

LAMAS

LLAMAS & ALPACAS

NAME _____

COUNTY _____

INDIANA 4-H — HELPER'S GUIDE



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ACTION DEMONSTRATIONS

An action demonstration is a fun way for a 4-H member to share with others what he or she has learned from the 4-H project. It is similar to “show and tell” at school, but the 4-H member focuses more attention on getting the audience involved in a hands-on activity rather than just showing them.

Action demonstrations can be given anywhere people gather, such as at a county or state fair, shopping mall, street fair, or 4-H event. The demonstrator must interest people in the topic being presented, so they will stop and try their hand at what is being done. The best way to attract attention is by having people around a table doing an activity. People love hands-on activities, so a few people at the table doing something will attract others. The audience may be involved by doing what the demonstrator is doing, judging the quality of various items, playing a game, or answering questions.

NOTE TO THE PROJECT HELPER

Congratulations! A young person has asked you to be his or her helper. Your role as a helper is very important to the total educational experience of the young person. Not only will you be providing encouragement and recognition, you will also be the key person with whom the young person shares each of the experiences outlined in their activity guide.

Your Role

- Become familiar with the material in their activity guide and the Helper's Guide.
- Support your 4-H member in setting goals and completing each achievement program.
- Date and initial the activities on the Lama Achievement Program as the youth completes them.
- Help your 4-H member get to know him- or herself, including strengths and weaknesses.
- Encourage the use of the experiential learning cycle described on this page.

The Lama "Skills for Life" Series

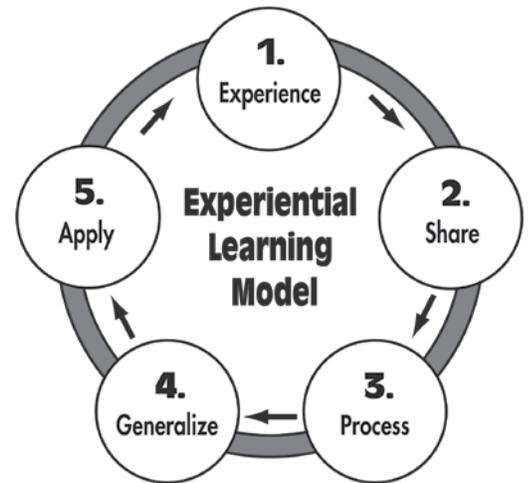
The Lama series includes three youth guides: *Lama 1 – 4-H-996*, *Lama 2 – 4-H-997*, and *Lama 3 – 4-H-998*. Each project guide and its activities is designed to be developmentally appropriate for grades 3-5, 6-8, and 9-12, respectively.

Each guide includes:

- Obstacle Course – “hands-on” activity
- Chutes and Ladders – response to activity
- Cria Clue – helpful tips
- Pasture Chatter – experiential learning
- Lama Lowdown – information and facts
- Driving Ahead – additional challenges
- Hummin' about the Herd – glossary

Each guide is organized into five chapters:

1. Know Your Lama — History, Background, and Characteristics
2. Anatomy — Structure/Conformation, Fiber, and Parts
3. Health, Maintenance, and Facilities
4. Training and Showing
5. Use, Marketing, and Careers



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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The Experiential Learning Model

This project guide follows the Experiential Learning Model and its five steps to help youth gain the most from the experiences.

The five steps youth follow are:

1. engaging in the activity (Obstacle Course),
2. describing and sharing the experience with others (Humm Your Thoughts),
3. discussing what was important about what they did (Desensitizing the Information),
4. relating the practiced life skill to their own life experiences (Practicing Public Relations), and
5. sharing how they will use the life and project skills in other parts of their lives (Hitting the Trail).

Acknowledgments

Special thanks to the design team of Rebecca Adamson, Clinton County 4-H Lama Leader; Becky Baxter, Carroll County 4-H Lama Committee member; Colleen Brady, State 4-H Extension Specialist; Elaine Brovont, Clinton County 4-H Lama Leader and 4-H Lama Judge; Melanie Brown, Clay County Extension Educator (4-H Youth Development); Charles E. and Lucreda Hutton, 4-H Lama Judges; Joanne Lytton, Carroll County Extension Educator (4-H Youth Development, CFS); Jodi & Eric Mellinger, Carroll County 4-H Lama Leaders; and Donna Wells, Clinton County 4-H Lama Leader. Without their creative minds, talent, and dedication, this Lama series would not have been possible.

Layout: Nicholas Peetz and Jessica Seiler; illustrations: Jodi Mellinger and Rebecca Adamson; editing: Rebecca J. Goetz.

EXPERIENTIAL LEARNING

“Learning by doing” is one of the main reasons 4-H has been so widely recognized and respected in the field of informal education. It engages the learner, encouraging him/her to think more, work hard, and ultimately learn more thoroughly than with traditional teaching methods. The “Lama” curriculum follows a model known as the experiential learning process. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying them to the real world.

Activities in the youth manuals are designed to help the 4-H member work through the entire experiential learning process as they do the activity and record their answers.

How It Works

Do — Obstacle Course & Chutes and Ladders

1. *Experience.* Begin with a concrete experience. This can be an individual or group activity that involves “doing something.”

Reflect — Pasture Chatter

2. *Share your thoughts (Humm Your Thoughts).* Next, get the group or individual to talk about what they experienced when they were doing the activity. Share reactions and observations. Talk freely.

Sharing questions:

- What did you do?
- What happened?
- How did you feel when ... ?
- What was the most difficult? Easiest?

3. *Process (Desensitizing the Information).* Discuss how questions are created by the activity.

Processing questions (use information generated from sharing questions)

- What problems or issues seemed to occur again and again?
- What similar experience(s) have you had?

Apply — Pasture Chatter

4. *Generalize (Practicing Public Relations).* Find general trends or common lessons in the experience. Identify the important points that apply to the “real world.”



Generalizing questions

- What did you learn about yourself through this activity?
- What did you learn about making decisions (or other life skills)?
- How do the major themes or ideas relate to real life and not just the activity?
- How did you go about making your decisions?

5. *Apply (Hitting the Trail)*. Talk about how the new information can be applied to everyday life or at some time in the future.

Applying questions

- How can you apply what you learned to a new situation?
- How will the issues raised by this activity be useful in the future?
- How will you act differently in the future as a result of this activity?

YOUTH LEARNING CHARACTERISTICS

Below you will find a list of characteristics that are common to children in four age levels. Please remember, however, that each child develops at his or her own pace, and all characteristics will not be observed in all children at the same age. You should find this outline helpful as you work with youth of different ages. (Adapted from *Ages and Stages of Child and Youth Development* [NCR-292] by Judith Myers-Walls, associate professor, Child Development and Family Studies, Purdue University.)

10-11 Years Old

- Are active, full of energy, and anything but quiet. Activities should encourage physical involvement.
- May often change interests, jumping from one thing to another. Activities divided into small pieces or steps work best.
- Are fairly concrete thinkers and tend to be more attentive if they have an opportunity for hands-on learning (seeing and doing, rather than just listening).
- Are just 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, fun or boring (there is very little middle ground).
- Look for adult approval and have a strong need to feel accepted and worthwhile. Adults should provide lots of encouragement and recognize even small successes.
- Prefer individual evaluation to group competition. Instead of comparing success with others, youngsters prefer to know how much they have improved and what they should do to be better next time. They are easily embarrassed about doing either better or worse than their friends.
- Are beginning to move out of the stage in which the satisfaction of completing a project often comes from pleasing the leader or parent rather than from the value of the activity itself.

12-13 Years Old

- May begin growth spurts at this age, with girls maturing faster than boys. These rapid changes may make some teens uncomfortable with their changing body images.
- Approach of puberty sets off a roller-coaster ride of hormones and emotions, presenting a major challenge to a young person's self-concept
- Are faced with so many changes, they hardly know who they are. They begin to test values and identities and seek adults who are accepting and willing to talk about values and morals.
- Desire a sense of independence from parents, and are concerned about being liked by friends. Opinions of peers become more important than opinions of parents and other adults in the areas of dress, music, and activities.
- Are moving from concrete to more abstract thinking. Ready-made solutions from adults are often rejected in favor of finding their own solutions. Small groups provide an opportunity to test ideas.

- 
- Are easily embarrassed by comparisons to other young people. They want to be part of something that is important and that provides an opportunity to develop responsibility.
 - Place importance on justice and equality. Judging of projects is viewed in terms of what is fair. Ribbons are seen as reflections of the individual's self-worth instead of feedback on a specific project.

14-16 Years Old

- Tend to be very concerned with themselves and their peer group. Relationship skills become a priority. Many begin dating, and acceptance by members of the opposite sex may become important.
- Are becoming aware of their own special abilities and talents, so this is a good time to introduce them to leadership roles.
- Are beginning to think about the future and make realistic plans, so their vocational goals often influence the activities they select.
- Are mastering abstract thinking, so they imagine new ways of doing things that sometimes challenge adults.
- Set their goals based on feelings of personal need and priorities. Any goals set by others are likely to be rejected.
- Can initiate and complete tasks without supervision. Leader's role should be that of adviser/coach.

17-19 Years Old

- Place importance on future plans as they begin making the transition to adult life. Their goals for the future influence which activities they continue.
- Determine their own schedule, in most cases, and only general directions are needed when they are assigned familiar tasks.
- Develop close relationships as they become preoccupied with their needs for intimacy.
- Make and carry out serious decisions, but still need adults for support and guidance. Adults no longer control activities, but should serve as resource people, helping to stimulate teens' thoughts.

DEVELOPING ACTIVITY/PROJECT AND LIFE SKILLS

The “Lama” curriculum is designed to help youth develop both project and life skills. Activity/project skills are specific to the subject matter of lamas, such as learning how to care for your lama. Life skills relate to the process a member undergoes when doing an activity. Life skills, such as making decisions or mastering technology, are useful long after the member has completed the project.

