to make sure that these are not over emphasized so that members do not get the message that winning is the only thing that counts.



The 4-H Recognition Model incorporates all types of recognition.



Evaluating the Impact of 4-H "Skills for Life" Swine Series

Did the youth participating in the 4-H "Skills for Life" swine activities change as a result of their experiences? Did they learn new swine skills? Do they now have more confidence with several important life skills such as communicating with others, making decisions and leading others?

- 1 - To a great extent
- 2 - Somewhat
- 3 - Not at all

For your use the following evaluation has been prepared. The Success Indicators for each activity in each guide are listed. Simply note the youth's skill level prior to the activity and after the activity. Begin each indicator with

"Youth have the ability to _____."

Swine 1 - The Incredible Pig	Before	After
Identify feed needed for a pig	1 2 3	1 2 3
Identify eight swine breeds.	1 2 3	1 2 3
Place a class of market hogs and present reasons on the placings.	1 2 3	1 2 3
Complete an income and expense budget.	1 2 3	1 2 3
Design a hog facility.	1 2 3	1 2 3
Identify 10 parts of a pig's digestive system.	1 2 3	1 2 3
Complete a pig examination.	1 2 3	1 2 3
Describe the name, location and preferred types of cooking for 10 pork cuts.	1 2 3	1 2 3
Give a presentation on how to groom and train a pig for a show.	1 2 3	1 2 3
Develop a well-written paragraph expressing appreciation.	1 2 3	1 2 3
Record what a person does at work.	1 2 3	1 2 3

Swine 2 - Putting the Oink in Pig	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

Swine 3 - Going Whole Hog	Before	After
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 220 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

Swine 4 - Group Helper's Guide	Before	After
Write questions, plan and conduct a swine quiz bowl.	1 2 3	1 2 3
Plan and conduct a swine skillathon.	1 2 3	1 2 3
Plan and conduct a swine showmanship clinic for younger members.	1 2 3	1 2 3
Describe characteristics of 10 pig parts.	1 2 3	1 2 3
Locate resources and identify 12 bones of a pig.	1 2 3	1 2 3
Identify the signs of drug residue.	1 2 3	1 2 3
Select and purchase a pig for a 4-H project.	1 2 3	1 2 3
Describe to others 10 retail pork cuts.	1 2 3	1 2 3
Prepare a skit about production practices that promote safety.	1 2 3	1 2 3
Describe and record the information on a medicine label.	1 2 3	1 2 3
Role play a news conference on animal well-being.	1 2 3	1 2 3
Discuss life changes and the stages of accepting loss.	1 2 3	1 2 3



Selection and Judging

Selecting a Project Pig

Many farmers buy feeder pigs because they don't have the facilities, desire, capital or labor to raise their own. 4-H members often purchase feeder pigs for their projects for some of the same reasons. Buying quality feeder pigs at competitive prices is a swine producer's main goal. Being able to do this takes knowledge, skill and practice. Knowing how to select high quality pigs will help youth maintain a profitable project.

Swine Skill:	Selecting quality feeder pigs.
Life Skill:	Making decisions
Success Indicator:	Selects and purchases a pig for a 4-H project.
Time Involved:	2–3 hours
Suggested group size:	5–15
Materials needed:	None

The activities suggested will help youth carefully examine project pigs before making a purchase. Several key questions have been included in the "Talking It Over" section to help youth learn more about making good decisions.

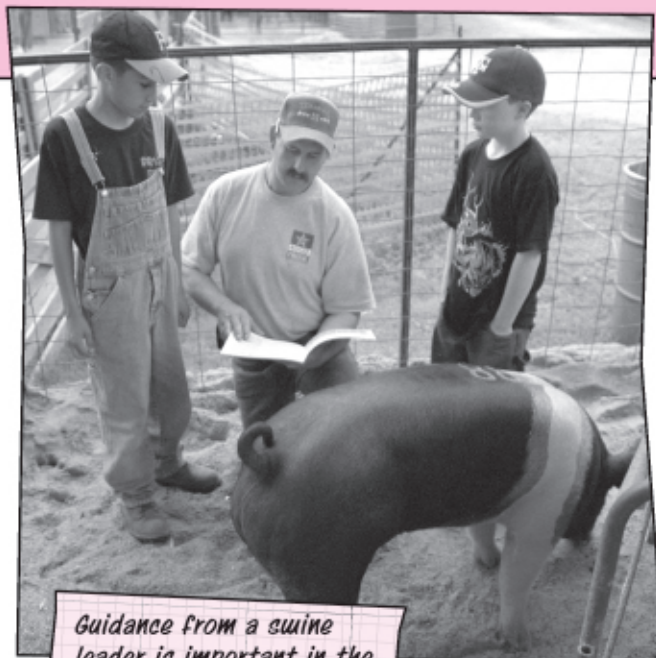
Getting Started

Load up your swine club members and visit a local swine producer two to three months before the first project pig sale in your state. Take along someone who has a good "eye" for selecting young pigs. Also try to borrow a camcorder to take and video the "example" pigs that you see.

