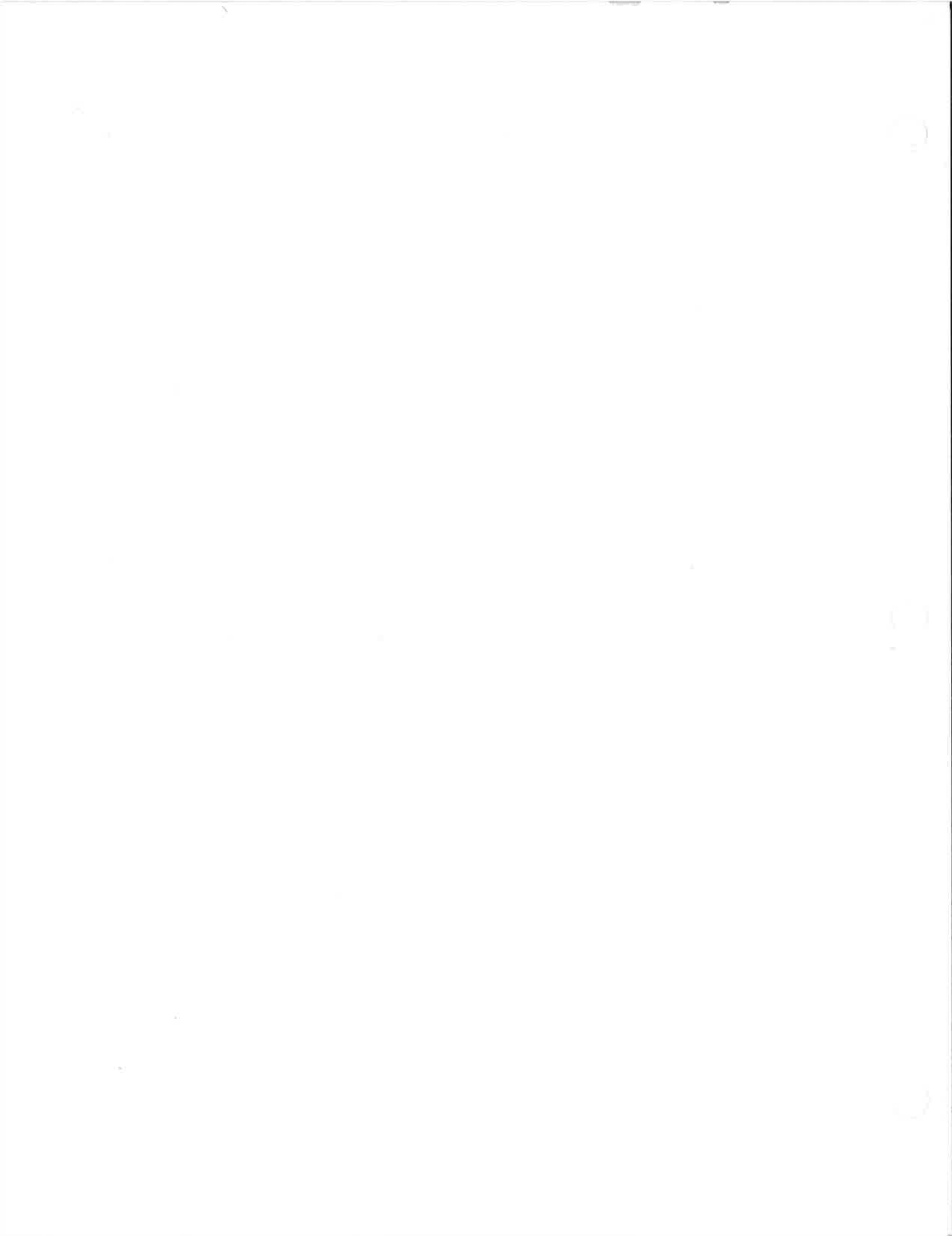


# MINNESOTA 4-H PROJECT MEETING GUIDES

## POULTRY



...to develop  
project and life skills





# POULTRY

## SELECTING 4-H POULTRY MEETING TOPICS

THOMAS D. ZURCHER  
Extension Specialist, 4-H Youth Development

### IMPORTANCE OF THE TOPIC

This project meeting guide is designed to help you and your 4-H project members identify the topics you will explore at your five or more yearly project meetings. Following each activity is a (1), (2), or (3) to give you an indication of the degree of experience it will usually require for a 4-H'er to be able to demonstrate this skill to others. The higher the number the more experience needed. If your learn-by-doing activities can be sequenced so your members may build on what they already know, a better learning experience will result. You will find a line preceding each topic for you to write in the date of the meeting at which your members will explore that particular topic. Check with your extension agent for the availability of project meeting guides for the topics you and your members choose.

The project meeting guide "Planning The Project Group's Yearly Program" will help your group get off to a good start.

### Selecting and Judging

- \_\_\_ Identifying Breeds of Poultry (1)
- \_\_\_ Identifying Parts of Poultry (1)
- \_\_\_ Selecting Your Project Birds (1)
- \_\_\_ Catching and Handling Poultry (1)
- \_\_\_ Recognizing Abnormalities and Faults Of A Hen (2)
- \_\_\_ Telling Layers From Layers (2)
- \_\_\_ Grading Poultry Carcasses (2)
- \_\_\_ Judging A Egg Production Chickens (2)
- \_\_\_ Talking Like A Poultryman (2)
- \_\_\_ Presenting Oral Reasons (2)
- \_\_\_ Scoring A Judging Class (2)
- \_\_\_ Using The Poultry Standard Of Perfection (3)
- \_\_\_ Conducting A Judging Contest (3)
- \_\_\_ Selecting A Judging Class (3)

### Management Practices

- \_\_\_ Identifying Your Project Birds (1)
- \_\_\_ Identifying Project Equipment (1)
- \_\_\_ Setting Goals For Profitable Poultry Production (2)

- \_\_\_ Brooding Chicks (2)
- \_\_\_ Planning Housing For Poultry (2)
- \_\_\_ Keeping Poultry Litter In Good Condition (2)
- \_\_\_ Lighting For Your Poultry Flock (2)
- \_\_\_ Controlling Cannibalism In Poultry (2)
- \_\_\_ Planning Your Poultry Management Schedule (2)
- \_\_\_ Controlling Rodents In Poultry Houses (3)
- \_\_\_ Controlling Poultry Predators (3)
- \_\_\_ Caponizing Poultry (3)
- \_\_\_ Calendarizing Poultry Management Practices (3)

### Health Practices

- \_\_\_ Recognizing The Healthy Bird (2)
- \_\_\_ Identifying Poultry Parasites (3)
- \_\_\_ Identifying Poultry Health Supplies
- \_\_\_ Administering Medication To Poultry (2)
- \_\_\_ Controlling External Parasites (2)
- \_\_\_ Recognizing Symptoms Of Poultry Diseases (3)
- \_\_\_ Performing A Poultry Autopsy (3)
- \_\_\_ Outlining A Flock Health Program (3)



## **Feeds and Feeding**

- ☐ Identifying and Classifying Feed Ingredients (1)
- ☐ Understanding A Feed Tag (2)
- ☐ Feeding Meat Production Birds (2)
- ☐ Feeding Egg Production Birds (2)
- ☐ Understanding Functions Of Feeds (3)
- ☐ Following Feed Through The Birds' Digestive System (3)
- ☐ Understanding A Bird's Nutrient Requirements (3)
- ☐ Formulating A Ration (3)
- ☐ Balancing A Ration (3)

## **Fitting and Showing**

- ☐ Selecting Your Show Birds (1)
- ☐ Washing Your Project Birds (1)
- ☐ Showing Your Project Birds (1)
- ☐ Making A Poultry Shipping Container (3)

## **Meats, Eggs, and Marketing**

- ☐ Butchering Your Poultry (2)
- ☐ Caring For Eggs (2)
- ☐ Cutting Up A Chicken (3)
- ☐ Packaging Poultry Meat (3)
- ☐ Grading Eggs (3)
- ☐ Marketing Poultry Meat and Eggs (3)
- ☐ Making An Egg Candler (3)

## **Other Project Activities**

- ☐ Giving A 4-H Presentation (1)
- ☐ Attending A Livestock Show (1)
- ☐ Conducting A 4-H Project Bowl (2)
- ☐ Conducting A 4-H Skillathon (2)
- ☐ Evaluating Your 4-H Project Meeting (2)
- ☐ Conducting Tours and Field Trips (3)



# POULTRY

## IDENTIFYING POULTRY BREEDS

MELVIN L. HAMRE and TOM ZURCHER  
Extension Specialists

### IMPORTANCE OF THE TOPIC

Poultry are kept for meat, eggs, and hobby purposes. One of the first and most important decisions the 4-H members must make is the selection of breeds which are best suited for the particular purposes used in the poultry activity. Knowing the breeds of poultry forms a basis for other activities such as: selection and judging, recognizing the ideal bird, understanding characteristics of various breeds, and filling out fair cards.

### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By the end of this project meeting the 4-H'ers should be able to do the following:

1. Identify 15 breeds of poultry.
2. Define the difference between breed, variety, and strain.
3. Outline the importance of breeds to the various segments of the poultry industry.
4. Give the breed characteristics of three different breeds.

### PREPARE FOR THE MEETING

Pictures of chicken breeds and different varieties are very useful for this activity. You and your members can make a collection from several sources. See the list of references at the end of this guide.

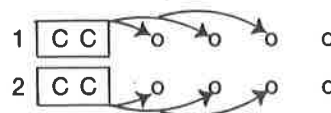
### SET THE STAGE

Several activities are included here which will help your group meet the goals for the meeting. One way to get your members to focus on the topic is to give them a realistic situation and a task to do.

**SITUATION:** Pretend that while your chicken is being shown at the fair a person asks you about the breed, variety, strain of your bird, and what it's primarily used for.

**YOUR TASK:** Tell what you would say to this interested person. After giving teams the situation and task ask them to get together in teams of two and tell each

other what they would say. Then ask the teams to report back to the group.



### LEARN-BY-DOING

#### IDENTIFYING POULTRY BREEDS

Many games and activities may be used to help 4-H'ers learn to identify poultry breeds. Three active games are outlined.

#### PASSWORD

Six to twelve may play this fun and challenging game where originality and strategy are key ingredients.

1. The first person in each line becomes the clue-giver (CG) and goes to the person in charge to receive a breed name or picture (this game also works well for parts of animals, equipment, and diseases).
2. The two clue-givers then take turns presenting one word clues to their respective teams. After receiving a clue the first team member tries to guess what the breed is. Then the other clue-giver gives a clue and so on. Members of the team each get a chance until one team guesses the correct breed and receives a point.
3. After one team has guessed the answer both clue-givers go to the end of their lines and the heads of each line then obtain another breed and become the clue-givers.
4. Repeat the rotation until everyone in line has had a chance to be the clue-giver.



## AROUND THE WORLD

Five to ten 4-H'ers may play this fast-moving and exciting game. Flash cards with pictures will be needed.

1. Have your 4-H'ers sit on chairs in a circle with you or one of your members in the middle.
2. Select one person to start the game. This person would leave his or her chair and stand behind the person on the left.
3. The leader would then flash a picture card to the two of them. Whichever one of the two who first correctly answers moves behind the next person in the circle. If the person standing behind does not answer first, he sits down on the chair in front of him, the person sitting moves behind the person sitting to his left. If both 4-H'ers answer at the same time or neither answers correctly, another picture is flashed.
4. The first person who goes all the way back to his/her original seat wins the round. The second round starts with the person to the left of the winner standing behind the person to his/her left. End the activity while the excitement is still high.

## IDENTIFICATION CONTEST

Using drawings or pictures, have your 4-H'ers identify poultry breeds in an identification contest. A set of drawings is included in this guide for use with beginning project members. Over 50 color pictures are available for use with more advanced members. All poultry project members should have some familiarity with the more common breeds. Members interested in hobby and exhibition poultry may have interest in further identification activities. Use the breed identification information in this guide to help you with clues or background material on each drawing.

## DEFINING BREEDS, VARIETIES AND STRAINS

Ask your members, "If you were asked to identify the breed, variety, and strain in the name Shaver 288 White Leghorn Chicken, what would you say?" The answer is: strain—Shaver 288; variety—white; breed—leghorn; and kind of poultry—chicken.

Other examples for them to try:

- Q. Single Comb Rhode Island Red  
A. Variety—single comb; breed Rhode Island Red
- Q. Hy-line W-36 White Leghorn  
A. Strain—Hy-line W-36; variety—white; breed leghorn

Look for additional examples from commercial literature and the Standard of Perfection book of the American Poultry Association.

## Questions and Answers:

- Q. How do you know a named chicken is a purebred?  
A. Look and see if the breed is listed in the Standard of Perfection. This book lists breeds and varieties recognized by the American Poultry Association. Some breeds of recent foreign import and a few others will not be listed, but you will find most breeds raised in this country described in this book.



