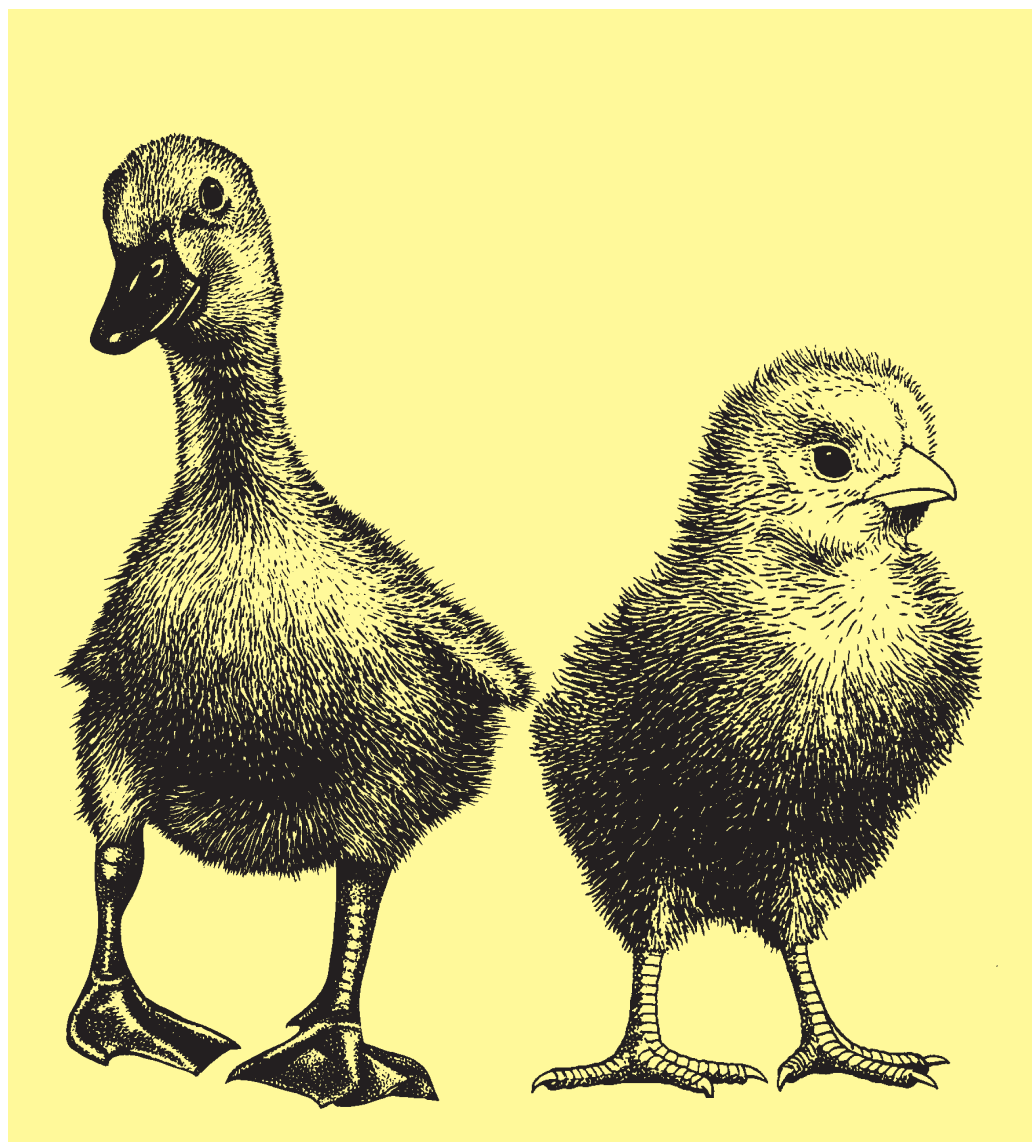




Oregon 4-H

Poultry and Pigeon Advancement Program



Oregon 4-H Advancement Programs

An introduction for leaders, parents, and members

4-H advancement programs consist of a series of steps that provide a framework for progressive learning within a specific project area. Advancement programs encourage 4-H members to learn at their own speed based on their interests and abilities. Advancement programs are self-paced, and age- and skill-level appropriate. Advancement programs can also be a tremendous help to members as they set their goals each year. In addition, advancement programs are useful to Junior Leaders and more experienced 4-H members who wish to work with younger or less experienced members.

