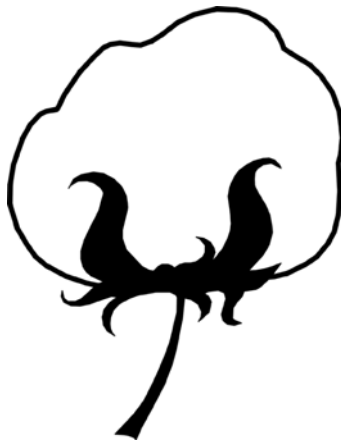


Georgia



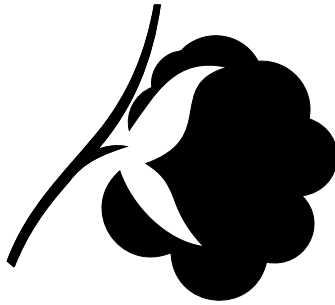
Cotton Boll and Consumer Jamboree Judging Manual



Cooperative Extension Service
The University of Georgia College of Agricultural and Environmental Sciences

Table of Contents

How the Contest Works	3
How Consumers Make Decisions	4
The Judging Decision-Making Process	5
How to Be an Expert Judge	9
The Judging Procedure	10
Giving Reasons	14



Georgia 4-H Cotton Boll and Consumer Jamboree Judging

How the Contest Works

You've already proven you're a sharp decision-maker, just by deciding to learn more about the 4-H Cotton Boll and Consumer Jamboree contest! You're going to do well in this activity. We can tell already!

You're eligible to compete in 4-H Cotton Boll and Consumer Jamboree as part of a Junior team for Cloverleaf and Junior boys and girls, or as part of a Senior team for Senior boys and girls. Your county may have a maximum of 20 Junior team members and 20 Senior team members.

We developed this program because we want to help you learn how to:

- 1 Understand the importance of cotton as an agricultural commodity.
- 1 Promote cotton in your community.
- 1 Make knowledgeable, rational decisions when purchasing goods and services.
- 1 Select, use, maintain and dispose of goods and services in ways that maximize your resources.
- 1 Obtain goods and services to meet needs and reflect lifestyles, personal values and goals.
- 1 Act as responsible consumer-citizens with an understanding of the rights and responsibilities of the consumer, business and government.
- 1 Learn to communicate reasons for choices made.

The Cotton Boll and Consumer Jamboree contest is designed to see how well you've learned to do the above skills. The contest is made up of two competition areas: Classes and speeches/commercials. You will judge 4 classes of items. Each class contains 4 similar items -- numbered one, two, three and four -- and has an accompanying situation statement. This statement describes a consumer and gives the needs to be considered when he/she makes a decision to purchase the item. Factors influencing these needs include the person's age, gender, available money, lifestyle, school or job status, preferences or other requirements that depend on the item given and the individual in the situation.

For each class, you read the situation statement, examine the four items and make a decision on the placing. You should rank the items in order from best to worst choice; then mark the placing on a standard judging contest card which you can get from your County Extension Agent, 4-H Program Assistant or Volunteer Leader.

All contestants give reasons on one class. You'll judge classes one through four and then give oral reasons on class four.

For Juniors and Seniors a maximum of two minutes is allowed to present each set of reasons to the judge. You'll be given adequate preparation time to organize your reasons. Points are deducted if notes are used.

Speeches/Commercials

Juniors prepare a poster (no larger than 14" x 22") that promotes cotton and use that poster in presenting a 30-second cotton commercial. A penalty is given if notes are used. Posters are displayed in your county following the contest. Be creative and learn something about cotton.

Seniors prepare and present a 2-minute speech about cotton. A penalty is given if notes are used.

Contest Class Scoring

The contest official determines the correct answers or rankings in each class of items. These rankings are called "placings" and they become the basis for scoring. In addition to placing, the official determines the cuts. Cuts indicate how close the official feels the pairs were (the lower the cut, the closer the pair), so cuts determine the penalty a contestant receives when his placings do not agree with the official.

The Judging Procedure

How Consumers Make Decisions

Decisions, decisions! Everyday we all make choices, for better or for worse. Sometimes it really doesn't make that much difference even if the wrong decision is made. For instance, if you decide to try a new candy bar that isn't exactly the greatest flavor, you haven't lost too much. But, let's say you buy a new bicycle with money you saved during the summer doing odd jobs. That's an important decision and you don't want to make a mistake. You need to be a qualified consumer judge. What does it take? Well, it takes thinking about options, finding out all you can and making a decision .