Project Skills

The Lama curriculum is designed to help youth develop project skills in five major areas:

- Know Your Lama — History, Background, and Characteristics
- Anatomy — Structure/Conformation, Fiber, and Parts
- Health, Maintenance, and Facilities
- Training and Showing
- Use, Marketing, and Careers

NOTE: A list of targeted life skills and project skills for each activity by curriculum level is summarized on pages 10 - 15

Life Skills

The youth development skills used in this curriculum are part of the Four-Fold Youth Development Model. The model encompasses 47 skills that help youth build character; connect to the world around them; and develop into confident, caring, and contributing adults (Barkman, et al. 1999). Skills are grouped into the four H’s in the clover: Head, Heart, Hands, and Health. Below is a listing of the skills targeted in the three levels of the “Lama” curriculum.

HEAD	HEART	HANDS	HEALTH
<ul style="list-style-type: none"> • Processing information • Understanding systems • Managing resources • Practicing creativity • Making decisions • Solving problems • Reasoning • Thinking critically • Keeping records • Planning & organizing • Achieving goals 	<ul style="list-style-type: none"> • Communicating • Interacting socially • Cooperating • Managing yourself • Sharing 	<ul style="list-style-type: none"> • Mastering technology • Exercising leadership • Completing a project/task • Motivating yourself 	<ul style="list-style-type: none"> • Being responsible • Developing self esteem

CURRICULUM SCOPE AND SEQUENCE

	Book 1	Book 2	Book 3
Chapter 1	Where Did We Come From? When Did I Do That? A Family Reunion Cria Care	All in the Family Are You Talkin' to Me? Llama vs. Alpaca Pronking for Joy	Mastering the Hierarchy Choose Wisely Hobnobbing with the Herd My Space
Chapter 2	Croup, Poll, and Withers How Heavy Is Your Coat? Chew That Cud See No Evil—Hear No Evil	Humerus Anatomy Fabulous Fiber Grasping Impressions Sharp Teaching	Proper Representation Switching Places Dreadlocks and Downy Coat You Can Be a Lama Dentist!
Chapter 3	What Do I Need? Where Can I Live? Groovin' Grooming Does My Lama Need a Haircut?	HEY, What about Hay? OUCH! Does Your Lama Need a Manicure? Eatin' Time!	Is My Lama Too Fat or Too Skinny? All Stressed Out! Are You Too Chicken to Give Shots? Cria-tion
Chapter 4	Head-to-Toe Essentials for Your Lama Trust Is a Must! Why Knot? MANNER of Speaking Catch Me If You Can!	Desensitizing Safety First Let's Perform Let's Play Dress-up!	SHOWmanship Kushing Camelids! Do I Need a Driver's License? Take a Hike
Chapter 5	Meet the Public! Hey! That's My Coat! Would You Carry This for Me?	Let Me Show You How! That's My Baby! Fleece and Spinning Crafty Camelids	I'll Take Care of Them! Lamas on the Loose Lama Careers Lama Learning!

TARGETED ACTIVITY/PROJECT AND LIFE SKILLS

Book 1

Chapter	Activity	Life Skill	Lama Project Skill	Success Indicator
Know Your Lama	Where Did We Come From?	Observing and recognizing	Learning lama history	Ability to look at a map and point out locations where lamas come from
	When Did I Do That?	Planning, organizing, and record keeping	Keeping your lama healthy	Understanding the importance of record keeping
	A Family Reunion	Recognizing differences	Recognizing four types of lamas	Ability to identify the four types of lamas
	Cria Care	Caring for a cria	Learning to raise a cria	Ability to develop a plan to care for a cria
Anatomy	Croup, Poll, and Withers	Communicating	Mastering the identification of external lama parts	Ability to identify external body parts of lamas
	How Heavy Is Your Coat?	Observing and comparing	Identifying three classes of fiber	Ability to recognize the differences between light-, medium-, and heavy-fibered llamas.
	Chew That Cud	Comparing and evaluating	Learning the digestive system of a lama	Ability to know the difference between modified ruminants and true ruminants
	See No Evil—Hear No Evil	Diagnosing issues	Identifying camelid anatomy	Ability to name the parts of the eye and ear
Health, Maintenance, and Facilities	What Do I Need?	Decision-making	Recognizing basic requirements for owning lama(s)	Ability to identify the type of equipment and supplies needed when caring for a lama
	Where Can I Live?	Planning	Planning safe shelter and fencing	Ability to identify the type of shelter and fencing needed for your lama(s)
	Groovin' Grooming	Record-keeping and using the trial-and-error processes	Learning how and why to groom	Ability to use grooming equipment effectively with a lama
	Does My Lama Need a Haircut?	Observing and deducing	Learning about lama health	Ability to determine when a lama should be sheared

TARGETED ACTIVITY/PROJECT AND LIFE SKILLS

Book 1

Chapter	Activity	Life Skill	Lama Project Skill	Success Indicator
Training and Showing	Head-to-Toe Essentials for Your Lama	Decision-making	Identifying basic lama equipment	Ability to use decision-making skills to identify equipment used in raising lamas
	Trust Is a Must	Recognizing and resolving problems	Gaining a lama's trust or respect	Being able to distinguish the behavior of a distrustful versus a disrespectful lama
	Why Knot?	Drawing conclusions, reading diagrams	Learning the importance of the quick release knot	Ability to tie a working, quick release knot
	MANNER of Speaking	Demonstrating manners and respect	Recognizing good show-ring etiquette	Ability to recognize show-ring etiquette techniques
	Catch Me If You Can	Mastering deduction and teamwork	Learning about basic lama equipment	Ability to identify parts of the halter, and to know halter safety
Use, Marketing, and Careers	Meet the Public!	Communicating	Using lamas to educate	Ability to teach other people about lamas
	Hey! That's My Coat!	Acquiring knowledge	Identifying lama fiber use	Ability to find items made from lama fibers
	Would You Carry This for Me?	Planning and organizing	Planning a safe lama pack	Ability to determine a safe pack load for your lama

TARGETED ACTIVITY/PROJECT AND LIFE SKILLS

Book 2

Chapter	Activity	Life Skill	Lama Project Skill	Success Indicator
Know Your Lama	All in the Family	Record-keeping	Understanding registration papers	Ability to list reasons why registration papers are important
	Are You Talking' to Me?	Communicating	Recognizing lama behavior and body language	Ability to interpret lama behavior and body language
	Llama vs. Alpaca	Recognizing differences	Recognizing the difference between llamas and alpacas	Ability to determine which type of lama you prefer to raise
	Pronking for Joy	Visualizing and decision-making	Identifying lama gaits	Ability to recognize the 5 lama gaits
Anatomy	Humerus Anatomy	Learning to recognize	Learning the skeletal structure of lamas	Mastery of the identification of the lama structure
	Fabulous Fiber	Decision-making	Evaluating lama fiber	Ability to determine if lama fiber is high or low quality
	Grasping Impressions	Observing and comparing	Learning about the advantages of the lama's unique feet and lips	Ability to compare lama and other animal footprints
	Sharp Teaching	Teaching and organizing	Understanding the use of and need for removal of fighting teeth	Ability to teach about fighting teeth
Health, Maintenance, and Facilities	HEY, What about Hay?	Observing and recognizing	Learning to choose quality hay and keep your pasture healthy	Ability to recognize quality hay and pastures
	OUCH!	Organizing for an emergency	Keeping your lama healthy	Ability to make a list of first aid supplies
	Does Your Lama Need a Manicure?	Observing and deducing	Learning nail care	Ability to differentiate between healthy nails and those that are too long
	Eatin' Time!	Decision-making	Feeding your lama	Ability to decide the quantity and type of feed your lama needs

TARGETED ACTIVITY/PROJECT AND LIFE SKILLS

Book 2

Chapter	Activity	Life Skill	Lama Project Skill	Success Indicator
Training and Showing	Desensitizing	Communicating and adapting	Learning to teach and adjust your lama to new commands	Ability to explain the process of desensitization and why it is important in training a lama
	Safety First	Acquiring knowledge	Learning about basic lama safety	Ability to identify times to use a restraining chute
	Let's Perform	Acquiring knowledge	Learning about three performance classes	Ability to design an obstacle for practicing with a lama
	Let's Play Dress-up!	Creative thinking	Learning the requirements for participating in costume class	Ability to design a costume and write the narrative for a costume class
Use, Marketing, and Careers	Let Me Show You How!	Communicating	Learning how to share information in a step-by-step process	Ability to prepare and give a demonstration
	That's My Baby!	Decision-making	Learning what traits to look for when selecting breeding lamas	Ability to evaluate a lama for breeding
	Fleece and Spinning	Acquiring knowledge	Learning the steps to spin yarn	Ability to describe the steps from fleece to yarn
	Crafty Camelids	Acquiring knowledge	Learning about several lama craft options	Ability to make a lama craft

TARGETED ACTIVITY/PROJECT AND LIFE SKILLS

Book 3

Chapter	Activity	Life Skill	Lama Project Skill	Success Indicator
Know Your Lama	Mastering the Hierarchy	Acquiring knowledge	Learning about lama hierarchy	Ability to describe how lamas place in their hierarchy
	Choose Wisely	Decision-making	Learning factors to consider when selecting a lama	Ability to weigh your options before making a decision
	Hobnobbing with the Herd	Acquiring knowledge	Learning about a lama's social behavior	Ability to understand a lama's social behavior
	My Space	Acquiring knowledge	Learning about a lama's temperament	Ability to understand a lama's social behavior
Anatomy	Proper Representation	Decision-making	Identifying proper lama structure	Ability to recognize proper conformation
	Switching Places	Decision-making and evaluation	Evaluating performances	Ability to judge a lama show
	Dreadlocks and Downy Coat	Comparing and evaluating	Learning to recognize different fiber types	Ability to recognize different llama and alpaca fiber types
	You Can Be a Lama Dentist!	Acquiring knowledge	Identifying types of lama teeth	Ability to recognize the three different types of teeth
Health, Maintenance, and Facilities	Is My Lama Too Fat or Too Skinny?	Decision-making	Learning how to body-condition score your lama	Ability to evaluate your lama's body and choose a body condition score
	All Stressed Out!	Acquiring knowledge	Learning about three stresses that can affect your lama's health	Ability to calculate the heat index and use techniques to reduce heat stress
	Are You Too Chicken to Give Shots?	Comparing and communicating	Learning reasons to vaccinate	Ability to explain why a lama needs vaccinations
	Cria-tion	Acquiring knowledge	Learning about lama reproduction	Ability to describe and calculate the gestation period

