

Assuring Quality: A program for youth livestock producers --

Daily Care and Management Activities

Rotation Year One (2005) Activities

Daily Care and Management Activity 1: Caring For Your Animals

Resources needed:

Copies of the following worksheet and pencils

Procedure:

Have youth complete the following worksheet. Explain the directions regarding the four different columns that they can check. Also ask them to complete the three questions on the bottom.

Use this simply as a starting point for discussing quality assurance. Some questions to ask include:

1. What are the practices you are currently doing? Take a hand count on those practices that most are doing (feed and water, facilities, identification).
2. How many think that there is even more you could learn about the practices you are already doing?
3. What were some of the practices you were "Not Sure" about? You didn't know what they meant, or didn't know if you did them? Have each member list one or take a count of those that they are most likely to be unsure (proper needle sizes, medication labels, etc).
4. What are some of the practices that someone else helps you do?
5. Review the first two questions from the bottom of the worksheet with youth. Call on two or three youth to list the items they would like to learn more about and how they will begin the process of learning more about them.
 - Help them be specific about what they can accomplish in the next year.

- Examples would be visiting a vet clinic for one of the club meetings, learning how to use sorting panels to move hogs, complete the 4-H ID sheets themselves, etc.

6. Review the final question from the worksheet with youth. Ask for their answers, then explain the following:

“These are some of the things you will be learning more about through the quality assurance program. While there may be some of the practices that you probably won’t do until you are much older, they are all practices which are important to the production of a safe, wholesome food supply. Producing food is an important part of your project, and so it is important to be familiar with what we should and shouldn’t do in terms of caring for our animals. You are the one that owns your animals, so you need to begin to take the responsibility for owning them. That not only means doing the chores, but also learning more about these practices.”

Assuring Quality: A program for youth producers. Daily Care and Management Activity 1: Caring for Your Animals

Caring For Your Animals

Read the animal practices list below and place a check mark if you are currently doing it to care for your animals. If you want or need to improve, check that column also. If you are unsure if you are currently doing those practices, check the not sure box. Add any other care practices that you do in addition to this list.

	Currently Doing	Need to Improve	Not Sure	Someone Else Does
Prepare facilities before getting animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide adequate housing and bedding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper feed and water available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use health care to prevent disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Castrate, dock, dehorn, etc. animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use animal identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Keep feed and treatment records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow medication label directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe withdrawal times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Load and handle animals safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have contact with veterinarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use proper injection sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use proper needle sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Now looking at the boxes you have checked, what are two areas that you would like to improve on, start to do or learn more about in the next year? Try to be specific on things you could improve on or start do.

2. How will you go about improving these practices or learning more about them?

3. For items you checked “Someone Else Does”, why is someone else doing them? Why is it still important for you to know something about these practices?

*Adapted with permission from “Care That I’m Giving My Animals”. Iowa State University Publication V1_1042 OJH.

Assuring Quality: A program for youth livestock producers. Daily Care and Management Activity 1:
Caring for Your Animals.

Assuring Quality: A program for youth livestock producers --

Daily Care and Management Activities

Rotation Year One (2005) Activities

Daily Care and Management Activity 2: Identification - Swine focus

(Complete either the swine focus, or non-swine focus activity.)

Resources needed:

- Copies of the following pig faces
- Pencils
- Ear notcher (optional)

Procedure:

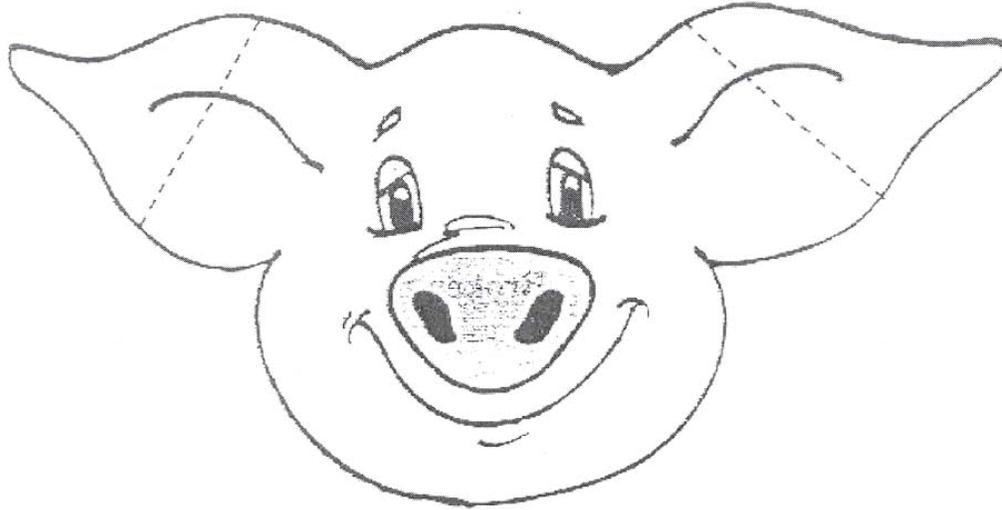
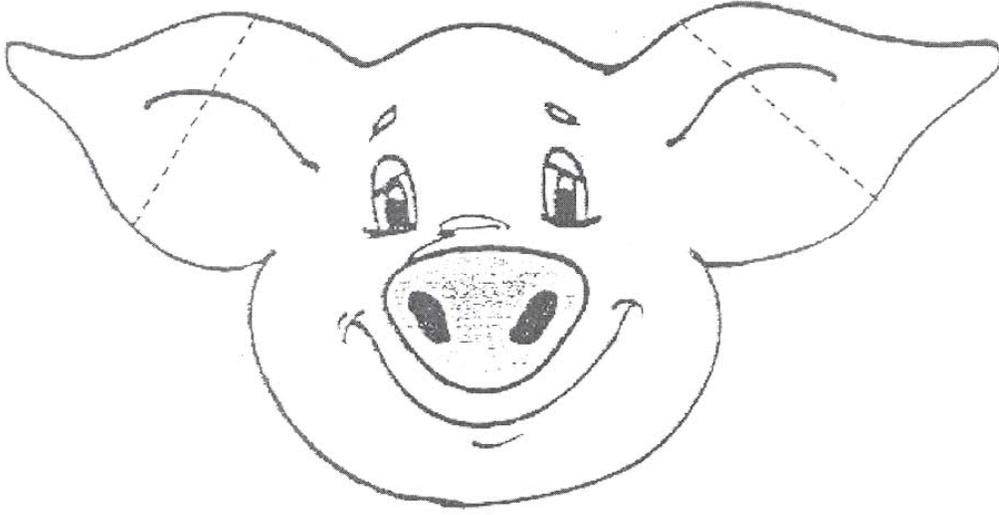
- A. Provide each youth with one or more copies of the pig face.
- B. Depending on the size of the group provide each youth with a different ear notch number, or divide the group into smaller sections, with each section receiving an ear notch number.
- C. Have youth draw the ear notch number on the pig face.
- D. Optional: Demonstrate how to use the actual ear notcher. Have youth volunteer to notch their pig's (paper) ears.
- E. Discuss the following questions:
 1. What do the right and left ear signify? Why are there higher numbers that can be used on one ear than the other?
 - Left - pig number; Right - litter number.
 - The right ear can have higher numbers since there is an unlimited number of litter numbers, based only on the number of sows a producer has. In contrast, a litter will not usually be over 15 or 16 pigs, so there is not a need for numbers higher than 1, 3 and 9.
 2. Is earnotching a temporary or permanent form of ID?
 - Permanent
 3. What are other forms of permanent ID?
 - Branding, tattoos
 4. What are some methods of ID that are not permanent?
 - Ear tags are most common, also brisket tags, ankle bands
 5. Why is it important to have animals identified?
 - Proof of ownership, good management (match calves up with cows, keep records on weaning weights, etc), record medications
 6. Why should animals that receive a medication be identified?
 - So you know if there is a chance of any medication being left in the animals tissues that could result in a residue in the carcass or the milk, also you can keep track of how long you've been treating it, what different things you've treated it for, whether it keeps having the same problems over again.

Daily Care and Management Activity 2: Identification - Non-swine focus

Resources needed:

Cardboard
Ear tattooer and ink

- A. Ask youth: What animals are tattooed?
 - Beef heifers for 4-H, sometimes dairy, dairy goats, sheep. Registered animals are often tattooed, depends on requirements of specific breed.
- B. Demonstrate how to use a tattoo pliers on a piece of cardboard.
- C. Depending on size of group and how many tattoo pliers are available, you may divide youth into smaller groups with an adult or older youth with each group and have the youth tattoo the cardboard; or simply ask for a couple of volunteers that would like to try doing the tattooing.
- D. Discuss the following questions:
 1. Is tattooing a temporary or permanent form of ID?
 - Permanent
 2. What are other forms of permanent ID?
 - Branding, earnotching
 3. What are some methods of ID that are not permanent?
 - Ear tags are most common, also brisket tags, ankle bands
 4. Why is it important to have animals identified?
 - Proof of ownership, good management (match calves up with cows, keep records on weaning weights, breed registration records, etc), record medications
 5. Why should animals that receive a medication be identified?
 - So you know if there is a chance of any medication being left in the animals tissues that could result in a residue in the carcass or the milk, also you can keep track of how long you've been treating it, what different things you've treated it for, whether it keeps having the same problems over again.
 6. Are there any disadvantages to using tattoos as a form of identification, especially for uses such as recording medications?
 - They are hard to read, need to restrain animals to read them, even then they are sometimes difficult to read. In comparison, ear tags are usually fairly easy to read.
 7. So why are tattoos used then?
 - Because they are permanent, they don't get lost and can't be changed.



entification.

Assuring Quality: A program for youth livestock producers -- Daily Care and Management Activities

Rotation Year One (2005) Activities

Daily Care and Management Activity 3: Feeding and Watering

Resources needed:

Stove or microwave	Saucepan
Food ingredients listed in recipe	Hot pads
Spatula or waxed paper	13 x 9 pan
Knife	Napkins or plates

Resources for which one per youth is needed:

- Copies of the recipe and worksheet
- Beverage of choice - enough for each youth
- Small paper cups

Procedure:

- Have youth make treats, using the recipe below and on their handouts.
- Discuss the questions before eating the treats.
- When passing out the treats to youth, provide each youth with only a small paper cup with a small amount of water or other beverage. Do not provide seconds on beverage until a number of youth have asked for them.
- Discuss the questions related to water as a nutrient. These questions are not on the youth worksheet. Complete the water activity if time permits.

Recipe: Rice Krispies Treats

- 3 tablespoons margarine
- 1 package (10 oz., about 40) regular marshmallows or 4 cups mini marshmallows
- 6 cups Rice Krispies or other crunchy rice cereal
- Vegetable cooking spray

*Stove top Directions

- Melt margarine in large saucepan over low heat. Add marshmallows and stir until completely melted. Remove from heat.
- Add Rice Krispies cereal. Stir until well coated.
- Using buttered spatula or waxed paper, press mixture evenly into 13 x 9 x 2-inch pan coated with cooking spray. Cut into 2-inch squares when cool.

*Microwave Directions

- Microwave margarine and marshmallows at HIGH 2 minutes in microwave-safe bowl. Stir to combine. Microwave at HIGH 1 minute longer. Stir until smooth.
- Add Rice Krispies cereal. Stir until well coated.
- Using buttered spatula or waxed paper, press mixture evenly into 13 x 9 x 2-inch pan coated with cooking spray. Cut into 2-inch squares when cool.

Feed Questions:

1. How do you make sure that you have the proper amount of each ingredient when you are cooking at home?
 - *When cooking at home, measuring cups are used to make sure the proper amounts of each ingredient are included for the recipe.*
2. Why do you need to measure the proper amounts of ingredients when mixing feed for animals? What if you only feed feeds that are already mixed for you – is it still important to measure them?
 - *Helps ensure animals are getting the proper nutrition that they need.*
 - *Without measuring, they may get too much of one nutrient, not enough of another.*
 - *If it is a medicated feed, measuring helps ensure each animal receives the right dosage of medication.*
3. Does the location of where you store ingredients make any difference in the quality of the end products you make at home? In the quality of feeds for your animals?
 - *A cool, dry place is usually best for storage. Too much heat can decrease quality of ingredients (such as the marshmallows in the recipe), and affect the final product.*
 - *You also need to be careful what ingredients are stored next to each other. For example in the recipe, if the margarine had been stored in the frig next to cut onions, you might get an onion flavor in the treats.*
 - *Both are true for feeds as well. Many feeds will start to lose their nutritional quality if stored for too long, or at too hot of temperatures.*
 - *Contamination of feeds must also be avoided. This means not storing feeds next to pesticides and herbicides, and not storing feeds intended for one type of animal next to feeds for other animals. An example of this would be not storing Rumensin, a beef feed additive that increases feed efficiency, next to horse feeds - Rumensin can kill horses.*
 - *Storage areas should also be free of rodents, birds, etc. These animals can drastically reduce the quality of the feed.*
4. What would happen to the treats if you were not to mix up the ingredients or if you would leave some of them out? What could happen to feeds for your animals?
 - *Not mixing could result in lots of marshmallows in one place - very gooey and sticky; and few in another - very dry and crunchy treats that don't stick together.*
 - *Leaving some out may drastically affect the final product. Leaving out the margarine would result in something almost too sticky to handle, as would leaving out the Rice Krispies. Leaving out the margarine would result in just greasy Rice Krispies.*
 - *Leaving out an ingredient in animal feeds can reduce the nutritional value. Lack of protein or sufficient energy could have significant negative effects on health and performance.*
 - *Not mixing ingredients adequately could have the same results as leaving out an ingredient, because some animals would probably not get enough of some ingredients.*
 - *Not mixing could also result in negative health effects due to an animal eating toxic levels of some nutrient, for example some minerals, like copper, can be toxic at high levels.*
 - *Not mixing a medicated feed could result in some animals not getting enough medication, while others receive too much and would have the possibility of a residue remaining in their tissues longer than the specified withdrawal time.*