We've designed this manual to help you learn how to make wise consumer decisions. Begin by looking at what influences our reasons for making a purchase.

Needs Versus Wants

The best decisions are made when you consider your needs first. There are basic human needs that are essential to each of us:

- . Survival - food, clothing, shelter.
- . Safety and security- physical, economic.
- . Social needs - a sense of belonging.
- . Self-esteem - sense of self-respect, worthiness.
- . Fulfillment - use of talents and creativity; meeting goals through your own efforts.

On the other hand, we all have wants or desires. Several factors influence our wants or desires and help create our own lifestyle. These go beyond basic needs and result in personal preferences that we develop as we live our lives:

- . Values – Those ideas that are important to us.
- . Goals – The aims or purposes that we decide to pursue. They may be long-term goals (to be achieved in 15 or more years) or short-term goals (those goals we want to achieve in 5 years or less).

- . Age and gender – Your age determines many of your interests. Preferences are also different between boys and girls. Girls often are more interested in clothes and cosmetics, while boys are geared towards cars and sports.
- . Cultural background – Various cultures develop preferences for clothing, food, music, etc.
- . Family influence – Preferences often develop as a result of family heritage and opinions of family members. These preferences can often be beneficial because they are usually based on previous experiences. Opinions are given with your genuine interest in mind.
- . Peer pressure – Peer pressure may increase the need for self-esteem and the desire to belong. Often this need is met by purchasing status symbols which imply financial success.
- . Advertising – Decisions are greatly influenced by ads which seem to meet your own needs and desires. Some are “image builders.” These are ads which use famous movie or TV stars to endorse products. When you buy those products, you feel better about yourself because a certain famous person used it. Some use “association” with famous people, such as sports stars. For instance, if you eat a certain cereal, you'll become strong like a popular athlete. Some build on “snob appeal,” where only the best will do for you. And others use the “down-home” strategy, appealing to a natural lifestyle, no-frills person.

As you can see, quite a few influences create desires beyond your basic needs. It's very easy to make ourselves believe that some of our wants are truly our needs. This is called “rationalization.” Think about each of these influences before you make a decision and realize the impact they have upon your own wants and desires.



The Judging Decision-Making Process

The Process	General Consumer Application	Cotton Boll and Consumer Jamboree Judging
1. Identify the situation.	1. Identify the consumer situation.	1. I'm to judge a class of _____. (Example: shirts)
2. Analyze the situation.	2. Study the situation to see the important factors to be considered.	2. What important factors need to be considered for the consumer situation? Quality, price, style, appropriateness, care required and needs of the individual are all some things to think about.
3. Identify and examine all alternatives.	3. Study the possible consumer alternatives.	3. The alternatives for this class are 4 very similar dress shirts. 1) 100% cotton pinpoint oxford cloth: \$26.00 2) 60% cotton, 40% polyester oxford cloth: \$15.00 3) 60% cotton, 40% polyester oxford cloth: \$18.00 4) 65% polyester, 35% cotton oxford cloth: \$11.00
4. Weight the alternatives and choose the best one based on your knowledge and the resources available.	4. List pros and cons.	4. When considering quality, price, appropriateness and care required, shirt #3 seems to be the best buy for the situation.
5. Select the best alternative.	5. Choose the best alternative based on your knowledge, the resources and the available alternatives.	5. "I place this class of shirts 3-2-4-1 for the following reasons ... "

Consider Your Options Before You Buy

The market place is full of a seemingly endless number of choices available to you. Even the types of places to shop seem almost endless. Before you make a decision on a product, consider the various options first. Some of these include:

- | | |
|---------------------------|-----------------------------------|
| \$ Department stores | \$ Home parties |
| \$ Variety stores | \$ Classified newspaper ads |
| \$ Discount stores | \$ Garage/yard sales |
| \$ Specialty shops | \$ Convenience stores |
| \$ Shopping centers/malls | \$ Door-to-door salespeople |
| \$ Factory outlets | \$ Internet |
| \$ Mail-order catalogs | \$ Second-hand merchandise stores |

When you have considered a purchase and identified places to shop, then it's time to gather information on the various products available in order to do some comparison shopping. Some points to inquire about are:

- 1 **Quality:** Check construction, features, etc.
- 1 **Cost:** Compare between stores and between products
- 1 **Availability:** Check to see if it is in stock or will have to be special ordered.
- 1 **Ready to use or some assembly required:** What skills does it take if assembly is required? Is other equipment needed to make it usable?
- 1 **Warranty/guarantee:** Is it full or limited? A warranty should not be verbal, but written. A full warranty means that a defective product will be repaired or replaced without charge to the consumer. A limited warranty covers only parts spelled out in the warranty itself.

