



# **Florida State Fair Youth Livestock Show Ethics and Animal Care Training**

Created in Cooperation with  
University of Florida – IFAS



Updated 2019 by  
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Supported by the  
Florida Department of Agriculture and Consumer Services,  
Nikki Fried, Commissioner



For more information, please visit:  
[www.floridastatefairag.com](http://www.floridastatefairag.com)

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## **Ethics Trainer Letter**

Dear Ethics Trainer,

Thank you for agreeing to be a part of our Youth Livestock Show Ethics and Animal Care Training program.

This program was developed in 2005 and has been endorsed by the Florida Department of Agriculture and Consumer Services and the University of Florida, Institute of Food and Agricultural Sciences (IFAS). It was updated in 2019 by a University of Florida College of Agriculture and Life Sciences graduate student in the department of Agricultural Education and Communications. The materials were developed by an ethics committee of the Florida State Fair and adapted from several well-respected ethics curricula from around the country.

It is the intent of this program that every youth livestock exhibitor showing an animal at the Florida State Fair, and many of the County Fairs in Florida, receives proper training and information for raising and showing a youth livestock project. It is important that the exhibitors understand:

- The purpose of youth livestock projects,
- The importance of ethics in youth livestock projects,
- Proper animal handling and management practices,
- The difference between animal welfare and animal rights,
- How to become an ambassador for animal agriculture.

As a part of this training, we are asking for your commitment to produce one 3-hour training session for exhibitors in your area each year. With your cooperation, we hope to continue to offer this program each year. Through this statewide network, we will be able to offer trainings to every Florida State Fair Youth Livestock exhibitor and eventually every Youth Livestock exhibitor in the state of Florida.

Again, we thank you for your interest and support.

Florida State Fair Faculty, Staff and Volunteers

# Florida State Fair Youth Livestock Show Ethics and Animal Care Training

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## Tips for Trainers:

At your first training, you will learn a lot about how YOU want to teach these lessons. Everyone is welcome to add their own flavor, as long as you stick to the objectives outlined. We have provided suggestions and resources to get you started.

- **Get co-teachers.** Just like three hours is a long time to listen, it's also a long time to talk! Coworkers, parents, volunteers, or even youth exhibitors may be interested in helping you with your training. This is an awesome opportunity to draw in youth interested in leadership, speaking, and/or teaching as well. Before placing them in a teaching role, be sure that they have been through the ethics training themselves.
- **Use the videos.** If co-teachers are not available, this is another good way to keep interest.
- **Help another trainer.** We have some amazing educators who have taken this course - and every good educator knows the biggest compliment given is "stealing" a teaching technique or lesson. By co-teaching your events once or twice, you might switch up the pace and refresh the content for yourself too!
- **Share your content.** Did you find an amazing lesson, technique or video for an existing or new standard of our course? Let us know! We'd love to share and add it to this document so your variation can be used by all who love it.
- **Know what's for you & what's for exhibitors.** Some of our pages are marked for trainers, and they all have a header that either says "trainer" or "key." The Table of Contents on page 2 can also help with this. There is an additional Table of Contents for exhibitors if you'd like to use it.

# **Florida State Fair Youth Livestock Show Ethics and Animal Care Training**

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## **Program Description for Trainers:**

**Purpose:** To instill the highest values of integrity and character development.

Every animal shown at the Florida State Fair (and youth livestock organizations which adopt this training) should be properly cared for and maintained.

To develop responsible youth who know and understand the importance of proper animal care and management practices in producing a safe and wholesome food supply.

**Goals:** To educate every Florida State Fair (and youth livestock organizations which adopt this training) youth livestock exhibitor on the true purpose of youth livestock projects, livestock show ethics, and proper animal care and management practices.

**Objectives:** Lesson One – The Purpose of Youth Livestock Projects

I can describe the purpose of raising animals in association with a youth livestock program and in relation to real-world agriculture.

Lesson Two – Sportsmanship and Youth Livestock Show Ethics

I raise my animals according to industry standards, within regulations, ethical standards, and compete in a sportsmanlike manner.

### Lesson Three – Animal Handling and Management

I use recommended handling and management practices when training and working with my animals. I read and follow labels when administering medications to my animals.

### Lesson Four – Speaking Out

I can advocate for agriculture, especially animal agriculture, because I have more livestock experience than approximately 99% of the U.S. population and have practiced delivering information in a way they can absorb without feeling challenged.

### Lesson Five – The Ethics Oath

I can complete my livestock project using the moral codes I have developed in accordance with animal agriculture practices. I am prepared to advocate on behalf of the industry in which I am participating. I am responsible for the proper care of my animals, the production of wholesome food, and development of sound moral character in myself and others.

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## Table of Contents for Exhibitors:

### Lesson One: The Purpose of Youth Livestock Projects

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- The Role of Domesticated Animals
- What Do You Know?
- Beef-O Beef By-Product BINGO

### Lesson Two: Sportsmanship and Youth Livestock Projects

- The Line in the Sand
- Four Questions
- Ethical or Unethical?

### Lesson Three: Animal Handling and Management

- Housing Standards - Put them Up
- Reading & Using Medication Labels
- Agrimectin Label Scavenger Hunt
- Proper Handling and Care

### Lesson Four: Speaking Out and "AGvocating"

- Animal Welfare vs. Animal Rights
- Agvocating
- Myth Bustin'

### Lesson Five: The Ethics Oath

- The Ten Commandments for Show Ring Parents
- The Ethics Oath

### General Information about the Florida State Fair Ethics Program

- After this course, you'll receive a number from the Florida State Fair Office by mail.
- Your ethics number will begin with the year you took your class. Three years after you take the course, your number is expired.
- For information or questions about ethics numbers, please contact Karen Walker at [karen.walker@floridastatefair.com](mailto:karen.walker@floridastatefair.com).
- **Be sure you have signed in and stay long enough to sign out or you will not receive an ethics number!**

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## **Lesson One: The Purpose of Youth Livestock Projects**

### **By The Numbers**

- List and generalize agricultural products.
- Describe the importance of agriculture in everyone's life.
- Describe the economic and social impact agriculture has on different people on a world, national, state, and community scale.

### **The Role of Animals**

- Differentiate common livestock, service, and companion animals.
- Analyze the effect culture plays on livestock, service, and companion animals.

### **What Do You Know?**

- List and apply the skills developed in your youth livestock project to agricultural and non-agricultural pursuits in your future.
- Describe the benefits commonly and specifically originating from your youth livestock projects.

### **Beef-O (Beef Byproduct BINGO)**

- List & recognize byproducts produced by animal agriculture.

# **Lesson One:**

## **The Purpose of Youth Livestock Projects**

### **By The Numbers**

Using the numbers in the number bank, fill in the blanks to each sentence.

1 | 1 | 6.3 | 18 | 22.5 | 23.1 | 30.3 | 36 | 52 | 58 | 58.9 | 165 | 300 | 47,500

1. Agriculture is food production. America's farmers are among the world's safest and most efficient. Today, each U.S. farm produces food and fiber for \_\_\_\_\_ people.
2. America ranks \_\_\_\_\_ in the list of having the most affordable food supply.
3. In 2016, U.S. consumers spent just \_\_\_\_\_% of their money on food, annually. Other countries spend much more. China spends \_\_\_\_\_%, Mexico spends \_\_\_\_\_%, and India spends \_\_\_\_\_% of their annual income on food. Nigeria has the highest reported expense at \_\_\_\_\_% of income spent on food each year.
4. In 2018, the average American was predicted to eat \_\_\_\_\_ lbs. of chicken, \_\_\_\_\_ lbs. of pork, \_\_\_\_\_ lbs. of beef, \_\_\_\_\_ lbs. of cheese, \_\_\_\_\_ gallons of milk, and \_\_\_\_\_ eggs each year!
5. Florida has approximately \_\_\_\_\_ commercial farms that produce \_\_\_\_\_ different products, making it one of the most diverse production agriculture states in the nation!
6. Only \_\_\_\_\_% of the U.S. population feeds our country and exports to other countries, too.  
What percentage of **your county** works in agriculture? \_\_\_\_\_%

# **Lesson One:**

## **The Purpose of Youth Livestock Projects**

### **KEY - By The Numbers**

Using the numbers in the number bank, fill in the blanks to each sentence.

