

Placer County 4-H



Swine Project Leaders' Guide

Goat lessons developed by University of Minnesota, 4-H Animal Science Project Meeting, MI.

Sheep lessons developed by North Central Region of the University of California Extension

Cattle lessons developed by National 4-H Cooperative Curriculum System.

Swine lesson developed by National 4-H Cooperative Curriculum System.

Horse lesson developed by National 4-H Cooperative Curriculum System.



University of California Cooperative Extension
Division of Agriculture and Natural Resources



ANR NONDISCRIMINATION AND AFFIRMATIVE ACTION POLICY STATEMENT FOR UNIVERSITY OF CALIFORNIA PUBLICATIONS REGARDING PROGRAM PRACTICES - July, 2013

It is the policy of the University of California (UC) and the UC Division of Agriculture & Natural Resources not to engage in discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), as well as state military and naval service. This policy is intended to be consistent with the provisions of applicable state and federal laws and University policies.

University policy also prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or to any of its programs or activities.

In addition, it is the policy of the University and ANR to undertake affirmative action, consistent with its obligations as a Federal contractor, for minorities and women, for persons with disabilities, and for covered veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with Federal regulations, written affirmative action plans shall be prepared and maintained by each campus of the University, including the Division of Agriculture and Natural Resources. Such plans shall be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated. Inquiries regarding the University's equal employment opportunity policies may be directed to Linda Marie Manton, Affirmative Action Contact, University of California, Davis, Agriculture and Natural Resources, One Shields Avenue, Davis, CA 95616, (530) 752-0495.

Characteristics & Implications...for Youth Ages 9 to 11

CHARACTERISTICS	
<ul style="list-style-type: none"> Very active with boundless energy Extremely curious--constantly asks "why?" Enjoy hands-on activities Use concrete thinking Likes group activity Like to be with members of own sex Admire and imitate older boys and girls Usually do best when work is laid out in small pieces Do not like keeping records-do not see value in them Like symbols and regalia 	<ul style="list-style-type: none"> Easily motivated-eager to try new things Use concrete thinking Learn to locate resources Like to explore ideas Learn about self through relationships Has rapidly changing interests Guidance from parents and other adults important if youth are to stay on task and achieve optimum performance Find difficulty in delaying immediate pleasure for future goals Need recognition and praise for doing good work
IMPLICATIONS FOR PROJECT LEADER	
<ul style="list-style-type: none"> Use detailed outlines of sequential learning experiences Build in activities where youth exchange resources for personal or group goals Incorporate many brief learning experiences Encourage learning experiences be done with youth of the same sex – if to be done with the opposite sex, avoid competitions between girls and boys Keep written work simple – review forms and worksheets with the group step-by-step Clarify and enforce reasonable limits for this group – provide the safety net of an adult who will maintain boundaries Involve older teens in helping youth in this group plan and carry out activities together Be present for this group – visible and accessible but in the background 	<ul style="list-style-type: none"> Use hands-on learn-by-doing activities Allow groups to develop parts of a larger plan Use activities where youth need to locate resources Plan activities that allow youth to move about and use their bodies – but vary activities for many interests (not just sports) Emphasize group learning experiences Use activities where youth achieve and produce a product Give clear instructions with set deadlines Do NOT play favorites – treat ALL youth fairly Encourage group free time Make recognition available to those who earn it – let youth know they will receive rewards for completing activities, and present recognition in front of peers and parents
SHARE	
<ul style="list-style-type: none"> Have youth share what interests, talents, abilities, and skills they developed in the activities Ask youth how teamwork, cooperation, friendship, and sportsmanship played out in activities completed Plan group time to talk about beliefs and values as related to activities completed Ask group members to share options considered in the activities 	<ul style="list-style-type: none"> Ask youth to share personal or group adjustments made during the activities Ask youth to verbalize or demonstrate opposing points of view they observed in the activities Ask youth to share opinions about activities completed – personal and group member performance, results of group work, etc. Ask youth to identify stressors and dangerous situations encountered in the activities completed

Characteristics & Implications...for Children Ages 9 to 11

Continued

PROCESS	
<ul style="list-style-type: none"> Ask youth what questions they still have about the activities just completed – encourage them to find some of the answers on their own, or encourage a few youth to find the answers and report back to the group Help youth identify successes achieved in the activities – give positive feedback to the efforts and successes you see Avoid generalized praise – this group sees through it and feels manipulated 	<ul style="list-style-type: none"> Ask youth to demonstrate sequenced steps completed in the activities If tools were used in the activities, ask youth how they shared the use of them in their groups Have youth explain rationale for choosing some options over other ones in the completed activities Provide correction quietly – one on one – in a caring and consistent manner
GENERALIZE	
<ul style="list-style-type: none"> Have youth generate alternative solutions to problems solved in the activities – or speculate other problems that could be solved in similar ways Ask youth to describe how the relationships that were formed or strengthened in the activities could be used in the future 	<ul style="list-style-type: none"> Ask youth what general categories were formed or needed to complete the necessary activities Provide active experiences that generally relate to or reinforce activity content presented such as nature walks, ropes courses, trips to significant sites, etc.
APPLY	
<ul style="list-style-type: none"> Based on the content of activities completed, help youth form groups or clubs with common “collecting” interests or hobbies – ball cards, stamps, bugs, rocks, buttons, etc. Build in ways parents, teachers, and other adults can help youth complete follow-up additional activities Encourage youth to incorporate technology into follow-up related activities Build in community service roles to reinforce content taught – help this group work on environmental issues in their community 	<ul style="list-style-type: none"> Give related assignments for youth to manage and complete Encourage apprenticing with teen volunteers in related activities Provide opportunities for parental involvement such as homework or “things to do” lists – solicit the help of parents to assist youth with written work Provide opportunities to set two or three goals for a six-month period Work with youth to identify and study related careers

Characteristics & Implications...for Youth Ages 12 to 14

CHARACTERISTICS

- | | |
|---|--|
| <ul style="list-style-type: none"> • Ready for in-depth, longer learning experiences • Self-conscious – many need help overcoming inferiority complexes • Interested in activities involving boys and girls together • Like fan clubs – many have adult idols • Often unclear of needs and values • Want to explore outside their own community | <ul style="list-style-type: none"> • Concerned about physical development – sometimes practice excessive grooming behaviors • Want to be liked by friends • Interested in sports and active games • Getting over the age of fantasy – beginning to think of what they will do when they grow up • Desire independence – but want and need their parents’ help |
|---|--|

EXPERIENCE

- | | |
|---|---|
| <ul style="list-style-type: none"> • Concentrate on developing individual skills – help youth compare skills to their own standards • Encourage active and fun learning experiences such as canoeing, hiking, and environmental stewardship – but not weighted toward physical prowess • Provide hands-on and skill-centered experiences in specific subject matter, and allow for quiet time • During activities, ask questions to encourage predicting and problem solving such as “What if this doesn’t work? What could then happen?” • Encourage working with older teens and adults to complete learning experiences and apprenticing • Encourage deeper exploration of leadership roles – provide opportunities to practice leadership roles with coaching, and encourage keeping more detailed records of leadership experiences • Involve the group in setting rules for the group or for the program • Do NOT use put-downs or “in-the-face” behaviors with this group • Provide learning experiences outside of the community | <ul style="list-style-type: none"> • Encourage learning experiences related to understanding self and getting along with others • Encourage learning experiences involving boys and girls – provide activities to be with the opposite sex in healthy ways such as planning groups, parties, fund-raising activities, etc. • Give youth a chance to choose when and if they are “on stage” • Tasks can be more difficult and of longer duration – making a model, keeping a journal, etc. – allow for creativity! • Help youth find necessary information and support activities • Teen and adult leaders must be well-liked to be effective – teen leaders should be three or four years older than the youth and considerably more mature • Encourage involvement in teen councils and planning boards • Provide realistic parameters – explain why they are necessary • Avoid singling youth out in front of others either to commend or to criticize |
|---|---|