TARGETED ACTIVITY/PROJECT AND LIFE SKILLS

Book 3

Chapter	Activity	Life Skill	Lama Project Skill	Success Indicator
Training and Showing	SHOWmanship	Acquiring knowledge and making a good first impression	Learning the difference between a showmanship class and a halter class	Ability to describe the difference between a showmanship and a halter class
	Kushing Camelids!	Adaptating, being flexible, and patient	Learning to teach new tricks	Ability to explain why kushing on command is important
	Do I Need a Driver's License?	Acquiring knowledge	Learning parts of a harness	Ability to identify parts of a harness
	Take a Hike	Observing and planning	Learning factors to consider for going on a hike	Ability to observe your lama's reaction to new experiences
Use, Marketing, and Careers	I'll Take Care of Them!	Acquiring knowledge and recognition	Learning about guardian lamas	Ability to recognize a good guardian lama
	Lamas on the Loose	Researching and observing	Learning that lama manure is a marketable by-product	Ability to analyze an experiment using four manure variables
	Lama Careers	Acquiring knowledge	Exploring lama careers	Ability to describe three major categories of lama careers
	Lama Learning!	Acquiring knowledge	Learning about animal therapy	Ability to determine if your lama is a good candidate for animal therapy

ACTIVITY ANSWERS AND ADDITIONAL RESOURCES

LAMAS BOOK 1

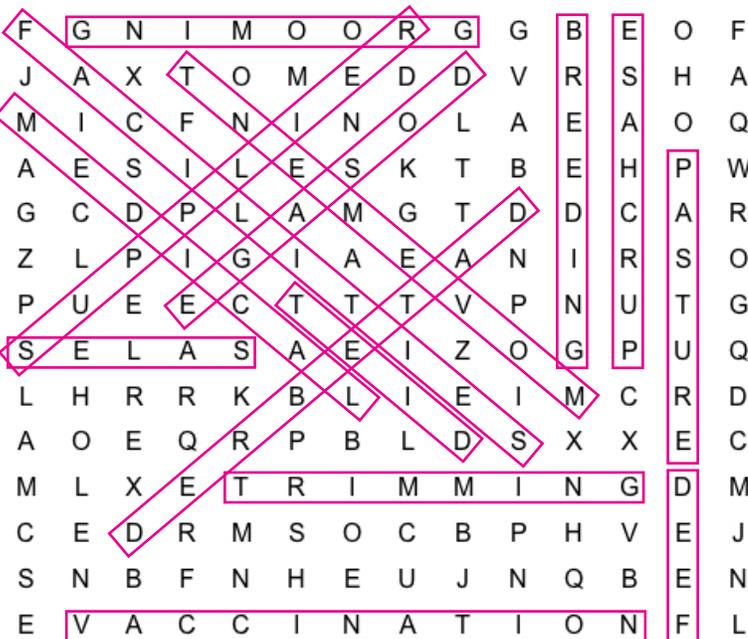
CHAPTER 1 — KNOW YOUR LAMA

Page 6 - Where did we come from?



	Main Location	Altitude	Climate/Avg. Temp. (Ex. Dry/85°F)
Vicuna (V)	Alti Plano, Peru	17,000 feet	Dry/60-70°F
Guanaco (G)	Torres del Paine	12,000 feet	Damp/50°F
Alpaca (A)	Alti Plano, Peru	14,000 feet	Dry/70-80°F
Llama (L)	Peru, Chile, Bolivia	Variety	Dry/90-100°F

Page 8 - When Did I Do That?



WORD BANK

- Breeding
- Date Bred
- Diet
- Dosage
- Facilities
- Feed
- Grooming
- Medical
- Movement
- Pasture
- Purchase
- Sales
- Supplier
- Trimming
- Vaccination

Page 10 - A Family Reunion

1 Llama

- wild/domestic domestic
- height 40"-45" at the withers
- special qualities: quick learner, able to be used as a beast of burden and has banana shaped ears.

2 Alpaca,

- wild/domestic domestic
- height 30"-39" at the withers
- special qualities: valuable fleece; straight, rounded ears.

4 Vicuna

- wild/domestic wild
- height 28"-36" at the withers
- special qualities: highly valuable fleece that is protected by law.

3 Guanaco

- wild/domestic wild
- height 42"-48" at the withers
- special qualities: wool reddish-brown above and white below.

Page 12 – Cria Care

Medications / surgical supplies	Iodine, electrolytes, probiotics, EMT gel, <i>Escherichia coli</i> antibody, scalpel, surgical gloves, syringes, camelid resuscitator, thermometer
Equipment needed	Surgical shears, stethoscope, cria scale, bottle with Pritchard nipple/holder, cria coat, lead for dam, cria halter, towel
Special milk	Colostrum substitute, Lama milk replacer
Emergency phone numbers	Veterinarian, another breeder, cell phone numbers
Housing preparation	Put dam in birthing pen, make sure pasture is predator-proof, camera in pen

CHAPTER 2 — ANATOMY

Page 14 – Croup, Poll, and Withers

O — Abdomen

J — Back

N — Chest

I — Croup

F — Ears

R — Elbow

T — Fetlock

L — Hip

Q — Hock

A — Jaw

S — Knee

C — Muzzle

G — Neck

D — Nostril

W — Palmar pad

X — Pastern

E — Poll

B — Prehensile lip

U — Scent glands

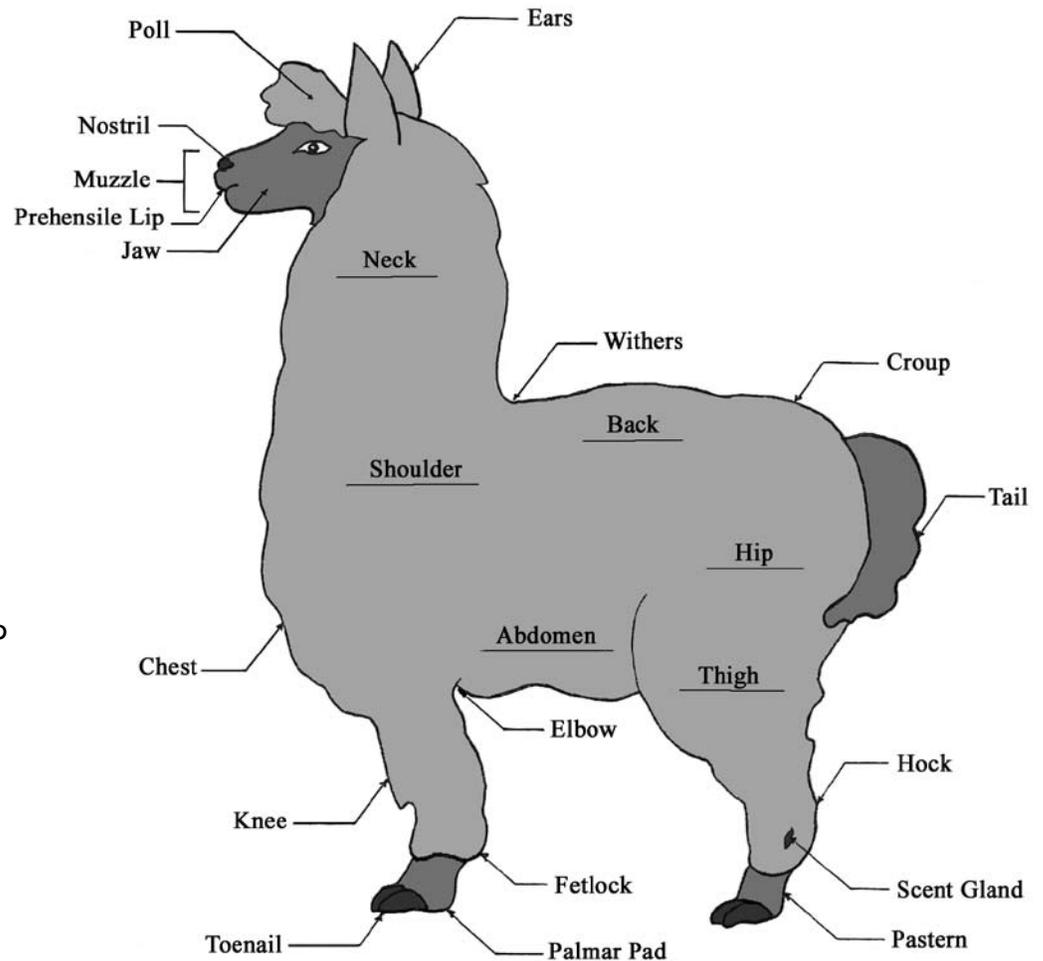
K — Shoulder

M — Tail

P — Thigh

V — Toenail

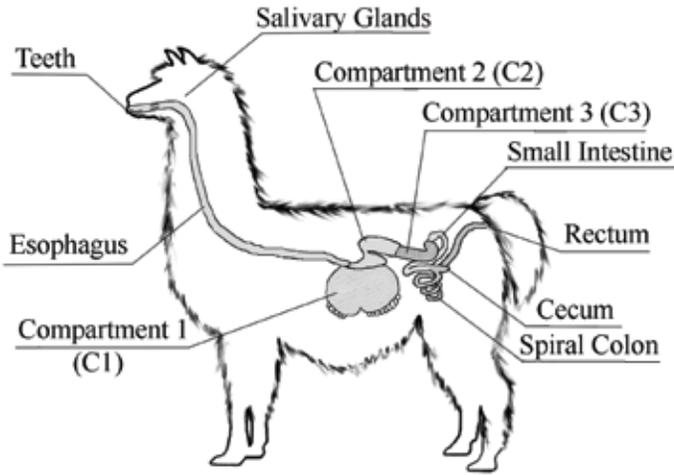
H — Withers



Page 16 – How Heavy Is Your Coat?

