

DAIRY GOAT PROJECT ACTIVITIES

HELPER'S GUIDE



Name: _____

County: _____



PEER REVIEWED

NOTE TO THE PROJECT HELPER

Welcome to the 4-H Dairy Goat curriculum! This set of four activity guides has been developed to provide you with ideas and activities to enrich the dairy goat project for the youth you support. You can help young people get the most out of their experience through your enthusiasm and ability to ask thought-provoking questions. With your help, youth can set goals, identify resources, practice presentations and evaluate their progress as they complete the Dairy Goat Achievement Program. Your challenge is to stay in the background while youth explore and learn from their experiences.

Dairy Goat Helper's Guide

This final guide in the series is designed to assist you in your role as helper for youth interested in the dairy goat project. These learn-by-doing activities can be adapted for families, classrooms, dairy goat project meetings, after school programs, camps or other settings. In this *Helper's Guide*, you'll find helpful information about characteristics of youth, life skill development, teaching experientially, project meeting ideas and answers to many of the activities in the youth guides.

Your Role

- Become familiar with the materials in this series
- Support youth in their efforts to set goals and complete each level of the Dairy Goat Achievement Program
- Discuss, date and initial the activities of the Dairy Goat Achievement Program as youth complete them
- Help youth get to know themselves, including their strengths and weaknesses
- Serve as a resource person and help connect youth with the community, educational materials and others knowledgeable about dairy goats
- Provide a safe and supportive learning environment
- Guide, encourage and reward youth's progress
- Encourage the use of the experiential learning model (see page 5)
- Evaluate to what extent the youth achieved the intended outcomes for this project (see pages 58-59)

The Dairy Goat Series

1 - <i>Getting Your Goat</i>	08360
2 - <i>Stepping Out</i>	08361
3 - <i>Showing the Way</i>	08362
<i>Helper's Guide</i>	08363

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. Many activities can be used effectively as group activities; most are flexible enough to be altered as needed for different settings, abilities and interests. All activities include a description of the skills to be practiced, discussion questions, suggestions for additional activities and other helpful information.

Dairy Goat Project 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.

About the 4-H Dairy Goat Guides

These guides are not textbooks. They are activity guides. Several fact-filled books about dairy goats are listed as resources on page 60 of this guide. 4-H activities are active, hands-on, engaging activities guided by the 4-H motto: Learning by Doing. As youth explore a dairy goat project topic of interest to them, they also practice essential life skills. Although a few youth will find careers with dairy goats, ALL youth will benefit from the life skills they acquire as they complete the activities in these guides. You can help best by listening as youth consider the questions and offer their answers.

National Education Standards

Each activity is linked to an appropriate National Education Standard. This linkage strengthens the connection between the activity and the academic content of the subject matter. Home schoolers, classroom teachers and after school program staff will find this linkage very useful.

Achievement Programs and Evaluation Tools

Each of the guides includes an Achievement Program to encourage youth to learn about dairy goats while developing important life skills. The "My Brain Gain" activity in each youth guide is a quick and fun way for youth to assess their knowledge before and after they complete each Achievement Program. The "Success Indicator" listed for each activity is an excellent way to evaluate the youth's success. Use the "Evaluating the Impact" evaluation tool in this *Helper's Guide* before beginning each level and after youth have completed each level.

WHAT'S INSIDE?

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



08360



08361



08362

Acknowledgments

2006 4-H Dairy Goat Revision Team: Gary Fredricks, WA, Coordinator; Susan Kerr, WA, Writer and Liaison; Steve Sutton, TN; Sierra Ham, TN; Jo Ellen Roehrig, NY; Cindy Bean, WA; Tatiana Luisa Stanton, NY; Ashley Conway, WA; and Amber Conway, WA.

4-H Product Review Team:

Susan Kerr, WA, Chair; Steve Sutton, TN; Mandy Marable, GA; Tom Zurcher, MI

Graphic Design:

TM Design, Inc.

