



4-H Ontario

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4-H ONTARIO PROJECT



Judging Project

LEADERS GUIDE



4-H Ontario

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The 4-H Pledge

I pledge my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service,
my Health to better living,
for my club, my community and my country.

The 4-H Motto

Learn To Do By Doing

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Thank you to the 4-H volunteers and members who piloted this project for us!

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4-H Ontario grants permission to 4-H volunteers to photocopy this 4-H project resource for use in their local 4-H program.

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INTRODUCTION

Welcome to 4-H Ontario's 'Judging Project!'

Judging is one of the core skills learned in 4-H and is a required component of all 4-H projects. This project is designed for members who wish to learn more about judging and who wish to explore a wide variety of interests by discovering how to judge a variety of items including articles and animals. Individual meetings and/or activities from this manual can also be used by members and leaders of a different project to help enhance the judging component of their club, especially if members are preparing for an association, regional or provincial judging event.

Objectives

The objectives of the Judging Project include:

1. To learn the positive and negative attributes of a wide variety of animals and objects
2. To gain self-confidence
3. To learn how to make a decision and how to develop reasons to support that decision
4. To gain a sense of accomplishment
5. To improve memory
6. To learn how to assess the positives and negatives of a situation
7. To learn to communicate your ideas clearly so that others can understand
8. To learn to choose articles based on their quality

How to Use This Manual

4-H Ontario's Judging project is made up of two parts, the Reference Book and the Record Book.

1. The Reference Book:

The reference book is laid out into 6 meetings:

The reference book is laid out into six meetings:

Meeting 1 – Judging 101

Meeting 2 – How do I score thee? Let me calculate the ways!

Meeting 3 – Dare to Compare! A Focus on Reasons

Meeting 4 – Outstanding in their Field!

Meeting 5 – Learning About Livestock

Meeting 6 – There's No Place Like Homecraft Judging!

Each meeting has been broken down into an introduction with sample meeting agendas, references and resources, topic information and activities.

Sample Meeting Agendas: are at the beginning of each meeting. The agendas give suggestions for topic information, activities and judging and/or communications activities along with suggested times for each section. These are only suggestions – you will know your group best and will know the skill and attention level of your members. Meetings also have several activity options. There are also extra activities in the Record Book. There is more topic information and activities than what can be completed in a two hour meeting. Be creative!

Instructions for activities can be found at the end of each meeting. Activities should be used in combination with the discussion of topic information to teach members in a hands-on, interactive learning environment.

2. The Record Book

This booklet is designed to make it easier for members to record information throughout the club. Members are to record their expectations and goals for the project in addition to contact information, meeting dates and roll calls. Print or photocopy pages from the Reference Book that you think will benefit the members either as a resource or an activity. Answers for the Activity Pages can be found at the back of the Record Book.

The Record Book should be given to each member at the beginning of the first meeting. Ask members to keep it in a binder or duotang so they can add to it easily.

Go through the Record Book with the members and explain the charts and forms. Encourage them to use their Record Books at every meeting and record as much information as possible. As an added incentive, a prize could be given at the end of the project for the best Record Book.

Companion Resource

This Judging Project works well in conjunction with the 4-H Ontario Judging Toolkit. When planning meetings, scorecards and class ideas from the toolkit can be used. In addition, the Judging Toolkit contains note-taking and reasons templates that can be copied for members at club meetings. If the club is involved in running a judging competition for their Achievement Program, helpful information is available in the Judging Toolkit.

The 4-H Ontario Judging Toolkit is an online living document with additions of scorecards being made periodically. Any association that has created scorecards for classes that are not currently included in the 4-H Ontario Judging Toolkit are encouraged to submit these scorecards to the 4-H Ontario office for inclusion in the Toolkit.

Planning a Meeting

Plan your meetings well. Review all the information well in advance so you are prepared and ready judge!

Before Each Meeting

- Read the topic information and activities and photocopy any relevant resources for the members' Record Books.
- Be familiar with the topic information for each meeting. Think of imaginative ways to present the information to the members. Do not rely on just reading the information out loud. Review available resources, plan the meetings and choose activities and themes that complement the ages and interests of your members. The Record Book contains extra activities that can be used if you need to fill in time or if one of the suggested meeting activities does not suit your group of members.
- Gather any equipment and/or resources that will be needed to complete the meeting.
- Prepare classes to be judged in advance. It is often a good idea to have a senior member or youth leader provide a class. Alternatively, if the meetings are hosted by different club members, the classes could be the responsibility of the host member, with consultation by the leaders. Consider the items that the members have expressed interest in judging when organizing meetings and setting up classes.
- Each 4-H project must be held over a period of at least four separate meetings (most clubs are six meetings), totaling a minimum of 12 hours. Typically, 4-H meetings are approximately 120 minutes (2 hours) in length. Before each meeting, create a timeline to ensure that you are providing an adequate amount of instructional time for club completion.

Included on the following page is a Leader's Planning Chart to help with the planning of meetings. In addition to the chart, keep track of what went well and what should be changed next time. That way, each time this project is run, the content of the meetings can be different!

When planning each meeting, a typical 4-H meeting agenda should include the following:

- Welcome & Call to Order
- 4-H Pledge
- Roll Call
- Parliamentary Procedure:
 - Secretary's Report
 - Treasurer's Report (if any)
 - Press Report
 - New Business: local and provincial 4-H activities/opportunities, upcoming club activities
- Meeting content, activities and recipes
- Clean-up
- Social Recreation and/or refreshments
- Adjournment

Leader's Planning Chart

Mtg.#	Date/Place	Topics Covered	Activities	Materials Needed

As a club volunteer your responsibilities are to:

- Complete the volunteer screening process and to attend a volunteer training session.
- Notify the local Association of the club, arrange a meeting schedule and participate in club meetings, activities and the Achievement Program.
- Review the project material in the Reference and Record Books to familiarize yourself with the information and adapt it to fit your group. Be well organized and teach the material based on your group's age, interest and experience level.
- Organize the club so members gain parliamentary procedure, judging and communication skills.
- Have membership lists completed and submitted along with fee collected (if applicable) by the end of the second meeting.
- Have members fill out a Participant Agreement Form and identify any health concerns. Ensure that all members, leaders and parent helpers know the appropriate actions during any emergency. Check with members for any food allergies or dietary restrictions and plan snacks accordingly.

As a club member your responsibilities are to:

- Participate in at least 2/3 of your own club meeting time. Clubs must have a minimum of 12 hours of meeting time.
- Complete the project requirement to the satisfaction of the club leaders.
- Take part in the project Achievement Program.
- Fill in and complete the Record Book.
- Complete any other projects as required by the club leaders.

**I pledge my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service
my Health to better living
for my club, my community and my country.**



4-H Ontario

Glossary

In the premise of judging, the following terms mean:

Class – a group of exhibits (typically four in a 4-H class) that are judged compared to each other

Cuts – a numerical degree of difference between items

Exhibit – can also mean item, article, sample, animal

Judging scorecard – also sometimes referred to as Judging Standards. A listing of the desired characteristics of the exhibit complete with a points listing for the ‘perfect’ exhibit.

Reasons – the justification and explanation of why placings are put in a particular order by the person who is judging

Additional References and Resources

4-H Judging Handbook, Ontario 4-H Council and Ontario Ministry of Agriculture, Food and Rural Affairs, 1991.

4-H Judging Manual, Alberta 4-H

“Cyber” Judging: www.bc4h.bc.ca

Homecraft Judging Standards – Ontario Association of Agricultural Societies, 2009.

Judging Standards Handbook of Field Crops Roots & Vegetables Fruit Maple Syrup Honey – Ontario Association of Agricultural Societies, 2003.

Master Gardeners – Master Gardeners of Ontario Inc.

You Be The Judge – Holstein Canada, 2010.

MEETING 1 - JUDGING 101

Objectives:

- Learn the election procedure for establishing an executive.
- Learn about why judging is important.
- Learn about the importance of considering an article/commodity's purpose or function when judging.
- Familiarize yourself with other club members.

Roll Calls:

- What is your reason for wanting to learn more about judging?
- What would you like to learn to judge in the club?
- What other projects have you taken in 4-H? (If a new member – what projects would you like to take?)
- What judging skill would you like to improve upon during this club?

Sample Meeting Agenda – 2 hrs.

Welcome, Call to Order & Pledge		10 min
Roll Call		5 min
Public Speaking/Judging Activity	Activity 1 – Get To Know Each Other Game – What If I Answered the Wrong Question? (activity could be run by a Youth Leader)	15 min
Parliamentary Procedure	Elect executive, hand out Record Books and discuss club requirements. Fill out club and member information in Record Books and have each member fill out their “Member Expectations and Goals” page.	30 min
Topic Information Discussion	What is Judging? Why do we Judge? The Steps to Judging a Class	15 min
Activity Related to Topic	Activity 2 – The Steps to Judging a Class	15 min
Activity Related to Topic	Activity 3 – Judge a Class of Anything (focus on criteria and not as much on reasons given the time frame) (4-H Standard Judging Card can be found in the 4-H Judging Toolkit)	20 min
	(activities 1, 2 & 3 can be found at the end of this meeting)	
Activity Related to Topic	If time permits, choose from the extra activities found at the end of the Record Book.	
Wrap up, Adjournment & Social Time!		10 min
At Home Challenge	Choose one of the Take Home Activities to complete.	

Electing Your Executive

Elections can be chaired by a youth leader, senior member or club leader. The person chairing the elections is not eligible for any positions.

Procedure:

1. All positions are declared vacant by the chairperson, who indicates this by saying “I’d like to declare all positions vacant.”
2. The group decides on the method of voting (i.e. show of hands, ballot or standing).
3. The chairperson accepts nomination from members for each position being filled. Nominations do not require a seconder. Nominations are closed by motion or declaration by the chairperson.
4. Each member nominated is asked if he/she will stand for the position. Names of members who decline are crossed off. Those choosing to let their name stand should be given the opportunity to say a small speech if they would like to, stating why they think they would be the best choice for that particular executive position.
5. Voting takes place by selected method and majority rules (i.e. member with most votes).
6. Announce the name of the successful member. Offer congratulations and thank all others that ran for the position.
7. If ballots are used, a motion to destroy the ballots is required and voted on.

Steps in Making a Motion

The motion is a very important key to having good meetings. Motions are a way of introducing topics for discussion and allowing each member to speak and vote. Any member can make a motion.

Steps in Making a Motion:

1. Address the chairperson (i.e. raise your hand).
2. Wait for the chairperson to acknowledge you.
3. Make the motion: “I move that...”
4. Another person seconds the motion: “I second the motion.”
5. Chairperson states the motion.
6. Chairperson calls for discussion of the motion.
7. Chairperson restates the motion.
8. Chairperson calls the vote: “All in favour? Opposed?”
9. Chairperson announces the result of the vote: “Motion carried” or “Motion defeated.”

Topic Information

INTRODUCTION TO CRITICAL THINKING

What is good critical thinking?

Good critical thinking meets the criteria of these intellectual values:

- Clarity
- Accuracy
- Precision
- Consistency
- Relevance
- Sound Evidence
- Good Reasons
- Depth
- Breadth
- Fairness

How do we think critically?

Begin With the Right Approach

- Reason: We base our thinking in logic, not feelings.
- Self-Awareness: We pay attention to our own and others' assumptions, biases and perspectives.
- Integrity: We care about doing our intellectual work honestly and accurately rather than about being right.
- Discipline: We put effort into doing our work comprehensively and precisely.
- Open-mindedness: We consider alternatives and other points of view.

Look Deeper and Farther

There are countless ways in which we look deeper and farther when thinking critically. For example, when choosing what college or university you might attend, you will think deeper than just which school might be fun to attend. You will look farther and deeper into courses, cost, housing, etc. Always think about the implications and importance of what you need find.

Ask Complex Questions

We develop and pose questions that help us look deeper and more broadly and that require a variety of thinking processes to answer. We generate specific, complex questions based on what exactly we are thinking about, starting with basic critical inquiry:

- What are the strengths and weaknesses of this?
- What are the different possible solutions to this problem and which seems most effective?
- Is there a different way of looking at this?
- Is there a logical flaw in this reasoning?
- What are the underlying assumptions and values?

We Answer Questions Using a Variety of Thinking Processes

- Analysis: breaking something into parts to better understand the parts and the whole (identifying, classifying, categorizing, comparing)
- Synthesis: making connections between the parts and the whole to see the pattern of relationships (organizing, connecting, designing, predicting)
- Interpretation: examining the connection(s) between the parts and the whole to make decisions about the implications and meanings of the pattern(s) (associating, inferring, decoding)
- Evaluation: forming judgments about meanings, qualities and values (justifying, critiquing, verifying, deciding)

Reflect on How We Are Answering the Questions

Throughout the process, we ask ourselves questions such as:

- Is that clear or is there still some confusion I need to clarify?
- Is that really true?
- Do I need to be more specific or detailed?
- How is that connected to the central focus and the criteria I am looking for?
- Am I thinking about this in a complex enough way or should I go deeper and further in my thinking?
- Do I need to consider a bigger framework or a different point of view?

Excerpts taken from: The Writing Centre, University of Toronto <http://ctl.utsc.utoronto.ca/twc/sites/default/files/CriticalThinking.pdf>

WHAT IS JUDGING?

Just like critical thinking, judging is the process of making a decision. It involves using a set of criteria to form an opinion on something and having reasons to support that opinion. That is the basis for the 4-H Judging Project! In 4-H, a variety of items are commonly judged, to help members learn about a wide variety of articles and their desirable/undesirable characteristics. More importantly, judging in 4-H helps members to learn many skills that are useful in 'everyday life.'

The Importance of Judging

Judging is very important because of the transferrable skills it teaches you. It is important to remember that judging is not just a 4-H activity. Even if you do not become an official judge for something in the future, you will use this process long after your 4-H career and it can be applied to any class, from livestock, to clothing, to photography, as well as later in life from shopping, to selecting a herd sire, to choosing a job, career or apartment. And remember, judging is a matter of opinion. It is not a matter of 'right' or 'wrong.' Do not be discouraged if you do not agree with the judge. Focus on having logical, informed reasons for your decisions instead.