- 1 **Reputation of dealer:** Is the dealer knowledgeable about the product? Well respected?

Sources of Information On Products

To find out the most you can about the products you're comparing, consider these sources for possible information:

- | | |
|--|-----------------------|
| \$ Family/Friends | \$ Stores |
| \$ Warranties/guaranties | \$ Advertising |
| \$ Informational product brochures | \$ Seals of approval* |
| \$ Catalogs | \$ Manufacturers |
| \$ Magazine/newspaper articles | \$ Web sites |
| \$ Consumer product-testing organizations (Consumers Union, which publishes <i>Consumer Reports</i> , and Consumer Research, which publishes <i>Consumer Research Magazine</i>) | |

* Seals of approval, such as UL (Underwriters Laboratory), AGA (American Gas Association), and AHAM (Association of Home Appliance Manufacturers) are given to products that meet certain standards set by industries or other private organizations.

Why Do People Shop Where They Do?

- 1 **Prices:** Some people choose a store because of its low prices. They hunt for bargains.
- 1 **Time:** Some shoppers choose a store because they get in and out quickly.
- 1 **Convenience:** Some shoppers choose a store because of its convenient, easy to reach location.
- 1 **Service:** Courteous and friendly service is the reason why many people shop where they do.
- 1 **Status:** Prestige or status is important to some shoppers who need reassurance about their taste.
- 1 **Credit:** Some shoppers choose to shop at stores where they can use credit or cash checks.
- 1 **Individuality:** Some people will go out of their way to find unique or unusual items.



Do's and Don'ts When Shopping

Do's:

- Do** read labels, seals, hang tags and instruction booklets. Ask questions, too. Get the facts before you buy. Keep the information about items you buy and use it to get the best performance and wear from your purchase.
- Do** check warranties. Find out what is promised, who stands behind the promises, and what you must do to benefit from a warranty.
- Do** shop and compare to find the best values. Make comparisons on everything that's important in a purchase – delivery, credit and service. The telephone is a good shopping aid, because it saves time and travel.
- Do** read and understand contracts completely. Signing obligates you to terms of the contract. Contracts can be legally enforced. Know what promises you're making before you sign your agreement.
- Do** consider the time, energy and money required to shop carefully for different items. Sometimes the amount you save by careful shopping isn't worth the cost of your time, energy and transportation.
- Do** return a purchase that is damaged, did not provide reasonable wear, or did not live up to the guarantee. That is your responsibility.

Don'ts:

- Don't** make a spur-of-the-moment decision to buy an item. It may cause you to spend your money on things you don't really need and may not want later. Take your time, and think about your needs and wants and the amount of money you have.
- Don't** be an "in-outer." When you try to buy everything that is "in," you usually end up "out" of money.
- Don't** be afraid to say "no thank-you" and not buy. Shopping takes time to compare price and quality. Consider also your needs and what you can afford.
- Don't** fall for "something-for-nothing" gimmicks. Free gifts or bargains that are too good to be true are only bait to get your money. Merchants are in business to make a profit. Without making a profit, they go out of business. So, expect to pay a fair and reasonable price for goods and services.
- Don't** buy an item or brand simply because it's expensive and you can impress others. "Snob appeal" buying isn't the wisest use of money.

useful information. The purpose of advertising is to sell a product or service through appeals which may be factual, emotional or both. Some of the basic emotional appeals include the desire:

- φ to be liked and accepted.
- φ to be attractive.
- φ for the new and different.
- φ to avoid fears and feelings of insecurity.
- φ to be “in” or popular.
- φ for success and independence.
- φ for status.
- φ to save money.
- φ to prove maturity.
- φ for safety and security.

You may find other emotions, hidden desires or even fears that influence your selection of goods and services. Think for a moment. Why do you buy mouth-wash or toothpaste or deodorant? Why do you buy the brand you buy? Emotions, hidden desires and fears do influence our purchases.

