



EM4425

Goat Project: 4-H Leader Guide



COOPERATIVE EXTENSION
WASHINGTON STATE
UNIVERSITY



GOAT PROJECT: 4-H LEADER GUIDE

Revised by Gary R. Fredricks, County Extension Faculty

Purpose of the Goat Project

The goat project is an excellent project for boys and girls with a limited amount of space. The goat is an intelligent and interesting animal that is quick to learn, likes attention, and is fun to raise. In this project boys and girls work toward achieving the following important skills and attitudes:

- Learn to select, raise, and show a goat.
- Be responsible for their own project.
- Take pride in their work and the self-discipline needed to accomplish it.
- Develop confidence as they learn to manage their project.
- Practice speaking before groups and expressing ideas through demonstrations, judging, and other activities.
- Make decisions and accept the consequences.
- Work effectively with others in a group.

Overview of the Project

The goat project offers a number of options. Each member will want to determine which to follow. The member will need to consider money, equipment, space, time, and possible market.

1. A female kid may be raised to breeding age and sold or kept as a milking goat.
2. A yearling doe or more mature doe may be kept as a milking goat.
3. A wether may be raised for meat.
4. The primary interest may be in dairy goat products such as milk, cheese, and ice cream for family use.
5. The goat may be kept as a pet.

Whatever option the member chooses, he or she must have the information needed to successfully complete that option. This will include information on selection, feeding, hous-

ing, management, and disease identification and control.

Leaders' Responsibilities

Adult leaders organize the group, help members plan and carry out the purpose of the club, teach project information, encourage member participation in 4-H, and inform and involve parents in the program.

Leadership may be shared among several individuals. Responsibilities might be divided on the basis of club organization and operation, project teaching, and activity programs such as community service, recreation, fairs, and judging.

As a leader you are supported by your local Extension agent and Cooperative Extension of Washington State University. The local agent can tell you what is available in your county in relation to reference materials, audio visual materials, and leader training meetings.

Older members can help with demonstrations, arrange for tours, films, speakers, and other activities, help members with 4-H records, and work closely with new members on their projects. Help teen leaders have the experiences in leadership that will develop their leadership abilities as well as assist the group.

The Role of Parents

The interest and active cooperation of parents is important to the success of members. Parents should know what is expected of their children. This includes an understanding of the total club program. Parents need to know when and where meetings, tours, club and county activities will be held. The importance of these activities to the members is not always recognized by parents unless they understand the entire program.

Inform parents through telephone calls, letters, personal visits, or by inviting them to one of the first meetings of the club. Encourage them to:

- Help the child plan a project within his or her ability.
- Help obtain the animal needed and the housing, feed, equipment, and transportation required for the project.
- Encourage the child by praising his or her accomplishments in the project.
- Be a resource person for a meeting if they have a special interest related to the project.
- Provide transportation to meetings or special events.
- Attend 4-H events.

Project Resource People

Look around your community and also ask the Extension agent to identify people who raise goats who might visit your club to discuss or demonstrate various topics. A local veterinarian may be available to discuss diseases and health and sanitation measures to prevent disease.

Developing the 4-H Program

A first-year member may need additional help from you or a teen leader through personal visits. This will be especially true if your group includes both experienced and inexperienced project members. This will vary, however, with the previous experience the family has in raising goats and the amount of time the parents are willing to commit to learn with the member.

The experienced members of the club may help provide some of the project information through talks and demonstrations at the club meetings.

The program topics and activities for the year might be organized as follows:

October–December

- (a) purchasing animals
- (b) housing
- (c) feeding
- (d) health, including health care
- (e) breeding

January–March

- (a) care of the pregnant doe
- (b) kidding
- (c) kid care
- (d) poisonous plants

April–June

- (a) demonstrations
- (b) judging
- (c) project tours
- (d) county training clinics
- (e) health
(vaccines, enterotoxemia, worming, TB)

July–September

- (a) care of milk, milk products, and meat
- (b) preparation for fairs
- (c) green feeds
- (d) completing record book

SUGGESTED PROJECT ACTIVITIES

These teaching ideas are suggestions which can be used by project leaders to help 4-H members achieve their goals. The leader and member can select from these ideas those most appropriate for the group.

