



4-H Ontario

www.4-hontario.ca

4-H ONTARIO PROJECT



Judging Project

RECORD BOOK



4-H Ontario

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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Date: March, 2014

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

Hastings 4-H Association

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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.

All information presented in this project resource was accurate at the time of printing.

The development of this project resource was made possible through the support of EastGen.

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RECORD BOOK

Record Keeping – Why?

Record Books are to document time and money spent, what you have learned, your ideas, memories and what you liked and didn't like. Your Record Book also...

- Helps you set goals for this project
- Has space to record important dates, your elected executive and the names and contact information of your leaders and club members
- Is a great way to get and stay organized

Down the road when you look back on your 4-H projects these books will be able to remind you what you learned so you can use those skills later in life. It will bring back memories of the project, your 4-H friends, your story and thoughts at the time of the project. You will never forget because this book will act as a reminder! It will also be useful at the Achievement Program, when looking at your progress and when reviewing your accomplishments.

How do I organize my materials?

1. Make your records neat and easy to read. This will make it easier to find information later on, and to share your information with others.
2. Use a three ring binder or duotang to hold your materials and divide your information into sections using dividers. This will keep things from becoming lost and will it easier to find what you need later on. This will also allow you to add extra pages later.

How do I keep good records?

1. Keep track of activities throughout the meetings, as you complete different parts of the project. It's often difficult to remember things that happened in earlier meetings.
2. Make sure the information you write in your Record Book is complete and accurate. If you're not sure about something, ask your leader for help before writing it in your book. You can also consult people in your community or do some research on your own. If you borrow information from someone or someplace else, make sure you write down where you found it.

Remember that this is YOUR Record Book so make it your own! And, remember to bring your Record Book to every meeting!

Who's Who

Club President: _____ Ph. #/E-mail: _____

Vice President: _____ Ph. #/E-mail: _____

Secretary: _____ Ph. #/E-mail: _____

Treasurer: _____ Ph. #/E-mail: _____

Press Reporter: _____ Ph. #/E-mail: _____

Meeting Dates:

	<i>Date & Time</i>	<i>Place</i>	<i>Notes: (Things to bring, remember, etc.)</i>
Meeting 1			
Meeting 2			
Meeting 3			
Meeting 4			
Meeting 5			
Meeting 6			

Leader Name & Contact Information

Member Expectations and Goals

Why did you join the judging project?

What is one goal that you want to achieve in this project?

What would you like to judge during the project?

Do you have any ideas for an achievement program for the judging project? (Keep in mind that an achievement program should include the community in some way).

Member Responsibilities

- Be a current paid member of 4-H Ontario
- Attend at least 2/3 of the meeting time allotted for this project
- Complete the Record Book for this project. Bring it with you to each meeting!
- Put your Record Book in a binder or duotang so you don't lose any of the pages.
- Complete any other projects as required by the club leaders.
- Remember the more you put into your 4-H club the more you will get out of it!

In addition to the worksheets on the following pages, other materials that could be added to the Record Book include:

- Sample notes taken about a class
- Sample written reasons
- Judging card filled out by the member
- Other special projects completed

Roll Calls – In my Opinion.....

	<i>Roll Call:</i>	<i>My Answer:</i>
<i>Meeting 1</i>		
<i>Meeting 2</i>		
<i>Meeting 3</i>		
<i>Meeting 4</i>		
<i>Meeting 5</i>		
<i>Meeting 6</i>		

Project Summary – Judging

A. Member Comments

1. What did you gain from taking this project?

2. Which meeting or topic was the most/least interesting? Why?
 - a. Most:

 - b. Least:

3. Comment and/or give suggestions for improvements on the overall project (eg. activities, tours, achievement program plans, member presentations, special activities, judging information).

4. What interests would you like to explore through future 4-H projects?

B. Parent/Guardian Comments:

C. Leader Comments:

This project has been completed satisfactorily!

Member: _____ Leader: _____

Date: _____ Leader: _____

4-H judging project survey

(Year: _____)

Name (optional): _____

Would you be interested in joining the Judging Project next year? _____

What would you like to learn to judge in the future?

Next year, would you be interested in a project field trip.....

