



Judging Teaches Decision Making

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Leader Guide

Judging is an everyday activity. You use your judgment every time you make a decision. When you judge, you compare, select, and tell why. Judging teaches 4-H members to:

- ♦ Observe carefully.
- ♦ Recognize good products, articles, and animals.
- ♦ Improve their own work.
- ♦ Make wise selections.
- ♦ Be better buyers.
- ♦ Make their own decisions.
- ♦ Express themselves clearly.
- ♦ Appreciate others' opinions.

Judging In 4-H

The 4-H club meeting is a good place to use judging as a teaching method. Junior leaders, older members, and parents can help provide materials, animals, or crops to judge; or you can use items made at club meetings.

With beginners, judging can first be done on an informal basis. Have members examine one article. Discuss its good and bad points. Help your members visualize an ideal animal or article. Discuss why the good points are desirable and why the bad points are objectionable. Then compare two items and decide which is better and why. Then compare three or four items and rank them 1-2-3-4. As the group decides how the articles should be ranked or placed, have them give their reasons. After working as a group, members will be ready to make decisions on their own. Judging is a fun way to learn.

The four important steps in the judging process are: (1) observe, (2) compare, (3) decide, (4) tell why.

A Standard Class

A standard class has four items of different quality (two or three will do for practice at club meetings). Number items 1,2,3,4.

When preparing a class, select items of different quality. It is good to have a fairly obvious top or bottom or a fairly wide division between the two top and the two bottom items.

Have your members write and submit their placings before any reasons are given. This requires them to make up their minds and arrive at their own decisions. Small 2- by 4-inch slips of paper are adequate:

Mary Smith
Muffins
2-4-1-3

Members are usually given 5 to 10 minutes to judge a class and about 1 minute for oral reasons. They will need a little more time to write reasons.

Reasons

Telling why a class is placed a certain way is more important than the actual placing. Giving reasons helps 4-H members organize their thoughts and express themselves in a logical, convincing manner. Reasons separate the good judges from the lucky guessers.

When giving reasons, divide the class into three pairs for comparison.

If the placing is 3-1-2-4, the pairing will look like this:

Top Pair: 3 _____ 1

Middle Pair: 1 _____ 2

Bottom Pair: 2 _____ 4

Reasons may be given orally or in writing, or both. Members learn to speak when giving oral reasons; written reasons help them learn to write and spell.

When giving reasons, the members could start by saying, "I placed this class of _____ 3-1-2-4. No. 3 is first and above 1 because _____. I placed 1 over 2 because _____. I placed 2 over 4 and 4 is last because _____. For these reasons, I placed these _____ 3-1-2-4. Members should use descriptive terms: deeper body, sweeter taste, even hem. *Better* and *best* are not descriptive and should seldom be used when giving reasons. Members giving reasons should look at the people they are talking to, not at the animals or articles.

Written reasons may be in outline or sentence form. Outline form is as follows:

Top Pair
3 above 1
Why

Middle Pair
1 over 2
Why

Bottom Pair
2 above 4
Why

Official Placings

After your 4-H members have placed the class and have given their reasons, someone must make



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the official or "correct" placing and give reasons. The "official" judge may be an experienced junior leader, or you might do this yourself. With guidance, your members may arrive at their own official placing through discussion and consensus. This is a good teaching technique.

Scoring

In a judging contest, the members' placings are scored on how nearly they agree with the official judge's placing. A simple method of scoring deducts 15 points for each switch. Example: Official placing 1-4-3-2; members' placings 1-4-3-2 = 100, 1-3-4-2 = 85, 4-1-2-3 = 70, 2-1-3-4 = 55.

Basis for Scoring Presentations

- ◆ *Oral* (grooming; posture; poise; confidence; eye contact; clear, audible voice; grammar)
- ◆ *Written* (legible, good grammar, correct spelling)
- ◆ *Organization* (introduction, logical order, conclusion)
- ◆ *Knowledge of subject* (saw major strengths, weaknesses, and important differences)
- ◆ *Use of appropriate terms* (descriptive adjectives, correct names of parts)

Judging Contests

Oregon 4-H members have many opportunities to enter judging contests—on tours, during field days, and at local, county, and state fairs.

