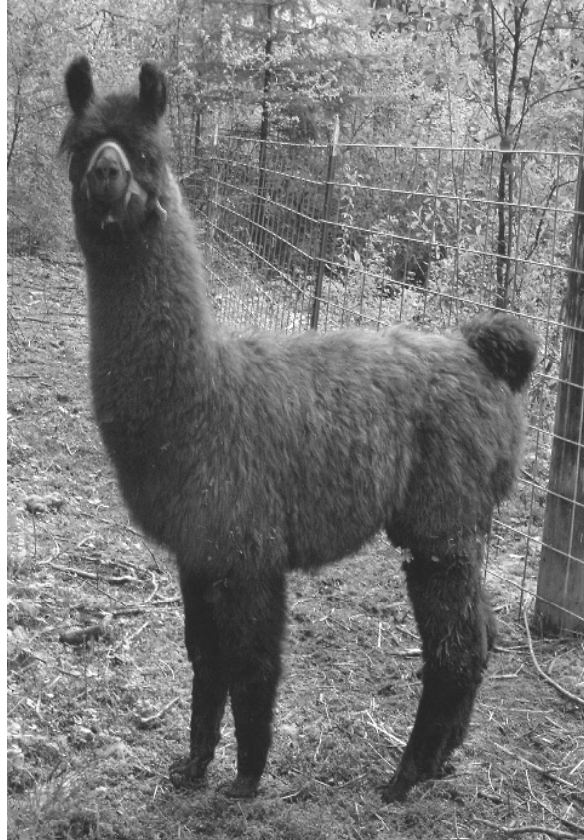




4-H



Camelid Advancement Program

The Llama Advancement Program was initiated by interested llama breeders, trainers, 4-H leaders and youth members who worked together in order to get teaching material published and distributed to extension offices throughout Oregon, with a goal of meeting the criteria for getting llamas included as a State Fair project.

This revised edition, now titled **4-H Camelid Advancement Program** was created to be used in conjunction with newly created **Camelid Foundation Training** materials. The change in title to "Camelid" broadens the scope of the materials to include all types of camelids, rather than llamas exclusively.

The ***bold italics*** within the body of this revised Advancement Program indicate items which are requirements in the Camelid Foundation Training guide.

Revised by Polk County 4-H'er Bethany Blancher in 2007. Original publication prepared by 4-H Leaders Shawn Bussey-Stolk, Polk County, and Joyce O'Halloran, Clackamas County, Llama Judge, Glen Pfefferkorn, and Polk County 4-H Member Travis Bussey-Stolk in 2005.

This publication is Available by contacting:
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CAMELID FOUNDATION TRAINING

