

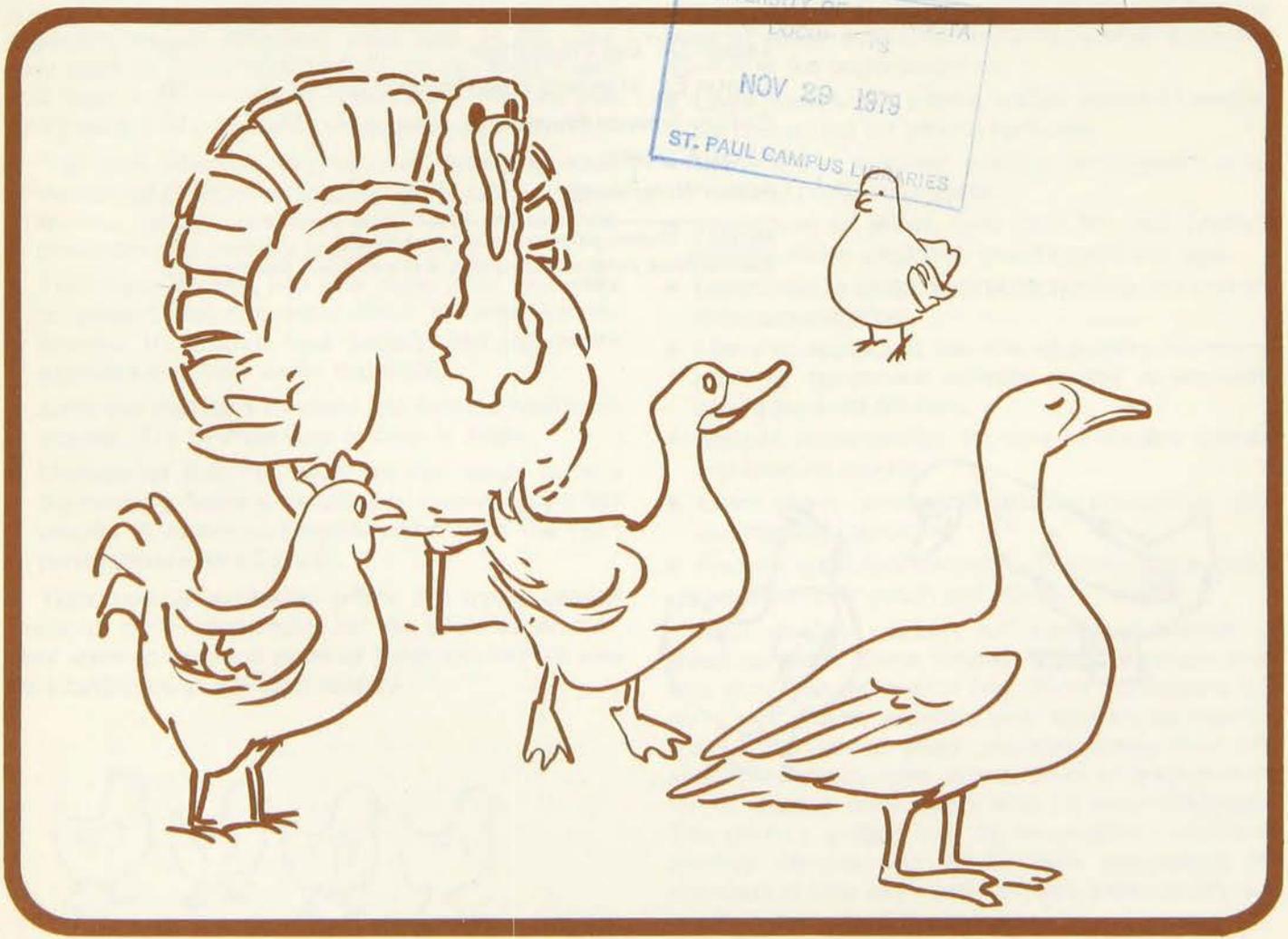
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# 4-H POULTRY LEADER'S GUIDE

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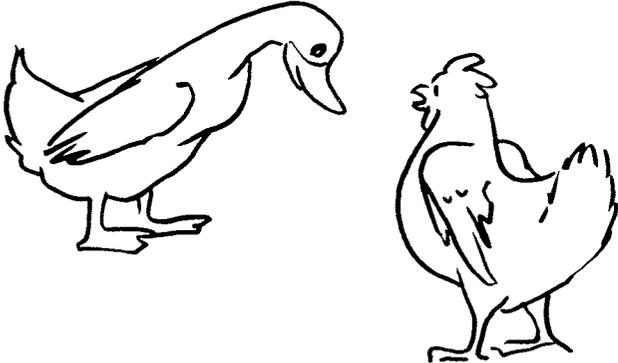
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**CONTENTS**

