



LET'S JUDGE

Judging is an activity that many 4-H clubs do. If you take time to learn a few basic steps, judging can be an enjoyable and challenging activity.

This manual will cover judging purpose, procedures, the process and giving reasons. There is also a section on scoring judging cards and oral reasons presentations.

Why do we judge in 4-H?

There is so much more to judging than simply putting those entries in the same order as the official judge. Judging in 4-H helps us to:

LEARN
EVALUATE
MAKE DECISIONS
COMMUNICATE
DEVELOP CONFIDENCE

More specifically, the purpose of judging is to describe and evaluate the various parts of an entry and to know how closely these parts, and the entry as a whole, compare to the “ideal”.

Judging provides a basis for decision making—whether it is for herd improvement by describing how to choose the most desirable animals for your herd or flock, selecting the best pair of shoes or comparing food items in the grocery store.

How do you judge?

For success in judging, at least three things are necessary:

- a definite mind picture of the “ideal” sample or animal;
- a thorough knowledge of the components of the entry, whether it be the locations and names of animal body parts or the proper finishing of a hem in a garment.
- a sense of good judgment to properly evaluate strong and weak points.

No matter what type of item or animal you are judging, the steps you follow will be exactly the same whether you are judging in a competitive judging competition, the show ring or the pasture.

Here are the steps of judging. As you judge, complete the steps in this order. This will make your job of judging much easier.

1. Picture the ideal item or animal:

Before you start judging any class, picture the ideal in your mind. What does that perfect market steer look like? What about the perfect loaf of bread? In your mind, or even on a sheet of paper, list the qualities which you feel are important in that perfect item. Rank them in order of importance.



2. Prepare to compare:

Judging any class means you must compare the items or animals in the class to each other and to the ideal you created and determine the advantages one has over the next. Force yourself to think comparatively. Now you are ready to actually begin judging.

3. View from a distance:

Stand back and compare the entries. If you are judging livestock, stand about 6 or 7 meters away and analyze the animals. Compare and contrast them in size, structure and overall appearance.



4. View from the front, the rear and the side:

Move to the front, still looking from a distance, and view the class. Move to the back and view some more. Move to the side and again view the class.

5. Move in for a closer examination:

Now you are ready to examine the entry up close. Move in close and give each one a thorough examination. Inspect each one individually, continuing to compare it to all of the others in the class. This may include handling the animal. If you are judging small items, feel them, pick them up and look at them from all angles. If you are judging a food class – now is the time for tasting and smelling.

6. View again from a distance:

By now you should be ready to make your decision on the placing of the class. Once you have finished your close examination, move back and view again from a distance.

7. Build a picture:

Take time here to close your eyes and build a picture in your mind of that class as it stands in front of you. This will help you when you are preparing your answers.



8. Make your decision:

By now you should have made your final decision on the placing of the class in order from most desirable to least desirable. If you have any doubts, go back a few steps and confirm your decision.

9. Mark your cards:

Mark your placings on your card. Prepare your reasons. Make sure the placing on your card is the same as the one you are using in your reasons. Hand in your card to the official.



The official judge follows these same steps of judging whether they place market steers, loaves of bread or samples of forage.

Here are a few more hints to help make your judging job a little easier:

- Select your easiest placings first, usually your top or bottom entry first and work from there.
- Make your own decisions – do your own judging.
- Remember, your first impression is usually the best because you are comparing with your ideal.
- Always use a comparative process – one entry against another. Emphasize the positive traits of an entry and why one is better than the other.
- Avoid criticizing an entry.
- Be neat and precise, but thorough, when writing your reasons. You may have justified the placings in your mind, but the reasons on the scorecard are to justify them to the judge.

How to Manage Your Time

All of this, from the time you start judging the class, to the time you complete the preparation for your reasons should take no longer than 20 minutes.

Because each class in a judging competition has a time limit, you may want to find a way to manage your time. Here is one suggestion for a way to divide your time in each class.