What Members Learn

Selection

- age
- sex
- breed
- grade or purebred
- physical characteristics

Nutrition and Feeding

- types and amounts of feed for different ages and conditions of animals
- basic nutrition
- understanding the digestive system of the goat

Breeding and Reproduction

- age to breed
- breeding records
- signs of heat
- gestation period
- care of the pregnant doe

Kid Care

Milking Management

- sanitary practices in handling milk
- how to make and use a milking stool
- how to prepare milk products

Teaching Ideas

- Use dairy goat chart to familiarize members with terms.
- Talk about qualities to look for.
- Visit dairy goat breeders.
- Have experienced members show their own project animals.

- Short talks by members on feed for different ages of animals.
- Identification contest using samples of forage and grains.
- Discuss basic nutrition and why it is important.
- Look at labels of commercial feeds to see what they contain.

- Discuss breeding records and show how to keep them.

- Discuss feeding.
- Demonstrate how to dehorn.
- Discuss methods of castrating buck kids.
- If possible, show members plants growing in the area which are poisonous. Discuss signs of poisoning.

- Demonstrate proper milking and how to handle milk.
- Discuss milking stands, how to construct them.
- Demonstrate cheese, ice cream, or preparation of meat.
- Sample goat milk products.

What Members Learn

Health and Sanitation

Buildings and Equipment

- protection from drafts, rain, and cold
- exercise space
- fencing required
- feed and equipment storage

Showmanship

Record Books

Teaching Ideas

- Demonstrate washing doe for milking and sanitizing equipment.
- Demonstrate equipment for bottle-feeding kid and its care.
- Discuss external parasites and control measures.
- Demonstrate and if possible have members practice trimming hoofs.
- Ask a local veterinarian to discuss diseases commonly found among goats and their prevention and treatment.
- Identify characteristics of the normal animal and variations which indicate possible illness.
- Have experienced members talk about or demonstrate with drawings or models.
- Discuss in visit to breeder's or member's home.
- Discuss equipment members will need for their particular project.
- Discuss dairy goat scorecard and the dairy goat showmanship scorecard.
- Have experienced members demonstrate how to fit and show an animal.
- Discuss exhibiting at the fair and explain the classes, rules, and regulations for participating, referring to fair premium book.
- Ask a teen leader or older member to show how to complete the record book.

GOAT BUYER'S GUIDE AND CHECKLIST

Before you buy any dairy goat, isolate the animal, then:

1. Check her close up.
2. Stand back and take a hard look at her overall appearance.
3. Watch the doe from the front, side, and rear as she walks.
4. Go over all the points on the following list.

UDDER

- ___ Well-formed (not low hanging)
- ___ No indication of mastitis (both sides producing)
- ___ No double teats
- ___ Easy to milk

BODY

- ___ Deep abdominal cavity
- ___ Long torso (body)
- ___ Wide ribs
- ___ Body blends well together throughout
- ___ Long level rump

FEET AND LEGS

- ___ Straight strong legs
- ___ No indication of lameness
- ___ Strong pasterns
- ___ At least one hand-width separation of front legs
- ___ Hoofs not misshaped; cared for

GENERAL APPEARANCE

- ___ Shiny coat (or well cared for)
- ___ Good weight in proportion to size
- ___ Pleasing personality

OTHER CRITERIA

- ___ Doe Kid: Check into doe's background (mother, father).
- ___ Bred Doe: Must come with written guarantee of pregnancy and service memo signed by owner of buck. Be sure buck is registered and of same, or similar, breed as doe.
- ___ Virgin Doe (dry): Purchase only if doe is under two years of age and only if seller will give a written guarantee that the doe should conceive and give birth.
- ___ Lactating Doe: Check production record for as long as doe has been producing. If doe is not on DHIA test, sit through at least one normal milking. Also, milk doe yourself to see how milk flows.
- ___ A doe is considered to be in her prime when she is between three and six years of age.

