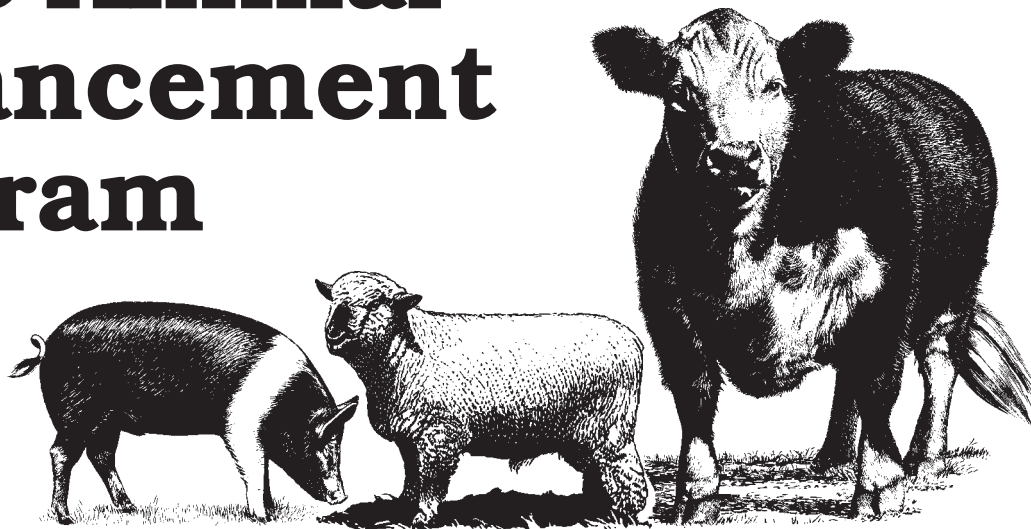




# Oregon 4-H Meat Animal Advancement Program



## Oregon 4-H Advancement Programs

### **An introduction for leaders, parents, and members**

4-H advancement programs consist of a series of steps that provide a framework for progressive learning within a specific project area.

Advancement programs encourage 4-H members to learn at their own speed based on their interests and abilities. Advancement programs are self-paced, and age- and skill-level appropriate. Advancement programs can also be a tremendous help to members as they set their goals each year. In addition, advancement programs are useful to Junior Leaders and more experienced 4-H members who wish to work with younger or less experienced members.

### ***Benefits of 4-H advancement programs***

Advancement programs:

- Make projects more interesting
- Assist members in setting and achieving goals
- Encourage self-paced learning

- Help members learn more about their projects
- Encourage age-appropriate skill level building
- Provide new, enjoyable experiences
- Help prepare members for participation in certain activities and events
- Provide recognition for work done well
- Provide incentive to members to stay in a project over a longer period of time

### ***Life skill development and 4-H advancement programs***

Participating in 4-H advancement programs is instrumental in the development of life skills, a major emphasis of 4-H programming. Young people who participate in 4-H are not just gaining knowledge about their project area, they also develop skills they will use throughout their life. Specifically, the 4-H advancement programs are designed to develop life skills in:

- Learning to learn
- Making decisions

- Keeping records
- Planning and organizing
- Achieving goals
- Completing a project or task
- Communicating
- Being responsible
- Developing self-esteem

### ***About the advancement program steps***

The advancement steps are written to provide a learning sequence for all members. Although all members should start with Step 1, the advancement program is designed so a 4-H member may advance as fast as he or she desires based on interest, effort, and ability. A fourth- or fifth-grade 4-H member may take 2 or 3 years to complete Step 1; an eighth- or ninth-grade member may complete one or two steps in a year.

Members should work on one step at a time. There are, however, times when a member may accomplish an activity in another step before completing the step on which he or she is working. Recognize that if there is considerable difference in the level of skill within a group, members may be working on several levels of the program at one time. Much of the information leaders and members need to complete advancement steps can be found in project materials. In advanced steps, members will need to refer to other sources.

### ***Recording progress in the advancement program***

Leaders should encourage members to keep the advancement program with their records. Doing so allows leaders and members to evaluate the 4-H experience, review progress, and establish goals for the future. Upon completing an activity, the member fills in the date and has the leader initial the record.

