

UTAH 4-H 

4-H Camps

Intro to Animal

Projects



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.



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CAMP OVERVIEW

Name of Camp:

Intro to Animal Projects

Specified Project Area:

Animal Science

Number of Days of Camp:

One Day

Hours Camp Will Run Per Day:

3 Hours

Schedule Outline:

Phase 1: Introduction and Name Games (15 minutes)

Phase 2: Sampling

Divide into groups and rotate through a 10 minute intro to each species (depends on how many species facilitators chooses to introduce, no more than 60 minutes)

Phase 3: Deeper Interest: youth choose 2-3 workshops on species they want to learn more about.

Workshops are 30 minutes each (90 minutes)

Phase 4: Debrief and call to action (15 minutes)

INTRODUCTION

Camp Description

This camp will serve as an introduction to the different 4-H Animal Projects offered. Youth will leave knowing which animal projects they are interested in and how to get started. We have provided two examples of animal projects; horse and hog. Feel free to adapt/use the animal programs you have available in your county.

Camp Goal(s)

- Give non-4-H youth and/or youth just beginning 4-H an understanding of 4-H Animal Projects and how to get started
- Give 4-H youth involved in these projects a leadership and teaching opportunity
- Recruit new members and volunteers to the 4-H Animal Projects

Knowledge Learned and Skills Gained

- Knowledge about the Animal Projects available in your county
- Knowledge of how to get involved with these programs if youth desire
- Very beginner skills taught in various workshops

YOUTH COUNSELORS

Youth Counselors will:

- Run name games/ice breakers
- Be the leaders of each group and help the youth rotate through projects sampling on time
- Facilitate/assist with deep dive workshops

CAMP CONTENT

DAY ONE

ICEBREAKER

Name of Icebreaker:

Animal Name Game

Supplies Needed:

None

How to Play:

Have each youth think of an Animal that starts with the same letter that their name starts with (example, my name is Megan, so I would choose a Moose or Monkey). Form a circle. Go around the circle, have each youth say their name, the animal and the sound that animal makes (example: I would say, "My name is Megan, I like Monkeys. Monkeys say {insert monkey noise}"). After everyone has gone around, challenge youth to say the name/animal/noise of the person next to them. Then, see if anyone can say everyone's names/animals/noise.

ACTIVITY 1

Name of Activity:

Sampling Projects

Objective:

Give youth a preview of the different animal projects available in your county. Create a spark so they can choose which projects they would like to attend workshops on further.

Supplies Needed:

One or two visuals that represent the project

Time Allotted:

5 minutes per project being showcased

How to Run the Activity:

In 5 minutes or less, briefly explain each of the projects using the visuals.

Suggested Debrief Questions:

NA

ACTIVITY 2

Name of Activity:

Sample Workshop for Each Species Deep Dive (camp facilitators can choose any projects in which their county has programs). Here are two examples using Horse and Pig projects:

Horse

Supplies Needed:

- A set of equipment or photos of equipment that represent each of the four disciplines we have in Utah 4-H
- Fliers for any upcoming horse-related activities in the area
- Stick horses (one per youth)
- Simple equitation pattern (see Resource A)
- Cones or markers (enough for selected pattern)
- Pencils (one per youth)
- Judging sheets (see Resource B)
- Horse Quiz (see Resource C) <https://drive.google.com/drive/u/1/my-drive>
- Quiz Answer sheet – if applicable (see Resource D)
- Incentives (candy, 4-H swag, etc.)

Educational Opportunities: 5 min

- 1) Have a set of equipment (or photos of the equipment) for each of the four disciplines we have in Utah 4-H (western, English, working ranch and mustang challenge). Have the youth match which equipment belongs with which discipline. Give a brief overview of each:
 - a. Western includes a rotation of traditional western show events and speed events
 - b. English covers both Hunter and Eventing disciplines
 - c. Working Ranch is for horses to demonstrate their ability to be Ranch Horses
 - d. The Mustang Challenge gives youth the opportunity to start and sell yearling mustang horses
- 2) Talk about any upcoming horse camps or other educational opportunities in the area. Contact the State Office to see if there is anything upcoming these youth could attend. Have fliers prepared to hand out.

Showing Activity: 10 min

- 1) Explain that a horse show is the opportunity to demonstrate what you have learned with your horse. Give each youth a stick horse and a simple pattern to complete (See Resource A). Also give each youth a scoresheet so they can judge their peers (See Resource B.). While the youth look over the pattern, set it using the cones. Let each youth do the pattern one by one. When it isn't their turn, youth will use the scoresheet to evaluate the others.
- 2) After each youth has gone through the pattern, review that this is what showing a real horse is like and similar to what will happen at the 4-H Horse Show.