Demonstrations

Encourage every member to give one or more demonstrations during the year. The first-year member may start by helping you or a teen leader show and tell how to do something. Beginning 4-H'ers may prefer to give a demonstration with another member before trying it alone. Suggest simple demonstrations for beginners.

Refer to EM4788, *Public Presentations, Demonstrations, and Illustrated Talks, Leader Guide* to assist you in helping members plan and present demonstrations.

First-year members may want to observe a demonstration day at the area or county level before participating in these activities themselves. A new club may want to visit another club to observe demonstrations, ask a member from another club to give a demonstration at a club meeting, or attend a demonstration day as a group.

Judging

It is important for boys and girls to know the standards by which goats are judged and the qualities to look for when selecting their own animals.

The first step is being able to name the parts of the goat and use the correct terms when describing the characteristics of an animal.

The next step is to learn what qualities to look for and what distinguishes good quality from poor quality. Members should become familiar with the standards described in the dairy goat scorecard. The standards may not have much meaning unless the member can observe and compare one or more animals using the card.

There are several ways to learn about qualities and standards. These include:

- Member's project book.
- Pictures from magazines.
- Observing classes being judged at an exhibit and listening to the judge's reasons.
- Practicing judging on tours to fairs and goat shows.

Practice judging helps members be observant, recognize high-quality animals, make choices based on standards, tell others what is good quality, and make decisions and support these decisions with reasons.

When members have developed some skill in identifying and describing desirable standards, the official scorecards used in judging activities should be introduced and explained. This includes the registration card, the placing card, and the reason card. How to complete these might be illustrated on a blackboard or on large sheets of paper. The club could then judge a class of animals and complete a set of cards just as they would in an official judging contest.

The decisions a member makes must be supported with reasons. The placing of a class of four animals, and the reasons for the placings, might be done in small groups or as a total group in the form of a group discussion to help beginning members learn to give reasons. When giving reasons, oral or written, the member needs to:

- Have in mind a clear picture of the whole class.
- Know the qualities or standards to look for.
- Select the best and the poorest first and then rate the animals that place second and third.
- Review the decision.
- Make notes of good and bad points to help when giving the reasons orally or in writing.

The 4-H'er who participates in a judging contest is often asked to give oral reasons on one or more classes. The following format is most often used:

1. Look at the judge, speak up, be clear, and to the point.
2. Begin by stating what class is being judged and how you placed it.
3. Tell all the good points of your top animal.
4. Be fair and point out any faults of your top animal.
5. Compare your first animal with your second place animal, use positive terms.
6. Give some of the good points about the second place animal.
7. Compare the middle pair.
8. Compare the bottom pair.
9. Tell why number 4 was placed last.
10. Let the judge know when you have finished by making a closing statement. (For these reasons, I placed this class of milking does one, four, three, two.)

There are many times when members can compare two or more animals—at home, at meetings, at tours, or at shows—which will help them become more observant and better judges of quality. Practice is necessary to develop skill in judging.

The county Extension agent or an experienced adult or teen leader can help you with your first judging activity. There may be also a training session for leaders or an area or county practice judging session you could attend.

DAIRY GOAT JUDGING FUNDAMENTALS

1. A full and direct knowledge of animal form and function is necessary for successful production.
2. The outward appearance of an animal usually gives a good idea of its value as a breeder or dairy animal.
3. Perhaps no business relies so much upon visual judgment as does the livestock industry.
4. Skill in judging is acquired through instruction and experience.
5. Judging is sound reasoning.
6. When you size up a class, look for obvious things first. Read these points over again and think them through carefully before going on to the next step.
6. Place the class by a process of elimination.
7. Go over the class again to check your judgment.
8. Never make a final placing before preparing your notes.
9. Your first impression is nearly always right.
10. Depend upon your own judgment; the other fellow is usually wrong.
11. If you become rattled, stop, back off from the class, and think. Ask yourself the questions under number one.