Why do we judge in 4-H?

- It gives you confidence.
- You gain a sense of accomplishment.
- You learn how to make a choice.
- It improves your memory.
- You learn to assess the positives and negatives of a situation.
- It gives you the ability to make sound decisions that you can stand behind by having the ability to give good reasons for making those decisions.
- It teaches you to organize your thoughts and to think while you're talking.
- It helps you communicate your ideas clearly so others can understand.
- You learn to choose articles based on their quality; not what somebody tells you.
- You judge everyday of your life. (At the grocery store, selecting a herd sire, clothes you wear, what you will have for breakfast, your hair style, what jeans to buy).
- It assists you in making networking connections with professionals involved in your area of interest. (Beef, Dairy, Sewing, Baking, Horticulture, Flowers, Crafts, etc.)

THE JUDGING PROCESS

Judging with Purpose

Before judging a class, it is important to know what the purpose of the item being judged. For example, a class of swine would be judged differently if they were destined to be breeding animals than if they were market animals. This is called Judging Criteria.

Consider a class of shoes which include a running shoe, a hiking shoe, a dress shoe and a sandal. The class would be placed very differently if the class was for shoes to go hiking versus shoes to wear to the beach, etc.

The person setting up the class should announce this information when the class is presented for you to judge.

4-H Judging Class Set-Up

As a judge in 4-H, there are a few standard procedures that will help to guide your thought process:

- In 4-H the standard number of items in a judging class is four (4).
- All exhibits in the class should be numbered 1,2,3 or 4. If they are not labeled, you should assume that they are numbered left to right when looking at the exhibits while standing in front of the table the exhibits are sitting on. When judging animals, the subjects are numbered 1 through 4 when viewed from the rear.
- If in doubt, ask for clarification on what is presented to you for judging.
- The time allotted to the member to judge each class (usually 10 to 15 minutes for practiced judges) should be made clear prior to judging the class.
- Members should be informed whether or not they are to provide reasons on a specific class (more time is allotted for reasons classes).
- The classes should be judged starting with the sample closest to the ideal (highest quality) in first place, followed by the next closest to ideal, with the sample furthest from the ideal (of lowest quality) placed last.

Steps to Judging

There are five basic steps to judging a class, regardless of whether it is market hogs, candles, flower arrangements or potatoes. In order to be a successful judge, use the steps below to compare the articles in each class. You will use the process long after your 4-H career.

1. Come prepared.
2. Stand back and take a look.
3. Move in for a closer look and make individual sample notes.
4. Decide on final placing and prepare reasons.
5. Give your reasons.

Step 1 – COME PREPARED

- Bring paper and pencils.
- Know that 4-H judging classes will always have 4 exhibits to compare.
- They will be numbered from 1 to 4, left to right (from the rear in livestock classes).
- Read the class title correctly, it will give you clues for points to consider. (Market heifer class compared to breeding heifer class, cooking apple class versus eating apple class).
- Learn and practice using the correct terms of the class that you will be judging. (Pin bones, flat boned, sweet, salty, pleating, topstitching...). You may need to look at the judging standards for the class.
- Pay attention to the time allowed to judge each class.



Photo credit: Elizabeth Johnston

Step 2 - STAND BACK AND LOOK

- Picture in your mind the “ideal” exhibit. (The perfect chocolate cake, the grand champion heifer at the show, first place pie, the ultimate breeding ewe...) Clarify the class – (for example, seed corn versus feed corn or market heifers versus breeding heifers). Refer to your resources or judging standards that are available.
- Start by comparing each sample/animal in the class with the others, keeping in mind the ideal sample. Stand back and look at the whole class from a distance.
- Remember the judging standards for the class. If quilt stitching and workmanship is worth the majority of the scorecard, make sure you don’t spend all of your time looking at the colour and material. Remember to use scorecards as a guide.
- See the exhibits in the class as they are today. Look at all of the characteristics of each article. You must keep in mind all of the strengths and weaknesses you can identify in each exhibit.
- Work on your own. Discussing the class with others can confuse you, and is not allowed.
- Try to have a tentative placing or you may find yourself without any time to make reasons.

Step 3 – MOVE IN FOR A CLOSER LOOK & MAKE INDIVIDUAL SAMPLE NOTES

- Move in closer for a detailed inspection of each exhibit. This may include handling, smelling or tasting. Ask if you are permitted to handle/touch/taste, etc.
- When examining each article closely, you may notice some desirable or undesirable characteristics that you could not see from a distance.
- Make sure you look at the exhibits from front, side, and rear as allowed.
- Start to make your placings, starting with your easiest placing first. Some people like to start at the top of the class; others like to start at the bottom. Often, it is easier to select your top and bottom placing and then place the middle.
- Remember that your first impression is usually the best. Don't change your placing unless you find that you've missed an important point.
- Make individual sample notes. Remember that this step can be done at the same time as Step 2.
- This can be done simply by dividing a page into four sections.
- Make notes on specific characteristics relating to the judging standards for each sample. The notes you take should be brief no matter what method you use to write them down. The following are good examples of short, brief notes.

Hereford Breeding Heifers: 3-1-4-2

- | | |
|---|---|
| 1 | - wide through the chest floor
- deep bodied, round ribbed
- correct set to legs
- does not blend well – rough over shoulder |
| 2 | - weak through the loin
- sickled legs
- unbalanced and narrow through the chest floor
- dark brown heifer |
| 3 | - tallest and longest
- deep ribbed/bodied
- best legs in the class – winner? |
| 4 | - straight legs – wide through the loin
- shallow heeled
- smallest heifer |

White Bread: 3-1-4-2

- | | |
|---|---|
| 1 | - sweet aroma
- uniform inner texture
- cracks in crust |
| 2 | - yeasty aroma
- overly large air cells
- thick, hard crust |
| 3 | - sweet flavour
- golden brown, crisp crust
- smooth, springy texture |
| 4 | - many dark streaks
- well shaped
- soggy crust |

- Don't waste time! If you finish judging early, spend your time looking at the samples/animals to get a clear picture of them in your mind. With that picture, you will be less likely to read your notes. You can also use any extra time to practice giving reasons.
- When giving your reasons, make sure to give them in the order of placings, not in the numerical exhibit identification order.

Step 4 - DECIDE ON FINAL PLACING AND PREPARE REASONS

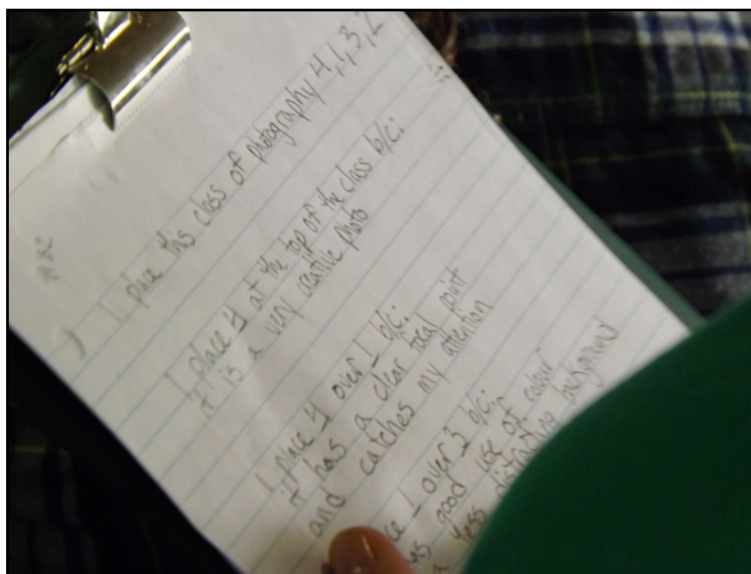


Photo credit: Elizabeth Johnston

A stylish beef breeding heifer won't last in the herd if she has too much set to her legs and weak pasterns.)

- Make your own decision and ignore comments from others. Don't compare your placing to others as you may be tempted to change them or might confuse yourself.
- After placing the class, make sure that you have notes or point form reasons prepared if you're giving oral reasons on the class. Make sure you also have a clear picture of the class so you can recall it while giving reasons.
- Before handing in your card, check that the placing on your notes matches the placing on your card.
- When preparing reasons, know the format for giving reasons (covered in detail in Meeting #3).
- Compare the differences in the samples/animals that were judged. Your reasons explain why you placed the class the way you did. The most important reasons should be first. Make sure you aren't just describing the articles; you must compare them. Try to have at least two points for each comparison. This will ensure that you stay in any time limits. As you gain confidence and experience, you may wish to add more reasons or to vary from the basic reasons format.

- Look more closely at the exhibits' important characteristics and base your final placing on these. If there are two that are very similar in main features, look for less important points.

Often you hear judges say there was only one characteristic that separated the first from the second, and sometimes it is a minor characteristic.

- Remember to be practical when you're considering the flaws in the sample/animal. (A ripped seam can be fixed but a large tear can't be.)

o Comparing – using the breeding heifer example:

This class was placed 3, 1, 4, 2.

I place 3 over 1 3 is taller and longer through the body than 1 and is standing on a more correct set of feet and legs.

- Make sure you use the correct terminology for each specific item. (Heifer, ram, gilt, pins, tail feathers, pleats, hemline, lattice top crust, polyester blend....)
- Only use terms that apply to the class. Remember that not all terminology applies to all classes. Just because market barrows should have muscular loins does not mean that you should use that reason when judging dairy heifers or broiler chickens.

Fill in the blanks using the notes you have previously prepared.

- Meeting 3 focuses on reasons and will go into greater detail on this step.

Step 5 – GIVE YOUR REASONS



- Take a few minutes to practice your reasons out loud.
- Try to have a mental picture of the class in your head when you give reasons so you can answer questions if necessary. This will also improve your reasons.
- Your manner, dress, voice and confidence can influence the person listening to your reasons.

Photo credit: Elizabeth Johnston

- If you can only find one good point to say about a sample/animal, then say it; never make up a point just for the sake of saying something.
- After giving your reasons, the person listening should have a clear mental picture of the class from the comparisons given.
- Be prepared to answer questions on the class, especially if you have been judging for some time and your skills are more advanced.

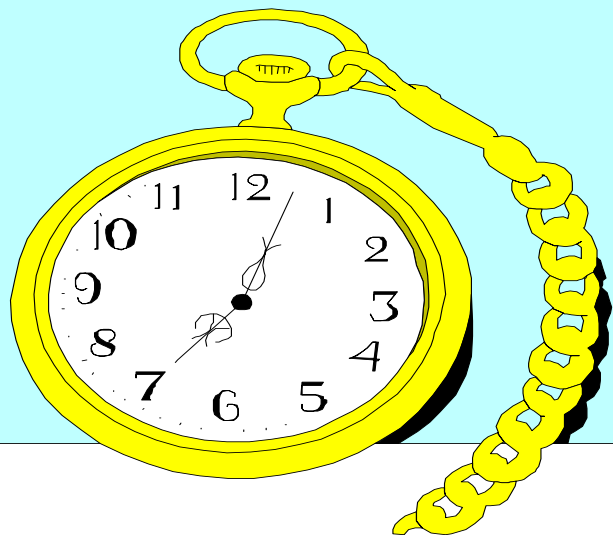
How Do I Manage My Time?

With most judging classes, you are given 10 to 15 minutes to judge your class, come up with your placings and your reasons. If you take too long placing the class, you often begin to second guess yourself. Remember that your first impression is usually the best.

Time management is good to practice in the event that you become a judge beyond the 4-H level. If you are a Homecrafts or Culinary Arts judge for local fairs, it is important to be able to judge in a timely fashion so that the fair can have time to prepare articles for display for visitors to the fair. If you are a livestock judge, it is important to judge in a timely fashion to move the show along for the public audience and to keep the exhibitors content.

<i>TIME (minutes)</i>	<i>ACTIVITY</i>
2 - 3	Stand back and look at the class as a whole. Then move in and take a quick look at each article.
1 each (total of 4 for 4 articles)	Spend 1 minute per article making notes of good and bad characteristics.
3 - 4	Decide how each article compares to the others, using your notes as a guide.
5	Decide on your final placing and practice your reasons.

TIP: To save time, try to make your decisions early so you have time to write your reasons.



Take Home Activity #1

You Create the Class!

Objective:

To provide an opportunity for members to express their creativity and share items they would like to judge during club meetings. By sharing their interests they will be familiarizing themselves with one another.

Materials:

Paper, glue/tape, scissors, media with pictures (i.e. shopping advertisements, catalogues, magazines, newspapers, etc.)

Instructions:

1. By looking through print media, find 4 similar items that could be placed in a class for judging.
2. Glue and/or tape the 4 items on an 8 1/2" x 11" (or larger) piece paper.
3. Prepare a set of placings and reasons for the class.
4. Bring the class of items to the next meeting and have the rest of the group judge the items in Activity #5.
5. After the group has judged the items, have a few members of the group give their placings and their reasons. Then be prepared to give your placings and reasons.
6. The page can be added to your Record Books or used for display at the Achievement Program.

Take Home Activity #2

The Official Judge

Objective: To learn from someone who has judged in real life.

Instructions:

1. Find someone who has judged at a competition. This could be someone who judges Homecraft competitions at a Fair, someone who is a livestock judge, someone who judges Ambassador competitions, etc. Commodity organizations and your local Agricultural Society are good sources to find these people.
2. Interview this person and ask questions such as:
 - Why did you choose to start judging?
 - How long have you been a judge?
 - What training did you have to get to be a judge?
 - Do you do a lot of judging in a year?
 - What do you like most about judging?
 - What do you like least about judging?
3. Record your findings in your Record Book.

MEETING 1 DIGGING DEEPER

Why do we learn how to judge?

Judging may seem like a tedious activity but it has a very real application to everyday life. By learning early on in life how to list desirable characteristics for an item, a place, a person or a service, we become prepared for making larger decisions in life. We have to make decisions every day, therefore we are judging every single day!

The last time you went on a vacation, how did you decide where you wanted to go?

If you are planning on going to post-secondary education, what are some of the characteristics you are looking for in a school?