Contests Activity: 10 min

- 1) Explain that the purpose of our 4-H Horse Contests is to demonstrate what you know about horses. Review each contest available with a brief explanation of what they are:
 - a. Horse Bowl is like jeopardy, but with horse questions
 - b. Horse Judging is where you judge several classes of horse competitions and see who can be as accurate as the professional judge
 - c. Horse Demonstration is where you give a demo of an important horse-related skill or knowledge
 - d. Horse Public Speaking is a chance to give a speech about any horse-related topic
 - e. Hippology is a combination of all of the contests, where you take a written test, identify horse-related items, judge a few classes and present with your team.
- 2) See what the youth already know with a brief quiz (10 very basic questions or less. See Resource C). Give each youth an answer sheet and pencil to complete the quiz (see Resource D). After they have completed the quiz, review the answers to see how many they got right. Give an incentive item to the top scorer(s).

Debrief: 5 min

- 1) Which activity was your favorite?
- 2) Which part of the Horse Program – education, shows, contests – are the most interested in participating in?
- 3) How can you get started in these programs?

Pig**Supplies Needed:**

- Pictures for Pig Selection
- Instructions/flyer of a sample feeding program
- Show stick for each exhibitor
- Beach Ball for each exhibitor
- Cones/markers
- Pencils
- Paper for note taking
- Motivators (candy, 4-H items, small prizes)

Educational Opportunities: 15 min

- 1) Have sets of pictures to educate exhibitors about each characteristic when selecting a show pig.

Explain that there are basic factors to consider when selecting a show pig. They are muscle, structure, and capacity/volume.

Muscle: There are numerous indicators of muscle in pigs. A heavy muscled pig is going to be wide based and large boned. Another great place to look for muscle is the ham/ rump and forearm. Imagine an hour glass or a barbell shape, that is what a pig should look like when viewed from the top. The heavier muscled a pig is the leaner he will be, the lighter muscled a pig is the fatter he will be and pigs are almost always fat enough if up to an ideal weight.

Structure: Structural Soundness is extremely important in pigs. Look for a big footed solid toed pig with all toes pointing forward going in the same direction. Large stout legs, with proper set to the hock. A good show pig takes long smooth strides and moves freely in their joints as they walk. A pig should be built to carry the future weight it will put on with no structural problems.

Capacity/Volume: Pigs with decent capacity/volume will be able to consume the required amount of feed needed for proper development and growth. Capacity/volume consists of three major components, body depth (deep sided) + body width (wide chested) + body length (long bodied) = balance (how well these three characteristics work together)

- 2) Have an instruction sheet/flyer to hand out with a sample feeding program or helpful feeding tips and information.

Explain that pigs can either be hand fed or fed with a self-feeder. It is important to track your pigs' weight so you have an idea how much he is gaining per day. This will help you have an idea what your pig will weigh for show day and how much to feed. It's important to determine the size of your pig to establish the amount of protein you should be feeding. The less a pig weighs the more protein he needs to build muscle. The more he weighs the protein needs to be slightly lowered and more fat added so he can put on a nice "finish." Depending upon its frame size you want your pig to weigh in around 260-270 lbs. Water is undoubtedly the most important nutrient your pig needs. Make sure they never run out and since pigs can't sweat it's a good idea to give them a shower with the hose, it will help keep them cool, they will consume more feed and your pig will thank you!

- 3) Explain that it is important to wash your pig at least a few times a week. He also needs oiled and brushed daily, this will help his hide stay in good condition and help you to handle your pig properly. Its also a good idea to walk him daily when it's cool outside. Guide him with your show stick, this will help him learn to go where you want him to go rather than where he wants to go.

Showing Activity: 15 min

Provide a beach ball and a show stick for each exhibitor. Demonstrate pig showmanship skills in the ring by using the beach ball as your pig. Have cones/markers set up for the exhibitors to learn how to guide their "pig/ball" around objects and the ring. Discuss proper showmanship dress attire and appearance.

CAMP WRAP UP

Application

1. Ask the youth which project was their favorite to learn about
2. Ask the youth what the next step is for getting involved with the project(s) they are interested in
3. Give youth tangible instructions (handout, flier, etc.) for follow up instructions on how to get youth involved in these projects

