Showing the Way

Dairy Goat Project Activities

Name ____________________

County ____________________

National 4-H Curriculum
BU-08354
If you were a project helper for one or more youth who participated in Dairy Goat 1. Getting Your Goat or Dairy Goat 2. Stepping Out, you know what a rewarding and important role this is! Helpers are able to help youth grow and develop in positive ways as they learn about goats and themselves. You can nurture and cultivate youth’s interest in this project by guiding their planning, helping them complete their project and recognizing them for a job well done.

Your Role
- Become familiar with the material in this activity guide and the Helper’s Guide
- Support youth in their efforts to set goals and complete the Showing the Way Achievement Program
- Help youth get to know themselves, including their strengths and weaknesses
- Encourage the use of the experiential learning cycle described on this page

About These 4-H Activity Guides
These guides are not textbooks. They are activity guides. Several fact-filled books about goats are listed as resources on page 36 of this guide. 4-H activities are active, hands-on, engaging activities that are guided by the 4-H motto: Learning by Doing. As youth explore a dairy goat project topic of interest to them, they also practice important life skills. Although a few dairy goat project youth will find careers with goats, ALL youth will benefit from the life skills they acquire as they complete the activities in these guides.

Learner Outcomes
Youth who explore this curriculum will develop essential dairy goat project skills such as demonstrating proper goat management and health practices, developing goat fitting and showing skills, selecting a goat that will meet their needs, promoting goat products and the goat industry and comprehending national and international goat-related issues. Youth will also practice the life skills of record keeping, decision making, leadership, communication, planning and organizing and more.

The Dairy Goat Series
1 - Getting Your Goat 4-H BU-06352
2 - Stepping Out 4-H BU-06353
3 - Showing the Way 4-H BU-06354
Helper’s Guide 4-H BU-06355
Lamb and Kid Pattern 4-H BU-07514

Guides 1, 2 and 3 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 (“Udder Ideas”) and other helpful information. Vocabulary words are italicized and included in each book’s glossary (“Bleat Street Talk”). The Success Indicator listed for each activity is an excellent way to evaluate the youth’s success. Each of the guides includes an achievement program to encourage youth to learn more about dairy goats while developing important life skills. “My Brain Gain” is a quick and fun way for youth to assess their knowledge before and after they complete the Achievement Program. 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.

Dairy Goat Helper’s Guide
The Dairy Goat Helper’s Guide provides additional learn-by-doing activities that can be adapted for families, classrooms, after school activities, child care settings, 4-H groups, other youth groups or camps. It also contains information about characteristics of youth, life skill development, teaching experientially, group meeting ideas and answers to many of the activities in the youth guides.

Good luck in your role as Project Helper and thanks for contributing to the positive development of young people!
Dairy Goat 1
Getting Your Goat
Chapter 1 Selection and Judging
So, You Think a Goat is for You
All Goats Are Not the Same!
Part I: Picking Up the Parents
Chapter 2 Feeds and Nutrition
The Big Switch
Checking the Tag
Chapter 3 Management Skills
Goat Security Check
Chapter 4 Fitting and Showiing
Show Time!
Looking Good!
Be a Star
Chapter 5 The World of Goats
Delightful Dairy Products

Dairy Goat 2
Stepping Out
Chapter 1 Health and Management
Dirt and Worms, Oh My!
Two Worms, First Word Sounds Like...All Stacked Up
Chapter 2 Feeds and Nutrition
Goats Eat Oats and...
Hey, He's That Hay?
Get More Milk?
Chapter 3 Reproduction
The Nest is Over
How Come the Kids
Kidding Around
Chapter 4 Milking and Milking
With It for All It's Worth
CB: Milking
Chapter 5 Judging
And the Winner Is...
Talk Like a Judge
Ethics: A Good Value

Dairy Goat Helper's Guide
Chapter 1 Games and Activities
O.A.T.S Ring
Dart Timer
Show What You Know!
Gimlets and K. Y. J.
Playing Goat Pimari
Hit the Floor!
Bowling for Answers
Teaching with Triangle Tag
Chapter 2 Dairy Goat Project Skills
Plan Your Project Year
GPA for Goats?
The Circle of Life
Record-Keeping Fun
Chapter 3 Developing Character
Animal Welfare - Helping Animals
"Fair" Well
Goodbye Old Friend

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Northern Design Group, MN

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National 4-H Curriculum
Welcome to Showing the Way

Great Coating!