What did you make for supper last night? How did you arrive at that decision?

When you go shopping, how do you decide what you are going to spend your money on?

Your first vehicle – how did you arrive at the decision of what type of vehicle you are going to drive?

All of these decisions, and many more, are part of life's every day decisions. By learning techniques to help us set priorities (by determining desired characteristics), we are able to make better informed, well-thought out decisions that will benefit us and those around us.

Action:

Think of a real-life example of something you have had to judge in your lifetime that had a great effect on you. List the choices that you had to choose from, the criteria you used to make your decision, the method in which you collected data and what your final decision was based on the information gathered. Put this information into your record book and share with the group at the next meeting if you are comfortable sharing.

DIGGIN DEEPER #2

Judging in 4-H Versus Judging in 'Real Life'

While judging in 4-H helps to build many transferrable skills – self-confidence, public speaking, memory, etc., it also helps prepare members who would like to officially judge something in the future.

The concepts of judging at events are the same as at 4-H activities. A few main examples are:

- Exhibits are placed in order from the most desirable to the least desirable
- When reasons are provided, presentation style, public speaking ability, use of correct grammar and terminology are all critical

There are also a few key differences when judging at fairs or events:

When judging homecrafts, culinary arts, crops, horticulture and other items that do not move:

- The scorecard is important to keep in mind, but also pay close attention to the entry booklet for the fair or event as there may be criteria specific to the classes being judged to consider. i.e. If a fair book says that to enter a chocolate chip cookie class, there must be four cookies on a plate, it is expected that the entries will all have four cookies. An entry with five cookies on the plate would be disqualified at the discretion of the judge.
- If none of the entries in a class are of high enough quality or do not meet the criteria for the class, the judge is not obligated to award a first place to any of the entries in the class.
- Reasons are not usually provided. If it is requested, reasons notes for an individual placing may be provided on the back of the competitor's entry card. If making notes on the back of a contestant's entry card, start by making a positive comment about the entry, and then explain the area that needed improvement.

When judging live animals:

- All eyes in the audience are on the judge (and the entries in the class of course!), which means that things like appropriate attire, punctuality, a courteous and respectful nature, and other characteristics relating to the demeanor of the judge are extremely important.
- When judging the first class, it is courteous to extend a greeting to the crowd and thank the organizing committee for inviting you to judge.
- Once the last class has been judged, it is courteous to make positive, complimentary comments about the show, the exhibitors, etc.
- The judge controls where the animals are lined up when they are pulled in from their initial circle on the outside of the ring. Prior to the commencement of judging, the judge should discuss the logistics of this with his/her ringman.

- Within the framework of the official scorecard, establish a pattern. The audience and exhibitors appreciate when they can follow the judge's placings from class to class.
- When presenting reasons, you usually need to comment only on the top four to six animals in a class, not the entire class. You may wish to quickly give individual comments to the exhibitors of lower placing animals as they are moving into the final lineup.
- In 4-H, reasons are given, referring to the number of the animal (i.e. 1 place 2 over 4 because). At a show, the judge does not refer to the entry numbers the exhibitors are wearing, but instead gives reasons using the placing of the animals (i.e. first over second, second over third, etc.)

Action:

Either visit a library or do a search on the Internet to try and find the most unusual item that a scorecard has been created for. Review the criteria listed on the scorecard and be prepared to present this to the group at the next meeting. The source of the scorecard could be a 4-H association in another province or country, an agricultural fair, a horticultural society or any other group that provides competitions.

ACTIVITIES

Activity #1 – What If I Answered the Wrong Question?

This ice breaker allows participants to use their imaginations. You'll be surprised how funny the answers can be!

Objective: Getting people to talk, open up, relax and laugh

Materials Needed: pen/pencil, piece of paper for each person

Instructions:

1. It is best if the group size is kept to 12 members or less. If the group is larger, divide the group into two smaller groups.
2. Ask each person to write "What if" on each piece of paper and then finish that sentence with something funny, silly, or something they may have seriously wondered about. The question and answer cannot be about anyone in the room. Give a couple of examples to get the ball rolling:
 - What if snowmen could dance?
 - What if dogs were able to talk?
 - What if I had eyes in the back of my head?
3. Once that query is completed pass the paper to the person to the left. That person then writes a personal response to that query. Example answers for those above:
 - Then Frosty might find a girlfriend.
 - HE could ask ME if I wanted a cookie!
 - I could see what people really thought of my jokes!
4. Once all the answers are completed. Once person reads the question on their piece of paper, but the person to their right reads the answer on their piece of paper! So the question/answer might go like this:

Q: What if snowmen could dance?

A: HE could ask ME if I wanted a cookie!

Q. What if dogs were able to talk?

A. I could see what people really thought of my jokes!

Once the person reads their answer, THEN they ask their question and the person to the right of them responds with their answer and the pattern continues in the circle until the final answer is given.

Activity #2 - The Steps to Judging a Class

Objective: To practice the correct format for giving reasons by putting an existing set of reasons into the correct order. This activity is best suited to junior or new members or as an early review for senior members.

Materials and Preparation: Before the meeting, cut out a copy of the cards for this activity (cards can be found on the next page and in the Record Book).

Instructions: Distribute copies of the cards to members, with one member getting each card. Tell them that each one has a step in judging a class and ask them to put themselves in order.

Discussion: Review the answers (list on the next page is in the correct order). There is more information on the points given in the project manual. Discuss the correct format for giving reasons.

Variation

Have 4-H members split into pairs and have each pair put the cards in order. Then, have each pair explain to the rest of the group why they placed the cards in the order that they did.

Come prepared, knowing information about the classes to be judged.

Stand back and look

Move in closer for a detailed inspection of each sample/ animal. This may include handling, smelling or tasting. Make individual sample notes. Make notes as you think of them while looking at the class.

Decide on final placings and prepare reasons. Typically give 2 to 3 reasons for each placing.

Give your reasons.

Activity #3 - Learning to Think Critically

Objective:

To introduce members to the concept of critical thinking, judging criteria, comparing samples and placing a class.

Materials & Preparation:

- Prepare a class of four simple, familiar samples. (pens, pencils, mugs, shoes, circles, vehicles, rubber boots, pails, backpacks, key chains, lunch bags, sandwich containers, water bottles)
- If you don't have time to assemble the samples, you can get them from your members at the meeting (For example, four members can donate their shoes for the class)
- 4-H Standard Judging Card (found in 4-H Judging Toolkit)
- Copy other judging standards to use as examples (standards could be taken from the Ontario Association of Agricultural Society's Homecraft or Field Crops Judging Handbook or from Ontario Horticultural Association & The Garden Clubs of Ontario's Judging and Exhibiting Standards Handbook.

Instructions and Discussion:

1. Situate the class of items in a place visible to everyone (i.e. on a table).
2. Identify the actual class (i.e. pencils to use at school, mugs for coffee).
3. Discuss with members how the sample is numbered and with them clearly mark samples 1 through 4 – from left to right.
4. Share the judging standard templates with the members.
5. Brainstorm the qualities of the ideal sample.
6. Develop your own judging standards and scoring using the information from brainstorming and from the judging standard examples.
7. Have members stand back and look at all 4 samples. Ask members which one looks closest to the ideal? Why? Then ask them which one looks furthest from the ideal? Why?
8. Have members identify the top, middle and bottom placing using information from the above discussion.
9. As a group, place the samples in order from closest to ideal to least.
10. Compare the first place and second place samples – what specifically makes the first item meet the judging standard over the second. Then spend some time comparing the second and third samples the same way. Finally, compare the third and fourth samples.

Advanced Alternative 1 – Build upon this activity from general discussion and placing of the class to incorporating note taking and preparing and giving reasons. This could be done as one single activity or built upon at subsequent meetings (i.e. Meeting 1 – brainstorm, establish criteria and judge a class together; Meeting 2 – Add notetaking component; Meeting 3 – Add formal reasons component)

Advanced Alternative 2 – Instead of completing the judging portion of this activity as a group, members could do so individually and prepare reasons.

MEETING 2 - HOW DO I SCORE THEE? LET ME CALCULATE THE WAYS!

Objectives:

- Understand how placing scores are calculated
- Learn how to read a Hormel computing slide
- Learn about the difference between judging in 4-H or other competitions and judging a 'real' show or event

Note: If possible have a Hormel slide on hand for this meeting.

Roll Calls:

- Have you ever participated in a judging competition?
- Tell the club about an interesting talent or skill that you have
- Who would you consider to be a role model or mentor and why?

Sample Meeting Agenda – 2 hrs.

Welcome, Call to Order & Pledge		5 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information Discussion	How Do I Use a Scorecard? Why are Scorecards important?	5 min
Activity Related to Topic	Activity 4 – Create a Scorecard Activity 5 - 15 Minute Judging	20 min
Topic Information Discussion	How are Placings Scored? (3 methods)	20 min
Topic Related Activities	Activity 6 - Using Hormel Computing Slides Activity 7 - Using Computer Programs for Scoring Activity 8 - Solving the Mystery of Cuts (activities 4 to 8 can be found at the end of this meeting)	45 min
Wrap up, Adjournment & Social Time!		10 min
At Home Challenge	Choose one of the Take Home Activities to complete.	

Topic Information

How do I use a scorecard? Why are scorecards important?

Scorecards can be found in the 4-H Ontario Judging Toolkit and are also available from the Ontario Association of Agricultural Societies and the Ontario Association of Horticultural Societies. Scorecards guide you in what to look for in an item since it is impossible to know what desirable characteristics you should be looking for with every single item that you may be asked to judge. Scorecards list the criteria that the item should have and also give a weighted score for the 'perfect' item and therefore a 'perfect' score.

Judging Scores

Classes judged by 4-H members are typically evaluated out of a total of 100 points, with placings worth 50 points and reasons worth 50 points. The scoring of placings is very 'black and white' with members evaluated based on how their placings compare to those of the official judge. The scoring of reasons is more subjective, with members evaluated on their presentation skills, format and content when giving oral or written reasons to a reasons taker.

Most people understand how their reasons are scored but many are not sure how their placings are scored. Placings are scored on the basis of cuts using the Hormel System.

What are cuts?

Placing scores are dependent upon the cuts that are assigned to the class by the official judge. They are a measure of the degree of difference in quality between the articles in the class. The smaller the amount of difference in quality between two samples, the smaller the cut is. When your placings do not match those of the official judge, the amount of points deducted from your score is a calculation based on the cuts. So...when the cuts are small, there is a small amount of quality difference between two articles, and thus, there is a small point deduction for switching the placings of the two articles. Conversely, when the cuts are large, there is a big deduction in points from your placings score because it should have been easier to tell the difference between the two articles that are switched.

For example:

The official placings on a class of apples is 4-2-3-1, with cuts of 1-5-2, as below.

4	2	3	1
▼	▼	▼	
	1	5	2

In this example, the first split, between 4 and 2, only has a cut of 1, indicating a close placing. If you switched them, only 1 point would be lost.

The second split, between 2 and 3, has a very large cut of 5, indicating a much easier placing. If you switched 2 and 3, there would be a 5 point deduction.

The third split, between 3 and 1, has a cut of 2, indicating that there is a slightly larger degree in quality difference than there is between the first two pairs, but it is still a much closer placing than between 2 and 3. Two points would be lost for switching 3 and 1.

Calculating placings scores gets more complicated when there is more involved than a single switch between pairs.

Assigning Cuts to a Class

When assigning cuts to a class, there are a few guidelines to keep in mind. These guidelines exist only to make a scoring system out of 50 work:

1. Your cuts may have any value from one to eight.
2. The sum of the 3 cuts should be greater than six to create a spread in the results but must not be greater than 15.
3. If the sum of your three cuts is 15, your middle cut must be no greater than 5.
4. If the sum of your three cuts is 14, your middle cut must be no greater than 8.

How do I calculate my placings?

There are three ways that can be used to calculate placing scores:

1. Using a Hormel computer program (online or provided in the Judging Toolkit)
2. Using Hormel Computing Slides
3. Calculating by hand

Hormel Computer Program

This calculation method is available online and is also provided as part of the 4-H Ontario Judging Toolkit as a spreadsheet in Microsoft Excel. This program is very easy to use. You just need to enter the title of what you are judging, the official placing and the cuts. The program then will automatically generate the scores for any possible placing combination. You look up your placing and the score will appear beside it. It can be found at:

<http://www.worldaccessnet.com/~normans/hormel.html>

This system has its advantages in that it is quick, simple and can be installed on a mobile device making it accessible anywhere the Internet is available. It does however, require and rely on the use of technology. Even though this is now the preferred method of calculating scores for many judging competitions, it is a good idea to also have and know how to use a Hormel Computing Slide.

Hormel Computing Slides

A Hormel Computing Slide is used to calculate placings scores. The slide consists of two parts, the slide reader as well as several cards that have the scores for various combinations of cuts.

Using this method requires you to have at least one Hormel Computing Slide. In a competition, where many participants will be scored for each class, it is a good idea to have a slide set up for each class to save time. These slides may be available from your local 4-H association, 4-H regional board or by purchasing a slide(s). While they may have a disadvantage in cost and time to set up when compared to the computer based Hormel program, they can be used anywhere, even when there is no access to computers or hydro.

To use a slide, you need to know the placing and cuts for the class.

For example:

Placing	4	2	1	3
Cuts		1	3	2

The first thing you need to do is total the cuts. In this example, $1+3+2=6$.

Then, you need to search through the cardboard cards to find the one with the "7" in bold at the top. Once you have found it, make sure that 1-3-2 is a combination of numbers written at the bottom of that card in the section with the bold "7".

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Source: www.enasco.com

Next, put the card into the Computing Slide to the spot where you found the cuts at the bottom. On the slide the cuts are referred to as the "Basis of Grading". Move the clear plastic card over top of the cardboard card until the official placing appears at the top. A score of 50 should appear beside the official placing (perfect score).

OFFICIAL PLACING

The Official Judge should determine the Official Placing and establish by number the margin of difference between each of the three pairs. These numbers represent the penalties for switching the top (T), middle (M), and bottom (B) pairs and as such form the Basis of Grading.