Time (Minutes)	Activity
2-3	Stand back and look at the class as a whole
1 each (total of 4 for 4 items or animals)	Move in for a close inspection
3-4	Decide how each entry compares to the others and make your final decision
Balance of time	Finish your notes, prepare your reasons

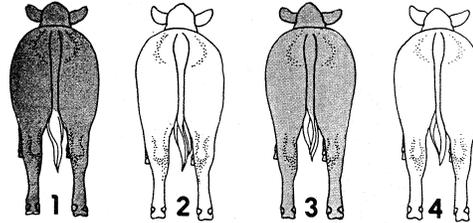
TIP:

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



The Judging Class

There should always be four animals/items in a 4-H judging class. If not visibly numbered, number them from left to right, as viewed from behind.



Realize that you actually have five animals/items in mind – the four you are judging and the ideal.

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 vs. table apple class).

Make your easiest placing first. This may be your top entry or it may be your bottom. You may also find you can break the class into groups of two pairs.

As you judge, divide them into three pairs. Compare the first placing with the second placing, second placing with the third placing and third placing with the fourth placing.

Learn and practice using the correct terms for the classes that you will be judging. (ex. Pin bones, heifer, ram, sweet, salty, pleating, top stitching, fetlock, withers)

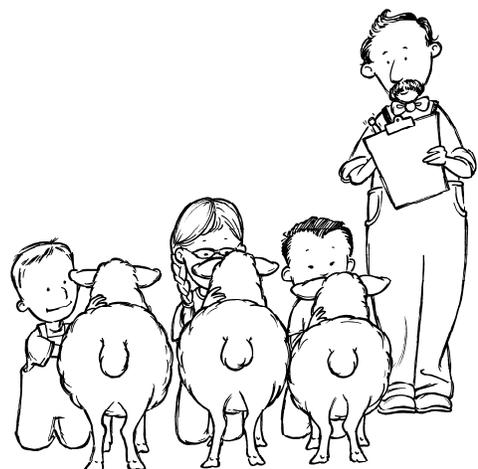
How Can YOU Become a More Successful Judge?

Anyone can become successful at judging any item or species. There are only two things you need to do:

THINK: *Whenever you are judging, think about what you are doing. Be organized and follow a system.*

PRACTICE: *No one becomes a good judge by judging only a few classes. You must practice, practice and practice to become a better judge.*

Top judges across the country have judged thousands of entries. They became successful judges by thinking about what they were doing and with many hours of practice.



Tips For Filling Out Your Judging Card

Here's how:

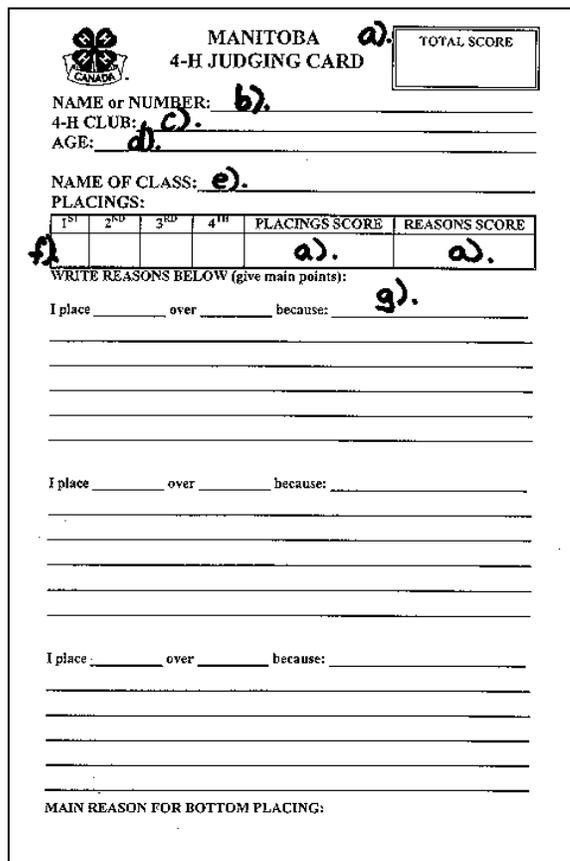
- a.) The boxes marked placings score, reasons score, and total score at the top are for the official judge. **Members are not to write in these boxes.**

Placings Score: Marked out of 50 points, this score is placed in the area of the card labeled "Placings Score". Your score out of 50 is determined by your placings compared to the judge's. This score is computed by using a "Hormel Guide" (see page 16).