Congratulations—you’ve made it! Welcome to Level 3 of the dairy goat project. If you’ve completed Levels 1 and 2, you should be proud of yourself for accomplishing and learning so much! If you are starting with Level 3, you may need to refer to the Level 1 or 2 activity guides or the Helper’s Guide for information now and then. Your helper can help you decide if you need to do this.

Because youth development programs help build tomorrow’s leaders, leadership is a strong theme in Level 3 activities. You’ll be asked to organize events, investigate complicated issues, give presentations, make decisions and teach others because these are some of the skills good leaders have. You’ll delve deeper into some topics from Dairy Goat 1 and 2 and meet new topics as well. Here is what you’ll do as you work through Showing the Way:

- Demonstrate the importance of parasite control
- Explore biosecurity
- Determine body condition scores
- Identify a herd’s strengths and weaknesses
- Develop a breeding program
- Read and evaluate pedigrees
- Investigate differences between natural and artificial breeding methods
- Assist with problem births
- Plan a judging contest
- Organize a goat event
- Consider careers with goats
- Research goat associations
- Investigate proper medication use
- Appreciate the international importance of goats in human nutrition

Have fun and enjoy these activities as you learn more about dairy goats!

Showing the Way

Project Guidelines

- Set your goals and record project highlights
- Do at least seven activities in the Showing the Way Achievement Program each year and complete the program within three years
- Practice and develop the life skills of decision making, leadership, communication, record keeping and planning and organizing
- Increase your knowledge about goats and improve your skills needed to be a good goat caretaker

Achievement Program

As you work through Showing the Way, you will see the activities encourage you to practice life skills as well as goat project skills. For example, 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 goat resources on page 35, your project helper and the Internet will be good sources of information.

This is your personal activity guide—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 the Dairy Goat 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

Choose your own helper. Your helper might be a project leader or advisor, teacher, family member, neighbor, friend, or anyone who has the interest to work with you to complete Showing the Way. Meet with your helper to set goals, plan and complete activities in this guide. Discussing each activity with your helper and having this special person date and initial your achievement program will make this project more interesting and fun. Write the name, phone number and E-mail address of your project helper here:

My project helper: ____________________________
Phone: ____________________________
E-mail: ____________________________

Good Luck and Have Fun with Dairy Goat 3
My Dairy Goat Project Goals

My name: ____________________________

My animal’s name or number: ____________

Breed: ________________________________

What I want to do and learn in Showing the Way:
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Dairy Goat Project Highlights

Date and list the exciting things you do and learn.

__________________________

__________________________

__________________________

__________________________

__________________________

My Brain Gain

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, circle the number that indicates what you knew before the activity, then circle the number that indicates what you knew AFTER you completed the activity. 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 (a lot).

<table>
<thead>
<tr>
<th>I know how to...</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the economic and health impacts of parasites</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe ways to prevent and control disease outbreaks</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Determine body condition scores for goats</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Evaluate herd production and type</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Select genetic traits to improve through a breeding program</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Interpret goat pedigree information to make a decision about breeding</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Explain differences between natural and artificial breeding methods</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Explain how to assist with problem births</td>
<td>1 2 3</td>
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</tr>
<tr>
<td>Provide leadership for a judging contest</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Organize a Goat Field Day</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Keep a career reflection journal for one week</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>Describe benefits of membership in a goat association</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe legal uses of medications in goats</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Explain the worldwide role of goats in human nutrition</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Attach a photo or drawing of you and your goat here.
**Showing the Way Achievement Program**

**Directions**

1. Do at least seven of the *Showing the Way* and/or “Udder Ideas” activities each year.
2. Complete at least 21 of the *Showing the Way* and/or “Udder Ideas” activities within three years to complete this achievement program.
3. Have your project helper date and initial the activities as you complete and discuss them.
4. Complete the “My Brain Gain” survey after you do the activities in this book.