SHARE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Ask youth to reflect on what they learned in the activities • Have youth prepare and give presentations on what they gained from or thought of the activities completed • Based on observations of the activities completed, ask youth to state what they think would be appropriate symbol for the group | <ul style="list-style-type: none"> • Ask youth to share any emotions they observed in the group and to share feelings about any relational interferences they encountered during the activities • Ask youth to share how their personal values interfaced with the decisions of the group • Ask youth to define their leadership style based on their performance in the activities completed |
|---|--|

Characteristics & Implications...for Youth Ages 12 to 14

Continued

PROCESS	
<ul style="list-style-type: none"> Ask youth to explain the plan of action undertaken to complete the activities – or the steps involved in creating the resulting product Ask youth to share observations they made of how different group members went through the same experiences Have youth list and examine varying points of view surfaced in the activities Have youth describe ethical dilemmas they observed in the activities and how they were resolved Pose abstract questions to help youth process realizations made during activities, and present similar scenarios, and ask youth to predict results 	<ul style="list-style-type: none"> When activities result in a product, ask youth what could have been done to improve the product Have youth articulate or demonstrate in a creative way how they benefit from their association with the group Provide opportunities for youth to ask and question ways of doing things in the group Find time to talk with them individually to help them work through problems or to discuss personal issues Provide honest information for the sexual issues and questions they have – listen to their fears and worries about their sexual development without judging or trivializing
GENERALIZE	
<ul style="list-style-type: none"> Present multiple alternatives in related situations, and ask youth to compare and choose the best possible option Assist youth in identifying ways they can practice assertiveness around the results of the activities completed Ask youth to share, in detail, skills and education needed for related jobs 	<ul style="list-style-type: none"> As a result of the activities, ask youth to set long-term goals and to plan strategies for reaching those goals Ask youth to explain actions or decisions that took place in the activities related to healthy or safe living Ask youth to construct simple budgets to reach stated goals
APPLY	
<ul style="list-style-type: none"> Have youth keep a journal of personal decisions and changes they make related to the activities experienced Encourage technological application to key concepts presented Relate activities completed to career choices 	<ul style="list-style-type: none"> Help youth identify and perform personal and group community contributions that meet special needs within their community Relate activities completed to career choices Have youth shadow experienced workers in related fields
CHARACTERISTICS	
<ul style="list-style-type: none"> Social needs and desires are high Interested in co-educational activities Want adult leadership roles Beginning to think about leaving home for college, employment, marriage, or other relationships 	<ul style="list-style-type: none"> Often need guidance in selecting careers Developing community consciousness Want/need a strong voice in planning programs Have interest areas that are more consistent with earlier ones – patterns of interest are emerging

Characteristics & Implications...for Youth Ages 15 to 19

EXPERIENCE	
<ul style="list-style-type: none"> • Concentrate on developing individual skills – help Provide opportunities for self-expression – emphasize leadership life skills related to social development • Provide activities to test out interactions with the opposite sex such as trips, dances, work groups, etc. • Plan some group time where youth can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc. • Plan activities where youth can experiment with different roles • Involve youth in more direct developmental activities such as tutoring, helping coach, leading groups, speaking to community groups, mentoring younger children, etc. activities that place them “in front” of others • Support youth as they set, work to reach, and evaluate long-term goals 	<ul style="list-style-type: none"> • Provide some experiences around body image, etiquette, grooming, hair styles, health and fitness, etc. – avoid comments that criticize or compare stature, size, or shape! • Provide opportunities for youth to talk about their own beliefs • Involve youth in carrying out plans – they are ready to be creative at a level of action, and they are at a level of responsibility to do this • Encourage greater in-depth study of leadership roles and life skills • Encourage youth to plan programs (even social activities) with guidance and support from involving adults • Encourage working with adult role models – emphasize guidance and counsel from adults rather than controlling direction • Be willing to admit mistakes as an adult!
SHARE	
<ul style="list-style-type: none"> • Ask youth what new information they learned in the activities • Ask youth to share personal strengths accessed in the activities • Ask youth to share what constraints they encountered in the educational activities • Ask youth to share personal and group risks associated with the activities completed • Ask youth to detail personal and group records kept in the activities completed 	<ul style="list-style-type: none"> • Challenge youth to interpret and creatively communicate what was learned through symbols, pictures, graphs, etc. • Ask youth to share how they prioritized roles and functions in completed activities • Ask youth to share emotions and feelings witnessed in the activities • Ask youth to summarize how the group made decisions together throughout the activities
PROCESS	
<ul style="list-style-type: none"> • Ask youth how the activities could have been structured differently to more efficiently accomplish the same educational goals • Ask youth to detail resources needed (available and missing) to complete activities just finished • Ask youth to generate and evaluate additional alternatives to activities completed • Ask youth to describe underlying rules or principles at play in the activities completed and how they influenced the results 	<ul style="list-style-type: none"> • Ask youth to describe or demonstrate how they compensated for unexpected challenges and changes in the activities • Ask youth to list adjustments made in behavior and plans while completing the activities • Ask youth to share personal value criteria they used in the activities completed – if in a trusting relationship, ask them to compare what they did to what they SHOULD have done in certain situations

Characteristics & Implications...for Youth Ages 15 to 19

Continued

GENERALIZE	
<ul style="list-style-type: none"> • Ask youth to identify related instances where they need to convey personal opinions and ideas to persuade or convince others • Ask youth to identify skills used in their group that are also needed in the workplace • Encourage application of leadership life skills to living on their own – incorporate budgeting and money management applications in activities • Assist youth in making related wise, healthy, and safe lifestyle choices 	<ul style="list-style-type: none"> • Ask youth to speculate long-term consequences of results of the activities completed • Challenge youth to find answers to similar problems • Ask youth how they contribute to the well being of their families in similar ways to their participation in this group • Construct experiences that expose youth to and involve with the larger society
APPLY	
<ul style="list-style-type: none"> • Support youth as they design follow-up related independent learning experiences • Assist youth in applying leadership life skills to career exploration – especially decision making • Offer Career or College Days – including the wide spectrum of options (not just white collar positions) • Encourage career exploration within specific subject matter – offer vocational activities • Provide activities (actual and theoretical) to explore the job market 	<ul style="list-style-type: none"> • Ask youth to develop plans for future life transitions • Arrange or locate internships (paid or unpaid) based on skill-specific career interests • Provide guidance and support to youth as they work to meet actual and real community needs • Encourage learning activities involving the community such as service groups, political parties, Habitat for Humanity, ecology, Adopt a Highway, etc. – involve them as spokespersons for the activities • Organize experiences for youth outside of their own community

SWINE PROJECT GUIDE

First Meeting:

- Project leader discusses their background and interest in being a leader for this project.
- Typically, youth who want to stay end up getting an animal, and those who do not purchase an animal end up leaving the group or wanting the educational information.
- Ask your youth questions about their background and interest with swine. This will allow for the project leader to tailor the program to the youth.
- Usually have an all breeds poster visible.
- Does not require an animal to be in the group.
- Hand out a sheet of meeting times and dates at the first meeting. Project begins in October, does not meet in December, and ends in May. (This is based upon individual leader, and communication with youth and adults may occur via online.)
- Make sure to discuss about market versus breeding animal options, and find the interest in each category from the youth in the project.
- Create a game or fun activity to quiz youth on their existing knowledge of Swine. Could be a Swine Jeopardy or fill-in the blank for Swine Parts.