Judging contests sometimes include identification and/or grading. Flower and vegetable judging contests usually include identification of flowers and vegetables and sometimes of weeds and insects. A livestock contest may include identification of meat cuts or the grading of live animals. Performance classes such as showmanship or equitation may also be included or a class of production records may be included in a rabbit or dairy judging contest.

In a contest, members work individually. Members should not visit or share their placings with anyone else during the contest. If they have questions, they should ask the person in charge.

4-H members should always bring pencils when they enter judging contests.

Score Chart for Judging Contests

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1234	100	85	85	70	70	55	85	70	70	55	55	40	70	55	55	40	40	25	55	40	40	25	25	10
1243	85	100	70	55	85	70	70	85	55	40	70	55	55	40	40	25	25	10	70	55	55	40	40	25
1324	85	70	100	85	55	70	70	55	55	40	40	25	85	70	70	55	55	40	40	55	25	10	40	25
1342	70	55	85	100	70	85	55	40	40	25	25	10	70	85	55	40	70	55	55	70	40	25	55	40
1423	70	85	55	70	100	85	55	70	40	25	55	40	40	55	25	10	40	25	85	70	70	55	55	40
1432	55	70	70	85	85	100	40	55	25	10	40	25	55	70	40	25	55	40	70	85	55	40	70	55
2134	85	70	70	55	55	40	100	85	85	70	70	55	55	40	70	55	25	40	40	25	55	40	10	25
2143	70	85	55	40	70	55	85	100	70	55	85	70	40	25	55	40	10	25	55	40	70	55	25	40
2314	70	55	55	40	40	25	85	70	100	85	55	70	70	55	85	70	40	55	25	10	40	55	25	40
2341	55	40	40	25	25	10	70	55	85	100	70	85	55	40	70	85	55	70	40	25	55	70	40	55
2413	55	70	40	25	55	40	70	85	55	70	100	85	25	10	40	55	25	40	70	55	85	70	40	55
2431	40	55	25	10	40	25	55	70	70	85	85	100	40	25	55	70	40	55	55	40	70	85	55	70
3124	70	55	85	70	40	55	55	40	70	55	25	40	100	85	85	70	70	55	25	40	10	25	55	40
3142	55	40	70	85	55	70	40	25	55	40	10	25	85	100	70	55	85	70	40	55	25	40	70	55
3214	55	40	70	55	25	40	70	55	85	70	40	55	85	70	100	85	55	70	10	25	25	40	40	55
3241	40	25	55	40	10	25	55	40	70	85	55	70	70	55	85	100	70	85	25	40	40	55	55	70
3412	40	25	55	70	40	55	25	10	40	55	25	40	70	85	55	70	100	85	55	70	40	55	85	70
3421	25	10	40	55	25	40	40	25	55	70	40	55	55	70	70	85	85	100	40	55	55	70	70	85
4123	55	70	40	55	85	70	40	55	25	40	70	55	25	40	10	25	55	40	100	85	85	70	70	55
4132	40	55	55	70	70	85	25	40	10	25	55	40	40	55	25	40	70	55	85	100	70	55	85	70
4213	40	55	25	40	70	55	55	70	40	55	85	70	10	25	25	40	40	55	85	70	100	85	55	70
4231	25	40	10	25	55	40	40	55	55	70	70	85	25	40	40	55	55	70	75	55	85	100	70	85
4312	25	40	40	55	55	70	10	25	25	40	40	55	55	70	40	55	85	70	70	85	55	70	100	85
4321	10	25	25	40	40	55	25	40	40	55	55	70	40	55	55	70	70	85	55	70	70	85	85	100

Find the correct (official) placing in the left column. Read across to the 100 score for that placing. The vertical column in which the 100

score occurs is the one used for the class. Example: If the official placing is 3-2-1-4, use column 15 to score that class. If a member

places them 3-2-4-1, follow that line across to column 15. His or her score is 85. If the placing is 4-2-3-1, the score is 40, etc.

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