Second Lesson

1. You must learn the names of all the parts of an animal before you can talk about them.

Spend some time studying the nomenclature of the dairy goat as presented in the *Dairy Goat Chart*, C0541.

A Few General Rules for Judging Dairy Goats

1. Before placing a class consider the following points:
 - (a) For what purpose is the class being judged?
Milk—Conformation—Breeding.
 - (b) What are the outstanding characteristics of an individual that make the animal valuable for that purpose?
2. Judge each class individually according to its purpose.
3. Observe each animal carefully, and see the animals as they are and not as you would like to see them.
4. Make your observations accurate; analyze the class.
5. Make brief notations of good and bad points of an animal.

Giving Reasons

Reasons make a show more educational, they keep the attention of exhibitors and spectators, and most important, they make or break the judge. Reasons must be accurate, and if they are, they will logically express the judge's thoughts and evaluations to those listening. Good, accurate, concise, comparative reasons will be logical and will allow those listening to follow your reasoning whether or not they agree with your placings.

Reasons must be accurate. The animals must be selected accurately, and the reasons must be given accurately. Use correct terminology in giving reasons. Exhibitors appreciate hearing the names of the parts of the body used correctly.

Organize your reasons, comparing one pair of animals at a time, mentioning the most important or strongest areas of comparison first. For example, you might say, "I place this milking yearling class as they stand from my right, placing one over two because of her stronger topline in the area of the chin and because of her more widely attached udder, especially in the rear." You might not need to mention that she has a more feminine head and neck, as these are minor reasons. Then go down the line, comparing two with three, three with four, etc.

Reasons should be positive and forceful. Some good points should be mentioned about each animal. If this is not possible, say nothing, and the implication will be clear. If number two has a strong point over number one, mention this in your reasons, making clear the fact that you are aware of the strength and that you think number one's strong points are enough stronger to carry her over number two anyway. Forceful, positive, organized reasons all indicate a confident, well-poised judge, worthy of respect.

Some General Rules in Giving Reasons May Be Helpful

1. For each animal, claim points where it is superior to the animal behind it. Then, grant to the other animal its points of advantage. Never claim strong points (or weak points) for an animal unless it has them.
2. Emphasize major differences strongly. Give reasons on big differences first.
3. Be concise. Be definite.
4. Speak with confidence and without hesitation. Speak with enthusiasm.
5. Use correct terms for each class and breed.
6. End reasons strongly, giving a concise final statement, positive if possible, as to why the last animal is last.
7. Be sure your reasons are well organized.

Introduce your class first. For example, you might start with something like, "I place this class of (name of class) 1, 2, 3, 4."

After the introduction, proceed with your reasons. For example, "I place one over two because she has sharper, cleaner withers and she stands stronger in the pasterns."

Compare each pair of animals, giving the major points first and minor points last. Avoid using terms like "better." Use more specific terms like stronger, wider, more level.

If the second-place animal excels over the first in some point say, "I grant two over one a greater spring of rib," for example.

End the reasons on the class with something like, "Although the fourth animal stands last today, she must be commended for her fine, loose, pliable skin." It is usually not necessary to say anything negative about the last animal. Having compared her with the animals ahead of her in positive terms, omitting saying anything further speaks for itself.

Sometimes a closing statement such as, "For these reasons I place this class of (name of class) 1, 2, 3, 4" may be necessary.

