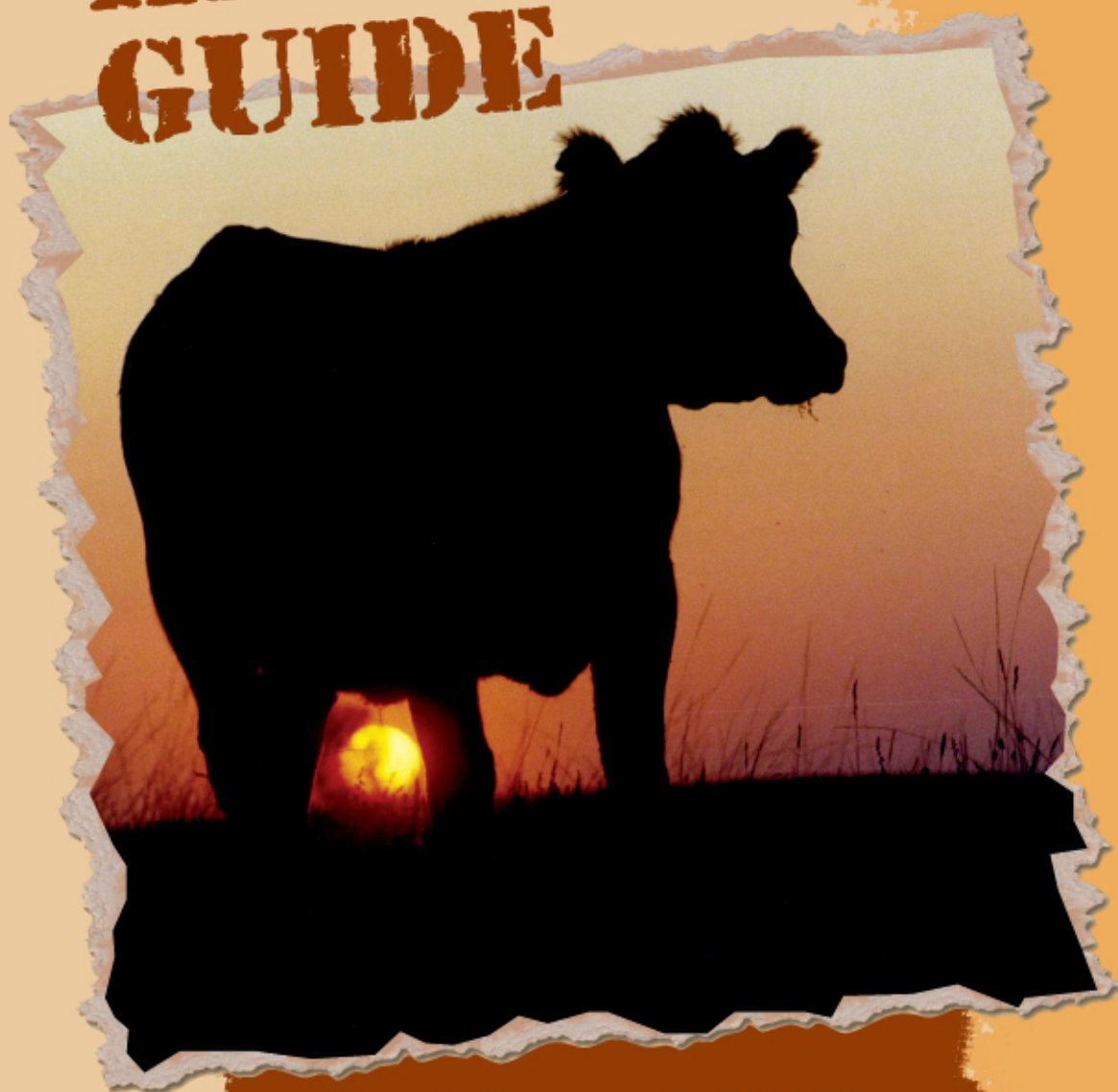




# BEEF HELPER'S GUIDE



## Beef Group Activities

Name \_\_\_\_\_

County \_\_\_\_\_





# Your Beef Group Activity Guide

**W**elcome to the 4-H "Skills for Life" Beef materials. This set of four activity guides and pattern for sewing a model calf has been developed to provide you and the youth you support with ideas and activities to expand the beef project. As a helper, you are a key person in making the youth's experience both fun and educational. How you choose to be involved will often determine the success the youth has developing important life skills while learning about beef cattle. The youth's interest in beef cattle is the vehicle leading to life skill development.