Being a Poultry Project Leader .....3  
Purposes of the 4-H Poultry Project .....3  
An Introduction to Poultry and the Poultry Project .4  
Projects Available .....4  
Lesson Ideas .....6  
Lesson A: Project Selection.....7  
Lesson B: Brooding and Rearing .....8  
Lesson C: Processing .....9  
Lesson D: Egg Production .....9  
Lesson E: Standard Bred Poultry.....10  
Poultry Science Projects .....11  
About Careers.....12  
About References .....12

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# 4-H POULTRY LEADER'S GUIDE

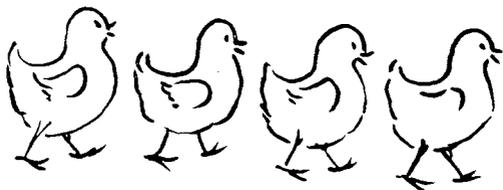
AGRICULTURAL EXTENSION SERVICE UNIVERSITY OF MINNESOTA

## Being A Poultry Project Leader

Being a 4-H project leader can be very satisfying, or it can be very frustrating. You are not expected to be a poultry expert. Members want help in planning, may need to know some skills you can show them, and need help in finding information they or you don't have. For a satisfying experience, you should:

- Plan each learning activity well (meeting, tour, workshop). Involve extension agent, junior project leaders, project members with some experience, producers and industry representatives.
- Find materials that will help show what you want to present. See extension office for extension resources. Hatcheries, feed dealers, and equipment suppliers may have useful materials.
- Keep the members involved and busy to hold their interest. Try to show your interest in them.
- Understand that not every activity needs to be a big meeting. Some activities may involve only a few people. A one-to-one conversation with the right person does a lot of good.

Your county extension office has many general materials on 4-H leadership for the adult leader. You may want to examine some of these aids to help you do a better job as a project leader.



## Purposes of the 4-H Poultry Project

The main purpose of the 4-H poultry project is to provide experiences which aid in growth and development of youth. And specifically its purpose is to offer the 4-H'er the opportunity to:

- Learn what kinds, breeds, and/or strains of poultry are best suited for various purposes.
- Learn about practical poultry management practices and production costs.
- Learn how to select, feed, care for, and produce poultry which yield high quality meat and eggs.
- Learn how to properly process poultry and prepare it for consumption.
- Learn to appreciate the role of poultry for enjoyment as companion animals as well as providing nutritious food for man.
- Assume responsibility for care of project animals and keeping records.
- Learn about commercial poultry production, processing, and marketing.
- Practice good sportsmanship in competitive activities with other youth and adults.

Most poultry projects will involve a number of these purposes. Some limited, special emphasis projects may involve only a few. Many youngsters will carry out project activities with learning experiences from a number of these purposes during their first year. Others may take several years of project activity to reach a comparable level of accomplishment. The poultry project can be an excellent vehicle to provide learning and development experiences for members as they work with animals, other youth, and adults in the total 4-H program.

## **An Introduction to Poultry and the Poultry Project**

Poultry are defined as domesticated fowl. Chickens, ducks, geese, and turkeys used for meat or eggs are the most commonly known poultry. Game birds raised in captivity, guineas, peafowl and pigeons can also be considered poultry.

In addition to food, domesticated fowl can serve mankind for sport (racing, hunting, showing), for their beauty, and for companionship as pets.

Household caged birds, such as canaries and parakeets, should be enrolled in the pet project. Members with only one or two birds that are normally classed as poultry may also want to enroll their birds in the pet project if their birds are being raised as pets.

Poultry make excellent experimental animals. Science-oriented members may wish to involve some aspect of poultry in a poultry science project or a self-determined project if adequate local resources and guidance are available. Poultry might also be a subject or product emphasis in other 4-H projects.

The poultry project is adaptable to a wide variety of rural, suburban and even urban settings. Projects range from a pigeon loft in the cities to the small farm poultry flock in the rural and suburban areas to part ownership of a large commercial turkey flock. Poultry project members might also want to consider using poultry or poultry products as an emphasis in other 4-H projects such as arts or foods and nutrition. Project leaders can be very useful in helping members evaluate their plans, select realistic projects for the member's home setting, and choose appropriate birds to best meet the objectives of the project selected.