Reasons Score: The "Reasons Score" is usually done by a judge or marker. Again, it is based on 50 points maximum with your score placed in the area marked "Reasons Score" on the judging card.

- b.) Members include their first and last name because there may be several Joe's or Jill's taking part in the competition. Form a habit of always including both names. Remember – if you don't fill out your name, you can't get credit for your work. In some competitions you may be asked to use your exhibitor number instead of your name.

- c.) List your club name.
- d.) Remember, age is your 4-H age as of January 1st of the current 4-H year. Cloverbuds are 6-8 years old, Juniors are 9 to 11 years old, Intermediate are 12 to 14 years old, Seniors are 15 to 17 years old and Adults are 18 to 25 years old.
- e.) The name of the class being judged goes on the class line. Be specific – use knitted pot-holders rather than crafts, Ayrshire heifers rather than dairy cows, centerpieces rather than flowers and so on. If you are unsure of the class name, ask someone.
- f.) The spaces under 1st, 2nd, 3rd, and 4th are for the numbers of the articles/animals in the class. After deciding on their order, put the number of the article/animal you think is 1st in the space under 1st, the number of the second best in the space under 2nd, the number of the third best in space under 3rd, and the number of the last article/animal in the space under 4th.
- g.) Write two reasons for each pair of placings. For example, I place 2 over 1 because it has more muscling over the loin and greater length of rear quarter.
- h.) Give your main reason for the bottom placing



MANITOBA 4-H JUDGING CARD

NAME or NUMBER: b). TOTAL SCORE: 2.

4-H CLUB: d. c.

AGE: d.

NAME OF CLASS: e).

PLACINGS:

1 st	2 nd	3 rd	4 th	PLACINGS SCORE	REASONS SCORE
<u>f.</u>				<u>a).</u>	<u>2.</u>

WRITE REASONS BELOW (give main points):

I place _____ over _____ because: g).

I place _____ over _____ because: _____

I place _____ over _____ because: _____

MAIN REASON FOR BOTTOM PLACING: _____



MANITOBA 4-H JUDGING CARD

TOTAL SCORE

NAME or NUMBER: b) Bill Small
4-H CLUB: c) Melita 4-H Beef Club
AGE: d) 14

NAME OF CLASS: e) Market Steers

Table with columns: 1st, 2nd, 3rd, 4th, PLACINGS SCORE, REASONS SCORE. Row 1: f) 2, 1, 3, 4, a), a)

WRITE REASONS BELOW (give main points):
I place 2 over 1 because: g)
1) More muscling over loin and rump.
2) Greater length of rear quarter.

I place 1 over 3 because:
1) More desirable finish on ribs.
2) Trimmer brisket and wider loin.

I place 3 over 4 because:
1) Greater length and width of rear quarter.
2) More natural fleshing, firmer finish

MAIN REASON FOR BOTTOM PLACING: Under-finished, locks natural thickness.

This judging card has been filled out correctly.

The member has completed all the information about themselves and the class judged.

The placings are filled in and the reasons are complete.

The member has placed 2 over 1 and has given reasons referring to animal 2.

Throughout the card he has given two reasons for placing one animal over the other.

The bottom placing speaks only of animal 4.

REASONS

Why do we do reasons?

Reasons give you a chance to justify your placings. By practicing judging and reasons regularly, you will soon develop a good system for judging and you will be able to justify your placings.

The Structure of Your Reasons

Good reasons have a specific structure. Whether you are presenting written or oral reasons, you should follow the same format. Reasons should have **3 parts**. Let's look at each of these.