Assuring Quality: A program for youth livestock producers. Daily Care and Management Activity 3: Feeding and Watering.

5. If you are short on one ingredient, would adding extra amounts of a different ingredient

make the product better?

- *No, feeds are needed at certain levels to provide the proper nutrition.*
- *Adding extra of one ingredient may actually have toxic effects.*
- *It may also affect whether an animal wants to eat the feed or not. Some feeds are less desirable to animals.*

6. Why is using the correct amount of each ingredient important to mixing feed for your animals? What if you use a purchased feed - why is feeding the correct amount important?
- *Correct amount of each ingredient is vital to make sure different nutrients, including protein, energy, minerals, and vitamins are all supplied in adequate amounts, and not in excess.*
 - *If feeding a purchased feed, that feed has been mixed to meet the nutrient requirements of the animal when fed at a certain level. If you over- or underfeed, the animal may receive too much or not enough of certain nutrients.*
7. Think about your own facilities and the processes that you go through to feed your animals. Are you able to determine the proper amounts, mix the feed appropriately, and clean the equipment used thoroughly? What things can you improve on?
- *Answers could include using some type of measuring device when they feed (ie knowing how much that bucket really contains), keeping the feed storage area clean, paying more attention to how much (if any) the animals leave after each feeding.*
 - *If mixing feed, answers might include taking more time to measure each of the ingredients more precisely, or thoroughly cleaning the feed wagon (truck) between batches.*

Water Questions:

1. How many of you were still thirsty after drinking only the first cup of beverage?
2. How important is water to your animals?
 - *Water is considered the most essential nutrient. It is important for body temperature regulation, distributing other nutrients throughout body, carrying waste products out of body, lubricating joints.*
 - *Animals will die more quickly without water than they will if any other nutrient (protein, energy, vitamins or minerals) are withheld. Usually animals can only survive 1-3 days without water, depending on weather and other conditions.*
3. Do you provide your animals with a set amount of water each day, or do you have a continuous source from which they can drink?
4. What are the advantages and disadvantages of providing a set amount of water each day (for example in buckets)?
 - *Can tell if animal is drinking more or less than usual - may be a sign of illness.*
 - *Makes you get out there and check on them.*
 - *The water is always clean.*
 - ** Note* Controlling or limiting weight gain should NOT be an answer. Although weight gain can be controlled in this manner, restriction of water is not an appropriate method to limit weight gain. Animals need the water for proper health.*
 - *Disadvantages are more work for youth, have to check on animals more during periods of hot weather to make sure they have enough, etc.*
5. What are the advantages and disadvantages of a continuous source of water?
 - *Always know the animal has water - never runs out.*
 - *Disadvantage is the waterer may not get cleaned as often, water may be less desirable.*

Do water activity on the next page if possible, before asking the next two questions.

6. How much water do animals need?
 - Swine: 1.5 - 3.0 gallons/day
 - Cattle 10 -14 gallons/day
 - **Rule of thumb:** In unstressed, cool, comfortable conditions, animals need about 1 gallon of water per 100 lbs body weight.
 - Sheep 1.5 - 2.5 gallons/day
7. What affects how much water animals need?
 - Age and stage of production (pregnant, nursing, etc)
 - Weather and environment
 - **Rule of thumb:** In hot, humid weather, animals may consume DOUBLE the amount of water.