Photography or artwork also plays an important part in much advertising. They may be used effectively to illustrate the product or service being sold, but they’re often only remotely related to what is being sold, and instead, serve as “attention getters” through subtle emotional appeals.

As a teen you are the target for much advertising. To intelligently use advertising you should:

- φ Realize that most ads tell you about only the desirable qualities of a product.
- φ Learn to recognize what is not said as well as what is said in order to obtain useful information.
- φ Realize that exaggeration or “puffery” is often used in advertising.
- φ Understand the reasons why you buy certain products.

Notes

How to Be an Expert Judge

You use your best judgement every time you make a purchase consciously or unconsciously, weighing factors like time, energy, price, quality and need. You decide how important each of these factors are and compare the weight of each factor to make your decision. In judging, you do the same thing. You learn standards of quality for goods and services and then practice making comparisons. The more you practice, the easier judging becomes. Most judging champions say that once you learn to be a good judge, you can judge anything if you know the criteria and the terms for the category.

The Cotton Boll and Consumer Jamboree Contest teaches the principles and methods of evaluating goods and services. These skills are used daily by any person who makes a purchase or chooses a service. Training in consumer judging can help you become a better consumer right now. It's a skill you'll use all your life.

Future success can hinge on the ability to make the right decision at the right time. Judging helps develop life skills in decision making, organizing thoughts and defending decisions orally. Practice in making decisions and supporting them with oral reasons gives you training in problem solving and decision-making you'll always need. The practice you get in thinking and talking in front of people when you give oral reasons has lifetime benefits, too.

Judging helps you develop:

1. Decision-making skills through study to gain knowledge of subject and application of decision-making process and recognition of standards of quality.
2. Self-confidence and skills in verbal expression through identifying reasons for choices made, using language of comparison, organizing thoughts and ideas in logical order, thinking and speaking spontaneously.
3. Consumer skills that carry over into other projects and everyday life.

Judging team participation develops a competitive spirit among team members and between teams. This form of competition can stimulate interest in being a better consumer. It rewards you for study and preparation, builds self-confidence, improves observation skills and develops memory. It teaches you to be convincing and builds an interest in production, trends and opportunities in the area of clothing and consumer products and services. Let's face it, 4-H Judging is great!

To become a good clothing/consumer judge you

must learn how to develop:

- \$ A clear, definite idea or mental picture of characteristics of items.
- \$ Quick and accurate observation skills.
- \$ Sound judgement - ability to weigh and evaluate what you see objectively.
- \$ Courage and honesty.
- \$ A desire to excel.
- \$ Ability to give good reasons.

Judging How-To

In judging you learn one thing at a time in small steps. It's easier to learn if you understand what you are doing. Practice makes learning easier. First recognize and appreciate the characteristics of the item. This study fixes an image of the ideal item in your mind. Judging practice forces you to expand your observation skills. You also learn how to become a better decision maker.

The basic principles of judging are the same for any item, even though characteristics may vary for each. Look for the strong and weak points of each item. This helps to form a habit of seeing the same characteristics in other problems. There is no substitute for a mind trained to see all sides of a problem. An able judge is always objective, free of prejudice and considers only the facts. An honest appraisal of the differences between items and a decision based on sound reasons are the heart of judging.

Your first judging experience may have been so long ago that you can't recall it. When was the last time you selected a favorite item from among several choices?

In judging you do your own work and learn to depend on your own judgement, not someone else's. As you develop confidence in yourself, others will have confidence in you, too.

There are several steps in judging:

1. Information

Be totally informed about the intended use of the item you evaluate. Learn the parts and their correct names, so that you can use them when making comparisons and giving reasons. Be aware of the relative economic differences between characteristics of each item. Compare the advantages and disadvantages of the different features offered to the consumer.

Now you're ready to begin judging a class. Four items make up a class. The situation statement for the class will help you determine the needs of that consumer.

2. Observation

Take your first look at a class from a distance to get a clear overview of the whole class. Look for something that stands out. Then examine the items closer, individually. Observe each item carefully and evaluate how it meets or fails to meet the requirements necessary for the situation given. As you examine the items, make a mental picture of each.

3. Comparison

When you judge a class of items, you really should have five items in mind: the four in the class and the ideal item for the person in the situation statement. Recall the most desirable features of the items you have seen, then compare each item with others in the class to establish differences and similarities.