Facilities and Equipment

- There is no one "right" facility for raising your pigs. The important factors to consider are:
 - Will the facility protect your pig from the weather?
 - Is it affordable?
 - Is it easily cleaned and disinfected?
- An animal that is not stressed by its environment (too hot or too cold) grows better and tends to be healthier. The primary goal is to provide an environment that allows the animal to fulfill its genetic potential to the greatest extent.
- Facilities do not have to cost a lot of money.
- The pen should be long and rectangular in shape and open to the south, out of the north wind. In most situations, animals need access to a covered or enclosed area as well as an outside pen. Most pens have more than enough space, many being at least 6 feet wide and 12 feet long, although this varies a great deal. The more space you have, the more pigs you can put into the pen.
- The flooring of a pen can be dirt, sand, wood or concrete. There are advantages to each.
 - Some type of bedding (straw, sand, shavings) should be used to keep the pigs warm, especially during the winter. It also helps keep them cleaner.
 - After animals are gone, remove the sand, disinfect the concrete, and lay new sand before the next group of animals arrive.
 - Dirt and sand are the cheapest and the easiest on the feet and legs of an animal, but it is impossible to completely remove microorganisms from such floors. To reduce pathogens from one year to the next, till the soil and expose it to sunlight for at least 3 days. Then you can put a new group of animals into the pen.
 - Concrete is the most expensive flooring and the hardest on the feet and legs of a pig. However, it is the easiest to clean and disinfect.
 - A combination of sand and concrete is often used to get the advantages of both. Concrete laid in a portion of the pen, such as around the water, prevents mud holes from forming. Or you might lay sand on top of a concrete floor to ease the stress on an animal's joints.

SWINE PROJECT GUIDE (Continued)

Feeding/Nutrition

- Ideally you will leave the pig on a self-feeder until the day of the show. **(Self-feeder usage can be determined by project leader and owner.)**
- With show pigs you try to have the pig reach the point when it looks its very best on the day of the show. Because the show might have weight restrictions, you may need to control the pig's growth rate so that its best weight occurs at the time of the show.
- It is important to check the self-feeder twice a day to make sure that it has feed in it and that the feed is flowing to the bottom of the feeder.
- Feeders should be allowed to run empty occasionally to keep feed from spoiling. Adding fresh feed to the top does not ensure that the feed on the bottom gets eaten first. Of course, to promote maximum growth, feeders should not be left empty for more than a few hours.
- When a pig reaches about 125 pounds it is time to start monitoring its growth closely. Start by weighing the pigs once a week. The pigs should be weighed at the same time of day and on the same day of the week since a pig's weight will change throughout the day, depending on the amount of feed or water it has consumed.
- It is helpful to use scales that are stationary.
- Record the weight of each pig every week. After a few weeks, the average daily gain can be calculated by dividing the weight gain by the number of days between weigh-ins. It is important to know how your pig is growing for a few weeks and knowing exactly how many days until the show, you can start controlling the feed intake.
- The desired weight is different for each animal, and depends on the animal's frame size and degree of muscling and fat.
- Depending on the animal's growth rate and length of the growing period, you will probably start hand-feeding your pig at some point to control how much it eats.
- Hand-feeding means feeding a known amount of feed to each pig individually. Pigs should be fed at least twice a day.
- As the pig gets closer to its target weight, adjust the amount of feed you give it to achieve the target weight gain. You should not feed pigs less than 4.5 to 5 pounds of feed each day.
- Most diets are formulated for animals that are allowed to eat all they want. When limit-feeding, you may need to add vitamins and minerals to the pig's diet to provide necessary nutrients. Diets with a higher percentage of protein are often used when limit-feeding.

Nutrients

- Water is the most essential of all nutrients. If you use nipple water dispensers, check them often to make sure the flow rate is right.
- Nipple water dispensers for grow-finish pigs (40 pounds to market weight) should provide 1 quart of water per minute. Fresh, clean water should never be withheld from an animal. Lack of water harms an animal's health and also causes muscles to lose shape and expression, because muscle is made up mostly of water.
- Carbohydrates give the animal energy and should make up the majority of its diet.
- Energy is needed for growth. However, over-feeding carbohydrates can cause an animal to store the excess in the form of fat.
- Proteins are made up of amino acids that are linked together to form long microscopic chains. There are 10 amino acids that a pig's body does not produce in adequate amounts and that must be added to the diet. Of these, lysine, threonine, tryptophan and methionine are the most important.
- Most diets contain grains such as corn and soybean meal, which are low in these amino acids.
- Most commercial rations are balanced to give an animal what it needs during a certain stage of growth.
- The diet provides adequate amounts of energy, protein, vitamins and minerals according to the amount the animal will eat in a single day.

SWINE PROJECT GUIDE (Continued)

Health

- The prevention of diseases begins before pigs are purchased or born. Show pigs that are farrowed (born) at one location, fed at that location and never exposed to other swine until exhibition should be very healthy.
- It is best to buy show pigs directly from a single farm that has a history of excellent herd health. Pigs purchased from a single farm can be housed together unless they are fighting too much (a common cause of lameness) or need to be fed different rations. You should never buy a sick or lame pig.
- If you purchase show pigs directly from several farms, it is best to keep the pigs from each farm isolated in separate pens (even during transport) and away from fence line contact with other pigs for 60 days.
- Consider these separate isolation pens as totally different farm locations. Wash and disinfect boots, equipment, etc. before going from one pen to another.
- If show pigs are bought at a sale, or if pigs from more than one source are mixed while being transported, they may be exposed to disease. The longer the exposure, the greater the risk.
- Treating sick pigs with antibiotics to compensate for poor health management is a common practice but only a temporary cure. Highly effective vaccines are not available for all swine diseases, and vaccines must be given weeks before exposure to protect animals.
- It is important to make sure that the pigs find the water and start drinking as soon as they arrive. Some pigs accustomed to trough or bowl-type water dispensers may not drink from nipple-type. Temporarily wedge a small piece of cardboard in the nipple so that water will drip into a pan and the pigs can find it quickly. If using a trough-type dispenser, make sure it is secured to a solid object or is heavy enough that it cannot be rooted over.

Vaccination

- There are effective vaccines for a number of diseases and they should be used.
- Vaccines for **erysipelas** (causes sudden death, skin disease and lameness) and **APP**, commonly called **pleuropneumonia** (causes pneumonia, sudden death and chronic unthriftiness), are routinely used in a combination vaccine. It should be administered to healthy pigs within 1 week of arrival and repeated 1 month later. Within 2 weeks after the second vaccination, pig should have developed an immunity that should make either disease less severe if it occurs.
- Another extremely important disease is **porcine reproductive and respiratory syndrome (PRRS)** virus. This disease can cause pneumonia and death or become a chronic disease that causes a pig to gain weight more slowly or stop growing. Modified-live PRRS vaccines are effective, but vaccinated pigs can still spread (shed) the virus to non-vaccinated swine. Therefore, veterinarians often recommend using an inactivated, or killed, vaccine in show pigs that are housed near breeding stock. This inactive vaccine causes no virus shedding to other animals.

Deworming

- Deworm healthy pigs upon arrival and again 1 month later. Use a dewormer that is effective against whipworms, such as Safe-Guard® (fenbendazole) or Atgard-C® (dichlorvos) at least once.
- Pigs suffering from diarrheal disease can be especially sensitive to deworming products. Safe-Guard® is probably the least toxic product for pigs with diarrhea from whipworm infections. Ivomec® (ivermectin) and Dectomax® (doramectin) are excellent injectable dewormers that also kill lice and mange, but they are not always effective against whipworms.