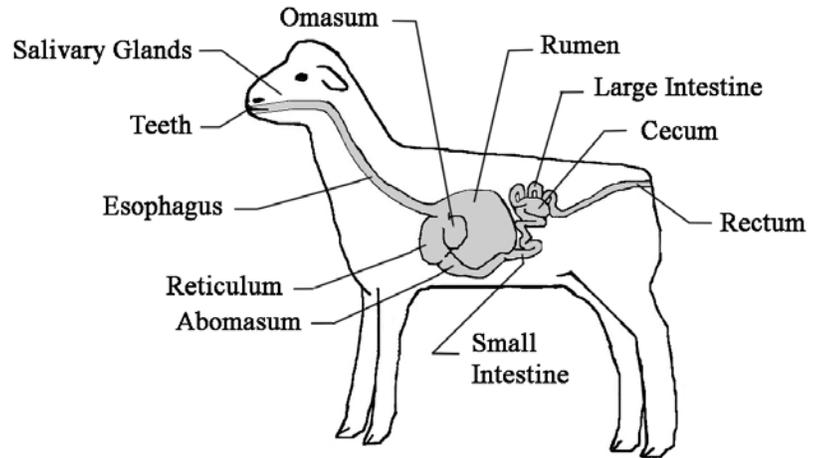
Photo	Fiber Class	Circled Area	Description
Left	Heavy	Head, Neck & Body	C
Middle	Medium	Neck & Body	B
Right	Light	Head & Legs	A

Page 18 – Chew That Cud



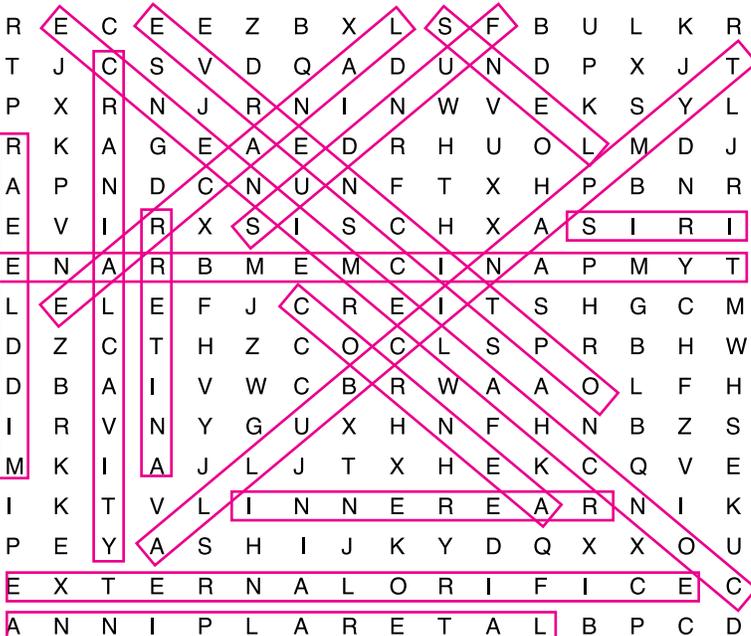
What is similar?

- Teeth
- Salivary Glands
- Esophagus
- Large Intestine
- Cecum
- Small Intestine
- Rectum



What is different?

C1, C2, C3 vs. Rumen, Reticulum, Omasum, and Abomasum. Lamas have a spiral colon and sheep do not.

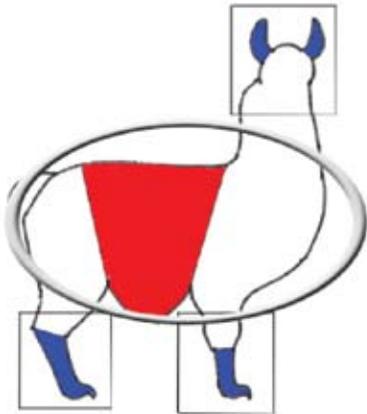


WORD BANK

- | | |
|------------------|-------------------|
| Conchal eminence | Lateral pinna |
| Cornea | Lens |
| Cranial cavity | Middle ear |
| External orifice | Optic nerve |
| Ear canal | Retina |
| Fundus | Tympanic bulla |
| Inner ear | Tympanic membrane |
| Iris | |

CHAPTER 3 — HEALTH, MAINTENANCE, AND FACILITIES

Page 28 – Does My Lama Need a Haircut?



Alpaca	All fiber off of the body and neck but left on legs, around the head (shown in squares) and tail.
Vicuna	Not sheared.
Guanaco	Not sheared. A guanaco sheds naturally.
Lightly woolled llama	Shear the red zone.
Heavily woolled llama	Shear the red zone, off the hip and chest, and up the neck until you reach the area marked by the square. Never shear the tail.
Pack llama	Shear all of the red zone and off of the hip horizontally. Shear the total body every 2-3 years.

Do any of these llamas NOT need to be sheared?

Vicuna and Guanaco

Why?

They are wild and they naturally shed their fiber.

For which llamas would it be especially important to shear during the summer?

Heavy-fibered llamas or alpacas

Why?

Their coats will get too hot and heavy in the summer. Pack animals need to be able to cool themselves.

CHAPTER 4 — TRAINING AND SHOWING

Page 30 – Head-to-Toe Essentials for Your Lama

You need a trimmer to trim their toenails.

To catch your lama, it would be wise to have a halter and lead rope to put on it and to lead it.

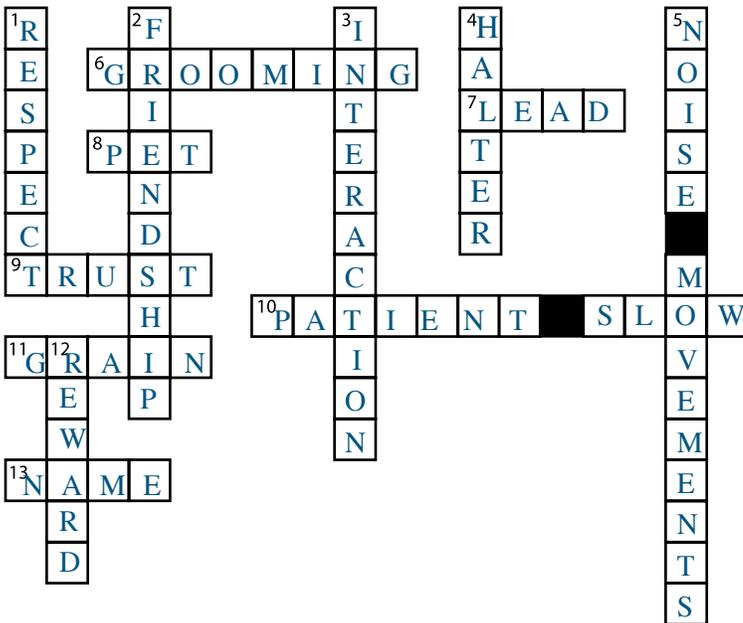
A pair of shears would be nice to cut the lama's fleece.

To feed and water your lama, you need two bowls.

You will want to use a brush/comb on your lama's fleece to get tangles and debris out.

To take your lama on a hike, you may need a pack to take equipment with you.

Page 32 – Trust Is a Must!



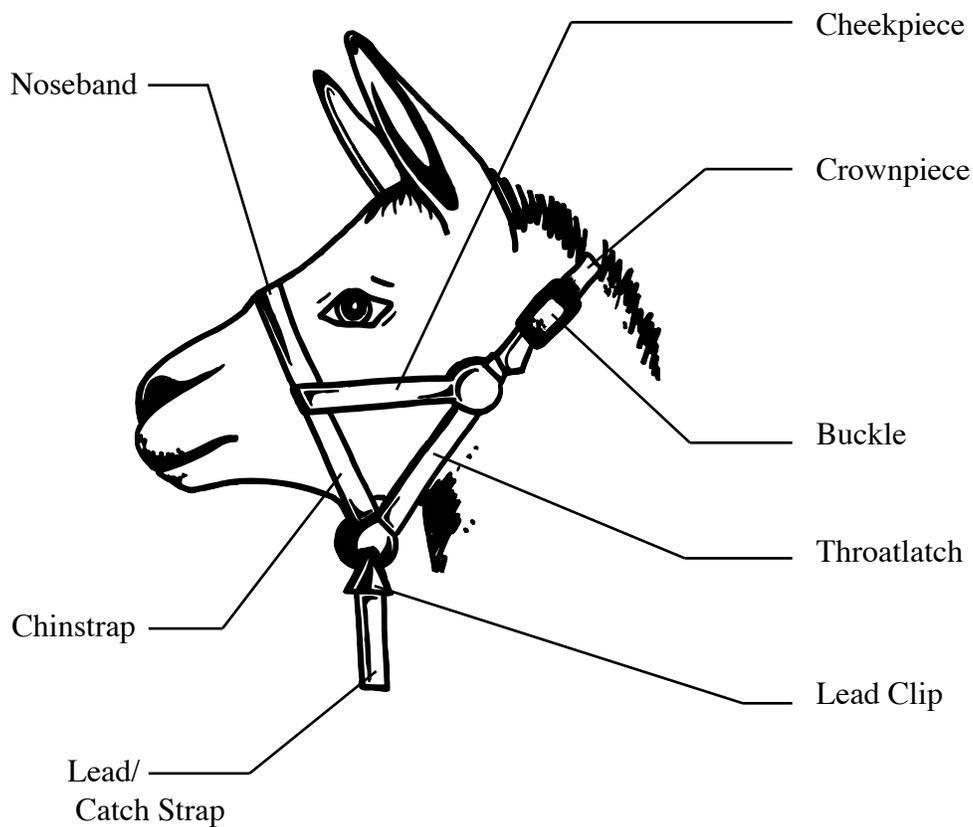
	Activity develops trust	Do after trust is established
Feeding your lama	√	
Going through a tunnel		√
Grooming	√	
Jumping with your lama		√
Leading your lama	√	
Petting your lama	√	
Picking up a foot		√
Walking over a bridge		√
Walking through puddles		√

Page 34 – Why Knot?

The following activities should be circled, since they require you to tie your lama.