Financial Support:

National 4-H Curriculum

HELPER'S GUIDE

Note to the Project Helper	Inside Front Cover
What's Inside?	1
Youth Learning Characteristics.	2
Developing Life Skills.	4
Teaching and Learning Experientially.	5

Chapter 1 - Games and Activities

1.1: G-O-A-T-S Bingo	6
1.2: Demo Time!	9
1.3: Show What You Know!	12
1.4: Goatees and X, Y, Zs.	15
1.5: Playing Goat Pyramid.	16
1.6: Hit the Road!	22
1.7: Bowling for Answers	25
1.8: Teaching with Triangle Tag	29

Chapter 2 - Dairy Goat Project Skills

2.1: Plan Your Project Year.	32
2.2: OSHA for Goats?!	36
2.3: The Circle of Life	39
2.4: Record-Setting Fun.	43

Chapter 3 - Developing Character

3.1: Animal Welfare: Helping Animals "Fair" Well	46
3.2: Goodbye Old Friend	49

Answer Key: Dairy Goat 1, 2, 3 and Helper's Guide.	52
Bleat Street Talk (Glossary)	56
Dairy Goat Project Meeting Ideas	57
Evaluating the Impact	58
Goat Resources.	60
Photo Credits.	Inside Back Cover

Revised 2008 - Copyright 2006 National 4-H Council. All rights reserved. Reproduction without permission of National 4-H Council is strictly prohibited.

YOUTH LEARNING CHARACTERISTICS

The 9-11 year olds

Active is the word for this group! Activities should encourage physical involvement; hands-on involvement with objects is helpful. Children this age will give adults more attention if they are both seeing and doing things. They need many opportunities to share their thoughts and reactions with others.

Children at this stage are fairly concrete thinkers but are 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 helper 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. 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 each individual.

This is also 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 volunteer or parent rather than from the value of the activity itself. Often, participation in community service projects is enjoyed because youth can see they are making a difference in another’s life.

These youngsters have a strong need to feel accepted and worthwhile. School and other pressures are demanding. Individual improvement should continue to be emphasized. 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 amazing results.

The 12-14 year olds

This developmental stage varies widely among young teens. 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. Faster-developing teens may feel thrown into a world they didn't choose. Slower-developing teens may be uneasy about their lack of changes.

Young teens move from concrete to more abstract thinking. For some, playing with ideas is as much fun as playing sports. Ready-made solutions from adults are often rejected by pre-teens in favor of finding their own solutions. Volunteers who provide supervision, support and minimal direction will do well with this group.

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Opinions of peers become more important than those of parents and other adults. Teens enjoy the social interaction and acceptance they receive in groups.

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 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 teens to self-knowledge. Continue to avoid comparing these young people with each other and try not to embarrass them. They want to be part of something important and have opportunities to develop responsibility and demonstrate leadership skills.

The 15-18 year olds

Most teens of this age know their special abilities and talents. In most cases, they have adjusted to post-puberty changes. By now teens tend to be wrapped up in themselves and their peer group rather than family, teachers and other adults. Relationship skills are usually more developed and dating increases. Acceptance by members of the opposite sex is of higher importance.

Mid-teens begin to think about their future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on their personal needs 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 carry out tasks without supervision. They can help younger members plan and complete their project and should be encouraged to take on this and other leadership roles. Adult volunteers can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from youth. The volunteer should play the role of advisor, coach or mentor for independent workers.



DEVELOPING LIFE SKILLS

Life skills are defined in the *Targeting Life Skills (TLS) Model* (Hendricks, 1996) as “Skills that help an individual to be successful in living a productive and satisfying life.” As a volunteer working with youth in this project, you have many opportunities to assist youth in developing life skills as they acquire project-related skills and knowledge.