1. To a homecraft judging school (hosted by OAAS)? _____
2. To the regional 4-H judging competition (if there is one in your area)? _____
3. To a neighbouring associations's judging competition or judging meeting? _____
4. To different farms to learn to judge different animals? _____
5. Other? _____

Other comments/suggestions:

Judging Record

Classes that I judged during the project were...

Judging events or competitions I participated in...

Event	Date	My Results	What I did well	Ways to improve next time

Check off the skills developed throughout the club on the chart below:

Skill	Start of the Project	End of the Project
Place a class of two items		
Place a class of four items		
Give reasons on a class using the correct format		
Judge a selection class		
Judge an evaluation class (includes additional information about class)		
Give reasons without using words like "better" and "I think"		
Give reasons without reading notes word for word		
Give reasons without referring to notes		
Able to answer questions about the class when the class is no longer visible		

Activity #2 (Meeting #1)**The Steps to Judging a Class**

Cut out the following steps and put them in the correct order for judging. (Correct order appears in the Reference Manual).

Give your reasons.

Stand back and take a 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.

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

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

Activity #6 (Meeting #2)

Hormel Computing Slide Activity

Using the Hormel Computing Slide below, answer the questions following the slide

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.

Hormel Foods

Computing Slide

FOR
SCORING JUDGING CONTESTS
By CARROLL PLAGER
HORMEL FOODS CORPORATION
AUSTIN, MN 55912 U.S.A.

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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Source: www.enasco.com

1. What is the official placing for the class?
2. What is the perfect score for placing the class correctly?
3. What are the cuts for the class?
4. If you switched 3 and 1, how many points would you lose?
5. What would your score be if you placed the class...
 - a. 4321
 - b. 2314
 - c. 3124
 - d. 3412
 - e. 1234

Activity #8 (Meeting #2)

Solving the Mystery of Cuts

A Sample Class: Official placing of market lambs was 2-1-4-3, with cuts of 1-4-2

Person #1 – Sue placed the class 2-1-4-3. This was the same as the official placing so she gets a score of 50 for her placing.

Person #2 – Bob placed the class 4-2-1-3. Let's figure out his score:

- 4 over 2 is a cut of $4+1=5$ (lose 5 points)
- 4 over 1 is a cut of 4
- 4 over 3 is ok
- 2 over 1 is ok
- 2 over 3 is ok
- 1 over 3 is ok
- Therefore, cuts are $4+5=9$. Bob's score would be $50-9=41$

Now, try to figure out some scores yourself...

The official placing of a class of handknit sweaters is 2-1-4-3, with cuts of 1-4-2.

1. John placed the class 2-1-4-3. What was his score?
2. Jennifer placed the class 2-4-1-3. What was her score?
3. Did Jennifer switch a close or an easy placing?
4. Candice placed the class 1-2-4-3. What was her score?
5. Did Candice switch a close or an easy placing?
6. Katie placed the class 1-2-3-4. What was her score?
7. Sam placed the class 4-2-1-3. What was his score?
8. Abby placed the class 3-4-2-1. What was her score?

Take Home Activity #1 (Meeting #3)

What's Wrong With These Reasons?

Identify the mistakes in the reasons below and identify a more correct alternative if possible: Correct alternatives appear on page 22.

"I placed this class of cattle 3-1-4-2.

I started the class with 3, the biggest heifer in the class. Ideally, I would like to see her longer necked and smoother shouldered. But, I picked 3 over 1, as she was a bigger heifer. She was a longer bodied, taller topped heifer that has more arch and spring of rib, with more width and natural thickness down her top and through all portions of her quarter. In addition, she appeared to weigh more per day of age.

Heifer #1 looks more like a girl in the head and neck but she is lighter in weight with narrower ribs.

Coming to my middle pair, I placed 1 over 4 because she looks more like a girl and looks and stands more like a heifer should. But, 4 was a heavier muscled heifer that was heavy boned but I don't like her because her feet point outwards and she is big shouldered and not nice to look at.

For the last two cows in the class, I placed 4 over 2 as she was a heavier and bigger and stood on a stockier legs. She has more muscle. I placed cow 2 at the bottom because she is too frail.

For these reasons I place this class of cattle 3-1-4-2."

I place this class of kitchen chairs 4-1-2-3.