I. The Introduction

The introduction to your reasons should be a simple statement telling the listener two things:

- The class you judged
- Your placing of the class

Examples of acceptable introductory statements are:

“I placed this class of 2 year old Holstein cows 3 1 2 4.”

Or

“I placed this class of 1st cut Alfalfa Hay 2 4 3 1.”

Notice that the classes are not called cows or hay, but called 2 year old Holstein Cows and 1st cut Alfalfa Hay. Both of these statements identify the class completely and correctly and state your placings of the class.

You may vary the statement slightly as you become a more experienced judge. Remember to identify the class you judged and tell the listener how you placed the class.

2.. The Body

The body will be the most detailed part of your reasons. Therefore, you should spend the most time preparing this section. Here are some hints to help make the preparation of your reasons a little easier:

- Do your analysis in pairs. There are 3 pairs in your reasons – a top, a middle and bottom pair. Compare the 4 entries within each of these pairs.
- Be not only descriptive, but also comparative. It is not acceptable that you simply describe the entries in the class. You must use comparative terms to state your descriptions – words ending with “-er” and phrases beginning with “more”.

-
- Make sure that all the information you provide in your reasons is true and accurate for the class. You will lose marks for wrong information.
 - State your most important points first, then move to your less important points.
 - Follow a logical pattern on each animal or item. Head to tail, top to bottom, most important to least important.
 - Be thorough in your reasons. Make sure you mention all of the points which you consider to be important.
 - There are words which you should never use in your reasons. These are “good”, “better”, “best” and “nice”. These words are not specific enough about what you appreciate about that entry.
 - Use the correct terms for the items or animals you are judging. Know the meaning of the terms you are using.
 - Do not use terms that describe another species or another type of item.
 - Be positive. State the advantages one entry has over the other entry rather than pointing out the weak points of the lower animal. Avoid being negative.
 - Grant when the lower entry of the pair has an advantage over the upper entry of the pair. Keep grants short and simple.
 - Be organized. If you can show the judge that you are organized in your judging and your reasons, you will appear more knowledgeable.
 - If a placing is close, say so!
 - Be concise. If possible, get your point across in a few words rather than many words. For example, 4 is wider from pin to pin or 3 has a finer texture.
 - Avoid using “he”, “she”, or “it”. Refer to the animals or items by number without saying “number 4”. Refer to the entry as “4”.
 - As you become more experienced, you will begin adding more steps to this general structure. You will add grants and more specific information.

Remember, if you give a good set of reasons to back up your placings, you will get a good mark even though your placings may be different than the official judge.

In review, your reasons should have a basic structure like this:

I placed this class of ... 3 1 2 4
I placed 3 over 1 because...
I placed 1 over 2 because...
I placed 2 over 4 because...
I placed 4 at the bottom because ...

3. The Conclusion

The conclusion of your reasons should be a simple statement summarizing the information from your introductory statement. Again, give a complete and correct identification of the class on which you are giving reasons and your placing of the class.

Examples of acceptable concluding statements are:

“For these reasons, I placed this class of 2 year old Holstein Cows 3 1 2 4.”

OR

“These are my reasons for placing this class of 1st cut Alfalfa Hay 2 4 3 1.”

Again, once you become more experienced, you may wish to vary your concluding statement slightly. This is acceptable as long as you provide complete identification and placings.

The general rules for written and oral reasons are the same. In both, you must provide a good presentation. It is your method of presentation which differs. Let’s look closely at the presentation of reasons.

Presenting Your Written Reasons

Presenting written reasons is simply putting them down on paper. Follow these rules when presenting your written reasons:

- Be neat
- Use correct spelling and grammar

Remember: Although this is not a neatness, spelling or a grammar test – what the markers cannot read or understand, they cannot mark or they may mistake your meaning.

The judges will determine the value of your reasons by:

- Content – what did you say?
- Accuracy – marks are deducted for incorrect statements. Be truthful and accurate.
- Emphasis – stress major differences more than the lesser ones. Give the major differences first.
- Completeness – bring out all major differences in your reasons. Omit any difference so small it leaves room for doubt.
- Terms - use correct terms. Improper terms will weaken your reasons.
- Presentation - organize your reasons in logical order from most important to least important. Use short, complete sentences.