- A packing picnic
- An overnight camping trip
- Grooming in the chute
- Putting a costume on your lama
- Running back to the car for the camera

Page 38 – Catch Me If You Can



LAMAS BOOK 2

CHAPTER 1 — KNOW YOUR LAMA

Page 6 & 7 - All in the Family

Additional Resources: www.lamaregistry.com or www.alpacaregistry.net

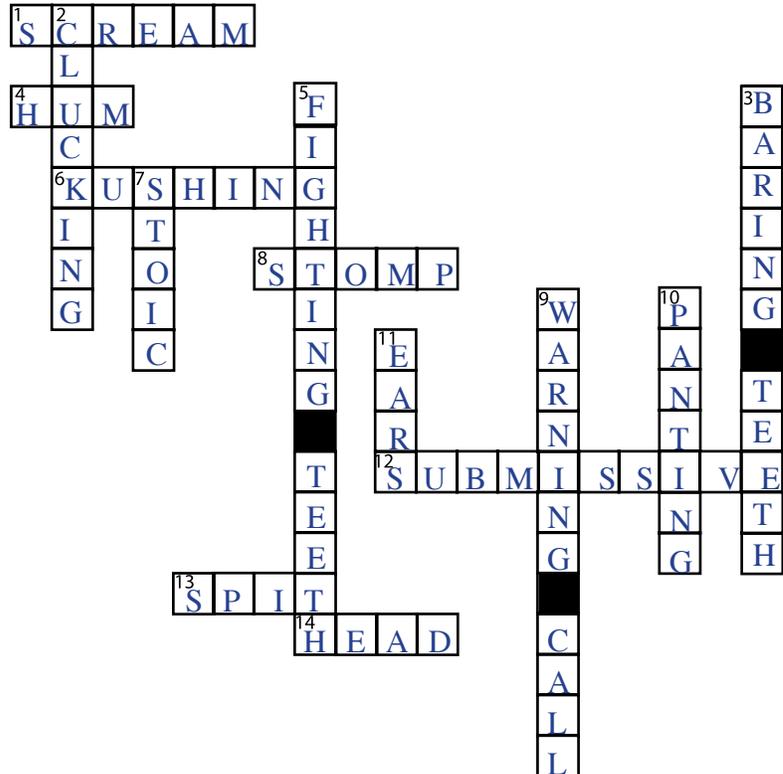
Page 8 - Are You Talkin' to Me?

Across

1. SCREAM
4. HUM
6. KUSHING
8. STOMP
12. SUBMISSIVE
13. SPIT
14. HEAD

Down

2. CLUCKING
3. BARING TEETH
5. FIGHTING TEETH
7. STOIC
9. WARNING CALL
10. PANTING
11. EARS



Page 12 – Pronking for Joy

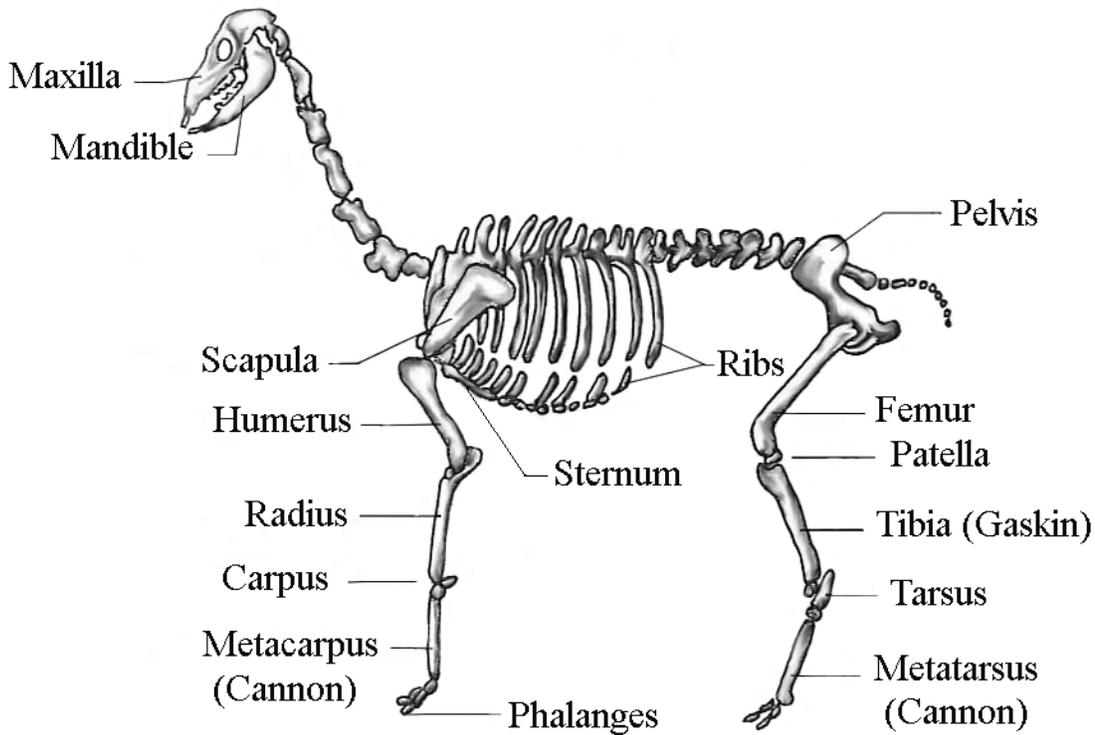
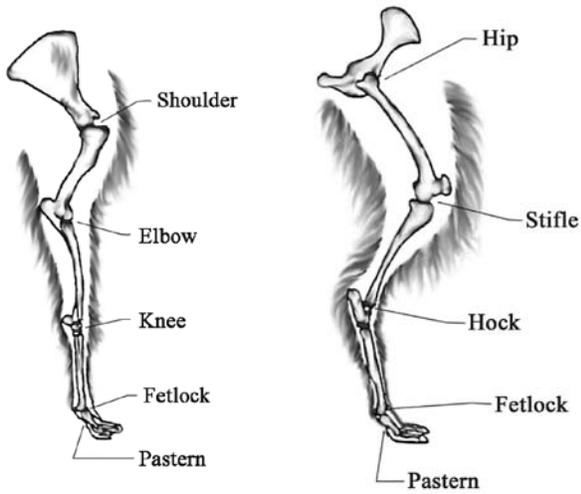
(left to right) Pace, Walk, Pronk, Gallop, and Trot

Describe two times that you might see a lama produce or use that gait.

Gait Letter	Gait	When Lama Would Use This Gait
D	Gallop	fleeing predators, pulling a cart, advancing at full speed
A	Pace	packing (delightful movement, medium speed advancement, but an inefficient gait)
C	Pronk	warding off predators, playing (used by crias)
E	Trot	pulling a cart, when advancing with medium speed (used in play, used under saddle)
B	Walk	pulling a cart, grazing, cautiously moving to investigate, packing, slowly advancing

CHAPTER 2 — ANATOMY

Page 14 - Humerus Anatomy

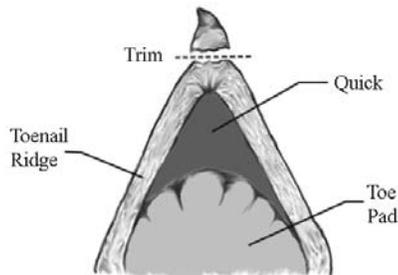


CHAPTER 3 — HEALTH, MAINTENANCE, AND FACILITIES

Page 24 – OUCH!

Procedures	Items to Include
Cria Birth	7% iodine solution, scissors, clean cloth, sterile gloves
Cuts	Clean cloth, vet wrap, fly spray, antiseptic, sterile gauze
Broken Bones	Long strips of cloth, wooden stick, veterinarian's emergency numbers
Heat Stress	Thermometer, scissors, water hose, body-cooler vest
Eye Care	Sterile saline solution, ophthalmic ointment

Page 26 – Does Your Lama Need a Manicure?



Page 28 – Eatin' Time!

	100 lb. lama	200 lb. lama	300 lb. lama (average size lama)
Total Quantity Needed (2% of their body weight)	2 lb	4 lb.	6 lb.
Amount of Hay (75% of food)	1.5 lb	3 lb.	4.5 lb.
Amount of Grain (25% of food)	.5 lb	1 lb.	1.5 lb.

CHAPTER 4 — TRAINING AND SHOWING

Page 30 – Desensitizing

Picking up a foot of a lama with a leg injury	The lama will be very cautious about letting you pick up the leg. It may panic or guard the leg.
Touching the abdomen of a nursing mom	She'll be protective of her cria. She will kick and may even try to spit you off.
Touching the tail when its head is restrained	The lama doesn't like the tail petted. It may kick.
Petting or grooming a recently vaccinated lama	Be careful of touching the spot where the lama received the shot, it will be sensitive.
Grooming on a sunburn	Very carefully brush the lama.

Page 32 – Safety First

Websites with building plans for chutes:

- www.southeastllamarescue.org
- www.goodnewsllamas.com/llama-chute.htm
- www.llamalife.com.

CHAPTER 5 — USE, MARKETING, AND CAREERS

Page 42 – Fleece and Spinning

1. What happened with your fleece before twisting it together?
It will pull apart fairly easily.
2. What happened to your fleece once it was twisted together, then you tried to pull it apart?
After it is twisted together, it forms a thicker strand and is difficult to pull apart.

D – Cleaning

C – Carding

E – Drafting

A – Roving

B – Spinning with spinning wheel

F – Spinning with a drop spindle

Page 44 - 45 – Crafty Camelids

Resources

Simply Felt by Docherty & Emerson

Felted Knits

Spin It by Lee Raven

ACTIVITY ANSWERS AND ADDITIONAL RESOURCES

LAMAS BOOK 3

CHAPTER 1 — KNOW YOUR LAMA

Page 6 – Mastering the Hierarchy

Chutes and Ladders:

- 8 4-month-old female cria that is very independent
- 4 3-year-old gelding that is strong-willed
- 5 2-year-old female that is quiet
- 9 10-month-old male that is thin
- 2 6-year-old female with a cria on her side
- 1 5-year-old intact male stud
- 6 4-year-old female that has been sick
- 7 12-year-old slow moving gelding
- 3 8-year-old female that has been bred
- 10 2-week-old cria still beside her mom

Page 8 – Hobnobbing with the Herd

WORD BANK	V	T	N	E	R	E	H	N	I	O	E
	N	O	I	S	S	I	M	B	U	S	C
aberrant	F	L	A	N	U	M	M	O	C	E	N
behavior	I	Q	C	O	P	T	S	N	B	T	A
communal	G	B	Q	P	E	C	R	D	E	A	N
defecate	H	S	U	S	C	N	E	L	H	C	I
dominance	T	O	Z	E	K	I	Z	R	A	E	M
fighting	I	C	O	R	I	T	A	U	V	F	O
flight response	N	I	H	T	N	S	R	M	I	E	D
grazers	G	A	X	H	G	N	G	I	O	D	F
herd	M	L	E	G	O	I	B	N	R	E	T
inherent	A	R	C	I	R	N	Q	A	U	T	V
instinct	D	C	Q	L	D	V	V	N	P	Q	O
pecking order	V	G	C	F	E	D	I	T	D	G	H
ruminant	A	B	E	R	R	A	N	T	J	G	W
social											
submission											

Page 12 – My Space

Personality trait	How to recognize trait	Effect on training
Aggressive	Spits, pushes around	You must gain trust, be patient and alert.
Curious	Looks around a lot, interested in new things	Try to keep the lama focused on commands. Teach the lama to enjoy new events.
Out-going	Likes to interact with people	This is great for Public Relations events and the cart.
Protective	Tries to hide cria, stands between person and herd	Separate mother and cria during training. The lama may not allow you to approach the rest of the herd.
Shy	Needs lots of coaxing to come with you	You must gain trust. Take things slow. The lama may not be willing to try new things.
Submissive	Willing to let anyone pet it, not very confident around other lamas	This is great for Public Relations events. Try training alone first, then add other lamas.
Tense	Seems nervous and on edge, constantly looks around for predators	Talk in a soothing manner; gain trust; don't allow other lamas to bother them.