A class of four items may be divided several ways: an obvious top pair, an obvious middle pair or an obvious bottom pair; an obvious top item or an obvious bottom item; all may fall into place.

Next, make your decision. Try to “break” the class by finding the easiest placing first. It could be the top item or the bottom one or an obvious top, bottom or middle pair. Don’t try to place it on little things; look for the big differences that affect use and cost.

When you have selected the top item, then place the others in order as they measure up to the top one.

4. Conclusion

Arrive at a logical ranking for the items based on the relative merit of usefulness to the situation given. Rank the items assigning them 1st, 2nd, 3rd and 4th places in the order you feel that they would meet the criteria established in the situation statement. Ask yourself:

- \$ Were there differences and grants to note for each pair?
- \$ Are there enough points to justify your placing?
- \$ Did you change your placing after you began taking notes?

Developing a routine to gather information needed to place a class makes judging much easier. It does take some time and practice to develop this skill.

To help you learn how to place a class here are some ways to evaluate items:

- \$ Take a quick look at each item and write down a placing based on your first impression. Many times first impressions are the best ones. Stick with yours unless close inspection give you good reasons to change. If the class has an easy (close) top or bottom pair, note it and spend more time on the

more difficult placings.

- \$ Note each item. Spend about one minute per item and make notes of outstanding or detracting characteristics. Then, place the items according to your close inspection. Compare your two placings. What did you notice on close inspection that reinforced your first decision or changed your mind?
- \$ Place the class based on the situation characteristics required. Spend about one minute per item comparing the characteristics an item offers to meet the characteristics required for the situation.
- \$ Then place the class based on these findings. Compare this placing with the other two. What did you see that reinforced your decision or changed your mind?
- \$ Spend a few minutes taking notes on the class based on your total placing. Write a brief description of each item in order to recall the class, two to four definite differences in each pair and a list of all grants.

The Judging Procedure

Don’t worry. You already know the basics of judging competition and garment item selection. This activity will help you combine the two types of knowledge.

Identify the Class

When you judge a class of items follow a logical sequence. What’s the class you’re going to judge?

As soon as you identify the class, consider the general characteristics of this type garment, the places it might be worn and the service that it might be expected to give.

Analyze the Situation Statement

Read the situation statement carefully. Pick out the standards. If cost and construction for garments aren’t included in the situation statement, add them.

Following are some things to look for as you read a situation statement.

Who	Age, sex or any description of the person	Life or Wear Expectancy/ Warranty/ Guarantee	Full or Limited Warranty. Fast-growing child or teenager. Invest in clothes and expect to last several seasons. Wears often.
Use	What will the item be used for? Where will the item be worn? What will be done while wearing the garment? Features that would be needed or useful.	Comfort (for clothing or shoes)	Season of the year to be worn. Special needs or activities for which worn. Places or location worn.
Care	What costs are involved? What amount of time is available? What equipment is available? What care skills does the person have? For garments: How often will care be needed based on color, how often worn, and the purpose or occasion for which it is worn?	Quality	An indicated preference for quality such as well-made, durable, etc.
Cost	How much money is available? A lot, not very much? Did he/she save to buy just what he or she wanted? Would he/she rather have one/few of high quality?		

Pretend you are judging a class of men's dress shirts. Here is a sample situation statement. Notice how information has been identified, giving standards by which you can evaluate the class.

CLASS I

Men's Dress Shirt

1 <i>Age</i>	Rob is a ¹ <u>high school student</u> . He is buying
2 <i>Use</i>	a dress shirt to ² <u>wear with his new suit</u> . He
3 <i>Value for \$</i>	wants a ³ <u>good buy</u> for his money. But the
4 <i>Appearance</i>	shirt ⁴ <u>must look good</u> . Rob wants an ⁵ <u>easy to</u>
5 <i>Care</i>	<u>care for</u> shirt requiring ⁵ <u>minimum ironing</u> .
6 <i>Comfort in warm/hot weather</i>	The shirt must be ⁶ <u>cool and comfortable for</u>
	<u>spring and summer</u> weather.

Quality of construction may not always be the most important standard. When not mentioned in the situation statement, use it to differentiate between close pairs. *Remember that a ready-to-wear garment isn't necessarily perfectly constructed and the quest for perfection may hinder selection.* On very limited money, consider only those construction points that can't be changed. For instance, a seam may be re-stitched or threads clipped. However, unmatched plaids

or an uneven or puckered collar can't be changed.