Presenting Your Oral Reasons

Presenting oral reasons is a little more difficult because you must present orally to the judge or judges. Follow these rules when presenting your oral reasons:

- Stand about as far from the judge as you are tall.
- Speak loudly and clearly so that the judge can hear you. Don't speak too quickly.
- Be pleasant.
- Convince the judge that your reasons are right.
- Be confident in your reasons.
- Emphasize your most important points.
- Avoid reading your notes.
- Have a picture of the class in your mind.
- Look your judge in the eye.
- Stand straight – don't fidget.
- Relax and have fun!

If you can combine quality content with good presentation in your reasons, you will be sure to get a good mark.

Preparing Your Oral Reasons

One of the reasons that so many members find oral reasons so difficult is that they don't know how to prepare good notes.

As an experienced judge, you may be required to give oral reasons without any notes. To do this, you must keep a picture of the class in your mind at all times.

For beginning judges, use of notes is acceptable.

Notes should be used as a reference during your presentation, don't read. Your notes should include the class, the placing and a brief comparison of the class. Include reasons for the first placing over the second, the second placing over the third, third over the fourth and finally, reasons for the last placing.

The note taking system outlined below will help you to become more organized. Make sure you use small note cards, not large pieces of paper. Use this note taking system and always keep a picture of the class in your mind and soon you will be able to do it without notes.

Class Placing	<u>2 - 3 - 1 - 4</u>
Reasons for placing:	Grants
2 at top of class	
2 / 3	3 / 2
3 / 1	1 / 3

You want your reasons to be impressive, interesting and sincere. You want your manner to be confident. The main point you want to make is why you placed one animal over the other. You can describe until you are out of breath, but if you do not compare you will have wasted your time and energy.

Practice Giving Reasons

Practice will help you:

- Think clearly;
- State your thoughts more expertly;
- Improve your speaking poise;
- Improve your voice; and
- Develop your memory.

Sample of Oral Reasons for Market Steers

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

I place 2 over 1 because 2 has greater width and depth over the loin and rump. 2 has greater length of rear quarter than 1. *Although 1 is trimmer about his middle and cleaner fronted than 2, 2 should yield a carcass with greater cutability.

I place 1 over 3 because 1 has more desirable finish on ribs. 1 is trimmer through his brisket and wider through the loin than 4.

I place 4 last because he is underfinished and lacks natural thickness.

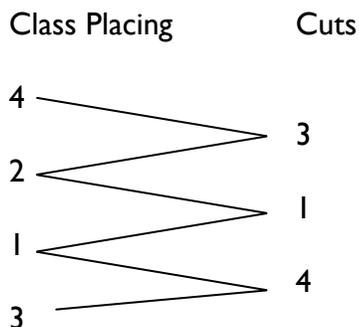
These are my reasons for placing this class of market steers 2 – 1 – 1 – 3 – 4.

* *Note the use of a grant statement here.*

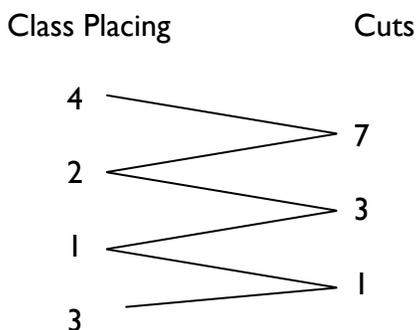
Scoring a Judging Competition

Understanding Cuts

Cuts are used to demonstrate the difficulty level in a class and to determine the score of your placing of that class. In a class of 4 animals, hay samples or apples, a cut is assigned between each pair in the official placing. Here are two examples:



Placing 4 over 2 is a fairly easy placing. 2 over 1 is difficult. 1 over 3 is again, fairly easy.



Placing 4 at the top is very easy. Placing 2 over 1 is fairly easy and placing 1 over 3 is close or difficult.