CHAPTER 2 — ANATOMY

Page 14 – Proper Representation

Conformation Trait	Llama A	Llama B
Ears	3	1
Alignment of teeth and jaw	3	0
Front legs	2	2
Rear legs	3	2
Back-top line	3	0
Tail set	3	0
Pasterns	3	0
Feet	3	1
Total score	23	6

Which llama has the better conformation, A or B?

Llama A

Why?

It possesses more conformationally correct body structures.

Which llama has the most eye appeal? Why?

Llama A. It looks more balanced.

Which llama has the best balance? Why?

Llama A. It flows evenly from the head to the feet.

Page 16 – Switching Places



top line, front legs



head, disposition



eye appeal



rear legs, spring of rib

overall appearance	5	rear legs	5
head	4	eye appeal	4
top line	4		
front legs	4	TOTAL SCORE	26

Page 18 – Dreadlocks and Downy Coat

Left – Huacaya

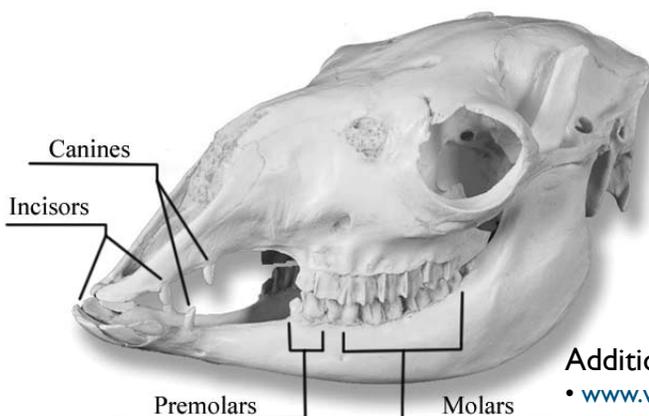
Right – Suri

Similarities – both have fiber that is soft, free of guard hair, and considered luxury fiber; both are small micron fibers

Differences

- Huacaya fiber – has a waviness called crimp, animals have a fluffy or fuzzy appearance. The fiber is easy to form into yarn and has considerable loft.
- Suri fiber – has no crimp or loft. The suri fibers have a lot of luster and lie down against the body; the dreadlocks may be straight, wavy, twisted or curly — better suited for weaving.

Page 20 – You Can Be a Lama Dentist!



Additional Resources:

- www.vivo.colostate.edu/hbooks/pathphys/digestion/pregastric/llamapage.html

CHAPTER 3 — HEALTH, MAINTENANCE, AND FACILITIES

Page 26 – Are You Too Chicken to Give Shots?

Vaccinations	Local Fair / Show	ALSA Guidelines
State Health Certificate	x	x
Worming		
Clostridium C&D	x	x
Tetanus	x	x
Rabies		

Page 28 – Cria-tion

Animal	Gestation Period (weeks)	Animal	Gestation Period (weeks)
Lama	50	Goat	21.5
Cat	9	Horse	48
Dog	7.5	Sheep	22
Duck	4		

Answers are according to Storey's Guides.

Web site sources are:

- <http://www.infoplease.com/pa/A0004723.html>
- http://encarta.msn.com/media_701500881_761572784_-1_1/Average_Animal_Gestation_Periods_and_Incubation_Times.html

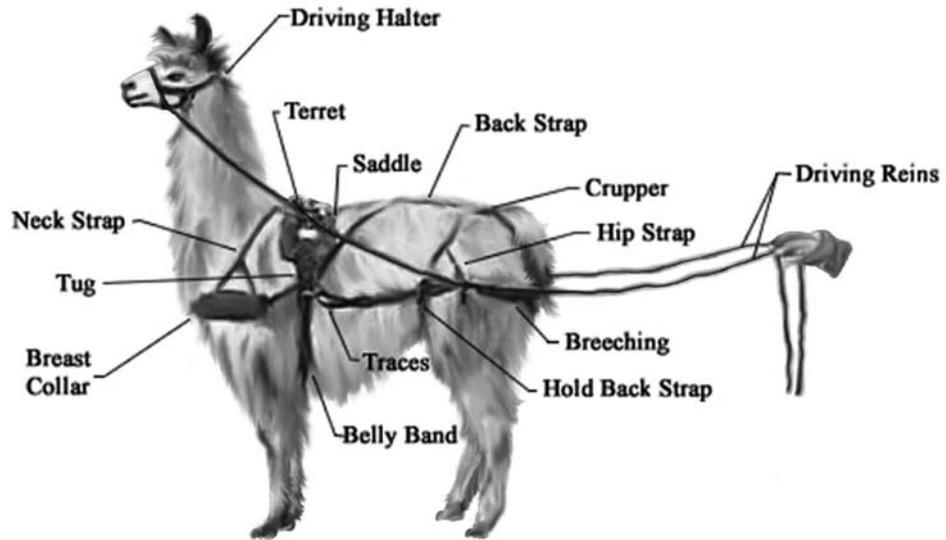
CHAPTER 4 — TRAINING AND SHOWING

Page 30 – SHOWmanship

Class Characteristics

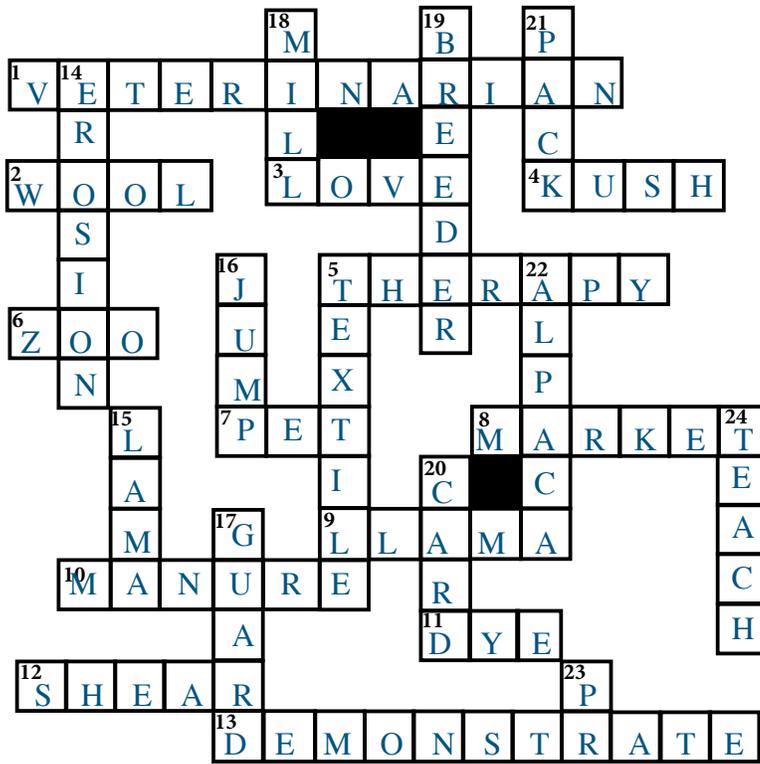
1. Lama is well-groomed.
2. Good conformation of the lama.
3. Lama shows well.
4. 4-H member looks his/her very neatest.
5. 4-H member knows lama facts
6. 4-H member smiles and is confident.
7. Age and sex of animal.
8. Fleece type
9. 4-H member and lama use show ring-etiquette

	1	2	3	4	5	6	7	8	9
Showmanship Class	√		√	√	√	√			√
Halter Class	√	√	√	√		√	√	√	√



CHAPTER 5 — USE, MARKETING, AND CAREERS

Page 42 – Lama Careers



GLOSSARY

- **Aberrant** – deviating from what is normal (used to describe behavior)
- **Aggressive** – ready to attack and the first on the offensive
- **Alfalfa** – a southwestern Asian perennial herb (*Medicago sativa*) having compound leaves with three leaflets and clusters of usually blue-violet flowers (It is widely cultivated as a pasture and hay crop.)
- **Ataxia** – the inability to coordinate movement, which produces an uncoordinated gait, staggering
- **Balance** – an aesthetically pleasing proportion in respect to another object
- **Balking** – a hesitation or refusal to do the requested task
- **Barring teeth** – a gesture used to display anger in a fight
- **Batting** – wide-bundled processed fleece
- **Bedding** – material on the barn or stall floor that pads, insulates, and absorbs liquid
- **Body condition** – state of the animal's physical being; whether or not the animal is overweight, underweight, or in prime form
- **Body condition scoring** – a way to assign a numerical value to how fat or thin your lama is
- **Body language** – an unconscious gesture of the body used to communicate or to enhance communication
- **Breed** – to produce offspring
- **Breeder** – a person or company that chooses to propagate (breed) animals
- **Camelid** – the family of animals that includes vicuna, guanacos, alpacas, and llamas
- **Carding** – a refining process that aligns all fibers in the same direction
- **Catch strap** – a short strap usually less than 8" that is attached to the halter (It remains attached to the halter during halter training.)
- **Climate** – the average weather conditions at a place over a period of years as exhibited by temperature, wind velocity, and precipitation
- **Clucking** – a verbal way a lama shows irritation
- **Colostrum** – first milk (full of antibodies)
- **Communal** – owned and used by all members of a group
- **Condition** – state of body
- **Confidentiality** – the state of trusting or confiding information
- **Conformation** – the way an animal's structure is symmetrically formed, arranged, and shaped (used to describe how closely the animal represents its species)
- **Contact** – a term used by a judge to describe that a showman has touched their animal or that the showman or animal touched a part of the obstacle