- Q. Why is a Cornish Rock not listed in the Standard of Perfection?  
A. Because it's a crossbred, a combination of Cornish and White Rock breeds.
- Q. What breed is an Indian River meat-type chicken?  
A. This is a trade name of a Cornish Rock crossbred. The only way you would be able to classify this bird in relation to breed and variety would be to refer to the breeder's literature.

## THE IMPORTANCE OF BREEDS TO THE VARIOUS SEGMENTS OF THE POULTRY INDUSTRY

Using either pictures of breeds or simply names of breeds on cards, have the 4-H'ers put the pictures or names under one of four different classifications: egg production, meat, dual purpose meat and eggs, or hobby.

Example: egg—Leghorn; dual purpose meat and egg—Rhode Island Red, Plymouth Rock, New Hampshire; meat—Cornish Rock crosses; hobby—Houdans, Hamburgs, Polish, Frizzles, bantam breeds.

## UNDERSTANDING BREED CHARACTERISTICS

- Q. What are some of the different characteristics of birds which help identify them?  
A. Size, shape, color, feather pattern, comb type are the major characteristics used.
- Q. Looking at pictures or real birds, how are these characteristics different from one breed to another. Emphasis should be put on the difference between the breed primarily used for egg laying and another breed primarily used for meat production.
- Q. Where would a person find the characteristics for breed and variety in detail?  
A. The Standard of Perfection. Example: For Rhode Island Reds, it includes the history of the breed, standard weights, shape of both male and female, disqualifications, and the color descriptions of each part of the male and female. It also includes variety information such as in the Rhode Island Red, a single comb and rose comb variety.
- Q. Which breed of chicken lays a blue or greenish shelled egg?  
A. Araucana (not included in the Standard of Perfection; see Poultry Fact Sheet #47).

## OTHER MEETING ACTIVITIES

1. Roll call answered with the name of a breed or a breed used for a specific purpose.
2. Name game—a breed name taped on each person's back. The members' questions are answered with a yes or no.
3. Identification contest using live birds as part of or separate from a judging contest.
4. Project bowl questions and answers.
5. Drawing the different breeds.
6. Drawing the shapes of different breeds.

## Supporting Activities

Topics for other meetings might include:

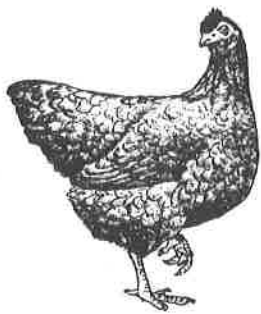
1. Identifying the Parts of the Chicken
2. Judging Egg Production Chickens
3. Selecting Your Project Bird

## References

1. Poultry Fact Sheet #47, Araucana Chickens and Their Unusual Egg Shell Colors
2. Advertising and literature from poultry breeders and hatcheries
3. Magazines such as Poultry Tribune or Broiler Industry
4. Poultry Breed Pictures may be purchased from:  
Watt Publishing Company  
Service Section  
Sandstone Building  
Mount Morris, IL 61504
5. Wisconsin Extension Publication A2880, Chicken Breeds and Varieties; 50 cents, from:  
Agricultural Bulletin Building  
1535 Observatory Drive  
Madison, WI 53706
6. Standard of Perfection, American Poultry Association
7. Publications of the American Bantam Association

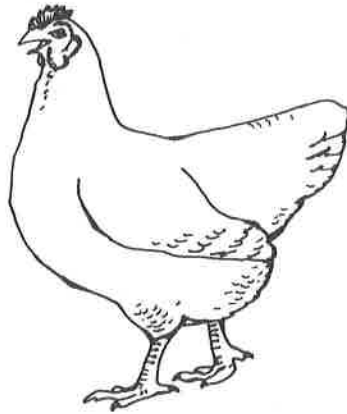
## POULTRY BREED: IDENTIFICATION, INFORMATION & CLUES

1. **Rhode Island Red**—dual purpose breed. Pretty good layer. What color egg shell? (Brown) How do you tell? (Colored earlobe) Commercial strains are usually lighter brown in color of feather than the desired standard breed color. (Single comb variety).
2. **White (Plymouth) Rock**—dual purpose breed. Pretty good layer. What color eggshell? (Brown) Why? Same reason as above. The "Rock" part of the Cornish—Rock crosses we use for meat birds.
3. **White Cornish**—meat type breed. Comb type is called the pea comb. Blocky conformation—rather slow growing breed. The Cornish part of the Cornish-Rock crosses.
4. **Pekin (not Peking) Ducks**—fastest growing duck. Duckling in meat counter at store raised commercially will be this breed. Not broody so will not set on own eggs. White plumage.
5. **Barred (Plymouth) Rock**—dual purpose breed once popular in area. Some were excellent layers. Used in some early Cornish-Rock crosses for meat birds. Hackle feathers in demand for tying fishing flies. What color eggshell? (Brown). Black and white plumage.
6. **Rouen Duck** (pronounced Roo'-en or Row'en) (not Mallards—these are too big for Mallards). Common midwest farmyard ducks. Will set and raise own young. Not as fast growing as Pekin breed. Colored plumage similar to Mallard.
7. **Mottled Houdan**—(Hoo-dan) A French breed of interest to exhibition poultry raisers. "V" comb, crest (top-knot of feathers on head), White skin (shanks), five toes instead of usual four, mottled black and white feather pattern. Lays a white shelled egg.
8. **White Leghorn**—Most commercial layers are of this breed. Excellent egg layer, a small-bodied bird that produces eggs more economically than many larger birds. Eggshell color? (White-note white earlobe).
9. **Emden Goose**—large breed, white feathers, meat type.
10. **Silver Laced Wyandotte**—an ornamental feather pattern where each feather is outlined with silver-gray. Dual purpose breed raised primarily for hobby and exhibition purposes. Eggshell color? (Brown - colored earlobe). This breed has a rose comb.
11. **Colored Muscovy Duck**—A breed of South American origin not related to other common duck breeds. Rough growths on face and head area are called caruncles. Male is almost twice as large as female in this breed. Black and white plumage in colored variety.
12. **Buff Cochin (Coach-In)**—Primarily kept for exhibition. Buff is the feather color, there are three other color varieties of this breed. Color of eggshell? (Brown) Shanks are feathered. A loose-feathered breed—fluffy, feathers do not lay tightly against body like in leghorns, rocks, or other common breeds.
13. **Golden Sebright Bantam**—Bantams are miniature fowl. Many breeds have a bantam developed from them. This breed has laced feathers and rose comb. Both male and female are "hen feathered"—the male does not have the usual pointed hackle feathers.
14. **White Crested Black Polish**—An ornamental breed laying white - shelled eggs. How does the breed differ from Houdan? (Houdan has five toes).
15. **Toulouse Goose (Too-loose)**—large breed, meat type. Dark gray back and wings, light gray breast, almost white abdomen. Dewlap.

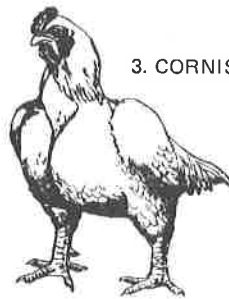


1. RHODE ISLAND RED

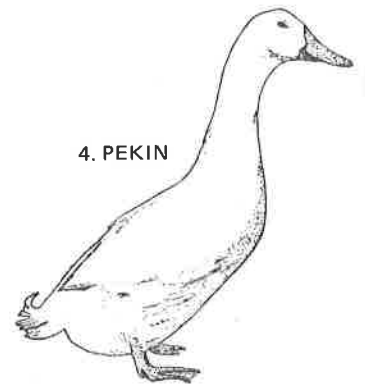
2. WHITE (PLYMOUTH) ROCK



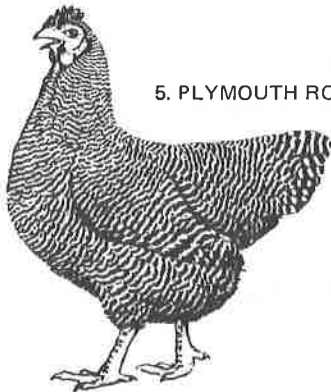
3. CORNISH



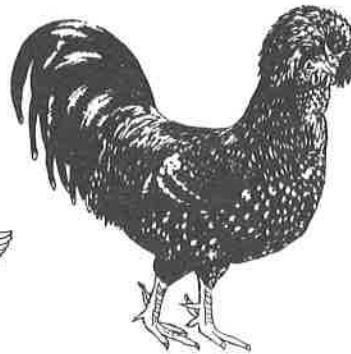
4. PEKIN



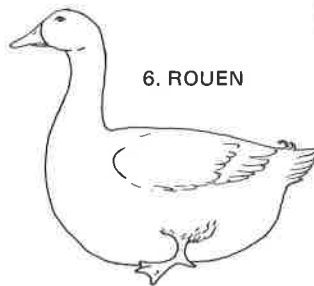
5. PLYMOUTH ROCK



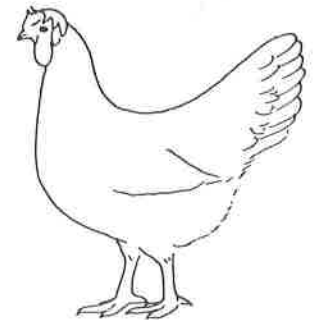
7. HOUDANS



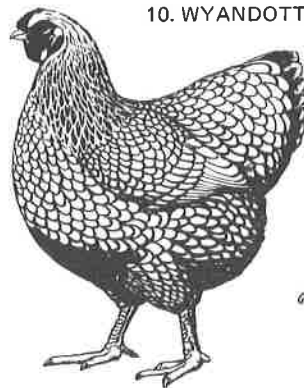
6. ROUEN



8. WHITE LEGHORN



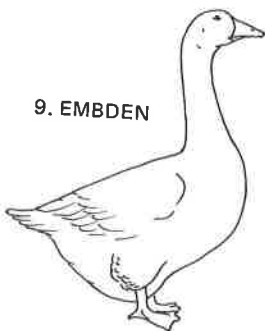
10. WYANDOTTES



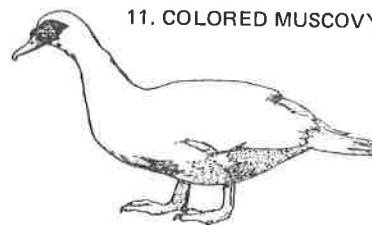
12. COCHINS



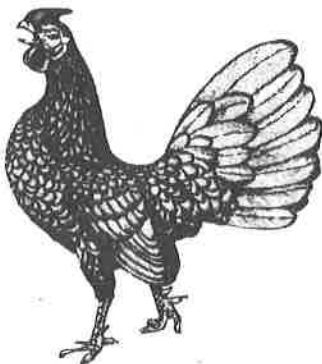
9. EMBDEN



11. COLORED MUSCOVY



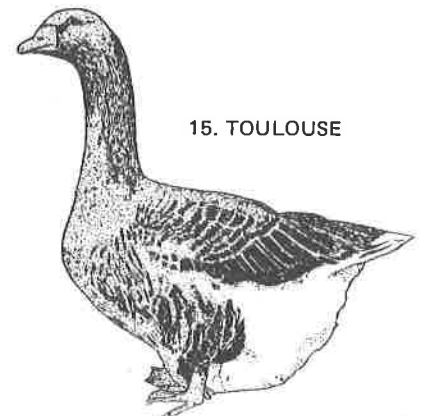
13. SEBRIGHT



14. POLISH



15. TOULOUSE







# POULTRY

## CATCHING & HANDLING POULTRY

MELVIN L. HAMRE  
Extension Poultry Specialist

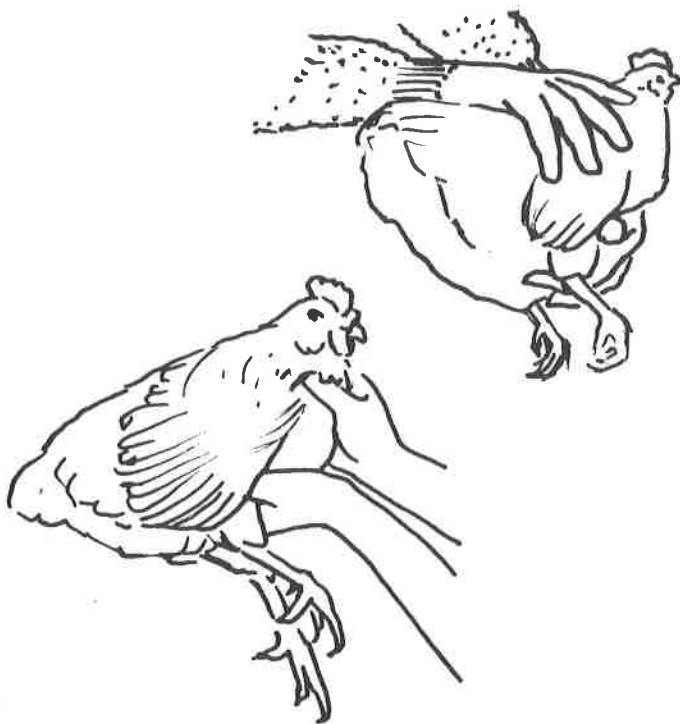
### IMPORTANCE OF THE TOPIC

It is necessary to catch and handle birds when judging, culling, and at various times in the management of the flock. Proper catching and handling methods can avoid both injury and discomfort to the birds and the persons doing the handling. By using proper procedures, 4-H members can show skills they have learned in working with poultry.

### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By participating in this learning activity, your 4-H'ers should be able to do the following:

1. Properly catch a bird in a cage or coop, remove it, and then return it after examination.
2. Properly hold a bird for judging and culling examination.
3. Use a net, catching hook, or catching frame to aid in catching birds from a flock. (Optional activity)
4. Develop self-confidence and self-expression.



### PREPARE FOR THE MEETING

This guide and its references outline some relatively simple procedures to follow in catching and handling poultry. The first two accomplishments above can be taught anywhere you have a few birds and an exhibition coop or crate. To allow 4-H'ers to demonstrate catching birds from a flock you will need to have a meeting at a farm with a poultry flock housed on litter, on the floor, or on range.

If you are involving members in judging contests or other activities where members will be handling birds, review proper catching and holding of the birds just prior to the activity.

**Supplies:** catching net, hook and/or catching frames to practice the various catching methods.

**Visuals:** check on availability of slide sets through your extension office. Slide set 550 shows both catching birds from the flock and removing birds from crates and cages. Slide set 406 shows catching and handling birds from exhibition cages in the first few slides in the set.

### FACILITATE THE ACTIVITY

This would be an easy activity to simply demonstrate to the members how to catch and handle birds and then ask them to practice the various steps. Another method which provides greater opportunities to develop life skills as well as catching and handling skills is diagrammed below. You'll find that the members will have additional enthusiasm and interest as you give them the opportunity to "Learn By Doing Before Being Told or Shown How".

Examples of situation and task:

**SITUATION:** The poultry showmanship judge has asked you to remove your bird from the cage.

**YOUR TASK:** Demonstrate how you would remove the bird while the judge looks on.

**SITUATION:** The judge asks you to pass your bird to the person next to you.

**YOUR TASK:** Demonstrate how you would safely pass the bird.

## QUESTIONS TO ASK

- Q. What is one recommended method for removing a bird from a cage?
- A. Guide the bird to the front of the cage with the right hand over its back so it is facing or partially facing the cage opening. Place the left hand under the body with the forefinger between the legs, grasping around one leg with the other three fingers and the other with the thumb. Holding the right hand over the back to restrain the bird, guide it out of the cage.
- Q. When the bird is held as described above, what can the holder then do?
- A. Held in this manner, the bird can be examined for culling, judging, checked for external parasites, or evaluated for other purposes.
- Q. How would you carry the bird?
- A. Using the same holding procedure the bird can be comfortably carried resting on the arm held against the holder's body or restrained during carrying by holding the bird against the body with the arm.
- Q. How is the bird returned to the cage?

- A. After examining the bird, always return it to the cage head first.

## Supporting Activities

If a flock is available, demonstrate and practice using a net, catching hook and/or catching frame using procedures shown in slide set 550.

After the demonstrations by the 4-H'ers, follow up the meeting by showing slide sets 550 and 406.

Provide use for these skills by involving members in judging contests, culling demonstrations, and other hands-on project learning activities.

## References

1. Slide set 550, Hatching and Handling Poultry
2. Slide set 406, Poultry Selection and Judging, Part 1 (first few slides)
3. Poultry Showmanship, University of Arizona 4-H publication (limited quantities available from 4-H office)
4. Brief details on catching and handling poultry are often included in publications on poultry judging.



# POULTRY

## TELLING LAYERS FROM LYERS

MELVIN L. HAMRE  
Extension Poultry Specialist

### IMPORTANCE OF THE TOPIC

There are several reasons for culling the laying flock: to save the cost of feeding unproductive hens; to remove non-layers to provide more space for the remaining flock; to salvage non-producing birds for stewing or other poultry meat uses, and to select birds for a second year of production if desired. By learning how to tell layers from non-layers, your 4-H project members will be able to have a more profitable poultry flock and utilize the meat by-products.

### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By involving them in learn-by-doing activities your 4-H'ers should be able to do the following:

1. Describe four characteristics of laying and non-laying hens.
2. Using pictures or live birds, tell whether birds are laying or not and be able to give reasons for their decisions.
3. Using what they have learned in this project meeting experience, go into a flock of birds and cull out the non-layers.
4. Further develop the life skills of decision making, utilizing knowledge and giving oral reasons.

### PREPARE FOR THE MEETING

This experience is most meaningful if live birds can be used. One of your poultry members may have a laying flock which contains birds that are suitable for this learning experience. Involve the member and his parents in planning the meeting. It is best not to bring birds in from several sources to be mingled together and then returned to the owners' flocks. This can be a potential means of spreading diseases.

Pictures of birds which appear to be layers or non-layers often appear in magazines and advertising literature. You and your members might look for pictures that can be used in a learning experience of keep and cull with the use of pictures. You might also want to have the characteristics for laying and non-laying hens written on cards or pieces of paper that can be matched for a cull and used in a matching game. Two excellent references listed in this guide are available from your extension office.



## LEARN-BY-DOING ACTIVITIES

### 1. Matching Game.

Characteristics identifying layers and non-layers. Using the chart from this guide, make pieces of paper which list the characteristics for laying and non-laying hens. Have either individuals or teams sort the characteristics for laying and non-laying categories. The characters could also be listed on a blackboard or chart and have individuals write in the identifying characteristics for layers or non-layers. Score by correctness of answers and/or speed in finishing the assignment.

### 2. Coloring a Hen.

Using the University of Minnesota 4-H Children Worksheet or Chart have your members color a layer or non-layer and give a short presentation of their reasons for coloring it as they did.

### 3. Judging.

Using pictures or live birds, place each bird in a laying or non-laying category. Give reasons for placement.

## QUESTIONS TO ASK

Q. What happens to a bird's comb when it goes out of production?

A. It becomes small, shriveled, and scaly.

Q. What is the order of appearance of the pigment as it returns to the body parts of a hen of the yellow-skinned breeds as she goes out of egg production?

A. 1) vent, 2) eye ring, 3) earlobe, 4) beak and 5) feet and shanks

Q. How does the space between the pubic bones differ between a layer and a non-layer?

A. The pubic bones are rigid and close together in the non-layer; two-finger spread or more between the pubic bones in a good layer.

Q. Are all yellow-skinned birds that show bleaching of pigment showing a sign of good egg production?

A. No, in some cases of disease and abnormality, birds may show faded pigment and yet be poor producers.

## FOLLOW-UP ACTIVITIES

Go into a chicken house and pick out birds that you suspect are nonlayers. This is often best done at night with a flashlight. You will disturb the birds less. Examine those birds that appear to be non-layers by looking for the egg laying indicators. Have an experienced poultryman check your reasoning, or if possible put the birds you cull into a separate area and check their egg production for a week to determine your ability to sort layers from layers.

## Supporting Activities

Topics for other meetings include:

1. Identifying parts of poultry
2. Talking like a poultryman
3. Judging egg production hens
4. Giving oral reasons

## References

1. Poultry Fact Sheet #32, Judging Egg Production Classes
2. Publication A1266, Recognizing the Producing Hen, University of Wisconsin, (single copy in Poultry Production References for County Extension Offices, a notebook in each county extension office).
3. Culling and selection information contained in poultry management literature and general poultry production books.

## Characteristics Identifying Layers & Non-Layers

### LAYING HEN CHARACTERISTICS

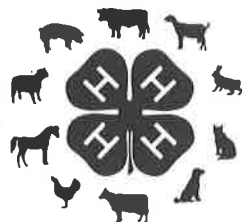
Large, red, waxy  
Bleached or bleaching  
Bright, prominent  
Bleached  
Flexible, wide apart, thin  
Soft, pliable  
Large, moist, bleached

### CHARACTER

Comb, wattles  
Beak  
Eyes  
Eye ring  
Pubic bones  
Abdomen  
Vent

### NON-LAYING HEN CHARACTERISTICS

Small, scaly, shriveled  
Yellow or growing yellow  
Dull, sunken  
Yellow-tinted  
Rigid, close together, blunt  
Hard, contracted  
Dry, puckered, yellow



# POULTRY

## MAKING AN EGG CANDLER

MELVIN L. HAMRE  
Extension Poultry Specialist

### IMPORTANCE OF THE TOPIC

Although egg candler can be purchased, they are relatively simple and inexpensive to make. Making an egg candler can be a fun learn-by-doing activity for 4-H project members. The candler constructed can be easily used by members producing eggs from their project or by others for demonstration purposes.

### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

During the project meeting the 4-H'ers will do the following:

1. Develop the life skills of learning-by-doing, expressing themselves, developing leadership skills, using resources, and applying science and technology.
2. Either singly or in groups, make an egg candler with little or no assistance.
3. Demonstrate to others how to make an egg candler.
4. Demonstrate how the candler that has been constructed is used to candle eggs.

### PREPARE FOR THE MEETING

Spend a little time reviewing this meeting guide, collecting supplies, and deciding on how much of the activity you want to take place at the meeting. Time can be saved if you want to pre-cut the materials, or have one of the members do the pre-cutting prior to the meeting time. Directions follow for construction of a candler out of wood. You can follow these directions exactly or make some modifications to fit suitable materials you may have on hand.

The electrical connections required to make a candler are simple. If you had no experience with electrical wiring you may wish to have someone who is experienced check your materials and procedures to be sure the candler is constructed properly and presents no electrical hazard. These directions provide for the use of a porcelain or plastic socket with the terminals for the electric wires on the side towards the bulb (the type used with exposed wiring), a 60-watt bulb, and 6 feet of extension cord with a male electric plug.

For the wooden candler you will need a 1" x 6" piece of lumber 38" long, a piece of 1/4" plywood 6 3/8" square, 2 wood screws that fit the holes in the electric socket and some 7-penny box nails. A piece of heavy felt material can be placed around the candling opening to prevent light leakage between the candler and the egg.

### FACILITATE THE ACTIVITY

Divide your group into two or three teams and present them with a situation and a task.

**SITUATION:** Your neighbors have complained that some of the eggs you have been selling to them contain blood spots.

**YOUR TASK:** You decide to make an egg candler so you can pick out eggs that have quality defects.

Provide each team with necessary tools, materials, and directions. Let them go to work. Junior leaders and parents may want to be free to move from team to team. Stand back and observe. Avoid the impulse to jump in and do the work for the members. Let them have the feeling of accomplishment from doing this project activity.



## DISCUSSION QUESTIONS

- Q. What are the major considerations to be observed in constructing and using the candler?
- A. The size of the candling opening, the centering of the bulb on the opening, and the relation of the light to the person doing the candling are all important. (See Figure 5)
- Q. What precautions are necessary in the candler construction?
- A. Construction must be made light tight so that light does not leak through the cracks between the boards. Electrical connections must be properly made.

## SUMMARIZING THE ACTIVITY

Give your 4-H'ers recognition plus a chance to demonstrate that they followed the proper procedure in constructing their candler. Let them suggest modifications that might be made to use other materials or methods in making a satisfactory candler to look at some eggs.

## Supporting Activities

Meeting topics which support this activity include:  
Grading eggs.  
Project members with electric or shop projects might include building a candler as part of these activities.  
Giving a demonstration.

## REFERENCES

Project Meeting Guide - Grading Eggs.  
Poultry Fact Sheet #34, Egg Grading.

## STEPS IN MAKING THE CANDLER

1. Cut four pieces 8" long from the 1" x 6" board.
2. Drill a hole in one of the pieces as shown in Figure 1.
3. Nail the four 8" pieces together as shown in Figures 2 and 3.
4. Cut the remaining piece of board to fit inside the candling box as a bottom.
5. Before nailing the bottom piece in place, screw the electric socket to the center of this piece. Use a block if necessary to adjust bulb height to center on opening.
6. Drill a hole in back of the candler for the extension cord.
7. Wire male plug to cord, feed extension cord through hole in back of candler, and connect extension cord to the socket that has been placed in the proper position in the candling box. Nail bottom in place.
8. Cut two small wooden cleats from scrap lumber and fasten to the inside of the plywood cover with brands so you will have a removable top for your candler that will be held in place.
9. Cut a 1" hole in a heavy felt pad and glue this to the front of the candler. This cushioning around the candler cuts down on the danger of cracking eggs and also allows the eggs to fit the opening better so light will not leak around the egg.
10. Have a leader check electrical connections and construction to see that you have properly followed instructions. Test your candler by plugging it in to see that the bulb lights. Darken the room. Hold an egg up to the opening of the candler as shown in Figure 5 and you will be able to observe the contents.