The total of all three penalties cannot exceed 15. If they total 15, the middle number cannot be larger than 5. If they total 14, the middle number cannot be larger than 8.

A contestant makes six decisions when he ranks four animals. This score card penalizes a contestant the amount of the margin between the two animals involved in each incorrect decision.

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T	M	B	Score
1	1	1	1432 50
1	2	1	1423 48
1	3	1	1342 47
2	1	1	1324 42
2	2	1	1243 43
2	3	1	1234 40
3	1	1	4132 49
3	2	1	4123 47
3	3	1	4312 45
4	1	1	4321 39
4	2	1	4213 41
4	3	1	4231 37
5	1	1	3142 43
5	2	1	3124 38
5	3	1	3412 42
5	4	1	3421 36
5	5	1	3214 32
5	6	1	3241 31
6	1	1	2143 37
6	2	1	2134 34
6	3	1	2413 36
6	4	1	2431 32
6	5	1	2314 30
6	6	1	2341 29

COMPUTING SLIDE FOR SCORING JUDGING CONTESTS

By CARROLL PLAGER

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DIRECTIONS

1. Move the placing card until the correct Official Placing appears at top of a column.
2. Find the score card which has on it the Basis of Grading designated by the Judge.
3. Insert this score card beneath the Placing Card and slide to the proper position.
4. Correct scores now appear directly opposite all twenty-four possible placings.

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Finally, you should be able to read down any combination of placings to find the corresponding score for the cuts that you selected.

In the example used above, you can see that when the slide is set for 4-2-1-3, with cuts of 1-3-2:

The perfect score of 4-2-1-3 gives a maximum score of 50.

A placing of 4-2-3-1 gives a placing score of 37.

A placing of 3-1-2-4 gives a placing score of 38.

You can review other scores with the club to ensure that everyone understands how to read the cards.

Manual Calculation

The final way that placings scores can be calculated is by hand. It is important to know the official placing and cuts, just like it is when using the computer program or slides.

Using the same example as for the last method:

Placing	4-2-1-3
Cuts	1-3-2

If your placing involves only single switches, the manual calculation is easy!

Your placing = 2-4-1-3 (2 & 4 switched; 1 & 3 stayed the same)

Placing score = $50 - 1 = 49$ (because 1 is the cut between 4 and 2)

If there is more than one switch, then the deductions for each switch are added together.

Your placing = 2-4-3-1

Placing Score = $50 - 1 - 2 = 47$ (because 1 is the cut between 4 and 2 and 2 is the cut between 1 and 3)

When your placing is further from the official score, and more than single switches are involved, the calculation is not as obvious. In those cases, it is helpful to break the placing down into six decisions (when there are 4 articles being placed):

1st place over 2nd place

1st place over 3rd place

1st place over 4th place

2nd place over 3rd place

2nd place over 4th place

3rd place over 4th place

For example, using the official placing above of 4-2-1-3 with cuts of 1-3-2:

If you placed the class 2-3-1-4...

Placing 2 over 3 = ok

Placing 2 over 1 = ok

Placing 2 over 4 = -2 (lose one point as there is a cut of 1 between 4 and 2)

Placing 3 over 1 = -2 (lose two points as there is a cut of 2 between 1 and 3)

Placing 3 over 4 = -1-3-2 = -6 (lose 6 points, when the cuts between 4 and 3 are added up)

Placing 1 over 4 = -1-3=-4 (lose 4 points when the cuts between 4 and 1 are added up)

The total number of points lost for this placing = -2-2-6-4 = -13

So if you placed the class this way, your placing score would be:

50 (total points available) – 13 (points lost (cuts)) = 37 (final score).

Take Home Activity #1

Picture the Ideal

Objective:

To teach the importance of identifying characteristics to look for and the importance of prioritizing these characteristics when judging any class of items or animals.

Instructions:

1. Give each member a card with one item on it to take home. The items on the cards could include:
 - truck, cell phone, coat, facial tissue, cowboy boots, burger, ice cream cone, chair, hat, bicycle, magazine, birdseed, etc.
2. Ask each member to develop a list of 10 characteristics of their item.
3. Have members put their list of characteristics in order of importance, numbering them 1 for the most important and 10 for the least important.
4. At the next meeting have members share their item and the list that they have created.
5. Discuss the following points:
 - Before you judge any class, you must know exactly what you will be looking for and which of these are the most important. This will make your job of judging much easier because you will know exactly what you are going to look for before you ever get into the class.
 - Many items and animals have a scorecard which assigns values to each of the characteristics. The scorecards are telling you which characteristics are the most and least important.

Take Home Activity #2

Create a Scorecard on Your Own

Using the knowledge learned in Activity #4 at the meeting, create a scorecard for an item of your choice. Be prepared to present your scorecard at the next meeting.

MEETING 2 DIGGING DEEPER

What happens if there are more than four articles in a class? It is not uncommon to find six cattle in dairy judging classes. Obviously, there are more articles to look at, which may make the decision making process more difficult, but the concepts are the same regardless of whether you are judging 3, 4, 6 or 9 articles.

For example, the official placing for a class of six quilts is 2-3-1-4-6-5 , with cuts of 2-1-4-1-5. If you placed the class 3,4,2,1,5,6 ... go through the same steps as you have learned to with four articles in the class. The difference is that instead of making six decisions, as you did with four articles, you are actually making fifteen decisions!

Placing 3 over 4 = ok

Placing 3 over 2 = -2

Placing 3 over 1 = ok

Placing 3 over 5 = ok

Placing 3 over 6 = ok

Placing 4 over 2 = -2-4-1=-7

Placing 4 over 1 = -4

Placing 4 over 5 = ok

Placing 4 over 6 = ok

Placing 2 over 1 = ok

Placing 2 over 5 = ok

Placing 2 over 6 = ok

Placing 1 over 5 = ok

Placing 1 over 6 = ok

Placing 5 over 6 = -5

The total points lost = -2-7-4-5=-18

The total score out of 50 = 50-18=32

Since there are more comparisons to make with a greater number of articles, and therefore more opportunities to lose large numbers of points, sometimes the scores are made out of a larger total than 50.

For example, dairy evaluation clinics for becoming a certified judge in Ontario have six animals in each class and the classes are scored out of 60 instead of 50.

Once going through this process, it is easy to understand how to go through this thought process to calculate results for any number of articles in a class.

Action:

Find a group of six similar items that could be judged against each other. Either create a scorecard or use one that has already been prepared for this item. Decide what your placings are for this class and what the cuts should be. Be prepared to present your decision at the next meeting. If possible, bring the items with you. If it's not possible, then try to bring a picture of the items.

If time permits at the meeting, have the rest of the group determine how they would place the class before you give your decision.

ACTIVITIES

Activity 4 – Create Your Own Scorecard

Objective: To understand what is required on a scorecard and the effort needed to create a scorecard.

Instructions: Have the group choose an item to make a scorecard for, making sure that it is not an item already found in the 4-H Ontario Judging Toolkit. As a group, determine the criteria for the item for judging and the weight of points for each criteria to create the perfect score for the item.

Activity 5 - 15 Minute Judging

Objective: The standard time limit at most judging competitions is 15 minutes to judge, place, and come up with your reasons for the class. On non-reasons classes, the usual time limit is 8 to 10 minutes. It is therefore a good rule of thumb to allow yourself only 10 to 15 minutes whenever you judge a class, whether you're practicing with your club, friends or on your own.

This may not seem like very long, but if too much time is spent judging a class, your first impression can become lost and you might end up second guessing yourself.

Instructions:

1. Choose a very simple class to judge. (4 eggs, 4 apples, 4 flowers, etc.) If the 4 items are available for the scorecard that was made in Activity #4, practice 15 minute judging using the newly made scorecard. Classes could also include those made from Take Home Activity #1 from Meeting #1.
2. Before judging begins, review "How Do I Manage My Time?" found in Meeting #1. This could be done as an activity in pairs, individually, or as a club.
3. Follow the guidelines outlined in "How Do I Manage My Time?" This can be accomplished by having one person, possibly one of the leaders, keep track of time.
4. After the 15 minutes are up, members should give reasons aloud.
While this was a simple class, the concept can be carried over to more complicated classes that could be found at judging competitions.

Activity 6 - Using Hormel Computing Slides

Objective: To learn how to read Hormel computing slides to calculate placings.

Materials and Preparation: Copies of the “Hormel Computing Slide Activity” from the Record Book, pens/pencils.

Instructions:

1. Distribute copies of the activity sheets.
2. Give members 10 minutes to complete the activity.
3. Review the answers.

Discussion: Was it difficult to find the answers? As a group, try the manual method of calculating scores to check their method against the Hormel cards. Answers are found at the back of the Record Book.

Activity 7 – Using Computer Programs for Computing Scores

Objective: To learn how to use computer programs to calculate placings.

Materials: Computer with the online Hormel Computing program or the Microsoft Excel program found in the 4-H Ontario Judging Toolkit.

Instructions:

1. Using the numbers found on the activity sheet for Activity 6, repeat the activity using a computer program.

Discussion: Was it more or less difficult to find the answers using the computer method versus the computing slides?

Activity 8 - Solving the Mystery of Cuts

Objective: To learn how to manually calculate placings and to understand how placing scores are determined.

Materials and Preparation: Copies of the “Solving the Mystery of Cuts” worksheet from the Record Book, pens/pencils.

Instructions:

1. Distribute copies of the activity sheets.
2. Give members 10 minutes to complete the activity. Have members work as a group.
3. Review the answers found in the back of the Record Book.

Discussion: Were the calculations difficult? Is it easier to manually calculate scores when you look at each of the six decisions made individually?

Advanced Alternative – Try this activity using more than 4 items in the class.

MEETING 3 - DARE TO COMPARE!

A FOCUS ON REASONS

Objectives:

- Learn about the structure of written and oral reasons
- Practice public speaking skills
- Learn about the descriptive and comparative terminology used to give proper reasons
- Understand the importance of having reasons to support your decisions

Roll Calls:

- Name a tip for giving good reasons.
- What is one good thing to do when giving reasons?
- Name one item that you already judged today.
- What is one thing you remember about judging from the last meeting?
- Have you ever heard anyone give reasons? Who have you heard give a good set of reasons and why? Conversely, Have you ever heard a set of reasons that you didn't like? What was it about the reasons that you thought should be changed?

Sample Meeting Agenda – 2 hrs. 10 minutes

Welcome, Call to Order & Pledge		5 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information Discussion	Why do I give Reasons? Preparing Reasons	15 min
Activity Related to Topic	Activity 9 – Prepare to Compare	15 min
Topic Information Discussion	How do I give Reasons?	10 min
Activity Related to Topic	Activity 10 – Build a Picture	10 min
Topic Information Discussion	Formulating a set of reasons	10 min
Activity Related to Topic	Activity 11 – Judge a Class with Oral Reasons	20 min
Topic Information Discussion	Tips for Giving Reasons, Dos and Don'ts, etc. How Reasons are Evaluated	20 min
	(activities 9, 10 & 11 can be found at the end of this meeting)	
Wrap up, Adjournment & Social Time!		10 min
At Home Challenge	Choose one of the Take Home Activities to complete.	

Topic Information

Why do we give reasons?

Every day we make decisions or choices that are based on reasons. For example, you might decide to buy one apple in the grocery store instead of another one, because it is less bruised or is a brighter red colour. Those are both valid reasons to support why you made the choice to buy a particular apple.

Just like you do with other decisions, in 4-H you give reasons to support your placings. In other words, you explain why you placed the class the way you did. There are many benefits to practicing preparing and delivering oral or written reasons:

- You learn to become organized.
- You learn to recall an event in your mind that happened earlier.
- You learn to express your ideas clearly to others.
- You learn to speak more clearly.
- You learn to defend your decision.
- You learn to sell yourself and your ideas.
- You improve your presentation skills.
- You build confidence in yourself and your skills.
- You improve your public speaking skills.

REASONS are given to explain why you placed the class the way you did. Your reasons should be brief, clear, and convincing. It is much like trying to justify to your parents why you should have your own car, why you should be allowed to have a dog, why you should have a large allowance or which outfit you should wear to school.

A set of reasons is intended to COMPARE the differences in the articles that were judged. Your reasons explain why you placed the class the way you did. The most important reasons should be first, and the least important last. Make sure you aren't just describing the articles; you must compare them. Try to have at least two or three points for each comparison. This will ensure that you stay in any time limits. As you gain confidence and experience, you may wish to add more reasons.

The 3 P's!

When judging, remember the 3 P's!

PRECISE

POSITIVE

PLEASANT

Preparing Reasons

Usually, the first step in preparing to give reasons is to make notes on the class. The notes are used as a reference when giving reasons and can help you to organize your thoughts and remember features about the different entries in the class. When giving reasons orally, you should avoid reading them word for word, so it is recommended that your notes be short and point form.

Different people prefer different ways of setting up their note page. Here are four common methods:

Method A:

Divide the majority of your page into four and put the identification number in the upper right hand corner. You can then take notes and put the placing at the bottom of your page. This is often the preferred method.

Method B:

Divide your paper into four and place the identification number in the lower right hand corner. You can then take notes on all the articles in the class and put the placing in the upper right hand corner.

Method C:

Leave a space at the top for your placings and put the identification numbers down the left hand side and make your notes.

Method D

4,1,3,2
4/1
1/3
3/2

Use your placings as a guide to make notes that are comparative. Write your placings at the top and then make comparative notes. The placings for this class are 4,1,3,2.

Note: Diagrams for each of these methods can be found online in the 4-H Ontario Judging Toolkit.

How Do I Give Reasons?

When you are just beginning to learn to judge, it is best to start with the simple, basic method of giving reasons. As you become more experienced, you can expand on your form, especially your terminology.

The standard format for giving reasons is provided below:

I place this class of _____, _____.
(name of class) (your placing, ex: 3,1,2,4)

I place _____ at the top of the class because _____.
(3) (explain why)

I place _____ over _____ because _____.
(3) (1) (explain why)

I place _____ over _____ because _____.
(1) (2) (explain why)

I place _____ over _____ because _____.
(2) (4) (explain why)

For these reasons I place this class of _____, _____,
(name of class) (your placing, ex: 3,1,2,4)

granting that _____ has _____.