Water Activity

Resources Needed:

6 index cards

Buckets: five 5-gallon buckets, eight 1-gallon buckets, two ½ gallon containers
(Or do paper cutouts indicating differences in sizes of these)

A. Write out index cards before the meeting with each index card indicating a different animals and weather condition. The number of buckets above uses the following examples:

Lamb - 40 lbs at 50°

Lamb - 120 lbs at 80°

Pig - 150 lbs at 50°

Pig - 280 lbs at 100°

Steer - 700 lbs at 50°

Steer -1150 lbs at 90°

B. Ask for six volunteers. Provide each volunteer with one of the above index card.

C. Have buckets set out all together. Ask the six volunteers to come up and select the appropriate number and sizes of buckets to meet the needs of their animal for one day. Volunteers should stay standing in the front of the room until all have their buckets selected. Volunteers need to decide among themselves who gets which buckets (may require some negotiating).

D. Have each volunteer show what animal they represent. Ask the audience which ones they think are correct, which ones are not and how they should rearrange the buckets to meet the needs of all the animals.

E. The approximate needs should be as follows:

Lamb - 40 lbs at 50° - ½ gallon

Lamb - 120 lbs at 80° -- 2 gallons (two 1-gallon buckets)*

Pig - 150 lbs at 50° - 1 ½ gallons (one 1-gallon + 1 ½ gallon)*

Pig - 280 lbs at 100° - 5 gallons (one 5-gallon)

Steer - 700 lbs at 50° - 7 gallons (one 5-gallon + two 1-gallons)

Steer -1150 lbs at 90° - 23 gallons (four 5-gallons + three 1-gallons)

* These two could be switched.

*Modified from Mixing Feed in *Total Quality Management (TQM) Curriculum for Youth Producers*. October 1993. p. 63-65.

Daily Care and Management Activity 3: Feeding and Watering Youth Worksheet

Recipe: Rice Krispies Treats

- 3 tablespoons margarine
- 1 package (10 oz., about 40) regular marshmallows or 4 cups mini marshmallows
- 6 cups Rice Krispies or other crunchy rice cereal
- Vegetable cooking spray

*Stove top Directions

1. Melt margarine in large saucepan over low heat. Add marshmallows and stir until completely melted. Remove from heat.
2. Add Rice Krispies cereal. Stir until well coated.
3. Using buttered spatula or waxed paper, press mixture evenly into 13 x 9 x 2-inch pan coated with cooking spray. Cut into 2-inch squares when cool.

*Microwave Directions

1. Microwave margarine and marshmallows at HIGH 2 minutes in microwave-safe bowl. Stir to combine. Microwave at HIGH 1 minute longer. Stir until smooth.
2. Add Rice Krispies cereal. Stir until well coated.
3. Using buttered spatula or waxed paper, press mixture evenly into 13 x 9 x 2-inch pan coated with cooking spray. Cut into 2-inch squares when cool.

Follow the directions of the leader as to the preparing and cooking of the recipe. Answer the questions below as the treats are being made.

1. How do you make sure that you have the proper amount of each ingredient when you are cooking at home?

2. Why do you need to measure the proper amounts of ingredients when mixing feed for animals? What if you only feed feeds that are already mixed for you – is it still important to measure them?

3. Does the location of where you store ingredients make any difference in the quality of the end products you make at home? In the quality of feeds for your animals?

Assuring Quality: A program for youth livestock producers. Daily and Care Management Activity 3: Feeding and Watering.

4. What would happen to the treats if you were not to mix up the ingredients or if you would leave some of them out? What could happen to feeds for your animals?

5. If you are short on one ingredient, would adding extra amounts of a different ingredient make the product better?

6. Why is using the correct amounts of each ingredient when mixing feed, or using the correct amounts of different types of purchased feeds, important when feeding your animals?

7. Think about your own facilities and the processes that you go through to feed your animals. Are you able to determine the proper amounts, mix the feed appropriately, and clean the equipment used thoroughly? What things can you improve on?

*Modified, with permission, from Mixing Feed in *Total Quality Management (TQM) Curriculum for Youth Producers*. October 1993. p. 63-65.

Assuring Quality: A program for youth livestock producers. Daily Care and Management Activity 3: Feeding and Watering.

GRO-FAS

16% Lamb Finisher

Medicated

For the prevention of coccidiosis caused by *Eimeria ovina*, *E. crandallis* and *E. intricata*.