1. Agriculture is food production. America's farmers are among the world's safest and most efficient. Today, each U.S. farm produces food and fiber for 165 people.  
(fb.org/newsroom/fast-facts)
  2. America ranks 1 in the list of having the most affordable food supply. (ers.usda.org)
  3. In 2016, U.S. consumers spent just 6.3% of their money on food, annually. Other countries spend much more. China spends 22.5%, Mexico spends 23.1%, and India spends 30.3% of their annual income on food. Nigeria has the highest reported expense at 58.9% of income spent on food each year. (ers.usda.org)
  4. In 2018, the average American was predicted to eat 93 lbs. of chicken, 52 lbs. of pork, 58 lbs. of beef, 36 lbs. of cheese, 18 gallons of milk, and 276 eggs each year!  
(ers.usda.org; aeb.org)
  5. Florida has approximately 47,500 commercial farms that produce 300 different products, making it one of the most diverse production agriculture states in the nation! (floridafarmbureau.org)
  6. Only 1% of the U.S. population feeds our country and exports to other countries, too.  
(agcensus.usda.gov)
- What percentage of **your county** works in agriculture? \_\_\_\_\_% (data.usa.io)

## Trainer Plans - By The Numbers

		Group size:	Less than 20	21-60	61+
<b>Variation 1: Scavenger Hunt</b>	<b>Materials:</b>		<ul style="list-style-type: none"> <li>☑ Ethics Training Handouts per exhibitor.</li> <li>☑ 1-2 sets of posters (or projection) with BTN questions,</li> <li>☑ 1-2 sets of sticky notes with the BTN numbers on them.</li> <li>☑ <i>Optional: Candy</i></li> </ul>	<ul style="list-style-type: none"> <li>☑ Ethics Training Handouts per exhibitor.</li> <li>☑ 3-6 sets of posters (or projection) with BTN questions,</li> <li>☑ 3-6 sets of sticky notes with BTN numbers on them.</li> <li>☑ <i>Optional: Candy</i></li> </ul>	<ul style="list-style-type: none"> <li>☑ Ethics Training Handouts per exhibitor.</li> <li>☑ 5+ sets of posters (or projection) with BTN questions,</li> <li>☑ 5+ sets of sticky notes with BTN numbers on them.</li> <li>☑ <i>Optional: Candy</i></li> </ul>
	<b>Procedure:</b>		<p>Either assign certain questions to groups of 4-8 exhibitors or allow 8-10 youth to work on one set together. After 5-10 minutes (dependent on generalized age group) award the team which had the most correct answers. (Applause or piece of candy.) Provide review and time to note correct answers in handout. (Leave corrections displayed on posters?)</p>	<p>Create groups of 8-10 exhibitors and give each their own set of questions. After 5-10 minutes (dependent on generalized age group) award the team which had the most correct answers. (Applause or piece of candy.) Provide review and time to note correct answers in handout. (Leave corrections displayed on posters?)</p>	<p>Create groups of 8-10 exhibitors and give each group one poster (1-3 questions) to complete. After 5 minutes award the team which had the most correct answers. (Applause or piece of candy.) Provide review and time to note correct answers in handout. (Leave corrections displayed on posters?)</p>
	<b>Notes:</b>		<ul style="list-style-type: none"> <li>☑ Will you allow or not allow cell phone use for research?</li> <li>☑ Online scavenger hunt would be a different way to look at things.</li> <li>☑ If you do a lot of trainings, consider laminating posters.</li> <li>☑ Have 4-H youth or FFA student leaders make or lead this activity – it's simple enough for an inexperienced or budding leader.</li> </ul>		
<b>Variation 2: High or</b>	<b>Materials:</b>		<ul style="list-style-type: none"> <li>☑ Ethics Training Handouts per exhibitor.</li> <li>☑ <i>Optional: questions on PowerPoint for easy viewing.</i></li> </ul>		
	<b>Procedure:</b>		<p>Inform exhibitors you will be playing high or low. A different person can put out a (guessed) number for each question, then everyone in the room will walk to the side of the room designated "higher" or "lower" than their number. The guesser should stay in the middle. Other players should make the distance they put between themselves and the guesser proportionate to how much higher or</p>		

<b>Low</b>		lower they think the number is. (Stand close if you think it's just a little different, or against the wall if you think it's very different.)
	<b>Notes:</b>	<ul style="list-style-type: none"> <li>☑ Chose different guessers each time or prepare numbers so you are the guesser.</li> <li>☑ Have a way for them to record the answer when you reveal it (clip boards or be near tables &amp; carry pencils and handout).</li> </ul>
<b>Variation 3: Number Line</b>	<b>Materials:</b>	<ul style="list-style-type: none"> <li>☑ Ethics Training Handouts per exhibitor.</li> <li>☑ A number line (the answers OR periodic numbers on printed sheets of paper, posted in order of least to greatest along a wall).</li> </ul>
	<b>Procedure:</b>	Ask each question and tell students to go stand with the number they think is or is closest to the answer. After allowing time to move, reveal the answer. Maybe question why they thought the number range they did. (It is okay if they just guessed lucky.)
	<b>Notes:</b>	<ul style="list-style-type: none"> <li>☑ Have a way for them to record the answer when you reveal it (clip boards or be near tables &amp; carry pencils and handout).</li> <li>☑ You may choose to provide them with the sources or not to; there are two worksheets above.</li> </ul>

**Lesson One:**  
**The Purpose of Youth Livestock Projects**  
**The Role of Domesticated Animals**

Fill each prompt to the best of your ability and answer the questions your presenter asks according to instructions.

What is domesticated? \_\_\_\_\_

Define the following terms:

Pet: \_\_\_\_\_  
\_\_\_\_\_

Livestock: \_\_\_\_\_  
\_\_\_\_\_

Working Animal: \_\_\_\_\_  
\_\_\_\_\_

What truly differentiates between pets, livestock, and working animals?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **Lesson One:**

## **The Purpose of Youth Livestock Projects**

### **KEY - The Role of Domesticated Animals**

Fill each prompt to the best of your ability and answer the questions your presenter asks according to instructions.

What is domesticated? Per Google: (of an animal) tame and kept as a pet OR on a farm. (Naturalized is also used in the plant definition.)

Define the following terms:

**Pet:** an animal kept for companionship

**Livestock:** an animal regarded as an asset - typically for food or fiber production - has a tangible purpose.

**Working Animal:** an animal which performs a useful, trained task - service animals, working animals, etc.

What truly differentiates between pets, livestock, and working animals?

Although many consider specie of animal to be the deciding factor of classifying animals, culture and purpose vary by animal instead of specie. For example, not every dog is a pet - many are in service.

The true way to determine whether an animal is a pet, livestock or working animal is to take note of its purpose: agricultural, companionship, or task-oriented.

## Trainer Plans - The Role of Animals

		Group size:	Less than 20	21-60	61+
<b>Variation 1</b>	<b>Materials:</b>	<input type="checkbox"/> Ethics Training Handouts per exhibitor. <input type="checkbox"/> <i>Optional: Instead of hand signals, you could make two-sided signs for exhibitors to hold up. Maybe even print them into their packet.</i>			
	<b>Procedure:</b>	<p>Put exhibitors in groups of 4 to 10 in order to answer the following questions.</p> <p>Challenge each group to come up with what they think a pet, livestock animal, and working animal are without writing it down. Many exhibitors will give specie examples unless you specifically use the word "define" in your instructions. After 1-2 minutes, ask for what groups came up with. Synthesize the information brought in, and help exhibitors develop written definitions for their notes sheet.</p> <p>Start a game where every exhibitor will identify the animals you name or show as a pet, working animal or livestock animal. You can have pre-made signs they show, have them move to different parts of the room, or give them hand signals. Talk about the following animals, and more if you choose.</p> <ul style="list-style-type: none"> <li>● Cats - pet in the U.S., but is that the case in all cultures?</li> <li>● Rabbits - many will say pets, but we do raise them as meat rabbits, even if that's not where all of them wind up.</li> <li>● Chickens – some younger members will call them pets but remind them even laying chickens are providing an agricultural product, and that is their primary purpose.</li> <li>● Horses – there is an argument for each here. Some keep horses purely for pleasure, for some they are business, and others they are meat animals. Discuss them all.</li> <li>● Cattle – Livestock. Some may believe they are pets. Discuss purpose.</li> <li>● Dogs – Some have dogs for companions only, some are working dogs, and in some countries, they are meat animals.</li> <li>● Sheep - Livestock. Can be shown in livestock shows, but their primary purpose is for their hides, skins, meat, milk, and wool.</li> <li>● Goats - Livestock. Raised for milk, meat, and skins. Often kept in poorer countries because they are easier to manage than cattle.</li> </ul> <p>After this activity, exhibitors should be prepared to acknowledge that most of the time, animals are not classified as pet, working animal or livestock animal by specie, but by purpose. Discuss the patterns noticed in the game to lead them to this conclusion.</p>			
	<b>Notes:</b>	<input type="checkbox"/> Just be ready to tell an exhibitor that something is or is not a pet or livestock animal, however, the point is to develop their thought process and acknowledge that many animals' purpose is to feed our population. <input type="checkbox"/> A variation could use spots in the room instead of hand signals.			

# Lesson One: The Purpose of Youth Livestock Projects

## What do You Know?

Fill each prompt to the best of your ability and answer the questions your presenter asks according to instructions.

What are some characteristics or skills you've developed or improved upon by raising your animal? List them below:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Imagine you've been asked why you exhibit animals by someone who knows nothing about agriculture. What is a 30-second response you can prepare now to teach them something about the IMPORTANCE of raising and showing livestock, OTHER THAN MONEY?

The diagram is a circular wheel divided into four quadrants, each representing a different life skill area. The center is labeled 'Targeting Life Skills'.