Benefits of 4-H advancement programs

Advancement programs:

- Make projects more interesting
- Assist members in setting and achieving goals
- Encourage self-paced learning
- Help members learn more about their projects
- Encourage age-appropriate skill level building
- Provide new, enjoyable experiences
- Help prepare members for participation in certain activities and events
- Provide recognition for work done well
- Provide incentive to members to stay in a project over a longer period of time

Life skill development and 4-H advancement programs

Participating in 4-H advancement programs is instrumental in the development of life skills, a major emphasis of 4-H programming. Young people who participate in 4-H are not just gaining knowledge about their project area, they also develop skills they will use throughout their life. Specifically, the 4-H advancement programs are designed to develop life skills in:

- Learning to learn
- Making decisions
- Keeping records
- Planning and organizing
- Achieving goals
- Completing a project or task
- Communicating
- Being responsible
- Developing self-esteem

About the advancement program steps

The advancement steps are written to provide a learning sequence for all members. Although all members should start with Step 1, the advancement program is designed so a 4-H member may advance as fast as he or she desires based on interest, effort, and ability. A fourth- or fifth-grade 4-H member may take 2 or 3 years to complete Step 1; an eighth- or ninth-grade member may complete one or two steps in a year.

Members should work on one step at a time. There are, however, times when a member may accomplish an activity in another step before completing the step on which he or she is working. Recognize that if there is considerable difference in the level of skill within a group, members may be working on several levels of the program at one time. Much of the information leaders and members need to complete advancement steps can be found in project materials. In advanced steps, members will need to refer to other sources.

Recording progress in the advancement program

Leaders should encourage members to keep the advancement program with their records. Doing so allows leaders and members to evaluate the 4-H experience, review progress, and establish goals for the future. Upon completing an activity, the member fills in the date and has the leader initial the record.

Reviewing advancement progress

Once a member has completed an advancement step, the leader should then arrange for a review of the experience. This review often is conducted through an interview process.

If it is feasible, the interview can be conducted by someone other than the leader. It is a valuable experience for members to be interviewed by others who have expertise in a particular area. Such interviews help prepare members for job interviews and other life experiences.

Leaders also may want to arrange for an advancement chairperson or committee to review each member soon after he or she has completed the step requirements.

The review is also an excellent opportunity to involve parents in club activities. Several parents can serve on the committee and two or three of them can conduct the interviews. The interviewers should be familiar with the 4-H program, its objectives, and the project area.

The advancement chairperson or committee should approve the advancement only when they are satisfied the member is ready to continue to the next step.

How to use the advancement program

The advancement program should be presented at the beginning of the 4-H year.

Review what was done last year

Before deciding on specific things to include in the club program, leaders should review what the members and club did previously. A review will allow discussion on the following questions:

- “What did we do?”
- “What did we like?”
- “What needs improvement or expansion?”
- “Was everyone involved?”

Review the member’s present interests

Encourage members and parents to express their interests, needs, and goals. This allows them to feel important and to be committed to the final club program.

Share county/statewide special programs

Tell your members about activities available to them through your county or the state. Share your special interests with members and parents. This allows members and parents to learn about new opportunities and helps determine whether the club should set specific goals related to them.

Develop your program

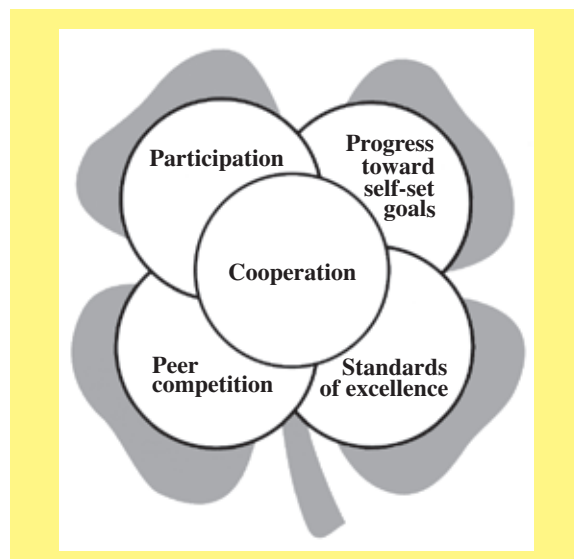
If your group of 4-H participants is small, all the members should be involved in determining the group goals for the year. If the group is large, a special committee may identify the goals for the year’s program.