## Youth Outcomes

Through participation in this curriculum youth will:

- Practice the life skills of
  - decision making
  - communicating with others
  - leading self and others
  - planning and organizing
  - learning to learn
- Identify and select quality beef cattle
- Demonstrate good beef management and health practices
- Develop beef fitting and showing skills
- Improve their beef consumer skills
- Promote beef products and the beef industry

## Your Role

- Become familiar with the materials in this series.
- Support the youth in his/her efforts to set goals and complete each level of the Beef Achievement Program.
- Serve as a resource person to help connect youth with the community, resource materials and others knowledgeable about the project.
- Provide a safe, supportive environment.
- Guide, encourage and reward progress.
- Evaluate to what extent the youth outcomes are achieved (see page 35).

## The 4-HCCS Beef Series

This series includes three youth guides, a *Helper's Group Activity Guide* and a pattern to sew a model calf.

Beef 1 <i>Bite Into Beef</i> .....	BU-08143
Beef 2 <i>Here's the Beef</i> .....	BU-08144
Beef 3 <i>Leading the Charge</i> .....	BU-08145
Beef <i>Helper's Guide</i> .....	BU-08146
Calf Pattern .....	BU-07332

## Youth Activity Guides

Each of the three youth activity guides is designed to be developmentally appropriate for grades 2–4, 5–7, 8–12 respectively, but may be used by youth in any grade based on their project skills and expertise. The Beef Achievement Program for youth to complete, with your support, is an important part of each guide. By striving to complete each of these programs, youth will be encouraged to learn more about beef and the beef industry while practicing and developing important life skills.

## Beef Helper's Group Activity Guide

The fourth piece in the series is written to assist you in your helper role for individual youth but also for working effectively with groups of youth interested in the beef project. These learn-by-doing activities, as well as most activities in the youth guides, can also be adapted to the family, the classroom or other groups. In the guide, you'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, project meeting ideas as well as answers to many of the activities in the youth guides.

## Calf Pattern

The realistic model calf made from this pattern provides an excellent training aid for youth to use when giving demonstrations at project group meetings and fairs. The use of velcroed parts and application as a puppet contributes to its versatility. The model can be used to learn to identify breeds and parts, recognize strengths and faults, judge, castrate, deliver, care of the newborn calf, administering medication, dehorning, implanting and much more.

## Acknowledgments

**2005 Revision Team:** Jackie Buckley, Coordinator, ND; Stephen Schafer, Liaison, WY; Wendy Sorrell, VT; Carrol Rodgers, IL; Sandy Yarger, IN; Susan Kerr, WA.

**Design, Illustration and Production:** Northern Design Group, MN.

**Cover Photo:** Gene Harris, ND.

**Previous Design Team Members:** Tim Erickson, Chairperson, WI; Karen Brandsetter, MO; Melanie Miller and Dianne McGiveron, WI. Jackie Buckley, ND; Josh Merrill, IN; S. Dean Kiesling; Robert Meduna, NE; Kevyn and Jessie Miller, IN; Bill Zimmerman, MN; Larry Tibbs, AZ; and Tom Zurcher, MI.



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

### **Bite Into Beef - Level 1 BU-08143**



**Chapter 1 - Know Your Beef**  
Identifying Beef Brands  
Locating Beef Parts  
Doing the Right Thing IS the Right Thing  
Planning Your Work, Working Your Plan

**Chapter 2 - Animal Health**  
Recognizing a Healthy Animal  
Picking Feed Ingredients  
Where, Oh Where Is My Calf?

**Chapter 3 - Beef and Beef Products**  
Judging Beef  
Shopping for Beef  
Recognizing Beef By-products

**Chapter 4 - It's Showtime!**  
Halter Breaking Your Calf  
Fitting a Steer  
Showing Beef Cattle

### **Here's the Beef - Level 2 BU-08144**



**Chapter 1 Animal Health**  
Beef Quality Assurance  
Nutritional Needs  
Following Feed Through the Digestive System  
Manage on the Range

**Chapter 2 Safety and Ethics**  
Live Long and Prosper  
Becoming Ethically Enlightened  
Forever  
Beef Communication

**Chapter 3 Judging Beef**  
Evaluating Leg Structure  
Judging Breeding Heifers  
Presenting Oral Reasons  
Determining Frame Scores