# POULTRY

## GRADING EGGS

MELVIN L. HAMRE  
Extension Poultry Specialist

### IMPORTANCE OF THE TOPIC

Project members should candle eggs before marketing to remove those with cracked shells, blood spots, and other quality defects. Eggs that are being incubated should also be checked by candling to determine the progress of embryo development. A knowledge of egg grading should be of interest to all of us as consumers.

### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By participating in this learn-by-doing activity, your members will be able to:

1. Classify eggs into their correct grade.
2. Demonstrate how to candle eggs properly to determine their interior quality.
3. Gain experience in making decisions and judgments.

### PREPARE FOR THE MEETING

Involve your 4-H members as much as possible in the preparation. The more involved they are, the more interest and enthusiasm they will bring to the activity.

You will need eggs with different quality characteristics. Store some eggs for differing lengths of time under refrigerated and non-refrigerated conditions to obtain quality differences. Members can also bring eggs so you will have eggs from a number of sources held at differing storage times and conditions.

In addition to the eggs, you will need an egg candler, a dark room in which to carry out the candling activity, and Poultry Fact Sheet #34, which gives the grading specifications and describes the candling procedure. An illustrated chart showing the candled appearances of the various grades is also a helpful learning tool.

### FACILITATE THE MEETING

This particular activity is one that you might let your 4-H members discover for themselves how to grade eggs before telling or showing them how. Divide the members into small groups and give them a copy of the fact sheet which tells how to hold the eggs for candling and has a summary table which gives the

specifications for each quality factor. Give them a situation and a task to be done. Then stand back and let the members carry out the activity. Here are examples:

**SITUATION:** A neighbor is willing to buy eggs from your small poultry flock but won't buy any unless you can insure him there are no blood spots in your eggs.

**YOUR TASK:** Demonstrate how you would candle a dozen eggs to check for blood spots before you sell them to your neighbor.

**SITUATION:** You want to only sell quality eggs from your flock. You have been away on vacation and some of the eggs have not been sold for some time.

**YOUR TASK:** Demonstrate how you would candle your eggs to select a dozen that were A quality or better for sale.



## QUESTIONS TO ASK

- Q. What factors are observed in determining interior quality?
- A. Depth of air cell, clarity and firmness of the white, outline of the yolk, and freedom from defects.
- Q. You look in an egg that has A quality air cell, but a B quality yolk outline. What grade would you give this egg?
- A. Grade B. The lowest grade for any quality factor determines the grade of the egg.
- Q. What relationship does grade have to size of egg?
- A. None. Grade and size of eggs are independent of each other.
- Q. What are the consumer grades of eggs in Minnesota?
- A. Grades AA, A, and B.
- Q. How does cleanliness of the egg effect grade?
- A. A shell that has adhering dirt or more than a small amount of stain cannot be placed in a consumer quality grade.
- Q. How do you evaluate the thickness of the white when you candle the egg?
- A. By turning your hand at the wrist as you place the egg up to the candle, you can cause the contents of the egg to spin within the shell. The spinning action will show a more definite yolk shadow as the yolk comes closer to the shell in an egg with thin albumen.

## SUMMARIZING THE ACTIVITY

Help your members understand what they have learned. Questions from the group will expand their learning experience. Show a slide set or film to reinforce it.

### Supporting Activities

A meeting topic that would support this activity would be making an egg candler. To demonstrate the effect of storage conditions on holding eggs, have members candle some eggs and then store them under refrigerated and non-refrigerated conditions and candle them again at a later meeting to see the decline in quality.

### References

1. Poultry Fact Sheet #34, Egg Grading
2. Chart showing standards of quality for shell eggs.
3. Extension Folder #174, Know the Eggs You Buy
4. Slide set #556, U.S. Standards for Quality of Individual Shell Eggs or Slide-Tape set #405, Grading Eggs for Quality
5. Film #3140, Egg Grades—A Matter of Quality. Shows a modern commercial egg production system from the laying hen to the market place. Emphasizes the grading of eggs in commercial operations.





# POULTRY

## JUDGING EGG PRODUCTION CHICKENS

MELVIN L. HAMRE  
Extension Poultry Specialist

### IMPORTANCE OF THE TOPIC

There are a number of characteristics of the laying hen which indicate her productive performance. If 4-H'ers know these characteristics and how they are expressed, they can compare birds in relation to their productivity. To have both fun and an educational experience, place birds with differing productivities in a group or class to rank them in their order of productivity. By learning how to judge an egg production class your members can become familiar with a judging contest and also gain useful information for comparison of birds, selection of exhibition or breeding stock, and practicing abilities in decision making.

### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

After participating in this hands-on learning activity, your 4-H'ers should be able to do the following:

1. Estimate past production of laying hens by pigmentation and molt.
2. Use the characteristics of egg production to properly place a class of egg production chickens.
3. Develop skills in making decisions and giving reasons for placings.

### PREPARE FOR THE MEETING

This activity can be conveniently carried out on a farm where there is a laying flock, or the birds can be brought to another location in coops or crates. Birds to be judged in a class should be of the same age and from the same flock for best comparisons. For this activity, it would be desirable to have enough birds so that one class could be used for demonstration and discussion purposes, and another for letting the members apply what they have learned. This activity will be most effective if it builds on previous learning experiences. Identifying parts of the animal, talking like a poultryman, catching and handling poultry, and telling layers from lyers are project meeting topics which can provide useful background information for judging egg production classes.

Birds for the classes must be picked out ahead of time. There will not be a lot of differences between the majority of birds. You will need to look over quite a few

birds to find individuals with enough differences to make placeable classes for your 4-H members. Once selected, the birds must be identified so that you can tell them apart for the judging activity. If leg bands are not available, place a couple wraps of masking tape around one leg of the bird and mark numbers on the tape for bird identification.

Obtain supplies you will need for the activity. Members can bring their own pencils and note pads if they are involved in the planning ahead of time. Judging cards and oral reasons 4-H cards can also be obtained from your extension office. Check with your extension office for project meeting guides you would like to use and other supporting materials.

Involve members and parents in preparation and presentation. Plan to have someone demonstrate how to properly take a bird from a coop or cage and return it after examination. Have someone explain how to estimate past production by pigmentation; someone else can tell how past production can be determined by molt. Another person can show how to systematically



examine the bird or the characteristics you are evaluating. Then you need someone to explain how to make the placings and mark the cards properly.

## **FACILITATING THE ACTIVITY**

Introduce the topic and have the people selected make their presentations on catching and handling the birds, how to evaluate the birds, and how to make their placings and mark the cards. Ask for questions.

Next, have your 4-H'ers turn attention to the class you have set up for them to judge. Ask the members to judge each bird without handling it. Using these first visual observations ask members to place the class. Have each discuss their placings after they have had an opportunity to make their judgments. Point out the values of these first impressions. They can make pairings, select top and bottom birds, or make other observations that can be followed up with handling of the birds.

Next have the members handle each bird. Have them observe pigmentation, molt, and handling qualities. After members have handled each bird, have them place the class order of production characteristics based on all of the factors they have considered. Again ask them to discuss their placings. Compare first observations with more detailed characteristics found by handling the birds. Have the member or adult acting as the official judge give the placing on the class and discuss the reasons for the placing. Let members discuss the placing and ask questions.

Now have the members put into practice what they have learned with their previous experience to place a second class. Have the members observe the birds for two or three minutes before letting them handle the class. After all the members have handled the birds have them mark down their placings. Ask a member to give his placing and a couple reasons why he placed

the birds the way he did. Let other members give their placings and reasons. Then let the judge give the official placing with the reasons for placement.

## **SUMMARIZING THE ACTIVITY**

Praise those taking part in the activity for their contributions. Review handling the birds, ways to estimate production, making the placings, marking the cards, giving reasons for placement. Emphasize the importance of developing a definite system for examining the birds. Point out that judging is a skill that takes time and practice to develop proficiency. Other opportunities may be provided to judge classes of different ages and other types of poultry. Skills obtained in properly judging birds, livestock, or other objects can be useful in making judgments in many other decision making situations.

### **Supporting Activities**

Topics for other meetings include:

- \* Identifying parts of the animal.
- \* Talking like a poultryman.
- \* Catching and handling poultry.
- \* Telling layers from layers.
- \* Giving oral reasons.
- \* Scoring a judging class.
- \* Conducting a judging contest.

### **References**

1. Poultry Fact Sheet #32, Judging Egg Production Classes
2. Publication A1266, Recognizing the Producing Hen, University of Wisconsin (single copy in Poultry References for County Extension Offices, a notebook in each county extension office)
3. Poultry Fact Sheet #31, Giving Reasons on Egg Production Classes



# POULTRY

## WASHING YOUR PROJECT BIRD

MELVIN L. HAMRE  
Extension Poultry Specialist

### IMPORTANCE OF THE TOPIC

Exhibiting is an important part of most 4-H member's project activity. A dirty bird is a reflection on the exhibitor. Birds that are cleaned and properly groomed are impressive both to the judge and the viewing public. In order to receive top placings, members must do a good job of selecting birds of excellent quality and then properly clean them up and prepare them for the show.

### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

As a result of participating in this activity, your 4-H'ers will be able to:

1. Properly wash a bird and prepare it for showing.
2. Further develop their life skills of working together as a group, presenting a demonstration and gaining self-confidence.

### PREPARE FOR THE MEETING

Involve your 4-H members as much as possible in the preparation. The more they are involved, the more interest and enthusiasm they will bring to the activity.

Supplies needed: 3 tubs or large containers of warm water, mild soap, sponge, thermometer, soft cloths (old towels), old toothbrush or other small brush, clean coops or cages.

### FACILITATE THE ACTIVITY

Divide the group into teams of two or three members each; provide them with a bird and access to the supplies needed. Give them a situation and task to do. Help them discover for themselves that they can wash a bird and prepare it for show. Ask them questions to help them discover how to do what they need to know.

**SITUATION:** Several club members are going to show their poultry at the county fair. Some first year project members ask if it is necessary to wash the birds and how do they do the job properly.

**YOUR TASK:** Demonstrate how you would wash a bird for showing.

Step back and observe: even if some of your members have no idea what to do, first step back and give them a few minutes to discuss the task. Then help them along by asking them questions and answering their questions with further questions. Try to lead them to the correct answers.

Not all poultry showmen use the same procedure in washing their birds. You or some of your more experienced project members may be familiar with a washing procedure. By involving members in discussion and asking questions, decide on a procedure to follow before the members actually begin washing their birds. A suggested procedure is included under discussion questions.



## DISCUSSION QUESTIONS

- Q. Should birds always be washed before showing?
- A. A bird should be clean to look its best. Top notch showmen wash their birds. White birds especially need washing to have a good clean appearance. Some feel that colored birds kept under clean conditions may only need their shanks and feet washed and some cleaning about the head with a damp cloth. Waterfowl with access to water will generally clean themselves pretty well. They need a clean area to be in after they get out of the water. It may be necessary to only wash their shanks and feet and do a little cleaning about the head.
- Q. How do you avoid damaging the birds feathers?
- A. Sponge the feathers clean, being careful to wash in the direction that the feathers lay so as to not ruffle or disturb their appearance. All feathers must be entirely wetted by immersing the bird in the wash water (keeping the head above water most of the time). To avoid feather damage, have your hands wet before working with a wet bird and dry before handling a dry bird.
- Q. How can you clean the feet and shanks?
- A. Use an old toothbrush to clean around the scales on the feet and shanks. A toothpick can be used to clean dirt from under scales.
- Q. When should birds be washed?
- A. Wash birds not less than 48 hours prior to the show so your bird will be dry before transport. Then you can be sure you have dry birds to exhibit, and not damp birds that get chilled during hauling.
- Q. Where should the birds be washed and dried?
- A. It is convenient to wash the birds outside if the weather is 70 degrees F or above and not too windy. The birds will be subject to chilling until they are dry. If the weather is cool, then drying must be done inside. Room temperatures of 80-90 degrees F work well. Birds should dry slowly for best results. If a warm room is not available, use a heat lamp over the cage in which the birds are placed to dry.
- Q. What temperature should the wash water and rinse water be?
- A. Three tubs of water are necessary for a good washing procedure. Work up a good batch of suds from a mild soap in the first container which has the water temperature at 95 degrees F. The second and third tubs are for the rinse water. Rinse water should be cooler than wash water to aid in the removal of the soap. One tub at 85 degrees and the other slightly cooler will work fine. If the water is too cool and the birds are held in it too long, their combs may turn purple. Remove the birds from the water immediately if this occurs.