I am starting off this class with 4, the sturdiest, most strongly built chair in the class. 4 places over 1 because I feel it has more solid construction. 4 is also comfortable as it has a curved back and an indentation in the wooden seat to sit in.

I place 1 over 2 as 2 doesn't have as much glue and extra screws holding the chair together. 2 also has a "Made in Malaysia" sticker on it and it is better to support Canadian businesses by buying furniture stamped "Made in Canada". 1 also has a more intricate design that shows more finesse in workmanship than 2 for me today.

I place 2 over 3 because 3 is a better looking chair. The cushion on 3 is uncomfortable and has an ugly pattern on it. The wood on 3 is also dried out and it creaks when you sit on it, making it not very sturdy. I do grant that 3 has more etching in the wood, showing more creativity in its design.

For these reasons I place this class of chairs 2-1-3-4.

Take Home Activity #1 (Meeting #4)

Some "ER" Words for Comparing Placings

V T D S D J R C S Y F B S F R
 R A A Y T E F M X I F R M U E
 E E N L T R O R R B E I A L G
 E F N R L O A M E D V G L L N
 R I O I T E E I I S V H L E O
 F H P H F R R W G W H T E R L
 S R E G N O R T S H Y E R E C
 Q R B R O A D E R K T R R T R
 D P N L Y K R Z R H M E U H E
 A Z D T Z W M E I A H Y R G P
 R E N A E L C C T G E C T I R
 K I D S O F K Q I T U L X L A
 E D E E P E R H Y O A S C D H
 R F J L R S O F T E R L S U S
 R E G R A L R E N A E L F E X

BRIGHTER
 BROADER
 CLEANER
 CLEARER
 DARKER
 DEEPER
 FINER
 FIRMER
 FLATTER

FREER
 FRESHER
 FULLER
 HIGHER
 LARGER
 LEANER
 LIGHTER
 LONGER
 SHARPER

SHORTER
 SMALLER
 SMOOTHER
 SOFTER
 STRAIGHTER
 STRONGER
 TALLER
 THICKER
 WILDER

Take Home Activity #2 (Meeting #5)**Negatives to Positives**

Turn the following negative statements to positive statements.

Example: Post legged (Cattle) becomes "More desirable set to rear legs"