**Chapter 4 Grading Beef**  
Locating and Identifying Beef Cuts  
Making the Cut

### **Leading the Charge - Level 3 BU-08145**



**Chapter 1 Animal Nutrition and Health**  
Surf 'N Turf  
Balancing a Beef Ration  
Let's Talk Hay  
Read It on the Label  
Blocking Bovine Bugs

**Chapter 2 Showing Beef**  
Fitting for Show

**Chapter 3 Meat Evaluation**  
Evaluating a Beef Carcass  
Yielding the Grade

**Chapter 4 EPDs**  
Selecting a Sire

**Chapter 5 Reproduction**  
Exploring Beef Reproductive Systems  
The Heat Is On  
A Womb with a View  
The LaMOOze Method

**Chapter 6 Exploring Careers**  
Looking Ahead

# **Beef Helper's Guide Contents**

Your Beef Group Activity Guide .....	Inside Front Cover
Beef Helper's Guide Contents .....	1
Youth Learning Characteristics .....	2
Developing Life Skills .....	3
Teaching and Learning Experientially .....	4

## **Chapter 1 Front and Center**

Producing a Beef Commercial .....	5
Planning the Beef Project Year .....	6
Show What You Know .....	8
Demonstrating Fitting Equipment .....	10

## **Chapter 2 Word Games**

Playing BEEFagories .....	11
Beef Talk Games .....	12
Fun with Beef Pyramid .....	14
Playing STEAK Bingo .....	16

## **Chapter 3 Beef Management Practices**

Keep it Clean .....	17
Moo-rades .....	18
Investigating Medications .....	20
Tying the Knot .....	22
Accepting the End .....	24

## **Chapter 4 Skill Building**

Conducting a Beef Quiz Bowl .....	26
Identifying Beef Parts .....	28
Practicing Sportsmanship .....	30

The 4-H Recognition Model .....	31
Answer Key (Beef 1, 2 and 3 Youth Guides) .....	32
Beef Project Meeting Ideas .....	34
Evaluating the Impact .....	35
Beef Resources .....	36



# 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.

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.

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.

## 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.





# Developing Life Skills

**L**ife 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 beef project you have many opportunities to assist youth in developing life skills as they acquire beef 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 beef, 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 beef content and the life skill practiced they gain the ability to apply both types of skills appropriately.

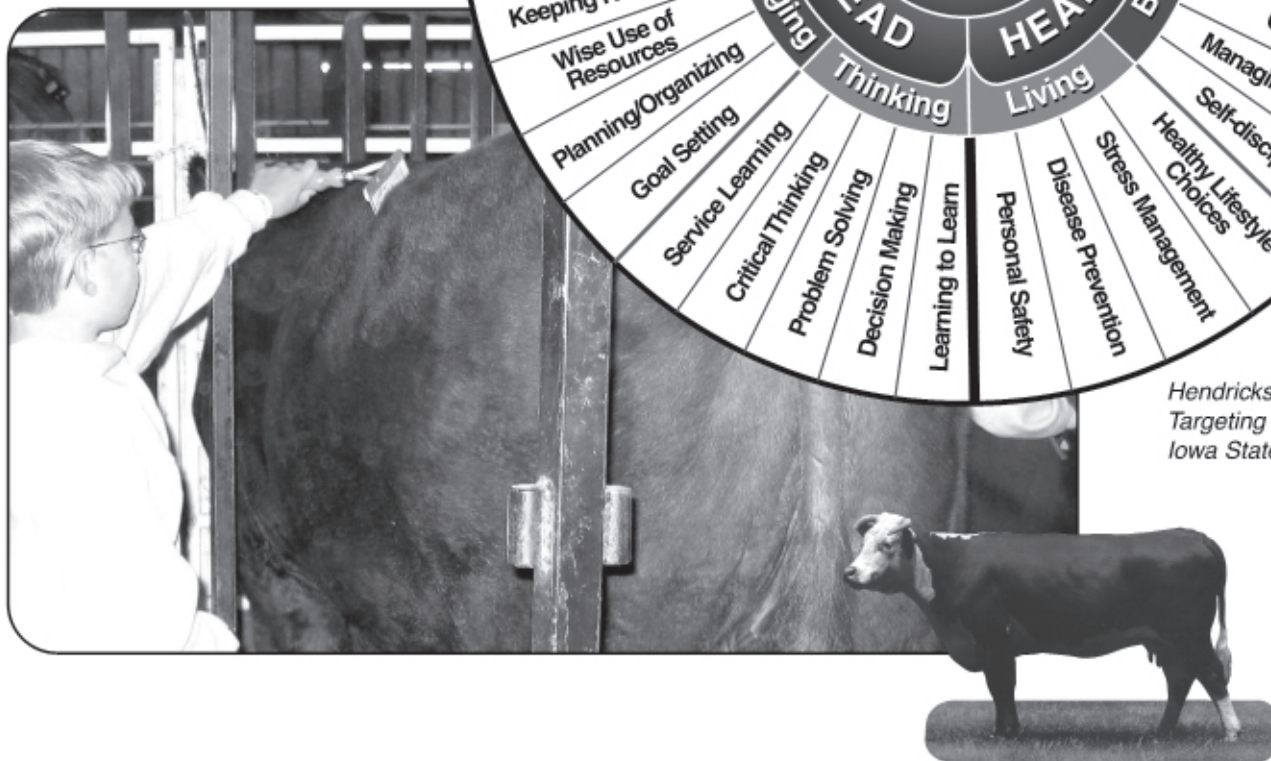
Each activity in the beef series shows both the beef skill and life skills youth will practice and develop. A well-designed activity will involve the youth in the practice of several life skills. In one activity youth may practice decision making,

