Beef Industry Scholarship Challenge

2019 Station Information

Station 1: Beef Industry Issues

Station Purpose: Team members will demonstrate communication skills in response to a choice of current industry issues. This will strengthen public speaking skills and impromptu answers to judges' questions.

Station Structure: The team will be asked questions and engage in a discussion with a panel of judges about issues pertaining to the beef cattle industry to demonstrate their knowledge of current issues, arguments and talking points on various topics of concern to consumers and producers alike. *This will not be a presentation format station but will include a roundtable discussion by the participants with judges.* Each team will randomly draw a topic from the list below prior to entering the discussion room. Each team member shall engage in discussion and the team should cooperate with each other to effectively communicate their knowledge and problem-solving skills in reference to the given topic. See the attached score sheet for specifics on evaluation and scoring for this station. Teams will have approximately 15 minutes to discuss the topic with the judges.

Areas of Study: Issues and sample questions may include, but are not limited to:
• Animal Health and Well-Being
  o All over the news and social media, there are countless stories about animal neglect and abuse in the livestock industry. Are we doing enough as producers to ensure that livestock receive the utmost care and attention in each area of production? Discuss how consumers perceive animal well-being in the industry using supporting evidence and recent examples and discuss how this should or should not affect our actions.
• Safety of the Beef Supply
  o Animal Disease Traceability will be enforced nationwide by January 1, 2023. What is Animal Disease Traceability and what are the primary benefits of implementing it in Georgia? Discuss how and why the system will be enforced and any additional marketing benefits it may provide.
• Changing Consumer Demands on Beef as a Food Product
  o "Fake meat" and meat alternatives have become a concern among cattlemen recently as consumers have seemingly become more aware and demanding of it. What is "fake" and alternative meat and why is it such a concern to cattlemen? Discuss the issue around labeling of this product and how it affects the market demand for beef.

Station 2: Cattle Handling

Station Purpose: Team members will demonstrate proper cattle handling procedures, techniques and equipment. They will need to be able to observe the make-up of the facility and show an understanding of how to adapt to their surroundings while demonstrating proper BQA techniques.

Station Structure: This station involves live animals and corral and manual/hydraulic chute equipment. Teams will be asked to work cattle through a series of gates and corrals. Points will be awarded based on proper handling techniques, working knowledge and understanding of the equipment and safety practices. The judge at this station may ask questions related to handling the cattle, and points will be awarded for accuracy in the answers.

Areas of Study: Handling: operation of handling equipment, process of working cattle safety, BQA handling guidelines

Station 3: Cattle Health

Station Purpose: Students will explain proper health related practices such as proper vaccination procedures and equipment selection, parasite control, castration procedures and other health related practices.

Station Structure: The station will involve a series of questions pertaining to proper practices and techniques. Teams may be required to demonstrate. Emphasis will be placed on quality of task performed, not speed. Teams will be evaluated on how effectively they handle cattle and equipment and their knowledge of general health practices. Each team will complete a written examination including an equipment identification section. Teams should also be prepared to answer any questions from the station judge.

Areas of Study: Health: vaccinations, internal/external parasite, control, implants, ear and fly tag placement, dehorning/castration

Station 4: Reproduction

Station Purpose: Students should be knowledgeable about breeding systems and advantages/disadvantages of each, including when to use different systems. Teams should be familiar with calving dystocia and calf positions which would require intervention. Teams should also understand the function of reproductive tools and may be required to identify reproductive organs.

Station Structure: There will be a variety of props including bovine reproductive organ pictures and equipment for students to use while answering verbal/written questions. The station may include but not be limited to the following areas: equipment identification and explanation of use, general herd reproductive management, heifer development, bull management, estrus synchronization, artificial insemination (AI), and embryo transfer (ET), practical knowledge of beef breeding systems.

Areas of Study: Reproduction: Reproductive anatomy, estrus synchronization protocols, AI, ET, parturition, dystocia, and general herd reproductive management

Station 5: Nutrition

Station Purpose: Team members will be expected to have an understanding of nutrition of brood cows, replacement heifers and stockers; the impact of hay quality and the utilization of by-product feeds. Students will relate cattle nutrient requirements, the nutrient value of feedstuffs and how to use that information to determine what diet will be the best for the situation.

Station Structure: Team members will identify particular forages and feedstuffs at this station and should be prepared to answer questions regarding what benefits they may provide in a ration. Teams should also be prepared to answer questions, about the results of a hay and/or soil test. Collegiate team members may be given nutritional situations and asked questions on what is best for their herd. They should be prepared for verbal and written questions that should be answered using the scenarios that are presented.

Areas of Study: General Nutrition: Be familiar with "rules of thumb" for feeding cattle. Understand the importance of protein, energy, vitamins and minerals during various stages of the production cycle. Have practical knowledge of feedstuffs and forages.

Forage Quality: Understand the definition of quality and the differences between levels of quality. Be able to understand a forage test report and make supplement recommendations.

Station 6: Marketing

Station Purpose: Exposes team members to various methods of marketing cattle. Allows students to explore options for added value marketing and become knowledgeable about current marketing programs for Georgia producers.

Station Structure: Students will be presented with a group of heifers sired by the same bull. Cattle performance data (sire, dam and calves), management information and current market data will be provided. Several marketing options will be presented. Teams will be asked to select the best option and defend their selection with a five-minute extemporaneous discussion with the station official. Students should also be prepared to examine carcass data to determine production practices and methods that should change/remain the same for an operation to produce a premium beef product.

Areas of Study: Marketing Alternatives: Understand the advantages and disadvantages of marketing calves through an auction market, video sales, direct through an order buyer, a pooled, preconditioned consignment sale or private treaty. Students should be familiar with current Georgia-founded programs for marketing of cattle.
•*Using Growth and Carcass Expected Progeny Differences:* Understand the meaning, relevance and use of EPDs for all relevant traits. Understand the relevant value of various growth and carcass traits.
•*Carcass Data:* Understand the meaning of carcass data and know how to utilize it to make management decisions.

Station 7: Meats Identification

Station Purpose: Team members will identify carcass primals and cuts of beef and demonstrate their knowledge of determining quality within these cuts. Teams may also demonstrate their knowledge of carcass quality expectations from live animal identification.

Station Structure: Teams will be evaluated on how effectively they identify cuts of meat (primal origin and retail names) and their knowledge of USDA yield and quality grading procedures. Teams may be asked to rank cuts based on consumer desirability or rank the quality among several of the same cuts. They may also be given examples of live animals with EPD's and asked to give a written or verbal answer on what they would expect to see in the carcass upon slaughter.