Dairy 2
Mooving Ahead

Dairy Project Youth Activity Guide

Name

County
Note to Parents and Project Helper

If you were a project helper for youth involved in completing Dairy 1, Cowabunga!, you know what a great experience this role is. As the Helper, you are in a perfect position to help youth develop in positive ways as they learn about the Dairy Project and themselves. You can nurture and cultivate their interest in this project by guiding their planning, helping them complete their projects and recognizing them for a job well done.

**Youth Learner Outcomes**
- Become knowledgeable and responsible animal caregivers
- Develop experience-based science skills that pertain to health and disease
- Appreciate the variety of opportunities available in animal and dairy careers
- Recognize and practice the skills necessary for success in dairy and animal careers
- Practice the life skills of communication, acquiring and evaluating data, leading self and others, planning and organizing, character development and more.

**Your Role**
- Become familiar with the material in this guide and the Dairy Helper’s Guide
- Support youth in their efforts to set goals and complete each Achievement Program
- Discuss, date and initial the activities of the Dairy Achievement Programs as youth complete them
- Help youth know themselves, including their strengths and weaknesses
- Encourage the use of the experiential learning model described on this page.

The Dairy “Skills for Life” Series

Moving Ahead is the second in the series of three activity guides for youth that also includes Dairy 1, Cowabunga!, Dairy 3, Rising to the Top and the Dairy Helper’s Guide. These guides are developmentally appropriate for grades 3–5, 6–8 and 9–12 respectively, but may be used by youth in any grade based on their project skills and experience.

All activities include a description of the skills to be practiced, discussion questions, suggestions for additional activities and other helpful information. The Success Indicator listed for each activity is an excellent way to evaluate the youth’s progress. Each of the guides includes an Achievement Program to encourage youth to learn more about the Dairy Project while developing important life skills. Before and After – “What Do You Know” is a quick and fun way for youth to assess their knowledge BEFORE and AFTER they complete the activities. In the Helper’s Guide you will find another evaluation piece titled “Evaluating the Impact.” Use this before beginning each level and after the youth has completed each level.

Each activity gives youth an opportunity to LEARN BY DOING before being told or shown how. Your challenge is to stay in the background while youth explore and learn from the experience. You can help best by listening as youth consider the questions and offer their answers.

**Dairy Helper’s Guide**

This five-step model is used in each activity in this series.

1. **Experience the activity before doing it.**
2. **Share the results, reactions and observations publicly.**
3. **Practice by discussing, working at the experiences, analyzing, reflecting.**
4. **Generate new solutions to real-world examples.**
5. **Apply what was learned to a similar or different situation or practice.**

As you can see, youth first attempt the activity on their own. After they do as much of the activity as they can, you then meet together and discuss: What did they do? What was important? How does what they did relate to their lives? How might they use these life and project skills in the future? Your ability to ask thought-provoking questions and listen to the youth’s ideas will add to the educational impact of the experience.

Good luck in your role as Project Helper and thanks for contributing to the positive development of youth!

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**Acknowledgments**

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Milk...for the Health of It
So You Want to Be a Dairy Farmer?

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Dairy Cattle Resources

For more on dairy cattle, look for these other guides in the 4-H Dairy Cattle Series.

Dairying 1: Cowabunga!
Chapter 1: Selection and Judging
Chapter 2: Upper Things
Chapter 3: Fitting and Showing
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Dairying 2: Rising to the Top
Chapter 1: Selection and Management
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Dairying 3: Rising to the Top
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Chapter 2: Dairy Skill Building
Chapter 3: Feeding and Dairy Management

Dairy Helper's Guide
Chapter 1: Dairy Word Games

Dairy Helper's Guide
Chapter 1: Dairy Word Games
Welcome to Mooving Ahead

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

What You'll Do

You'll find activities to help you develop your judging skills, explore animal health and teach others. Here are some of the things you'll do:

- Judge a class of cows and present reasons
- Demonstrate how to identify a calf
- Discuss ethical situations
- Describe signs of health and illness in dairy animals
- Review the contents of a drug label
- Analyze dairy cattle behavior
- Judge and give reasons on hay quality
- Compare a cow's and a pig's digestive system
- Demonstrate proper milking procedures

Mooving Ahead

Dairy 2 Project Guidelines

- Set your goals and record project highlights.
- Do a minimum of seven activities in Level 2 of the Dairy Achievement Program each year and complete Level 2 within three years.
- Keep the Goals and Highlights page current by setting project goals and recording the project highlights you experience.
- Increase your dairy knowledge and skills.

Mooving Ahead

Achievement Program

The activities will challenge you to explore areas of the project you perhaps haven't experienced before. Do your best to complete each activity and answer the questions. Work with your helper to complete each experience. You may need additional resources to complete some of the activities. Dairy magazines, books, tapes, commodity groups, feed and equipment manufacturers and marketing groups are good resources. The Internet has a great deal of information about dairy and the dairy industry.