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 for each activity states what the youth would do to achieve the learner outcome for the activity. These indicators usually include both the life skill and beef skill. This is the goal for youth to achieve and for you to support their efforts to achieve.

Helping youth develop and understand important life skills while learning about beef is a challenge. However, the youth will appreciate your extra effort now and in the future when they look back on these experiences.



Hendricks, Patricia A.,  
Targeting Life Skills,  
Iowa State University, 1996



# Teaching and Learning Experientially

The 4-H Youth Development Program has promoted the five steps of the experiential learning model as an essential part of all educational experiences. You'll notice that each of the activities in the Beef 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

## 1. Experience

Youth do before being told or shown how. Experiential learning focuses on the learner not the group leader. Youth test and discover their own solutions while practicing one or more life skills. The group leader's challenge is to observe and encourage, instead of showing or telling how.

## 5. Apply

Youth share how they could use the new life and project skills and knowledge gained from the experience. Ideally this stage leads directly to building on the experience by youth doing another activity and intentionally using what they learned. Thus the cycle begins again.

## 4. Generalize

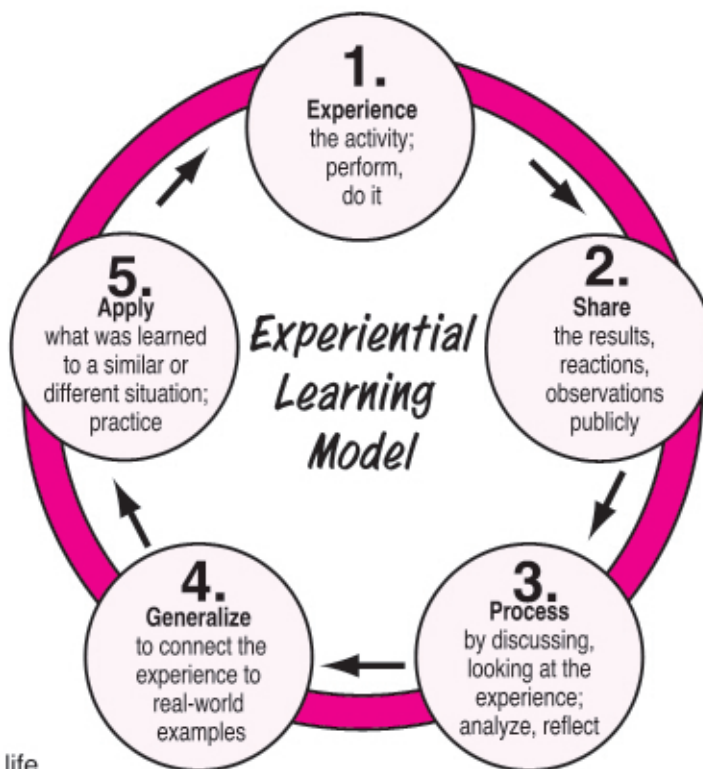
Youth relate the project and life skill practiced to their own everyday experiences. Key questions include: "So what? What does this mean to you? What similar experiences have you had?" Again the discussion should focus on both the subject matter and the life skill.