## **Specific Projects Available**

The following phases of the poultry project are available for 4-H member enrollment:

### **A. MARKET POULTRY (POULTRY MEAT)**

1. Market Chickens (1511)
2. Market Turkeys (1512)
3. Market Ducks (1513)
4. Market Geese (1514)

These are production oriented projects for youth of any age using chickens, turkeys, ducks, or geese to learn proper care and management of poultry for meat purposes. The objectives of these projects are to select, efficiently feed, care for, and produce poultry with a good yield of high quality meat for human consumption. Members should be encouraged to learn how to properly process birds they raise for immediate consumption as well as proper packaging for later use. Meat production costs should be calculated.

### **B. EGG PRODUCTION (1515)**

This is a production-oriented project for youth of any age to learn proper care and management of chickens for egg production. The first phase of the project includes brooding chicks and rearing pullets to the age of production. The member must care for a larger flock and calculate production costs in this project in order for it to be considered a realistic egg production project. In addition to producing high quality eggs, objectives should include learning about egg grading and egg marketing.

### **C. SHOW AND HOBBY (1516)**

This project is for youth of any age to learn to select, efficiently feed, care for and produce poultry for purposes other than the above production oriented meat and egg projects. Other kinds of birds may also be raised.

1. **Standard-bred poultry.** (This is a poultry term equal to the term purebred in livestock.) The objective of this phase of the project is to learn selection, rearing and preparation of recognized standard breeds of poultry for competition in showing. Desirable project activities for advanced members include learning selection systems to improve char-

acteristics to meet breed standards, keeping a breeder flock, and incubating eggs from the breeder flock. Standard-bred large chickens, bantams and ducks should be entered in the 4-H breeder classes and may be entered in appropriate open-class competition at fairs and poultry shows.

- 2. Pigeons.** Pigeons may be raised for meat, racing or exhibition. Many poultry project leaders are not familiar with pigeon raising. If there is evidence of interest in 4-H pigeon projects in your area, you might consider having a local pigeon raiser help these members. Use the opportunities for learning and doing in Wisconsin 4-H Circular 135 as a guide. No 4-H classes for pigeons at the state fair are provided at this time. Encourage members to show their birds at the county level and those with exhibition-quality birds to enter shows sponsored by pigeon clubs.
- 3. Other birds.** Game birds raised in captivity, guineas and peafowl can also be included in the poultry project if learning objectives consistent with any of the above projects are planned. No classes for these birds at the state fair are provided, but they may be shown at the county level in most counties.

Household caged birds should be enrolled in the pet project. Members with only one or two birds, classed as poultry, may also want to enroll in the pet project to better meet their project objectives.

Poultry leaders should encourage members to have some specific goals and objectives in mind when enrolling in the poultry project and before obtaining their birds. While it is possible to raise birds with little thought and planning, a much more meaningful project experience and related activities can come about as a result of a more directed and well-planned project.

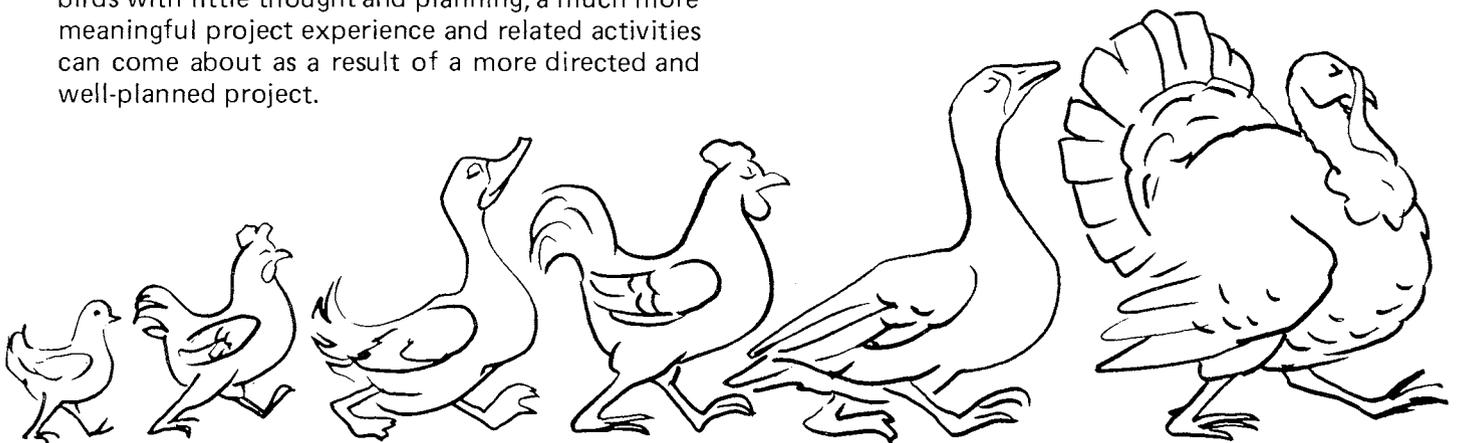
#### D. POULTRY SCIENCE (1517)