- When a judge assigns cuts to a class, there are several rules to keep in mind:
- Cuts may have any value from 1 to 8.
- The sum of the 3 cuts should be greater than 6 but must be no greater than 15.
- If the sum of the 3 cuts is 15, the middle cut must be no greater than 5.
- If the sum of the 3 cuts is 14, the middle cut must be no greater than 8.
- These rules exist only to make your scoring out of 50 work!

REMEMBER:
Higher cuts mean easier placings.
Lower cuts mean more difficult placings.

More about Cuts

The official judge will determine the cuts on the class he/she placed. A change in the value of the cut will change the placings score. Let's take a closer look at the impact of different cuts:

Example #1:

Suppose the cuts are 1-2-1. The range of marks available to the contestants will be from 36 to 50 out of a possible 50.

Placing	Cuts 1-2-1	Cuts 3-6-3
4-2-3-1	50	50
4-3-2-1	48	44
2-4-1-3	48	44
3-2-4-1	44	32
1-3-2-4	36	8

Example #2:

Suppose the cuts on the same class are 3-6-3. The range of marks available to the contestants will be from 8 to 50 out of a possible 50.

The series of cuts in examples 1 and 2 both indicate a class which has a close top pair and a close bottom pair. The member with placings totally backwards from the official placings would receive a placings score of 36 in example 1 and a score of 8 in example 2. With the split of 3-6-3, more emphasis is placed on the ability of the individual to properly place the class.

Example #3:

Suppose the cuts are 2-1-2. The range of marks available to the contestants will be from 34 to 50 out of a possible 50 points.

Placing	Cuts 2-1-2	Cuts 6-3-6
3-1-4-2	50	50
3-4-1-2	49	47
1-3-2-4	46	38
4-1-3-2	44	32
2-4-1-3	34	2

Example #4:

Suppose the cuts on the same class are 6-3-6. The range of marks available to the contestant will be from 2 to 50 out of a possible 50 points.

The series of cuts in examples #3 and #4 both indicate a class with an easy top placing and an easy bottom placing with a closer pair in the middle. Again, note the differences in the range of marks available.

Encourage your judges to put representative splits on the classes. We need to train our members to improve their judging skills and decrease the element of luck in their judging. No matter how the members placed the class, they still have the opportunity to improve their overall mark for the class by presenting a good set of reasons for their placings.

Using Cuts to Score Your Placings

When scoring placings in any judging class, there are 2 methods you can use:

- 1) Manual scoring
- 2) Use the Hormel Computing Slide

Manual Scoring

Once the official placings are known and the corresponding cuts, a marker can score the member-placings.

Example:

Official Placings	4-2-1-3
Cuts	3-1-3
Member Placings	1-4-3-2

Now let's compare the member placings to the official placings. There are 6 possible pairs. Ask questions for each pair as they are seen in the official placings. Answer the questions from the member placings. Each time the answer is "No", points are lost

Here goes:

Q1: Did the member place 4 over 2?
A: Yes, so the member doesn't lose any points.

Q2: Did the member place 4 over 1?
A: No, so the member loses 3 + 1 points.

Q3: Did the member place 4 over 3?
A: Yes, so the member doesn't lose any points.

Q4: Did the member place 2 over 1?
A: No, so the member loses 1 point.

Q5: Did the member place 2 over 3?
A: No, so the member loses 1 + 3 points.

Q6: Did the member place 1 over 3?
A: Yes, so the member doesn't lose any points.

Now, total the points lost. Subtract them from 50 to get the member's final placings score:

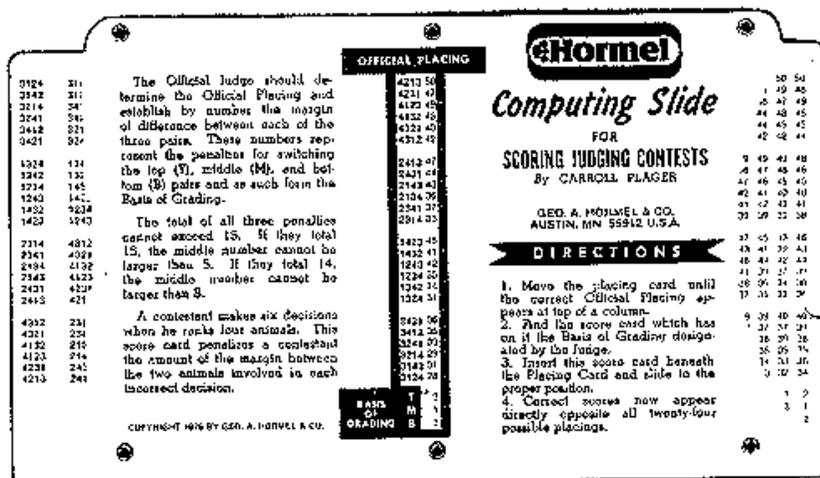
$$\text{Total points lost} = (3 + 1) + 1 + (1 + 3) = 9$$

$$\text{Member Score} = 50 - 9 = 41$$

Member score for placings is 41 out of a possible 50 points.

Use the Hormel Computing Slide

The Hormel Computing Slide is designed so that all the marker has to do is read the score from the card. The marker slides in the cards with the appropriate cuts and placings, lines them up and reads the member score. The card gives a possible score out of 50.



Scoring the Class

Try scoring these classes manually.

1. Official Placings 2-4-1-3
The cuts are 1-5-3

2. Official Placings 1-2-3-4
The cuts are 7-2-5

What is your score if you placed the class:

- a). 2-4-3-1
- b). 4-2-1-3
- c). 2-1-4-3
- d). 3-2-4-1
- e). 3-1-2-4
- f). 3-1-4-2
- g). 2-4-1-3

Solutions:

- a). 47; b). 49 c). 45
- d). 30 e). 19 f). 18
- g). 50

What is your score if you placed the class:

- a). 2-1-3-4
- b). 1-2-4-3
- c). 2-1-4-3
- d). 3-1-2-4
- e). 4-1-3-2
- f). 4-3-1-2
- g). 1-2-3-4

Solutions:

- a). 43 b). 45 c). 38
- d). 39 e). 22 f). 13
- g). 50

Guidelines for the Oral Reasons Judge

- Make sure the member feels comfortable.
- Show the member that you are interested in what he/she is saying.
- Listen actively – don't slouch or look bored.
- Avoid any gestures or movements, which may throw the member off guard.
- Make sure you listen to the reasons in a place where other members won't overhear you.
- Make sure you listen to reasons in a place where you won't be interrupted by noises or other members.
- If you are interrupted or the member stumbles, let him/her start again.
- Don't interrupt while the member is speaking – save it for when he/she is finished.
- Ask questions at the end of the presentation. Then you will be sure that he/she actually "saw" the class.
- Be consistent. The absolute mark that you give the reasons is not nearly as important as being consistent across all of the presenters you mark.
- Remember, you are there to find out why he/she placed the class that way, not to tell the member his/her placing is wrong.
- Remember, this is difficult and new to many members. Make it as easy for them as you can – to encourage them to try this again next time!

Guidelines for Marking Oral Reasons

	Possible Score
Presentation:	10
Loud, clear, easy to hear	
Speech well-paced, not too fast	
Maintains eye-contact with audience	
Avoids reading; glancing at notes is acceptable	
Stands comfortably	
Speaks to the audience confidently and convincingly	
Uses correct grammar, phrasing and sentence structure	
Avoids repetition	
Uses proper pronunciation and enunciation	
Unacceptable words 'good', "better", "best", "nice"	
 Format:	 10
Introductory statement	
Concluding statement	
Identifies the class completely and correctly	
Compares the 3 pairs	
Logical and easily followed	
 Content Score:	 30
Top pair	10
Middle pair	10
Bottom pair	10
Must be:	
Accurate	
Comparative	
Specific	
Thorough	
Complete	
TOTAL	/50