## 2. Share

Youth describe the result of the experience and their reactions. Helper asks questions such as, "What did you do? What happened? How did it feel?" and encourage everyone to reflect on individual experiences.

## 3. Process

Youth discuss what was most important about what they did. Learners expand on common themes and ideas discussed in the Share stage. They discuss both project subject matter and life skills practiced.







# Producing a Beef Commercial

<b>Beef Project Skill:</b>	Promoting beef and addressing issues
<b>Life Skill:</b>	Communicating with others
<b>Education Standard:</b>	NA-VA 9-12.1
<b>Success Indicator:</b>	Record a beef commercial.
<b>Time Involved:</b>	Two hours
<b>Suggested Group Size:</b>	5–15
<b>Materials Needed:</b>	Video camera, note paper, pencils, various props for video production, background information on several beef industry issues.

**M**aking a commercial or Public Service Announcement (PSA) is a fun way to express creativity while developing communication skills and self-confidence. Television and video tapes are increasingly important communication tools used by beef cattle producers to inform consumers. Understanding why and how commercials are made also makes youth smarter television viewers and consumers.

### Taking on the Challenge

**F**irst let the group decide the type of video, promotional commercial or public service announcement to produce. List at least five products or issues for the video relating to beef or beef production. Complete the TV Spot Outline. Stress the importance of choosing a target audience and a message that will appeal to that targeted group. Have the group create a 60-second video commercial or PSA. The guidelines are to be creative, be factual, deliver the group's message and utilize the talents of all group members. Let imaginations soar!

### BarnTalk

#### Shooting the Breeze

- What is your group's message?
- Who is your target audience?
- What do you want people to do after seeing the video?
- What was your biggest challenge in producing the commercial?

#### Show Me the Beef

- Why is your message important?
- What will happen if people don't respond to the message in your video?
- How would you rate your video compared to your favorite commercial?

#### Where's the Beef?

- How can 30-second TV messages actually cause someone to buy something or change behavior?
- If you wanted to make the best video possible, who would you get to help and what resources would you use?

#### Beef's Future

- What other issues would you like to tell people about in a PSA?
- How will you look at commercials differently now, knowing that you are part of a "target audience"?



4-H Youth demonstrates a beef dish to a panel of judges.



## Beef Promotion

**Promotional commercials** are generally 30 to 60 seconds in length. They are produced by people who have a product or service that they want other people to buy. The beef industry uses TV commercials as part of advertising campaigns such as "Beef, It's What for Dinner."

**PSA's** are similar in length and production style, but their purpose is to inform. Issues of current, general concern to society are brought to the public in PSA messages like, "Friends Don't Let Friends Drive Drunk." PSA topics for beef could include nutritional value of beef, beef by-products, animal care on beef farms, beef's impact on rangeland or many other issues.



1. Use your video to communicate to the public at a fair, club meeting, school, promotional booth, etc.





# Planning the Beef Project Year

**B**eef project meetings offer exciting settings for youth to develop project and life skills. When they participate in planning, youth are developing an important life skill. You will find that these programs will more closely meet the needs of your youth when everyone is involved in identifying what to do, when to do it and how to do it.

This activity has been designed to help your group plan its year's program to include five or more project activities. You will explore ways to involve your group in the planning process. A list of meeting topics is found at the end of this guide.

## Getting Started

**B**efore the meeting, you may want to talk to the parents to see what they feel their children need and how your organization can help. At the meeting, ask the youth and their parents to discuss what they would like to learn and do. Suggest looking through the project literature and list of meeting ideas for additional topics.

Your role is to create situations in which the youth (and their parents) can develop both project and life skills. Helping a group plan a year's program or just one meeting takes a lot of patience and the ability to "sit on one's hands" while everyone works together. Here is a technique for generating ideas and arriving at decisions.



### Generating Goals and Project Topics

First ask everyone what the group's goals should be for the year. The process described here for determining what the activities should be can also be used to set goals. Have everyone review the topics in the appropriate project meeting guide plus those mentioned in other resource materials. Then have each person write ideas for project meetings and supporting activities (community service, farms, shows, petting zoos, promotions, etc.) Sometimes youth can generate more ideas by working together in groups of two or three, with one person writing the ideas. Allow five to ten minutes.