SWINE PROJECT GUIDE (Continued)

Showing

- Training the hog for exhibition is an important part of the weeks leading up to the show. Your hog should be walked regularly to improve fitness and give you a chance to train it.
- Purchase or make a "pig stick" or "pig bat." This is a stick about 30 to 40 inches long. As you walk the pig, lightly tap it on the left side of the neck and shoulder to make it turn right. Tap it on the right side to make it turn left. When the pig is walking straight, gently tap it on the top of the back between the shoulder blades.
- Eventually the animal will learn that if you tap it on the top of the back you mean for it to walk straight.
- It is important to be able to control your pig, because when you are exhibiting it you will want the animal to keep walking about 10 to 15 feet in front of the judge's viewing area. You'll need many weeks of practice to train the animal well. At a show, it is obvious which exhibitors have worked with their animals and which have not. Pigs that have never been out of their pens and worked with usually run around in circles and are unruly.
- When a pig places its nose in the corner of the show ring, an easy way to get it to move out is to place your palm over the pig's eye. It will move away in the opposite direction and turn out.
- When show day arrives, you will want the judge to get a good look at your pig. The way pigs are shown in the arena will depend on the size of the show.
- At most shows, announcers tell you when a particular breed and weight range should come to the holding pen. From the holding pen, pigs are released one at a time into the larger show arena.
- As the pigs come out of the holding pen the judge will have a good look at each one. Sometimes, if the judge really likes the pig, he or she will point to the pig and ask that it be penned. If that happens, you (the exhibitor) should put your hand up in the air so the ring helpers will know your pig is to be penned. It is up to you to walk your pig to the pen, but the ring helpers usually assist. Once the judge pens the pigs he or she likes best, the other pigs will be excused from the show ring and the penned pigs released into the show ring for a more detailed evaluation.

Written Guides/Information Sheets

http://extension.unh.edu/resources/files/Resource002334_Rep3429.pdf

http://pubs.ext.vt.edu/414/414-001/414-001_.pdf

<https://www.unce.unr.edu/4H/programs/stem/files/pdf/4-HManualIntroSwine.pdf>

Videos

<https://www.youtube.com/watch?v=IDtxBXvOOJQ&list=PLY-aHHxCwggRBA7s0J6mC4o675GQvEkr0>

<https://www.youtube.com/watch?v=mcqOufkDweA&list=PLY-aHHxCwggRBA7s0J6mC4o675GQvEkr0>

https://www.youtube.com/watch?v=E2Ib_yhSe0E&list=PLY-aHHxCwggRBA7s0J6mC4o675GQvEkr0

Keeping Track: Annual Project Report

This section is used by the 4-H member to document their specific project work. Please remember to complete an Annual Project Report form for every project a member completes.

Copies of the Annual Project Report Form are available online at <http://ucanr.edu/sites/placercounty4h/files/167230.pdf> and within the 4-H Office.

Members are required to chart their progress in their Annual Report.

As a project leader, please help your youth fill in their Annual Project Report. Project Leaders may have surplus forms at each project meeting and allow youth members to fill in the form the last five to ten minutes of each project meeting. Or Project Leaders may want to send out summary descriptions for project meetings via email or Facebook.

Please remember to have youth chart their progress as they go.

Record Books may be done online with the Online Record Book or a paper copy. Please see the links below for additional information and resources.

Record Book Manual with Instructions

<http://4h.ucanr.edu/files/165564.pdf>

Placer County 4-H Record Book Resources

http://ucanr.org/sites/placercounty4h/Community_Clubs/Resources_-_Forms/Record_Books/

Online Record Book Resources

<http://4h.ucanr.edu/Resources/Members/RecordBook/RBResources/>

<http://4h.ucanr.edu/files/121045.pdf>

If you have any questions about the Record Book, please feel free to contact:

Jessica Trumble-Pitel

jctrumble@ucanr.edu

530 889-7393



Swine Project

Lesson 1: Introduction to Swine

Objectives:

- ✧ Identifying swine body parts
- ✧ Learning important characteristics for selecting a swine

Time:

60 minutes

Materials:

- ✧ Pen or pencil and paper
- ✧ Pig Parts Crossword puzzle
- ✧ Image or diagram of Pig Parts
- ✧ Live demonstration pig (if possible)

Directions:

1. Hand out the Pig Parts Crossword Puzzle to youth members. Allow members to work together or individually, whatever makes the individual youth feel most comfortable.
2. After there has been adequate time for the crossword activity, as the leader, using either a live pig or a diagram go over the different parts on a pig. A lot time for questions during this explanation portion. Provide youth with additional paper for taking notes on the different parts.
3. After explanation of the different parts to a pig allow youth to get into groups and discuss the following questions:
 - ✧ Describe the most difficult thing about learning the parts.
 - ✧ What new parts did you learn?

Developed by:

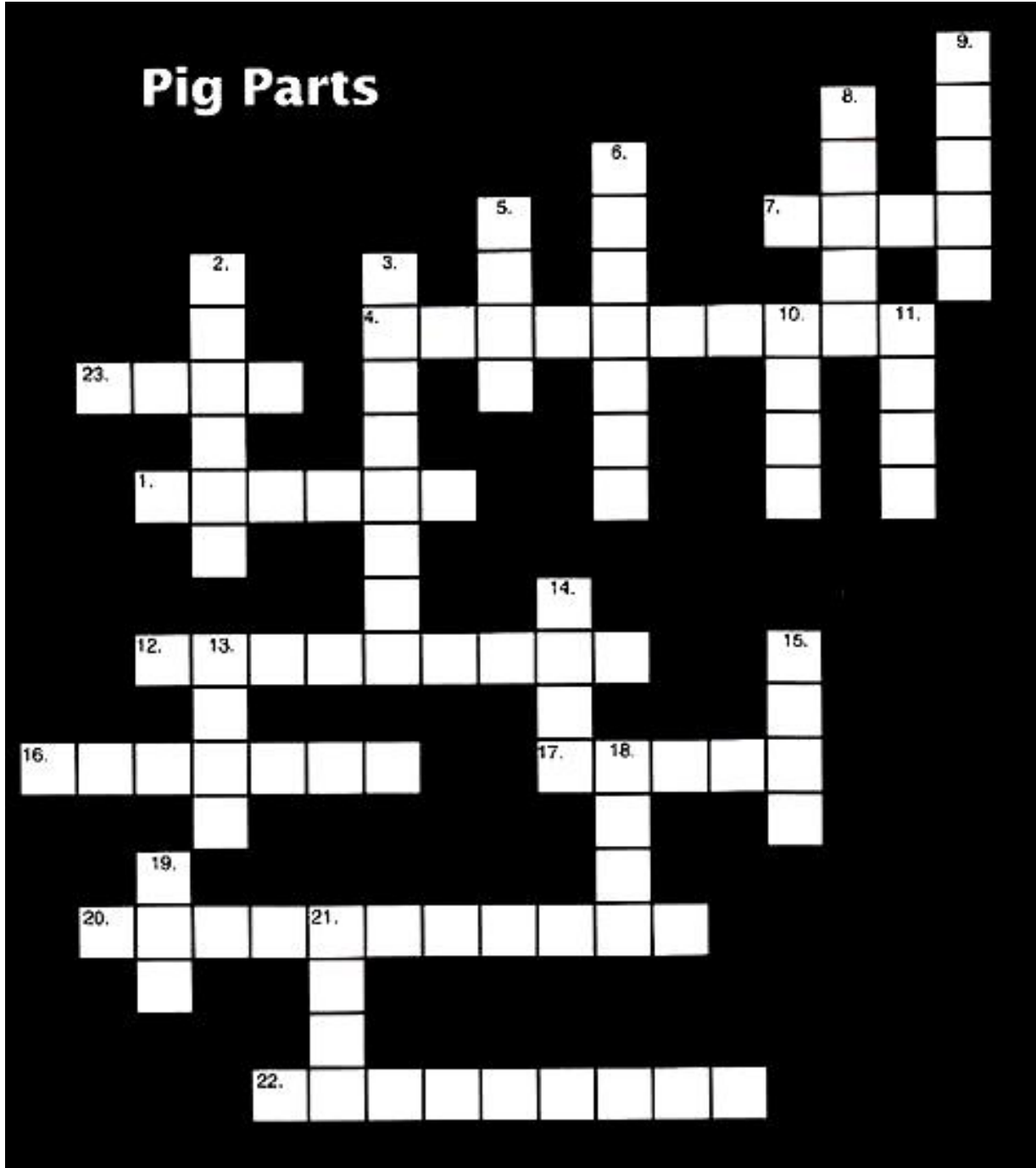
National 4-H Council

Adapted by:

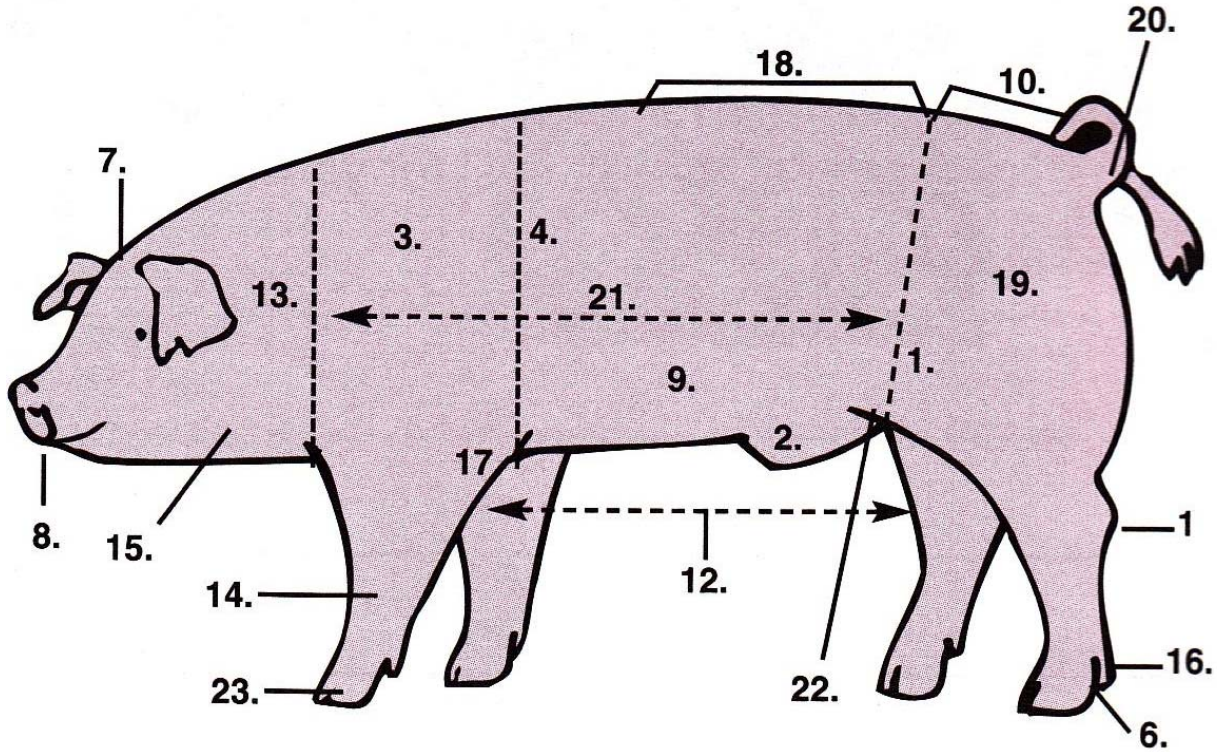
University of California
Cooperative Extension
Placer/Nevada

Swine Project

Pig Parts Crossword Activity:

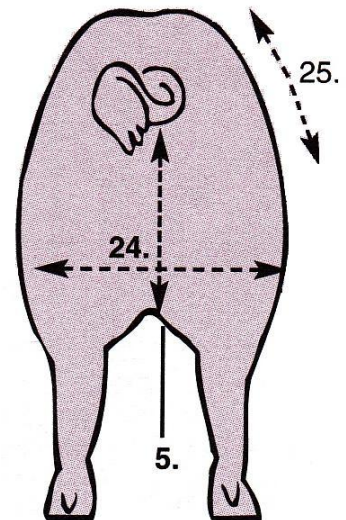


Swine Project



Complete the crossword using the following terms:

- | | | |
|------------|------------|--------------|
| Back | Hock | Seam |
| Belly | Jowl | Sheath |
| Cheek | Knee | Shoulder |
| Dewclaw | Loin | Side |
| Elbow | Neck | Snout |
| Foreflank | Pastern | Stifle |
| Foreleg | Poll | Tail Setting |
| Ham | Rear Flank | Toes |
| Heartgirth | Rump | Underline |