- **Creep feeder** – an area where a cria can go to get an unlimited supply of grain and roughage without having to compete with yearlings and adult lamas
- **Cria** – a term used for a baby lama until it is old enough to be weaned
- **Crimp** – organized or uniform waviness in an individual lock of fiber
- **Cud** – partially broken-down food that is regurgitated from the main stomach of a ruminant animal
- **Cull** – to get rid of (reject)
- **Dam** – the mother of the animal; female lama
- **Deciduous** – shedding or falling off
- **Defecate** – to discharge feces
- **Demonstration** – a presentation that shows how to do something (It usually involves a step-by-step process that can be easily understood by the audience.)
- **Density** – when referring to lama fiber, the number of hair follicles per square inch of skin
- **Desensitization** – a process of constant touching to accustom a lama to being handled on its legs, ears, or tail
- **Desensitize** – to train a lama to allow you to touch different parts of its body
- **Digits** – the phalanges that make up the two separate toes of a lama
- **Discretion** – the quality of showing good judgement; showing caution
- **Domesticated** – tamed, no longer wild
- **Dominant** – having the most power, strength, influence, and control in a group
- **Double-coat** – fiber consisting of a fine undercoat and a coarse outer layer
- **Drafting** – pulling or drawing out the fibers
- **Dystocia** – bad or difficult birth
- **Emaciated** – extremely thin
- **Equipment** – the act of equipping a person or animal
- **Etiquette** – rules of using correct or polite behavior in a group of people
- **Felting** – process of making fabric from fleece
- **Fertile** – able to reproduce
- **Fiber** – the hair coat on a llama or alpaca
- **Field of vision** – the full angle at which a being has vision without moving its head
- **Fighting teeth** – a set of six teeth that lamas use to protect themselves

- **Fleece** – unwashed and shorn fiber from a llama or alpaca
- **Gait** – a particular way of moving on foot
- **Gelded** – neutered; a term used to describe neutered males
- **Gestation period** – length of pregnancy
- **Gesture** – the movement of any part of the body used to communicate a feeling or an idea
- **Grass hay** – grass, clover, etc., cut and dried for use as forage
- **Graze** – to feed upon growing grasses or herbage
- **Grazing** – feeding on growing grass and pasturage (as do cattle, lamas, etc.)
- **Grooming** – a cleaning process that removes mats and debris from a lama's fiber
- **Ground driving** – driving your lama in a harness while you walk behind
- **Guard hair** – an outer layer of coarse, rough fiber that projects from the wooly undercoat (This long, stiff, usually coarse fiber helps shed moisture and debris.)
- **Hair follicle** – anatomical cavity where a single hair grows
- **Halter** – a rope or strap with a noose or headstall for leading or restraining horses or lamas
- **Hay** – grass that is cut and dried for animal food
- **Heat stress/stroke** – a dangerous type of sickness caused by a lama being too hot
- **Hierarchy** – a ranking from the highest to the lowest in social class
- **Hike** – to walk or march a great distance, especially through rural areas, for pleasure, exercise, military training, or the like
- **Hock (tarsus)** – the joint between the tibia and the metatarsus
- **Huacaya** – a crimped fiber that grows perpendicular to the body and gives the animals a fluffy or fuzzy appearance
- **Hum** – the way a lama shows affection, love for her baby, and contentment
- **Impression** – 1) a print or mark that is made by pressure into a substance; 2) a marked and often favorable effect of an experience or perception upon the mind
- **Inherent** – an essential quality or attribute belonging to a particular species
- **Intramuscular** – administered directly into muscle tissue (Example: tetanus vaccine is given as an intramuscular injection)
- **Iridic granules** – the papillary ruff that shades the pupil of the eye from bright light
- **Kush** – lie down
- **Kushing** – lying down

- **Lama** – a genus of wild or domesticated, long-necked South American ruminants related to the camels but smaller and without a hump
- **Lameness** – inability to place pressure on or walk on a leg
- **Lead rope** – a strong, thick line or cord, commonly one composed of twisted or braided strands of hemp, flax, or the like, or of wire or other material used to lead animals
- **Lethargy** – state of excessive drowsiness
- **Lineage** – the descendents of one individual
- **Llama** – a domesticated member of the genus *Lama*, descended from the guanaco and used especially in the Andes Mountains as a pack animal and a source of wool
- **Lock** – a tress, curl, or ringlet of hair
- **Lumbar** – part of the back and sides between the last ribs and the pelvis
- **Muzzle** – the facial area that encompasses the nostrils, the upper and lower lips
- **Nail ridge** – the flat edges on the bottom of a lama's nail; the part of the nail that is trimmed
- **Nutrition** – the act or process of nourishing or of being nourished
- **Obese** – very fat
- **Off course** – a term used by a judge that refers to the fact that a showman has missed an obstacle or taken an obstacle out of sequence (During a show, when a judge issues an off course violation, the showman is automatically dropped to the bottom of the class and can no longer place above any showman that has remained on course.)
- **Offspring** – baby
- **Orgling sound** – an odd noise something like a loud, rhythmic, bubbly purr made by male lamas during breeding
- **Origin** – the point or place where something begins or from which it rises
- **Ovulate** – producing eggs from an ovary
- **Pack** – a piece of equipment that fits on a lama's back to carry items on trails
- **Palmar pad** – the pad on the bottom surface of a camelid's foot
- **Pannier** – the pack on the side of a lama saddle
- **Panting** – deep breathing that shows heat stress or agitation
- **Pastern** – the joint between the first and second phalange
- **Pasture** – an area covered with grass or other plants used or suitable for the grazing of livestock; grassland
- **Pecking order** – an order of dominance which establishes who is the head of the group down to the lowest member of the herd

- **Prehensile lip** – the upper lip of a lama that is split and is adapted to hold, root, and grasp
- **Premature cria** – a cria that is born early or is less than 8 kilos in weight for llamas or 5 kilos for alpacas
- **Prone** – lying flat
- **Pronk** – a stiff-legged, single-beat gait where all four legs are used to propel the lama into the air at the same time
- **Protocol** – rules of procedure
- **Quick** – the part of the nail bed that contains live nerve endings and blood vessels, and is located at the tip of a lama's toe between the nail ridge and the toe pad
- **Quick release knot** – a strong knot specifically designed to be untied easily in case of emergencies
- **Record keeping** – condensing documentation into a common, usable, and permanent form
- **Records** – written documentation that accounts for the known information about an individual animal
- **Registration** – a legal document that shows that the animal has been registered with a particular organization
- **Respect** – a point in your relationship with your lama where it realizes that you are in control of the situation
- **Reward** – to give praise, pet, or give a treat to encourage good behavior
- **Roving** – narrow, processed fleece mostly used for spinning
- **Rumen** – the largest compartment of the stomach in a ruminant
- **Ruminant** – a hoofed animal that digests its food by first eating the raw material and then regurgitating a semi-digested form known as cud
- **Scream** – a verbal alarm to alert others of anger or a threat
- **Shaft** – the side rail of a cart
- **Shearing** – removing fiber from an animal
- **Show blanket** – a lama “housecoat”; a piece of cloth strapped around the densest areas of lama fiber to keep off dust and debris
- **Simultaneous** – at the same time
- **Single-coat** – fiber with minimal or no guard hairs
- **Sire** – the father of the animal; a male lama used for breeding
- **Soundness** – an animal's condition of health
- **Species** – a group of individuals that have common attributes and that are designated by a common name
- **Spinning** – creating thread

- **Spit** – green digestive juices and matter that is hurled when a lama is upset; a gesture used to communicate displeasure
- **Stifle** – the knee joint in the hind leg between the femur and the tibia
- **Stoic** – apparently unaffected by pleasure or pain
- **Stomp** – a sudden leg gesture used as a warning to stop
- **Straw** – the stalks of grain after drying or threshing (It is common to use wheat or oat stalks. It is used as bedding for livestock and has no nutritional value for lamas.)
- **Subcutaneous (SQ)** – a vaccination administered under the skin
- **Submissive** – obedient, humble, and yielding to authority
- **Surcingle** – the saddle part of the harness
- **Suri** – a soft silky fiber without crimp that hangs in dreadlocks and lies down on the body
- **Tail set** – where the tail lies in relation to the spinal line
- **Temperament** – the nature or disposition of a lama; personality
- **Top line** – the spinal line from the withers to the tail
- **Trimmers** – a device or machine, such as a hair trimmer, that is used for cutting
- **Trust** – a point in your relationship with your lama where it realizes you will not hurt it
- **Undercoat** – a lower layer of fine, dense fiber
- **Vaccination** – a shot that gives a lama the necessary antibodies to fight off a specific disease
- **Warning call** – a verbal alert that there is a predator near
- **Wild** – not tamed, not trained to live around and in conjunction with man
- **Withers** – area between the shoulder blades on the back; where a lama's height is measured
- **Wool** – generic term for fleece or fiber

APPENDIX

Classes Offered

The Alpaca and Llama Show Association (ALSA) sponsors open shows that offer a wide variety of classes. Classes offered in a typical show at a county fair, state fair, or ALSA sponsored open show include:

Adult and youth classes

ALSA open shows are required to offer the classes listed below for both adult and youth. However, 4-H classes are for youth only.

Halter

These classes are judged on the lama's conformation, movement, fiber, and overall appearance. The classes can either be for a single lama or group of lamas. Halter class divisions are based on:

Sex: male, female, and non-breeder

Age of Lama: juvenile (not available for non-breeders), yearling, two year old, and adult

Fiber: suri, light, medium, and heavy

Fleece Color: Halter class divisions are based on the color of the fleece that is inspected at the middle of the side, closest to the skin. Classes are divided into shades of solid colors, and mixed colors in patterns such as Pinto, Fancy, and Appaloosa.