This is a rather undeveloped phase of poultry project activity that can provide enrichment experiences for older youth working with the assistance of a capable advisor and adequate local resources. Members must design and carry out a science project activity of their own choosing using poultry or poultry products.

#### E. Poultry-related Activities in Other Project Areas.

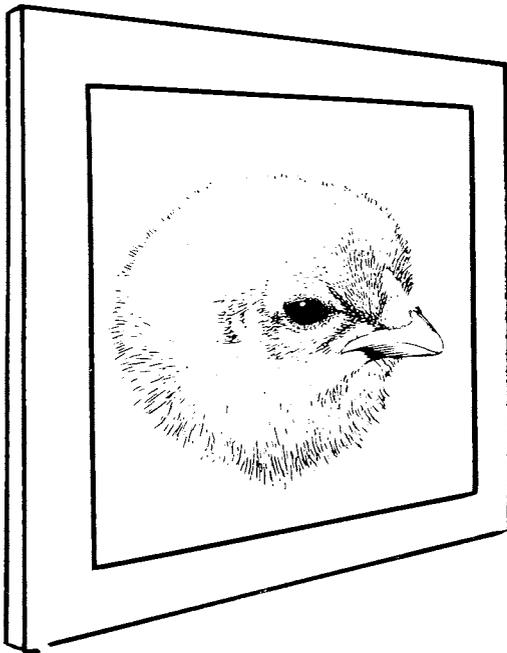
(Check with your County Extension Office for further information about these projects.)

- 1. Self-Determined Project (6800).** The project is designed to encourage youth to select, plan, carry out, and evaluate their own projects. Members that wish to involve poultry in a manner beyond the scope of the regular poultry projects outlined above, or in a manner not included in these projects, may enroll in the self-determined project. Members who do not have facilities for keeping poultry, but would like to do a detailed study of poultry production, processing, or marketing, could also enroll in this project.
- 2. Commodity Marketing (5010).** This project is intended for intermediate and advanced members. The town or county 4-H member can explore the important area of marketing commodities which are traded both on cash or future contract markets. Includes eggs, chickens, and turkeys.
- 3. Creative Arts (7801).** This project activity seeks to enhance the quality of life through enjoyment,



appreciation and self-expression with creative arts and crafts. Members can develop skills for self-expression in accordance with their own goals and abilities. Poultry project members with an artistic inclination may wish to use the fowl as a subject in one or more of the art forms. Members might also explore the use of poultry products in arts and crafts, such as articles made with feathers, decorative egg painting, or egg carton art. Art work by members might be used to dress up the poultry exhibit area of the county fair.

- 4. Foods and Nutrition** (Various project phases and numbers). Poultry and eggs can be prepared in a variety of ways to create attractive, nutritious meals. The poultry barbecue and omelette cookery can be of special interest to poultry project members.



## Lesson Ideas

As a poultry project leader you will have many opportunities to teach members. Much of your teaching may be on an individual basis, at club meetings or wherever you have a chance to contact project members. In order to reach more members, you will need to plan some organized activities that might take place during the time of greatest need for the information during the project year.

It will be helpful to know the needs of project members you are to reach. Contact your club organization leader in October or November for a list of members enrolled in poultry projects. Your first responsibility as a project leader is to help members plan their projects. You may want to spend some time at the monthly club meeting to hold a separate project meeting. At this meeting have the members introduce themselves and tell what they would like to learn and do in the poultry project. Be prepared to offer suggestions on what can be done. Older members may need to be challenged to try new learning experiences. Assist younger members to set goals that are realistic for their age, ability, and family situation.

When members have determined what they want to learn, it is then your job to develop a teaching plan that will help members learn. Your extension agent can help you, and the following section of this guide offers some specific lesson suggestions. Be sure to review your plan with the club organization leader.

You might start out the project year with a meeting on project selection (See Lesson A). If you feel members do not need help with this material, you might have a session on brooding and rearing (Lesson B). In this lesson, remember there may be interests in egg and meat production chickens, as well as possibly ducks, geese, and turkeys. Both Lesson A and B are appropriate before members get their birds.