### Sharing Ideas

Have each person share his/her ideas in round robin fashion. One person shares an idea, then the next person and so on until all ideas have been given and recorded on a blackboard or a large sheet of paper. List the ideas quickly without discussion. After all ideas are listed, provide time for the person who

**Beef Project Skill:** Planning a year's program  
**Life Skill:** Planning and organizing  
**Education Standard:** NL-ENG.K-12.5  
**Success Indicator:** Plan a one-year program of group activities.  
**Time Involved:** One hour  
**Suggested Group Size:** No limit  
**Materials Needed:** Pencils, paper, flip chart or blackboard, markers, poster paper (optional), beef achievement programs, literature, resource materials



A youth plans with her leader for the upcoming beef project year.

suggested the idea to clarify or explain it. Others can add support, questions or concerns. After a short discussion, move to the next idea.

### Determining Preferences

From all the ideas generated and discussed (and possibly combined), have each person rate the items in the order of preference on a separate sheet of paper. You may want to have participants indicate their top five or ten choices. If ten choices are indicated, the top choice would receive a ten and the last choice a one. Read each idea and have all members give their ranking. Add up the numbers. Allow time to discuss the choices as they relate to the group's overall goals. From the decisions made, make up the list of topics for the year's program.

### Deciding Who Does What

Now that the group has decided what they want to learn more about, be sure everyone shares in the responsibility of seeing that it happens. Give as many members (and families) as possible a specific job on the year's program.



## BarnTalk

### Shooting the Breeze

- What did you learn about planning?
- What process did you use to involve everyone?
- How do you feel about this planning session?

### Show Me the Beef

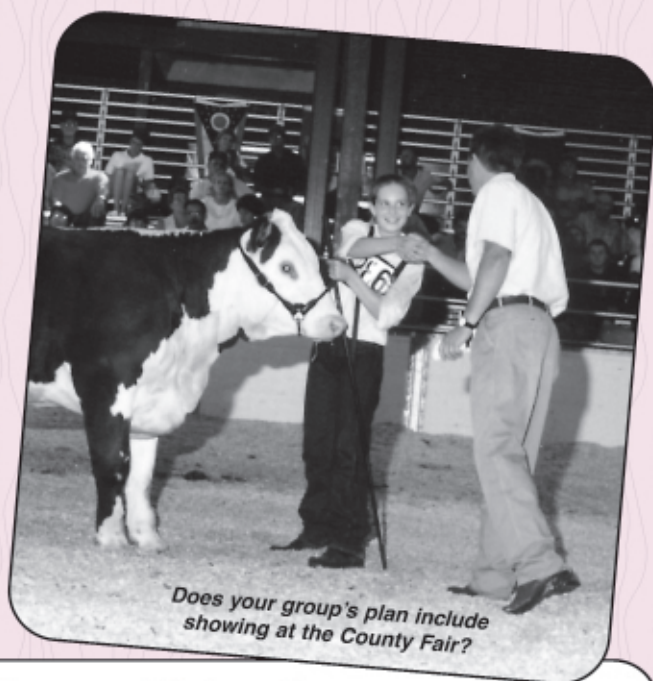
- Why is it important to have goals and a plan?
- Why are decisions made through consensus often more accepted than those made by voting?
- Why is it important for youth, parents and leaders to work together on planning activities?

### Where's the Beef?

- How will this experience help you plan family experiences?
- How will it help you plan other areas of your life?

### Beef's Future

- How will the way you plan your week's activities change as a result of this experience?



*Does your group's plan include showing at the County Fair?*

## My Project Group Calendar

Name of Group \_\_\_\_\_ Name of Leader(s) \_\_\_\_\_

### PROJECT GROUP GOALS FOR THE YEAR

1. Every member completes at least one-half of his or her achievement programs.
2. Practice the life skill of decision making.
3. Involve each family in activities.

Meeting Date Time & Place	Meeting Topic and Activities	Who Is Responsible	What to Do Before the Next Meeting
November 6 7 p.m. Chao Vu Family Home	Identifying parts of beef, Recreation, Presentation, Refreshments	Dave and Haun, Mark and Jim, Mary, Peterson Family	Review judging terms and make drawing of ideal animal

Recreation, demonstrations, refreshments and hosting the main program are all possibilities. If the group is large, the team approach is encouraged.