- HEART (Caring):** Empathy, Sharing, Nurturing Relationships, Community Service/Volunteering, Leadership, Responsible Citizenship, Contributions to Group Effort.
- HANDS (Working):** Marketable Skills, Teamwork, Self-motivation, Self-esteem, Self-responsibility, Character, Managing Feelings, Self-discipline, Healthy Lifestyle Choices, Stress Management, Disease Prevention, Personal Safety.
- HEAD (Thinking):** Learning to Learn, Decision Making, Problem Solving, Critical Thinking, Service Learning, Goal Setting, Planning/Organizing, Wise Use of Resources, Keeping Records, Resiliency, Communication, Cooperation, Social Skills, Conflict Resolution, Accepting Differences, Concern for Others.
- HEALTH (Living):** Resilience, Communication, Cooperation, Social Skills, Conflict Resolution, Accepting Differences, Concern for Others, Empathy, Sharing, Nurturing Relationships, Community Service/Volunteering, Leadership, Responsible Citizenship, Contributions to Group Effort, Marketable Skills, Teamwork, Self-motivation, Self-esteem, Self-responsibility, Character, Managing Feelings, Self-discipline, Healthy Lifestyle Choices, Stress Management, Disease Prevention, Personal Safety.

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## Trainer Plans - What do You Know?

	Group size:	Less than 20	21-60	61+
Variation 1	<b>Materials:</b>	☑ Ethics Training Handouts per exhibitor.		
	<b>Procedure:</b>	<p>Work through the worksheet one item at a time with your group. Determine whether you are okay with them working in groups or not. After each step, have a few exhibitors share words.</p> <p>Suggestions for variations:</p> <ul style="list-style-type: none"> <li>- Have a place for them to write one word each such as a poster or white board.</li> <li>- Have each table (or small groups) make a "wordle" on a piece of paper of their words.</li> <li>- Have a parent or other adult in the room play out the question and answer with a few exhibitors.</li> </ul>		
	<b>Notes:</b>	<p>☑ It may be helpful to allow exhibitors to look at this wheel in order to pull a few words from it they believe they have developed through their project. This is the 4-H Life Skills Wheel - most properly advised projects will develop each of these qualities in youth preparing livestock projects.</p> <div style="text-align: center;"> </div>		

**Lesson One:**  
**The Purpose of Youth Livestock Projects**  
**Beef-O Beef By-Product BINGO**

What is a by-product?

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What parts of meat animals are used for by-products?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Let's play!

**Lesson One:**  
**The Purpose of Youth Livestock Projects**  
**KEY - Beef-O Beef By-Product BINGO**

What is a by-product?

Animal by-products, as defined by the USDA, are products harvested or manufactured from livestock other than muscle meat. (An animal product is any material derived from the body of an animal. Examples are fat, flesh, blood, milk, eggs, and lesser known products, such as isinglass and rennet.)

What parts of meat animals are used for by-products?

- Hide/skin
- Hair
- Fat
- Organs & glands
- Horns & hooves

Let's play!

## Trainer Plans - Beef-0 Beef ByProduct BINGO

		Group size:	Less than 20	21-60	61+
<b>V a r i a t i o n 1</b>	<b>Materials:</b>	<ul style="list-style-type: none"> <li>☑ <a href="#">Beef By-Product sheets</a></li> <li>☑ Ethics Training Handouts per exhibitor.</li> <li>☑ BINGO markers - markers, marshmallows (because they are an edible by-product), cross it out with pen/pencil, BINGO chips, etc.</li> <li>☑ <i>Optional: Candy - prize for winner.</i></li> </ul>			
	<b>Procedure:</b>	<p>Challenge your exhibitors to define by-products. Talk about what comes up with the group. At the end, reveal the word-for-word definition and confirm if there were any in “exhibitor-speak” that will suffice.</p> <p>Discuss which parts of the body are not muscle-meat. Where do byproducts come from? Lead your exhibitors to list: Hide/skin, Hair, Fat, Organs &amp; glands, and Horns &amp; hooves.</p> <p>Play Beef-By-Product BINGO. There are sheets included which have been pre-made by students.</p>			
	<b>Notes:</b>				

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## **Lesson Two: Sportsmanship and Youth Livestock Projects**

### **The Line in the Sand**

- Use a strategy in order to determine whether a practice is or is not acceptable.

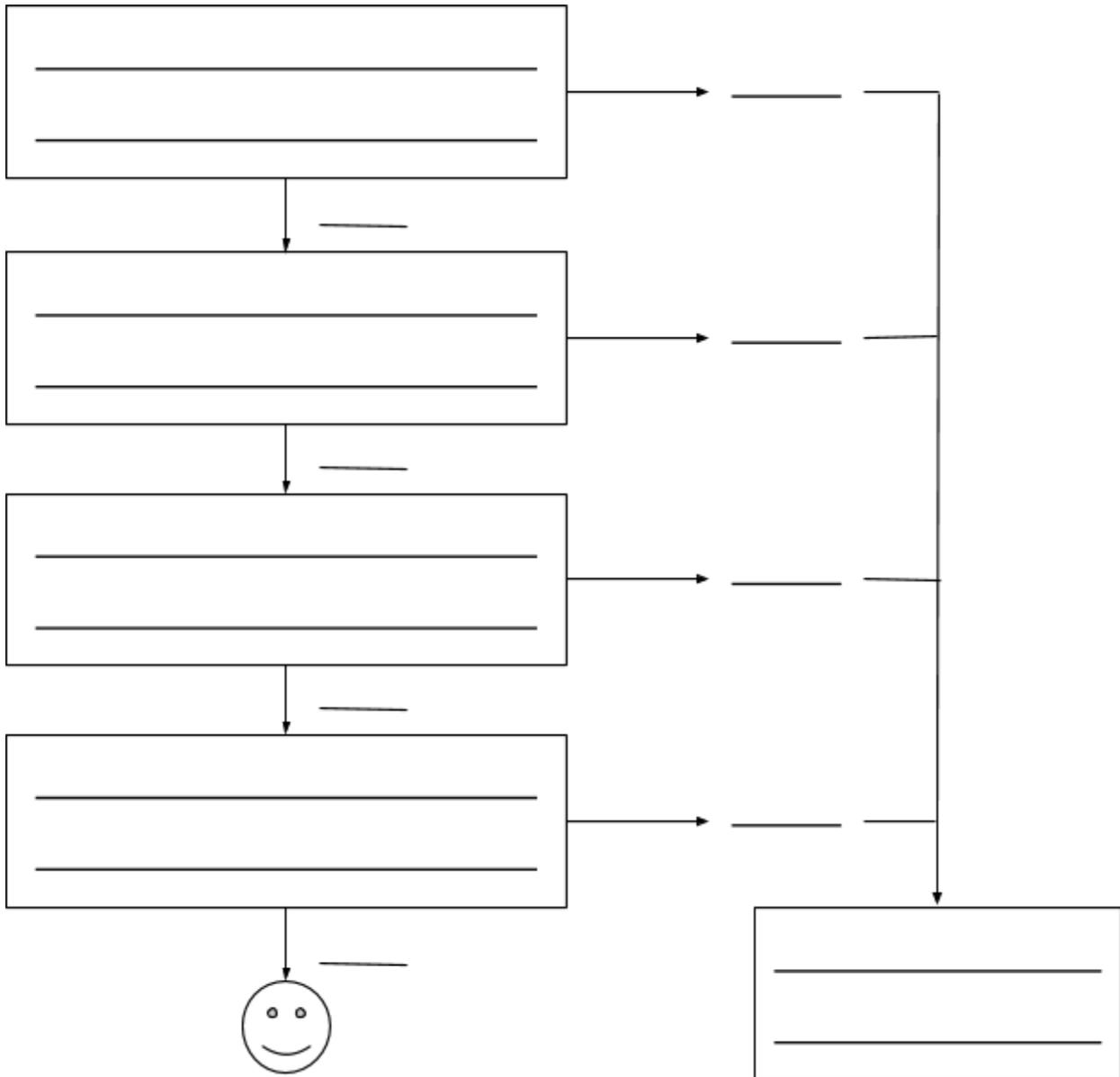
### **Ethical or Unethical?**

- Differentiate between ethical and unethical practices.

# **Lesson Two: Sportsmanship and Youth Livestock Projects**

## **The Line in the Sand**

Fill in the flowchart below as you watch the video. Listen carefully to the host's four questions.



## **Lesson Two: Sportsmanship and Youth Livestock Projects Ethical or Unethical?**

Using what you learned in the video and using the Four Questions flowchart, determine whether each practice is ethical or unethical.

	<u>Ethical</u>	<u>or</u>	<u>Unethical</u>
1. Changing the color pattern of an animal.	?		?
2. Polishing or cleaning the hooves of a steer.	?		?
3. Use of a tranquilizer on a show animal.	?		?
4. An injection of anti inflammatory agent to help a crippled animal walk at a stock show.	?		?
5. Forcing water into the stomach of an animal to meet a minimum weight requirement.	?		?
6. Dragging an animal around with a tractor, ATV or truck in order to train it to lead.	?		?
7. Scheduling daily feeding around a weigh in at a stock show.	?		?
8. Injection of air or other substances under the skin of an animal.	?		?
9. Putting ointment from your home medicine cabinet on the skin of a sunburned show pig.	?		?
10. Severe restriction of feed and water for several days to meet a maximum weight requirement.	?		?
11. Normal exercise to keep your animal in shape.	?		?
12. Getting or paying a parent or someone else to tend to the majority of your project so you don't have to or because you don't know how to already.	?		?
13. Getting help from an experienced adult in a way that you learn to do the task yourself and do not get hurt.	?		?
14. Rely on your 4-H leader, FFA advisor and/or older exhibitors for advice, tips, and education.	?		?
15. Expect that you will be told each and every rule by your 4-H leader, FFA advisor and/or older exhibitors.	?		?
16. Injection of antibiotic	?		?
17. False ownership	?		?
18. Falsified birth dates	?		?