Poultry meat project members may need instruction in proper processing techniques (Lesson C). This session can take place at a member's home when the earliest birds are ready for butchering.

Before county fair time a session at a member's home on selecting and preparing birds for show can really improve the poultry exhibit at the county fair (Lesson F). Experienced showmen can help. Use members that have been to the state fair to show their experiences.

In most areas, there are a few members with egg production projects. It might be possible to get those members together in a small-group session to cover some of the material in Lesson D. If standard-breed poultry are becoming more popular in your area for a project, try to get an experienced exhibitor to help cover some of the background information suggested in Lesson E. Both of these phases of the poultry project can provide excellent learning experiences for interested members.

You may have some advanced members interested in poultry science projects. There are some suggestions for helping these members in Lesson G.

These lesson plans have been developed to provide guidelines for group teaching situations. You can use some or all of the ideas to help present information in a manner that is comfortable for you. Pick from these ideas the parts of a program you want to put together to best fit your own teaching situation. Keep in mind that subject matter can be grouped for teaching in many ways. For example, lessons could be prepared on poultry nutrition, poultry health, etc. The lessons provided in this guide are divided into project-related concerns of the members that can be covered in some detail at one meeting. There will seldom be enough time to cover well all the material you want to present.

Start with where your members are. Don't let the tremendous amount of information that can be taught scare you. If nothing has been done in your area, then only a meeting or two can be definite improvement. As a program builds, improve on it from year to year.

Remember that the extension agent is an important part of your plans. Advice on scheduling, booking of teaching materials, providing publications, and publicizing meetings are all part of planning your program in which you should involve the agent. Together you can plan and develop a program that will improve the learning experiences and develop the potential of the poultry project members you reach.

The lesson plans which follow provide ideas from which you can draw.

## **Lesson A—Project Selection**

### **HELP MEMBERS TO:**

1. Decide if it is realistic for them to have a poultry project.
2. Decide on what type of poultry project they want.
3. Learn what facilities and equipment they need.
4. Learn what potential costs and returns from project might be.
5. Learn what breeds or strains are best suited for type of project selected.
6. Set goals for the project activity.

### **RESOURCES TO USE:**

1. Planning Your Poultry Project. (Handout from Animal Science Workshop for 4-H Youth, 1978, reproduce locally.)
2. Slide Set 311—Selecting Your 4-H Poultry Project (with tape).
3. 4-H Poultry Record R-6.
4. Publications listed for the 4-H Poultry Project in the 4-H Curriculum Guide. (Available from extension agent.)
5. Farm supply catalogs, literature from feed companies, chick suppliers, poultry health product suppliers.

### **THINGS TO DO:**

1. Hand out copies of the Poultry Project member's worksheet. Use it and the handout "Planning Your Poultry Project" listed above to help members plan their project.
2. Discuss requirements of animal care, responsibility, daily attention needed, possible zoning and legal restrictions in some locations.
3. Roughly figure costs and value produced involved in a typical project or two. Be realistic.
4. Show some different types of birds and discuss their merits.
5. Help members learn poultry terms and parts of the chicken.
6. Arrange to visit a poultry flock, feed store or hatchery.

7. Review the project record and county fair classes and showing requirements.
8. Look at literature from extension; look at samples of literature from feed stores, equipment suppliers, hatcheries, etc. Have a variety of commercial literature available, but do not endorse a particular bird, product, or supplier.

## Lesson B—Brooding and Rearing

### HELP MEMBERS TO:

1. Do necessary planning to be ready for young birds before they arrive.
2. Become familiar with the housing and equipment requirements to provide an environment for good growth.
3. Learn that nutritional requirements vary for different ages and kinds of birds.
4. Realize that keen observation and periodic attention to small details are vital elements of success in poultry production.

### RESOURCES TO USE:

1. Poultry FS 42—The Small Flock for Poultry Meat.
2. Poultry FS 45—Rearing Chicks and Pullets for the Small Laying Flock.
3. Poultry FS 43—Raising Ducks.
4. Poultry FS 44—Raising Geese.
5. NCR Ext Pub 60—Small Turkey Flock Management.
6. Slide Set 554—Poultry Brooding Management.

### THINGS TO DO:

1. Discuss how to clean houses and equipment between flocks.
2. Show how to arrange equipment to be ready to begin brooding.
3. Have each member work out a daily management check list for the first eight weeks of member's project. This check list should include proper temperature, feeding and watering space, times to add feed and water, check chicks and etc.
4. Examine some different feed tags and discuss importance of proper nutrition for best growth and development.
5. Discuss bird health and how to recognize signs of stress, discomfort, and illness.
6. Discuss the roles of isolation, sanitation, vaccination and medication in maintaining a healthy flock.