Active Drug Ingredient

Lasalocid 30 gm/ton

Guaranteed Analysis

Crude Protein	Min 16.00%	
Crude Fat	Min 2.50%	
Crude Fiber	Max 4.75%	
Calcium	Min 0.40%	Max 0.50%
Phosphorus	Min 0.60%	
Salt	Min 0.40%	Max 0.50%

Ingredient

Corn, corn distiller grains with solubles, plant protein products, dicalcium phosphate, calcium carbonate, salt, potassium chloride, magnesium oxide, Vitamin A acetate in gelatin, D-activated animal sterol (source of Vitamin D₃), Vitamin E supplement, Niacin, B₁₂ supplement, zinc oxide, and sodium selenate.

Caution

The safety of Lasalocid in unapproved species and breeding animals has not been established. Do not allow horses or other equines to access Lasalocid as ingestion may be fatal. Feeding undiluted or mixing

Reading a Feed Tag

1. What is the main ingredient in this feed?

2. What is the active drug ingredient in this feed?

3. What is the crude protein level?

4. Name two ingredients that supply part of the protein?

5. Does this feed have a withdrawal time?

6. What is the minimum crude fat level?

errors resulting in excessive concentrations of Lasalocid could be fatal to sheep.

Feeding Directions

Feed as the sole ration to lambs from 80 pounds body weight to market. Feed continuously to provide not less than 15 mg and not more than 75 mg Lasalocid per head per day, depending on body weight. Provide plenty of clean, fresh water.

Manufactured by: NebFeeds
Sheep Division
Anytown, USA 12345

Net Weight 50 pounds

7. Is ground limestone included as an ingredient?
Is dicalcium phosphate?
8. At weight range should this ration be fed?
9. What animals should this feed be kept away from?

Assuring Quality: A program for youth livestock producers. Daily Care and Management Activity 3: Feeding and Watering.

Answers to Lamb Feed Tag:

1. Corn
2. Lasalocid
3. 16%
4. Corn distillers grains with solubles, plant protein products
5. No
6. 2.5%
7. Yes (calcium carbonate). Yes.
8. 80 lbs to market
9. horses

Answers to Swine Feed Tag:

1. Grain
2. Three
3. 18%
4. 7 days

5. 6.5%
6. Yes
7. 30 – 75 lbs.

Pig Grower

Reading a Feed Tag

Medicated for pigs between 30 to 75 pounds

Administer to swine in complete feed for reduction of the incidence of cervical abscesses; treatment of BACTERIAL SWINE ENTERITIS (SALMONELLA or NECROTIC ENTERITIS caused by Samonella choteraesuis or VIBRONIC DYSENTERY), maintenance of weight gains in the presence of ATROPHIC RHINITIS.

Active Drug Ingredients

Chloretracycle 100G/Ton
Sulfathiazole 0.011%(100G/Ton)
Penicilin 50G/Ton

Guaranteed Analysis

Crude Protein min 18.00%
Lysine min 1.10%
Crude Fat min 6.50%
Crude Fiber max 4.00%
Calcium min 0.60%
Calcium max 1.10%
Phosphorus min 0.40%
Salt min 0.40%
Salt max 0.90%
Selenium min 0.30 PPM
Zinc min 0.30 PPM

Ingredients

Grain Products, Plant protein Products, Processed Grain By-Products, Animal Fat, Animal Protein Products, Calcium Phosphate, Lignin, Sulfonate, Ground Limestone, Salt, L-Lysine Monohydrochloride, Methinone Supplement, Zinc Oxide, Zinc Sulfate, Ferrous Sulfate, Manganous Oxide, Copper Sulfate, Calcium Iodate, Sodium Selenite, Vitamin A Acetate, Vitamin D-3 Suppliment, Menadione Dimethylpyrimidinal Bisulphate, Riboflaven Suppliment Niacin, Calcium Pantothenate, Vitamin B-12 Supplement, Thiamine Mononitrate, Folic Acid, Choline Choride, Pyridoxine Hydrochloride, Biotin, Ethoxquin (as a preservative)

Feeding Directions

Feed as the only ration to pigs weighing from 30 to 75 pounds body-weight.

Caution: In order to obtain the desired performance results, the animal should be self-fed.

Warning: Withdrawal 7 days prior to slaughter, contains high levels of cooper, do not feed to sheep.

Manufactured By:
Skill-a-thon Feed Mills

Net Weight 50 pounds (2.7 Kilograms)
or as shown on shipping document

How to Read a Feed Tag

- 1.) What is the main ingredient in this feed?
- 2.) How many active drug ingredients are in this feed?
- 3.) What is the crude protein level?
- 4.) For how many days prior to slaughter should this feed be removed?
- 5.) What is the minimum crude fat level of this diet?
- 6.) Is ground limestone included in the ingredient of this diet?
- 7.) At what weight range should this ration be fed?

