

Project Animal Selection

Cindy Kinder, Extension Educator

Goal (learning objective)

Youth will:

- Learn how to set individual goals for their animal project.
- Learn about industry goals and standards.
- Learn about basic criteria when selecting a project animal.
- Practice livestock judging.

Supplies

- Photocopies of the following handouts (enough for group)
 - Handout 1 - “Which Animal Should I Choose From The Pen?”
 - Handout 2 - “4-H Judging Placing Card”
- Livestock - enough to judge one (or more) class
- Pencils (enough for group)

Pre-lesson preparation

- Make copies of Handouts 1 and 2.
- Secure livestock for the meeting (Who is supplying what? How are the animals getting there?) or work with a producer to judge animals at their facility
- Find and reserve a facility that is easily accessible and safe for livestock and members
- Read/Review lesson
- Review the handouts and terminology for each species

Lesson directions and outline

Share the following information with the youth:

Selection of a project animal should be done carefully, with consideration given to breed, size, and quality. Size and quality are especially important. While management and nutrition have great influence on both, it is a big help to begin with a good animal. Purchasing livestock at high prices does not guarantee success, nor does it mean easier management. A successful project outcome requires that the animal has a desirable genetic background and an excellent environment while in your care.

To be successful in raising and selecting livestock projects, you should know the names of the various parts of the animal and their location on the animal's body. This will help you know what to look for and accurately describe what you see. This knowledge will expand and become permanent as you are involved with raising, showing, and marketing your livestock projects.

Conducting the activity (DO)

1. Ask for a volunteer to distribute Handout 1
2. Have youth read Handout 1.
3. Review the handout with the group discussing the industry goals and selection qualities.
4. Ask for a volunteer to distribute Handout 2.
5. Review the handout and explain how to use the judging card by marking an X by the number combination. Also review etiquette expectations while judging.
6. Have the members judge and place the livestock class(es).
 - a. Variations of this activity could be printing off on paper 4 classes of livestock, signing up for Judging 101, national swine picture judging, or hoards dairyman judging contest.
7. Review and explain the placings of the class(es).

What did we learn? (REFLECT)

- Ask: What did you learn?
- Ask: What are your goals for your animal project?
- Ask: What are the basic criteria in selecting livestock?
- Ask: Does your project animal have these qualities?

Why is that important? (Apply)

- Ask: Why is it important to know the industry standards?
- Ask: What are other examples of industry standards?
- Ask: Why are industry standards important?

Resources

Kinder, C. A., Mavencamp, D. (2015). Judging Beef Cattle & Oral Reasons 101. PNW 669. University of Idaho.

Kinder, C. A., Mavencamp, D. (2016). Judging Sheep & Oral Reasons 101. PNW 679. University of Idaho.

Kinder, C. A., Mavencamp, D. (2016). Judging Meat Goat & Oral Reasons 101. PNW 678. University of Idaho.

Kinder, C. A., Mavencamp, D. (2015). Judging Swine & Oral Reasons 101. PNW 677. University of Idaho.

Ohio State University Extension. (2011). Selection. *Beef resource handbook* (pages 2-10 through 2-16).

Ohio State University Extension. (2008). Choosing an Animal. *Goat resource handbook* (pages 21-30).

Ohio State University Extension. (2011). Selection: The First Step. *Sheep resource handbook for market and breeding projects* (pages 9-18).

Ohio State University Extension. (2000). Your Very First Step - Selection. *Swine resource handbook for market and breeding projects* (page 3-7 through 3-15).

SELECTION: SELECTION – HANDOUT 1

Which Animal Should I Choose from the Pen?

Cindy A. Kinder, University of Idaho, Area Extension Educator

I am planning to take a market project. I know what species I have facilities for, but which animal do I choose? My goals this year are to: 1. Have my animal market ready by fair time, 2. Select an animal that is consistent with industry standards and 3. Learn and challenge myself about animal selection and feeding. If I meet my goals, my project is a success no matter where the fair judge places my animal in its quality class.

One thing I learned in my last market project was “what I start with is what I end with”. I could not change the amount of muscling my steer had, and with more muscling the steer would have looked better and been more balanced.

For this year, what do I look for in my project animal? I want my animal to produce market industry goals so I will select an animal I think will have the potential for meeting those standards (see textboxes). I know there are breed differences and differences within a breed as to how it relates to performance. Genetically I know all breeds have good animals and the producer I purchase from selects for carcass traits, so I will select the best animal no matter the color.

Market Beef Industry Goals

Age at market: 14 – 18 months

Live weight: 1250-1400 lbs

Hot carcass weight: 700-900 lbs

Kidney, pelvic & heart fat (KPH): 3.0 or less

Fat thickness: .5 or less

Ribeye: 12.5-13.9 square inches

Quality grade: Choice or higher

Yield grade: 3.0 or less.