Cost should be considered in relation to the situation and value or return for the money spent. For instance, two blouses may be of equal quality and cost, but one has more needed style details like pockets, and thus is a better buy. Cost-per-wear is also a good value measure. Care cost, particularly if dry cleaning is required, should also be considered.

Determine the Placing

Use the situation statement and your knowledge of clothing or consumer items to decide how you would place the class. Sometimes it's easy to pick the top item first. At other times, you might identify the lowest placed item quickly. Compare each item to the standards. This is Step 4 of the decision-making process.

Here's what you can observe about the four men's dress shirts in our example.

	GARMENT #1		GARMENT #2
Fiber Content:	100% Cotton	Fiber Content:	60% Cotton, 40% Polyester
Care Label:	Machine wash No bleach Tumble dry Iron	Care Label:	Machine wash, warm Tumble dry, low Remove promptly Use non-chlorine bleach as needed
Price:	\$26.00	Price:	\$15.00
Color:	White	Color:	White
Style Details:	Button-down collar Patch pocket Three-hole button Yoke Back pleat Long set-in sleeves Standard placket with 1 button 1-button cuff Top stitched	Style Details:	Button-down collar Patch pocket Yoke Back pleat Long set-in sleeves Standard placket Top stitched collar, lapel, cuffs
Other Description:	Excellent quality fabric (best of class) Very good construction (best of class) Will need much care Most comfortable (absorbent)	Other Description:	Moderate quality fabric Fairly good construction Needs moderate amount of care

GARMENT #3		GARMENT #4	
Fiber Content:	60% Cotton, 40% Polyester	Fiber Content:	65% Polyester, 35% Cotton
Care Label:	Machine wash, warm gentle cycle Whites bleach when needed Colors/stripes only non-chlorine bleach when needed Tumble dry, medium	Care Label:	Machine wash, warm Tumble dry Only non-chlorine bleach when needed Touch-up ironing may be required
Price:	\$18.00	Price:	\$11.00
Color:	White	Color:	White
Style Details:	Button-down collar Patch pocket Yoke Back pleat Set-in sleeve with cuff Double button cuff Top stitched collar, cuffs, plackets	Style Details:	Button-down collar Patch pocket Yoke Back pleat Set-in sleeves with cuff and placket Double button cuff Top stitched collar, front placket, cuff and standard sleeve placket
Other Description:	Good quality fabric Good construction Needs moderate amount of care	Other Description:	Poorest quality fabric Poorest construction Stitched long Seams not smooth Easiest to care for With 65% polyester will probably be: 7 least absorbent, thus hot to wear 7 most likely to pill

Mark the Judging Contest Scantron Sheet

When you decide on the placing:

- 3 Find the section that corresponds with the class you are judging (1,2,3,4).
- 3 Find the section that begins with the number of the garment you placed first.
- 3 Then, find the placing of the other garments.
- 3 Example: You placed the shirts 3-2-4-1. Find the combination of 3-2-4-1 and locate the circle next to that choice.
- 3 Bubble in your choice completely, using a dark pencil.
- 3 Your agent, program assistant or volunteer will work with you on how to use the scantron sheet at Cotton Boll and Consumer Jamboree Judging practices.

Prepare and Give Reasons

Giving reasons for your decisions is an important part of CLOTHING JUDGING. When you explain your placing, you're giving reasons. You will need to:

- 3 Have a clear picture of the entire class in mind.
- 3 Know the qualities or standards for the judged class.
- 3 Be able to compare the good and poor points for each choice.
- 3 Make notes and study them before giving reasons.

Making Notes

Your reasons will be easier to develop if you follow an orderly system. Begin by making good notes. They should be short, simple and easy to use. Here is an example that will help you.

Reasons for Placing	Admit or Grant	Faults
3/2 Good quality for \$. Easy enough to care for. Good quality fabric. Good construction. Good features/details.	2/3 Same fiber content. Similar care. Cost \$3 less.	2 Moderate quality, fabric and construction.
2/4 Good quality for \$. Fairly good construction & fabric. Good features/details.	4/2 Least expensive. Good value. Easiest care.	4 Needs touch-up ironing. Poor construction. High polyester content. Not/non-absorbent May pill
4/1 More in line with budget. Easiest to care for.	1/4 Best quality fabric. Best construction. Most comfortable.	4 Too expensive. Must be starched and ironed or sent to laundry.

