



COLORADO STATE UNIVERSITY
EXTENSION

Activity #6

Tough Decisions

Author: Melissa Ring

"Materials reprinted with permission from Ohio State University."

GPP(s): 1-6

Group Size: 15-100

Length of Activity: 15-20 minutes

Background:

As young people grow and learn they are faced with a variety of situations where tough decisions have to be made. The purpose of a livestock project is to teach young people how to feed, fit and show their animals. However, the more important purpose of this program is to provide an opportunity for personal growth and development. This is done by making ethical decisions and understanding the difference between right and wrong, even when it is not always clear. Young people should be able to understand right and wrong choices and apply them to everyday situations.

Objectives:

- Students should be able to develop decision making skills while applying their knowledge of what is right and wrong to a variety of situations
- The exercise provides an opportunity for young 4-H members to observe circumstances in showing livestock where they would have to make tough decisions.

Materials and Supplies:

- Printed copies of Livestock Scenarios (attached). At least one per group is needed.
- Flip Chart Paper (1-2 sheets per Livestock Scenario)
- Markers (1 per group)

Activity Description:

- **Preparation:**
 - Print copies of Livestock Scenarios for each group (one scenario per group)

- When applicable (use your own judgment with group size and dynamics) role play the scenarios substituting the volunteers name with the name in the scenario.
 - Divide students into groups of 4-6 individuals.
 - Distribute Livestock Scenarios, a marker and 1-2 sheets of flip chart paper per group. Have the students read over their scenario.
 - Ask for volunteers from each group to play out their scenario as you read it aloud to the rest of the groups
 - After each scenario is completed, explain that each group will need to determine what the most ethical solution for the problem presented is and write those answers on the flip chart paper. Groups should be given 5-10 minutes to discuss their Scenario and write down their answers.
 - The group will appoint a spokesperson to present their ideas with the larger group. If desired, other groups may ask questions and discuss the scenario further.

If role playing the scenarios is not applicable, follow directions below.

- **Activity:**
 - Divide participants into small groups of 4-6 individuals. (Depending on the size of the group).
 - Distribute Livestock Scenarios, a marker and 1-2 sheets of flip chart paper per group.
 - Explain that each group will need to appoint someone to write down their answers on the flip chart paper as well as a spokesperson for the group.
 - Explain that each group is to read their Livestock Scenario. Then they will need to determine what the most ethical solution for the problem presented is and write those answers on the flip chart paper. Groups should be given 5-10 minutes to discuss their Scenario and write down their answers.
 - The appointed spokesperson of the group will present the situation given to them and their solutions to the problem to the larger group. If desired, other groups may ask questions and discuss the scenario further.

Tough Decisions

Situation #1

Cody has two black steers, “Angus” and “Charlie”. He registered to show Angus at the county fair and Charlie at the state fair. As the fair gets closer Cody notices that Angus is a much better steer than Charlie and could possibly win Grand Champion this year. Cody decides to switch the ear tags of his two steers in order to take the better one to the state fair. When Cody’s best friend Johnny (who is also in 4-H) asks how his steer project is going, Cody lets it slip that he switched the ear tags on his two steers.

What should Johnny do and why?

Tough Decisions

Situation #2

Katie is a first time 4-H member working on a Sheep Project for this year's county fair. She has never owned livestock before and her lamb "cam" is showing signs of lameness. Katie decides to ask her neighbor for some advice. Her neighbor, who is not a veterinarian, tells her to use a drug labeled "for use on horses only." He said that the drug has been occasionally used to reduce lameness and swelling in show sheep and show hogs.

Should Katie accept her neighbor's advice? Why or why not? What are some alternatives to this scenario?

Tough Decisions

Situation #3

Sara, a junior exhibitor, notices an area of white hair on the forehead of her Angus steer. She decides just to use black shoe polish to cover up the snip of white.

Did Sara do something wrong? If you knew Sara had done this what would you do?

Tough Decisions

Situation #4

Jesse's family raises purebred Hampshire hogs. This year he won Grand Champion at the county fair with his hog named "Bull". The buyer of the hog decided to donate it back to Jesse and his family. Jesse's best friend Kelly shows hogs in the next town over and asks to buy "Bull" so she can continue showing him.

What should Jesse do and why?

Tough Decisions

Situation #5

A very important part of the livestock project is keeping an up to date record book. Jimmy's record book for his swine project is unorganized. He has lost expense receipts, important dates and weights are not recorded, etc. His older brother Jason keeps perfect records. Jimmy decides to make a deal with Jason, if Jason writes up his whole record book, Jimmy will do hog chores for the both of them.

What should Jason do and why?

Tough Decisions

Situation #6

Melissa is in a poultry showmanship class and the judge asks her where and when she got her birds. This is her first time showing and she is so nervous that her mind blanks out, she knows it is from a hatchery in Maryland but doesn't know what the name of the hatchery is or anything else about it.

What should Melissa do? The judge would never know if she made up her answers or what hatchery she actually got her birds from.