### ***Reviewing advancement progress***

Once a member has completed an advancement step, the leader should then arrange for a review of the experience. This review often is conducted through an interview process.

If it is feasible, the interview can be conducted by someone other than the leader. It is a valuable experience for members to be interviewed by

others who have expertise in a particular area. Such interviews help prepare members for job interviews and other life experiences.

Leaders also may want to arrange for an advancement chairperson or committee to review each member soon after he or she has completed the step requirements.

The review is also an excellent opportunity to involve parents in club activities. Several parents can serve on the committee, and two or three of them can conduct the interviews. The interviewers should be familiar with the 4-H program, its objectives, and the project area.

The advancement chairperson or committee should approve the advancement only when they are satisfied the member is ready to continue to the next step.

### ***How to use the advancement program***

The advancement program should be presented at the beginning of the 4-H year.

#### **Review what was done last year**

Before deciding on specific things to include in the club program, leaders should review what the members and club did previously. A review will allow discussion on the following questions:

- “What did we do?”
- “What did we like?”
- “What needs improvement or expansion?”
- “Was everyone involved?”

#### **Review the members’ present interests**

Encourage members and parents to express their interests, needs, and goals. This allows them to feel important and to be committed to the final club program.

#### **Share county/statewide special programs**

Tell your members about activities available to them through your county or the state. Share your special interests with members and parents. This allows members and parents to learn about new opportunities and helps determine whether the club should set specific goals related to them.

#### **Develop your program**

If your group of 4-H participants is small, all the members should be involved in determining the group goals for the year. If the group is large, a

special committee may identify the goals for the year's program.

Base your goals on the current members' range of grades, levels of achievement, and interests. Design the program to meet the needs and interests of each member. Establish goals to meet the interests and needs of youth, to allow individual achievement for each member, and to be within range of accomplishment for each member.

If your club has a wide range of grades, interests, and abilities, divide the club into small groups to work with a Junior Leader. This enhances the learning and satisfaction of all members.

## Recognizing advancement

The National 4-H Recognition Model (below) shows five different ways to recognize 4-H members.



### 1. Participation

This type of recognition program emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences. For some youth, participation in a 4-H learning experience is an accomplishment.

### 2. Progress toward self-set goals

Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.

### 3. Achievement of standards of excellence

Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.

### 4. Peer competition

Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is a strong motivator for some youth but is inappropriate for youth under age eight.

### 5. Cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

## Advancement certificates

The 4-H Advancement Program is an excellent way to promote and recognize members' efforts in progressing toward self-set goals and achieving standards of excellence through learning. Advancement certificates that are customized for each project area are available from your local OSU Extension office. Contact a county 4-H staff member to request advancement certificates in your project area.

Earning an advancement certificate deserves recognition. When members have completed a level of advancement, recognize it. This could be done at an achievement meeting or other community event. Extension 4-H staff members also can help leaders prepare pieces for newspaper and radio releases on the members' achievement.

---

*This section written by Mary Arnold, Extension 4-H youth development specialist, Oregon State University.*

## The Oregon 4-H Meat Animal Advancement Program

The 4-H meat animal advancement program will:

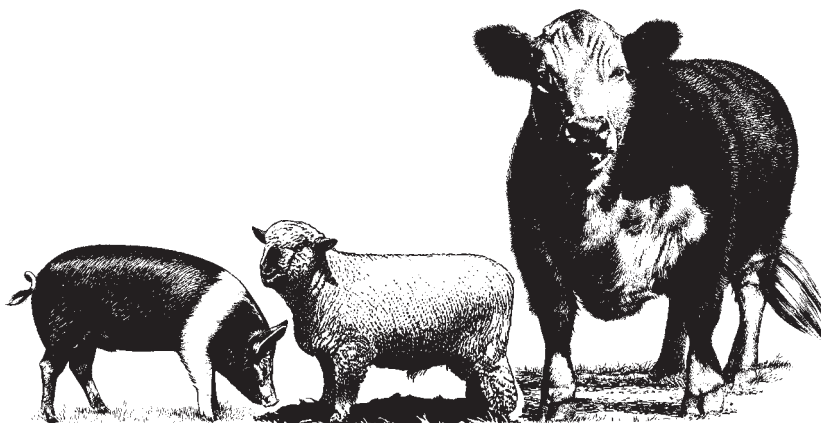
- Make your project more interesting
- Help you learn more about livestock
- Help you develop greater skill with livestock
- Provide you new, enjoyable experiences
- Allow you to advance according to your ability, interest, and willingness to work
- Provide you recognition for work well done