## Lesson C--Processing

### HELP MEMBERS TO:

1. Learn health and quality considerations in evaluating live poultry to be processed.
2. Develop skills in processing poultry for home use.
3. Learn how to cut up the dressed carcass and properly package and store poultry meat for home use.

### RESOURCES YOU CAN USE:

1. EF 411--Home Processing of Poultry.
2. PFS 33--Judging and Grading Live Market and Ready-to-Cook Poultry.
3. HS 18--Cutting Up and Cooking a Chicken.
4. Bulletin 244--Freezing Foods for Home Use.
5. Slide Set 950--Home Processing of Poultry (with 20-min tape).
6. F200--Barbecuing Poultry.

### THINGS TO DO:

1. Discuss factors in quality evaluation.
2. Get poultry meat project members together on a farm and demonstrate how to farm process poultry.
3. Compare Leghorn, Rhode Island Red, and Cornish-Rock cross birds (or birds of similar breeding) for carcass characteristics and meat yield.
4. Have a member learn to cut up a carcass for frying and give a demonstration.
5. If your area or county has a number of poultry meat projects, organize a local dressed bird competition among members.
6. Have a chicken barbecue.
7. Have a project member attend the 4-H poultry market show and give a report on the show to other members.



## Lesson D--Egg Production

### HELP MEMBERS TO:

1. Become familiar with housing and equipment requirements to properly maintain egg production under different management systems.
2. Learn environmental and nutritional requirements of the laying hen.
3. Gain management and marketing skills, such as culling hens and egg grading.
4. Recognize symptoms of diseases and parasites.

### RESOURCES TO USE:

1. Poultry FS 46--The Small Laying Flock.
2. USDA FB 2197--Farm Poultry Management.
3. Poultry FS 34--Egg Grading.
4. Poultry FS 32--Judging Egg Production Classes.
5. Film 3110--Design for More Eggs.
6. Film 3140--Egg Grades - A Matter of Quality.
7. Slide Set 549--Anatomy of the Fowl.
8. Slide Set 556--U.S. Standards for Quality of Individual Shell Eggs.
9. 4-H Record R6--Poultry Record.
10. 4-H M-47-2--Laying Flock Record Card.

### THINGS TO DO:

1. Obtain or make a candler and grade some eggs.
2. Discuss effects of lighting, house temperature, body size, air quality, management systems on egg production and feed consumption.
3. Have a demonstration on culling, debeaking, examining and treating for parasites, or doing an autopsy.
4. Visit a feed mill, egg grading facility, or egg production unit.
5. Judge poultry for egg production.
6. Help members set up production record system. Calculate production costs.
7. Read producer magazines and management guides from commercial sources.

## Lesson E—Standard Bred Poultry

### HELP MEMBERS TO:

1. Appreciate birds for qualities other than primarily egg or meat production.
2. Experience good sportsmanship in poultry showmanship competition.
3. Understand how breed standards can be improved and maintained.

### RESOURCES TO USE:

1. *Standard of Perfection* and *Bantam Standard*. (See book list.)
2. Wisconsin Cir. 137—Bantams.
3. Breed pictures.

### THINGS TO DO:

1. Study the *Standard of Perfection* and/or the *Bantam Standard*.
2. Attend poultry shows and observe open-class poultry at fairs you visit.
3. Observe poultry judging and try to work with a poultry judge.
4. Discuss general disqualifications that apply to standard breeds.
5. Judge some birds using standard characteristics for the breeds chosen (or invite a qualified judge).
6. Discuss improvement of a flock of standard bred birds.
7. Using slides, pictures or birds have a breed identification contest.
8. Have a member make a poster naming the parts of a chicken using terms from the *Standard*.
9. Visit a fancier's flock and have him/her explain the breeding and selection program.
10. Encourage members with exhibition quality birds to enter open-class competition or show at poultry shows.