Be sure to say at least one good attribute about each exhibit in the class.

* NOTE: If you give good reasons why the 3rd exhibit places over the 4th, it is usually unnecessary to give reasons for placing the 4th placed article last, or on the bottom. It is important to try to be positive at all times. Check with your leader to find out which format your association prefers. Make sure to check **BEFORE** the judging competition.

Remember that whether it is a homebaked pie, cut flowers, a handknit sweater, or a heifer that someone has raised, time, effort and money has been invested in each and every entry in the class, including the last one. Overemphasizing the problems related to the last place entry in the class may be quite hurtful to the person exhibiting that entry. Thus, simply stating why 3rd is placed over 4th without a more in depth explanation of problems with the 4th place entry is usually sufficient. But make sure to grant something to the 4th place finish.

Formulating a set of reasons is similar to writing a speech.

Just like speech writing, a set of reasons can be divided into an opening statement, body and a conclusion.

Opening Statement

The opening statement is where you give your placing as per the basic reasons format by saying "I place this class of _____ 2 3 4 1" or "2 3 4 1 is my placing for this class of _____".

This basic statement can be combined with a general description of the class or of the top placing entry.

Examples are:

"I started this class with a heifer that displays the most muscling and balance"

"I appreciate that all of the quilts in this class demonstrate superior workmanship"

"This class split itself into two pairs, with the top pair displaying more muscling"

Body

This is the real content portion of your reasons where you compare each set of pairs (one article over the one below it). In a standard class of four items, the body will consist of three sets of comparisons (1st over 2nd, 2nd over 3rd, 3rd over 4th).

Each set of comparisons is stated or written in the form of a paragraph. Each paragraph opens with a description of "I place ___ over ___ because..." (or a variation on that statement) and then proceeds to give the reasons for the placing. Beginner judges should try to identify one or two main differences between each of the articles, while more comparisons should be made by more advanced members if they are warranted. In some cases, there may only be one or two differences in the quality of two articles. It is throughout these paragraphs that members may give credit to obvious advantages of a lower placing entry (called granting).

Example of Comparing:

If this class was placed 1,2,3,4

I place 2 over 3: 2 is more stylish and more balanced than 3. 2 also has stronger pasterns than 3 and shows more muscling through the shoulder.

Obviously the first place article is the best in the class, but the second place article may have a characteristic that is superior to the first.

GRANTING

It is best practice to mention the good qualities of a lower placed article. This is called granting. This is important to remember, especially when explaining your last placing.

Mention a close or easy placing. Sometimes, there may only be one reason for a placing.

Example of Granting:

If this class was placed 2,4,3,1

I place 4 over 3. While this is a close placing, 4 is cleaner with a flatter zipper. 4 also has the advantage in evenness of hem, however, I do grant that 3 has less puckering.

Concluding Statement

The purpose of this statement is to sum up your reasons by repeating your placing. Typically, it is stated that "For these reasons, I placed this class of _____ 2 4 1 3".

As with your opening statement, the conclusion should specifically state the class being judged (i.e. handstitched quilts instead of quilts, market hogs instead of pigs).

Tips for Giving Reasons:

- Even though you take notes on the class, try not to read your notes word for word, just use them as a reference. Once you have more judging experience, you won't need to use your notes at all, and some judging competitions don't allow notes to be used.
- Make sure you use the correct terminology for each specific item. (Heifer, ram, gilt, pinbones, tail feathers, pleats, hemline, lattice top crust, polyester blend, etc.)

- Don't use terms that don't apply to the class. Remember that not all terminology applies to all classes. Just because sheep should have muscular loins does not mean that you should use that reason when judging dairy calves or chickens.
- When giving your reasons, avoid using terms that you don't understand or can't explain. If you don't know what dairy character is, don't say a heifer has good dairy character. Similarly, if you don't know what topstitching is, don't say that one shirt has better topstitching than another.
- If you can only find one good point to say about an article, then say it; never make up a point just for the sake of saying something.
- Be sure to use the numbers of the articles often enough for the person listening to follow your thoughts easily.
- Remember that it is okay to pause briefly or to catch your breath during your reasons. This also allows you to collect your thoughts. Try to time such pauses appropriately, such as between paragraphs.
- Your reasons should not be longer than two minutes.
- Keep a picture of the class in your mind while giving reasons. This will enable you to give more effective reasons without notes and to answer any questions that a reasons taker might ask you.
- Don't give a fixed set of reasons that you have memorized that could fit any exhibited item. Make sure that you are giving a set of reasons that applies to the class being judged. Show the judging official that you have put some thought into your choice of placings.
- Remember the three P's of giving reasons:

Be Positive, Be Pleasant and Be Precise

REMEMBER, IF YOU GIVE A GOOD SET OF REASONS TO BACK UP YOUR PLACING, YOU WILL GET A GOOD MARK EVEN IF YOUR PLACING IS DIFFERENT FROM THE OFFICIAL JUDGE'S PLACING.

Practice, Practice, Practice is the best way to improve your reasons

- Try practicing by judging classes and giving reasons to other people. One way to do this is to review and improve the reasons that you gave on a class at a 4-H judging meeting or event.
- Practice giving reasons in front of a mirror. Most people are their own 'worst critic' and can work on improving their presentation skills by watching themselves.
- Practice giving reasons into a tape recorder or in front of a video camera so that you can critique yourself or have someone else critique you.

BEST PRACTICES FOR GIVING REASONS

DO REMEMBER TO.....	MAKE SURE YOU DON'T.....
<p>BEGINNER</p> <ul style="list-style-type: none"> • Practice • Use eye contact • Be confident in yourself • Use the correct reasons format and compare instead of describe • Use correct terminology from the judging standards and the parts of the sample/animal • Have good posture • Use a strong, clear voice • Smile • Keep your reasons brief, to the point and within the timeframe • Give attention to your appearance & clothing - clean, neat and suitable for the event. Don't wear sunglasses or chew gum. • Be POSITIVE! • Be accurate and truthful • Be relaxed - take a deep breath to compose yourself • Start with the most important points • Be convincing • Be on time to give your reasons 	<ul style="list-style-type: none"> • Chew gum, wear a hat or sunglasses • Make up reasons or use ones that don't apply • Wear inappropriate or distracting clothing • Rely on only one reason • Just describe the articles • Read your notes • Mix up your numbers on your card & notes • Take more than 2 minutes to give reasons • Apologize for your placing • Say "I think" or "I guess" or "I believe" • Long periods of silence • Stand too close to the official • Fidget, sway, or make distracting movements between each placing • Run out of time for judging the class
<p>As you get more experienced:</p> <p>INTERMEDIATE</p> <ul style="list-style-type: none"> • Use "er" words, like taller, longer, deeper • Speak at an even pace; not too fast or too slow • Use correct grammar • Practice out loud on your own before you give reasons • Address the reasons taker as sir or madam and perhaps say good morning/afternoon/evening at the beginning of your set of reasons 	

ADVANCED

- Look the judge in the eye when speaking
- Give articles proper credit: GRANT!
- Be prepared and able to answer questions
- Vary your reasons
- Vary the tone of your voice
- Give reasons without notes
- Be a mentor for less experienced members
- Be able to hand in written reasons if required
- Be able to judge six (or more) items in a class

How Are Reasons Evaluated?

Marking Scheme for Oral Reasons
(can also be found in the 4-H Ontario Judging Toolkit)

Mark	Criteria
25	<ul style="list-style-type: none"> ~ minimum score ~ able to stand up in front of the person listening to reasons & comment a little ~ may have correct format
25 - 30	<ul style="list-style-type: none"> ~ sounds unsure of reasons ~ can give at least 1 reason for placing an article over another
31 - 35	<ul style="list-style-type: none"> ~ can give at least 2 good reasons for each placing ~ compares articles but doesn't know terms
38	<ul style="list-style-type: none"> ~ can give at least 2 good reasons for each placing ~ compares articles using correct terminology ~ still using "better", "I think", etc... ~ indicates familiarity with the type of class
40	<ul style="list-style-type: none"> ~ compares articles using correct terminology with understanding ~ at least 75% of the main points that separate individuals in the class are mentioned
44	<ul style="list-style-type: none"> ~ compares articles with correct terminology ~ organizes reasons making it easy for the person listening to understand ~ stresses positive reasons for placing the class ~ uses correct format
46	<ul style="list-style-type: none"> ~ can give reasons without notes ~ 90% of the main points of a class are mentioned ~ uses well organized reasons ~ shows an excellent command of terminology ~ uses correct format ~ could answer questions on the class
48	<ul style="list-style-type: none"> ~ all of the main points that separate the samples in the class are covered ~ excellent organization of reasons ~ excellent command of terminology ~ shows familiarity with this type of class ~ correct grammar ~ good posture ~ pleasant attitude ~ could answer questions on the class
49 - 50	<ul style="list-style-type: none"> ~ same as above ~ reasons are given as the official judge would give them

Take Home Activity #1

(could also be completed during the meeting if desired)

What's Wrong with These Reasons

Objective: Members will learn to evaluate reasons critically by identifying areas of improvement in a set of reasons.

Materials: Copy of "What's Wrong with These Reasons" worksheet from the Members' Record Book, pens/pencils.

Instructions if completing as a take-home activity: Distribute copies of the worksheet to members to take home to complete. Ask them to identify the errors in the reasons provided and review this activity at the next meeting.

Instructions if completing during the meeting: Distribute copies of the worksheet to members and ask them to identify the errors in the reasons provided. Allow 10 minutes to complete the activity and 5 minutes to review answers as a group. Members could work in pairs or this activity could be distributed as a take-home activity with answers reviewed at the following meeting.

Discussion: Review the key mistakes that have been made in the sets of reasons provided. Do any of the club members find themselves making those errors? Reviewing and practicing your reasons before giving them to an official reasons taker at a competition or presenting them at a club meeting is a good way for members to correct their reasons before sharing them.

Take Home Activity #2

Mirror, Mirror, on the Wall!

Objective: Members can practice giving reasons without having the pressure of someone watching. The only person watching is the member themselves!

Materials: Mirror, a set of prepared reasons (these could be reasons prepared at the meeting or a new set of reason that the member has wrote)

Instructions: While standing in front of a mirror, the member should give their reasons as if the mirror is the reason taker. The member should make sure to watch their posture and facial expressions while talking. When completed, the member should take notes on what they did well and what they could improve upon. These notes should be included in the Record Book.

MEETING 3 DIGGING DEEPER

For members wishing to hone their skills and to be competitive at judging competitions, there are a few ways to further develop skills at giving reasons.

One way to improve reasons is to focus on the words used throughout the set of reasons. The chart below highlights words to use & words to avoid:

Avoid Saying...	Instead, say...
"I would like to see" e.g. "I would like to see 2 wider topped"	"1 places over 2 because she is wider over the topline." Always use positive reasons, don't criticize if possible.
"It"	Refer to the article itself, either by number or name. (The red sweater or 2, 3)
"the animal" or "the individual" or "the item"	Use the correct terminology, "barrow," "heifer" "tea towel" "chocolate chip cookie"
"carries" or "carrying" e.g. "He carries it down into a thicker quarter"	Say "is thicker through the quarter," or "has a thicker quarter"
"Is a heifer that is" e.g. "3 is a heifer that is heavy muscled"	Avoid unnecessary words by saying, "3 is a heavy muscled heifer"
"I placed the number 1 cake over the number 2 cake"	Omit the words "cake" and "number." Say: "I placed 1 over 2."
"Kind of" e.g. "A meatier kind of barrow"	Say "a meatier barrow"
"In the order of" e.g. "I placed this class of maple syrup in the order of 1, 2, 3, 4"	Again, avoid unnecessary words: "I placed this class of maple syrup 1, 2, 3, 4"
"I am placing"	Say "I placed"
"Better, good, nice"	These weak statements don't mean anything. Use comparative words like "stronger, straighter, longer, taller."

Make sure to be efficient and precise when giving reasons.

One way to give a 'flashier' set of reasons is to alter the basic format slightly.

The general opening statement in the basic format is: "I place ___ at the top because...".

Examples of other options may include:

- "I place ___ at the top and over ___ because ..."
- OR a more general descriptive opening statement "___ comes to the top of this class as an easy winner because..." and then following with "I place ___ over ___ because..." or "these traits are what carry it over ___".

There are words other than “I place” and “because”

The basic judging format repeatedly uses the word “because”. Advanced judges will vary their terminology somewhat. For example:

Instead of “I place 2 over 4 because 2 is brighter...” you could say “2 places over 4 as 2 is brighter...” or simply “2 places over 4. 2 is brighter...”

Transition Words

There are several words that can be used to move smoothly from one scorecard category to the next.

- In addition
- In addition to this
- Additionally
- Furthermore
- Also
- To complement this
- Moreover

Granting

Just like there are a variety of words that can be used as transition terminology, there are several words and phrases that can be used to grant the positive aspects of the lower placing sample or animals. Examples of granting terminology:

- I do grant
- Granting
- I will admit
- I do concede
- On the other hand
- I am aware
- I do recognize

Incorporating a few of these tips into your reasons will help to improve your competition scores and be more convincing at your 4-H club meetings.

Action:

Choose 4 pens from your home (or 4 of any other exhibits that are similar). Go through the process of placing these items. Then, write out, word for word, the reasons for this placing. Be sure to use focus on the words used, incorporating transition words and granting the positive aspects of the exhibits. Practice delivering these reasons out loud. Include your written reasons in your Record Book.

ACTIVITIES

Activity #9 - Prepare to Compare

Objective: To teach members the importance of comparing the animals or items in the class rather than just describing them.