1. LEAD. **Acceptable:** Moves with slight lead cue or voice command. Moves on loose lead. **Unacceptable:** Pressure on lead to move, doesn't follow on loose lead.
2. CHANGE OF PACE. **Acceptable:** Changes from walk to trot with slight lead cue or voice command. Continues trot until walk/stop command. **Unacceptable:** Doesn't change pace. Doesn't continue change of pace.
3. REMOVE HALTER. **Acceptable:** Stands still, lowers head. **Unacceptable:** Turns head away, lifts head, jerks away, or backs up.
4. CATCH/HALTER. **Acceptable:** Stands still, presents face or side to handler. **Unacceptable:** Presents rump, moves away, must be cornered, evades haltering and shakes head during fastening.
5. TIE UP/KNOT. **Acceptable:** Safety knot, rope length of llama's neck, tied nose high, stands quietly. **Unacceptable:** Dances about, improper knot, lead too long or too short, tied too low/high.
6. DESENSITIZE. **Acceptable:** Stands still. Allows patting, stroking, rubbing or touching with other objects on head and body. Includes inspecting ears. **Unacceptable:** Moves, jumps, kicks, throws head or evades being touched.
7. SHOW TEETH. **Acceptable:** Allows lip to be parted to show incisors and to show canines. Mouth open for approximately 3 seconds. **Unacceptable:** Shakes, tosses, jerks head, backs up or moves away.
8. EXAMINE EYE. **Acceptable:** Allows upper and lower eyelid to be lifted without moving head. **Unacceptable:** Shakes, tosses, jerks head, backs up or moves away.
9. PICK UP FEET. **Acceptable:** Handler faces rear of animal, picks foot straight up, animal stands quietly, lifts foot on command, and stands relaxed with foot raised. **Unacceptable:** Pulls leg up and away from body, llama kicks, weights foot, jerks foot away, moves head/neck around to threaten handler.
10. BACK. **Acceptable:** Backs in a straight line with slight cue with lead or voice command until commanded to stop. **Unacceptable:** Backs only with pushing or touching. Backs off to right or left rather than in straight line.
11. SIDE PASS. **Acceptable:** Using voice commands or minimal visual cues, side step right and left at least 12 steps or 6 crossovers in each direction. The moving foot much cross in front. The moving hind foot much cross in front or the feet be placed side by side. **Unacceptable:** Moving foot passes behind stationary foot. Over-use of visual or vocal cues. Pushing the llama.
12. LOAD/UNLOAD. **Acceptable:** Animal loads into trailer or minivan by voice command while handler remains outside the vehicle. Unloads on voice command by stepping from the vehicle. **Unacceptable:** Animal must be pulled or pushed into or out of vehicle. Jumps rather than stepping in or out. Handler must enter the vehicle.
13. HAUNCH TURN. **Acceptable:** Turn full circle one direction then the other. Pivot on inside back foot which must be kept within 36 inches of start point. Keep forward motion. **Unacceptable:** Pivots on outside foot. Moves pivot foot too far. Backs rather than keeping forward motion.
14. FOREARM TURN. **Acceptable:** Turn full circle one direction then the other. Pivots on inside front foot. Pivot foot must not move outside 24 inch circle. **Unacceptable:** Pivots on outside foot. Moves pivot foot outside 24 inch circle. Backs in pivot rather than keeping forward motion.
15. SADDLE. **Acceptable:** Handler secures animal. Approaches left side. Checks for debris. Places cinches on right side. Fastens front cinch first (on double cinch pack). Checks cinch adjustment. Fastens cinches on left side. Animal stands quietly. **Unacceptable:** Handler doesn't secure animal. Approaches right side. Puts saddle on backward. Fastens back cinch first. Animal moves, kicks, or lays down. Cinch loose.
16. UNSADDLE. **Acceptable:** Handler secures animal. Animal stands still. Handler loosens back cinch first. Checks animal for irritation. **Unacceptable:** Doesn't secure animal. Animal moves, kicks, or lays down. Loosens front cinch first. Leaves straps, cinches hanging. Fails to inspect animal for irritation.

STEP 1

Complete 8 skill options and 3 personal development options to complete this step.

SKILL OPTIONS

Date Passed Approved By

1. Identify, describe, and tell the important characteristics of four members of the South American Camelid family.

2. Learn 6 body parts of a camelid.

3. *Be able to catch, halter and unhalter your camelid.*

4. What should you be looking for when you are buying your first camelid? Why?

5. *Learn how to tie a quick release knot. Demonstrate it.*

6. *Teach your camelid to walk on a lead.*

7. *Effectively desensitize your camelid's face, neck, back, belly and chest. Demonstrate it.*

8. What are the appropriate terms for a male camelid, a female camelid, and a baby camelid?

9. *Train your camelid to back on command.*

10. Write a report about the basic needs of camelids.

11. Why do camelids spit, and how does this habit develop?

PERSONAL DEVELOPMENT OPTIONS

1. Give a demonstration or presentation to your club.

2. _____

3. _____

Name _____ Age _____ is qualified and has completed all requirements for Step 1 of the 4-H Camelid Advancement Program.

Date: ___ / ___ / ___

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STEP 2

Complete 8 skill options and 3 personal development options to complete this step.