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

Your Project Helper

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

My Project Helper: ____________________________

Phone: ____________________________

E-mail address: ____________________________
**Mooving Ahead**

**Project Goals and Highlights**

---

**My Dairy Project Goals**

Name __________________________

My Animal's Name _______________ Breed _______________

What I want to do and learn in Dairy 2:

1.

2.

3.

4.

---

**Dairy Project Highlights**

Date and list the exciting things you do and learn.

---

**"What Do You Know?"**

**Before and After - Dairy 2**

Here's an easy way to tell if you learned something new and developed important project skills. Before you do the activities in this guide, indicate what you know then when you do the activities indicate what you know AFTER you complete them. You may be surprised how much you learned! Share the results with your helper.

Begin each skill with the words - I know how to ________

Then circle 1 (not at all); 2 (somewhat) or 3 (a lot)

<table>
<thead>
<tr>
<th>I know how to -</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judge four cows and present reasons</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Demonstrate how to identify a calf</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Make or defend ethical decisions</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Describe signs of health and illness in dairy animals</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Describe the economic and health impact of parasites</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Describe the contents on a drug label</td>
<td>1 2 3</td>
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<tr>
<td>Analyze dairy cattle behavior</td>
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<tr>
<td>Make a dairy housing blueprint</td>
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<tr>
<td>Judge hay and present reasons</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Compare a cow's and a pig's digestive systems</td>
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<tr>
<td>Demonstrate proper milking procedures</td>
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<tr>
<td>Identify ways to prevent food-borne illness from milk</td>
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<tr>
<td>Explain the importance of dairy products in a healthy diet</td>
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<tr>
<td>Describe 30 dairy-related careers</td>
<td>1 2 3</td>
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</tbody>
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Place a photo of yourself with your project animal in this space.
Mooving Ahead
Achievement Program

Achievement Program Guidelines

- Do at least seven of the Mooving Ahead and Milking It for More Achievement Program activities each year.
- Complete at least 21 of the Mooving Ahead and Milking It for More activities within three years to complete this achievement program.
- Have your project helper date and initial the activities as you complete them and discuss them.

**Mooving Ahead Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Date Completed</th>
<th>Helper's Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1 Judging, Identification and Ethics</td>
<td></td>
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<tr>
<td>I Placed This Class . . .</td>
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<tr>
<td>Identifying Your Calf</td>
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<td>Ethical Choices</td>
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<tr>
<td>So, You Want to be Dairy Farmer?</td>
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</tbody>
</table>

Select and do any of the "Milking It for More" activities in Mooving Ahead or make up your own. Record the page and number of each one you complete and have your helper initial it.

<table>
<thead>
<tr>
<th>Page</th>
<th>#</th>
<th>Date Completed</th>
<th>Helper's Initials</th>
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Write your own activity here.

<table>
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Explore more at:
www.4-hcurriculum.org
National 4-H Curriculum
I Placed This Class...

Wouldn’t it be fun to be the judge and hand out ribbons to your pick of the cows? Here’s your chance! Giving your reasons for selecting an animal helps you learn how to decide and make choices. In this activity you’ll learn how to be a judge, make decisions and clearly explain your reasons to others.

Taking On the Challenge

Compare the pictures of the four cows. Rank the class using the placing card and use the Oral Reasons Note Card to organize your reasons. Present your reasons for placing the class as you did to your helper or a family member.

<table>
<thead>
<tr>
<th>Milking Cow Class Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Frame</td>
</tr>
<tr>
<td>Dairy Character</td>
</tr>
<tr>
<td>Body Capacity</td>
</tr>
<tr>
<td>Feet &amp; Legs</td>
</tr>
<tr>
<td>Udder</td>
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</tbody>
</table>

Final Placing
**Reasons Note Card**

Class __________________________

I placed this class of __________________________

____________________________

____________________________

starting the class with __________________________

I placed __________________________ over __________________________

in my top pair because __________________________

____________________________

____________________________

I grant __________________________ was __________________________

____________________________

____________________________

Going to the middle pair, I placed __________________________ over __________________________

because __________________________

____________________________

____________________________

I admit __________________________ was __________________________

____________________________

____________________________

than __________________________

I placed __________________________ over __________________________ in my bottom pair because __________________________

____________________________

____________________________

I realize __________________________ was __________________________

____________________________

____________________________

However, I faulted __________________________ and placed her last in this class because __________________________

____________________________

____________________________

---

**Dairy Cow Unified Score Card**

There are five major classification traits on which a classifier bases a cow’s score. Each trait is broken down into body parts to be looked at and ranked in order of importance.