Instructions:

1. Explain to the members that a good set of reasons is not descriptive, but comparative. There are three pairs in the class, a top, a middle, and a bottom. Your task is to discuss the advantages one of the pair has over the other of the pair. To do this you must compare. Comparative terms include phrases with more, and words ending in “er” (eg. longer, stronger).
2. Divide the members into pairs or threes. Give each team a pair of items. These items can be common household items such as bowls, dishes, hole punches, stuffed animals, clothing or fruit. As long as there are points to compare on them. Challenge the team to come up with ten comparative terms which indicate the advantages one item has over the other.
3. Once each team has a list of ten terms, have them pass their list and items to the right. Challenge that team to come up with five more comparative terms to add to the first team’s list. Remind the members that the terms must be comparative and accurate.
4. Remind members that for every pair in the class, they must do this type of comparison. Remind them of the importance of stating POSITIVELY the advantages that one has over the other. Negative comments and criticisms are discouraged.

Activity #10 – Build a Picture

Objective: To teach members the importance of creating a picture of a class in their mind and to be able to use the picture when preparing and presenting reasons.

Instructions:

1. Put four similar items together on a tray, (glasses, mugs, pens, pencils, etc. work well) or in the centre of the table. Cover the items.
2. Reveal the items to the group of members for approximately 30 seconds.
3. Cover the items up again.
4. Have members write down distinguishing characteristics of each item, then ask them questions about the items.
5. Your questions might include:
 - Which item was:
 - Largest?
 - Smallest?
 - Brown?
 - Most worn?

When giving oral reasons on a class, judges will often ask the member questions after they have finished giving their reasons.

6. Encourage members to always have a picture of the class in their minds. If they practice this now, when they have to give a set of oral reason in the future, it will be much easier for them. The only way to present oral reasons without using notes is to keep that picture of the class in your mind. The easiest way to do this is to keep one distinguishing feature about each item or animal in your mind.

Activity #11 - Judge a Class with Oral Reasons

Objective: To teach members the proper format for giving reasons and to hone their skills at giving reasons.

Materials & Preparation:

- Prepare a class of four simple, familiar samples that already have judging standards prepared and you feel comfortable with.
- Ensure members bring a pencil and paper to the meeting.
- Copy the judging standard for members.
- Copy the reasons template in the Judging Toolkit.
- Review the information on scoring oral reasons in the Judging Toolkit.
- Decide on an official placing for the class.
- Be prepared to give oral reasons.

Instructions:

1. Have the class in a place visible to everyone (for example, on a table).
2. Identify the actual class (for example, first cut hay, shelled grain corn, tomatoes, crafts, photographs, apples).
3. Have the samples clearly marked 1 through 4 – from left to right.
4. Share the judging standard template with the members.
5. Have members individually write down notes in their template on each sample's characteristics as they relate to the judging standards (positive or negative)
6. Have members individually identify the top, middle and bottom placings using information from their notes.
7. Individually, members should compare the first place and second place samples – what specifically makes the first item meet the judging standard over the second. Then spend some time comparing the second and third samples the same way. Finally, compare the third and fourth samples.
8. Each member should place the samples in order from closest to ideal to least.
9. Discuss steps 4, 5, and 6 with members from the introduction to judging toolkit – hand out the reasons template
10. Have members complete the reasons template using information from their notes. Note: Advanced members should not be given a template and should be able to formulate their reasons without such a guide.
11. Ask for volunteers to present their reasons orally to the group. Advanced members should try to avoid the use of notes.
12. Encourage each member to give their reasons individually to a leader or senior member if they are not comfortable giving reasons in front of the entire group.
13. Leaders should positively encourage members by commenting individually on what they did well as well as offering advice on how to improve.
14. Discuss the official placing with the members.

Alternative for Beginners – Members could work in pairs or be paired with senior members to write their reasons for the class.

Advanced Alternatives–

- Add additional articles to the class (i.e. a class of six animals or articles)
- Try a Selection Class to give reasons on (i.e. a class of six animals in which reasons are given not on specific placings but on which ones to keep and which ones to cull).
- Very advanced members could be reasons takers, with their focus on learning how to accurately score the reasons that are given to them.

MEETING 4 - OUTSTANDING IN THEIR FIELD!

Objectives:

- Learn to judge specific commodities based on the interest of club members
- Learn the desirable characteristics of various field and horticultural crops and rural products
- Practice skills surrounding judging and giving reasons

Suggested Roll Calls:

- Name one type of crop that could be judged.
- Name one type of fruit or vegetable that could be judged.
- What is one characteristic to look for in a desirable field crop, vegetable, etc.?
- One important aspect of judging is remembering the classes you judge when they are no longer in front of you. What is one thing you remember from a class judged at the last meeting?
- If you were a fruit or vegetable, what variety would you be?
- Name one type of flower that you could judge.

Suggested Speakers:

- Certified Crop Advisor
- Local crop input specialist
- Member of local chapter of the Soil and Crop Improvement Association
- Member of local Horticultural Society
- Experienced crop producer
- Local maple syrup or honey producer

Sample Meeting Agenda – 2 hrs

Welcome, Call to Order & Pledge		5 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information Discussion	Know the Scorecard and Terminology (Commodity #1)	15 min
Activity Related to Topic	Activity 12 – Judge a Class with Oral Reasons	20 min
Topic Information Discussion	Know the Scorecard and Terminology (Commodity #2)	15 min
Activity Related to Topic	Activity 13 – First Impressions	10 min
	Activity 14 - Presentation Power	30 min
	(activities 12, 13 & 14 can be found at the end of this meeting)	
Wrap up, Adjournment & Social Time!		10 min
At Home Challenge	“ER” Words Wordsearch	

Topic Information

Know the Scorecard and Terminology

Regardless of the commodity being judged, the first thing that you need to be aware of is the terminology and scorecard for that product.

The **scorecard section of the 4-H Ontario Judging Toolkit** contains information for judging a variety of field crops, horticultural crops and rural products. Another, more detailed resource is the Ontario Association of Agricultural Societies Judging Standards Handbook of Field Crops Roots & Vegetables, Fruit, Maple Syrup, Honey. To get your copy visit www.ontariofairs.org

Review the scorecard information for the type of products that will be judged during the meeting. If you don't have a scorecard, make one!

It may be helpful to show members examples of problems with samples. For example, what does it look like when a crop, fruit or vegetable has mechanical or insect damage? What does fungal damage look like on crops, fruits and vegetables?

Practice Makes Perfect

Once members are familiar with the scorecard and characteristics of the commodity to be judged, it's time to practice by judging a class!

Just like when judging livestock, it may be helpful for less experienced members to compare two items before judging a class of four, or to pair up with a senior member until they feel comfortable judging on their own.

The activities provided contain suggestions for several methods of incorporating judging and giving reasons that can be used when judging these commodities. Extra activities also appear in the Record Book.

Take Home Activity #1

“ER” Words Word search

Objective: To help expand club member vocabulary for giving reasons. Emphasis is placed on words ending in “ER” that can be used to compare placings.

Materials: “ER” Words Word search found in the Record Book, pens/pencils

Instructions: Have members complete this activity at home and bring it to the next meeting.

Discussion: Review with members the concept that comparisons should be made between placings. Instead of using vague words such as “better” or “nicer” members should try to use words that describe and provide reasoning for the placing. It is important to notice that the words used are positive, highlighting the positive attributes of the higher placed article.

Take Home Activity #2

Field Crop Scorecards

Objective: To find a scorecard for judging any type of crop that does not currently appear in the 4-H Ontario Judging Toolkit

Instructions: Have members do a search, either on the Internet or by contacting an organization (Agricultural Society, Horticultural Society, etc.) to find new scorecards

Discussion: Review the characteristics that are on the scorecard with the entire group. Have the member keep the scorecard in their record book.

MEETING 4 DIGGING DEEPER

Note: senior members may want to wait to complete this activity until all 6 meetings have been reviewed.

Evaluation Class

Remember that an evaluation class is a judging class where you are provided with additional information about the entries in the class beyond what you are able to see. Once the added information is known, it may impact the placing of the class.

For one type of rural product, additional information should be expected. Maple Syrup samples should be accompanied by their Brix scale scores, which correspond to the sugar content of the syrup. In order to be classified as maple syrup, it must be at least 66.0% brix. Sugar contents below that value should be disqualified. Therefore, it is critical that supplemental information accompany maple syrup samples.

Examples of some other types of supplemental information that could be provided are:

- Yields or test weights of field or horticultural crops
- Are they organic?
- Cost of the product

Adding more information will make judging more challenging for advanced members as there are more elements to consider when finalizing placings and giving reasons.

Action:

Choose a field crop and find four exhibits. Try to find some or all of the following information about all four exhibits:

- Yield
- Test weights
- Heat units required to reach maturity
- Standability (i.e. how well did it stand in the field or did it lay down/break over at maturity)
- Cost of the seed used to plant the crop
- Drought resistance
- Cost of pesticides required for the crop

Create a scorecard for judging this class. Place the class and prepare reasons. Bring the four exhibits to the next meeting for the rest of the group to judge.

ACTIVITIES

Activity #12 - Judge a Class with Oral Reasons

Objective:

To teach members the proper format for giving reasons and to hone their skills at giving reasons.

Materials & Preparation:

- Prepare a class of four simple, familiar samples that already have judging standards prepared and you feel comfortable with.
- Ensure members bring a pencil and paper to the meeting.
- Copy the judging standard for members.
- Copy the reasons template in the 4-H Ontario Judging Toolkit.
- Review the information on scoring oral reasons in the 4-H Ontario Judging Toolkit.
- Decide on an official placing for the class.
- Be prepared to give oral reasons.

Instructions:

1. Have the class in a place visible to everyone (for example, on a table).
2. Identify the actual class (for example, first cut hay, shelled grain corn, tomatoes, crafts, photographs, apples).
3. Have the samples clearly marked 1 through 4 – from left to right.
4. Share the judging standard template with the members.
5. Have members individually write down notes in their template on each sample's characteristics as they relate to the judging standards (positive or negative)
6. Have members individually identify the top, middle and bottom placings using information from their notes.
7. Individually, members should compare the first place and second place samples – what specifically makes the first item meet the judging standard over the second. Then spend some time comparing the second and third samples the same way. Finally, compare the third and fourth samples.
8. Each member should place the samples in order from closest to ideal to least.
9. Hand out the reasons template.
10. Have members complete the reasons template using information from their notes. Note: Advanced members should not be given a template and should be able to formulate their reasons without such a guide.
11. Ask for volunteers to present their reasons orally to the group. Advanced members should try to avoid the use of notes.

12. Encourage each member to give their reasons individually to a leader or senior member if they are not comfortable giving reasons in front of the entire group.
13. Leaders should positively encourage members by commenting individually on what they did well as well as offering advice on how to improve.
14. Discuss the official placing with the members.

Alternative for Beginners: Members could work in pairs or be paired with senior members to write their reasons for the class.

Advanced Alternatives:

- Add additional articles to the class (i.e. a class of six animals or articles)
- Try a selection class to give reasons on (i.e. a class of six animals in which reasons are given not on specific placings but on which ones to keep and which ones to cull).
- Advanced members could be reasons takers, with their focus on learning how to accurately score the reasons that are given to them.

Activity #13 - First Impressions

Objective:

To teach members to make decisions in a timely fashion and to trust their instincts (first impressions).

Note: this activity works very well with fruits and/or vegetables

Materials & Preparation:

- Prepare a class of four simple, familiar samples that already have judging standards prepared and you feel comfortable with.
- Ensure members bring a pencil and paper to the meeting.
- Copy the judging standard for members if there is one for the class to be judged.
- Copy the reasons template in the 4-H Ontario Judging Toolkit.
- Decide on a final placing for the class.
- Be prepared to give oral reasons.

Instructions:

1. Situate the class in a place visible to everyone (for example, on a table).
2. Identify the actual class (for example, first cut hay, shelled grain corn, soybeans, wheat, etc.).
3. Have the samples clearly marked 1 through 4 – from left to right.
4. Have members judge the class using only their first impression. In this activity, give members a maximum of three minutes to judge the class.
5. (Optional Step) Next hold up two of the items in the class and ask members to form a line behind which article they like better. Ask each person in the line to quickly give one reason why they chose the article they did. You can repeat this with other articles or classes, getting members to use only their first impressions.
6. Discuss whether first impressions would have been different from a final placing if more time had been given. Were members satisfied with their placing based on first impressions alone?

Discussion: Remember, try not to second guess yourself. Trust your first impression as it is usually correct.

Advanced Alternative – Ask members to spend more time judging the class (additional eight to ten minutes) to allow them to examine the articles more closely. Did they change their placings? Why or why not? How many of the members were comfortable with their first impression placing?

Activity #14 - Presentation Power

Objective: For members to learn different presentation styles and see what is the best way to present reasons.

Materials/Preparation: Prepare a class of four simple, familiar articles. (pens, pencils, cookies, mugs etc.)

Instructions:

1. Ask members to judge the class and prepare a short set of reasons.
2. Write a different personality type (from below) on four different cards.

Personality Types

- a. Over Confident - aggressive, pushy, loud voice, invading personal space
 - b. Shy - quiet voice, eyes facing the floor, slumped shoulders, minimal movement
 - c. Nervous - stuttering, eyes darting around, knees knocking, hands shaking
 - d. Confident - clear voice, good eye contact, straight posture, friendly smile
3. Distribute cards to members instructing them not to show anyone. Give these members an opportunity to re-read their reasons and get into character. (Costume items might also help motivate the performances. Have fun!)
 4. The remaining members will be judging the reasons given by the other members. It is their job to listen, watch, and critique the performances. This way the do's and don'ts of giving reasons are clearly seen.
 5. Give each reason giver the opportunity to present their reasons to the judges.
 6. The judges should now give the official placing.

Discussion: Ask the members to discuss the different styles of giving reasons. Who gave the more convincing reasons? Why were they convincing? Which style wasn't the strongest and why?

Sample Reasons

Good afternoon. I place this class of pencils 4, 3, 2, 1.

I place 4 at the top for its strong, clean lines, firm eraser and sharp end. It is visibly appealing and comfortable to hold.

I place 4 over 3 for the obvious difference in lead. 4 is sharper and more functional. It also has a more comfortable shape and size.

I place 3 over 2 on the basis of the practicality of the eraser. 3 has a larger, firmer eraser with less signs of wear. I do, however, grant 2 a darker, deeper coloured line.

I place 2 over 1 because it is more comfortable to hold and has a more functional eraser. 2 is much longer than 1 and exhibits fewer signs of chewing. However, I give 1 the advantage in sharpness of lead.