## Lesson F—Showing

### HELP MEMBERS TO:

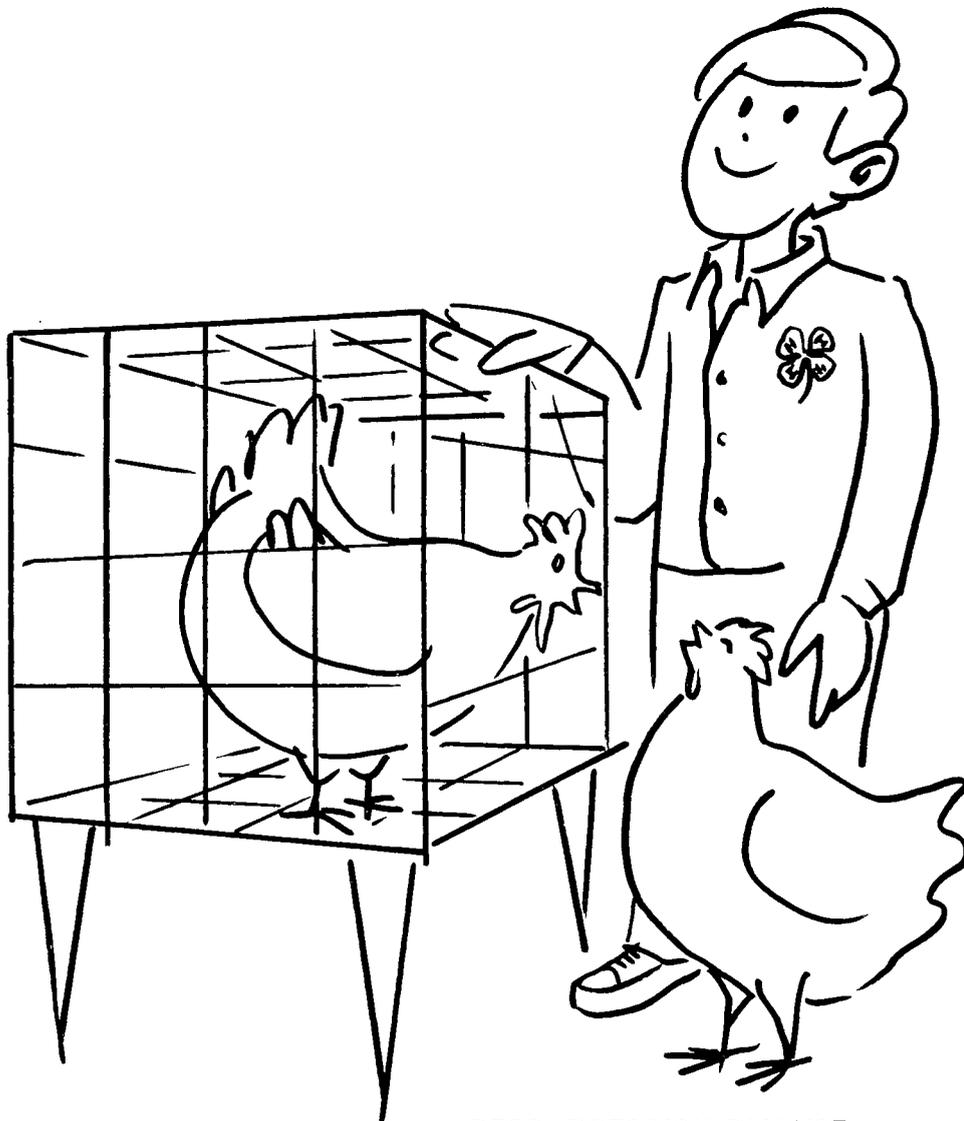
1. Select birds and make proper entries for showing.
2. Properly prepare entries for showing to their best advantage.
3. Learn risks involved with showing and how to transport and care for birds.

### RESOURCES YOU CAN USE:

1. Premium lists (including health regulations for showing).
2. Slide Set 550—Catching and Handling Poultry (selected slides).
3. Slide Set 311—Selecting Your 4-H Poultry Project (last part).
4. Selecting and Preparing Birds for Show. (Handout from Animal Science Workshop for 4-H Youth, 1978, reproduce locally.)
5. Literature from commercial breeding organizations; *Standard of Perfection* (book) for breeder classes.

### THINGS TO DO:

1. Discuss making proper entries, using a premium list.
2. Discuss or show how to select birds for show.
3. Explain how to properly wash birds and prepare them for showing to their best advantage. (A demonstration by an experienced poultry exhibitor or 4-H member would be helpful.)
4. Discuss transporting birds, care at show, risks of loss and disease.
5. Explain award system and stress good sportsmanship attitude in competitive events.
6. Encourage members to attend shows and observe judging to improve their selection and showmanship abilities.



## Poultry Science Projects

The advanced member may show interest in developing an independent study poultry science project. In that case you can help by discussing the member's idea with him or her, helping the member design his or her project. You might be able to help the member locate a capable advisor and the necessary local resources. You may also wish to work with the member in the project area if you have the necessary qualifications.