**Showing the Way Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date completed</th>
<th>Helper’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1 Health and Management Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting Parasites Out of Sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Fish, Two Fish, Red Foot, Blue Foot?!</td>
<td></td>
<td></td>
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<tr>
<td>What’s the Score?</td>
<td></td>
<td></td>
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<tr>
<td>Two, Four, Six, Eight, Now It’s Time to Evaluate!</td>
<td></td>
<td></td>
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<tr>
<td><strong>Chapter 2 Genetics and Reproduction</strong></td>
<td></td>
<td></td>
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<tr>
<td>Breeding Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hip Hip Hooray for DNA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thaw the Straw or Truck the Buck?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twist and Shout, Get That Kid Out!</td>
<td></td>
<td></td>
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<tr>
<td><strong>Chapter 3 Leadership</strong></td>
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<td></td>
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<tr>
<td>Goat for the Gold</td>
<td></td>
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<tr>
<td>Y’all Come!</td>
<td></td>
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</tr>
<tr>
<td>Are Goats in Your Future?</td>
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<td></td>
</tr>
<tr>
<td><strong>Chapter 4 National and International Issues</strong></td>
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<tr>
<td>Up, Up and Away!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putting Your Best Hoof Forward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Greatness of Goats</td>
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</tr>
</tbody>
</table>

**Udder Ideas**

Select and do any of the “Udder Ideas” activities in *Showing the Way* or create your own. Record the page and number of each one you complete and ask your helper to document your accomplishment with his/her initials.

<table>
<thead>
<tr>
<th>Page</th>
<th>Number</th>
<th>Date completed</th>
<th>Helper’s Initials</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Write your own activity here.

<table>
<thead>
<tr>
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<th>Helper’s Initials</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Showing the Way
Completion Certificate

I certify that

________________________

has completed all requirements of the
Showing the Way Achievement Program
in the 4-H Dairy Goat Series.

Helper's Signature

Date

In this space, paste a
drawing or photo of you
and your goat in Year #1
of Showing the Way.

In this space, paste a
drawing or photo of you
and your goat in Year #2
of Showing the Way.

In this space, paste a
drawing or photo of you
and your goat in Year #3
of Showing the Way.
Getting Parasites out of Sight

As an older and experienced youth goat producer, you've discovered that parasites are a principal health concern of goats. In this activity, you'll share your knowledge with younger children as you lead them through an exercise to help them comprehend the potential impact of parasites on goat health. By helping younger youth learn how important it is to control their goats' parasites, you will be helping to ensure their animals will receive good care for years. Time to get started; remember—the early bird gets the worm!

Goat to it!

Note: read the entire activity before the younger participants arrive.

Optimally, this activity should be conducted outside on a hot day. Youth should either wear waterproof clothing or old clothing and footwear they won't mind getting wet and dirty. You'll need one paper cup per person, one bucket per person, a water supply and various-sized things to poke holes in the bottom of the cup (pins, pencils, thumbtacks, etc.). Put a varying amount of different-sized holes in the bottom of the paper cups before handing them out; make sure some cups have many holes and some have very few; some holes should be large and some should be small. [Alternatively, you could give control to the participants and let them poke holes in the bottoms of their cups.]

Give each participant a cup. Instruct them that their task is to fill up the bucket with water, one cup at a time. Place each person's bucket about two yards away from the water source. Tell the youth this is not a competition so there is no need to race; they are all working together to demonstrate a concept. If the youth become tired or interest wanes, you may stop when the buckets are half full. When finished, lead the youth through the discussion questions on the right and record their answers.

Feeding above the ground helps reduce problems with intestinal parasites.

Record Your Answers

Who finished the task first?_______________________
Who finished last?_______________________
How many holes did both of these people have in his/her cup?_______
How many large holes were there?_______________________
How many small holes were there?_______________________
If the bucket represents all the meals a goat needs to grow to mature size and each cup represents one meal, which person's goat would have required the fewest meals to reach mature size?

The most meals?_______________________
Why?_______________________
Which person's goat would have grown fastest or produced the most milk?_______________________

Some parasites cause more harm than others; these are like the big holes in the cups. Other parasites do not cause as much trouble; these are like the small holes in the cups. What are some examples of very harmful and less harmful parasites of goats?