Assuring Quality: A program for youth livestock producers -- Daily Care and Management Activities

Rotation Year One (2005) Activities

Daily Care and Management Activity 4: Space

Resources Needed:

Masking tape
Relatively large room

Procedure:

A. **Before the meeting**, mark on area on the floor with masking tape that will be large enough for all the youth to stand in and move around somewhat, but not so large that they would all be able to lie down at the same time. The size of this will obviously depend on the number of youth at the meeting. For a large meeting, you may mark out three or four areas and divide the youth into different size groups for the second part of this exercise. If the facility allows, you may also put one the “pen” areas next to the set of drawers that has one sticking out, or put a coat-rack or similar object in the pen to simulate having objects sticking out in the pen.

B. Have youth do the following:

“Spread out in the room until you have an arm’s length or slightly more room between you and the people around you. Draw an imaginary circle around you that will be your “fenced area”. Now walk around your fence line, lie down, and pretend to eat. All of these activities must be done without leaving your fenced area. Notice the amount of space you have while doing these activities. Stay within your fence until I give you further instructions.”

C. Have the youth have been in their own fenced area for a short time, give the following instructions:

“Now go to the area that is your combined fenced area. Everyone must be within the fenced area and do the same activities as before. Try to walk the fence line, lie down, and eat. No one can follow each other and all of the different activities should be going on at the same time. “

D. Have youth return to their seats and discuss the questions below. Answers may vary slightly if you used more than one area for the second part of the activity.

Space/Housing Questions:

1. What are some of the differences between the two situations?
 - *The first situation allowed everyone to have their own personal space where they could move around without having to bump into anyone else.*
 - *The second situation was much closer quarters and everyone had to look out for others so they did not run into each other.*
 - *The second situation had a lot of disorganization.*
2. Which situation was easier to move around in?
 - *The first situation was easier because it allowed everyone to have their own space.*
 - *The second situation was just too cluttered with everyone and did not allow anyone to have the amount of space that they needed.*
3. What things affect how much space is needed for different types of animals?
 - *Size and species of the animal.*
 - *Grazers vs non-grazers.*
 - *Age of the animal.*
 - *See attached sheet for specific dimensions needed.*
4. Why is the space so important for the animals?
 - *Proper housing help the animals to maintain a good health, grow, breed, and remain comfortable.*
 - *The proper amount of space is needed to avoid overcrowding. Overcrowding can increase animal competition and increase the chance of diseases spreading.*
5. Is there anything you can do to improve your current facilities to meet space requirements of your animals?
 - *Increasing pen sizes is usually the first choice.*
 - *Changing the chutes and corrals for the animals can also make a difference.*
6. Why do pens need to be kept clear of obstructions and sharp objects?
 - *Decrease the risk of injury and bruising to the animal.*
 - *Bruises decrease the carcass quality.*

*Adapted, with permission, from Providing Adequate Space in Total Quality Management (TQM) Curriculum for Youth Producers. October 1993, p. 25-27.

Sheep Data

		180-300 lb	Rams 150-200 lb	Dry ewes	5-30 lb	Ewes with lambs	Feeder 30-110 lb	lamb
Building floor space (ft ² /hd)	Solid	20-30	12-16	15-20a		1.5-2 ft ² of creep	8-10	
Lot space (ft ² /hd)	Dirt Paved	25-40 16	25-40 16	20	30-50		10	20-30
Feeder space (in./hd)	Limit-fed	12"	16"-20"	16"-20"		2"/lamb creep		9"-12"
	Self-fed	6"	4"-6"	6"-8"				1"-2"

^aFor lambing rates above 170%, increase floor space 5 sq ft/hd.

^bFeeder space/animal depends on animal size, shorn vs unshorn, breed, pregnancy stage, number of times fed/day, and feed quality.