Do not, however, encourage members to begin poultry science projects unless these projects are well-planned and the necessary equipment and facilities can be obtained. The local advisory capability must also be available and agree to help. Students enrolled in school science classes must rely on teachers and the school resources for project development and material support.

### RESOURCES YOU CAN USE:

1. Folder 324—Hatching and Brooding Small Numbers of Chicks.
2. Folder 325—Building a Small Incubator.
3. Limited availability of printed materials on specific projects. Subject matter areas include: anatomy and physiology, behavior, genetics, incubation and embryology, nutrition, product technology. (Materials may have to be reproduced locally. Extension agents should contact extension poultry specialist.)
4. Slide Set 549—Anatomy of the Fowl.
5. Slide Set 551—Embryo Development of the Chick.
6. Leader and teacher training in incubation and embryology can be arranged through workshop or telelecture. (Agents—see Open Doors to Learning, 1-30-78.)
7. Local people and facilities filling scientific resource need, for example hatcheryman, nutritionist for feed company, product technologist or quality control person at processing plant, veterinarian, science teacher at local high school or college.



## About Careers

In the poultry project, as in any project, we use the member's interest, in this case some facet of the bird world, as a tool to enhance the member's growth and development. The primary goal of the poultry project is not, as some people might assume, to make poultry producers or fanciers out of every member.

However, if in the process an individual becomes so interested in poultry that he or she chooses to explore it further, that's great. The poultry industry needs people that have had experiences working with animals for a wide variety of careers. For information on careers in the poultry industry, have interested members write: Extension Poultry Specialist, 202 Peters Hall, University of Minnesota, 1404 Gortner Avenue, St. Paul, MN 55108.

## About References

Check with your county extension office. They have most of the written materials listed as resources in the lesson ideas section of this guide. Plan ahead so publications can be ordered if they are not in stock. Slide sets and films must be ordered by your county extension office well in advance of use since copies for circulation are limited.

Check with your extension agent about commercial literature and visuals that may be available and suitable for use.

Books and periodicals can be helpful reference materials for leaders and members. Commercial producers usually get industry periodicals. Extension offices usually have few, if any, poultry books. Poultry exhibitors may have a copy of the *Standard of Perfection* or *Bantam Standard*. Your area library may be able to get books for you through its inter-library loan program. Members may find books and periodicals in their high school vocational agriculture departments.

Beware of outdated books and reference materials. They may have some management advice that is still sound and material that may be of historical interest. But recommendations on drug and pesticide use are often no longer valid and may result in illegal residues in products. Advances in breeding, feeding and management practices often make older recommendations inefficient and poorly adapted to the current state of the poultry industry.

The following lists include some of the books and periodicals of interest to poultry project leaders and members.

## SOME USEFUL REFERENCE BOOKS

### *ABC of Poultry Raising*

by J.H. Florea; Dover Publications

### *The Bantam Standard*

and other books on Bantams  
American Bantam Association  
P.O. Box 610, N. Amherst, MA 01002

### *Modern Waterfowl Breeding*

by O. Grow; American Bantam Association

### *Raising Poultry the Modern Way*

by L. Mercia; Garden Way Press

### *Raising Small Meat Animals*

by V. Giammattei; Interstate Press

### *The Standard of Perfection*

American Poultry Association  
P.O. Box 70, Cushing, OK 74023

## SOME PERIODICALS AND SOURCES

### *American Pigeon Journal*

all varieties of pigeons  
Warrenton, MO 63383

### *Broiler Industry*

poultry meat production, processing, and marketing  
Watt Publishing Company  
Sandstone Building, Mt. Morris, IL 61054

### *Game Breeders Gazette*

for game breeders and exotic bird fanciers  
1155 East 4780 South SS,  
Salt Lake City, UT 84117

### *Gobbles*

commercial turkey production  
Minnesota Turkey Growers Association  
2387 University Ave., St. Paul, MN 55114

### *Poultry Digest*

concise digest of many articles, some from other journals  
Watt Publishing Company  
Sandstone Building, Mt. Morris, IL 61054

### *Poultry Press*

show reports; fancy poultry  
Box 947, York, PA 17405

### *Poultry Tribune*

commercial egg production  
Watt Publishing Company  
Sandstone Building, Mt. Morris, IL 61054

### *Turkey World*

commercial turkey production  
Watt Publishing Company  
Sandstone Building, Mt. Morris, IL 61054