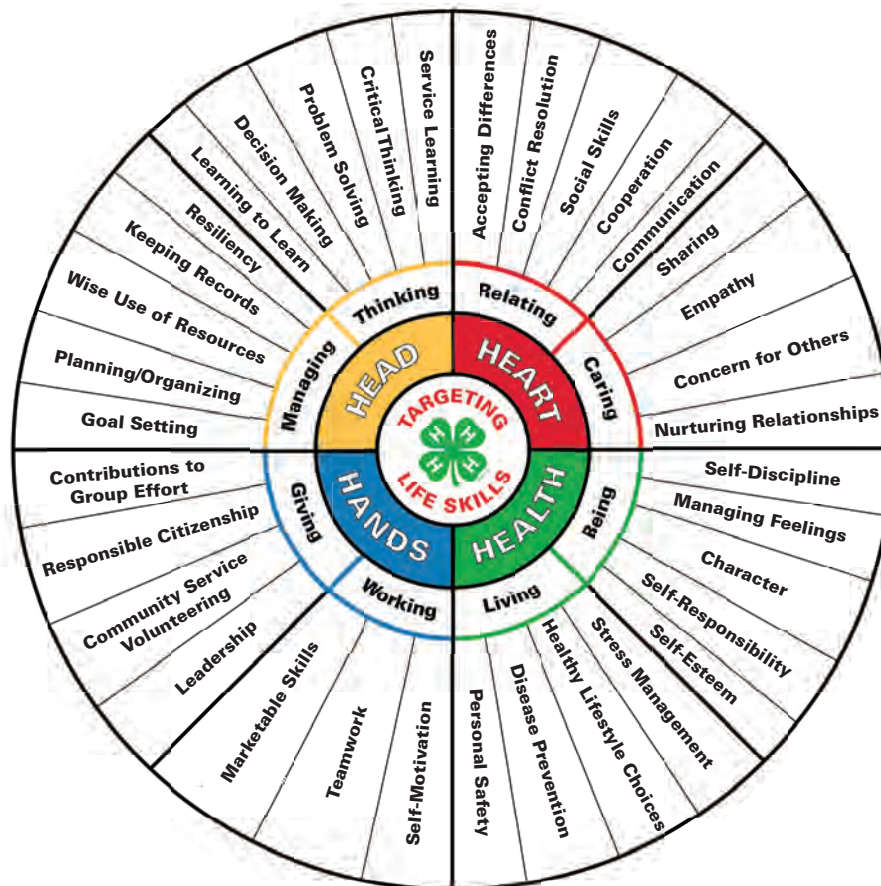
The TLS Model identifies and divides the major life skills targeted by 4-H youth development by the four Hs from the 4-H Clover that represent Head, Heart, Hands and Health. As shown here, these four categories are divided into categories of life skills and then into specific life skills.

As you capitalize on youth’s interest in this project, 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 every day.

By using the experiential learning process to help youth acquire dairy goat project skills and life skills, they gain the ability to apply both types of skills appropriately.

Each activity in this series features a project skill and life skill youth will develop. Some activities help youth practice several life skills, but only one is targeted for each activity so it can be addressed specifically when the activity is completed. The “Success Indicator” states what the youth should be able to do to demonstrate mastery of the intended learning outcome for each activity.

Helping youth develop life skills as they gain project skills is challenging, but youth will appreciate your efforts now and in the future when they reflect on their experiences in the dairy goat project. THANK YOU for your contributions to the positive development of youth!



“Targeting Life Skills Model” by Patricia A. Hendricks, Ph.D., Iowa State University Extension, 1998, rev. 2022. Used with permission.

TEACHING AND LEARNING EXPERIENTIALLY

The 4-H youth development program promotes the five steps of the experiential learning model as an essential part of all educational experiences. Each of the activities in this series, as well as all other educational materials that have qualified for the National 4-H Collection are based on the experiential learning model.

4-H educational activities use the action-oriented experiential learning method to help youth obtain project

skills and life skills at the same time. The experiential learning process engages learners in an activity, then encourages them to reflect on what's important, make connections with other information and apply what they learned. This process results in more meaningful and memorable learning for the youth than with more passive teaching methods such as being told or shown what to do.

1

EXPERIENCE

Note the model begins with an experience. Action! This immediately focuses the attention on the learner rather than the teacher. When the learner is encouraged to learn by doing before being told or shown how, opportunities are presented for a wide variety of life skills to be practiced. As the group leader, your challenge is to stay in the background as much as possible during this first step.