**Trait** | **Points for perfect score**
---|---
Frame (skeletal parts except feet and legs) | 15
- Rump - long and wide throughout with pin bones slightly lower than hip bones. Tibia need to be wide apart and centrally placed between hip bones and pin bones. The tailhead is set slightly above and neatly between pin bones, and the tail is free from coarseness. The vulva is nearly vertical.
- Stature - height, including length in the leg bones. A long bone pattern throughout the body structure is desirable. Height of the withers and hips should be relatively proportionate.
- Front End - adequate constitution with front legs straight, wide apart and squarely placed. Shoulder blades and elbows need to be firmly set against the chest wall. The chest should have adequate fullness.
- Back - straight and strong; the loin, broad, strong and nearly level.
- Breed Characteristics - overall style and balance. Head should be feminine, clean-cut, slightly dissected with broad muzzle, large open nostrils and a strong jaw is desirable.

**Dairy Character** (physical proof of milking ability) | 20
- Ribs - wide apart. Rib bones are wide, flat, deep, and slanted toward the rear.
- Thighs - lean, incuring to flat, and wide apart from the rear.
- Withers - sharp with the spine prominent.
- Neck - long, lean, and blending smoothly into the shoulders.
- A clean-cut throat, dewlap, and brisket are desirable.
- Skin - thin, loose, and pliable.

Body Capacity (volume measured of the cow's capacity, length x depth x width) | 10
- Barrel - long, deep, and wide. Depth and spring of rib increase toward the rear with a deep flank.
- Chest - deep and wide floor with well sprung fore ribs blending into the shoulders.

Feet and Legs (foot and legs) | 15
- Feet - steep angle and deep heel with short, well-rounded closed toes.
- Rear Legs - (rear view) straight, wide apart with feet squarely placed. (side view) a moderate set (angle) to the hock.
- Hocks - cleanly molded, free from coarseness and puffiness with adequate flexibility.
- Pasterns - short and strong with some flexility.

Udder (udder traits with some consideration in milk production) | 40
- Udder Depth - moderate depth relative to the hock with adequate capacity and cleanliness.
- Teat Placement - squarely placed under each quarter, plump and properly spaced from side and rear view.
- Fear Udder - wide and high, firmly attached with uniform width from top to bottom and slightly rounded to udder floor.
- Udder Cleft - evidence of strong suspensory ligament indicated by adequately defined hocking.
- Fore Udder - firmly attached with moderate length and ample capacity.
- Teats - cylindrical shape and uniform size with medium length and diameter.
- Udder Balance and Texture - should exhibit an udder floor that is level as viewed from the side. Quarters should be evenly balanced; soft, pliable and well collapsed after milking.

Total possible points for perfect score | 100
Ruminations

Say Cheese! (Share)
• How did you place the class?

Chew Your Cud (Process)
• What differences did you see?

Chore Time (Generalize)
• What do you learn by judging and giving reasons that can help you every day?

Mooving Along (Apply)
• How does judging help you select better animals and be a better overall consumer?
Identifying Your Calf

Is your calf identified? If for some reason it was stolen or lost, would you be able to show that it was yours when found? The day the calf is born is the most ideal time to identify it. Today’s dairy operators primarily use ear tagging. Purebred or show cattle are often identified with tattoos or by sketching both sides of the animal. This is your chance to practice identifying cattle as you sharpen your communication skills.

Taking On the Challenge

First identify a calf by sketching both sides in the space provided. See if a friend can use your sketches to find the calf you drew among several animals.

Now demonstrate to your project group or family how you would either ear tag or tattoo a dairy animal. Hints are given in Fresh Facts. The model cloth calf made from the 4-H pattern makes an excellent training aid for your demonstration.
Ruminations

Say Cheese! (Share)
• What did you include in your demonstration?

Chew Your Cud (Process)
• What is the difference between a permanent and a non-permanent identification?

Chore Time (Generalize)
• How does giving a demonstration help you learn to communicate better?

Mooving Along (Apply)
• How will you identify your animals in the future?
• How can permanent identification help reduce the spread of disease?

Identification Methods

Tattooing
Tattooing is performed with tattoo pliers which contain pins on one side and a pad on the other. The pins are arranged to make the identifying mark. A purebred’s identification is assigned by the breed association, whereas a grade animal’s identification is developed by the dairymen. A good tattoo is legible for life. To apply a good tattoo the ear has to be clean. Take a clean cloth or paper towel soaked in rubbing alcohol (70%) and clean between the ribs of the ear where you will be tattooing. Apply tattoo paste or tattoo ink to the ear. Squeeze the tattoo pliers enough so all the prongs puncture just the surface. With a rubber gloved hand, rub in the paste or ink. Wash the tattoo iron and your hands in a disinfectant solution. Then rinse in 70% alcohol and let dry before continuing to the next animal.