# Lesson Two: Sportsmanship and Youth Livestock Projects

## KEY - Ethical or Unethical?

Using what you learned in the video and using the Four Questions flowchart, determine whether each practice is ethical or unethical.

	<u>Ethical</u>	or	<u>Unethical</u>
1. Changing the color pattern of an animal.	?		?
2. Polishing or cleaning the hooves of a steer.		?	?
	<i>Unless otherwise stated by the rules of the show!</i>		
3. Use of a tranquilizer on a show animal.	?		?
4. An injection of anti inflammatory agent to help a crippled animal walk at a stock show.	?		?
	<i>This isn't actually a fix, just a coverup.</i>		
5. Forcing water into the stomach of an animal to meet a minimum weight requirement or to misrepresent the animal.	?		?
6. Dragging an animal around with a tractor, ATV or truck in order to train it to lead.	?		?
	<i>Start your breaking young enough that you only need human backup to get your animal to lead.</i>		
7. Scheduling daily feeding around a weigh in at a stock show.	?		?
8. Injection of air or other substances under the skin of an animal.	?		?
9. Putting ointment from your home medicine cabinet on the skin of a sunburned show pig.	?		?
10. Severe restriction of feed and water for several days to meet a maximum weight requirement.	?		?
11. Normal exercise to keep your animal in shape.	?		?
12. Getting or paying a parent or someone else to tend to the majority of your project so you don't have to or because you don't know how to already.	?		?
13. Getting help from an experienced adult in a way that you learn to do the task yourself and do not get hurt.	?		?
14. Rely on your 4-H leader, FFA advisor and/or older exhibitors for advice, tips, and education.	?		?
15. Expect that you will be told each and every rule by your 4-H leader, FFA advisor and/or older exhibitors.	?		?
	<i>This is your project - it is your responsibility to be knowledgeable of expectations.</i>		
16. Injection of antibiotic	?		?
	<i>Depends on if the antibiotic was used properly, by vet recommendations, &amp; sale is outside of withdrawal dates.</i>		
17. False ownership	?		?
18. Falsified birth dates	?		?

## Trainer Plans – Lesson II: Sportsmanship and Youth Livestock Projects

<b>Group size:</b>		<b>Less than 20</b>	<b>21-60</b>	<b>61+</b>
<b>Variation 1</b>	<b>Materials:</b>	<input type="checkbox"/> Line in the sand video & way to play it. <input type="checkbox"/> Ethics Training Handouts per exhibitor.		
	<b>Procedure:</b>	Watch the video in full with students. If you have information to add, pause and talk when appropriate. Have students fill out the flow chart as they watch. Have them focus on the four questions. Help them logically add the Yes' and No's after the video has played. Use the flow chart and what you have learned from the video to complete the Ethical or Unethical worksheet. Review the worksheet with the key. <ul style="list-style-type: none"> <li>- Have places to stand for ethical or unethical.</li> <li>- Have hand signals for ethical or unethical.</li> <li>- Call on individuals to answer.</li> <li>- Allow the room to answer at once.</li> </ul>		
	<b>Notes:</b>			

# **Florida State Fair Youth Livestock Show Ethics and Animal Care Training**

In cooperation with the University of Florida IFAS Extension,  
And University of Florida College of Agriculture and Life Sciences,  
Agricultural Education and Communications Department.  
Supported by Florida Department of Agriculture and Consumer  
Services, Nikki Fried, Commissioner.



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## **Lesson Three: Animal Handling & Management**

### **Housing Standards**

- Consider all factors of animal housing situations and how to provide the most appropriate conditions for your animal.

### **Reading & Using Medication Labels**

- Interpret and follow the directions on medications and animal health aids, including withdrawal periods.

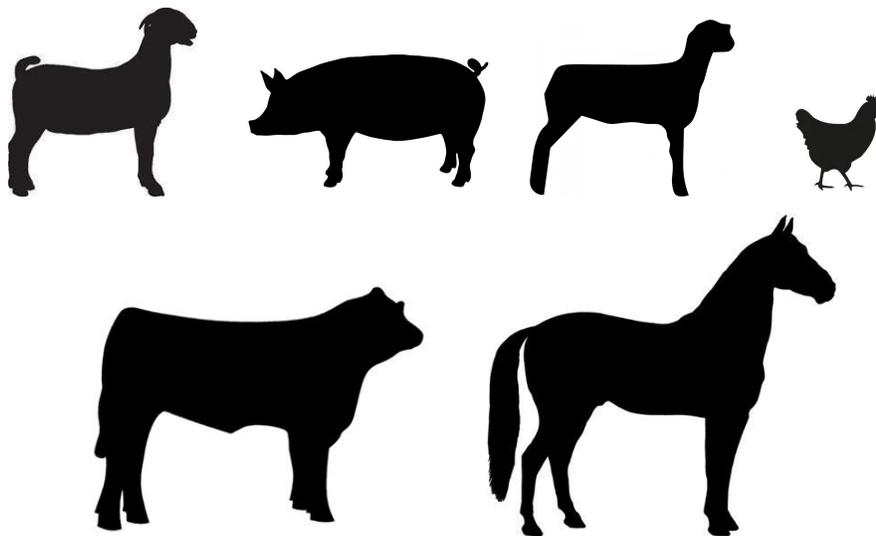
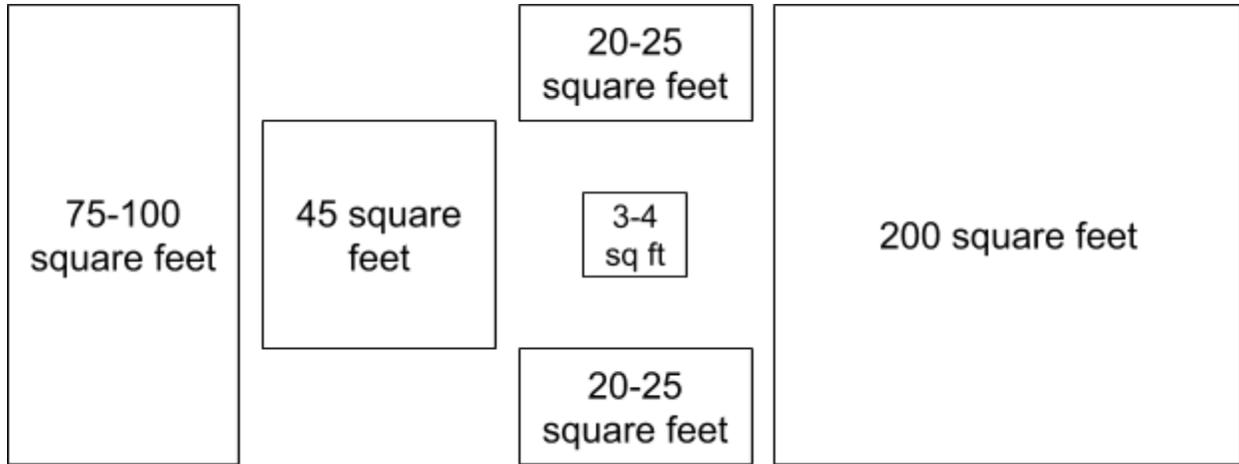
### **Proper Handling and Care**

- Schedule feeding and care of animals.

# Lesson Three: Animal Handling & Management

## Housing Standards - Put them Up

Put each animal "up" by drawing a line from that animal to an appropriate housing space for it.



## Trainer Plans - Housing Standards - Put them Up

		Group size:	Less than 20	21-60	61+
<b>V a r i a t i o n  1</b>	<b>Materials:</b>	☑ Ethics Training Handouts per exhibitor.			
	<b>Procedure:</b>	<p>- Have exhibitors use the “Put them Up” worksheet to identify appropriate space for each animal. After 1-2 minutes, review answers: Goat - 20-25 sq. feet. Hog - 45 sq. feet. Sheep - 20-25 sq feet. Chicken - 3-4 sq. feet. Cattle - 75-100 sq. feet. Horse - 200 sq. feet.</p> <p>- Using taped off sections on the floor, hula hoops or other approximate 4 sq.foot areas, select some exhibitors to help you with a demonstration. Choose 3-4 older exhibitors to all stand in the hoop, facing outwards. Ask them some questions: are you comfortable? If you were cattle in a trailer, do you fear for being squished or falling? Replace one exhibitor with a younger one - significantly smaller. Ask the same questions. Remove two more of the larger exhibitors. Ask the same questions again. Some may still be uncomfortable with the close spaces, but explain that the first scenario is not unethical. As long as transportation isn’t too long, it isn’t a bad thing to use up space to move cattle of the same size - whether they’re all calves or grown.</p> <p>- Conduct experiments with exhibitors for temperature requirements. (Attached.)</p>			
	<b>Notes:</b>	Source for “Housing Standards - Put them up”: <a href="http://extension.unh.edu/resources/files/Resource000471_Rep493.pdf">extension.unh.edu/resources/files/Resource000471_Rep493.pdf</a>			

# Lesson Three: Animal Handling & Management

## Reading & Using Medication Labels

Define the following words and label the appropriate ones on the photo below.