Base your goals on the current year members’ range of grades, levels of achievement, and interests. Design the program to meet the needs and interests of each member. Establish goals to meet the interests and needs of youth, to allow individual achievement for each member, and to be within range of accomplishment for each member.

If your club has a wide range of grades, interests, and abilities, divide the club into small groups to work with a junior leader. This enhances the learning and satisfaction of all members.

Recognizing advancement

The National 4-H Recognition Model outlines five different ways to recognize 4-H members.



1. Participation

This type of recognition program emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences. For some youth, participation in a 4-H learning experience is an accomplishment.

2. Progress toward self-set goals

Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.

3. Achievement of standards of excellence

Experts in a given area establish standards of excellence. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.

4. Peer competition

Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is a strong motivator for some youth but is inappropriate for youth under age eight.

5. Cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

Advancement certificates

The 4-H Advancement Program is an excellent way to promote and recognize member's efforts in progressing toward self-set goals and achieving standards of excellence through learning. Advancement certificates that are customized for each project area are available from your local OSU Extension

office. Contact a county 4-H staff member to request advancement certificates in your project area.

Earning an advancement certificate deserves recognition. When members have completed a level of advancement, recognize it. This could be done at an achievement meeting or other community event. Extension 4-H staff members also can help leaders prepare pieces for newspaper and radio releases on the members' achievement.

This section written by Mary Arnold, Extension 4-H youth development specialist, Oregon State University.

Oregon 4-H Poultry and Pigeon Advancement Program

The Oregon 4-H Poultry and Pigeon Advancement Program will:

- Make your poultry and/or pigeon project more interesting
- Help you learn more about poultry and/or pigeons
- Help you develop greater skill with poultry and/or pigeons
- Provide you with new, enjoyable experiences
- Allow you to advance according to your ability, interest, and willingness to work
- Provide you recognition for work well done

The Oregon 4-H Poultry and Pigeon Advancement Program is an important part of your poultry and pigeon project. It is to be included as part of your project records. Most of the answers to the questions asked in the advancement program can be found in your project manual and other pamphlets and books.

When you have passed Step 1, go in turn to Steps 2, 3, 4, and 5. You can do options for higher steps while you are working on a lower step, but you cannot qualify for the higher step until you have qualified for all preceding steps.

Study each option carefully. Good luck!

As you complete each option, fill in the date and have your leader or parent initial it. When you have completed the required number of options for a step, tell your leader you are ready to be tested to qualify for that step. You will be asked questions on the work you have done. When you have completed each step, you will receive an advancement certificate from your leader.

Step 1

This is the first step in the Oregon 4-H Poultry and Pigeon Advancement Program. When you have completed 10 skill options and 3 personal development options, you are qualified to complete Step 1.

Skill Options

1. Identify, describe, and tell the important characteristics of three breeds of poultry or pigeons, one other kind of domestic poultry, and one kind of game bird found in Oregon.
2. Name, locate, and spell the following: comb, beak, breast, back, thigh, shank, wing, wattle, hock, primary and secondary wing feathers, vent, keel.
3. Explain or describe and spell the following poultry and pigeon terms: chick, pullet, cockerel, hen, cock, molt, cull, hatch, set, brood, grit, mash, scratch, yolk, squab, duckling, duck, drake, gosling, poul, goose, gander, tom, hen (turkey).
4. Describe the following undesirable characteristics of poultry or pigeons: wry tail, scabby leg, faking, split tail, split wing, mealy, side sprig, stubs.
5. Describe the following characteristics of poultry and pigeons and tell why they are desirable: early maturity, rapid feathering, high feed conversion.
6. Demonstrate that you are able to provide fresh water, clean feed, and shelter for your chickens or pigeons.
7. Keep a record of your 4-H poultry or pigeon project, including expenses and income.
8. Show how to lift, hold, and carry a chicken or pigeon.
9. Explain why eggs are a nutritious food. In what food group are they?
10. Name and describe or identify two parasites that infest poultry or pigeons, and tell how to control them.
11. Do poultry or pigeons need grit? Give a report to your club.
12. Explain what feeds are important for poultry or pigeons.
13. Start a library on poultry and pigeon literature and materials—magazines, books, bulletins, and 4-H materials.
14. Make a report on a breed of poultry or pigeon.
15. Demonstrate the proper technique for banding poultry or pigeons.