In giving reasons, a judge might say that an animal has or is more desirable in, and then tell in what characteristics. The term STRONGER may refer to such characteristics as the jaw, loin, legs, pasterns, brisket, medial suspensory ligament; SMOOTHER may refer to blending of shoulder blades, rear udder attachment, fore udder attachment; WIDER may refer to loin, rump, chest, between fore or rear legs, escutcheon, ribs, rear udder attachment, fore udder attachment; LONGER may refer to the neck, rump, topline; MORE LEVEL usually refers to the topline, chin, loin, rump (hips to pins, or thurls to thurls).

There are other comparative terms that can be used and applied to these and other parts of the body, such as broader, fuller, brighter, neater, more feminine, tighter, shorter, more desirable, flatter, flintier, more grace, power, style, finer, thinner, more pliable, deeper, refined, more perfectly molded, leaner, more open, greater, more capacious, more globular, more balance, more symmetrical, more distinct, softer, more clearly delineated.

Use of these terms applied properly to the correct body part will help you give more effective and accurate reasons.

ADAPTED FROM THE OFFICIAL BREEDER'S AND JUDGE'S TRAINING MANUAL OF THE AMERICAN GOAT SOCIETY, INC., Revised 1973.

Tours

Tours are fun and educational if well planned to make the most of each stop. A leader and a tour committee can generate lots of interest and excitement with a tour. Members will remember it as one of the highlights of the year, especially if it includes a recreational activity such as a picnic, wiener roast, swimming party, or ball game.

There are many possibilities for tours including club project tours, visits to goat breeders, tour of a veterinary clinic, or a tour relating to milk marketing or animal research. The project tour is probably the first which comes to mind. Project tours are visits to a member's home to inspect his or her project and hear the member's experiences in the project. The project tour is especially well suited to a group of younger members although it is of interest to most age groups.

On the project tour each member will act as host or guide when his or her project is visited. The member should explain briefly his or her experiences in the project and give others a chance to ask questions. A member may give a short demonstration as part of the visit.

The project tour is a good opportunity for the leaders to discuss the member's project, give information that might be helpful, and provide encouragement.

Every tour requires preparation. Help the tour committee think about and discuss these items:

1. Set time, date, and place the group will meet.
2. Have members obtain parent's permission for the trip and try to fit the schedule of visits to suit the families involved.
3. Set an approximate time for each visit and a closing time for the tour.
4. Arrange transportation.
5. Explain what is expected of each member when the group visits his or her project.

6. Invite parents to attend. Assistance may be needed if the group is large, so ask parents to help.
7. Make plans for providing food and refreshments as part of the program.
8. Remind members that this would be a good time for picture taking.

Visiting goat breeders, dairies, veterinary clinics, and others requires advance planning if the tour is to be successful. The tour should be arranged well in advance. Write or visit the person in charge to set a convenient date and time. Explain who the group is, how many young people and adults will be in the group, ages of members, purpose of the visit, and some of the specific things you would like the individual to show and tell. Talk about activities such as judging and how it might be incorporated as part of the visit to a dairy goat breeder.

Members also should be prepared in advance. They should have some idea of what they will observe and some questions that might be appropriate to ask.

The impression your members leave with the individual they visit is important to your community and to 4-H. Your host will be favorably impressed by an interested, attentive group. Suggest to your members that they thank the host at the end of the tour and also take a moment following the tour to write their appreciation.

Dairy Goat Clinic or Day

The clinic or dairy goat day is an activity that can be planned on an area or county-wide basis for members, leaders, and parents. Ask your county Extension agent about developing such a program. A variety of things might be done including demonstrations, a fitting and showing activity, judging, breed identification game, name that part game, and milking contest. This is a learning session, not a competitive event. The activities suggested

may not all be included on one day but divided into two or more sessions.

A special show clinic in preparation for the fair has been held in some counties to teach 4-H members:

1. How to prepare themselves for a fitting and showing contest.
2. How to get their goat ready for a fitting and showing contest.
3. What is expected of a member and goat in the show

SHOWING YOUR DAIRY GOAT

Here are some suggestions for preparing your goat and yourself for show. We hope that the following will help you find satisfaction and success in your Goat Project.