1. Thick necked (Dairy) _____

2. Slab sided _____

3. Light quartered (Dairy) _____

4. Paddles (Light Horse) _____

5. Narrow chest (Light Horse) _____

6. Sickie hocked _____

7. Wastey _____

8. Straight shoulder _____

9. Short and dumpy _____

10. Weak loined _____

11. Short strided _____

12. High pins _____

13. Meaty udder (dairy) _____

14. No crease in udder (dairy) _____

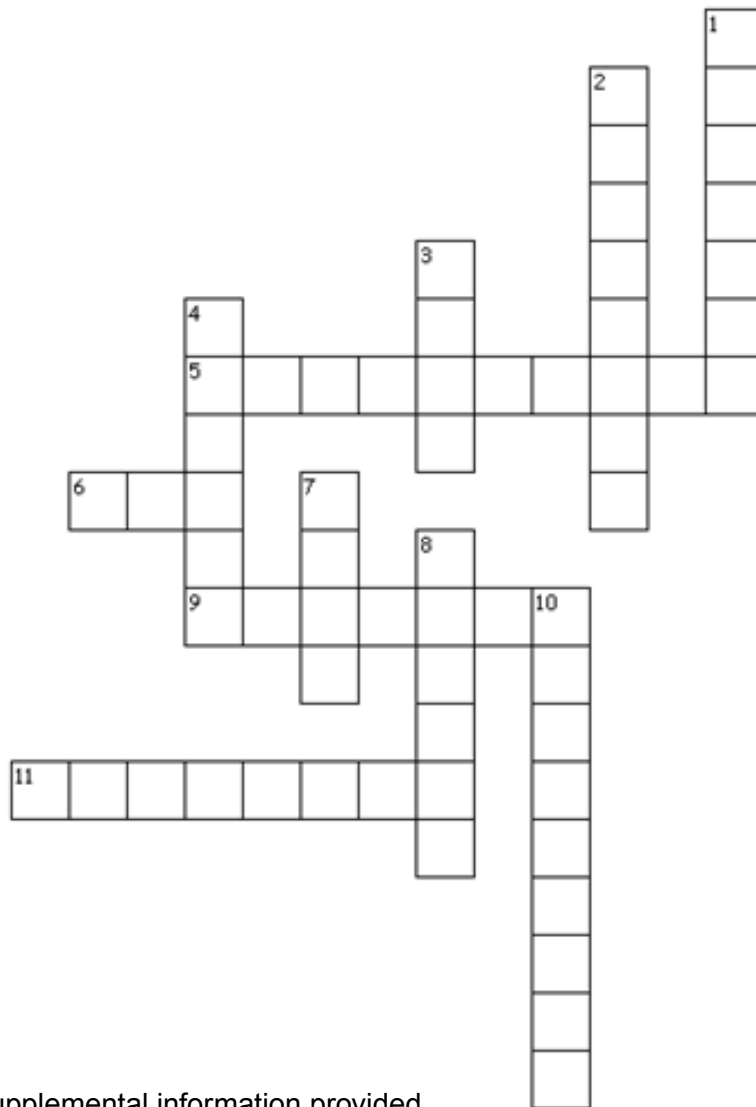
15. Pencil gutted _____

16. Steep in the croup (heavy horse) _____

EXTRA ACTIVITIES

Activity #20

Judging Crossword



Across

5. Class with supplemental information provided about the articles in the class
6. The basis of grading
9. These support your placings
11. Do this to get better at giving reasons

Down

1. Type of reasons given without talking
2. Mentioning the desirable qualities of a lower placing sample or animal
3. Standard number of items in a class for 4-H competitions
4. The wrong 'er' word to use
7. Type of reasons given aloud
8. Name of program to calculate placings
10. Class where you pick what to keep and what to cull

Activity #21

Picture This - The Memory Game

Objective: One key aspect of judging is being able to picture a class when it is no longer in front of you and to remember it later. An official judge is often asked questions about the class after the fact. The purpose of this simple activity is to improve memory, practice picturing objects and recalling information.

Materials and Preparation: Place a variety of items on a large platter on a table (usually 20 or 25 items) and cover them with a towel. The items collected could be any random objects, ranging from pencils to tools to kitchen utensils. Members will also need paper and pens to complete the activity.

Instructions:

1. Distribute paper and pens to members (or ask them to use their own)
2. Remove the towel and give members 30 seconds (you can alter time as desired) to look at the items, making sure that everyone has the opportunity to see them. Then cover the items back up.
3. Give members 2 minutes (again time can be flexible) to write down as many of the items as they can remember.
4. Review answers.

Discussion: Remind members about the importance of picturing the class in front of them and being able to answer questions later.

Activity #22

Put Those Reasons In Order

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.

Materials and Preparation: Before the meeting, cut out a copy of the cards on page 19 of this 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 giving a set of reasons and ask them to put themselves in order. (5 minutes)

Discussion: Review the answers (the list below appears in the correct order). Discuss the correct format for giving reasons. (5 minutes)

1. I place this class of market steers 2-4-3-1.
2. I place 2 at the top because it is the longest bodied and trimmest steer in the class and would yield the most lean cuts of beef at slaughter.
3. I place 2 over 4 because of its longer body and trimmer finish, but also because 2 has more muscling over his back and loin and has more width and muscling through his stifle than 4. I do realize that 4 is stronger over his loin than 2.
4. I place 4 over 3 because 4 is a well-balanced steer with more meatiness and muscling than 3. Four is stronger and meatier down his top, more nearly level in his rump, and has a much heavier, thicker, more muscular hind quarter than 3. Four should yield a thicker, more heavily muscled carcass despite the fact that 3 is a more trimly finished steer than 4.
5. I place 3 over 1 because 3 is a smoother, higher quality steer than 1. Three has more size and scale and is more trimly finished than 1. Three is cleaner through his brisket and flank and has less excess finish over his loin and ribs than 1.
6. For these reasons, I place this class of market steers 2-4-3-1.

Activity #22 - Cards**Put Those Reasons In Order**

I place 2 at the top because it is the longest bodied and trimmest steer in the class and would yield the most lean cuts of beef at slaughter.