The 4-H meat animal advancement program can be an important learning part of your livestock project. It should be included as part of your project records. Most of the answers to the questions in the advancement program can be found in your project manual. For more information about your project, you will need to study many pamphlets and books.

As you do each option, fill in the date and have your leader or parent initial it. When you have completed the required number of options for a step, tell your leader that you are ready to be tested to qualify for that step. You will be asked questions on the work you have done. When each step is completed, you will obtain an attractive advancement certificate from your leader.

When you have passed Step I, go in turn to Steps II, III, IV, and V. You can do options for higher steps while you are working on a lower step, but you cannot qualify for the higher step until you have qualified for all preceding steps.

Study each option carefully. Good luck.



## Step I

This is the first step in the Oregon 4-H Meat Animal Advancement Program. When you have completed 10 skill options and 3 personal development options, you are qualified to complete Step I.

### Skill Options

<b>Skill Options</b>	<b>Date passed</b>	<b>Approved by</b>
1. Identify, describe, and tell the important characteristics of five breeds of meat animals (beef, sheep, and/or swine).	_____	_____
2. Name, point out, and spell the following parts:		
A. Sheep—loin, leg, back, shoulder, neck, side, dock; and of a fleece-shoulder: side, back, britch, belly, neck; <i>and/or</i>	_____	_____
B. Beef—muzzle, face, poll, neck, shoulder, crops, back, loin, rump, hip, round, hock, knee, brisket, ribs, flank, belly; <i>and/or</i>	_____	_____
C. Hog—snout, jowl, back, loin, ham, shoulder, chest, side, hock, pastern, dew claw, hoof, teat, heartgirth	_____	_____
3. Describe the following characteristics of breeding stock and tell why they are desirable: well-muscled, long body; strong back; sound udder.	_____	_____
4. Describe the following undesirable characteristics of breeding stock and tell why they are undesirable: undershot jaw, overshot jaw, crooked legs, broken mouth, excessive fat, narrow body, black fiber in fleece, weak pasterns.	_____	_____
5. Describe or explain and spell correctly the following: vaccinate, registered, purebred, commercial, parasite, wean, bloat, yearling, feeder, creep, castrate.	_____	_____
6. Provide adequate shelter from rain and sun and a suitable fence for your animals. Remove nails, loose boards, wire, machinery, and sharp corners that might injure your animals.	_____	_____
7. Provide fresh, clean water and trace-mineralized, iodized salt for your animals at all times.	_____	_____
8. Complete a 4-H animal record on your project.	_____	_____
9. Make a report on your project to your club. Examples: My Breed of Sheep; How to Trim a Hoof; How to Select a Feeder; The Importance of Good Pasture; Treatment for Parasites.	_____	_____
10. Make a presentation on: How to start a market animal on feed.	_____	_____
11. Make a presentation on: How to raise an orphan lamb, calf, or pig.	_____	_____
12. Make a rope halter.	_____	_____
13. Start a livestock library—magazines, books, bulletins, and 4-H materials.	_____	_____

### Personal Development Options

(Fill in options selected from page 10 of this advancement program.)

1. Give a demonstration or talk to your club.	_____	_____
2. _____	_____	_____
3. _____	_____	_____

_____ <i>Name of club member</i>	_____ <i>Age</i>	
is qualified and has completed all requirements for <b>Step I</b> of the Oregon 4-H Meat Animal Advancement Program.	_____ <i>Date</i>	

_____ <i>Approved by club advancement chairperson or committee</i>	_____ <i>Approved by club leader</i>
---	---

## Step II

This is the second step in the Oregon 4-H Meat Animal Advancement Program. When you have completed 10 skill options and 3 personal development options, you are qualified to complete Step II.