Advance Preparation at Home

1. Work daily with your goat. Practice leading and show position. Develop a real friendship with your goat. She should know you and cooperate with you.
2. Groom daily with a brush. Get that dirt out and a shine in.
3. Your goat should be neatly trimmed. Give special attention to inside ears, around feet, udder, and tail. Use electric clippers.
4. Trim hoofs two weeks before the show and again one or two days before the show.
5. On the day before the show, wash stained parts with warm water and soap, rags, and a brush if needed. Clean feet and tail area also.
6. Learn the names of the parts of a goat.

At the Show on Show Day

1. Bring grooming equipment—scissors, brush, rags.
2. Carefully clean with a damp rag: eyes, ears, nose, tail area, and hoofs.
3. Make sure the goat's collar fits well and is attractive.
4. Exercise your goat so that she'll be ready and willing to stand still in the show ring.
5. Remove straw and dust with a brush. Have her coat look smooth and well groomed.
6. Exhibitor should be neat and clean in appearance. Wear quiet clothes; white is preferred.
7. Be on time. Be ready and waiting when it is time for your goat to enter the show ring.

In the Show Ring

1. Exhibit your goat gently and gracefully. Keep her in show position without over-fussing.
2. Be alert to the judge at all times. Keep your goat between yourself and the judge.
3. Keep proper spacing. Don't crowd or leave large gaps.
4. Be courteous to all and pay attention. Do not talk unless the judge asks you a question.
5. Be prepared to answer the judge's questions about your goat, your preparation, and goats in general.
6. Remain in the ring until the judge is through with all the explanations.
7. Be a humble winner and graceful loser.

Occasionally the goat you have carefully prepared will turn up lame, sick, or just plain droopy on the day of the show. Therefore, it is a good idea to have a second goat prepared to take her place, just in case.

To the Parents and/or Leader

1. It is important the child have the right tools, in good condition, be properly instructed, and have a chance to practice clipping and hoof trimming if at all possible before he or she works on his or her show goat.
2. The 4-H'er should be taught how to set his or her animal in show position and the basic show ring maneuvers.
3. **THE 4-H'ER MUST PREPARE HIS OR HER OWN GOAT FOR THE SHOWMANSHIP CLASS.** Let the 4-H'er do the work. Parents or other 4-H'ers may assist in restraining the animal if necessary.

PREPARED BY SPOKANE COUNTY 4-H GOAT PROJECT LEADERS JANE HIGUERA AND MR. AND MRS. DAN WALKER.

Exhibits

Educational exhibits can be used to display the 4-H member's skills, promote interest in 4-H work among members, parents, and prospective members, and attract attention to the 4-H dairy goat project.

Exhibits do not always need to include a live animal. The exhibit may be posters, models, drawings, slides, or actual equipment. They may take the form of a tabletop display, a booth with back and side panels, a window display, a series of slides in an automatic projector, a portable display board, or a bulletin board. 4-H members can prepare exhibits for showing at fairs, at community meetings, in local stores, banks, schools, at achievement days, and other 4-H events.

These concepts should be kept in mind when planning and setting up an educational exhibit:

1. Choose one idea which can be explained in a simple, catchy statement. Use few printed words.
2. Have one main center of interest to which the eye is drawn.
3. Develop the story completely using as few items as possible. Clutter is the worst enemy of an exhibit.
4. Create a design which is orderly, interesting, and artistic.
5. Attract attention with movement, color, light, sound, or a clever title and attractive design.
6. Make sure charts, posters, and other visuals are attractive, neat, clean, and easily read.
7. Judge exhibits by asking if it attracts attention, arouses interest, conveys a message, and is well constructed for a neat and orderly appearance.
8. Select members to tend exhibits who are well informed and can meet the public easily and create a favorable impression.