Ear Tags
Some ear tags are self piercing and some are not. The ear doesn’t have to be cleaned, but the equipment used to mechanically pierce needs to be cleaned the same as a tattoo pliers. Ear tags come in many different styles. The large plastic type can carry the ID number, birth date and sire number. Blank tags are also available to write in information. The metal ones are fine if you have only a few animals. The placement of any ear tag is important so it doesn’t get pulled out by snagging on a stanchion or small object. A metal tag should be put in approximately 3/4 of the depth of the tag so it is close to the ear but still provides room for the ear to grow. The plastic tags should be put in with the pin between the ribs on the ears. Tattoos and tags should be put in the ear opposite the bangs tattoo that the veterinarian puts in.

Caution
Dairymen are concerned about spreading disease by mechanical means. The tattoo iron or non self-piercing ear tags can be the culprit if not cleaned properly. Blood born diseases such as anaplasmosis and bovine leukemia are two examples. Viruses such as warts can also be spread mechanically. Identification of individual animals is a way to help track and control disease.

Sketching
When sketching is used for application for registration, the outline of the animal is usually printed on the application. The sketch is made by drawing in the lines where the colors differ. There are two sides and a head view to draw. You can use a fine tip pencil and then go over the pencil lines with a ballpoint pen.

1. Research how microchips are now being used to identify animals and support dairy management operations. Present a short report to your helper.

Written by Arlin Holton and revised by Donna Durbin.
Ethical Choices?

It's sometimes difficult to know what to do in a situation. Often things need to be considered. The decisions you make can have long-term effects on the animals in your care as well as to the people and animals around you. For example, illegal and improper drug use in dairy cows is a critical food safety issue, and it can threaten the life of your cow.

Tackling the Challenge

Read the situations below. Ask several people (such as your extension agent, parent, and others who raise dairy cattle) what they would think about before making their decision, and what they would do in each situation. Then decide what you would do. Write your decision and explain why you made that decision.

Discuss additional situations with your helper

- Flavoring the animal's water
- Filling/pumping an animal with five gallons of flavored water
- Clipping your heifer for the show
- Trimming your calf's hooves
- Registering a calf born November 26th as December 1st for show
- Painting black hooves black
- Painting white legs black
- Dying the calf's hair with hair dye
- Using a painkiller in order to help your animal walk better for the show
- Using a painkiller at home in order to help your animal walk better
- Feeding nutrient supplements in your feed
- Having a professional fit your animal for you
- Paying someone else to care and feed your animal
- Dehorning and castrating animals
- Inserting genes and growth stimulants

Situation 1.
It is the first year for your cow at the Fair. She is nervous and won't stand still. Your grandparents and many of your friends are there to watch you in the show ring. A friend offers you a tranquilizer for your cow. What do you do and say? Why did you make that choice? What might happen to your cow if you give her the tranquilizer? What could you have done before the show to avoid this situation from happening?

My decision:

Situation 2.
Your cow has just started breaking out in ringworm on her hind leg. You decide to not take her to the show. While visiting the show, you see another club member painting over the ringworm on his cow. Do you say anything to the club member? Should you report him to the show officials? What effect may your choice have on other animals?

My decision:

Situation 3.
Your cow has a weak topline. Would you put something in her rectum before the show to correct it? Why or why not?

My decision:

Situation 4.
Before a show, you notice that your cow's udder isn't as full as it could be in one quarter. Do you manipulate her milking to balance her udder's size? Why or why not?

My decision:
Ruminations

Say Cheese! (Share)
• What decisions did you make?
• How did you feel about making those decisions?

Chew Your Cud (Process)
• What are other ethical alternatives you could have chosen in the above situations?
• Describe them.

Chore Time (Generalize)
• Why is it important to act in an ethical manner?

Mooving Along (Apply)
• Describe how you make an ethical decision.

Fresh Facts

Use of Illegal Drugs

The 4-H dairy project adheres to the policy that “The use of illegal drugs and/or the improper use of animal health products or foreign substances will not be tolerated. Extension personnel, 4-H volunteers, families, youth and fair/show officials have a legal and moral obligation not to misuse these products. It is their responsibility to tell others not to use these substances and to report those who do use any illegal substance.

The administration of any drug or medication which could affect an animal’s performance resulting in an unfair advantage or the disposition of the animal, is unacceptable. Additionally, there are federal penalties for using illegal substances in animals that are going into the nation’s food supply.”

Milking It for More

1. Create “what if” situations of your own and ask your friends how they would solve them.
2. Participate in or sponsor a community service event in support of an ethical stance, such as caring for the homeless.
3. Teach a younger youth how to win at the fair without resorting to unethical practices.
4. Have your 4-H club or group view a video on livestock ethics and survey the audience for their views on what is considered acceptable and unacceptable behavior in certain situations.

Dairy Talk Words

Ethics

Written by Rika Cecil and revised by Carrie Chickering-Sears.