### Skill Options

<b>Skill Options</b>	<b>Date passed</b>	<b>Approved by</b>
1. Describe and tell the important characteristics of nine breeds of sheep, five breeds of swine, and four breeds of beef cattle.	_____	_____
2. Learn the wholesale carcass cuts applicable to your project.	_____	_____
3. Describe or explain and spell the following livestock terms: dipping, trough, panel, scours, culling, drenching, ear tag, syringe, self feeder, hoof trimmer, rupture.	_____	_____
4. Tell about control of three parasites such as stomach worms, ticks, liver flukes, maggots, flies, lice, grubs.	_____	_____
5. Name the market grades and preferred market weights of beef, sheep, and swine.	_____	_____
6. Identify, locate, and spell the following retail cuts: pork chops, lamb chops, leg of lamb, lamb shoulder, Porterhouse steak, T-bone steak, Club steak, bacon, ham.	_____	_____
7. Learn to carry out three of the following management practices: vaccinate, trim hooves, build a hay rack, ear tag, castrate, treat for grubs, treat for stomach worms.	_____	_____
8. Fit an animal for show.	_____	_____
9. Give a presentation in some phase of animal husbandry.	_____	_____
10. Complete a feed and growth record.	_____	_____
11. Explain heat (estrus) cycle, breeding, conception, pregnancy, and gestation period.	_____	_____
12. Tell the functions of proteins, carbohydrates, fats, water, vitamins, and minerals in a ration for livestock.	_____	_____

### Personal Development Options

(Select from page 10)

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

<hr/> <p><i>Name of club member</i></p> <p>is qualified and has completed all requirements for <b>Step II</b> of the Oregon 4-H Meat Animal Advancement Program.</p>	<hr/> <p><i>Age</i></p> <hr/> <p><i>Date</i></p>
<hr/> <p><i>Approved by club advancement chairperson or committee</i></p>	<hr/> <p><i>Approved by club leader</i></p>

## Step III

When you have completed eight skill options and four personal development options, you are qualified to complete Step III.

### Skill Options

<b>Skill Options</b>	<b>Date passed</b>	<b>Approved by</b>
1. Name and describe six undesirable characteristics: three that are inherited and three that are caused by feeding and management. Explain the cause of the characteristic and how it can be corrected.	_____	_____
2. Describe or define and spell the following livestock terms: scrotum, testicle, semen, sperm, ovary, ovulate, ovum, fetus, uterus, artificial insemination, colostrum, castrate, abortion.	_____	_____
3. Visit a commercial or purebred breeding and feeding operation and make a report of your visit at a club meeting.	_____	_____
4. Make a collection of forage plants, weeds, and poisonous plants. (Include at least three forage plants for hay, three pasture plants, three weeds, and one or more poisonous plants.)	_____	_____
5. Keep a 4-H production record on one or more females for a full year.	_____	_____
6. Describe how livestock is bought and sold in your community. Common ways are: auction yard, terminal market, county or local buyers, local meat markets, private treaty. Describe weight shrink and how to calculate percent shrink. What causes weight shrink when cattle are bought and sold?	_____	_____
7. Describe and give treatment or prevention for three of the following diseases: bloat, foot rot, scours, brucellosis, pink eye, black leg, shipping fever.	_____	_____
8. Explain the use of livestock transportation slips: where do you get them and how do you fill them out? What is the purpose of transportation slips?	_____	_____
9. Demonstrate how to tell the age of sheep by their teeth.	_____	_____
10. Explain and complete: Bill of sale, brand inspections, forms.	_____	_____

### Personal Development Options

(Select from page 10)

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

<p>_____</p> <p><i>Name of club member</i></p> <p>is qualified and has completed all requirements for <b>Step III</b> of the Oregon 4-H Meat Animal Advancement Program.</p>	<p>_____</p> <p><i>Age</i></p> <p>_____</p> <p><i>Date</i></p>
<p>_____</p> <p><i>Approved by club advancement chairperson or committee</i></p>	<p>_____</p> <p><i>Approved by club leader</i></p>

## Step IV

When you have completed eight skill options and four personal development options, you are qualified to complete Step IV.