Giving Reasons

There's a basic format for giving reasons. The format helps you organize your thoughts for presenting reasons and helps the person listening to the reasons.

The following four steps will help you to plan your reasons:

1. **Opening statement:** Give the name of the class and the order of placing. *Example:* "I placed this class of dress shirts 3-2-4-1."
2. **General statement:** Give a general impression of the class. *Example:* "This was a somewhat difficult class to judge, with a close middle pair and an obvious bottom shirt."
3. **Explanation of reasons:** Tell why one choice was placed over the next by comparison. Explain the major differences between the top pair, the middle pair and the bottom pair. *Example:* "I place 3 over 2 and at the top of the

class for its overall good quality for the price. Both fabric and construction are of good quality. It meets the easy care requirements for Rob and will have good appearance with a suit. Style features and details are typical of a dress shirt. I admit that 2 had the same fiber content and similar care instructions. It also cost three dollars less. However, I fault shirt 2 for lacking the quality fabric and construction details of shirt 3.

"In the middle pair, I place 2 over 4 because the overall quality is better. In general appearance, fabric and construction, it is superior to shirt 4. Granted, shirt 4 is least expensive, a good value for the money and easy to care for. I fault it for poor quality fabric, poor construction and general appearance. The high polyester content will make it hot to wear and could result in pilling.

"I place 4 over 1 because the price, \$11, is more in

line with the budget and the high polyester fiber content makes it easier to care for. I grant that shirt number 1 is the best quality, best construction and with 100 percent cotton fiber content the most comfortable to wear in warm or hot weather. I fault shirt 1 because of the high cost, even on sale, and the care required. One-hundred percent cotton needs starching and ironing or commercial laundry care. Price and easy care were important for Rob.”

4. **Closing Statement:** Repeat the opening statement, but begin with “therefore” or “for these reasons.” *Example:* “Therefore, I placed this class of dress shirts 3-2-4-1.”

Tips for Oral Reasons

In the preparation of oral reasons, you are trying to inform the judge that you saw and analyzed the items in relation to the given situation.

When you are being scored on your oral reasons what you say will have the greatest influence on the judge. However, the way you present your reasons also influences the judge. Your reasons will be scored on:

- 1 **Accuracy and completeness** - the placing and facts given. An accurate statement about the garments you judged.
- 1 **Confidence** - used the decision-making process and believe your placing is correct.
- 1 **Experience** - knowledge and use of the specific terms for the specific garments or items.
- 1 **Poise** - at ease, good use of grammar and speaking skills, wide awake and alert.

For the class on which you are to give oral reasons, you should:

- 1 Have in mind a clear **picture** of the entire class.
- 1 Know the qualities or **standards** for judging that particular class.
- 1 Be able to compare the good and poor **qualities** of each garment/item.
- 1 Make **notes** and study them ahead of time. (DO NOT READ YOUR NOTES.)

Remember, the basic format for giving oral reasons is:

- 3 **Opening statement**
- 3 **General statement**
- 3 **Explanation of reasons** - choice was placed over the next by comparison. Explain the major differ-

ences between the top pair, middle pair, and the bottom pair.

- 3 **Closing statement** - repeat the opening statement,

but begin with “therefore” or “for these reasons.”

Here are some additional guidelines and terms you may find useful as you prepare and give your oral reasons. You should:

- 3 Be serious but pleasant. A smile is always welcomed.
- 3 Use good posture. Stand on both feet and keep your hands relaxed. **DON'T FIDGET!**
- 3 Have confidence in yourself.
- 3 Look at the judge.

What you say:

- 3 Speak clearly and convincingly.
- 3 Use short sentences that contain one thought. Do NOT “run together” sentences.
- 3 Put the most important reason first.
- 3 Use comparative terms. Example: “more,” “better,” “less expensive,” or some words ending in “er.”
- 3 Be specific. For example, instead of saying, “This shirt is better than ...,” say, “This shirt is of better quality because it will last longer due to its durability.”
- 3 Be complete but not repetitious.
- 3 Don't skip around. Follow a logical order. For example, on shirts -- start at the collar, then move on to the shoulder seams, down to the sleeves, buttons and hem. This is starting at the top of the shirt and moving downward.
- 3 After giving reasons for your placement, admit the advantages of the “lesser desired” garment. Use words such as: “I grant,” “I admit,” “I acknowledge,” “I recognize,” “I concede” and “on the other hand.”
- 3 The term “today” is often used in livestock judging. It is not appropriate for clothing. Animals may change from day to day, but clothing items don't.