_______________________
_______________________
Parasites Are a Pain

Parasites are an enormous concern for goat owners. Internal and external parasites cause stress and worry for animals, decrease production and rates of gain, cause animals to injure themselves, increase feed costs and are responsible for various illnesses and even death. Although the development of new anthelmintics has made worming safer and more effective, parasites remain a major threat to goats’ health.

Here is a list of the major parasites of goats:

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ascarids (roundworms)</td>
<td>Flores</td>
</tr>
<tr>
<td>Nasal bots</td>
<td>Lice</td>
</tr>
<tr>
<td>Lungworms</td>
<td>Ticks</td>
</tr>
<tr>
<td>Coccidia</td>
<td>Keds</td>
</tr>
<tr>
<td>Parelaphostrongylus teres</td>
<td>Mites</td>
</tr>
<tr>
<td>Cryptosporidium parvum</td>
<td></td>
</tr>
<tr>
<td>Nematodes (Haemonchus contortus, Nematodirus, Osterrefgia, many others)</td>
<td></td>
</tr>
<tr>
<td>Tapeworms</td>
<td></td>
</tr>
<tr>
<td>Liver flukes</td>
<td></td>
</tr>
</tbody>
</table>

Parasite control plan action steps:

- Remove manure promptly from goats’ environment
- Compost all manure on a solid base with a cover
- Apply composted manure to hayfields, not pastures
- Remove or harrow manure in pastures
- Feed above the ground
- Use above-ground, chest-high waterers
- Use fecal examinations to assess herd parasite status
- Use anthelmintics based on fecal examinations, animal health or the recommendation of your veterinarian
- Use approved fly control products regularly
- Fence off wetlands
- Provide goats with access to sun
- Deworm new goats before introducing them to your property
- Deworm goats before turning them out onto clean pastures
- Rest pastures for as long as possible before re-grazing
- Graze pastures after moisture has evaporated
- Do not graze pastures shorter than three inches

As part of your quality assurance program, remember to use only approved medications on your goat, or other medications with your veterinarian’s permission; abide by all meat and milk withholding times. Work with your veterinarian to develop an effective parasite control plan for your farm.

Udder Ideas

1. Create an educational poster on parasite life cycles and display it at your county fair or other exhibition.
2. Work with your veterinarian to develop a preserved collection of various goat parasites.
3. Create educational games to help younger youth learn about other goat diseases like C.A.E., Abscesses, Milk Fever, White Muscle Disease, etc.
One Fish, Two Fish, Red Foot, Blue Foot?!

Do you remember hearing about the Foot and Mouth Disease outbreak that made international news in 2001? That really got livestock producers thinking about biosecurity. This activity will get you thinking about biosecurity as you design a pathogen that causes a fictional disease outbreak.

**Goat to it!**

Depending on your situation, you can just perform this activity on paper or actually take it to the next step and turn it into a disease outbreak simulation.

Design a fictional disease-causing agent and describe it below. Draw its microscopic appearance in the box provided. You may base your answers on what you know about one or more other diseases or develop entirely new characteristics for your pathogen. Be creative and have fun with this activity!

<table>
<thead>
<tr>
<th>Characteristics of my Fictional pathogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of pathogen: _____________________</td>
</tr>
<tr>
<td>Type of pathogen: (bacteria, virus, fungus, parasite, other)</td>
</tr>
<tr>
<td><strong>Means of transmission</strong>: ____________</td>
</tr>
<tr>
<td>Incubation period: ____________________</td>
</tr>
<tr>
<td>Signs of illness: _____________________</td>
</tr>
<tr>
<td>Species affected: ____________________</td>
</tr>
<tr>
<td>Morbidity and mortality rates: ________</td>
</tr>
<tr>
<td>Treatment or antidote: _______________</td>
</tr>
<tr>
<td>Effective prevention measures: ________</td>
</tr>
</tbody>
</table>

*Microscopic appearance of my fictional pathogen*

---

**Warning**

Make sure to practice good sanitation measures when you visit each other’s farms and only perform this activity with the full knowledge and cooperation of other group members and their parents.

**Alternative activity:** Work in groups but use plastic model goats or “paper herds” instead.
**Ruminations**

Discuss the answers to these questions with your helper.

**Say Cheese! (Share what you learned)**

- What are the characteristics of the pathogen you created?
- What are the characteristics of the pathogen that affected your herd?