Your Challenge

Ask the owner if your group can look at a group of 20–30 feeder pigs weighing 80–100 lbs. As they look through the group of project pigs, have them compare them to the "ideal" feeder pig shown in this activity. See if they can find a pig that looks similar to that pig. Be sure to have them write down the ear notches or ear tags of the pigs (both good and bad) that you see. Ask the farmer if your group can come back right before he sells the pigs to see how they turn out. Once again, take the camcorder and get video footage to compare the way the pigs looked at the 80–100 pound stage.

The overall purpose of this activity is for youth to learn a process for good decision-making as well as to learn to select high quality feeder pigs. The questions in "Talking It Over" are possible discussion questions; feel free to add your own discussion questions as well.



Guidance from a swine leader is important in the selection and management of a pig project.





Talking it over

Share What They Did

- Q.** What price range did you see people paying for a project pig?
- Q.** What did you learn about buying feeder pigs?
- Q.** What do you look for when selecting a feed pig?

Process What's Important

- Q.** Why is it important to consider several points before making a decision?
- Q.** Why is the price not always the most important factor to consider when making a purchase?
- Q.** What part does your heart and "gut level" feeling have to do with making a decision?

Generalize to Their Life

- Q.** When have you had to make decisions about purchasing things other than pigs?
- Q.** What made you decide? How did you decide?
- Q.** Why is gathering good information important before making a decision?
- Q.** Why is taking time to decide important?

Apply What They Learned

- Q.** How will you change your decision-making process in the future?
- Q.** What factors are important to you in making a decision?



More challenges

- 1.** Use the video tape footage you shot to give an illustrated talk to younger 4-H members about what factors to consider before buying a project pig.
- 2.** Clip feeder pig sale reports from agricultural papers and magazines. Compare the reports to the range of process you found.



Selecting a Pig Project

How much should you pay? First, find out the average price paid for pigs in your county fair sale last year. Then determine the feed cost to put 150–180 lbs. of gain on your pig. Subtract the feed cost and other estimated expenses from the average sale price at last year's fair. You now have a realistic figure you can pay for a project pig. You will need to rank several choices of pigs to buy so that you end up with the best pig you can afford to purchase.

Key Points to Selecting Project Pigs

- They must develop into a lean, muscular market hog at 250–270 lbs.
- A high quality feeder pig needs to show good muscle shape at 80–100 lbs.
- The heaviest muscled feeder pigs are often too early maturing to still be lean at 260 lbs.
- The frame size of a hog will dictate how heavy it can get without putting on excess fat. Simply put, bigger framed hogs stay leaner to heavier weights.
- Good "indicators" of frame size in feeder pigs are the length of their "face," the length of their cannon bones and their overall body length.
- Soundness of feet and legs *never* gets better with increases in age and weight. It is essential to start with a project pig that is structurally correct on its feet and legs.
- If possible, try to see pictures of the sire and dam of the pigs you are considering buying. Knowing how the parents look can often help you estimate how their offspring will turn out.
- Buy hogs from reputable breeders who are known for having a good herd health program.
- Make sure to buy hogs that come with health papers.

- 3.** Ask the farmer you visited to learn about feeder pigs to furnish you with the carcass data from the pigs you studied at 80–100 lbs. Discuss as a group the range in backfat and loin eye size for these hogs.

Puzzling Pig Parts

Knowing the body parts of a pig and the desirable characteristics of each part is important, whether you are listening to a judge giving placing reasons, talking to a swine producer or explaining a health problem to a veterinarian. Youth participating in the activities described will practice their communication skills while they learn the names and desirable characteristics of the various pig parts.

Swine Skill:

Life Skill:

Success Indicator:

Time Involved:

Suggested Group Size:

Materials Needed:

Evaluating pig parts

Communicating with others

Describes characteristics of 10 pig parts.

One hour

Teams of four

Glue, construction paper, side view of pig with lines drawn to various parts, top, rear and side views of modern, old-fashioned and meatless hogs, and pig parts labeled on paper strips or taped to T-pins

Getting Started

Each of the five activities works best if the group is divided into teams of approximately four people. Allow each team time to "learn-by-doing" before being told or shown how. In addition to learning experientially, this allows maximum opportunity to practice the life skill of communicating with others while they explore the parts of a pig.

Your Challenge

Pig Puzzle Construction

Have each person make a puzzle by gluing a pig outline to construction paper and cutting it into pieces. These puzzles can be shared with family and friends following the group meeting.