Market Pork Industry Goals

Age at market: 156-164 days

Live weight: 260-270 lbs

Hot carcass weight: 195 lbs

Back fat: .6-.8 inches

Loin eye: 6.5-7.1 square inches

USDA Grade: #1

Intramuscular fat: \geq 2.5-2.9 %

Feed efficiency: 2.4

Besides industry goals I will look at four main qualities.

1. Muscling

Muscling is important to the meat animal industry. Heavy muscled animals produce leaner and less fat. Consumers are very conscious of fat and prefer beef, pork and lamb with less fat. You can see indications of muscling over an animal's top (in the loin area), length of hip, width of stifle, and in the round, ham, and leg region. I will select an animal with good to excellent muscling.

2. Structure, Soundness, Balance

Strong bone and correct skeletal structure is essential for any animal getting to feed and water. You can observe structure in the angle of the shoulder, levelness of top line, hip and dock, pastern and hock angle, and movement. Balance is best identified as uniformity in the appearance of muscle trimness and skeletal structure. I will select an animal with correct structure.

3. Growth & Frame, Skeletal size

Different livestock industries have ideal final weights and carcass weights. Animals can be too small and cost the industry more per pound or too large for handling facilities or most consumers. Indicators of size are: length of body, height at the hip or shoulder, and length and size of cannon bone. I will select an animal that will have good potential for growth.

4. Performance, Capacity, Volume

The amount of capacity and condition (fat) an animal has relates to its performance. Indicators of capacity and performance are width of chest floor, width across shoulder blades, rib shape, and weight per day of age. I will select an animal that stands wide, has a deep body and is not too fat.

Market Lamb Industry Goals

Age at market: 6 – 10 months

Live weight: 110-150 lbs

Hot carcass weight: 55-75 lbs

Fat thickness: .15-.3 inches

Ribeye: 2.5 square inches minimum

Quality grade: Choice minus or higher

Yield grade: 3.0 or less.

ADG (national average) .68 lbs/day

I know that market animal programs target a specific market date (fair and sale) therefore selection of my project animal is important. My feeder animal must be in the right beginning condition (not prematurely fat, not too thin). As the feeding period ends it is difficult to slow down an animal's performance to achieve the desired target. It is also important not to allow my project animal to fall behind schedule because it will be impossible to speed up and put on the necessary finish to be market ready at fair time. Last year I had \$200 more in feed expenses because I fell behind schedule.

Which animal are you going to choose from the pen? Some questions to ask:

- ❖ How much muscle does my animal have?
- ❖ Can my animal walk correctly? As the animal gets heavier will that change?
- ❖ What is the frame size of my animal: small, medium, large?
- ❖ What will the final fair weight be? Does that meet industry standards?
- ❖ What kind of condition (fat or thin) is my animal in?
- ❖ Am I ready for this year?

SELECTION: PROJECT ANIMAL SELECTION – HANDOUT 2



4-H JUDGING PLACING CARD (Written Reasons on back)

Contestant No. _____

Name _____ Age _____ Birthdate ____/____/____ Int. _____ Sr. _____

Address _____

Club/Leader _____ Contest _____ County _____

Fill in the square opposite the placing you determine to be correct for that class.