2

SHARE

As the model shows, sharing is simply asking the group or individuals what they did, what happened, what they felt, what they enjoyed, etc. This step should get youth talking and generate lots of information that leads to the next step.

3

PROCESS

Thought-provoking questions should be asked to generate discussion on the most important aspects of the project skill and life skill. The process step highlights and clarifies the major learning objectives of the activity.

4

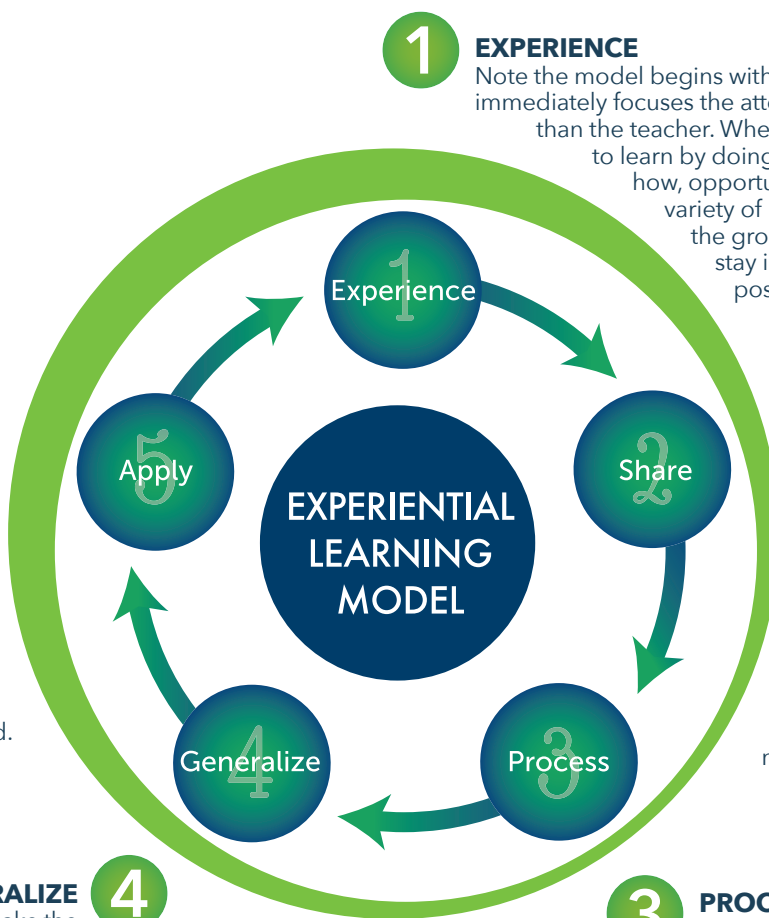
GENERALIZE

Questions in this step make the discussion more personal. What did the experience mean to each youth personally? How does it relate to their everyday lives? Again, questions should focus on both the project skill and life skill. Because the major purpose of youth development is to help youth develop essential life skills, discussion emphasis should focus on the life skill the youth practiced while doing the activity.

5

APPLY

Can youth how they will use what they learned? Can they show they have mastered a skill by performing another activity that requires the new skill? Questions related to both the life skill practiced and the subject matter skill should be discussed.





ACTIVITY 1.1

Dairy Goat Skill:

Demonstrating knowledge of dairy goat terms

Life Skill:

Leading self and others

Education Standard:

NL-ENG.K-12.12: Applying language skills

Success Indicator:

Uses G-O-A-T-S Bingo to master goat terminology.

Time Involved:

60 minutes

Suggested group size:

3-10

Materials Needed:

Bingo cards, buttons or coins, pencils, goat terms and definitions

G-O-A-T-S Bingo

Youth don't have to rely on memorization to learn new terms. The dairy goat project includes many fun activities and games that help them learn new project related information, terms and vocabulary. Planning and conducting these exciting learning activities gives youth the opportunity to develop leadership skills, too.