Fleece Type: single coat and double coat

Fleece Length: Halter classes are shown in two fleece lengths — full fleece and shorn.

Group of Lamas: Get of Sire (Sire and 3 of his offspring) and Produce of Dam (Dam and 2 of her yearling and/or older offspring). Bred and Owned (Dam owned by the exhibitor when bred, when cria was born and still owned by the exhibitor), Dam and Cria (Dam and cria at side)

Showmanship

This class demonstrates the exhibitor's ability to show his/her animal to its best advantage at halter.

Performance Classes

In open shows, classes are divided into open, advanced, and novice. 4-H performance classes are divided by the grade of the exhibitor. The classes are junior (grades 3-5), intermediate (grades 6-8), and senior (grades 9-12).

Pack: The exhibitor and lama are judged on their ability to negotiate obstacles and perform activities in the back country while carrying a pack. Some shows will offer a short stack class (2 lamas) or a pack string class (3 or more lamas) under pack, strung together for a single handler. Using multiple lamas increases the difficulty level and makes completion of the obstacle course more complex.

Public Relations: The exhibitor and lama are judged on their ability to negotiate obstacles and perform activities in the community.

Obstacle: Demonstrate the well-trained lama's obedience and willingness to complete the requested activities.

Driving

Drive using a driving halter, reins, and a harness on a lama(s) to drive from the ground or to hook to a cart.

Ground Driving: The class shows the lama's ability to respond to commands given verbally and/or delivered through a driving halter and reins while executing obstacles. The exhibitor walks behind the lama; no cart is used.

Obstacle Driving: This class shows the lama's ability to respond to verbal and rein commands while pulling a cart around obstacles. Some shows require a groom (helper in front of the lama holding a lead) for the safety of youth drivers.

Pleasure Driving: This class offers a participant a chance to showcase a lama's ability to provide a pleasurable ride while pulling a cart. This class can be performed as a single or team hitch.

Fiber Crafts

These are classes that include spinning, crafts made from lama fiber, and lama-to-luxury (a competition that spans from shearing the lama to the finished wearable product).



Miniature Classes

These classes are offered for llamas that are registered with the Miniature Llama Association and are measured 38" or less at the withers. Miniature llamas compete against other miniatures in all of the above classes.

Fun Classes

Costume: The exhibitor and the lama are judged on originality, difficulty in training the lama to accept and exhibit the costume, and suitability to theme (exhibitor's choice). The exhibitor submits a one-minute narrative that will accompany the performance.

Leaping Lama: This class allows the lama to show its athletic ability in a vertical jumping competition.

Lama Limbo: This competition showcases the lama's adaptive ability by passing under a lowered limbo pole.



Showmanship

This class is a demonstration of the handler's ability to show an animal to its best advantage at halter. Judging is based on the exhibitor's basic skills in fitting, grooming, following directions and style of presenting the animal to a Judge for evaluation. The animal's conformation is not to be considered. Handler's attire should be neat, clean, and appropriate for the class.

Judging Criteria

The judging criteria that will be used to place the exhibitors in showmanship are as follows.

The Handler Appearance and Demeanor

Dress in dark dress pants, dark shoes, and a clean respectable dress shirt. Do your best to be:

Alert	Neat
Clean	Poised
Confident	Prompt
Courteous	Properly dressed

The Animal and Equipment

The lama should be shown:

- Brushed out
- Clean
- In a black halter with a black lead

Equipment should be:

- Clean (lead & halter)
- Fitting properly (halter)
- Free from debris
- In good condition/ in good repair/ safe

Interactions between Handler and Lama

These include:

Backing	Leading
Changing pace clearly	Posing & positioning
Controlling the lama on the lead	Showing the lama to its best advantage
Following directions	Turning appropriate direction

Individual Work

Each showmanship class may include a pattern chosen by the judge. Each exhibitor should check at the entrance for the pattern posting before the class starts. A pattern can include many requirements such as:

- Answer questions about llamas and alpacas
- Back and/or lead forward a required number of steps
- Change positions in the line
- Demonstrate a pivot turn away from the handler
- Demonstrate change of pace
- Exchange lamas with another exhibitor
- Follow verbal directions of judge/ring steward
- Judge touches lama to check handler reaction & grooming

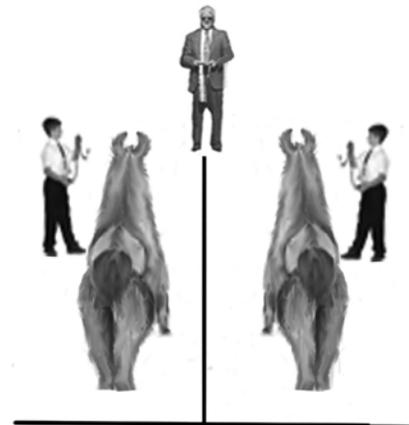
Showing Hints

- Encourage your lama to walk out briskly on a slack or “j” line.
- Never give the appearance of having to “drag” the lama or jerk on the lead.
- Exhibitors should leave a safe distance between lamas (about 6 ft.).
- Never crowd or come in contact with another lama.
- The lama should be lead from its left side. The lead is in the exhibitor’s right hand and at least 8 inches from the halter.
- The extra lead should be coiled in a figure-eight and held in the exhibitor’s left hand. Never wrap lead around the hand.
- When lining up, the lama should be set up square on all four feet.
- The exhibitor should stand facing the lama at a 45-degree angle off its shoulder, switching sides when necessary.
- An exhibitor should always be able to see the lama and the judge.
- When making a turn, the exhibitor should always turn to the right unless it is a ¼ turn or less.
- If asked to do a haunch or pivot turn, simply do a collected, safe turn where the lama’s hind feet stay nearly in place.
- Always travel to and from the judge in straight lines, so that the judge gets an accurate look at how the lama travels.
- If asked to change positions in the line, leave your space by walking forward and clear of the line, then turn to the right, go back through your space in the line, and clear the line again. Turn the correct direction toward the new space you are to enter, and then enter the new place in line from the rear.
- If asked by the judge to back, the lama should respond to the handler’s request willingly, back at least three steps, or however many steps the judge requests, then move forward to its original position.
- After the judge inspects the fiber or touches the lama, the exhibitor should reposition the fiber. If the exhibitor doesn’t reposition the fiber after the judge has touched it, the exhibitor should be faulted and therefore lose points.
- In accordance with the tradition of the show ring, it is suggested that exhibitors wear long-sleeved shirts, jackets, long pants, or skirts. Footwear must cover the entire foot. A conservative, neat, tailored style will be appreciated. The exhibitor is showing the animal at all times, not himself or herself.
- Be natural. Over-showing, maneuvering, and fussing are objectionable.
- Keep a close eye on the lama’s position and feet. Any faults should be recognized and corrected quickly.
- Smile and enjoy. It will show!

LAMA SHOWMANSHIP QUADRANTS

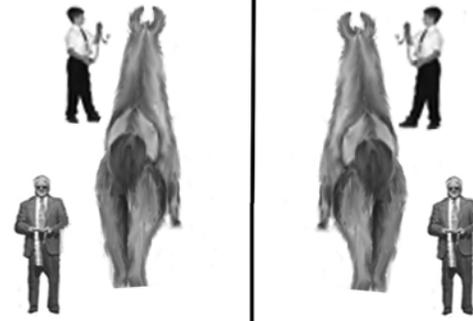
FRONT END - OPPOSITE SIDE

JUDGE IS AT THE FRONT HALF OF THE LAMA - HANDLER IS ON THE OPPOSITE SIDE OF THE LAMA



BACK HALF - SAME SIDE

JUDGE IS AT THE BACK HALF OF THE LAMA - HANDLER IS ON THE SAME SIDE OF THE LAMA



Obstacles That You Might Encounter

Each open show, county fair, and state fair will have a different set of obstacles. Usually they change from year to year. This way each show is different and difficult in its own way. By changing the obstacles before every show, the lamas can compete in the same show every year and not be bored and resistant to completion of the course. Some of the obstacles that you might encounter in a typical show or fair are:

Animals	Dress-up	Load/unload van	Trash pick-up
Backing	Fan w/streamers	Low obstruction	Tunnel
Balloons	Flags	Petting by stranger	Up/down stairs
Barriers	Foot inspection	Quick-release knot	Wagons
Bell on halter	Gates or doors	Ramps	Water obstacle
Bridges	Haunch turn	Removal of pack	Weaving poles
Change of pace	Hula hoop	Teeter-totter	Wheelchairs
Deadfall	Jumps	Trailer	

Minor faults

Minor faults that the judge will look for include, but are not limited to:

- Bad disposition or unwillingness
- Dangling straps below the knee
- Improper cinching of pack
- Improper placement of pack or filling of panniers
- Inattentiveness of the lama
- Lama out ahead of handler
- Moderate safety hazard (reach under lama to pick up foot)
- Nervousness, agitation, fearfulness
- Poor jumping form
- Slow response to handler's request
- Spooking during saddling and unsaddling
- Too slow of a pace through course
- Too wide or too tight in turns
- Touching the obstacle

Major faults

Major faults that the judge will watch for include but are not limited to:

- During exit or entrance of obstacle, lama out ahead of handler
- Excessive shifting or bouncing of pack
- Extreme irritation, nervousness, spooked
- Failure to make a complete stop
- Going in or out of the wrong trailer/van door
- Improper or unsafe knots

- Knocking down of obstacle parts
- Major safety hazard (wrapping lead rope around hand)
- Not accepting the pack
- Releasing the pack straps out of order
- Stepping out of obstacle
- Taking an obstacle backwards

Incomplete

- Exiting an obstacle unfinished after starting
- Going off side of obstacle without a second successful attempt
- Losing pack or added items
- Missing an upright pole in the weaving poles
- Not backing all the way
- Not closing a gate
- Not completing one of the jumps in a series
- Not responding to request for change of pace

Off Course

A handler and lama must make at least one attempt at each obstacle or they will be considered off course. Any lama and handler that goes off course cannot place over a lama or handler who completes the course. They will be considered off course for:

- Forgetting an obstacle
- Intentionally skipping an obstacle
- Not completing the course
- Taking an additional obstacle
- Taking an obstacle out of sequence from the posted course