Class 1	Class 2	Class 3	Class 4	Class 5	Scoring Use Only
1-2-3-4 A	1-2-3-4 A	1-2-3-4 A	1-2-3-4 A	1-2-3-4 A	SCORES 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
1-2-4-3 B	1-2-4-3 B	1-2-4-3 B	1-2-4-3 B	1-2-4-3 B	
1-3-2-4 C	1-3-2-4 C	1-3-2-4 C	1-3-2-4 C	1-3-2-4 C	
1-3-4-2 D	1-3-4-2 D	1-3-4-2 D	1-3-4-2 D	1-3-4-2 D	
1-4-2-3 E	1-4-2-3 E	1-4-2-3 E	1-4-2-3 E	1-4-2-3 E	
1-4-3-2 F	1-4-3-2 F	1-4-3-2 F	1-4-3-2 F	1-4-3-2 F	
2-1-3-4 G	2-1-3-4 G	2-1-3-4 G	2-1-3-4 G	2-1-3-4 G	
2-1-4-3 H	2-1-4-3 H	2-1-4-3 H	2-1-4-3 H	2-1-4-3 H	
2-3-1-4 I	2-3-1-4 I	2-3-1-4 I	2-3-1-4 I	2-3-1-4 I	
2-3-4-1 J	2-3-4-1 J	2-3-4-1 J	2-3-4-1 J	2-3-4-1 J	
2-4-1-3 K	2-4-1-3 K	2-4-1-3 K	2-4-1-3 K	2-4-1-3 K	
2-4-3-1 L	2-4-3-1 L	2-4-3-1 L	2-4-3-1 L	2-4-3-1 L	
3-1-2-4 M	3-1-2-4 M	3-1-2-4 M	3-1-2-4 M	3-1-2-4 M	
3-1-4-2 N	3-1-4-2 N	3-1-4-2 N	3-1-4-2 N	3-1-4-2 N	
3-2-1-4 O	3-2-1-4 O	3-2-1-4 O	3-2-1-4 O	3-2-1-4 O	
3-2-4-1 P	3-2-4-1 P	3-2-4-1 P	3-2-4-1 P	3-2-4-1 P	
3-4-1-2 Q	3-4-1-2 Q	3-4-1-2 Q	3-4-1-2 Q	3-4-1-2 Q	
3-4-2-1 R	3-4-2-1 R	3-4-2-1 R	3-4-2-1 R	3-4-2-1 R	
4-1-2-3 S	4-1-2-3 S	4-1-2-3 S	4-1-2-3 S	4-1-2-3 S	
4-1-3-2 T	4-1-3-2 T	4-1-3-2 T	4-1-3-2 T	4-1-3-2 T	
4-2-1-3 U	4-2-1-3 U	4-2-1-3 U	4-2-1-3 U	4-2-1-3 U	
4-2-3-1 V	4-2-3-1 V	4-2-3-1 V	4-2-3-1 V	4-2-3-1 V	
4-3-1-2 W	4-3-1-2 W	4-3-1-2 W	4-3-1-2 W	4-3-1-2 W	
4-3-2-1 X	4-3-2-1 X	4-3-2-1 X	4-3-2-1 X	4-3-2-1 X	
Class 6	Class 7	Class 8	Class 9	Class 10	TOTAL SCORE <div style="border: 1px solid black; width: 100%; height: 30px; margin: 5px 0;"></div> TEAM SCORE <div style="border: 1px solid black; width: 100%; height: 30px; margin: 5px 0;"></div> TEAM PLACING <div style="border: 1px solid black; width: 100%; height: 30px; margin: 5px 0;"></div> AWARD <div style="border: 1px solid black; width: 100%; height: 30px; margin: 5px 0;"></div>
1-2-3-4 A	1-2-3-4 A	1-2-3-4 A	1. _____	1. _____	
1-2-4-3 B	1-2-4-3 B	1-2-4-3 B	2. _____	2. _____	
1-3-2-4 C	1-3-2-4 C	1-3-2-4 C	3. _____	3. _____	
1-3-4-2 D	1-3-4-2 D	1-3-4-2 D	4. _____	4. _____	
1-4-2-3 E	1-4-2-3 E	1-4-2-3 E	5. _____	5. _____	
1-4-3-2 F	1-4-3-2 F	1-4-3-2 F	6. _____	6. _____	
2-1-3-4 G	2-1-3-4 G	2-1-3-4 G	7. _____	7. _____	
2-1-4-3 H	2-1-4-3 H	2-1-4-3 H	8. _____	8. _____	
2-3-1-4 I	2-3-1-4 I	2-3-1-4 I	9. _____	9. _____	
2-3-4-1 J	2-3-4-1 J	2-3-4-1 J	10. _____	10. _____	
2-4-1-3 K	2-4-1-3 K	2-4-1-3 K	11. _____	11. _____	
2-4-3-1 L	2-4-3-1 L	2-4-3-1 L	12. _____	12. _____	
3-1-2-4 M	3-1-2-4 M	3-1-2-4 M	13. _____	13. _____	
3-1-4-2 N	3-1-4-2 N	3-1-4-2 N	14. _____	14. _____	
3-2-1-4 O	3-2-1-4 O	3-2-1-4 O	15. _____	15. _____	
3-2-4-1 P	3-2-4-1 P	3-2-4-1 P	16. _____	16. _____	
3-4-1-2 Q	3-4-1-2 Q	3-4-1-2 Q	17. _____	17. _____	
3-4-2-1 R	3-4-2-1 R	3-4-2-1 R	18. _____	18. _____	
4-1-2-3 S	4-1-2-3 S	4-1-2-3 S	19. _____	19. _____	
4-1-3-2 T	4-1-3-2 T	4-1-3-2 T	20. _____	20. _____	



4-H CLUB JUDGING CONTEST Reasons Sheet



Class # _____

I placed this class _____

My Reasons for placing over : _____
 1st 2nd

My Reasons for placing over : _____
 2nd 3rd

My Reasons for placing over : _____
 3rd 4th

Closing statement: _____

Issued in furtherance of cooperative extension work in agriculture and home economics, Acts of May 8 and June 30, 1914.
In cooperation with the U.S. Department of Agriculture, LeRoy D. Luft, Director of Cooperative Extension System.
University of Idaho, Moscow, Idaho 83844. The University of Idaho provides equal opportunity in education and employment on the basis race,
color, religion, national origin, gender, age, disability, or status as a Vietnam-era veteran, as required by state and federal laws.