- Q. How should the birds be handled when washing?
- A. When placing the bird in the wash water, rest the bird on the palm of one hand and restrain the bird with the other hand spread over the back. If the bird struggles, dipping the head under for just an instant will usually cause the bird to be more calm. The feathers must be well soaked or they will break easily. Wash the bird thoroughly with your hands or with a sponge, washing with the grain of the feathers. Pay particular attention to any heavily soiled spots and try to remove all dirt before removing the bird from the suds.

- Q. Describe how you would rinse and dry the bird.
- A. Hold the bird in the first rinse water for two minutes to soak out much of the soap. Draw the water through the feathers three or four times when moving the bird in the water. After you remove the bird from the water press as much water as you can from the feathers.

Next rinse the bird in the final rinse water. Be sure there is no soap left in the feathers. If any soap remains, the feathers will not regain their normal appearance. Again press water from the feathers after you remove the bird from the final rinse. Drying of the birds may be aided by wrapping them in a turkish towel after the last rinse. Birds should be placed in a clean coop with clean straw or shavings on the floor. The drying area must be warm and free from drafts.

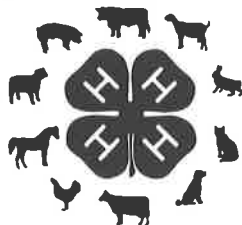
- Q. How can you improve the appearance of birds just prior to judging?
- A. Check birds over for any soiled spots that can be removed with a damp cloth. A few drops of mineral oil or a small amount of petroleum jelly on a soft cloth can be used to polish the shanks, feet and beak. Combs and wattles may also look more attractive if rubbed with a small amount of these substances. Properly done, no oily or greasy appearance remains.

## SUMMARIZING THE ACTIVITY

Examine the birds to be sure they have been properly cleaned and ask members to review the procedures to tell what they have learned. Praise their efforts for a good job and emphasize the learning experiences gained by participating.

## Supporting Activities

- Selecting your show birds.
- Showing your project birds.
- Making a shipping container.



# POULTRY

## DEVELOPING 4-H POULTRY PROJECT MEETING KITS

THOMAS D. ZURCHER  
Extension Specialist, 4-H Youth Development

### THE PROJECT MEETING KIT IDEA

Learn-by-doing 4-H project meetings in which the members develop both project skills and life skills usually do not just happen without some advance planning. Many times for one reason or another a 4-H project leader is unable to pull together all the supplies and other resources necessary. At times like these the project meeting kit is very helpful. A leader will usually find in the kit a project meeting guide with ideas on how to involve the 4-H'ers plus training aids and equipment useful in assisting the 4-H'ers with the activity selected. Project meeting guides on several topics are available from County Extension Offices. The information in this guide is designed to provide ideas to leaders and 4-H agents who are interested in assembling their own kits for project meetings or county use. The goal is for each county to have a readily available library of resources for leaders who want to use them as they meet with their 4-H'ers five or more times during the 4-H year.



### USES OF STATE 4-H PROJECT MEETING KITS

Currently over 120 model kits have been designed by the State 4-H and Animal Science Specialists at the University of Minnesota. These kits are primarily in the animal science area. Counties who are interested in using the kits as models or in county leader workshops or skillathons may do so.

### RESERVING KITS

Kits may be reserved by contacting the State 4-H Office. Arrangements must be made for transporting the kits to and from the county. Because of the size and weight of many kits, mailing costs would be prohibitive.

### PROJECT MEETING BOXES

A supply of specially made boxes which can be used to package county kits is available for counties to purchase at a cost of \$1.50 each. Make checks payable to the University of Minnesota. Arrangements for pick up must be made.

## 4-H POULTRY PROJECT MEETING KITS

Listed below are examples of kits which have been developed:

### 1. IDENTIFYING PARTS OF A CHICKEN

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station Guide, situation and task sign, Minnesota Chicken Parts Chart, parts T-pins, sponge for pins, cardboard for chart.

### 2. IDENTIFYING BREEDS OF POULTRY

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign, pictures of 15 poultry breeds, chips with breed names, supplementary information sheet on "Identifying Breeds of Poultry."

### 3. JUDGING LAYING HENS

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign, judging placing cards, oral reason cards, Poultry Fact Sheet #32 "Judging Egg Production Classes", four pictures of chickens.

### 4. GIVING ORAL REASONS

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign, Poultry Fact Sheet #31 "Giving Reasons on Egg Production Classes."

### 5. SCORING A JUDGING CLASS

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign, Hormel Computing Slide, paper, pencils.

### 6. IDENTIFYING POULTRY FEED INGREDIENTS

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign, packet of 9-12 feed ingredients, chips with ingredient names, plates with PROTEIN, ENERGY, VITAMINS, MINERALS, chips with human food names.

### 7. UNDERSTANDING A FEED TAG

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign, poultry feed tags.

### 8. WASHING YOUR PROJECT BIRD

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign, washing and rinsing containers (3), thermometer, soap (Ivory liquid), towels, rags, old toothbrushes.

### 9. SHOWING YOUR PROJECT BIRD

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign.

### 10. GRADING EGGS

#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon Station guide, situation and task sign, station sign, egg candler, cloth cover, eggs of differing quality for candling, Poultry Fact Sheet #34 "Egg Grading."

### 11. TELLING LAYERS FROM LYERS

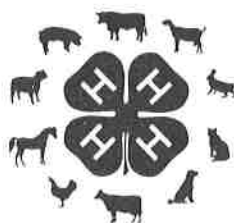
#### Kit Contents:

Project meeting guide, Conducting a 4-H Poultry Skillathon guide, situation and task sign, station sign, Poultry Fact Sheet #32 "Judging Egg Production."

## Donor Support

Special thanks goes to the following donors who provided funding to support the development of the kits:

Minnesota Livestock Breeders Association  
Minnesota Pork Producers  
Minnesota Production Credit Associations  
Cenex Foundation  
Land O'Lakes



# POULTRY

## TALKING LIKE A POULTRY RAISER

MELVIN HAMRE  
Extension Poultry Specialist  
THOMAS D. ZURCHER  
Extension 4-H Specialist

### IMPORTANCE OF THE TOPIC

Understanding various poultry terms helps 4-H members expand their knowledge of poultry production and products. Whether a member is judging a class of chickens or eggs, reading about poultry, or simply talking with others, the ability to use correct terms will be very helpful.

### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By the end of this project meeting, the 4-H'ers will:

1. Define a minimum of ten new terms and use each in a sentence.
2. Further develop the life skills of expressing themselves, working together, and dealing with a competitive situation.

### PREPARE FOR THE MEETING

Preparation for this meeting depends on the type of activity you select and whether you use poultry terms as the only topic for the meeting. Read the activities and select one or two to fit the age and experience level of your 4-H'ers. Included in this guide are alphabetical lists of general poultry terms and terms related to domestic waterfowl and turkeys.

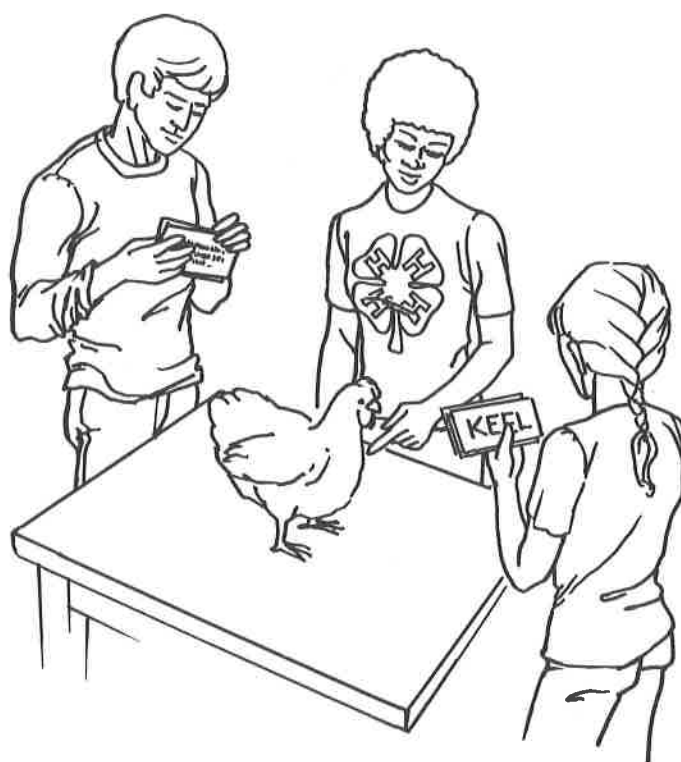
### SUGGESTED ACTIVITIES

**Matching**—Make up *two* sets of cards with a term on one side and its definition on the other. Use one set with the terms showing and the other set with the definitions showing. Give each group of two or three 4-H'ers about ten terms and definitions to match. Have them check their matchings by turning the cards over. Ask each group to discuss one or two terms and tell how they would use the terms in a sentence.

**Quiz Bowl**—Definitions make excellent questions for quiz bowl use. To hold a quiz bowl, divide the 4-H'ers into two teams, read a definition or term to the teams, and give the team answering it most correctly a point. See the project meeting guide "Conducting a 4-H Project Bowl" for additional information.

**Drawing**—Many of the terms can be understood more clearly by having your 4-H'ers make a drawing of what they think it means. Have them explain their drawings or sketches to each other.

**Charades**—Your 4-H'ers will enjoy acting out many of the terms as the rest of the group tries to figure out the term. To play charades, hand out or have them draw terms and let them take turns doing a charade.



**Crossword Puzzle**—Have your 4-H'ers, individually or in teams of two, make a crossword puzzle out of ten or more terms. Let them exchange to see if they can solve each other's puzzle.

**Comparing With Chicken**—Using either a live chicken or one made from the University of Minnesota 4-H Chicken Pattern, ask your 4-H'ers how many terms they can use that apply to the chicken. This is another enjoyable, competitive activity.

### Supporting Activities

Giving Oral Reasons  
Judging Poultry Classes



## Poultry Terms

Here are some terms that are used in describing and working with poultry and poultry products. Some uses are quite general and others are more specific. Many involve poultry production. Quite a few terms you hear will be used only by the poultry judge or raiser of exhibition poultry. Some terms which have specific meanings for producers of waterfowl and turkeys are included in a separate list.

**Avian**—Relating to or pertaining to birds.

**Axial Feather**—The short feather in the middle of the wing that separates the primary feathers from the secondary feathers.

**Bantams**—Miniature chickens, usually  $\frac{1}{4}$ - $\frac{1}{2}$  the size of regular chickens.

**Barring**—Two alternating colors on a feather, running across its width.

**Beak**—The horny mouthparts of birds.

**Bird**—An individual of any avian species.

**Blade**—The portion of a single comb below the points.

**Bow-Legged**—A deformity in which the legs are farther apart at the hocks than at the feet.

**Brassiness**—The light yellowish metallic cast commonly found in the plumage of white or partly white varieties.

**Breed**—A group of chickens within a class with a distinctive body shape and having the same general features and body weight.

**Broody**—The characteristic of birds to develop motherly instincts for setting on eggs and brooding chicks.

**Candling**—Examining the contents of an egg by holding it up to a light source in a darkened room.

**Capon**—A castrated male chicken, usually processed at about 5 months of age for meat purposes.

**Carriage**—The posture of the bird.

**Chalaze**—White, twisted, cord-like structures which hold the yolk in the center of the white.

**Class**—A group of chickens that has been developed in a particular region of the world.

**Close Feathered**—Feathers held tight to the body.

**Cockerel**—A male chicken under one year of age.

**Comb**—The fleshy protruding part on top of the head of a fowl.

**Condition**—The state of a bird's health, including sufficient fleshing and cleanliness and brightness of plumage.

**Cornish Game Hen**—An immature chicken, usually processed at 5 to 6 weeks of age, from one of the Cornish meat-type crosses. Cornish game hens weigh no more than 2 pounds ready-to-cook.

**Coverts**—The feathers covering the base of the primary and secondary wing and main tail feathers.

**Crest**—A round tuft of feathers on the top of the head of some chickens and ducks.

**Crop**—The enlarged part of the gullet, between the neck and body, in which food is stored temporarily and softened for digestion.

**Crossbreed**—The offspring of parents of different breeds.

**Crow Head**—A narrow, shallow head with an abnormally long beak.

**Culling**—Removing unproductive or inferior birds from the flock.

**Cushion**—A mass of feathers over the back and base of the tail of a chicken, giving it a rounded effect.

**Cuticle**—A protective covering over the shell of the egg which partially seals the pores and makes the shell more water-resistant.