SKILL OPTIONS

Date Passed Approved By

- | | | |
|---|-------|-------|
| 1. <i>Teach your camelid to trot on command.</i> | _____ | _____ |
| 2. In addition to the six body parts you learned in Step 1, learn six more. | _____ | _____ |
| 3. What is the nutritional value of pelleted feed for camelids? | _____ | _____ |
| 4. What is the appropriate age to geld a male camelid? Explain why. | _____ | _____ |
| 5. <i>Teach your camelid to stand still while you check his or her eyes, teeth, and ears. Demonstrate these items.</i> | _____ | _____ |
| 6. Find 5 American uses for camelids and 5 South American uses. | _____ | _____ |
| 7. <i>Be able to pick up your camelid's front feet.</i> | _____ | _____ |
| 8. Know the difference between Aberrant Male and Berserk Male Syndrome. Why are they a problem? | _____ | _____ |
| 9. Learn the parts of the halter. | _____ | _____ |
| 10. <i>Teach your camelid to self load into and out of a van, trailer and/or SUV. Demonstrate.</i> | _____ | _____ |
| 11. What is an appropriate diet for geldings? Why? | _____ | _____ |
| 12. What are "fighting teeth" and when should they be removed from a camelid? | _____ | _____ |

PERSONAL DEVELOPMENT OPTIONS

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

Name _____ Age _____ is qualified and has completed all requirements for Step 2 of the **4-H Camelid Advancement Program.**

Date Passed: ___/___/___

Approved By: _____

STEP 3

Complete 8 skill options and 3 personal development options to complete this step.

SKILL OPTIONS

Date Passed Approved By

- | | | |
|--|-------|-------|
| 1. Learn six more body parts. | _____ | _____ |
| 2. Which vaccinations are necessary for camelids? Why? | _____ | _____ |
| 3. <i>Demonstrate how to pick up your camelid's back feet.</i> | _____ | _____ |
| 4. Name at least two different methods for giving shots. | _____ | _____ |
| 5. Research two or more common camelid diseases and write a report about them. | _____ | _____ |
| 6. What is "choke" and how do you prevent/cure it? | _____ | _____ |
| 7. <i>Train your camelid to do a 360 degree forearm turn and demonstrate his/her ability to do it.</i> | _____ | _____ |
| 8. How many compartments are in the camelid stomach? Name them and explain which two compartments of a normal ruminant are combined in camelids. | _____ | _____ |
| 9. <i>Train your camelid to do a 360 degree haunch turn and demonstrate his/her ability to do it.</i> | _____ | _____ |
| 10. <i>Train your camelid to wear a pack. Demonstrate. Be able to explain correct saddling/unsaddling techniques for both single and double cinch pack systems.</i> | _____ | _____ |
| 11. <i>Teach your camelid to side pass on verbal command.</i> | _____ | _____ |

PERSONAL DEVELOPMENT OPTIONS

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

Name _____ Age _____ is qualified and has completed all requirements for Step 3 of the 4-H Camelid Advancement Program.

Date: __/__/__

Approved By: _____

STEP 4

Complete 6 skill options and 4 personal development options to complete this step.

SKILL OPTIONS

Date Passed Approved By

- | | | |
|--|-------|-------|
| 1. Name three parasites and explain how to prevent them. | _____ | _____ |
| 2. What is sulfadimethoxine, and how is it used? | _____ | _____ |
| 3. What is amprolium, and how is it used? | _____ | _____ |
| 4. What are three different generic wormers and which parasites do they prevent/eliminate? | _____ | _____ |
| 5. Why should you switch wormers every year? | _____ | _____ |
| 6. What is coccidiosis? What are the symptoms and what should you do to prevent or cure it? | _____ | _____ |
| 7. How frequently and which times of year should you worm your camelids? | _____ | _____ |
| 8. What are strongyles? Find out and explain the symptoms, after-effects, preventions and cures. | _____ | _____ |
| 9. Watch a veterinarian perform a fecal examination and report to your club about your observations. | _____ | _____ |
| 10. Teach your camelid to stand while ground tied. | _____ | _____ |
| 11. Teach your camelid to back in a circle. | _____ | _____ |

PERSONAL DEVELOPMENT OPTIONS

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

Name _____ Age _____ is qualified and has completed all requirements for Step 4 of the **4-H Camelid Advancement Program.**

Date: / /

Approved By: _____

STEP 5

Complete 8 skill options and 5 personal development options to complete this step.