### Skill Options

1. Learn how to register an animal. Fill out a registration application.  
Explain the advantages of a membership in a breed association.
2. Do one of the following: (A) Collect, label, and display five forage plants, four cereals, three protein supplements, and two necessary minerals. (B) Give or write a report on a pasture program in your area. Include soil preparation, seeding, seed mixture, irrigation, weed control, fertilization, rotation, and use.
3. Study changes in market prices of No. 1 & 2 hogs, choice lambs, or choice steers by weeks for 1 year. Prepare a graph showing these price changes by weeks.
4. Calculate a balanced ration for one of your animals.
5. Calculate the cost per pound of a market animal.
6. Explain the marketing procedure from the ranch to the customer.  
How are prices established?
7. Demonstrate tattooing or other means of permanent identification.
8. Name the four parts of a sheep or cow stomach. What are the functions of the rumen? How do the digestion processes differ in a ruminant or a non-ruminant?
9. Calculate the average daily gain on a market animal while on feed.  
Calculate the weight per day of age.

Date passed

Approved by

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Personal Development Options

(Select from page 10)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_  
*Name of club member*  
 is qualified and has completed all requirements for **Step IV** of the  
 Oregon 4-H Meat Animal Advancement Program.

\_\_\_\_\_  
*Age*  
 \_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Approved by club advancement chairperson or committee*

\_\_\_\_\_  
*Approved by club leader*



## Step V

Complete three or more skill options and five personal development options.

### Skill Options

Study, prepare a paper, and give a report or presentation on one of the following topics:

1. General management of one type of livestock.
2. Livestock feeds, feeding, and nutrition.
3. Reproduction, breeding, and genetics.
4. Sanitation, and prevention and control of a disease.
5. Using records as a basis for improving livestock.
6. Some phase of animal husbandry.
7. Shearing a sheep, dehorning a calf, castrating, or vaccinating.
8. \_\_\_\_\_
9. \_\_\_\_\_

Date passed

Approved by

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Personal Development Options

(Select from page 10)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_  
*Name of club member*  
 is qualified and has completed all requirements for **Step V** of the  
 Oregon 4-H Meat Animal Advancement Program.

\_\_\_\_\_  
*Age*  
 \_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Approved by club advancement chairperson or committee*

\_\_\_\_\_  
*Approved by club leader*

## Personal Development Options

(You should choose a different option each time.)

1. Lead the Pledge of Allegiance and 4-H Pledge at a 4-H meeting.
2. Lead a song or a game at a 4-H meeting.
3. Preside at a meeting of your 4-H club.
4. Write a news story for a local paper.
5. Participate in a radio or television program.
6. Present a demonstration or illustrated talk to your club.
7. Present a demonstration or illustrated talk to a group other than your 4-H club.
8. Serve as host for a 4-H meeting. See that everyone is welcomed and made comfortable.
9. Participate in a community service project.
10. Serve as chairman of a club committee.
11. Participate in a judging contest.
12. Serve as a Junior Leader.
13. Serve as a Teen Leader.
14. Attend 4-H Camp.
15. Attend 4-H Summer Days at Oregon State University.
16. Serve as clerk, chair, or apprentice judge at a 4-H show.
17. Develop and exhibit a science display that is related to meat animals.
18. Serve as a camp counselor.
19. Arrange for a tour by your club.
20. Arrange for a film to be shown at your club meeting.
21. Secure a speaker for your club meeting.
22. Complete your 4-H records.
23. Develop some options of your own with your leader's approval.
24. Visit a packing plant.
25. Other options as approved by leader.

*This publication was developed by John Landers, Extension animal scientist emeritus; Dean Frischknecht, Extension animal scientist emeritus; and Duane P. Johnson, Extension specialist emeritus, 4-H youth development, Oregon State University; with the assistance of the 4-H Development Committee for Animal Science projects.*

This publication was produced and distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914. Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials—*without discrimination based on race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, or disabled veteran or Vietnam-era veteran status.* Oregon State University Extension Service is an Equal Opportunity Employer.

Published June 1972. Reprinted May 2005.