I place 4 over 3 because 4 is a well-balanced steer with more meatiness and muscling than 3. Four is stronger and meatier down his top, more nearly level in his rump, and has a much heavier, thicker, more muscular hind quarter than 3. Four should yield a thicker, more heavily muscled carcass despite the fact that 3 is a more trimly finished steer than 4.

For these reasons, I place this class of market steers 2-4-3-1.

I place this class of market steers 2-4-3-1.

I place 3 over 1 because 3 is a smoother, higher quality steer than 1. Three has more size and scale and is more trimly finished than 1. Three is cleaner through his brisket and flank and has less excess finish over his loin and ribs than 1.

I place 2 over 4 because of its longer body and trimmer finish, but also because 2 has more muscling over his back and loin and has more width and muscling through his stifle than 4. I do realize that 4 is stronger over his loin than 2.

Activity #23

Convince Them!

Objective: An important part of giving reasons and judging is to be convincing. You can have the placings backwards, but as long as the reasons are convincing and presented with confidence you will still get a good mark. This activity is designed to demonstrate the importance of giving convincing reasons.

Materials and Preparation:

- Arrange for senior members, judges or leaders to attend the meeting
- Select a relatively easy, club-related class of four articles or animals

Instructions:

1. All members and any arranged guests are to judge the class.
2. Ask 3 – 5 senior members, volunteers or judges to prepare varying levels of “convincing” reasons.
3. Ask the participants to follow the below scenarios:
 - One person should give reasons as they normally would.
 - Another should give reasons in the correct order, but with weak terminology and a lack of confidence,
 - Another should give reasons with decent terminology, but with terrible format and a medium level of confidence.
 - The last person should give reasons with an obviously incorrect placing, but with excellent terminology, format, confidence and presentation skills.

Discussion: After completing the activity discuss how the reasons were given. Who gave the best reasons? Why? Who had the correct order? How were their reasons compared to the others?

Activity #24

Evaluation Class

(This activity relates to Reference Material learned in Digging Deeper sections of Meetings 4, 5 and 6)

Objective: To learn to judge and prepare a set of reasons utilizing not only the physical articles/animals, but also additional information on the class (production records, feed analysis, sire proofs, nutritional information, taste).

Materials and Preparation:

1. Set up a class of four articles.
2. Obtain the correct supporting documentation for the class that you will be using.
3. Copy the judging standard and supporting documentation for the class or post them where members can see it.

Instructions:

1. Before judging begins, review the supporting documentation and information outlining requirements for the class and the ideal records.
2. Discuss the impact of the supporting documents on the judging standards and the weight that will be given to them for the official placing.
3. Judge the class considering the additional information.
4. Have members orally present their reasons to the group.
5. Discuss as a group the impact of the supporting documents.
6. For an additional challenge, you can pre-arrange the animal that best meets the judging standard to have the lowest production records and discuss how that changes the placing.

ANSWERS

Activity #6 (Meeting #2)

Hormel Computing Slide Activity

1. 4231
2. 50
3. 135
4. 5
5. a. 47 b. 36 c. 25 d. 35 e. 23

Activity #8 (Meeting #2)

Solving the Mystery of Cuts Activity

1. 50
2. 46
3. An easy placing
4. 49
5. A close placing
6. 47
7. 41
8. 26

Take Home Activity #1 (Meeting #3)

What's Wrong With These Reasons? - Correct Alternatives

"I place this class of Angus Heifers 3-1-4-2.

I started the class with 3, the heaviest muscled, highest volumed, growthiest heifer in the class. Ideally, I would like to see her longer necked and smoother shouldered. Even so, I used 3 over 1, as she was a larger framed, heavier muscled, bigger volumed, growthier heifer. She was a longer bodied, taller topped heifer that has more arch and spring of rib, with more width and natural thickness down her top and through all portions of her quarter. In addition, she appeared to have a higher weight per day of age.

However, I do admit that 1 was a more feminine-fronted heifer, being more refined about her head, longer necked, and laid in smoother about her shoulder, but she was a shallower ribbed, lighter muscled heifer that is pinched in her forerib.

Coming to my middle pair, I placed 1 over 4 because she was a more feminine, longer bodied, and more structurally correct heifer. She was especially smoother through her neck/shoulder junction, longer sided, and stood more squarely on her feet and legs.