Intravenous- \_\_\_\_\_

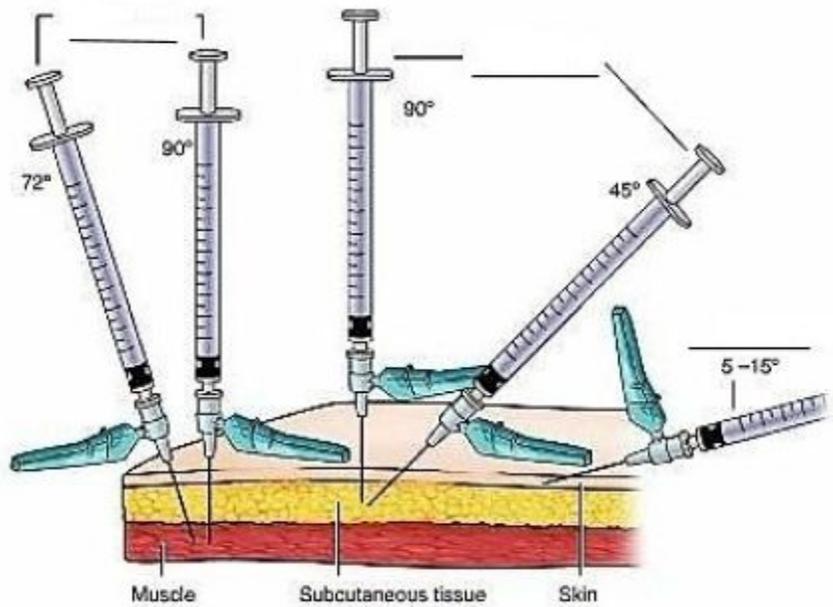
Intramuscular- \_\_\_\_\_

Subcutaneous- \_\_\_\_\_

Intradermal- \_\_\_\_\_

Intra-ruminal- \_\_\_\_\_

Intraperitoneal- \_\_\_\_\_



# Lesson Three: Animal Handling & Management

## KEY - Reading & Using Medication Labels

Define the following words and label the appropriate ones on the photo below.

Intravenous- administered into the veins

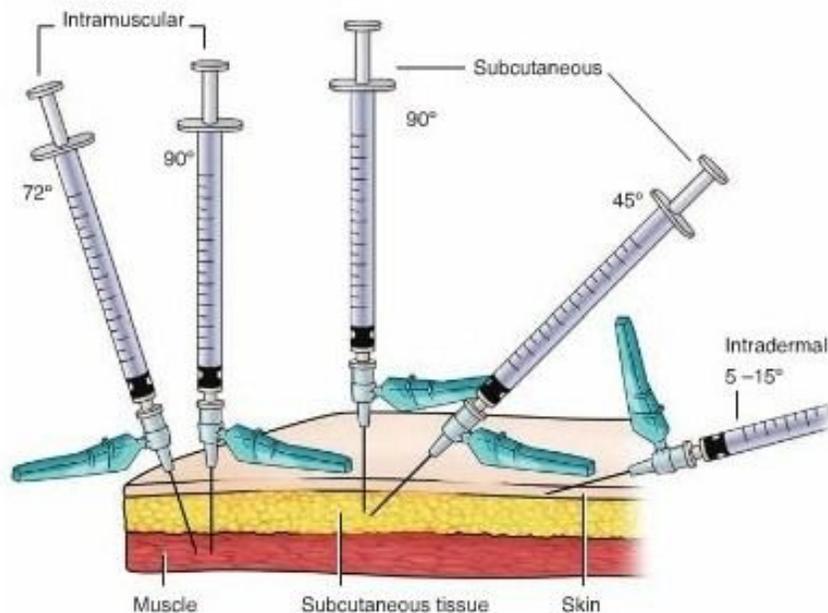
Intramuscular- administered into the muscular tissue

Subcutaneous- administered just below the skin

Intradermal- administered into the skin

Intra-ruminal- administered into the rumen of a ruminant animal

Intraperitoneal- administered through the peritoneum - a thin, transparent membrane that lines the walls of the abdominal (peritoneal) cavity



Below, label the following: drug name, active ingredients, species and animal class, approved uses, dosage, cautions, route of administration, storage requirements, warnings, withholding times, and available sizes.

ANADA 200-429, Approved by FDA

**AGRI-MECTIN**

(ivermectin)

Injection for Cattle and Swine

1% Sterile Solution

A Parasiticide for the Treatment and Control of Internal and External Parasites of Cattle and Swine.

Consult your veterinarian for assistance in the diagnosis, treatment, and control of parasitism.

**Product Description**

Ivermectin is derived from the avermectins, a family of potent broad-spectrum antiparasitic agents isolated from fermentation of *Streptomyces avermitilis*. AGRI-MECTIN Injection is a clear, ready-to-use, sterile solution containing 1% ivermectin, 40% glycerol formal, and propylene glycol, q.s. ad 100%. AGRI-MECTIN Injection is formulated to deliver the recommended dose level of 200 mcg ivermectin/kilogram of body weight in cattle when given subcutaneously at the rate of 1 mL/110 lb (50 kg). In Swine, AGRI-MECTIN Injection is formulated to deliver the recommended dose level of 300 mcg ivermectin/kilogram body weight when given subcutaneously in the neck at the rate of 1 mL/75 lb (33 kg).

**Mode of Action**

Ivermectin is a member of the macrocyclic lactone class of endoecidides which have a unique mode of action. Compounds of the class bind selectively and with high affinity to glutamate-gated chloride ion channels which occur in invertebrate nerve and muscle cells. This leads to an increase in the permeability of the cell membrane to chloride ions with hyperpolarization of the nerve or muscle cell, resulting in paralysis and death of the parasite. Compounds of this class may also interact with other ligand-gated chloride channels, such as those gated by the neurotransmitter gamma-aminobutyric acid (GABA). The margin of safety for compounds of this class is attributable to the fact that mammals do not have glutamate-gated chloride channels, the macrocyclic lactones have a low affinity for other mammalian ligand-gated chloride channels and they do not readily cross the blood-brain barrier.

**Indications**

**Cattle:** AGRI-MECTIN Injection is indicated for the effective treatment and control of the following harmful species of gastrointestinal roundworms, lungworms, grubs, sucking lice and mange mites in cattle.

**Gastrointestinal Roundworms**

(adults and fourth-stage larvae):

*Ostertagia ostertagi*

(including inhibited *O. ostertagi*)

*O. lyrata*

*Haemonchus placei*

*Trichostrongylus axei*

*T. colubriformis*

*Cooperia oncophora*

*C. punctata*

*C. pectinata*

*Oesophagostomum radiatum*

*Bunostomum phlebotomum*

*Nematodirus helveticus*

(adults only)

*N. spathiger* (adults only)

**Lungworms**

(adults and fourth-stage larvae):

*Dictyocaulus viviparus*

**Cattle Grubs** (parasitic stages):

*Hypoderma bovis*

*H. lineatum*

**Sucking Lice**

*L. gnathus vituli*

*Haematopinus eurysternus*

*Solenopotes capillatus*

**Mites** (scabies):

*Psaroptes ovis*

(syn. *P. communis* var. *bovis*)

*Sarcoptes scabiei* var. *bovis*

**Swine:** AGRI-MECTIN Injection is indicated for the effective treatment and control of the following harmful species of gastrointestinal roundworms, lungworms, lice and mange mites in swine.

**Gastrointestinal Roundworms**

Large roundworm, *Ascaris suum*

(adults and fourth-stage larvae)

Red stomach worm, *Hyostongylus rubidus*

(adults and fourth-stage larvae)

**Somatic Roundworm Larvae**

Threadworm, *Strongyloides ransoni* (somatic larvae)

Sows must be treated at least seven days before farrowing

to prevent infection in piglets.

**Lungworms**

*Melastongylus* spp. (adults)

Nodular worm, *Oesophagostomum* spp.

(adults and fourth-stage larvae)

Threadworm, *Strongyloides ransoni* (adults)

**Lice**

*Haematopinus suis*

**Mange Mites**

*Sarcoptes scabiei* var. *suis*

**Persistent Activity**

AGRI-MECTIN Injection has been proved to effectively control infections and to protect cattle from reinfection with *Dictyocaulus viviparus* and *Oesophagostomum radiatum* for 28 days after treatment; *Ostertagia ostertagi*, *Trichostrongylus axei* and *Cooperia punctata* for 21 days after treatment; *Haemonchus placei* and *Cooperia oncophora* for 14 days after treatment.

**Dosage**

Cattle: AGRI-MECTIN® Injection should be given only by subcutaneous injection under the loose skin in front of or behind the shoulder at the recommended dose level of 200 mcg ivermectin per kilogram of body weight. Each mL of AGRI-MECTIN® contains 10 mg of ivermectin, sufficient to treat 110 lb (50 kg) of body weight (maximum 10 mL per injection site).

Swine: AGRI-MECTIN® Injection should be given only by subcutaneous injection in the neck of swine at the recommended dose level of 300 mcg ivermectin per kilogram (2.2 lb) of body weight. Each mL of AGRI-MECTIN® contains 10 mg of ivermectin sufficient to treat 75 lb of body weight

**Recommended Treatment Program**

**SWINE:** At the time of initiating any parasite control program, it is important to treat all breeding animals in the herd. After the initial treatment, use AGRI-MECTIN Injection regularly as follows:

**BREEDING ANIMALS:**

Sows: Treat prior to farrowing, preferably 7-14 days before, to minimize infection of piglets.