**The Buck Stops Here! (Process what’s important)**

- What is biosecurity?
- How is effective communication an important part of disease control?

**Spread It Around (Generalize for your life)**

- What contagious diseases of humans can you control through good sanitation practices in your home?
- What biosecurity-related information have you received through the media?

**Browse For More (Apply what you learned)**

- How can you use what you learned to create a biosecurity program for your animals?
- How can you impress upon others about the importance of developing a farm biosecurity program?

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**Bits & Butts**

- The National Institute for Animal Agriculture and the United States Department of Agriculture have created the National Scrapie Education Initiative, which has a goal of eradicating Scrapie from the U.S. by 2010.
- Zoonotic diseases are those that can be transmitted from animals to people. Examples include ringworm, sore mouth, Salmonellosis, Brucellosis, and more.

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**Why Cool Facts**

**Be Secure with Biosecurity**

Biological security ("biosecurity") refers to establishing and maintaining the health of living things, with an emphasis on reducing the risk of the introduction and spread of disease. Here are some contagious diseases of goats that should concern you and for which you should develop a biosecurity plan.

- Johne’s Disease
- Orf (sore mouth)
- Caprine Arthritis Encephalitis
- Foot rot
- Scrapie
- Caseous Lymphadenitis
- External parasites
- Internal parasites
- Ringworm
- Foot and Mouth Disease
- Maasitis
- Brucellosis
- Tuberculosis
- Pneumonia
- Venereal diseases
- Salmonella

**A good biosecurity plan should have procedures that address these issues:**

- Animal and premise identification
- Sources of animals
- Vaccinations
- Isolation and quarantine measures
- Protective clothing requirements
- Visitors
- Vermin control
- Facilities
- Disinfectants
- Personal hygiene

**Methods of Disease Transmission**

Various ways diseases are transmitted include through the air, by direct contact, by swallowing, across the placenta, through milk, by insects and through contaminated needles. Sometimes healthy-looking carriers maintain the disease-causing organism in a herd.

**Disease Prevention Steps**

Prevention measures include keeping a closed herd; vaccinating animals against diseases; conducting routine herd health laboratory tests; culling or isolating positive animals; using excellent sanitation and hygiene practices; isolating sick animals; quarantining herd additions for at least 30 days; disinfecting facilities and equipment; removing manure; washing hands; using foot baths; discarding or disinfecting needles and syringes.

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**Udder Ideas**

1. Make a scrapbook of current event articles on biosecurity topics.
2. Investigate different types of disinfectants and sanitizers. Share what you learned with your group or helper.
3. Develop “blueprints” for the ultimate biosecure goat facility. Compare your plans with those created by other youth.
4. Investigate which contagious diseases of goats are transmissible to humans.
What's the Score?

How can you determine if you’re feeding your goat properly? An effective way is to assess her Body Condition Score. This activity will help you determine a score for your goats and your herd as you continue to sharpen your decision making skills.

Goat to it!

Perform this activity with a friend or your helper, working independently at first. Assign a Body Condition Score (BCS) to the goats pictured and your justification for assigning each score; record these scores and your reasons in the space provided below.

Body Condition Score Card

**Goat A** Body Condition Score: __________
My Reasons: ________________________________

**Goat B** Body Condition Score: __________
My Reasons: ________________________________

**Goat C** Body Condition Score: __________
My Reasons: ________________________________

**Goat D** Body Condition Score: __________
My Reasons: ________________________________

**Goat E** Body Condition Score: __________
My Reasons: ________________________________

Next, select five live goats and assign them Body Condition Scores; record your scores in the space provided. After you and the other person score each animal, discuss your decisions with each other. Arrive at a final score on which you both agree.

Body Condition Scoring Live Goats

<table>
<thead>
<tr>
<th>My Scores</th>
<th>Friend’s Scores</th>
<th>Our Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goat 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goat 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goat 3</td>
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<tr>
<td>Goat 4</td>
<td></td>
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<tr>
<td>Goat 5</td>
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</tbody>
</table>
Body Condition Scoring

BCS evaluates the energy reserves of your goat. The conditioning scale is based on a score of one to five. ONE denotes an emaciated goat and FIVE denotes an obese animal. A score of three is optimal for most goats, although during heavy lactation some goats may drop to a two.