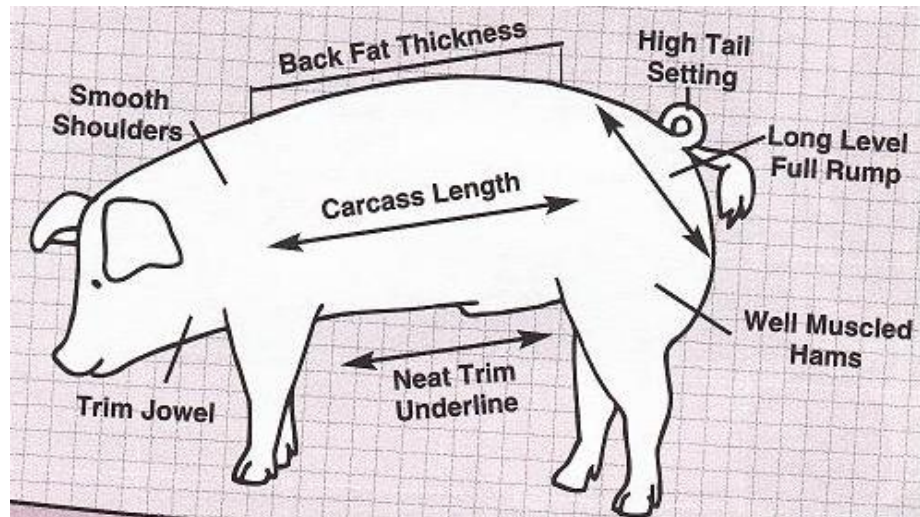


Swine Project

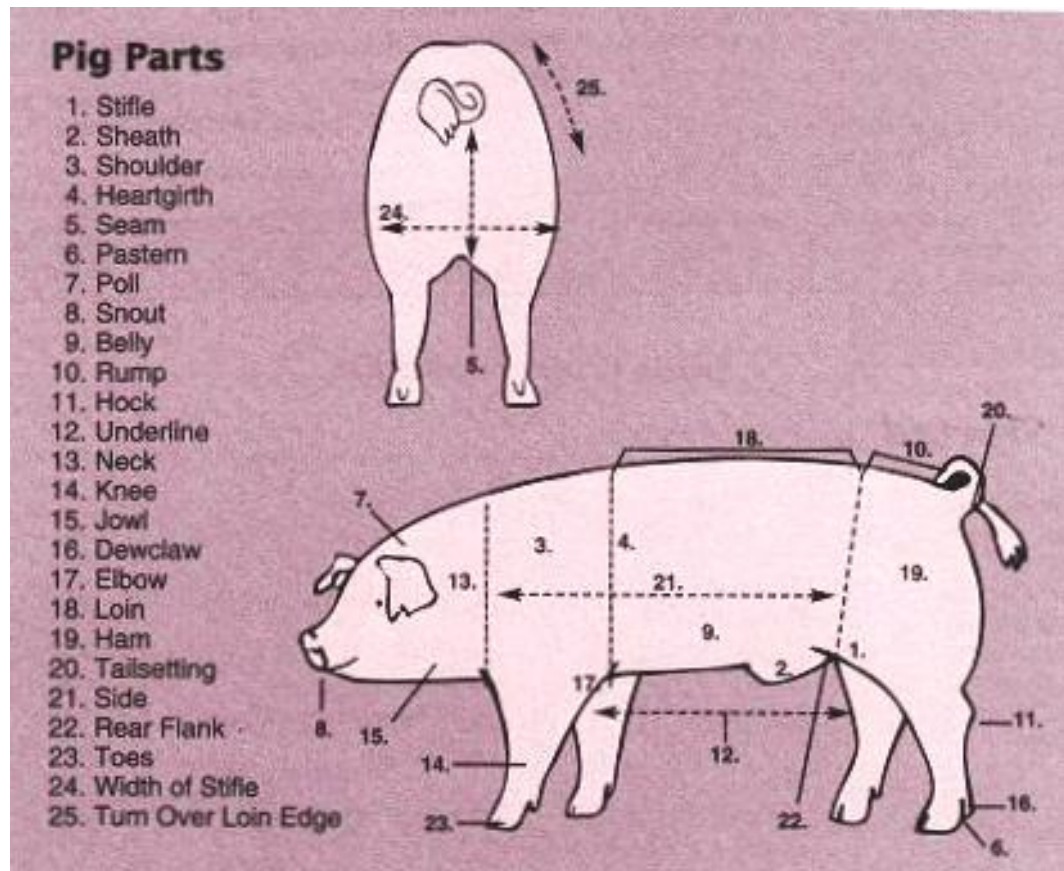
Leaders Notes

The ideal pig is deep at the heart and long sided. It walks and stands wide and is larger than the average pig of the same age. It is well-muscled, showing natural thickness over the top, and has a plump, thick ham. The ideal pig walks free and easy

with good slope to its front pasterns. It is nearly level across the top and has a level rump with a high tail setting.



Refer to the graphic below for crossword puzzle answers:





Swine Project

Lesson 2: Judging Market Hogs

Objectives:

- ✧ Identifying to judge swine
- ✧ Learning how to select a swine

Time:

60 minutes

Materials:

- ✧ Pen or pencil and paper
- ✧ Image of hogs from different classes
- ✧ Live demonstration hogs from different classes (if possible)

Directions:

1. Probably won't have four separate classes of hogs for youth to judge, but a combination of images and live demonstration hogs will work well here. Images will be suitable as well.
2. Allow youth members to work individually or in groups to identify the best and worst hogs from the images or live hogs.
3. Once youth have had an opportunity to rank the hogs come back together to discuss what makes a better versus worse hog based upon characteristics.
4. Additionally discuss the questions below as a group:
 - ✧ How did you feel as you placed the class of market hogs?
 - ✧ What do you think you did best?
 - ✧ What do you think you need to practice more?
 - ✧ What new parts of the pig did you learn?
 - ✧ What was the most difficult part of making a decision?

Developed by:

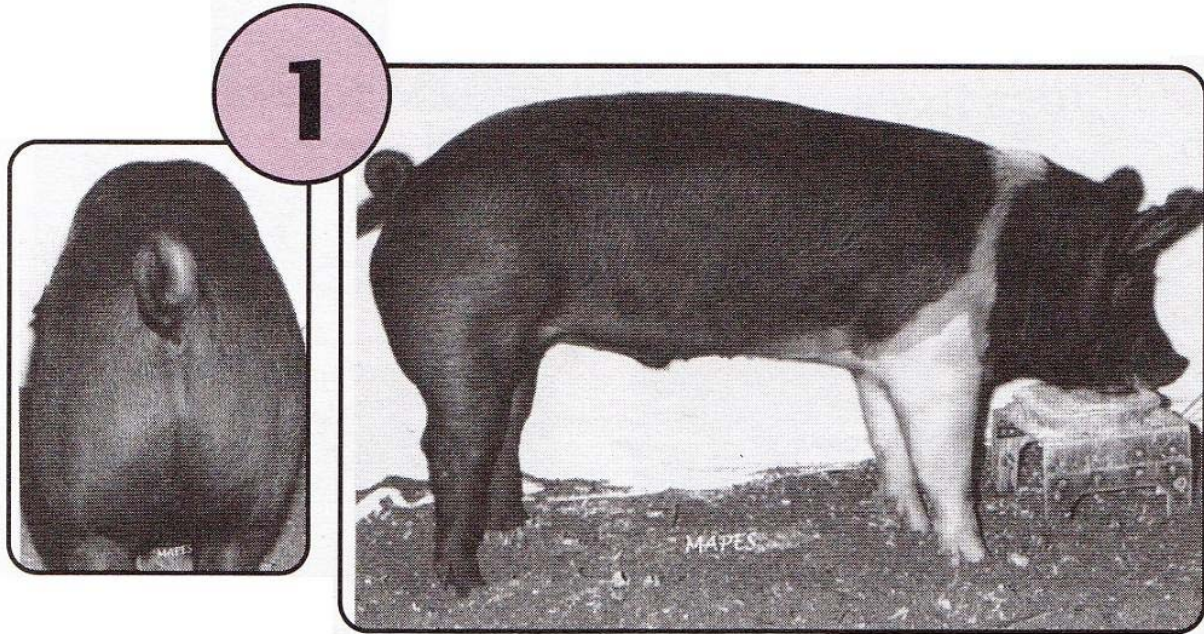
National 4-H Council

Adapted by:

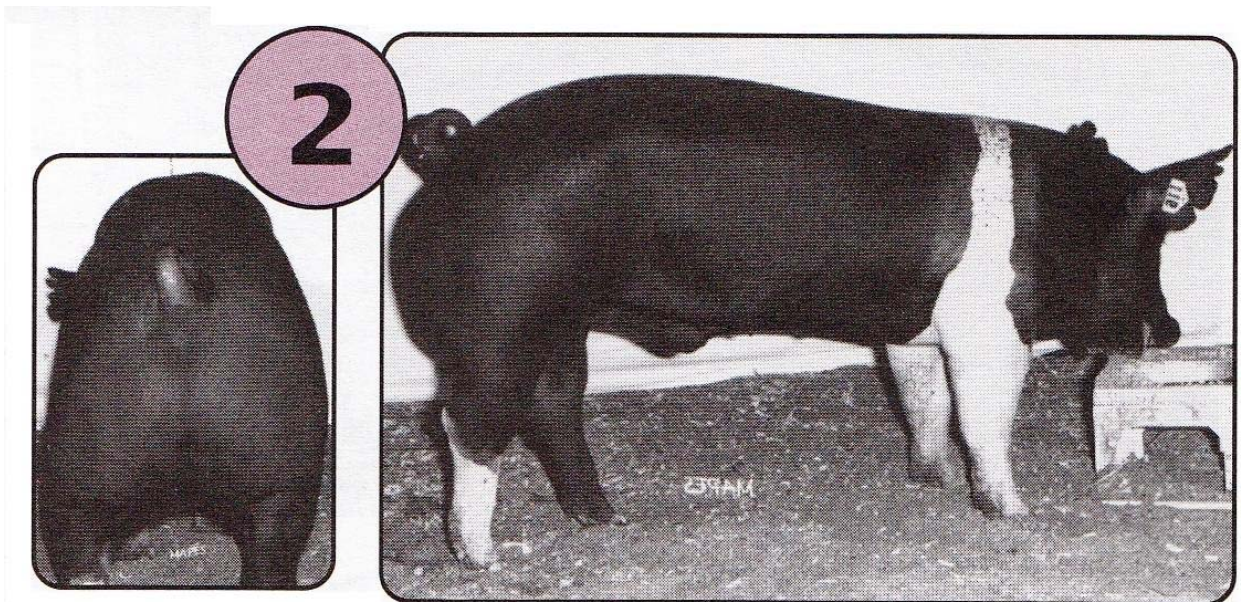
University of California
Cooperative Extension
Placer/Nevada