### Completing the Program

Write an outline so everyone can see the plan taking shape. An example of a possible format follows. After the program is completed, make copies for each family. You might include a list of everyone's name, phone number and email address.

### Summarizing the Activity

Help the members and parents understand the skills they have practiced in the planning process. Emphasize learning how to cooperate, to delegate responsibility and to provide for maximum involvement. Take a few minutes during or after the planning session to talk about the process of planning. The "Barn Talk" questions will be helpful.

### Beef It Up!

1. Have the group use the same process (nominal group technique) to plan something else.



# Show What You Know

A skillathon is a way of involving youth and their parents in a challenging, non-competitive, learning-by-doing activity. This teaching method helps youth develop both life and project skills. The skillathon works well at a project meeting, group meeting, in the classroom or at a mall or fair.

A skillathon is a series of learning stations at which teams are presented with realistic situation and tasks to do. The teams attempt to complete the tasks before being told or shown how. The operator at each station follows with questions to help the teams build on their experiences.

## Getting Started

Setting up a skillathon is an opportunity for youth to practice developing their leadership skills. People and materials need to be organized, decisions made and signs made. To help guide the planning committee, some of the tasks that need to be considered are listed in this activity as well as examples of stations.

To prepare for the skillathon, have members:

- Decide on the stations wanted, considering time and resources available.
- Make up a realistic situation and task sign for each station so teams don't require additional directions.
- Decide who will be in charge of each station. Decide on the equipment and supplies needed at each station.
- Delegate responsibility for gathering supplies.

### Station Operator

The role of the station operator is very important. This person has the following responsibilities:

- Be familiar with the topic.
- Develop several questions to ask.
- Allow the team members to discover for themselves how to accomplish the task instead of telling or showing them how.
- Facilitate learning using the steps of the skillathon model shown in this activity.



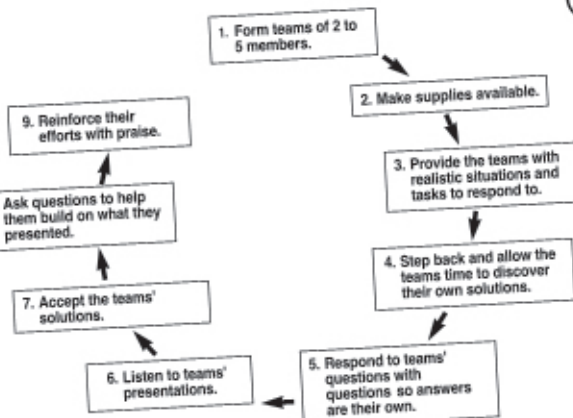
<b>Beef Project Skill:</b>	Developing beef-related skills
<b>Life Skill:</b>	Planning and conducting an activity
<b>Education Standard:</b>	NL-ENG.K-12.4
<b>Success Indicator:</b>	Plan and conduct a beef skillathon.
<b>Time Involved:</b>	50–120 minutes
<b>Suggested Group Size:</b>	10–100
<b>Materials Needed:</b>	Station signs, situation and task signs, materials necessary for the team to perform the tasks at each station

## Taking on the Challenge

Once the stations are established, begin the skillathon. Depending on the size of the groups and the number of stations, divide the members into teams of two to four. Allow about 10 minutes at each station, then ask each team to select a station and give a short presentation on how they solved the task. Follow with questions about the overall activity. The "Barn Talk" questions will help the youth reflect on what they have learned.



## Skillathon Model



We are learning to identify beef breeds.



## BarnTalk

### Shooting the Breeze

- What was it like to plan and conduct a skillathon? (Youth Leaders)
- What was the hardest thing for you to do? The easiest?

### Show Me the Beef

- What did you learn from this activity that you didn't know before?
- What differences did you observe about how different teams did or did not work together? (Youth Leaders)
- Why is it important to take the time to plan carefully? (Youth Leaders)

### Where's the Beef?

- How did teaching and learning this way compare to what happens in your classrooms?

### Beef's Future

- If you were going to conduct another activity, what aspects of planning would you do differently?
- What did you learn about being a leader that will help you in working with groups in other organizations or school?