Gilts: Treat 7-14 days prior to breeding; Treat 7-14 days prior to farrowing.

Boars: Frequency and need for treatment are dependent upon exposure.

Treat at least two times a year.

**FEEDER PIGS** (Weaners/Growers/Finishers)

All weaner/feeder pigs should be treated before placement in clean quarters. Pigs exposed to contaminated soil or pasture may need retreatment if reinfection occurs.

**NOTE:**

(1) AGRI-MECTIN Injection has a persistent drug level sufficient to control mite infestations throughout the egg to adult life cycle. However, since the ivermectin effect is not immediate, care must be taken to prevent reinfection from exposure to untreated animals or contaminated facilities. Generally, pigs should not be moved to clean quarters or exposed to uninfested pigs for approximately one week after treatment. Sows should be treated at least one week before farrowing to minimize transfer of mites to newborn baby pigs.

(2) Louse eggs are unaffected by AGRI-MECTIN Injection and may require up to three weeks to hatch. Louse infestations developing from hatching eggs may require retreatment.

(3) Consult a veterinarian for aid in the diagnosis and control of internal and external parasites of swine.

**Special Minor Use**

**Reindeer:** For the treatment and control of warbles (*Dactylomyia tarandi*) in reindeer, inject 200 micrograms ivermectin per kilogram of body weight, subcutaneously. Follow use directions for cattle as described under ADMINISTRATION.

**American Bison:** For the treatment and control of grubs (*Hypoderma bovis*) in American bison, inject 200 micrograms ivermectin per kilogram of body weight, subcutaneously. Follow use directions for cattle as described under ADMINISTRATION.

**RESIDUE WARNING:** Do not treat reindeer or American bison within 8 weeks (56 days) of slaughter.

**WARNING**

**Not for use in humans.**

**Keep this and all drugs out of the reach of children.**

The Material Safety Data Sheet (MSDS) contains more detailed occupational safety information. To report adverse effects, obtain a MSDS or for assistance, contact Agri Laboratories, Ltd. at 1-800-542-8916.

**RESIDUE WARNING:** Do not treat cattle within 35 days of slaughter. Because a withdrawal time in milk has not been established, do not use in female dairy cattle of breeding age. A withdrawal period has not been established for this product in pre-ruminating calves. Do not use in calves to be processed for veal. Do not treat swine within 18 days of slaughter.

**Precautions**

Transitory discomfort has been observed in some cattle following subcutaneous administration. A low incidence of soft tissue swelling at the injection site has been observed. These reactions have disappeared without treatment. For cattle, divide doses greater than 10 mL between two injection sites to reduce occasional discomfort or site reaction.

Use sterile equipment and sanitize the injection site by applying a suitable disinfectant. Clean, properly disinfected needles should be used to reduce the potential for injection site infections.

Observe cattle for injection site reactions. Reactions may be due to clostridial infection and should be aggressively treated with appropriate antibiotics. If injection site infections are suspected, consult your veterinarian.

This product is not for intravenous or intramuscular use.

Protect from sunlight. Store at 20-25°C.

AGRI-MECTIN Injection for Cattle and Swine has been developed specifically for use in cattle, swine, reindeer and American bison only. This product should not be used in other animal species as severe adverse reactions, including fatalities in dogs may result.

**When to Treat Cattle with Grubs**

AGRI-MECTIN effectively controls all stages of cattle grubs. However, proper timing of treatment is important. For most effective results, cattle should be treated as soon as possible after the end of the heel fly (warble fly) season. Destruction of *Hypoderma larvae* (cattle grubs) at the period when these grubs are in vital areas may cause undesirable host-parasite reactions including the possibility of fatalities. Killing *Hypoderma lineatum* when it is in the tissue surrounding the esophagus (gullet) may cause salivation and bloating; killing *H. bovis* when it is in the vertebral canal may cause staggering or paralysis. These reactions are not specific to treatment with AGRI-MECTIN, but can occur with any successful treatment of grubs. Cattle should be treated either before or after these stages of grub development. Consult your veterinarian concerning the proper time for treatment. Cattle treated with AGRI-MECTIN after the end of the heel fly season may be retreated with AGRI-MECTIN during the winter for internal parasites, mange mites, or sucking lice without danger of grub-related reactions. A planned parasite control program is recommended.

Restricted Drug (California) – use only as directed.

Manufactured for  
Agri Laboratories, Ltd.  
St. Joseph, MO 64503, USA  
ANADA #200-429, Approved by F.D.A.

TAKE TIME



OBSERVE LABEL DIRECTIONS

®Registered Trademark of Agri Laboratories, Ltd.

**NOTE: Please refer to actual product insert for full and complete information. Some information edited to fit space constraints.**



P.O. BOX 3103 • St. Joseph, MO 64503 • 800.542.8916 • www.AgriLabs.com

ANAD-0021 Rev 0713

**What species is this product for?**

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**What is the route of administration?**

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**What is the trade name of the product?**

---

**What is the storage requirement?**

---

**What is the active ingredient?**

---

**What is the name of the distributor?**

---

**What is the withdrawal (days) for swine?**

---

**What is the approved use?**

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**What is the dosage for beef?**

---

**What is the dosage for swine?**

---

**What is the withdrawal (days) for beef?**

---

**What are the cautions and warnings?**

## Agrimectin Label Scavenger Hunt:

1. What species is this product for? \_\_\_\_\_
2. What is the route of administration?  
\_\_\_\_\_
3. What is the trade name of the product? \_\_\_\_\_
4. What is the storage requirement? \_\_\_\_\_
5. What is the active ingredient? \_\_\_\_\_
6. What is the name of the distributor? \_\_\_\_\_
7. What is the withdrawal (days) for swine? \_\_\_\_\_
8. What is the approved use? \_\_\_\_\_
9. What is the dosage for beef? \_\_\_\_\_
10. What is the dosage for swine? \_\_\_\_\_
11. What is the withdrawal (days) for beef? \_\_\_\_\_
12. What are the cautions and warnings?  
\_\_\_\_\_  
\_\_\_\_\_

**Calculating Dosages:** Using the Agrimectin label from a previous page, fill in the blanks and use the equations to determine the amount to give to your animal.

$$\text{Steer - 1,128 lbs.} \quad \frac{1 \text{ cc}}{110 \text{ lbs.}} \times \quad \underline{\hspace{1cm}} \text{ lbs.} = \underline{\hspace{1cm}} \text{ cc}$$

$$\text{Swine - 225 lbs.} \quad \frac{1 \text{ cc}}{75 \text{ lbs.}} \times \quad \underline{\hspace{1cm}} \text{ lbs.} = \underline{\hspace{1cm}} \text{ cc}$$

Try again with your own weights, writing your own equation:

Your Animal - \_\_\_\_\_ lbs.

\_\_\_\_\_ x \_\_\_\_\_ lbs. = \_\_\_\_\_ cc  
\_\_\_\_\_ lbs.

## Lesson Three: Animal Handling & Management

### Proper Handling and Care

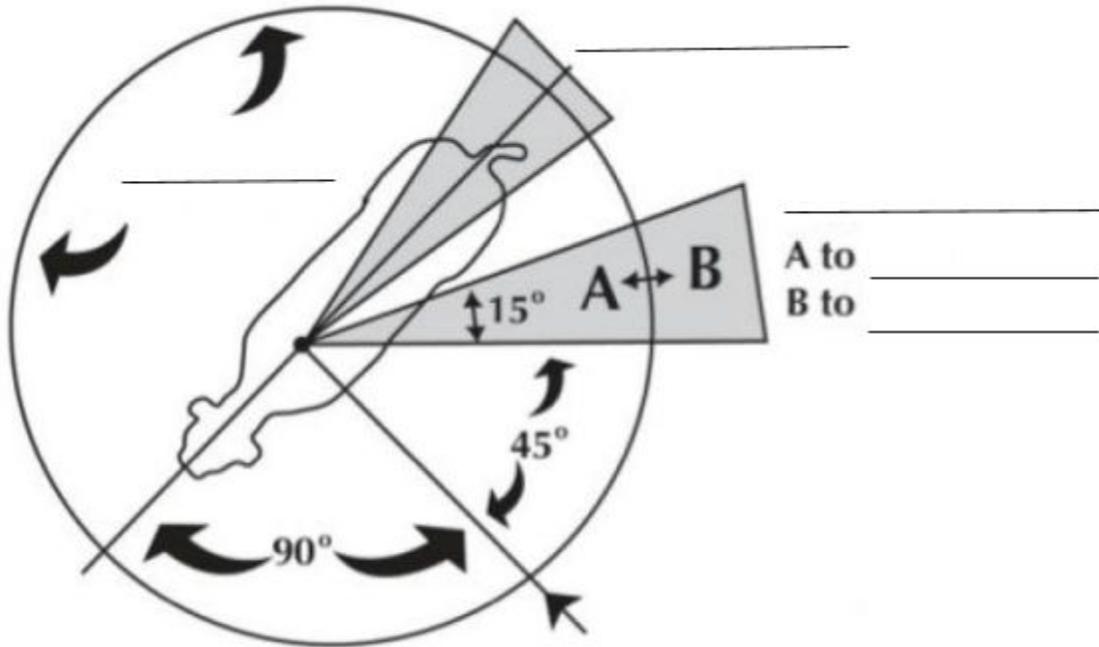


Figure 1. Flight zone

Taken from "The Cattle Industry's Guidelines for the Care and Handling of Cattle", National Cattlemen's Beef Association