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Beef Data

Planning Data

	Feeder cattle Calves 400-800 lb	Finishing 800-1,200 lb	Bred heifers 800 lb	Cows 1,000 lb	Cows 1,300 lb
	ft ² /animal				
Lot Space					
Unpaved lot with mound (includes mound space)	150-300	250-500	250-500	300-500	300-500
Unpaved lot without mound	300-600	400-800	400-800	500-800	500-800
Paved lot	40-50	50-60	50-60	60-76	60-75
Barn Space					
Barn with lot	15-20	20-25	20-25	20-25	25-30
Enclosed barn slotted floor	17-20 ft ² /1,000 lb		----- Not recommended -----		
	in./animal				
Feeder Space					
Once-a-day feeding	18-22	22-26	22-26	24-30	26-30
Twice-a-day feeding	9-11	11-13	11-13	12-15	12-15
Self fed grain	3-4	4-6	4-6	5-6	5-6
Self fed roughage	9-10	10-11	11-12	12-13	13-14

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Swine Data

Space Requirements- Enclosed Housing

Pigs	Weight lb	Area ft ²			
Prenursery	12-30	2-2½			
Pig-nursery	30-75	3-4			
Growing	75-150	6			
Finishing	150-220	8			
Breeding swine	Weight lb	Solid floor ft ²	Totally or partly slotted floor ² ft ²	Animals per pen	Stall size
Gilts	250-300	40	24	up to 6	
Sows	300-500	48	30	up to 6	
Boars	300-500	60	40	1	2'4" x 7'
Gestating					
Gilts	250-300	20	14	6-12	1'10" x 6'
Sows	300-500	24	16	6-12	2'0" x 7'

^aor flushed open gutter. Open gutter not recommended in breeding because of slick floors.

Assuring Quality: A program for youth livestock producers -- Prevention Activity

Rotation Year One (2005) Activities

Prevention Activity: Instructions

Resources Needed:

Copies of following worksheet (one per youth)
Pencils

Procedure:

- A. Introduce the topic by discussing that the best way to avoid problems is with prevention.
“Sometimes problems with livestock can occur when the person that usually takes care of them is gone, and someone else is taking care of the animals. The way to avoid problems is to properly prepare the people that will be taking care of the animals. Anticipate what could go wrong and by planning for it and preparing the people, you will likely not have any problems. “
- B. Discuss whether any of the youth have had someone else care for their animals. Who was it? Why was someone else taking care of them? How did you prepare those people?
- C. Discuss that we are going to do a list of instructions, or a “prevention plan”. Explain the situation on the top of the worksheet and have youth complete the worksheet. Actually have the youth complete the worksheet.
- D. Go through the worksheet, calling on different youth for different questions.
- E. For the questions at the end, some things to consider are:
 - Information they should know is what is on this sheet. If not provided, they should ask these questions.
 - Items that are special about animals may include their disposition, how to handle them, whether they like their nose scratched, etc. Possibly if some are in the habit of being able to get out of their pen, where they would likely go if not in there pen, etc. Also, if any are prone to lameness or other problems.
 - Sharing the information helps prevent potential problems. Although someone may be able to follow your instructions on how many buckets of corn to feed, he/she may not be prepared to deal with other situations. Listing the other information helps he/she to deal with whatever may happen.

Prevention Activity: Instructions

Youth worksheet

Whenever leaving for vacation or staying at an after school event, there are times when you are unable to care directly for your animals. Pretend you are going to go on vacation with your family for a week. Who is going to care for your animals while you are gone? Using the ideas below, list your response as you would need to write the instructions out for someone that really was caring for your animals while you were away.

1. Who is going to watch over my animals?
2. The number and the type of animals they will be responsible for is:
3. The feed is located at:
4. We give each animal (pen or herd) _____ amount of _____ feed (what kind of feed) each time we feed them.*
5. The animals need to be fed _____ times a day; we usually feed them around _____ (time) each day.*
6. We feed them at _____ (location).*
7. The animals need to be watered _____ times daily. The water tank is located at _____ and the faucet/bucket/hose is located at _____.* If the tank is full, be sure to clean it.
8. There are _____ animals on medication. (Make a detailed list of the animals, what medications, how and when to give the medication, medication location and storage, and any other information needed.)*
9. Our vet is _____ and can be reached at ____ - _____.
10. We will be home _____ (date).
11. We will be staying at _____ and can be reached at ____ - _____, if you need to contact us.

12. Our neighbors, _____ can assist if necessary. They can be reached at _____.

13. Provide any other important information that may be needed.

*Do this question for as many animals or different responses that are needed.

If someone asked you to watch their animals, what information would you like to know before they left? What questions would you ask to be better prepared? What other items are special about your animals that you would want people to know? How will sharing of information help to ensure that your animals remain healthy?

Assuring Quality: A program for youth livestock producers. Daily Care and Management Activity: Prevention Activity: Instructions.