Don't Say ...	Instead Use ...
Item	Specific name
I would like to see ...	I criticize 2 because ...
Kinds of; types	Item number
Number 2 over number 1	2 over 1
It	Item number
Lacks, an item lacks something	The item is (point out fault)
In the order of 2 over 1	2 over 1
I am placing	I place
I am criticizing	I criticize

Following this pattern, a sample class of reasons should be:

“I placed this class of _____, 1-2-3-4, in the top pair I placed 1 over 2 because 1 is _____

_____.

I grant 2 is _____

_____ is also

_____, than 2.

In the middle pair, I placed 2 over 3 since 2 is _____

2 is _____

I fault 3 for _____

_____ than 2.

Moving to my bottom pair, I placed 3 over 4 because 3 is _____

3 is _____

I placed 4 last and at the bottom of the class because it is _____

For these reasons (or therefore) I place this class of _____, 1-2-3-4.”

Possible Consumer Items You Might Judge

Food

- _____ snacks
- _____ restaurant menus
- _____ food items
- _____ convenience meals/snacks

Financial Services

- _____ checking accounts
- _____ savings accounts
- _____ credit cards
- _____ loans (college, home, car, etc.)
- _____ investments

Business Machines:

- _____ calculator
- _____ computer
- _____ portable computer
- _____ personal/electronic organizers

Transportation:

- _____ automobile
- _____ tires
- _____ repair services
- _____ bicycle

Phone Services:

- _____ long-distance
- _____ telephone
- _____ pre-paid phone cards

Insurance:

- _____ car
- _____ health
- _____ life
- _____ rental

Travel Services:

- _____ luggage
- _____ sun screens
- _____ airfare
- _____ travel alarm clock
- _____ back packs

Housing:

- _____ selection
- _____ renting
- _____ mortgages

Personal Care Products:

- _____ hair dryer
- _____ travel iron
- _____ shampoo

Small Kitchen Appliances:

- _____ popcorn popper
- _____ sandwich grill
- _____ toaster
- _____ blender
- _____ slow cooker
- _____ microwave oven

Sports Equipment:

- _____ running shoes
- _____ baseball glove
- _____ sleeping bag
- _____ tennis racket
- _____ football
- _____ camera
- _____ hiking shoes/boots

Health Services:

- _____ health fitness center
- _____ contact lenses
- _____ exercise equipment

Other Services:

- _____ dry-cleaning
- _____ haircuts
- _____ baby sitting dilemmas
- _____ internet service providers
- _____ internet shopping

Sound Equipment:

- _____ radio
- _____ television
- _____ VCR
- _____ personal stereo
- _____ CD player

Clothing:

- _____ shirts (denim, knit, dress, flannel, etc.)
- _____ blue jeans
- _____ wind jackets
- _____ field coats
- _____ T-shirts
- _____ khakis
- _____ ties
- _____ socks
- _____ sweatshirts
- _____ sweatpants

_____ curling iron

Prepared by

Cheryl R. Varnadoe
Extension 4–H Faculty
Marketing, Public Relations, and Recruitment
College of Agricultural and Environmental Sciences

Adapted from materials developed by
Doris N. Hall, Mary Ellen Blackburn, and Mary Lou Dixon

William R. Lambert
Associate Dean for Extension

Roger C. (Bo) Ryles, Jr.
State Program Leader, 4–H

The University of Georgia and Ft. Valley State University, the U.S. Department of Agriculture and counties of the state cooperating. The Cooperative Extension Service, the University of Georgia College of Agricultural and Environmental Sciences offers educational programs, assistance and materials to all people without regard to race, color, national origin, age, sex or disability.

**An Equal Opportunity Employer/Affirmative Action Organization
Committed to a Diverse Work Force**

4–H Department Publication

JM-01 Judging Curriculum

Revised July, 2000

Issued in furtherance of Cooperative Extension work, Acts of May 18 and June 30, 1914, The University of Georgia College of Agricultural and Environmental Sciences and the U.S. Department of Agriculture cooperating.

Gale A. Buchanan, Dean and Director