Judging Activities

Following are a number of activities that you may want to use when you are working with your club to familiarize them with judging.

The first three activities can be used to reinforce the basic steps in judging.

The rest of the activities can be used to assist with teaching other principles of judging.

Picture the Ideal

Objective

To teach the importance of:

- identifying characteristics to look for

- prioritizing these characteristics when judging any class of items or animals.

Method

1. Divide the group into groups of two or three.

2. Give each group a card with an item marked on it.

   The items on the cards may include the following:

truck	ice cream cone	lunch	hat
juice	cowboy boots	watch	chair
coat	compact disc	burger	dessert
cereal	facial tissue		

3. Have each group develop a list of 10 characteristics of their ideal item.

4. Have members put their items in order of importance, numbering them 1 for the most important and 10 for the least important.

5. If time permits have the groups share their lists with each other.

6. Discuss thse following with the members:

   - 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 species have a scorecard which assigns values to each of the parts of the body. They are telling you which characteristics are the most and least important. Check the section on judging each species or item for scorecards.

Prepare to Compare

Objective

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

Method

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.

Build a Picture

Objective

To teach judges the importance of creating a picture of that class in their mind, and being able to use that picture when preparing and presenting reasons.

Method

1. Put four similar items together on a tray, (glasses or mugs 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:

    a. largest?

    b. smallest?

    c. brown?

    d. most worn?

    When giving oral reasons on a class of animals, 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 reasons 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.

Be Positive

Objective

To show members ways to give comments on a class of animals in a positive manner.

Method

1. Explain to members that when judges give comments on a class they need to be comparative and positive. By positive we mean that they compare the strengths one animal has over another, rather than the weaknesses of an animal. If you are the animal placed in the lower spot, it is much easier to hear how one animal has some more desirable characteristics than yours does, rather than how bad your animal looks.

2. Distribute the worksheet with the weaknesses on to members and ask them to work in pairs to come up with ways to say the same thing in a more positive manner. You may have to work with some of the members to explain the terms.

3. Once they have finished the sheet share the answers with the group.

4. Remind members that when they are giving their reasons on a class, they should be talking about strengths, not weaknesses.

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. Sickle 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) _____

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. Sickle 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

Building Your Reasons

Objective

To familiarize members with the correct structure of reasons and some terms used in reasons.

Method

Before the Meeting

1. Print enough copies of the sheets that follow so that you have a set for every two or three members.

2. Cut sheets so that each "paragraph" is on a separate card.

3. Mix up each set of cards and clip the set together.

At the Meeting

4. Explain to members that no matter what type of class you judge, the structure of your reasons should always be the same - introduction, body, and conclusion - just like any story or speech you write.

5. Give each group of two or three members a set of cards with reasons written on them. Ask each group of members to place the cards in the correct order.

6. After all groups are done, discuss the order with them. During this discussion:

    *   Mention the correct format again.

    *   Ask members to look at the terms used, are the comparisons positive?

    *   What phrases have been used?

    *   Note that the class has been identified correctly and completely (not just a class of dairy cows, or pigs, or beef cows).

    *   How are the individual animals referred to?

Variations

If you are preparing your club for participation in a multi species judging competition you may want to develop your own set of reasons for a different species of animal for the members to place in order. In your debriefing of the activity draw attention to the terminology used.

I placed this class of yearling Angus heifers 1 2 3 4.

I started this class with 1, as she was the most feminine stylish heifer in the class.

I placed 1 over 2 as 1 was more refined about the head and neck. She is walking on the most correct set of feet and legs being stronger in the pastern than 2. 1 also exhibits more desirable teat placement.

I placed 2 over 3 because 2 shows more body capacity. 2 has more spring of rib, and more width through the chest and heart. 2 also shows more natural muscling and thickness through the loin than 3.

I will grant that 3 has a more desirable slope from hooks to pins.

I placed 3 over 4 because 3 is longer over the top than 4. 3 moves freer and with greater ease. 3 is also cleaner through the head and neck than 4.

I placed 4 at the bottom of the class. She is the largest framed animal of the class, however she does not show the style and refinement of the other animals in the class, so I did not feel that I could place her any higher.

For these reasons, I placed this class of yearling Angus heifers 1 2 3 4.

Terms for Species

Objective

To familiarize members with different terms or body parts of each of the five species of animals commonly judged by 4-H members.

Method

Before the Meeting

1. Make enough copies of the following worksheet for one for every two or three members.

At the Meeting

2. Discuss the importance of knowing the correct terms and body parts for each of the most common species judged. The most common species judged by 4-H members are beef, dairy, horse, sheep and swine.

3. Give a copy of the worksheet that follows to group of two or three members. Instruct them to follow the instructions.

4. After the members have had time to complete the worksheet, review it with them.

5. Once again remind them that when judging it is important to use the correct terminology.

Terms

Indicate which species of animal(s) these terms and parts are for. (DY - Dairy, SW - Swine, SP - Sheep, BF - Beef HO - Horse) NOTE - some are for more than one species.

DY BF SW SP HO	Pastern
DY	Thurl
DY BE SP SW HO	Freer moving
SW	Stifle region of ham
SP	More length to hindsaddle
BF	Twist
BF SP SW	Meatier
DY	Teats hang more nearly plumb
SW	Prominent underline
BF SP SW	Longer muscle pattern
BF SP SW	Fore flank
BF	Longer hipped
BF SP SW	Longer, deeper, more dimensional quarter
DY	Flatter, cleaner thighs
SP	More dimensional ham
BF SP SW	More natural thickness
SP	Level over the dock
SW	Neater jowl
BF SP SW	Widest through stifle
BF	Displays more angularity and sharpness throughout

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_____   Twist

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_____   Prominent underline

_____   Longer muscle pattern

_____   Fore flank

_____   Longer hipped

_____   Longer, deeper, more dimensional quarter

_____   Flatter, cleaner thighs

_____   More dimensional ham

_____   More natural thickness

_____   Level over the dock

_____   Neater jowl

_____   Widest through stifle

_____   Displays more angularity and sharpness throughout

Parts Similarities and Differences

Objectives

To reinforce the similarities and differences between the parts of the five types of animals most commonly judged by 4-H members and to introduce the relationship between form and function.

Method

Before the Meeting

1. Print enough copies of the following answer sheet and of the parts of beef, dairy, horse, sheep, and swine so that you have enough for one for every two to three members.

At the Meeting

2. Discuss the importance of using the correct terminology for each species you are judging. It makes you sound much more credible.

3. Hand out the papers and ask the members to work through them in groups of two or three.

4. Once the members have completed the worksheet, work together as a large group to review the answers they have on the sheets. If you have access to a flipchart, chalkboard or whiteboard, you may want to record their responses to each section.

5. Draw attention to the differences in the part labels and remind members that they should make sure that they use the correct part names for each species.

6. When judging, there is a relationship between form and function. The function of the animal dictates the form. This is reflected in the parts which are named in each species.

    You can also discuss the part names that are on all of the animals. These include parts of the legs. A correct leg is pretty much the same, no matter what species you are judging, so if you know what to look for in the species you are most comfortable with you can transfer that knowledge to other species.

    You will also notice that some species place more emphasis on different parts of the body. For example the dairy cow has more part names associated with the udder. The mammary system of the dairy cow is worth 40%. To successfully judge dairy cattle, you should be able to recognize the important traits to judge in udders.

Parts of the Animal

List at least 6 parts which are the same on all species:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

List at least 4 parts that are on all but one animal and indicate which animal it is not on

Part	Animal

List parts only found on one animal:

Sheep	Beef

Dairy	Swine

Horse	