Properly Placing Pieces of the Pig Puzzle

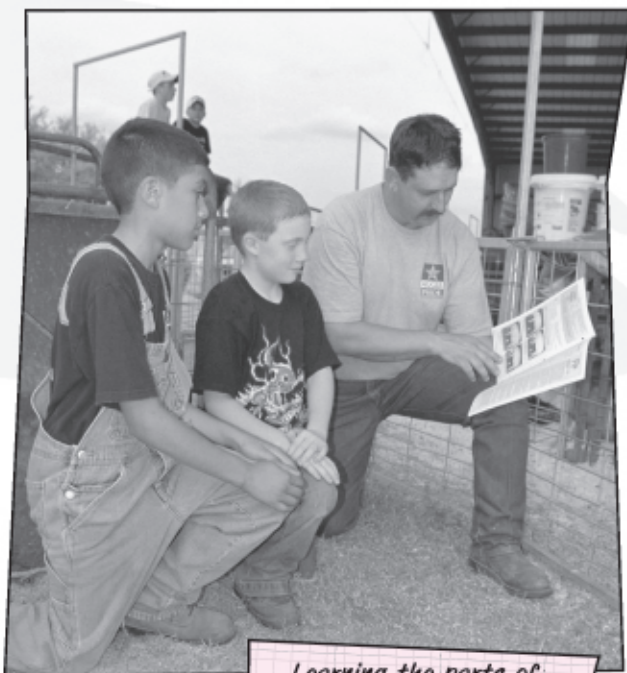
Place all the pieces of one of the puzzles in a hat and have each person or team take turns drawing a piece, identifying it and placing it in its proper place to complete the puzzle.

Matching Body Parts

Attach the names of pig body parts to T-pins or simply make 1/2" x 1" pieces of paper with the name of a part on each piece. Provide each team with a set of names. Ask the teams to place the names on the appropriate places on their side view of a pig with lines drawn to the various parts. Have teams compare answers and settle differences. Share the names of the parts and one desirable characteristic for each part.

From Old-fashioned to Modern

Divide the group into three teams. Provide group one with pictures of the modern meat-type pig; group two with the old fashioned pig type; and group three with the meatless type. Ask each group to involve all members in preparing a short talk on the good and bad characteristics



Learning the parts of the pig will help you make heads or tails of your project.

of their pig from the consumer, producer and packer viewpoints. Encourage everyone to ask questions following each presentation.

Judging

Display the three types of hogs and ask individuals to give reasons why one would be placed over the other. Encourage the use of comparative (er) terms such as longer, meatier, etc.

Share What They Did

- Q.** What new things did you learn doing this activity?
- Q.** What were some of the challenges you had in preparing and presenting your team's talk about your pig? Why?
- Q.** What are the main differences between a meat-type and meatless hog?

Process What's Important

- Q.** What makes people effective communicators?
- Q.** What are the characteristics of a good listener?

Generalize to Their Life

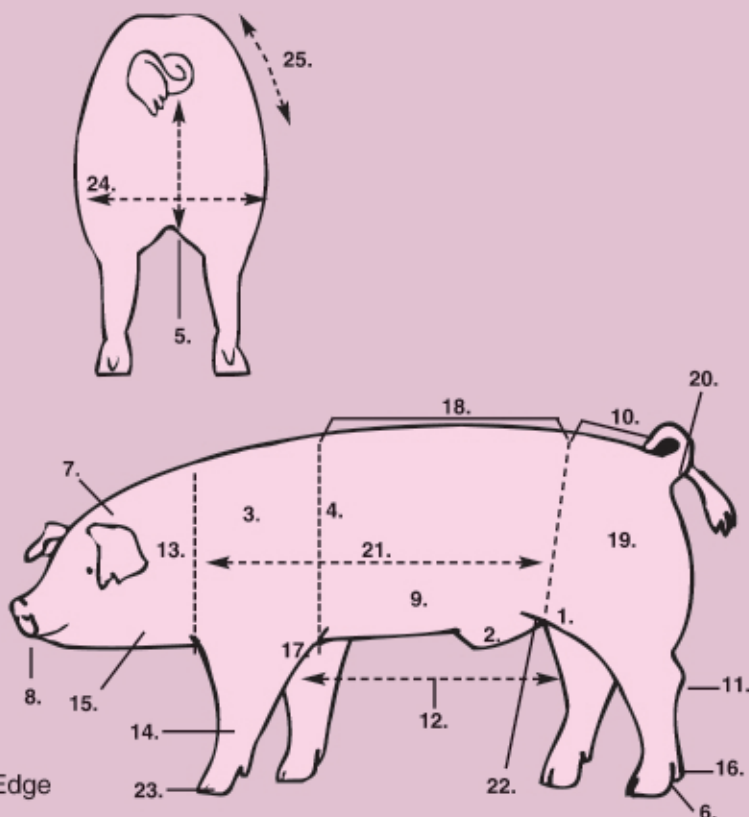
- Q.** Were you more effective when you were in groups of two people, four people or more than four people? Why?

Apply What They Learned

- Q.** What do you like about how you communicate?
- Q.** What would you like to improve?

Pig Parts

1. Stifle
2. Sheath
3. Shoulder
4. Heartgirth
5. Seam
6. Pastern
7. Poll
8. Snout
9. Belly
10. Rump
11. Hock
12. Underline
13. Neck
14. Knee
15. Jowl
16. Dewclaw
17. Elbow
18. Loin
19. Ham
20. Tailsetting
21. Side
22. Rear Flank
23. Toes
24. Width of Stifle
25. Turn Over Loin Edge



Answers may be found on page 32 under Learning the Parts for Swine 1, page 8.



More challenges

1. Visit a hog finishing operation and have the youth compare the pigs there to the modern meat-type pig.