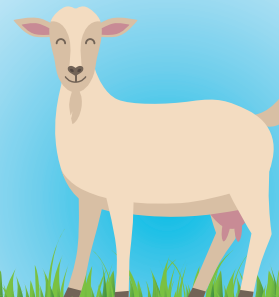
PRE-DIP

Have youth create a planning committee to organize and conduct a game of G-O-A-T-S Bingo. Have the group create a master list of all the terms to be used. These can be gathered from the glossary of each 4-H dairy goat activity guide or other dairy goat resource. Have each youth choose ten of the terms and define them to create a supply to be used for G-O-A-T-S Bingo. A G-O-A-T-S Bingo playing card like the one shown here should be made for each participant.

Someone should select five categories to be used for a particular round. Youth will then prepare the cards by writing in the selected categories at the top of each column and then five terms related to that category below the column header. When all cards have been prepared, scramble them and pass them out along with a supply of coins or buttons to cover the terms that are called.

G	O	A	T	S
				

GET GOATING!



Someone should volunteer to be the caller and read the definitions (not the terms), one at a time. After a definition is read, the players quickly check their cards to see if they have the corresponding term on their cards. If they do, they cover the term with a coin or button. Bingo is achieved when someone has a button or coin in five boxes in a row, either down, across or diagonally. The player who achieves Bingo first should bleat to notify others. The card is then checked. After a couple of games, the youth who gets Bingo first will need to give the term as well as the definition of each of the terms that make up the Bingo. Discuss any terms not understood. Vary this game according to age, experience and skill levels.

RUMINATIONS

Discuss the answers to these questions with youth.

SAY CHEESE! *(Share what you learned)*

- What terms did you choose for the categories?
- What were some opportunities for leadership in this activity?

THE BUCK STOPS HERE *(Process what's important)*

- Why are games effective learning tools?
- How does planning an event help you develop leadership?

SPREAD IT AROUND *(Generalize to your life)*

- What other games have you used to help you learn new terminology?
- For what other learning activities have you provided leadership?

BROWSE FOR MORE *(Apply what you learned)*

- How would you change this game depending on the age or knowledge of participants?
- What are the key aspects of leadership that you could share with others?



UDDER IDEAS



- 1** Create Bingo cards using only one topic such as breeds or diseases.
- 2** Encourage youth to create other games to learn dairy goat project terms and vocabulary and sponsor a game day with other groups.

Written by Susan Kerr.

ACTIVITY 1.2

Demo Time!

Presentations have always been an important part of youth development. Many youth say their experiences giving demonstrations, illustrated talks and speeches help them present their ideas more effectively in the future. If the first experience in presenting is both fun and educational, it may ignite a spark of enthusiasm that will continue for a lifetime. This activity will outline a way to involve your entire group (including parents) in a learn-by-doing session.

Dairy Goat Skill:

Demonstrating goat-related skills

Life Skill:

Communication

Education Standard:

NL-ENG.K-12.12: Applying language skills

Success Indicator:

Gives a demonstration about goats.

Time Involved:

One hour

Suggested group size:

No limit

Materials Needed:

Props, poster-sized paper, markers, pencils and paper

PRE-DIP

Gather a variety of everyday items or project-related items. With very young children, use everyday items with which they are familiar. Collect three or four more pieces than the number of members in your group. The items will be used by the youth as props to show how to do something. Examples include a shoe, necktie, model goat, dolls, bandages, camera bag and equipment used to care for goats. Put all the items in a box.

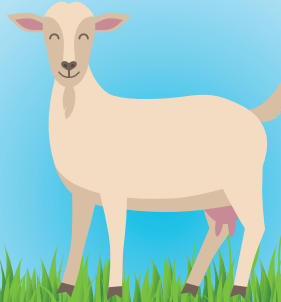
**A DEMONSTRATION IS A GOOD WAY TO SHOW
WHAT YOU KNOW AND EDUCATE OTHERS.**

BITS & BUTTS

The purpose of a presentation is to convince, persuade, challenge, inform, entertain or share information with an audience.



GET GOATING!