As a doe progresses through an entire lactation, her Body Condition Score changes as fat reserves are mobilized for milk production. If she is fed properly, fat stores are restored during late lactation and the dry period. If animals are too thin, they won't produce up to their potential and are less resistant to diseases. If animals are too fat, they are more susceptible to conditions such as ketosis and dystocia.

Determine scores by assessing the amount of fat cover on the body landmarks described below. Use your herd’s average score to evaluate your feeding program. Consider the herd’s average score; don’t base ration changes on a few individual animals. Alternatively, animals can be put into groups according to their scores and feeding programs can be customized for each group. In small herds, it’s possible to supplement individuals whose scores are too low or restrict feed on those that need to lose weight.

Score 1 (Body condition is very poor)
- Skin drawn tight over pelvis with no tissue detectable between skin and bones.
- Pins, hips, and short ribs can be seen. Edges feel sharp and distinct.
- Backbone is a sharp and pronounced raised ridge.

Score 2 (Body condition is poor)
- No fatty tissue felt between skin and pelvis, but skin is supple.
- Ends of short ribs are sharp to the touch, but individual ribs are not. Although bones are less prominent, they are still angular and can be easily distinguished by touch.

Score 3 (Body condition is good)
- Area between pins is smoothed out.
- Ends of short ribs can be felt with moderate pressure.
- Slight depression visible in loin area.
- Hips and pins can be felt but have some covering of flesh.
- Back has lost angularity and appears smooth.

Score 4 (Body condition is fat)
- Patches of fat are apparent under skin. Pelvis felt only with firm pressure.
- Short ribs cannot be felt even with firm pressure.
- No depression visible in line between backbone and hipbones.
- Back and area between hips and pins appear flat.

Score 5 (Body condition is grossly fat)
- Tail head buried in fatty tissue.
- Bulging fat evident.
- Area between pins and tailbone is rounded and skin is distended.
- No part of pelvis felt, even with firm pressure.

Udder Ideas

1. Body condition score a friend’s herd. Discuss how the feeding program and the scores fit each goat in relation to its stage of lactation.
2. Take pictures of several goats and develop an educational game to help youth learn how to score goats based on body condition.
Two, Four, Six, Eight, Now It’s Time to Evaluate!

A breeding program is fundamentally important to your herd because it determines your herd’s future. To create a successful breeding program, you must know your goat’s strengths and weaknesses and what you can do to improve weak traits through selective breeding. You’ll know your breeding program is working if your kids are looking more correct each year.

Goat to it!

Select four goats from your herd to evaluate. Use animals from another herd if you do not have four goats. Use the chart below to record your evaluation results. If you are raising a non-dairy goat, disregard the first two columns.

My Herd Production and Type Evaluation

<table>
<thead>
<tr>
<th>Name</th>
<th>Milk production for 305 days</th>
<th>Linear appraisal</th>
<th>Strongest trait</th>
<th>Second strongest trait</th>
<th>Weakest trait</th>
<th>Second weakest trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Daisy</td>
<td>1,750 lbs</td>
<td>3-05 86 (+VVV)</td>
<td>Fore udder attachment</td>
<td>Rear udder height</td>
<td>Loose shoulder assembly</td>
<td>Swayed back</td>
</tr>
</tbody>
</table>

This doeling excels in femininity, attractiveness and dairy character.
Discuss the answers to these questions with your helper.

Say Cheese! (Share what you learned)

- Which animals did you evaluate?
- What were their strongest and weakest traits?

The Buck Stops Here (Process what’s important)

- What did you learn about your herd?
- Why is evaluating your herd an essential skill for you to master?

Spread It Around (Generalize from your life)

- When have you had to evaluate something before?
- With what other scoring systems are you familiar?

Browse For More (Apply what you learned)

- How will you be able to use your evaluation skills in the future?
- How will your results help you make better decisions in your breeding program?

Bits & Butts

- Because no goat is perfect, no linear appraisal score of 100 is ever given.
- If you are interested in dairy goat linear appraisal, contact the American Dairy Goat Association at P.O. Box 565, Spindale, NC 28160.

Revised by Amber Conway.