For these reasons I place this class of pencils 4, 3, 2, 1. Thank you.

Time Saving Alternative – To focus simply on presentation styles, instead of members taking time to judge the class, a set of sample reasons could be provided to the four presenters.

MEETING 5 - LEARNING ABOUT LIVESTOCK

Objectives:

- Learn the body parts and terminology related to a specific species of livestock
- Learn how to judge a specific species of livestock
- Practice judging and reasons skills

Roll Calls:

- Name one body part of the animal you will be judging at the meeting
- Name one characteristic you would look for in the type of animal you will be judging at the meeting
- Name one tip for giving reasons that you remember from a previous meeting
- Name one type of animal that you could judge

Suggestions for Guest Speakers:

- Knowledgeable farmer or pet owner
- Official judge for that species
- Holstein Canada Classifier could speak if judging dairy cattle or goats

Sample Meeting Agenda – 2 hrs. 50 minutes

***for this meeting, it would be good to go to a place that has a large number of animals to use as exhibits for judging*

Welcome, Call to Order & Pledge		5 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information Discussion	Review the Parts The Purpose of an Animal Affects How it is Judged	20 min
Activity Related to Topic	Activity 15 – Written Reasons	50 min
Topic Information Discussion	Selection Class	10 min
Activity Relating to Topic	Activity 16 – Judge a Selection Class with Oral Reasons	60 min
	(activities 15 & 16 can be found at the end of this meeting)	
Wrap up, Adjournment & Social Time!		10 min
At Home Challenge	Choose one of the Take Home Activities to complete.	

Topic Information

Review the Parts

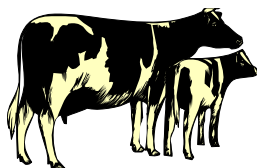
If you are going to judge animals, the first things to learn are the parts of that animal and the terminology related to those parts.

The **Scorecard section of the Judging Toolkit** contains labeled diagrams indicating the main body parts of most animals that are commonly judged in 4-H. The accompanying scorecards contain terminology related to the conformation of that particular animal.

Referring to those documents, review the parts and conformation of an animal. Members could label or point out parts on a picture of the animal or point out the parts on an actual animal that is used for demonstration purposes. Make sure that you select a docile individual if members will be touching or getting close to it!

The Purpose of Animals Affects How They Are Judged

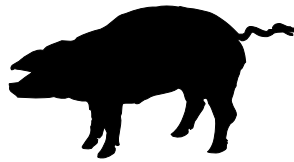
Livestock are produced for two major reasons: for breeding purposes or for market animals. There are distinct differences in these two purposes and judges should be aware of them.



BREEDING ANIMALS:

Breeding animals are kept in a herd for reproduction. Breeding requires animals with good conformation, standing on correct feet and legs. Conformation involves skeletal structure, as well as muscling for some types of livestock.

- In order for animals to cover many miles while grazing, to carry a calf or to go through stress while breeding or in bad weather conditions, a good skeletal structure is vital. (bone make-up; feet and legs)
- Muscling is seen in a rippling movement under the skin when the animal moves. Breeding animals such as beef cattle, sheep, and rabbits, should show good evidence of muscling through the shoulder, loin and hind quarters. If this muscling is not easy to see, the animal is probably carrying too much finish or fat.



MARKET ANIMALS:

Skeletal structure is less important in market animals. Market animals must be able to compete in the feedlot until they are ready for market, and they must exhibit the desirable traits that transform into high quality cuts of meat.

- Muscling is a very important characteristic in a market animal. Muscle is what provides meat. Market animals should be wide over the loin and wide through the rump. These areas are the prime retail cuts and therefore the most valuable.
- Market animals also require a certain amount of fat to flavour the meat, to minimize carcass shrinkage and to extend shelf life in the retail market. Excess fat, however, greatly reduces the cutability (percentage yield) of a carcass.

PLEASURE ANIMALS

Animals such as canines or felines may be raised as breeding stock or they may be kept for pleasure. Even animals that are kept as pets can benefit from having desirable conformation, for example, it may result in improved reproduction or mobility.

Ready to Judge

Once the conformation of the ideal animal and the points to look for in the scorecard have been reviewed, the best way for members to learn to judge animals is to practice.

If members are new to judging this type of animal, it may be intimidating to judge 4 animals and give reasons on them initially. A few suggestions to slowly build up to that include:

- Judge only two animals (Junior members could judge two animals while senior members judge four)
- Select one component of the scorecard for members to judge so that members can focus on one part instead of the entire animal (i.e. a class of mammary systems on dairy cattle or goats, the gait of light horses, the body capacity of rabbits)
- When building up to four animals, pairing junior and senior members may be useful for the junior members and a good coaching lesson for the senior members.
- Initially, asking members for only one or two reasons to support each placing may make the task of giving reasons less intimidating

The activities provided contain suggestions for several methods of incorporating judging and giving reasons that can be used when judging animals.

Selection Class

In a typical selection activity, competitors are asked to select four animals out of a possible six. Performance information is also provided. Selection is to be made based on this performance information and live conformation. Usually, the selected animals do not have to be ranked.

Begin reasons with:

Sir/Madam, in this heifer selection exercise, I selected 1,3,4 and 5, and culled 2 and 6.

Then give reasons to explain why the four were chosen and the reasons for culling the other two. Culling means that you did not select a certain animal/sample because they were not suitable.

End reasons with:

For these reasons I selected 1,3,4 and 5, and culled 2 and 6.

Take Home Activity #1

(could also be completed during the meeting if desired)

Interactive Livestock Judging

Objective: To improve judging skills and knowledge of livestock terminology using a judging related activity.

Materials & Preparation: This activity requires the use of a computer with access to the internet. A projector and screen would provide added benefit for members to see better if completing this at a meeting.

Instructions:

1. Go to the British Columbia 4-H Website to their Interactive Livestock Judging page.
www.bc4h.bc.ca/Quizzes/index.html
2. Select a commodity and go through the judging related exercises online. There are a few ways this could be done as a club activity:
 - a. As a group (make sure everyone can see the computer screen)
 - b. In teams with the first team to raise their hand having the opportunity to answer (again, it is important that everyone can see the screen)
 - c. Members could rotate through activities as a meeting, using this as one component of a rotation so that only a couple of members were looking at a time.

Discussion: Was this activity helpful in improving their judging skills?

Alternative: At a meeting, or as a take home activity, members could be asked to find other websites with judging activities and to test them out. A few examples are:

www.jerseycanada.com – On the Youth Page, there is an annual competition where participants can participate in a dairy cow photo judging contest

www.livestock.colostate.edu/youth/judging/index.html - Photo classes to practice

www.judging101.com – There are some free lessons on this site, but for complete access, a subscription is required.

<http://extension.usu.edu/cyberlivestock/htm/livestock> - judging - Photo judging classes of livestock to practice from Utah State University.

Take Home Activity #2

(could also be completed during the meeting if desired)

Negatives to Positives

Objective: To reinforce the importance of using positive terminology when comparing placings.

Materials/Preparation: pens/pencils, copies of the Negatives to Positives worksheet from the Record Book.

Instructions: Give members 10 minutes to try to complete the worksheet or complete the worksheet at home.

Discussion: Review the answers (found at the back of the Record Book) (at the next meeting if doing this at home). It is important to remember that there is not necessarily one correct answer to this activity. Reiterate that it is important to focus on the positives, or the strengths of the higher placing animal or sample over the lower placing one, instead of focusing on describing the weakness of the lower placing entry.

MEETING 5 DIGGING DEEPER

Evaluation Classes

An evaluation class is a judging class where you are provided with supplemental information about the entries in the class beyond what you are able to see. In fact, the information may not be listed on the scorecard for that animal or commodity at all, so the judge needs to decide how much weight that information should be given to impact the placings.

Examples of supplemental information that could be provided are:

- Pedigree or lineage information
- Expected Progeny Differences (EPD's) for beef cattle
- Milk production and component data for dairy animals
- Breeding and reproductive data
- Cost of the animal

This information can be helpful in determining, beyond physical appearances, which animals are the most valuable or useful and could change the placings.

For example: In a class of dairy cows, based on physical appearances, you would place them 2-3-4-1 by considering the Dairy Cattle Scorecard. However, if you looked at the production data and found that 3 was by far the best milk producer with the highest percentages of fat and protein in her milk, and 4 was the poorest milk producer with a very long interval between calvings, then that might result in your placing being changed to 3-2-1-4, based on the performance data.

This additional information can make these classes challenging to judge.

It is important to remember though, that scorecards have generally been created with form and function in mind and so hopefully the performance or lineage data will not differ too much from judging physical appearances.

For example: beef cattle with desirable conformation for breeding purposes would be expected to have higher EPDs, dairy cattle with a lot of width, capacity and spring of rib would be expected to have higher production levels, canines with superior lineages would be expected to be animals of higher quality, etc.

EPDs (Expected Progeny Differences) are used to predict the performance of an animal's offspring. They measure of how an animal's progeny will perform compared to the average of all other progeny and are specific trait. EPDs are assessed for traits that impact the profit a producer earns from marketing that animal, whether it be for milk, meat, fleece, etc. It is important to remember that while EPDs are useful in determining the worth of animal, they are merely a prediction of the difference for specific traits, and not absolute measurements.

Some of the traits that are commonly measured for EPDs are:

- Dairy – milk yield, fat and protein percentages and yields, calving interval, somatic cell count, herd life, etc.
- Beef – calving ease, yearling weight, birth weight, feed conversions, etc.
- Poultry – egg weight, mature body weight, hatchability, etc.
- Sheep – birth weight, loin eye area, grease fleece weight, etc.

EPDs are expressed in a plus or minus to measure their variance from the average (0). It is important to remember that for some traits, a positive EPD is desirable, while for others, a negative EPD is desirable.

Desirable:

- A positive EPD for milk yield (milk yield is higher)
- A negative EPD for fleece grade (wool will be finer)

Undesirable:

- A positive EPD for time to trot 1 mile (time will be slower)
- A negative EPD for weaning weight (animals will be lighter)

Examples of EPDs:

- A bull with an EPD for 'birth weight' of +2kg will be expected to produce progeny that will be, on average, 2kg heavier than the average of all other progeny of that breed at birth.
- A mare with a 'time to trot 1 mile' EPD of -1.0 seconds will be expected to produce progeny that trot 1 mile, on average, 1.0 seconds faster than the average of all other progeny.
- A dam with a 'milk yield' EPD of +225kg will be expected to produce offspring that have a milk yield, on average, that is 225kg more than the average of all other progeny in one lactation.

Raw Production Data

Often when judging, the supplemental information to judge an evaluation class will not be provided in the form of EPDs. Instead, the judge may have raw production data available.

Examples of this data could include:

- Dairy – lactation milk, fat and protein yields, fat and protein percentages, breed class averages (BCAs), somatic cell counts, type classification scores, etc.
- Beef – actual birth weights, weaning weights, feed conversion rates, etc.

When judging raw data, many different factors must be taken into account in order to come up with a placing. While one dairy cow might produce the most litres of milk, she might not necessarily have a desirable fat and protein yield or somatic cell count. All data must be considered when given raw production data in order to place the best all-round animal, followed by the next desirable animal, etc.

Action:

Gather information (either EPDs or raw production data) for a group of four animals. If a scorecard does not exist for the information that is to be judged, create a scorecard and then place the animals and prepare reasons. Be prepared to present this at the next meeting.

For experienced judges, repeat this exercise using animals that are not typical farm animals (but that still have raw production data information) such as dogs, llamas, rabbits, etc. Be creative!

For an added challenge, gather information for an item that would typically be exhibited in a homecraft competition such as the nutritional value of baked goods.

ACTIVITIES

Activity 15 - Written Reasons

Objective:

To learn how to prepare and hand in a set of written reasons.

Note: Leaders could collect the written reasons, review them and give them back at the next meeting if so desired.

Materials & Preparation:

- Obtain the written reasons template from the Judging Toolkit and copy enough for each member. Advanced members may complete this activity without the aid of a template.
- Review the information from the Judging Toolkit on scoring written reasons
- Copy the judging standard for the class.

Instructions:

1. Before judging begins, review the written reasons template and how written reasons are scored.
2. Discuss the differences between oral and written reasons.
3. Judge the class considering the new template.
4. Give members 15 minutes to judge the class, prepare and hand in their written reasons.

Discussion: Discuss as a group the differences between giving written and oral reasons.

Alternative for Beginners – Members could work in pairs or be paired with senior members to write their reasons for the class.

Advanced Alternative - For an additional challenge, you can include production or other data records and discuss how they impact the placing and written reasons.

Activity 16 - Judge a Class with Oral Reasons

Objective:

To teach members the proper format for giving reasons and to hone their skills at giving reasons.

Materials & Preparation:

- Prepare a class of four simple, familiar livestock exhibits that already have judging standards prepared and you feel comfortable with.
- Ensure members bring a pencil and paper to the meeting.
- Copy the judging standard for members.
- Copy the reasons template in the 4-H Ontario Judging Toolkit.
- Review the information on scoring oral reasons in the 4-H Ontario Judging Toolkit.
- Decide on an official placing for the class.
- Be prepared to give oral reasons.

Instructions:

1. Have the class in a place visible to everyone (for example, on a table).
2. Identify the actual class (for example, bred heifers, milking cows, draft horses, market hogs, etc.).
3. Have the exhibits clearly marked 1 through 4 – from left to right.
4. Share the judging standard template with the members.
5. Have members individually write down notes in their template on each sample's characteristics as they relate to the judging standards (positive or negative)
6. Have members individually identify the top, middle and bottom placings using information from their notes.
7. Individually, members should compare the first place and second place samples – what specifically makes the first item meet the judging standard over the second. Then spend some time comparing the second and third samples the same way. Finally, compare the third and fourth samples.
8. Each member should place the samples in order from closest to ideal to least.
9. Discuss steps 4, 5, and 6 with members from the introduction to judging toolkit – hand out the reasons template
10. Have members complete the reasons template using information from their notes. Note: Advanced members should not be given a template and should be able to formulate their reasons without such a guide.
11. Ask for volunteers to present their reasons orally to the group. Advanced members should try to avoid the use of notes.
12. Encourage each member to give their reasons individually to a leader or senior member if they are not comfortable giving reasons in front of the entire group.
13. Leaders should positively encourage members by commenting individually on what they did well as well as offering advice on how to improve.
14. Discuss the official placing with the members.