**Debeak**—The removal of part of the beak of birds to reduce picking and egg eating.

**Defect**—A fault that is considered in judging poultry.

**Disqualification**—A serious deformity or a defect which prevents a bird from receiving an award.

**Down**—The soft, fine, fluffy covering of a young bird.

**Dubbing**—Trimming the comb and/or wattles.

**Earlobe**—A round, fleshy patch of bare skin on each side of the head, varying in size, shape, and color according to the breed.

**Embryo**—The developing bird within the egg.

**Eviscerate**—To remove the contents of the body cavity when processing poultry.

**Fowl**—A collective term applying to chickens, ducks, geese, turkeys, and sometimes other avian species. Also a marketing term used for mature chickens.

**Fryer (Broiler)**—A young, meat-type chicken, usually processed at 7 to 10 weeks of age.

**Giblets**—The heart, liver, and gizzard of poultry when use for meat.

**Gizzard**—A thick, muscular organ of the digestive tract for grinding feed.

**Hackle**—The rear and side neck feathers of a bird.

**Hen**—A female of many avian species. Also a female chicken over one year of age.

**Hen-Feathered**—A male having oval instead of pointed sex feathers in the hackle, saddle, wing bow, and sickles.

**Hock**—The joint between lower thigh and shank.

**Horn**—A term used to describe the various shades of dark color in the beak of some breeds such as the Rhode Island Red.

**Incubation**—Applying heat to eggs to cause them to hatch.



**Keel**—The lower portion of the breast bone.

**Lacing**—A narrow border of contrasting color around the entire web of a feather.

**Leg**—The upper and lower thigh and shank in the live bird. The thigh and drumstick in processed poultry.

**Lopped Comb**—A comb which falls over to one side.

**Luster (Sheen)**—A glossy appearance to the feathers, due to the reflection of light rays.

**Molt**—The process of shedding old feathers and regrowing new feathers.

**Mottling**—Spots of a color or shades different from the base color of the feather.

**Oil Gland**—A gland on the back at the base of the tail that secretes an oily fluid used in preening the bird's feathers.

**Ovary**—The part of a hen's reproductive system that produces the female germ cell and the yolk of the egg.

**Oviduct**—The part of the hen's reproductive system that produces the white, shell membranes, and shell of the egg.

**Plumage**—The collective term for the feather covering of a bird.

**Poultry**—A general term applied to all domesticated fowl.

**Primaries**—The long stiff feathers growing from the outer segment of the wing.

**Pubic Bones**—The thin, rear portion of the hip bones that form part of the pelvis.

**Pullet**—A female chicken less than one year old.

**Roach Back**—A deformed, humped back.

**Roaster**—A young, meat-type chicken, usually processed at 3 to 4 months of age.

**Saddle**—The rear of the back of a male fowl.

**Scales**—The thin, horny growths covering the shanks and feet.

**Secondaries**—The long, stiff wing feathers growing from the wing segment next to the primaries.

**Sex Feathers**—The pointed feathers in the hackle, back, saddle, sickles, and wingbow of a male fowl. In the females, sex feathers are oval.

**Shank**—The portion of the leg between the hock joint and the foot.

**Sickles**—The long curved feathers of a male chicken's tail.

**Side Sprig**—A pointed growth on the side of a single comb.

**Slipped Wing**—A wing that is carried so that the primary feathers do not overlap properly when folded.

**Split Wing**—A wing with a distinct gap between the primary and secondary feathers, due to the permanent absence of a feather.

**Spurs**—A bony growth from the rear inner side of the shanks.

**Standard Fowl**—The large or regular-sized breeds of poultry.

**Strain**—Fowl of any breed or variety that have undergone a breeding and selection program for a number of years so they reproduce with uniform characteristics.

**Stub**—A short feather, usually found on the shanks, or on or between the toes.

**Texture**—The condition or size of the grain and quality of the skin of the comb, face, wattles, and earlobes.

**Thumb Print**—A disfiguring indentation on the blade of a single comb.

**Ticking**—Specks or small spots of color in contrast to the base feather color. Ticking can be required on some portions of some breeds, but it may cause disqualification in others.

**Type**—The general shape and form common to all fowl in a breed.

**Undercolor**—The color of the lower or fluff portion of feathers.

**Variety**—A subdivision of a breed, distinguished by color, color pattern, or comb type.

**Vent**—The single body opening in birds, used to both discharge the waste products of digestion and the eggs or sperm from the reproductive tract.

**Wattles**—The fleshy, red growths which hang below the side and base of the chicken's beak.

**Wry Tail**—The tail of a fowl permanently carried to one side.

## **Domestic Waterfowl and Turkey Terms**

**Bean**—A raised, hard, bean-shaped swelling on the end of the bill of waterfowl.

**Beard**—A small cluster of coarse black hairs growing from the upper part of the breast of adult male turkeys.

**Bill**—The horny mouthparts of waterfowl.

**Caruncles**—The fleshy growths on naked portions of the head and neck of the turkey and Muscovy duck.

**Dewlap**—A growth of skin hanging from under the upper bill and throat of some breeds of geese (a dewlap-like skinfold in turkeys is usually called a wattle or throat wattle).

**Drake**—A male duck.

**Duck**—Name for many smaller species of the waterfowl family; also female duck.

**Duckling**—A young duck.

**Fryer-Roaster**—A young turkey usually processed at 12 to 14 weeks.

**Gander**—A male goose.

**Goose**—Name for many larger species of the water-fowl family; also female goose.

**Gosling**—A young goose.

**Knob**—A knob-shaped growth at the base of the upper bill in African and Chinese breeds of geese.

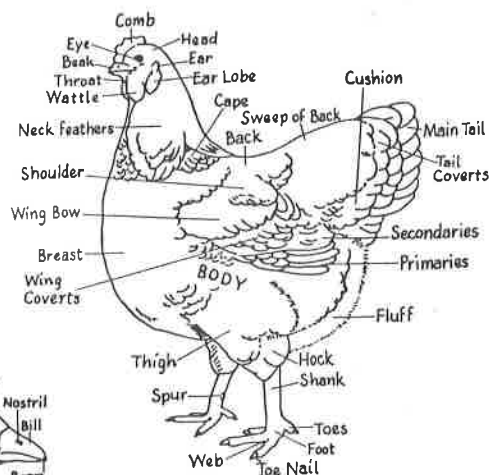
**Poult**—A young turkey.

**Sex Feathers**—The feathers in the tail of a male duck (except Muscovy breed) which curl upward and forward.

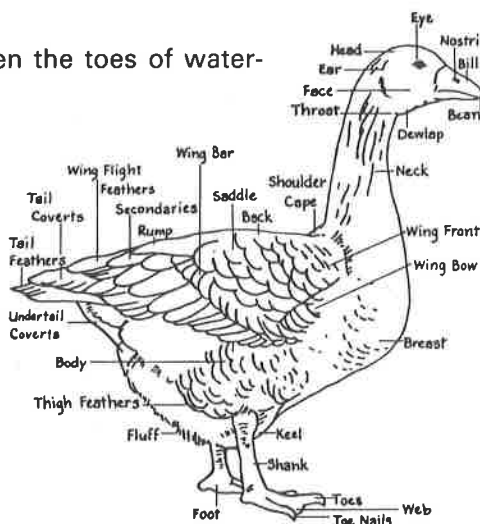
**Snood**—A tube-like fleshy growth near the front of the top of the head in turkeys.

**Tom**—A male turkey.

**Web**—The skin growing between the toes of water-fowl.



Chicken



Duck



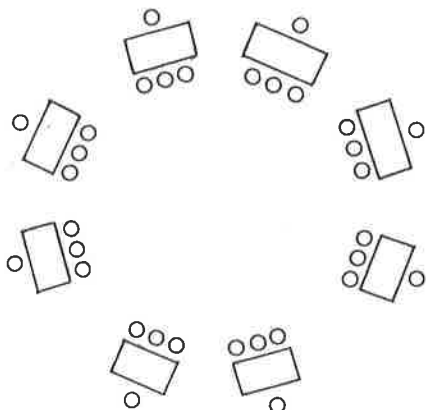
# POULTRY

## CONDUCTING A 4-H POULTRY SKILLATHON

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### WHAT IS A 4-H SKILLATHON?

A skillathon is an excellent method of involving your 4-H'ers and their parents in challenging, noncompetitive, learn-by-doing activities. This method of helping 4-H'ers develop both their life skills and project skills is designed as a series of mini-learning stations with a facilitator at each one (see illustration below). The participants rotate from station to station, attempting to perform the specific tasks given at each station. The station facilitator allows all team members to test their own knowledge and abilities before giving them any hints. This technique is referred to in 4-H as experiential learning or learning by doing before being told or shown how.



A skillathon works well not only during project meetings, but also at the 4-H community club. It is an excellent way to involve several project groups in the program at once. By asking various project groups to set up one or two learn-by-doing stations, the entire club can be actively involved at once. In addition, you can use a skillathon to give recognition to the project groups and their leaders.

The skillathon approach has also been successfully used to strengthen the educational value of county and state fairs. Both adults and youths enjoy the challenge which each situation and task offers.

This project meeting guide briefly outlines how to set up and conduct a 4-H poultry skillathon. Included are a checklist for the planning committee, advice for the facilitator, and suggested supplies, situations, and task for each station.



### WHAT YOUR 4-H'ERS WILL ACCOMPLISH

By participating in a skillathon your 4-H'ers will accomplish the following:

1. Given a situation and a task, they will be able to evaluate their abilities to solve the challenge presented and discover for themselves what they need to know to do the activity.
2. They will learn to work as members of a team.
3. They will practice making decisions and speaking before others.
4. They will receive recognition and praise for their efforts.

### CHECKLIST FOR THE SKILLATHON COMMITTEE

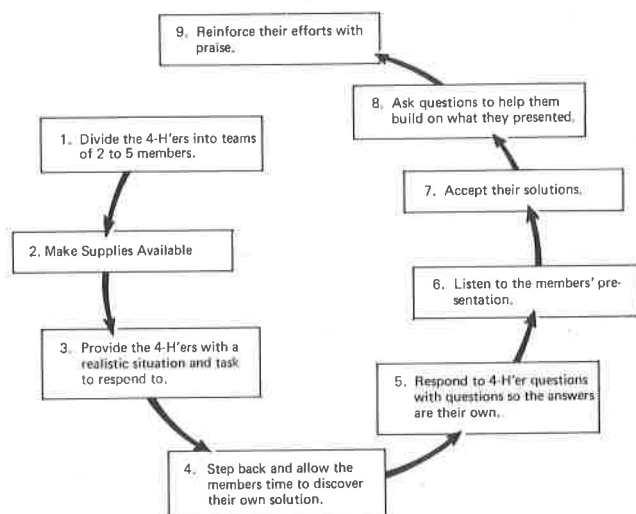
- \_\_\_\_\_ Decide on the stations wanted, considering time and resources available.
- \_\_\_\_\_ Make up a realistic situation and task for each station.

- \_\_\_\_\_ Decide who will be in charge of each station.
- \_\_\_\_\_ Decide on the equipment or supplies needed at each station.
- \_\_\_\_\_ Delegate responsibility for gathering supplies.
- \_\_\_\_\_ Depending on the size of the group and the number of stations, group the members into teams of 2 to 4, assigning each team to a station and moving them to the next station every 10 minutes or so.
- \_\_\_\_\_ After all teams have rotated through the stations, have each team select a station and give a short presentation to the entire group on how the team solved the task at a particular station. Let teams choose which station they want to present.
- \_\_\_\_\_ Praise everyone's efforts.

## RESPONSIBILITIES OF THE STATION FACILITATOR

You will find it challenging and rewarding to be a helper at one of the stations. The extent to which the participants develop project skills and life skills depends largely on how successfully you relate to them. Here are suggested steps:

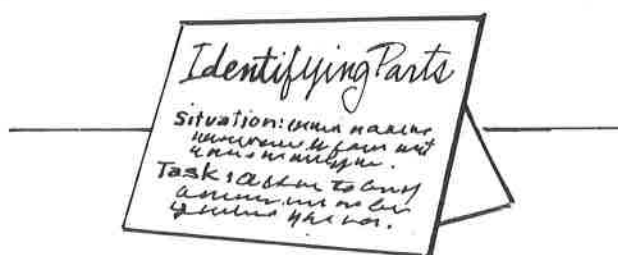
- \_\_\_\_\_ Familiarize yourself with the topic and available project meeting guides, supplies, and training aids.
- \_\_\_\_\_ Compile a list of questions to ask each team.
- \_\_\_\_\_ Set up your station to include a stand-up situation and task sign, and necessary supplies.
- \_\_\_\_\_ Allow the team members to discover for themselves how to accomplish the task, instead of first telling or showing them how.
- \_\_\_\_\_ Facilitate the learning situation for each team in the following suggested manner:



- \_\_\_\_\_ Ask the 4-H'ers how they would set up and conduct this same activity at a 4-H project meeting.
- \_\_\_\_\_ Mark the team's participation card if one is used.
- \_\_\_\_\_ Prepare your station for the next team.
- \_\_\_\_\_ Following the skillathon, inventory and pack up all equipment, materials, and signs.

