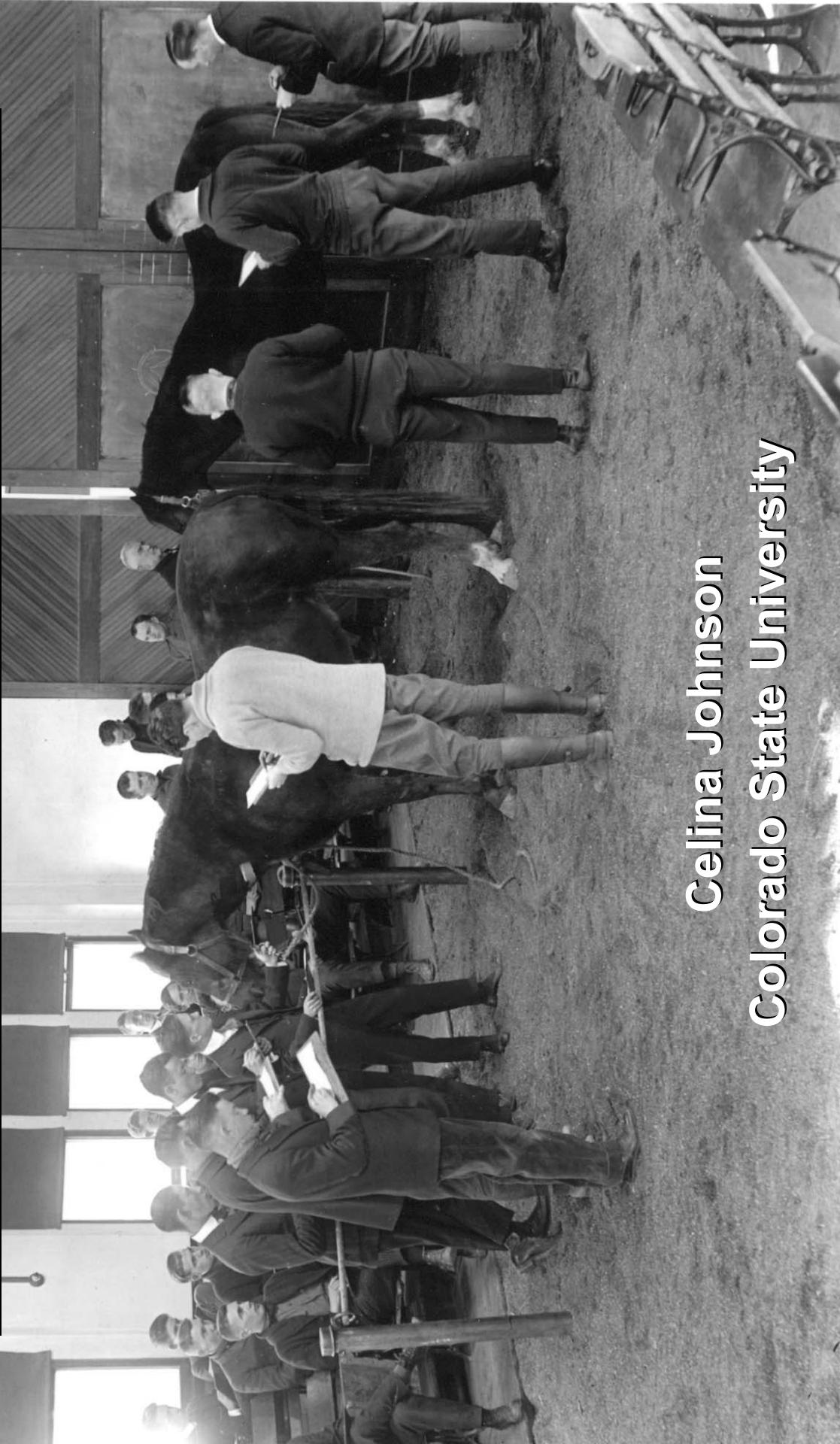


Coaching Judging Teams



Celina Johnson
Colorado State University

Students will generally reflect the biases, attitude and professionalism of their coach.