Alternative for Beginning Members: Members could work in pairs or be paired with senior members to write their reasons for the class.

Advanced Alternatives:

- Add additional articles to the class (i.e. a class of six animals or articles)
- Try a selection class to give reasons on (i.e. a class of six animals in which reasons are given not on specific placings but on which ones to keep and which ones to cull).
- Advanced members could be reasons takers, with their focus on learning how to accurately score the reasons that are given to them.

MEETING 6 - THERE'S NO PLACE LIKE HOMECRAFT JUDGING

Objectives:

- Learn about the characteristics of many types of crafts, baked goods, and other domestic items
- Gain an appreciation for the work that goes into making the articles that are being judged
- Practice judging and giving reasons

Suggested Roll Calls:

- What is one type of homecraft item that could be judged?
- Name one type of homecraft craft that you have completed? (remember, these crafts go far beyond baking and sewing – such things as woodworking, toll painting, scrapbooking and photography could also be options)
- What is one characteristic you would look for in one of the homecraft classes you might be judging at the meeting?
- What is one thing you have learned in the club this year?

Suggested Speakers:

- Someone the club knows who does craft/cooking, etc. that will be judged at the meeting
- A Women's Institute member
- A Homecraft Judge from the Ontario Association of Agricultural Societies
- A local fair's Homecraft Director(s)
- A 4-H lifeskills leader

Sample Meeting Agenda – 2 hours 25 minutes

Welcome, Call to Order & Pledge		5 min
Roll Call		5 min
Parliamentary Procedure	Minutes & Business	10 min
Topic Information Discussion	Endless Variety	5 min
	Review Characteristics and Terminology (Commodity 1)	15 min
Activity Related to Topic	Activity 17 – Written Reasons	20 min
Topic Information Discussion	Review Characteristics and Terminology (Commodity 2)	15 min
Activity Related to Topic	Activity 18 – The Right Terminology	25 min
Topic Information Discussion	Review Characteristics and Terminology	15 min
Activity Related to Topic	Activity 19 - First Impressions	10 min
Topic Information Discussion	You Be The Judge	10 min
	(activities 17, 18 & 19 can be found at the end of this meeting)	
Wrap up, Adjournment & Social Time!		10 min
At Home Challenge	Get ready for the Achievement Program!	

Topic Information

Endless Variety

Those unfamiliar with the concept of homecrafts might consider the term to refer to traditional activities such as baking, sewing, making preserves and knitting. In fact, the term is very broad and encompasses a wide variety of items. The Ontario Association of Agricultural Societies includes these items in their Homecraft Judging Standards information:

- Baked goods
- Cake decorating, icings and frostings
- Canned goods
- Jams/Conserves/Marmalade/Jelly
- Pickles/Relishes/Ketchup/Salsa/Chutney
- Candy
- Snacks
- Quilts (including hand-made and machine)
- Clothing (including serger and smocking)
- Handcrafts (tole painting, folk art, paper tole, wreaths, swags, scrapbooking, home furnishings and accessories)
- Wood crafts
- Photography
- Needle crafts (crocheting, knitting, tatting, cushions, needlepoint, embroidery, rugs, stuffed toys and dolls, weaving)
- Judging displays

There is something in this category that would appeal to almost everyone. At a club meeting, there is probably time to judge more than one type of item so that members can explore different interests.

Review Characteristics and Terminology

The first step in learning to judge homecraft exhibits is to learn the terminology and desirable characteristics of the articles to be judged.

The **scorecard section of the 4-H Ontario Judging Toolkit** contains information for judging a wide variety of homecraft exhibits. Additional information and scorecards are found in the Ontario Association of Agricultural Society's Homecraft Judging Handbook (a copy can be requested by visiting www.ontariofairs.org). Review the scorecard for the commodity you will be judging.

Practice Makes Perfect

Once the scorecard and characteristics of the item have been discussed, time should be given to judge a class.

The activities provided contain suggestions for several methods of incorporating judging and giving reasons that can be used when judging these items. Extra activities also appear in the Record Book.

You Be the Judge

If you were the judge at a local fair or festival, there would be guidelines to help you know what to include in your judging kit and what you should follow.

A complete homecraft judging kit contains:

BASIC SUPPLIES NEEDED FOR JUDGING FOOD ITEMS

- Pen and pencil, pencil sharpener
- Clipboard
- Eraser
- Stapler
- Ruler or tape measure
- Safety pins
- Gloves
- Hand wipes
- Plastic for table
- Paper towels
- Wet cloth
- Bread knife
- Pie lifter
- Jar opener
- Sharp knife
- Plastic forks and spoons
- Paper plates
- Plastic gloves (to handle food)
- Cutting board
- Waxed paper
- Tea towel
- Lemon based drink or water – to clear the palate after tasting various food items
- Magnifying glass
- White smock/apron – for a professional look, especially when judging food
- Small safety pins
- Scotch or masking tape
- Dark piece of material 24" x 24"
- Ruler/tape measure
- Band aids – in case of a cut, so that items are not damaged
- Small plastic pail
- White cotton gloves (handling quilts)
- Plastic garbage bag
- Copy of Judging Standards

Judging Protocols

Prepare – Before an official judge goes to event, there are a few things to do to prepare, in addition to making sure their kit contains the necessary items:

- Re-familiarize yourself with the judging standards for the items you have been asked to judge;
- Review the fair/event entry book to be familiar with what is expected of the entries of each classes (i.e. number of cookies that must be included in an entry).

Taster's Choice – When judging foods, it is required that the judge taste all foods unless there are any of the following:

- unsealed jars that haven't been labeled as a 'no cook' product
- spoiled entries
- entries with a rancid odour
- items that are to be judged on appearance only (such as cake decorating).

The judge should leave hot/spicy foods until last because they may taint the flavour of other types of foods.

MEETING 6 DIGGING DEEPER

Evaluation Classes

Remember that an evaluation class is a judging class where you are provided with additional information about the entries in the class beyond what you are able to see, smell or taste. The judge needs to decide how much weight that information should be given to impact the placings.

The following are examples of supplemental information that could be used:

- Nutritional information for food products:
 - o Does the product provide adequate nutrition?
 - o Are ingredients high in fat, sugar and/or salt?
 - o Is the fat content attributed to saturated, unsaturated or trans-fats?
 - o Are whole grain ingredients such as whole wheat flour, oats, bran or wheat germ used?
 - o Has Canada's Food Guide to Healthy Eating been considered when preparing the food?
- Calorie breakdown:
 - o What is the caloric content of each sample?
 - o Is the produce nutrient-dense (high number of nutrients in proportion to calorie content)?
- Cost of the articles:
 - o Does the food or article provide good value for the money?
 - o For clothing:
 - What is the cost of fabric and notions?
 - What is the time involved in construction?
 - How wearable is the garment?
- Washing instructions and care:
 - o Is the fabric, yarn, etc. easy to care for and easy to wear? Does it need to be dry-cleaned?
- Care is most costly if fabric must be dry cleaned
- Hand washing will take more time than machine washing and is less convenient
- The amount of ironing required affects the amount of time spent on care of the garment

When nutrient content is used as a component of judging baked goods, the scorecard for baked goods will change to incorporate nutrition:

General Appearance	20
Internal Appearance	20
Flavour and Aroma	30
Nutrition	30

Including this information can make judging more challenging for experienced judges. For instance, the most desirable clothing garment in a class may also be the most expensive. As a judge you would need to consider if it was worth the extra money or if it made other samples in the class more appealing with all factors considered.

Alternative

Judging Quilts

The ability to judge quilts is considered to be an advanced judging skill. The design and construction of quilts can be quite complex and, due to the costs of materials and the amount of time and effort it takes to create them, the exhibitors of quilts are especially proud of their creations (and sometimes quite disgruntled when they don't win). It is also very important to handle these crafts with care, wearing white cotton gloves to prevent them from getting soiled.

The scorecard for judging quilts can be found in the Ontario Association of Agricultural Society's (OAAS) Homecraft Judging Handbook (a copy can be requested by visiting www.ontariofairs.org).

Action:

Visit a fabric store that specializes in quilts. Or, visit a local agricultural fair that has a Homecraft competition. Choose four quilts that you like. Ask the store owner (or a Fair Homecraft director) if it is okay to touch the quilts (or bring white gloves). At some Fairs, there may be a screen in front of the quilts so that quilts cannot be touched.

Using the scorecard for judging quilts (from the OAAS Homecraft Judging Handbook) place these quilts and prepare reasons. If you are not able to handle the quilts, judge based on what you can see.

If possible, if judging quilts at a Fair, ask if you can judge the quilts before the winning ribbons are placed on the quilts. This may involve going to the fairgrounds before the fair is open to the public.

ACTIVITIES

Activity #17 - Written Reasons

Objective:

To learn how to prepare and hand in a set of written reasons.

Materials & Preparation:

- Obtain the written reasons template from the 4-H Ontario Judging Toolkit. and copy enough for each member. Advanced members may complete this activity without the aid of a template.
- Review the information from the 4-H Ontario Judging Toolkit on scoring written reasons.
- Copy the judging standard for the class.

Instructions:

1. Before judging begins, review the written reasons template and how written reasons are scored.
2. Discuss the differences between oral and written reasons.
- 3 Give members 15 minutes to judge the class, prepare and hand in their written reasons.

Discussion: Discuss as a group the differences between giving written and oral reasons.

Alternative for Beginners – Members could work in pairs or be paired with advanced members to write their reasons for the class.

Advanced Alternative - For an additional challenge, you can include production or other data records and discuss how they impact the placing and written reasons.

To add a fun component to this activity here's an idea!

Split the members into groups and give them a variety of ingredients but no recipe. Ask them to make cookies and then use these cookies for judging in this activity.

Activity #18 - The Right Terminology

Objective: When giving reasons, using the correct terminology for the class being judged is essential. This activity will highlight how the content of your reasons is very important.

Materials and Preparation:

- Ask some senior members or volunteers to help with this activity.
- Prepare a class that members can judge fairly quickly

Instructions:

1. Have members place the class and prepare to give reasons.
2. Ask four senior members, leaders or volunteers to give reasons aloud to the group, using the below specifications.
 - One reason giver should use incorrect terminology when giving their reasons. The terminology should not apply to the class. For example, they could use maple syrup or bread terminology to describe cookies.
 - The second reason giver should give their reasons with the correct terminology, but with poor format and style. They should use words like nice, good and better, therefore being unspecific and vague in their reasons.
 - The third reason giver should use the correct terminology for the class and follow the guidelines on words to use as outlined in the toolkit.
 - The last reason giver should use some correct terminology for the class, but should also use a few terms that don't apply.
3. The members should listen to all of the reason givers, possibly making a few notes on the four sets of reasons.
4. Ask the members to discuss which style was the most effective. How important was it to use the correct terms to describe the class?
5. Members should now give their reasons on the class, either aloud or to club volunteers.

Discussion: After completing the activity, ask the members what they learned and if the activity helped improve their reasons.

Activity #19 - First Impressions

Objective:

To teach members to make decisions in a timely fashion and to trust their instincts (first impressions).

Materials & Preparation:

- Prepare a class of four simple, familiar samples that already have judging standards prepared and you feel comfortable with.
- Ensure members bring a pencil and paper to the meeting.
- Copy the judging standard for members if there is one for the class to be judged.
- Copy the reasons template in the 4-H Ontario Judging Toolkit.
- Decide on a final placing for the class.
- Be prepared to give oral reasons.

Instructions:

1. Situate the class in a place visible to everyone (for example, on a table).
2. Identify the actual class (for example, needlecraft, scrapbook pages, muffins, crafts, photographs, apples).
3. Have the samples clearly marked 1 through 4 – from left to right.
4. Have members judge the class using only their first impression. In this activity, give members a maximum of three minutes to judge the class.
5. (Optional Step) Next hold up two of the items in the class and ask members to form a line behind which article they like better. Ask each person in the line to quickly give one reason why they chose the article they did. You can repeat this with other articles or classes, getting members to use only their first impressions.
6. Discuss whether first impressions would have been different from a final placing if more time had been given. Were members satisfied with their placing based on first impressions alone?

Discussion: Remember, try not to second guess yourself. Trust your first impression as it is usually correct.

Advanced Alternative: Ask members to spend more time judging the class (additional eight to ten minutes) to allow them to examine the articles more closely. Did they change their placings? Why or why not? How many of the members were comfortable with their first impression placing?

Achievement Program Ideas/Suggestions:

- Organize a local judging event
- Give a demonstration on the do's and don'ts of judging at a local judging event
- Make presentations on judging at other 4-H clubs' meetings to help them learn and to incorporate judging into their clubs
- Make a display about judging for presentation at a local fair or other community event
- Have members make a presentation at school about why judging and critical thinking is an important skill
- Create a skit about good and bad judging skills
- Create a scorecard (for an article that doesn't have an official scorecard that you are aware of)
- Hold a club judging competition with classes that are member driven. Members can create the classes and be the official judge for their own class. Members then do the scoring for 'their' class

Special Projects:

These projects are done outside of meeting time and are for members interested in doing more – often senior members. It's up to you as the leader to decide if you will require members to complete a Special Project for club completion. Some ideas include:

- Write a press release to promote a local or regional judging event or to report on the results of a judging event
- Interview an official judge and write a press release for a local paper
- Create a display about judging a specific article or commodity
- Create a learning to judge video about a specific article or commodity and post it on YouTube
- Create a scorecard for an article that does not have a scorecard

Tour Ideas:

- Take a trip to a local Agricultural Fair, Horticultural Show, Quilt Show, Livestock Show etc. and practice judging the items and/or animals on display
- Visit a car dealership and judge a line up of similar type cars
- Visit and participate in a Judging Competition with an 4-H association other than your home association.