Swine Project

Best Hog:



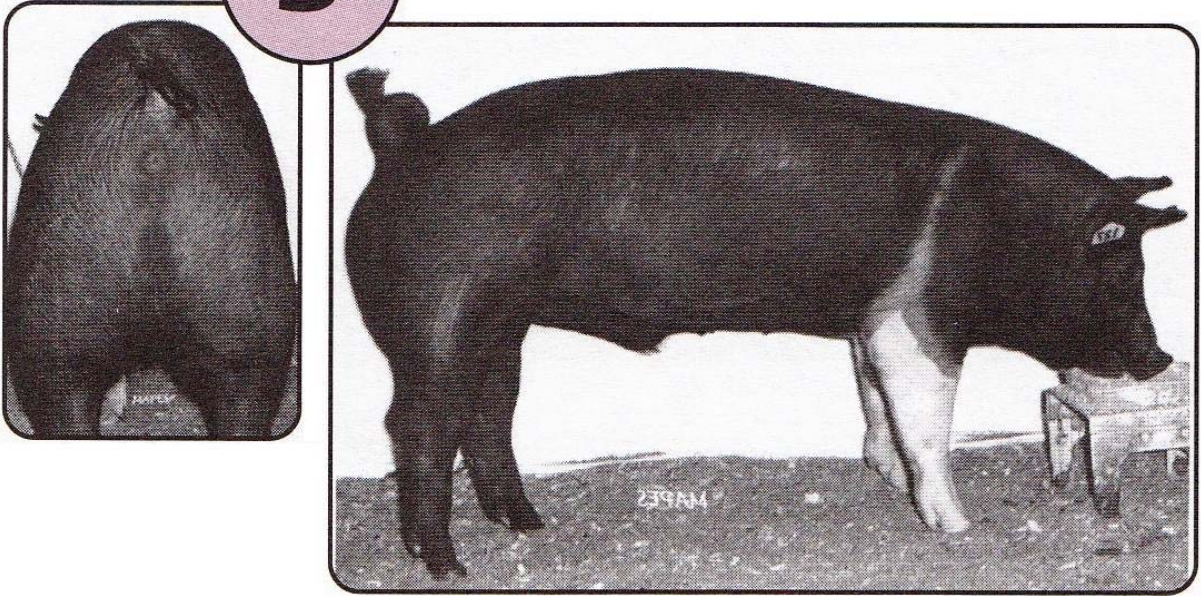
Second Best:



Swine Project

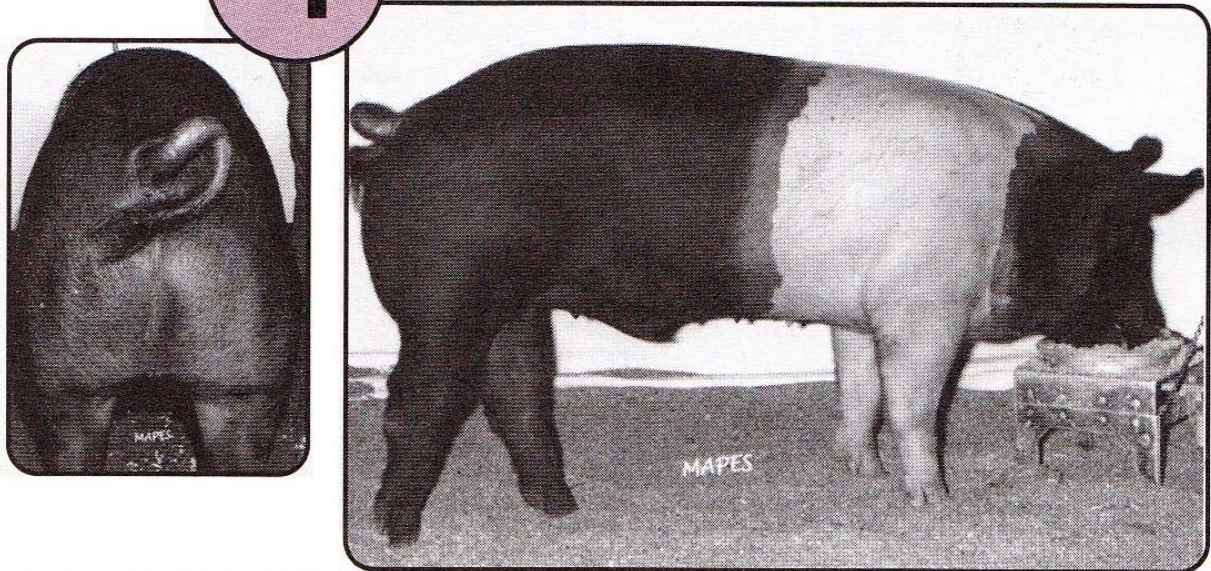
Third Best:

3



Fourth Best:

4



Swine Project

Leaders Notes

Market hogs are evaluated and placed based on five basic areas. Muscle, leanness, growth, volume and structural soundness.

- ✧ Muscle refers to the meat or the amount of meat within each hog. Good muscling will be bulging and roundish in shape.
- ✧ Leanness means less fat. Hogs need to be as lean as they can while maintaining good muscle. You can look at a hog's jowl or in their flank and the seam of the ham to see if they have too much fat.
- ✧ Hogs will grow quicker if they have a bigger body. Known as body capacity, this can be looked at by seeing if the hog has large springy ribs and the width through their chest floors.
- ✧ Hogs will need to walk well and have adequate slope in their shoulder. If they are too straight, they will look like their legs do not bend well when they walk.



Swine Project

Lesson 3: Designing Facilities

Objectives:

- ✧ Planning a facility to keep swine safe and healthy
- ✧ Learning how to successfully raise and care for swine

Time:

60 minutes

Materials:

- ✧ Pen or pencil and paper
- ✧ Popsicle sticks
- ✧ Glue
- ✧ Rubber-bands

Directions:

1. As a leader, go over the needs for housing and pens for swine. Allow youth members to take notes or ask questions.
2. Once the youth feel confident in their understanding of housing pens. Pass out the supplies, and allow youth to work in teams or individually.
3. A lot a majority of the time for allowing members to build both a model pen and shed.
4. Once all members are complete with their models, come back together as a group and discuss the following:
 - ✧ What did you think about when you were deciding how large to make your pen ?
 - ✧ Tell us about some of the supplies you will need to build a pig pen.

Developed by:

National 4-H Council

Adapted by:

University of California
Cooperative Extension
Placer/Nevada

Swine Project

Leaders Notes:

Pens:

- ✧ Pig pens should be not less than 32 square feet per pig. Minimum size be 8' X 4' square-feet.
- ✧ Fences should a minimum of 33 inches tall.
- ✧ The pen should be built so it is twice as long as it is wide.
- ✧ The water and feed area should be placed at the opposite end of the shed.
- ✧ Gates should be constructed so that both you and the pig can easily enter or exit the facilities.
- ✧ Gates should be constructed to be locked or secured from opening by the pig.

Housing:

- ✧ Minimum size for housing should be 3' X 5' per pig or not less than 15 square feet per pig.
- ✧ Housing should be constructed to allow protection from the weather. Housing should not allow water to enter the facilities during a rain or snow storm.
- ✧ Housing should allow pigs the comfort of shade during sunny days or should be warm during cold periods.