Date passed

Approved by

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Personal Development Options *(select from page 10)*

1. Give a demonstration to your club.
2. _____
3. _____



(Name of club member)

is qualified and has completed all requirements for Step 1 of the Oregon 4-H Poultry and Pigeon Advancement Program.

Age

Date

Approved by club advancement chairperson or committee

Approved by club leader

Step 2

This is the second step in the Oregon 4-H Poultry and Pigeon Advancement Program. When you complete 10 skill options and 3 personal development options, you are qualified to complete Step 2.

Skill Options

Date passed

Approved by

1. Name and describe six breeds of chickens, pigeons, or other poultry, and two kinds of wild game birds found in Oregon.
2. Name, locate, and spell the following: earlobe, ear, hackle, saddle and sickle feather, fluff, axil feathers, pubic bones, abdomen, and crop.
3. Explain and spell the following: broiler, roaster, capon, poult, duck, drake, tom duckling, gosling, gander, protein, calcium, carbohydrate, plumage, variety, finish.
4. Describe and compare a laying hen to a non-laying hen—comb, eyes, skin, fleshing, pubic bones, abdomen, vent.
5. Demonstrate how to tell the sex of geese, ducks, chickens, turkeys, or pigeons.
6. Participate in a poultry or pigeon judging contest.
7. Check with a local small flock owner or poultry producer on records needed for the business. Give a report.
8. Explain molting and regrowth of primary and secondary wing feathers.
9. Explain “rate of production.”
10. Know the U.S. grades for eggs, make or help make a homemade candler, and demonstrate the candling and grading of a dozen or more eggs for your club or other group.
11. Know the weight classes for eggs: weigh a dozen or more eggs and put them in their proper weight class and USDA grade.
12. Care for and handle your poultry quietly and without quick, sudden movements. Explain why.
13. Participate in a 4-H poultry or pigeon showmanship contest.
14. Participate in a 4-H poultry or pigeon judging contest.

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Personal Development Options *(select from page 10)*

1. _____
2. _____
3. _____

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(Name of club member)
 is qualified and has completed all requirements for Step 2 of the
 Oregon 4-H Poultry and Pigeon Advancement Program.

_____ Age

_____ Date

Approved by club advancement chairperson or committee

Approved by club leader

Step 4

This is the fourth step in the Oregon 4-H Poultry and Pigeon Advancement Program. When you complete eight skill options and four personal development options, you are qualified to complete Step 4.

Skill Options

Date passed **Approved by**

- | | | |
|---|-------|-------|
| 1. Study and tell your club what the APA and ABA are and what function they perform. | _____ | _____ |
| 2. Explain cannibalism and how to prevent or stop it. | _____ | _____ |
| 3. Build a home incubator and hatch two dozen eggs, or explain the operation of an incubator and account for egg development. | _____ | _____ |
| 4. Kill and dress a chicken for home use. | _____ | _____ |
| 5. Do a study on the marketing of eggs, poultry, or squab. | _____ | _____ |
| 6. Perform a cull/keep an evaluation of your flock. | _____ | _____ |
| 7. Develop a display or illustrate the development of the chicken or pigeon embryo. | _____ | _____ |
| 8. Keep a complete egg production or squab production record for 6 months. | _____ | _____ |
| 9. Keep a fryer production record on 15 or more fryers. Keep pounds of feed fed, cost of feed, growth of birds, and income, and determine cost/pound. | _____ | _____ |
| 10. Participate in a poultry or pigeon show. | _____ | _____ |
| 11. Describe five disqualifications of poultry or pigeons when exhibited. | _____ | _____ |
| 12. Demonstrate a method of washing poultry or pigeons. | _____ | _____ |
| 13. Participate in the State 4-H Poultry Judging Contest. | _____ | _____ |

Personal Development Options *(select from page 10)*

- | | | |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |



(Name of club member)

is qualified and has completed all requirements for Step 4 of the Oregon 4-H Poultry and Pigeon Advancement Program.