1. Label the following on the animal above and define each indicated.

- point of balance - \_\_\_\_\_
- blind spot - \_\_\_\_\_
- flight zone - \_\_\_\_\_
- ideal handler position - \_\_\_\_\_
- spot to start movement
- spot to stop movement

# Lesson Three: Animal Handling & Management

## KEY - Proper Handling and Care

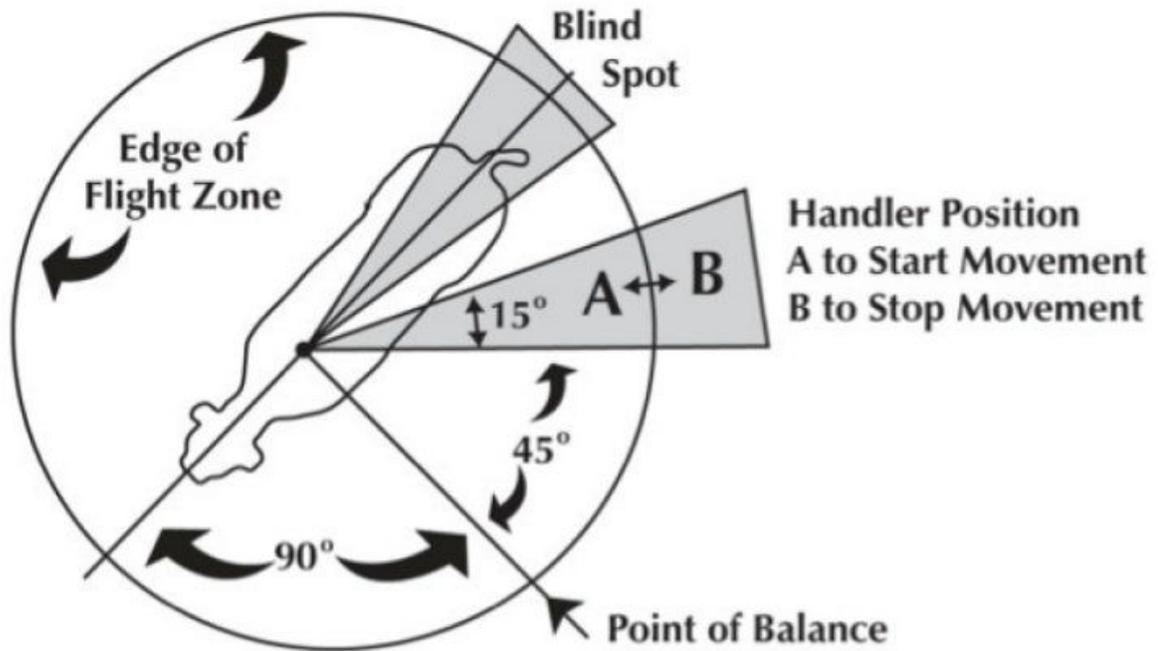


Figure 1. Flight zone

Taken from "The Cattle Industry's Guidelines for the Care and Handling of Cattle", National Cattlemen's Beef Association.

1. Label the following on the animal above and define each indicated.
  - g. point of balance - the point near the shoulder where an animal will move forward or turn around
  - h. blind spot - directly behind the animal, where it cannot see
  - i. flight zone - an imaginary "bubble" around an animal that when penetrated will cause the animal to move
  - j. ideal handler position - the spot where a handler can manipulate point of balance and flight zone, without entering the blind spot, to move an animal
  - k. spot to start movement
  - l. spot to stop movement

## Trainer Plans - Lesson 3: Animal Handling & Management

<b>Group size:</b>		<b>Less than 20</b>	<b>21-60</b>	<b>61+</b>
<b>Variation 1</b>	<b>Materials:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ethics Training Handouts per exhibitor.</li> <li><input type="checkbox"/> Way to display videos.</li> <li><input type="checkbox"/> Task strips printed &amp; cut.</li> </ul>		
	<b>Procedure:</b>	<ul style="list-style-type: none"> <li>- Allow exhibitors 3-5 minutes to define each type of injection. Review them and the photo below.</li> <li>- Using the Agrimectin label and the questions on the following page, provide tasks to each group of exhibitors. (Or give one task to each member of a team.) Allow 2-3 minutes to achieve their task(s). Use the Scavenger hunt page to review the activity and correct answers. Then walk through the math required to dose similar products.</li> <li>- Use the Animal Handling and Management Worksheet in collaboration with this <a href="#">video</a>.</li> <li>- Temple Grandin also has this <a href="#">video</a> which does a good explanation to those who are innately “good” with animals and how to speak to those who are not. Start at about 1 minute in to skip a description of Temple in exchange for your own, and stop around 3:50.</li> </ul>		
	<b>Notes:</b>	<ul style="list-style-type: none"> <li>- Consider this point for a break. Maybe play the remainder of the videos on the break.</li> </ul>		

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## **Lesson Four: Speaking Out and “AGvocating”**

### **Animal Welfare vs. Animal Rights**

- Define major components of the animal industry.
- Interpret animal behaviors and execute protocols for safe handling of animals.

### **Lights, Camera, Action**

- Identify the agencies that support the animal industry.
- Describe animal science and the role of animals in society.

### **Myth Bustin’**

- Differentiate between animal control agencies and humane societies.
- Explain laws governing animal care and use.

# **Lesson Four: Speaking Out & “AGvocating”**

## **Animal Welfare vs. Animal Rights**

Define Animal Rights:

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Define Animal Welfare:

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# **Lesson Four: Speaking Out & “AGvocating”**

## **KEY - Animal Welfare vs. Animal Rights**

### Define Animal Rights:

Animal rights are rights believed to belong to animals to live free from use in medical research, hunting, and other services to humans. Agriculturalists do not believe in animal rights - they are normally maintained by animal rights activist groups which do not believe in relationships between humans and animals.

### Define Animal Welfare:

Animal welfare means how an animal is coping with the conditions in which it lives. An animal is in a good state of welfare if (as indicated by scientific evidence) it is healthy, comfortable, well nourished, safe, able to express innate behavior, and if it is not suffering from unpleasant states such as pain, fear, and distress. Good animal welfare requires disease prevention and veterinary treatment, appropriate shelter, management, nutrition, humane handling and humane slaughter. Animal welfare refers to the state of the animal; the treatment that an animal receives is covered by other terms such as animal care, animal husbandry, and humane treatment. Protecting an animal's welfare means providing for its physical and mental needs. Via [www.avma.org/KB/Resources/Reference/AnimalWelfare/Pages/what-is-animal-welfare.aspx](http://www.avma.org/KB/Resources/Reference/AnimalWelfare/Pages/what-is-animal-welfare.aspx)

# Trainer Plans - Animal Welfare vs. Animal Rights

<b>Group size:</b>		<b>Less than 20</b>	<b>21-60</b>	<b>61+</b>
<b>Variation 1</b>	<b>Materials:</b>	☑ Ethics Training Handouts per exhibitor.		
	<b>Procedure:</b>	<p>- Have exhibitors do their best to define and give examples of animal rights and animal welfare. If they struggle, talk about what Americans have access to in terms of welfare and rights. Ask them to list things associated with American Welfare for people, and our rights as Americans. For example Welfare provides (money for) housing, food &amp; water, healthcare. Some American rights are freedom of speech, religion, bearing arms, and life, liberty and the pursuit of happiness. Give them the hint that when it comes to animals, there aren't very many differences.</p> <p>- As agriculturalists, we do not believe in animal rights, but it is a theory that exists and other people believe in it. We have to understand the concept in order to educate others. Animal rights groups believe that animals should have the right to choose a lot of things they don't choose: mates, food, where they live and freedom, for example.</p> <p>Agriculturalists believe in providing Animal Welfare. This means ensuring access to food &amp; water, medication when necessary, and safe living conditions as possible.</p> <p>- Have exhibitors add in the new things they've learned to their notes before moving on. Cross out any misconceptions they had before you reviewed.</p>		
	<b>Notes:</b>			

# **Lesson Four: Speaking Out & “AGvocating”**

## **Agvocating**

Read each statement and create a response. Wait for instructions from your trainer before doing the second draft.

*Don't you think it is mean to keep your animal tied up all day?*

Suggested Response:

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2nd Draft:

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*So let me get this straight, you raise this nice animal and now you are going to kill it, is that correct?*

Suggested response:

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2nd Draft:

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*Why doesn't your animal have any feed or water?*

Suggested response:

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2nd Draft:

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# **Lesson Four: Speaking Out & “AGvocating”**

## **Myth Bustin’**

### **Common Myths and Misconceptions:**

-Activist may ask: “How can you kill your friends?”

-Response: People have been including meat in their diet since the beginning of time, and they continue to do so. By saying animals have the same rights as humans is anthropomorphism, or “Humanizing” the animals. Not to say that humans don’t have an obligation to avoid animal cruelty, but their ultimate use is food.

-Activist may respond with: “A vegetarian diet is healthier than a diet including meat, milk, and eggs.”

-Response: Although some may choose a vegan diet, most Americans oppose the idea of extremist telling them what and what not to eat. No science proves that a vegan diet is superior to a meat diet. The American Dietetic Association, American Heart Association, and others recommend 5-7 ounces of lean meat daily due to its enrichment of vital nutrients and protein.