SKILL OPTIONS

Date Passed Approved By

- | | | |
|--|-------|-------|
| 1. Write a report on the effect a camelid's diet has on his/her fiber. | _____ | _____ |
| 2. Visit a fiber processing company and share your observations with your club. | _____ | _____ |
| 3. Name 5 different fiber crafts and explain each one. | _____ | _____ |
| 4. What makes a good spinning fiber? Why? | _____ | _____ |
| 5. Name four different devices you can use to spin fiber with. | _____ | _____ |
| 6. Which times of year and how frequently should a camelid be sheared? Explain why. | _____ | _____ |
| 7. Organize a club fieldtrip to a fiber shop. | _____ | _____ |
| 8. Learn how to properly store a camelid's harvested fiber. | _____ | _____ |
| 9. Learn how to clean the fiber once it is off your camelid. | _____ | _____ |
| 10. Define the following fiber terms: micron, crimp, style, character, medulation, guard hair. | _____ | _____ |
| 11. Teach your camelid to back in a figure 8. | _____ | _____ |

PERSONAL DEVELOPMENT OPTIONS

- | | | |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |

Name _____ Age _____ is qualified and has completed all requirements for Step 5 of the **4-H Camelid Advancement Program.**

Date __/__/__

Approved By: _____

STEP 6

Complete 6 skill options and 5 personal development options to complete this step.

SKILL OPTIONS

Date Passed Approved By

- | | | |
|--|-------|-------|
| 1. Learn how to register a camelid. | _____ | _____ |
| 2. Identify and explain at least 4 characteristics you should look for when evaluating conformation of llamas and alpacas. | _____ | _____ |
| 3. Explain the difference between these classes: halter, obstacles, pack, and public relations. | _____ | _____ |
| 4. What should you look for in a PR animal? | _____ | _____ |
| 5. How long is a camelid's gestation period? | _____ | _____ |
| 6. Using stick drawings, draw and explain the following conformational faults: cow hocked, sickle hocked, knock kneed. | _____ | _____ |
| 7. What does "breeding induced ovulation" mean? | _____ | _____ |
| 8. Describe the following conformational faults and tell why they are undesirable: undershot jaw, overshot jaw, crooked legs, excessive fat, narrow body, weak pasterns. | _____ | _____ |
| 9. Explain the birthing process of a camelid. | _____ | _____ |
| 10. Develop and report on a successful marketing plan.
(either marketing your animal itself, or its products) | _____ | _____ |

PERSONAL DEVELOPMENT OPTIONS

- | | | |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |

Name _____ Age _____ is qualified and has completed all requirements for Step 6 of the **4-H Camelid Advancement Program.**

Date: __/__/__

Approved By: _____

Camelid Personal Development Options

(choose different options at each level)

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 4-H 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 comfortable.
9. Participate in a community service project.
10. Serve as chairman 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. Attend 4-H Summer Days at Oregon State University.
16. Serve as clerk, chair, or apprentice judge at a 4-H show.
17. Develop and exhibit a science display that is related to livestock other than camelids.
18. Serve as camp counselor.
19. Arrange for a tour by your club.
20. Arrange for a film to be shown at your club meeting.
21. Secure a speaker for your club meeting.
22. Complete your 4-H records.
23. Visit a commercial livestock operation and report to your club.
24. Make a rope halter.
25. Learn a craft which uses camelid fiber.
26. Attend a training workshop.
27. Attend a fiber workshop.
28. Go to a camelid education day.
29. Start a livestock library.
30. Participate in a parade.
31. Show your camelid(s) in the Alpaca and Llama Show Association.
32. Watch an entire set of ALSA obstacle classes and create your own course diagram for each level of difficulty.
33. Learn about carting and teach your camelid to cart.
34. Take a well-behaved camelid to a shelter, nursing home, etc. as a therapy animal.
35. Look at a few packs. Then, pay attention to safety guidelines while designing your own pack.
36. Interview a llama breeder and write a report on their life.
37. Develop your own options with the approval of your leader.