Age

Date

Approved by club advancement chairperson or committee

Approved by club leader

Step 5

This is the fifth step in the Oregon 4-H Poultry and Pigeon Advancement Program. When you complete three or more skill options and five or more personal development options, you are qualified to complete Step 5.

Skill Options

- 1. Describe the feeding ration for pullets, laying hens, and fryers.
- 2. Explain the market procedure from producer to consumer.
- 3. Prepare a slide series on some phase of poultry or pigeon production.
- 4. Describe the use of chicken manure as a fertilizer and what compounds must be added for a balanced fertilizer.
- 5. Study, prepare a paper (300 words or more), and give a report on three or more of the following topics:
 - (a) General management of one kind of poultry
 - (b) Poultry feeds, feeding, and nutrition
 - (c) Reproduction, breeding, and genetics
 - (d) Sanitation and prevention of diseases
 - (e) Marketing poultry in Oregon (or U.S.A.)
 - (f) Techniques of other countries that lead in poultry production
- 6. Prepare a radio program, TV program, or newspaper article about poultry.
- 7. Work with a poultry producer.
- 8. Prepare a paper on careers in poultry.

Date passed

Approved by

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Personal Development Options *(select from page 10)*

- 1. Complete a year as a junior leader or a teen leader in a 4-H club.
- 2. Serve as a superintendent, assistant superintendent, or clerk at a 4-H poultry show or contest.
- 3. Get three or more new members for your club or help organize a new poultry club.
- 4. Help organize and conduct a poultry tour or showmanship or judging contest.
- 5. _____
- 6. _____

_____	_____
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(Name of club member)

is qualified and has completed all requirements for Step 5 of the Oregon 4-H Poultry and Pigeon Advancement Program.

Age

Date

Approved by club advancement chairperson or committee

Approved by club leader

Personal Development Options

(Choose a different option each time.)

1. Lead the Pledge of Allegiance and 4-H Pledge at a 4-H meeting.
2. Lead a song or a game at a 4-H meeting.
3. Preside at a meeting of your 4-H club.
- *4. Write a news story for a local paper.
- *5. Participate in a radio or television program.
- *6. Present a demonstration or illustrated talk to your club.
- *7. Present a demonstration or illustrated talk to a group other than your 4-H club.
8. Serve as host for a 4-H meeting. See that everyone is welcomed and made comfortable.
- *9. Participate in a community service project.
- *10. Serve as chairperson of a club committee.
- *11. Participate in a judging contest.
- *12. Serve as a junior leader.
- *13. Serve as a teen leader.
14. Attend 4-H Camp.
- *15. Serve as clerk, chairperson, or apprentice judge at a 4-H show.
- *16. Develop and exhibit a science display related to poultry and pigeons.
17. Serve as a camp counselor.
18. Arrange for a tour by your club.
19. Arrange for a film or slide set to be shown at your club meeting.
20. Secure a speaker to talk at your club meeting.
21. Complete your 4-H records.
22. Visit a packing plant or local meat market that sells poultry and pigeons.
23. Get new members for your club.
24. Develop some of your own options with your leader's approval.

**These options may be repeated for credit in different steps.*

Revised by Brad Jeffreys, former Extension specialist, 4-H youth development; and Jim Hermes, Extension poultry specialist; Oregon State University. Prepared by Charles Fischer, Extension poultry specialist emeritus; and Duane Johnson, Extension specialist emeritus, 4-H youth development; Oregon State University; in cooperation with the Oregon 4-H Development Committee for Small Animal Projects.

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