## STATION INFORMATION

Some possible topics and suggestions for presenting each topic at individual stations are included here. Station topics are limited only by your imagination and interest. The model hen made from the Minnesota 4-H hen pattern can be a very useful training aid for several of the suggested topics. At all stations try displaying the situation and task information on an 8 x 11" stand-up so that the teams can start solving the task immediately.



You will need the following supplies for each station described: project meeting kit containing the project meeting guide "Conducting a 4-H Skillathon," stand-up situation and task sign as previously described, a project meeting guide about the topic, and a station sign.

### 1. Identifying Parts of a Chicken

**SUPPLIES:** Minnesota Chicken Parts Chart, parts T-pins, sponge for pins, cardboard for chart.

**DIRECTIONS:** Provide pins with part names on them for the team members to match with chart numbers. Let them check their answers.

**SITUATION:** You have been asked to help the younger 4-H'ers in your 4-H poultry project group learn the parts of the chicken.

**TASK:** Work together to match the names with the numbers on the chart.

### 2. Identifying Breeds of Poultry

**SUPPLIES:** Pictures of 15 poultry breeds, chips with breed names, supplementary information sheet on "Identifying Breeds of Poultry."

**DIRECTIONS:** Let teams match chips with breed names with the breed pictures. Let them check their answers. Follow up with questions.

**SITUATION:** You are showing one of the new members of your 4-H project group the various breeds at the fair.

**TASK:** Identify the breeds and tell something about each breed.

### 3. Judging Laying Hens

**SUPPLIES:** Judging placing cards, oral reasons cards, Poultry Fact Sheet AG-FS-1182 "Judging Egg Production Classes". 4 pictures of chickens, 4 cages, 4 chickens.

**DIRECTIONS:** Set up four cages with one laying hen in each for the teams to judge. Assist as necessary and ask questions.

**SITUATION:** Your neighbor has asked you to select the best layers from her egg production flock. You decide to sharpen your skills on a few birds first.

**TASK:** Judge and place this class of four hens in order of egg production ability, ranking them in order of most eggs laid. Explain how you judge chickens for egg production, based on the number of eggs laid.

### 4. Giving Oral Reasons

**SUPPLIES:** 50 Oral reasons notecards.

**DIRECTIONS:** Refer to information on the oral reasons notecard in the kit. Provide each team member a notecard and assist as needed. Let each one give a complete or partial set of reasons (e.g., one pair).

**SITUATION:** Your neighbor and younger members in your 4-H poultry project group want to know why you placed the class of egg production hens as you did.

**TASK:** Using the oral reasons notecard as a guide, give your reasons.

### 5. Scoring a Judging Class

**SUPPLIES:** Project meeting kit, Hormel computing slide, paper, pencils.

**DIRECTIONS:** Provide teams with the official placings, cuts, and the project meeting guide to figure their score. If they are still completely confused after a few minutes, walk them through an example using the six steps. Let them check their score on the Hormel computing slide.

**SITUATION:** An expert poultry judge also judged the class of hens and presented his placings and cuts.

**TASK:** Using the expert's decision as the "official" placing, figure your score for the class.

### 6. Identifying Feed Ingredients

**SUPPLIES:** Packet of 9 to 12 feed ingredients, chips with ingredient names and human food names, paper plates with the words PROTEIN, ENERGY, VITAMINS, WATER, MINERALS, written on them.

**DIRECTIONS:** Let the teams match the chips to the ingredients. Then have them put all chips on the plate specifying the nutrient category. Ask questions and discuss.

**SITUATION:** Your poultry 4-H group has decided to study the feed ingredients in a poultry ration. You volunteer to learn them so you can help the members.

**TASK:** Match the chips with the ingredients and then indicate the type of ingredient each one is.

### 7. Understanding a Feed Tag

**SUPPLIES:** Poultry feed tags.

**DIRECTIONS:** Provide the team members with feed tags and let them explain what they read. Ask questions and discuss. Refer to the project meeting guide.

**SITUATION:** You are in a feed store and a customer sees your 4-H t-shirt. The customer asks your help in understanding a feed tag.

**TASK:** Explain to the customer what information the tag contains and how this will help in choosing a feed for a flock.

### 8. Washing Your Project Bird

**SUPPLIES:** Three washing and rinsing containers, thermometers, soap (Ivory liquid), towels, rags, old toothbrushes, 2 or 3 birds, table with cage and clean straw.

**DIRECTIONS:** Provide the supplies and the bird and let the members demonstrate what they would do. Encourage them to refer to the direction sheet.

**SITUATION:** Two days before the show you decide to wash your project bird.

**TASK:** Demonstrate how to wash the bird.

### 9. Showing Your Project Bird

**SUPPLIES:** Project meeting kit, 4 birds, 2 cages, a table.

**DIRECTIONS:** Give the team a copy of the showmanship outline for reference. Play the role of a judge and ask the members to take turns showing the bird. Ask questions.

**SITUATION:** You are in your first 4-H poultry showmanship content.

**TASK:** Demonstrate to the judge how you would display the various parts of your bird.

### 10. Grading Eggs

**SUPPLIES:** Project meeting kit, egg candler, cloth cover, eggs of differing quality, 4 candlers, Poultry Fact Sheet AG-FS-1184 "Egg Grading".

**DIRECTIONS:** Let the team members candle the eggs and discuss what they learn. Follow up with questions.

**SITUATION:** You are selling eggs to your neighbors from your 4-H poultry flock. One called this morning to report a blood spot in one of the eggs.

**TASK:** Demonstrate how to check your eggs before selling them.

## **11. Talking Like a Poultry Raiser**

**SUPPLIES:** Set of notecards with terms and definitions.

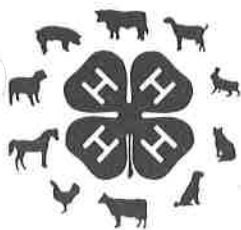
**DIRECTIONS:** Let the team members match the terms with the definitions.

**SITUATION:** Somehow your glossary of poultry terms has been mixed up.

**TASK:** Match the terms with the definitions.

## **Acknowledgment**

Special thanks go to the Minnesota Livestock Breeders' Association, which provided funding for the development of the training aids and materials used for the seven species skillathons conducted at the Minnesota State Fair as well as for the printing of this project meeting guide.



# POULTRY

## PREPARING FOR 4-H POULTRY SHOWMANSHIP

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### IMPORTANCE OF THE TOPIC

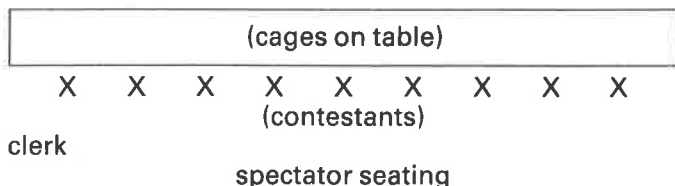
Poultry showmanship provides 4-H members with an opportunity to exhibit their skills in raising, selecting, conditioning, evaluating, and handling poultry. In the process the 4-H'ers learn to express themselves and develop self-confidence and sportsmanship.

### WHAT YOUR 4-H'ers WILL ACCOMPLISH

1. Further develop self confidence, the ability to express themselves and good sportsmanship.
2. Practice preparing themselves and their poultry for a showmanship event.

### PREPARE FOR THE MEETING

This guide will help you involve your members in a learn by doing activity as well as prepare them for what takes place in an actual contest. All you need to prepare ahead of time is a table covered with shavings, a cage or two, and some birds. At the actual show the set up will usually look like the following:



Additional resources which will help you and your members prepare for this activity are included at the end of this guide.

### INVOLVING YOUR 4-H'ers

Practicing showmanship procedures gives each 4-H'er an opportunity to develop important life skills. This is especially true if the members are allowed to learn by doing before being told or shown how. One method is to simply set up a practice contest with a 4-H'er as

judge and the members showing their birds. If the group is inexperienced a team of two often has more success and can learn from each other. You and the junior leaders will be in a position of coach rather than an up-front teacher.

After the 4-H'ers have attempted to perform each of the routines listed under Showmanship Hints, ask each team to demonstrate one of the routines for the entire group. Follow up with questions to help them build on what they know.

The poultry terms can often be learned with matching exercises, project bowls, short demonstrations, or skilathon activities.

### SHOWING PROCEDURE

To help your members more fully understand what takes place in an actual contest a procedure is outlined:

Move to judging area with bird and stand at attention in front of cage with bird in basic hand position.

When requested by the judge, show the following and answer any questions asked:

Holding and Carrying

Examining the head and face, wings, under-cover, width of body, breast, vent, depth of abdomen, pubic bones, feet, and legs

Place bird in cage

Show bird in cage

Remove bird from cage

Hold bird in basic hand position while final placings and reasons are given

Leave ring after name is announced.

**Vent**—To examine the vent area, tilt the bird forward so the abdomen can be observed easily. Using the thumb and fingers of free hand, expose the vent—note its color, moistness, and pliability.

## SHOWMANSHIP HINTS

The judge will evaluate each contestant primarily in seven areas:

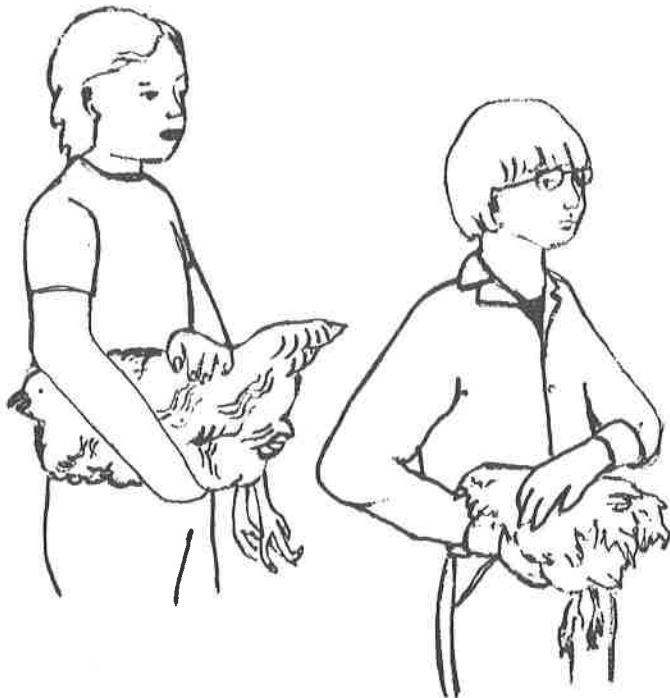
### 1. 4-H's Personal Appearance—10 points

Each contestant should be neatly dressed in clean, well-pressed clothes. No uniform is required and no shorts or cut-offs should be worn. Personal grooming is particularly important.

### 2. Quality and Condition of Bird—10 points

When selecting a bird, whether it's a male or female large fowl bird, a bantam, a duck, a goose, or a turkey, the following characteristics should be considered:

- Pleasing appearance—bright eyes, good fleshing, free from defects
- Good, smooth plumage—shiny appearance, clean and washed if appropriate for species
- Breed and varietal characteristics
- Free from diseases and parasites
- Gentle and not flighty—usually a bird which is worked with over a period of time will become accustomed to the showmanship routine and will show its strongest characteristics while being judged. A radio played near the bird will also help familiarize it with show conditions. Short practice session just before the contest is also suggested to help calm both bird and exhibitor.



### 3. Examination and Handling of Bird—30 points

**Carrying and Holding**—To carry a bird, body should be kept balanced and upright on the palm of the same hand which was used to remove the bird from the cage. The head and neck may extend between the arm and body of the person carrying it or, with a small bird, against the carrier's body and above the arm on which it is carried. The other hand should rest on the bird's back



Birds should be held upright to give the judge a side view of the body. The bird should rest comfortably on the palm of the holder's hand. The strengths of the bird should be emphasized; tails fluffed, head and beak raised, feathers smoothed, wings tucked in normal position. In this basic hand-posed position the 4-H participants will be asked to show the judge several parts of the bird.