With all the demonstration props hidden in the box, give the youth the following instructions:

- *“Your task is to prepare a three-minute demonstration on a subject of your choice. To help you get started, you can select one of the items from this box. After you have selected what you want, you will have 15 minutes to prepare an individual or team demonstration. The adults and older youth will work with you. Decide now if you want to demonstrate by yourself or with someone.”*
- *“You can use poster paper and other supplies for your title and major points. The first demonstration will be in 15 minutes. You can volunteer or we can draw names to see who will go first. Here are the articles from which to choose.*

You may want to assign adults and older youth to each member or team before you have everyone select props. Ensure every adult and older youth is involved.

After 15 minutes, ask for a volunteer or draw a name for someone to go first. Allow the person who just finished to draw the next name. With a large group and limited time, divide the group and audience and have youth give

demonstrations in more than one location.

The importance of giving praise cannot be overstated. Emphasize the positive aspects of each demonstration. Be sure that each youth is asked questions about what was presented.

Use this outline to help youth plan the contents of their presentation:

My Presentation Outline

Presentation Title: _____

Length: _____

Props: _____

Introduction: _____

Body: _____

Main Point #1 _____

Main Point #2 _____

Main Point #3 _____

Conclusion: _____

RUMINATIONS

Discuss the answers to these questions with youth.

SAY CHEESE! (*Share what you learned*)

- How did you decide what to choose as a topic?
- What was most fun about giving a presentation? The most difficult?

THE BUCK STOPS HERE (*Process what's important*)

- What is the purpose of a presentation?
- What life skills do you practice while developing and giving a presentation?

Revised by Cindy Bean.

SPREAD IT AROUND (*Generalize to your life*)

- How do you make informal presentations every day?
- In addition to presentations, how else do you communicate with others?

BROWSE FOR MORE (*Apply what you learned*)

- What careers require excellent communication skills?
- How can you improve your next demonstration?

WHEY COOL FACTS

Purpose and Parts of a Demonstration

INTRODUCTION

Get your audience's attention by using a catchy sentence, joke or story. This is a good place to introduce yourself. Give your name, age, number of years you have been in 4-H and the name of your club. Tell them what you are going to talk about, then go to your posterboard and tell them the title of your presentation.

BODY

Tell or show them what you said you were going to do in the introduction. Use posterboard with letters large enough to be seen from 10 to 12 feet away. Use a pointer and point to what you are talking about. Use props that will help make your demonstration more understandable to the audience.

CONCLUSION

Summarize the main ideas you presented in the body of your demonstration. Tell your audience the resources you used for your information. Ask the audience if they have any questions. When answering questions, always repeat the question first. Thank your audience for listening.

UDDER IDEAS



- 1** Ask youth to listen to and report on a speech, illustrated talk or demonstration they see on television or elsewhere. Encourage them to listen closely to the introduction, how the presenter relates to the audience and how the presentation is constructed (introduction, body and conclusion). Ask them to share what they observed at the next group meeting.
- 2** Challenge youth to give an educational demonstration about goats at a public event such as a county fair, open house or community event.
- 3** Videotape a youth's presentation and review it with them to see how the presentation can be improved.



Discover over 180 National 4-H Curriculum titles in mission areas of Science, Engineering and Technology; Healthy Living; and Citizenship. Youth activity guides are filled with fun, engaging experiences that cultivate abilities youth need for everyday living as they progressively gain knowledge about subjects that interest them.

All titles have been reviewed and recommended by the National 4-H Curriculum Jury Review process, signifying their excellence in providing hands-on learning experiences for youth.

Find more about Dairy Goats and other projects online at:

www.Shop4-H.org

PHOTO CREDITS

Hope Cencula and Carolyn Fernandez, Montgomery County, MD 4-H parents/volunteers; Edwin Remsberg, University of Maryland Extension Photographer; Susan Schoenian, University of Maryland Extension Small Ruminant Specialist (retired); Ken Visser, Montgomery County Agricultural Fair Photographer, Montgomery County, MD. (courtesy of the fair office)

THE 4-H PLEDGE

I pledge
my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service, and
my Health to better living,
for my club, my community,
my country, and my world.



Explore more curriculum projects online at:

www.Shop4-H.org

Dairy Goat
Helper's Guide