Granted, 4 was a heavier muscled, more ruggedly designed heifer that stood on more substance of bone, but I criticized her for being a more conventional, coarser shouldered heifer that was cow hocked and splay footed. Dropping to my bottom pair, I placed 4 over 2 as she was a heavier, bigger volumed, heavier muscled heifer that stood on a greater diameter of bone. She had more arch and spring through a deeper rib, with more thickness down her top and a greater volume of muscle from hip to hock.

However, 2 was a more feminine, leaner about her neck, and smoother shouldered. Nonetheless, 2 was the smallest framed, lightest muscled, narrowest made heifer in the class and stood on the finest bone with the lowest weight per day of age.

For these reasons I place this class of Angus Heifers 3-1-4-2."

I place this class of wooden kitchen chairs 4-1-2-3.

I place chair 4 on the top as it is the sturdiest, most well-built chair in the class. It has been stained well, is locally made and is a comfortable chair as it has a curved back and an indentation in the wooden seat.

I place 4 over 1 as 4 has no sharp edges, is safe, is held together well with screws and will last the longest. Chair 4 also has a beautiful, decorative design engraved in the back. I place 1 over 2 as 1 has an appealing, intricate design in the back, is somewhat sturdy, is locally made and is eye-catching.

I place 2 over 3 as 2 is more appealing to the eye, is sturdier, is safer to sit on and does not creak when sat on. Granted, 3 has more etching in the wood and shows more creativity in its design.

For these reasons I place this class of wooden kitchen chairs 4-1-2-3.

ANSWERS**Take Home Activity #1 (Meeting #4)****“ER” Words Word Search Activity**

+	T	+	S	+	+	R	+	S	+	F	B	S	F	R
R	+	A	+	T	E	F	M	+	I	+	R	M	U	E
E	E	+	L	T	R	O	R	R	+	E	I	A	L	G
E	+	N	R	L	O	A	M	E	D	+	G	L	L	N
R	+	O	I	T	E	E	I	I	S	+	H	L	E	O
F	H	+	H	F	R	R	W	G	+	H	T	E	R	L
S	R	E	G	N	O	R	T	S	H	+	E	R	E	+
+	R	B	R	O	A	D	E	R	+	T	R	R	T	R
D	+	+	+	+	+	R	+	R	H	+	E	+	H	E
A	+	+	+	+	+	+	E	I	A	H	+	R	G	P
R	E	N	A	E	L	C	C	T	G	E	+	+	I	R
K	+	+	+	+	+	K	+	I	T	+	L	+	L	A
E	D	E	E	P	E	R	H	+	+	A	+	C	+	H
R	+	+	+	R	S	O	F	T	E	R	L	+	+	S
R	E	G	R	A	L	R	E	N	A	E	L	F	+	+

ANSWERS

Take Home Activity #2 (Meeting #5)

Negatives to Positives

Here are some possible ways to make the negatives into positives

Example: Post legged (Cattle) becomes "More desirable set to rear legs"

1. Thick necked (Dairy) *Cleaner through the head and neck*
2. Slab sided *Greater spring of rib, deeper ribbed*
3. Light quartered (Dairy) *Udder shows more balance left to right (front to rear)*
4. Paddles (Light Horse) *Travels more correctly*
5. Narrow chest (Light Horse) *Wider in the chest*
6. Sickie hocked *More correct set to the rear legs*
7. Wastey *Cleaner fronted, cleaner throughout*
8. Straight shoulder *More desirable angle to the shoulder*
9. Short and dumpy *Taller, exhibiting more stretch*
10. Weak loined *Stronger over the top*
11. Short strided *Freer moving*
12. High pins *More desirable slope, hooks to pins*
13. Meaty udder (dairy) *More desirable quality to the udder*
Udder has more desirable texture
14. No crease in udder (dairy) *Stronger median suspensory ligament*
15. Pencil gutted *More capacity, greater depth of rib*
16. Steep in the croup (heavy horse) *More desirable slope to the croup*

ANSWERS

Extra Activities - Activity #20

Judging Crossword

Across

- 5. evaluation
- 6. cuts
- 9. reasons
- 11. practice

Down

- 1. written
- 2. granting
- 3. four
- 4. better
- 7. oral
- 8. Hormel
- 10. selection