Swine Project

Lesson 4: Examining a Healthy Pig

Objectives:

- ✧ Examine a pig and record results
- ✧ Observing a healthy pig

Directions:

1. As a leader, go over the examination chart and signs of a healthy vs. unhealthy pig.
2. If at all possible have a least one pig that youth members can actively observe and chart. If unable to have a live pig, supplement with photographs of healthy and unhealthy pigs. (Also, if there is time, possibly allow youth to complete the examination and charting after the project meeting. Where they are able to find a pig to observe, and then come back together at the next meeting to discuss.)
3. Allow enough time for you to complete their examination and charting of the pig or images.
4. Then allow youth to get into groups and discuss the following:
 - ✧ How did you examine the pig?
 - ✧ What did you learn about a normal pig's behavior?

Time:

60 minutes

Materials:

- ✧ Pen or pencil and paper
- ✧ Pig Examination Chart
- ✧ Photographs
- ✧ Live Demonstration Pig (if possible)

Developed by:

National 4-H Council

Adapted by:

University of California
Cooperative Extension
Placer/Nevada

Swine Project

Pig Examination Chart

Pig Identification: _____

Date: _____

Breed: _____

Age of pig: _____ Weight: _____ # of Pen Mates: _____

Weather conditions and temperature: _____

Housing: _____

General State of Health (Excellent, Good, Poor): _____

	Observations of a Healthy Pig	Symptoms of a Sick Pig
Animal's attitude		
Stance and movements		
General condition		
Skin (texture, Color)		
Hair coat (type, length, shiny or dull)		
Head and neck		
Nose		
Ears		
Eyes		
Respiration rate		
Heart rate (pulse)		
Body Temperature		
Appetite		
Thirst		
Body discharges		
Sleeping		

Swine Project

Leaders Notes

Swine Vital Signs:

- ✧ 101 degrees: Pig's normal body temperature
- ✧ 60-80: Pig's normal heart rate per minute
- ✧ 30-40: Pig's normal respiration rate per minute

Swine Project



Swine Project

Lesson 5: Looking Your Best

Objectives:

- ✧ Preparing to show swine
- ✧ Planning and organizing for a show
- ✧ Exhibitor and Project Grooming

Directions:

1. Have youth work in groups and make a list of all the things they do in a week to groom themselves. (ie bathing/showering, brushing teeth, eating, exercising, using lotion to moisturize skin)
2. After youth have listed all they can think of in grooming for themselves, share as a group some of the activities on their lists.
3. Then as the leader, go over the importance and need for exercise, grooming and clipping, and fitting products for preparing for the approaching show.
4. Hand out the pig chart and instruct youth to chart what they are doing with their pig. At the next meeting, allow time to discuss and share the completed charts.
5. Remind youth to practice their showmanship skills as well.

Time:

60 minutes

Materials:

- ✧ Pen or pencil and paper
- ✧ Pig Chart

Developed by:

National 4-H Council

Adapted by:

University of California
Cooperative Extension
Placer/Nevada

Swine Project

Pig Chart

	Exercising	Washing	Cleaning Pen	Conditioning Skin
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Swine Project

Leaders Notes

Exercise:

- ✧ Improve muscle tone and stamina
- ✧ Gives you a good look at the pig
- ✧ Identify soundness problems early
- ✧ Less stress at the show
- ✧ Teach pig to show at home
- ✧ Train pig to show at home
- ✧ Walk him often
- ✧ Know your pigs strengths and weaknesses from each angle
- ✧ Never “teach a pig a lesson”

Grooming and Clipping:

- ✧ Dry pen with clean bedding
- ✧ Brush hair daily (during hard feeding)
- ✧ Griddle brick helps hair and skin
- ✧ Check for lice, mites, and other pests
- ✧ Don't let hair get stained
- ✧ Wash occasionally
- ✧ Light oil can help condition skin and hair
- ✧ Clip to current showing trends
- ✧ Clipping won't give pig healthy skin
- ✧ Don't clip too often

Fitting Products:

- ✧ Grooming products on market animals may have unexpected consequences
- ✧ Most fitting products are not regulated by the FDS, EPA, or USDA
- ✧ Never use super glue, WD-40, fruit tree sprays, paints or hair dyes on a pig
- ✧ Avoid using products that you cannot provide evidence that the food taken from the animal is safe
- ✧ Remember... the pig is “food” from the day it is born, not just up until the last month before show

Swine Project



Swine Project

Lesson 6: Showing a Pig

Objectives:

- ✧ Giving presentation on how to groom and train a pig
- ✧ Practice showing a pig

Time:

60 minutes

Materials:

- ✧ Pen or pencil and paper
- ✧ Showing A Pig Sheet
- ✧ Live Demonstration Pigs (if possible)

Directions:

1. Have youth partner up, and go through the Showing A Pig handout. There will be a combination of written work in conjunction to demonstration activities. If possible allow youth to have pigs of their own or demonstration pigs to work with. Ask for additional adult help if needed. Since this is prepping for show, best to have live pigs to work with for youth.
2. As a leader, observe the different youth and make helpful suggestions and assistance as they work through the various exercises.
3. After all youth have completed the handout and activities, come back together as a group and go over Showmanship Tips. Allow time for questions from youth.
4. If time permits go through the following questions:
 - ✧ How did you plan and organize for showing your pig?
 - ✧ What are three good reasons for planning.

Developed by:

National 4-H Council

Adapted by:

University of California
Cooperative Extension
Placer/Nevada

Swine Project

Showing a Pig

1. With a friend decide what you will need to take to the show, and circle those items:

Cane	Hog bat
Show Schedule	Clippers
Registration papers	Feed pan
Rice root brush	Feed
Spray bottle	Mild soap (orvis)
Rags	Small brush
Water bucket	Sprayer
Bedding	Water hose
Health paper	Hand-held hurdle

2. Give a short presentation to your group on how to prepare a pig for the show ring. Use this space to outline the steps of your presentation.

3. Train a pig so you can "drive" it where you want it to go and not just chase it where it wants to go. Check when you can do these two maneuvers.
 - Turned right or left with gentle pressure from the cane or whip on the opposite side of the head.
 - Stopped or slowed down with the cane or whip in front of its snout.

Swine Project

Leaders Notes - Showmanship Tips

Training Hints:

Spend time “bonding” with your pig by exercising it in the morning and evening of each day, starting four to six weeks ahead of the show. Spending 30 minutes (morning and night) walking and training your pig to turn in different directions will build up your pig’s stamina, tone up its muscles, burn off excess fat and teach the pig to go where you want it to and not just go in the show ring and run around.

- ✧ Always keep the pig between yourself and the judge.
- ✧ Do not drive your pig too far from the judge, but at the same time avoid running it over the judge. The best showing is done 15-20 feet from the judge. You should attempt to show the best view of your pig whenever possible.
- ✧ Stay close to your animal and drive it by tapping lightly with the hog bat or whip on its side or along its neck. Never tap your pig on the back or the rump, as this may cause its tail to droop and can also bruise muscle tissue.

Grooming Hints:

Brush the hair daily for at least one month before the show. Part the hair down the middle of the pig’s back, so that there appears to be a groove along its spine. Start rubbing baby oil into the pig’s hide every other day, starting two weeks ahead of the show. Begin washing the pig once a week at this time as well. Use mild soap so it won’t burn and chaff the hide. If the pig’s feet are grown out, trim them at least two weeks before the show.

Show Preparation Hints:

After arriving at the show, rest the pig six to twelve hours. Keep the pen and area clean. Exercise the pig in the evening. Feed the pig 30 minutes to two hours before the show. Give the pig the right amount of water to achieve the correct “fill” (so it doesn’t look too hollow or too full) before entering the show ring.

Swine Project