-Activist may state: “Grain fed to livestock would be better used to feed the hungry around the world.”

-Response: World food experts have shown that there is more than enough food to feed the hungry all over the world. The problem is caused by war and politics (getting the food where it’s needed), social and religious restrictions (having food in the proper form), and economics (having the money to buy it).

-Activist may claim: “Farming in the US is controlled by big corporations and not individual farmers”

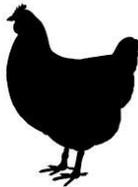
-Response: Not true, the USDA says that of the 2.2 million farms in the US, 91% of farms are owned by individuals or married couples.

## Helpful facts:

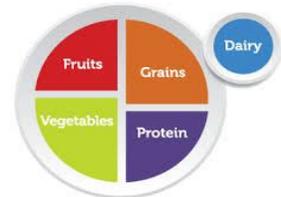
- America is the only country where 2% can feed 100% of the population.
- America produces the world's most wholesome, affordable food.
- The average american spends only 10% of their income on food.
  - Animal housing is meant to protect from disease, predators and poor weather conditions.
  - Animal scientists and vets have determined housing leads to healthier, safer, and more comfortable animals.
  - Moderation is the key to a healthy diet.
  - Treatment for sick animals is very similar to humans.
  - Antibiotics are used for several reasons: may lead to



- immunities of an illness, and of course cure the animal.
- 97% of all farms are family owned and operated.
- By 2050 there will be a 30% increase in population meaning there will have to be an increase in food production by 100%.
- The U.S has less than 10% of the worlds cattle inventory, yet produces nearly 25% of the world's beef supply.
- There is no such thing as hormones in poultry production.



- Chickens reach maturity after a few weeks of growth, so there is no need to make them grow any faster which would be the only reason to use hormones.
- About half the land area of the U.S is grazing land because it is not suitable for crop production.



## Practices for delivering information:

- Have a positive attitude. It's your chance to impress the public.
- Listen carefully to each question; pause to think before you respond.
- Develop 20-second responses to answer questions. Make a statement, add support with facts, and then summarize the original statement. Don't ramble!
- Respond only in the positive. Avoid "no-win" attacks on animal rightists' positions.
- Never make up an answer. If you don't know the answer, say so, and offer to find out. Then get back to the reporter promptly.
- Avoid technical jargon. Use "neutering" instead of "castrating" for example. Speak in terms the public will understand.
- Don't feel obligated to accept unfamiliar facts and figures. If they are sprung on you, just say, "I'm sorry, I'm not familiar with those figures," and proceed with what you know.

- If you are asked several questions at once, you might say, “You’ve just asked me several questions. Let me respond to your points one at a time...” Then pick a question you feel comfortable with.
- Remember everything is “on the record.” If you don’t want a statement quoted, don’t make it.
- Don’t feel obligated to respond to hypothetical questions. These usually begin with “What if... “
- Show you care! Just say it!
- Stay positive, helpful and respectful.
- Listen to the whole question. Take a moment to develop your response before you respond.
- Know the difference between animal welfare and animal rights.
- Be familiar with anti-cruelty and other welfare laws.
- Know the goals of activist groups.
- Emphasize the idea that animal producers all care about their animals.
- Show pride in your program, animal and project.
- Look at the issue from the public’s point of view. You actually know a lot more about livestock production than the average American today. You may even be “tougher” than the average consumer.
- Don’t over-react. Don’t argue.
- Keep answers short and honest. No more than 20-30 seconds. Make a statement, add 1 or 2 facts and be done.
- If you don’t know, that’s okay. Admit it and ask for help from an adult if possible. Stick to the facts!
- Remember, you will likely not change the mind of most activists. You can only show them your compassion.
- If you are being interviewed, speak unofficially first and determine the purpose of the interview.
- Appoint a spokesperson in your club or county to handle the really hard questions.
- Don’t escalate any situation. Never attack someone’s beliefs but encourage a two way respect for opinions.
- Insist that questions are asked and addressed one at a time.

## Trainer Plans - Advocating

		Group size:	Less than 20	21-60	61+
<b>Variation 1</b>	<b>Materials:</b>	☑ Ethics Training Handouts per exhibitor.			
	<b>Procedure:</b>	<ul style="list-style-type: none"> <li>- Using what has been learned today, exhibitors will prepare to answer challenging but common questions posed by non-agricultural fair-goers.</li> <li>- May be done in teams or individually, and different groups taking different questions then reporting ideas.</li> <li>- Walk around while exhibitors are talking - pose some ideas and ask some leading questions to put them in the right direction.</li> <li>- After a few minutes, ask each group to get two volunteers to “act out” their two lines.</li> <li>- If your group really struggles go through a few of the examples in Myth Bustin.’ Review a few of them after your group presents their responses.</li> <li>- Take a few more volunteers to act out the scenarios in Myth Bustin,’ then review a handful of the facts and tips in order to strengthen their background knowledge. Pick 2-3 of each, and remind them to review it occasionally.</li> </ul>			
	<b>Notes:</b>				

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## **Lesson Five: The Ethics Oath**

### **Ten Commandments for Show Ring Parents**

- My family and I will work together to ethically raise my animal in accordance to lessons in this training.
- My family will allow me to learn as much as possible by allowing me to complete as much of my project as is safe for me and my animal.

### **The Ethics Oath**

- I will uphold the ethical behavior reviewed in today's training throughout my project, every year.
- I am completing the project and am responsible for upholding these standards - not my parents, siblings, advisors, leaders or teachers.

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## **Lesson Five: The Ethics Oath**

### **Ten Commandments of Show Parents**

#### **I. Thou shall know the rules.**

There are written and unwritten rules about showing animals. Help your child with understanding the requirements of their show and sale. Ensure you do not encourage them to break or bend written rules.

#### **II. Thou shall allow their children to do their project themselves.**

Although younger children might need more help, give your child increasing responsibility as months and years go by in the project. Use this as a chance to instill responsibility, time-management, and more in your child.

#### **III. Thou shall be supportive and involved.**

Parents can give advice and words of encouragement that can help a child. A livestock project is a learning experience for the child, but a commitment from a family.

#### **IV. Thou show allow your child to practice and participate.**

Experience is the best teacher - balance your control of the situation and allowing your child to learn about agriculture by doing. That even includes the inevitable failure that every agriculturalist knows may happen during this crop season.

#### **V. Thou shall provide proper equipment.**

Appropriate equipment is a necessary part of showing - consider gifts that help your child prepare for their first year, and allow a certain dollar amount for reinvestment in their project as the years go by. Ensure your child and their animal's safety by allowing proper safe equipment be used.

#### **VI. Thou shall keep your attitude in check on show day.**

Your attitude on show day can temper how your youngster performs.

#### **VII. Thou shall not be a ring sideline director**

Your child is better off doing on their own and making his or her own mistakes.

**VIII. Thou shall not complain about the judge**

Complaining about the judge rarely accomplishes anything. We all know judging is a very subjective art. Some years will have judges with different preferences, and sometimes you will wind up on top, sometimes you won't.

**IX. Thou shall not disparage about the competition**

When attending shows, please remember that first off, showing is very subjective. In addition to this, your child's competition are just other youth livestock exhibitors, hoping to learn about agriculture. Teach winning and losing with grace by example.

**X. Thou shall honor your child.**

Regardless of the outcome of each show, your child is learning a variety of facts or skills. This is a great opportunity to teach about agriculture - sometimes failure happens to even the biggest companies. Factors beyond your control can always impact your outcome, and put someone else on top. It's the nature of our business, but you are always in control of your reaction to these situations.

**Sign below if the parent agrees to these commandments.**

\_\_\_\_\_

Exhibitor

\_\_\_\_\_

Date

\_\_\_\_\_

Parent or Guardian

\_\_\_\_\_

Date

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## The Ethics Oath

*I believe that my participation in the Youth Livestock Program should demonstrate my own ability, knowledge, and skills. By completing this course I understand the concept of ethics and feel confident in making key decisions about right and wrong.*

### I Understand:

#### Lesson 1

- \_\_\_\_ Livestock is food production.
- \_\_\_\_ Livestock animals are different than pets.
- \_\_\_\_ There are life skills in addition to agricultural production skills I am learning by being involved in this project.

#### Lesson 2

- \_\_\_\_ That there are 4 questions I can ask myself if I question a particular livestock practice.

#### Lesson 3

- \_\_\_\_ That it is in my best interest to take care of animals and to pay attention to temperature, space, and comfort Zone.

#### Lesson 4

- \_\_\_\_ That although animals do not have rights, I have a moral obligation to provide them proper care.

I will not use abusive or questionable techniques in the feeding, fitting, and showing of my animals. I will not resort to fraudulent, illegal, or deceptive practices when fitting them for the show. I will not allow my parents, supervisors, or any other adult to employ such practices on my animal.

I will read and understand the rules of all livestock shows in which I am a participant. I ask that my parents and the supervisor of my project animal not break the rules or make exception on my behalf.

I realize that I am responsible for:

- The proper care and treatment of my animals.
- The production of wholesome food.
- The development of sound moral character in myself and in others.

\_\_\_\_\_  
Exhibitor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Project Supervisor

\_\_\_\_\_  
Date