Project exhibits at 4-H shows, county fairs, or state fair are important opportunities for members to show what they have teamed. A well-prepared exhibit is a fitting climax to the project. The member needs to know the rules for entering each exhibit in which he or she participates. He or she should know what will be provided by the fair or show and what he or she is expected to provide in the way of bedding and equipment. The member should know what the schedule is, where the exhibit will be, and what is expected.

The 4-H club might want to have its own show for the community, and particularly the parents, before members participate in a county show. This will give the new members in the group show experience prior to participating at a county-wide event.

EXHIBITING YOUR GOAT

1. Prepare your animal, your equipment, and yourself in advance.
2. Fill out your entry carefully and accurately, sending it to the proper address on time.
3. Display an attractive, medium-sized sign with your animal identifying the breed and the name and address of the owner.
4. Handle and exhibit your animal with GENTLENESS, DIGNITY, AND PRIDE.
5. Provide all necessary feed and equipment. Feed and water animal in the stall. Make every effort to keep area clean and attractive at all times.
6. Inform yourself fully in regard to the rules of the show and provide all required identification and certification.
7. Give the show officials your undivided attention and cooperation.
8. Animals should be clean, groomed, with properly trimmed hoofs.
9. Exhibit gracefully, but without unnecessary conspicuous gestures.
10. Follow the show carefully, bringing the proper animal into the ring for the proper class. Listen carefully to instructions for moving and lining up your animal in the ring.
11. Show your animal at its best manner, appearance, and type as it stands before the judge.
12. Be courteous at all times to the officials and to all others competing in the class.
13. Be prepared to give prompt, accurate answers to the officials about your animal. Have papers available if necessary.
14. Always know the whereabouts of the judge and have the animal in its best possible posture when the judge looks in your direction.
15. Keep your animal between you and the judge so you will not obstruct his or her view.
16. Keep animal standing well on four legs (one under each corner). This is accomplished by maneuvering the animal with the collar or slight pressure on the goat's chest area with the hand.
17. As the judge instructs an exhibitor to move his or her animal up in the class, the exhibitors below should move down one position to give proper space. Never crowd your neighbor.
18. Never talk to the judge in the ring except to answer questions.
19. Show your animal with silent pride and confident attitude.
20. Be considerate. Never allow your animal or yourself to keep a competitor's animal from showing at its very best before the judge.
21. Be a humble winner and a graceful loser. Accept the final decision of the judge. Offer congratulations to the first-place winner.
22. Do not leave places until awards have been presented and records completed and you have been dismissed from the ring.
23. When you take an animal into the ring, whether it is your own or whether you are showing it for another exhibitor, be sure you know its date of birth and, if it is a doe, when it freshened, in case the judge asks.

Adapted from the Dairy Goat Journal. July 1976

Recognition and Awards

There are many ways a leader can recognize 4-H members for effort and achievement. You can recognize accomplishments of each member by:

1. Praise and words of encouragement.
2. Asking each to share skills with the group.
3. Personal letters.
4. Telephone calls.
5. Visits to members' homes.
6. Committee assignments and other leadership responsibilities.
7. Recognition at achievement programs.

Your Extension agent can tell you about awards and other special recognition for 4-H members in your county. There are many tangible awards available to 4-H members which include:

1. Ribbons, cash, bonds.
2. Equipment, merchandise, books relating to the project.
3. Medals, pins, certificates.
4. Trips.
5. Scholarships.

Competition can have both a desirable and undesirable effect on members and the 4-H program. If we want a desirable outcome and a worthwhile experience for members from competition and awards, programs should contribute to the accepted educational objectives of the 4-H program. Give all participants an equal chance for recognition; make all rules, regulations, and directions clear and precise; have standards which are neither too hard nor too easy, but challenge all age groups involved; stimulate 4-H members to greater activity and self-improvement; and develop the spirit of cooperation as well as the spirit of competition.

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