Guidelines for the Written Reasons Judge

- This is not a spelling or neatness test – as long as you can read and understand what is written. You will have to penalize the member if you cannot decide what the words are saying.
- Some judges deduct points from the final total if the member has not completed the card correctly – for example, an incorrect or missing class name or not filling in the placings.
- Concentrate on the task at hand – take this seriously.
- Attempt to visualize the class as you read the card. This will make it easier for you to decide if what the member is saying is right or wrong.
- Mark your comments directly on the card.
- You may find it easier if you set yourself a range of marks that you will assign. Decide on a high mark and a low mark, then start working on the cards. If you find an exceptional card, you can expand your range.
- Be consistent. The absolute mark that you give the reasons is not nearly as important as being consistent across all the cards you mark.
- Be prepared for members who will come back to you with questions about why you marked their card the way you did.
- Remember – this is difficult and new to members.
- Encourage the members – so they will continue judging.

REMEMBER: **You are NOT judging the member on how they placed the class; this has already been done in the placings score.**

You are judging the member on WHY he/she placed the class this way.

Guidelines for Marking Written Reasons

	Possible Score
<p>Presentation:</p> <ul style="list-style-type: none"> Logical, easy to follow. Comparative throughout – uses comparative terms – “more”, words ending in “-er”, Introduction and conclusion. Class is identified completely and correctly. Uses proper expressions – grant, advantage, etc. This is not a spelling test – as long as you can tell what the member is trying to say. 	15
<p>Content:</p> <p>Reward points for:</p> <ul style="list-style-type: none"> Accurate information. Thorough – covers all the points the judge mentions. “Seeing” the animals in the class. Uses the appropriate animal and species terms. Uses the terms for body parts accurately. Specific. <p>Deduct points for:</p> <ul style="list-style-type: none"> Inaccurate information. “Canned” reasons. Wrong use of terms. 	35
TOTAL	50

A general guideline used for marking reasons is:

1st pair reasons	-	15 points
2nd pair reasons	-	15 points
3rd pair reasons	-	15 points
Bottom placing	-	5 points
TOTAL		50 points

Judging Resources

The following fact sheets or video tapes are available to order from your local MAFRD GO office:

JUDGING BEEF (Printed 2002) – This leaflet focuses on information helpful to those members interested in judging beef including LES.

JUDGING DAIRY CATTLE (Printed 2002) - This leaflet focuses on information helpful to those members interested in judging dairy cattle.

JUDGING HORSES (Draft 2002) – This leaflet focuses on information helpful to those members interested in judging horses.

JUDGING MEAT CUTS

JUDGING SHEEP

JUDGING SWINE

JUDGING BISON

JUDGING CANINE

JUDGING DONKEY

JUDGING FELINE

JUDGING GOATS

JUDGING LLAMA

JUDGING POULTRY

JUDGING RABBITS

JUDGING CROP SAMPLES RENAME TO SEED SAMPLES

JUDGING HAY AND HAYLAGE

JUDGING SILAGE

JUDGING HONEY

JUDGING MAPLE SYRUP

HORTICULTURE JUDGING STANDARDS

JUDGING RESOURCES ON THE INTERNET (fall 2015) - this fact sheet has a list of resources that was current as of July 2015.

HORSE JUDGING/PART I – VHS 44 minutes. An AQHA production. Allows 4-H'ers to actually judge a halter class and a reining class. Judge's explanations are given, as well as an excellent set of oral reasons given by an AQHA member.

LIVESTOCK COMPARITIVE JUDGING DVD—PART I—B.C. 4-H

Members may also wish to review the fact sheet **4-H Communications: SPEECHES Guidelines for Members, Leaders and Judges** for tips to assist them with presenting oral reasons.

Thank you to Alberta Agriculture for the use of their Let's Judge material.

Thank you to 4-H Ontario for the use of their Welcome to Judging in 4-H Ontario! Material.

Manitoba 4-H Contact Information

1129 Queens Avenue Brandon, MB R7A 1L9
Ph: (204) 726-6613 Fax: (204) 726-6260
4h@gov.mb.ca
www.manitoba.ca/agriculture/4-h
www.4h.mb.ca