## FACTS



## Sample Beef Skillathon Stations

### Identifying Beef Breeds

**Situation:** At a fair, a city friend asks you to identify the various breeds of beef.

**Your task:** Match the breed names with the pictures and tell one unique characteristic of each.

### Presenting Oral Reasons

**Situation:** You have been asked to judge and give oral reasons on a class of four market steers.

**Your task:** Place the steers (or pictures of steers) and present your reasons for why you placed them as you did.

### Score a Judging Class

**Situation:** The official placing on a class of feeder calves was 3-1-4-2 with cuts of 2-5-3. You placed the class 4-1-3-2.

**Your task:** Figure your score.

### Producing a Commercial

**Situation:** A radio station has invited you to produce a commercial on the benefits of beef in the diet.

**Your task:** Record a 15-second commercial on a tape recorder.

### Playing Beef Pyramid

**Situation:** You have received a game called "Beef Pyramid."

**Your task:** Divide into two teams and play at least two rounds of Beef Pyramid.

### Describing a Beef Animal's Digestive System

**Situation:** You are curious about how food moves through a beef's digestive system.

**Your task:** Draw the beef's digestive system and label all the parts you can.

### Ear Tagging

**Situation:** You have a calf who needs to be identified.

**Your task:** Use the instruments provided and give your calf an identifying number.

### Proper Injection

**Situation:** You have a sick calf that you need to give medication.

**Your task:** Use the following diagrams to give the calf an injection in the proper spot.

### Parts Identification

**Situation:** You have a project calf and you aren't quite sure what parts are what.

**Your task:** Learn the parts on the poster and then play the "Name That Part" game.

1. Conduct a beef skillathon at the county fair.





# Demonstrating Fitting Equipment

Using the right equipment makes the job to be done easier and faster. In order to use the right equipment it is necessary to know what equipment is available and how to use it correctly. This activity will give your group an opportunity to discover new ways to use various tools and how to communicate with others.

## Getting Started

This activity may be divided into two sessions. In the first session the youth present equipment presentations. In the second session they could actually use some of the equipment to prepare a calf for show.



First place several pieces of beef tack equipment in a sack. Then ask each participant to take turns reaching in the sack and pulling out an item. With the assistance of an adult or older youth ask each youth to prepare and present a short demonstration about how to use that piece of equipment. Then divide into three groups and let each group prepare a calf for show. Encourage experienced youth to make suggestions as members work to improve their fitting skills.

## BarnTalk

### Shooting the Breeze

- What was the most difficult grooming procedure to learn? Why?
- What special grooming techniques did you learn?

### Show Me the Beef

- What are some different ways to groom a calf?
- Why is each calf groomed somewhat differently?
- Why should you make your animal look its best through fitting and showing?

### Where's the Beef?

- How does personal grooming affect the way you feel when you meet other people?
- What sorts of messages does personal grooming communicate?

### Beef's Future

- How can you tactfully help someone whose personal grooming gets in the way of being accepted by others?

**Beef Project Skill:**  
**Life Skill:**  
**Education Standard:**  
**Success Indicator:**

Using beef fitting equipment  
Communicating with others  
NL-ENG.K-12.4  
Identify and demonstrate the use of fitting equipment.

**Time Involved:**

Two hours

**Suggested Group Size:** 3 to 25

**Materials Needed:** Equipment used for fitting and showing beef cattle that would normally be included in a tack box, three gentle calves for demonstrating, a sack to hold all the equipment.



Youth learn about beef fitting equipment.



## Beef Tack Box Equipment

- Water buckets
- Feed pans
- Show halters
- Show sticks
- Safety pins
- Scotch comb
- Rice root brush
- Wash brush
- Rubber comb
- Scissors
- Tail ties
- Tail comb
- Clippers
- Adhesive
- Show sheen
- Baby powder
- Blower
- Water hose and nozzle
- Padlock
- Magic marker
- Stall cards
- Extension cords
- Electrical adapter
- Pencil and pen
- Spare rope halter
- Neck ropes
- Health kit
- First aid kit



1. Have the youth plan and conduct a mock beef showmanship contest. Let members take turns being the judge. Discuss showmanship and ethics. Involve older youth to demonstrate both good showmanship and unacceptable or questionable showmanship practices.
2. See if your local show allows herdsman displays. If they do, have youth develop a plan for group herdsman.