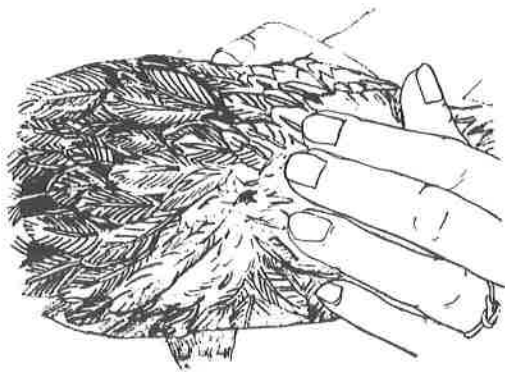


**Head**—The bird should be raised to shoulder height and turned so that the head and face can be examined. The hand supporting the bird should remain in place, while the free hand moves the head. Complete the examination by turning the bird to examine the other side of the head and face.

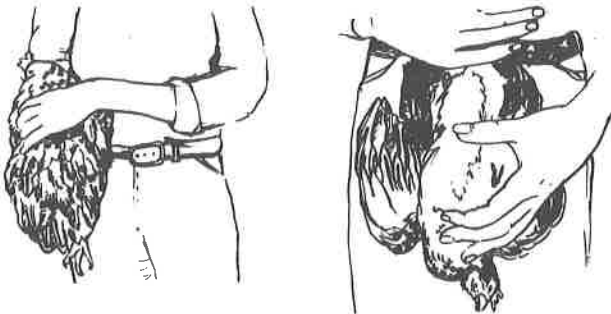


**Wings**—Spread wings to examine condition and pattern of the feathers. To extend the first wing, grasp wing tip with free hand and pull. To examine second wing, place free hand across body of bird and apply pressure to last wing joint with thumb and fingers of free hand to extend the wing.



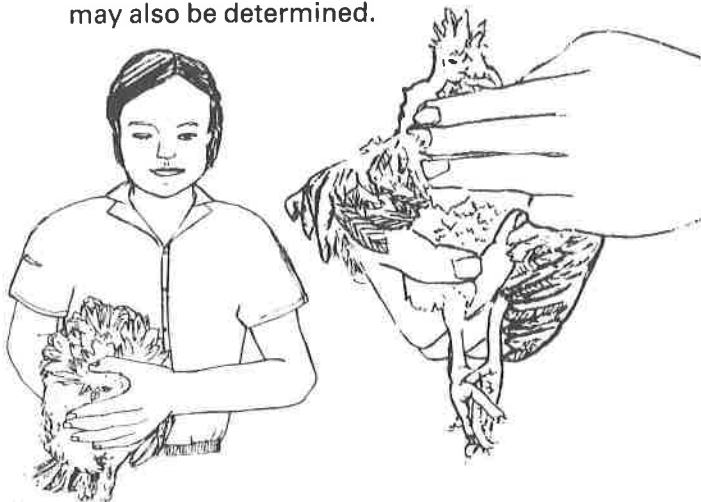


**Undercolor**—The undercolor of the back and body fluff of the birds will be examined. Use finger tips to gently pull tops of feathers “against the grain.” This action exposes portions of feathers normally hidden from view.

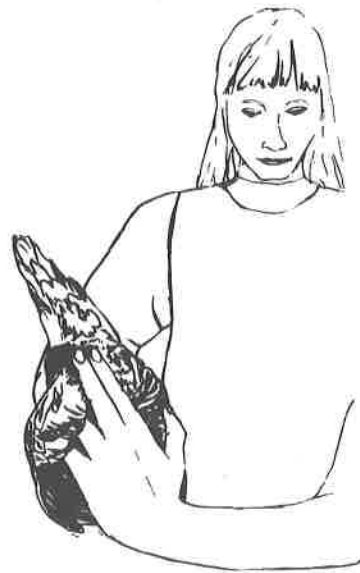


**Width of Body**—Width of body is determined by placing the thumb and index fingers of free hand across the bird’s body directly behind the base of the wings. Gently push the measuring arch, thus formed downward to the tail, to determine the width and shape of the body.

**Breast**—Without changing the grip, examine the breast by holding the bird so that its head is downward and its back is directly against the body of the showman. The showman’s free hand should be used to measure the breast bone and examine the keel for straightness, breast blisters, indentations, or other defects. In this position the depth of the body or distance between the keel and back may also be determined.



**Depth of abdomen**—After examining the vent, measure the depth of the abdomen by placing as many fingers of the free hand as possible between the tip of the keel and the public bones.



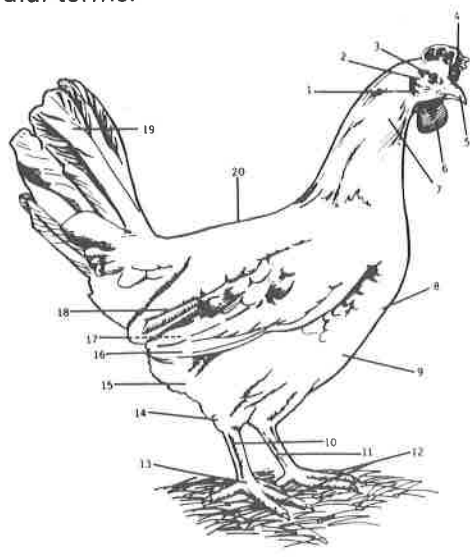
**Pubic Bones**—The width between the pubic bones is determined by placing as many fingers of the free hand as possible between the tips of these bones.



**Feet and Legs**—To examine the feet and legs, the bird is held against the showman’s body. The free hand should be used to manipulate feet and leg: so all parts can be examined. Swivel the bird to examine the front of the feet and legs.

#### 4. Knowledge of Poultry Terms—20 points

The judge will ask the participants to explain various poultry terms and their relationship to the bird and the poultry project. Parts of the bird are popular terms.



### CHICKENS

#### Key for Chicken Chart

- |                    |                |                             |
|--------------------|----------------|-----------------------------|
| 1. Ear lobe        | 8. Breast      | 15. Abdomen                 |
| 2. Ear             | 9. Keel bone   | 16. Primary wing feathers   |
| 3. Eye             | 10. Shank      | 17. Pubic bones             |
| 4. Comb            | 11. Spur       | 18. Secondary wing feathers |
| 5. Beak            | 12. Toes       | 19. Main tail feathers      |
| 6. Wattles         | 13. Foot       | 20. Back                    |
| 7. Hackle feathers | 14. Hock joint |                             |

#### 5. Placing Bird in Cage—10 points

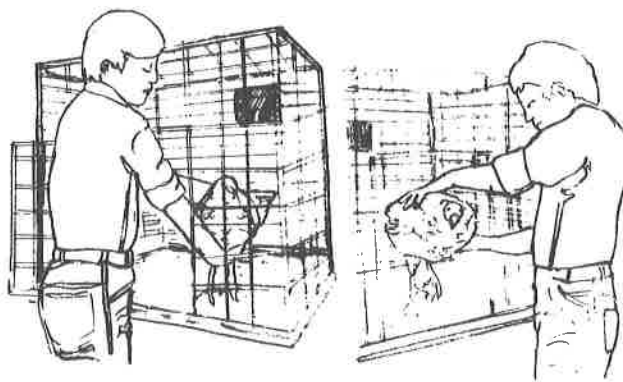
Hold the bird in the basic hand position, open the cage door, turn the bird, put into cage head first, place it gently on the cage floor, and close the cage door.

#### 6. Showing Bird in Cage—10 points

Be alert to the judge. Stand at a relaxed attention facing the judge. Allow the judge to have full view of bird at all times. Contestants must listen and follow the judge's directions carefully. Consistent showmanship of a bird is important until class is dismissed.

#### 7. Removal of Bird from Cage—10 points

Open the cage door. Reach across the bird's back; grasp the far wing; turn the bird so it faces the cage door. Slide second hand beneath the bird's body, placing one or more fingers between bird's legs and grasping them so that the bird, when lifted, can be balanced on the palm of that hand. Place first hand on bird's back. Remove bird from cage, head first. Come to attention and watch judge for further direction.



Stand at attention by the case with the bird held in the basic hand position. Final placings will be made and reasons will be given.

### TURKEY AND WATERFOWL SHOWMANSHIP HINTS

Turkey and waterfowl are shown similar to chickens. The only major difference occurs when waterfowl are taken out of the cage. The correct procedure is as follows:

Open cage door. Grasp large duck's or goose's neck (loosely) and turn bird toward cage door. Pull out of cage, head first. At the same time slide second hand beneath the bird's body, placing fingers between the bird's legs and grasping them so the bird, when lifted, can be balanced on the palm of that hand. Place first hand on bird's back and wings.

All other procedures will be the same as for chickens. When taking out very small ducks, such as bantam ducks, the same procedure as for chickens may be used. Ducks or geese should *never* be caught by the legs.

### ADDITIONAL RESOURCES

Member manuals and several additional project meeting guides are available to support the showmanship activity. AS-39 Identifying Poultry Breeds, AS-40 Catching and Handling Poultry, AS-41 Telling Layers from Lyers, AS-45 Washing Your Project Bird, AS-83 Talking Like a Poultry Raiser, AS-110 Using the Poultry Standard of Perfection, and AS-4 Identifying Parts of Farm Animals.

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A notebook containing a set of over 125 additional animal science project meeting guides may be ordered from Communication Resources/Distribution, 3 Coffey Hall, University of Minnesota, 1420 Eckles Avenue, St. Paul, MN 55108.

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# POULTRY

## USING THE POULTRY STANDARD OF PERFECTION

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### IMPORTANCE OF THE TOPIC

The Standard of Perfection of the American Poultry Association describes the breeds recognized by the Association. A knowledge of the Standard is essential to the identification and judging of standardbred poultry. Members raising standardbred poultry should be familiar with the specifications for breeds in which they are interested so they can do a better job of bird selection and understand how their birds are judged. Anyone having a knowledge of the Standard will better understand terms used by breeders and be aware of how poultry are classified into a system of classes, breeds, and varieties.

### WHAT YOUR 4-H'ers WILL ACCOMPLISH

By participating in this hands-on learning activity, your 4-H'er's should be able to do one or more of the following:

1. Define a minimum of ten new terms and use each properly.
2. Evaluate a bird using the standards for the appropriate breed and variety.
3. Be able to correctly identify a bird using the breed and variety descriptions in the Standard.
4. Gain experience in making decisions and judgments.

### PREPARE FOR THIS MEETING

Preparation for this meeting depends on the type of activities you select. Read the activities and select those that fit the age and experience level of your 4-H'ers.

You will need at least one copy of the Standard of Perfection. If you do not have a copy see if you can obtain one from an exhibition poultry breeder in your area or through your county extension office. A number of editions of the standard have been printed. Any one of them can be effectively used for parts of this activity.

Some of the activities suggested and others that you can develop on your own can be done without live birds. If facilities permit and birds are available a real experience for the members can be by handling live birds.

### SUGGESTED ACTIVITIES

*Matching*—Make up two sets of cards with a term on one side and its definition on the other. Use one set with the terms showing and the other set with the definitions showing. Use terms from the glossary of technical terms of the Standard of Perfection so members can become familiar with this part of the Standard. Select terms that relate to the particular emphasis you are trying to teach or an interest of the members. Give each group of two or three 4-H'ers about ten terms and definitions to match. Have them check their matchings by turning the cards over. Ask each group to discuss one or two terms and tell how they would use the terms in a sentence.



**Quiz Bowl**—Definitions make excellent questions for quiz bowl use. Use terms from the glossary of technical terms of the Standard and let them look up terms they are not familiar with. To hold a quiz bowl, divide the 4-H'ers into two teams, read a definition or term to the teams, and give the team answering it most correctly a point. See 4-H PMG AS-8 "Conducting a 4-H Project Bowl" for additional information.

**Breed Identification**—Using colored pictures, photographs, or live birds let members use the Standard to help determine the breed and variety of birds. See 4-H PMG AS-39.

**Checking for Disqualifications**—Familiarize members with the common disqualifications by matching, quiz bowl, or other means. Then have members examine live birds looking for specific disqualifications. Acquaint members with section on disqualifications and defects in the Standard.

**Judging for Breed Characteristics**—Have members look up the characteristics for a specific breed and variety in the Standard. After discussing these characteristics have members judge some birds according to breed characteristics and place them in the order of their merit.

## SUMMARIZING THE ACTIVITY

Help your members understand what they have learned. Questions from the group will expand their learning experience. Explain how the Standard can be used to better evaluate birds in breeding projects and preparing for exhibiting in the breeder classes.

## SUPPORTING ACTIVITIES

Topics for other activities that would be helpful if conducted prior to this meeting follow:

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|-----------------------------------|-------|
| 1. Identifying parts of poultry.  | AS-4  |
| 2. Conducting a 4-H Project Bowl. | AS-8  |
| 3. Identifying poultry breeds.    | AS-39 |
| 4. Catching and handling poultry. | AS-40 |
| 5. Talking like a poultry raiser. | AS-83 |

## REFERENCE

Standard of Perfection, published by American Poultry Association. Contact Extension Poultry Specialist if you are interested in obtaining a copy.