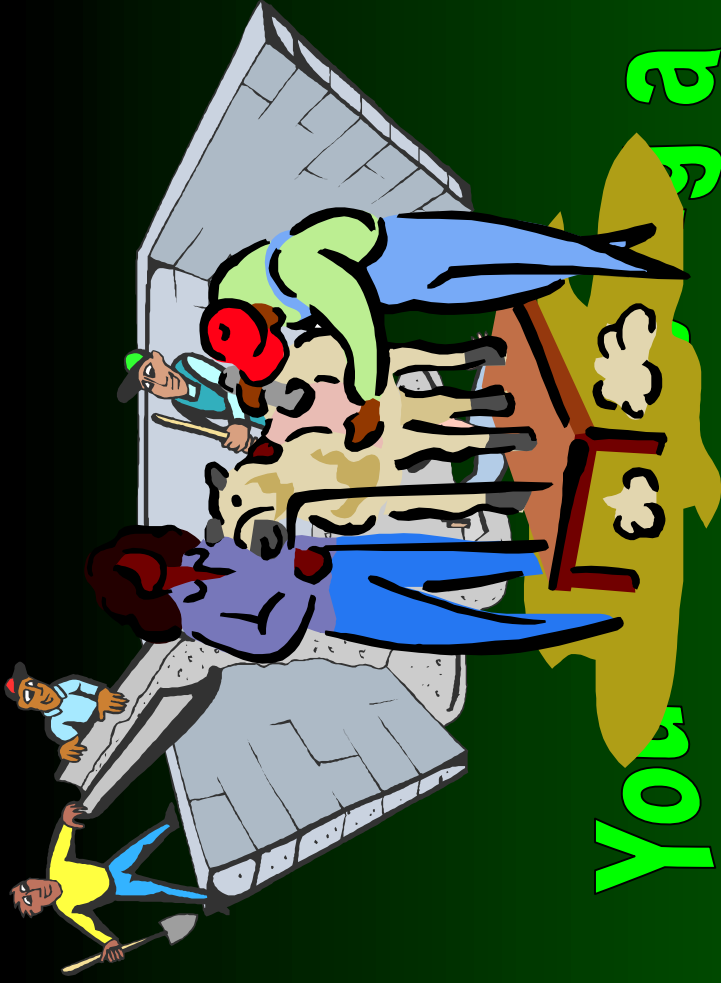
**Dr. David Daley
California State University, Chico**



Attitude reflects leadership

“Remember the Titans” Movie

- **Judging livestock will always include an element of subjectivity!**
- **The key to success is make the process as objective as possible!**
 - **ESPECIALLY WITH BEGINNING STUDENTS!**
- **Livestock evaluation should be taught as a science rather than an art**

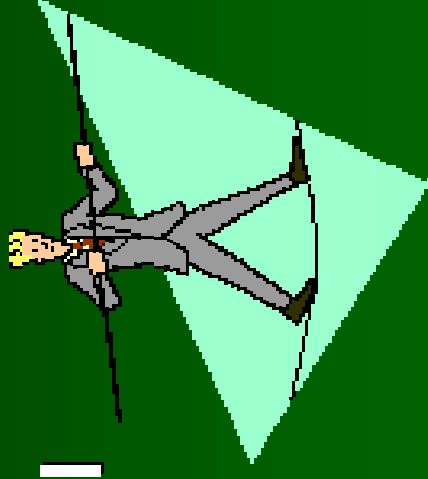


You **g**a

FOUNDATIONAL Industry Youth Development Knowledge

Build a foundation

- Competition vs Education
- Winning vs Learning
- Recognition vs Professional Development
- Coaching vs Teaching



Build a foundation

- Time needed to reach goals could be months or years
- Kids are individuals – each with their own inherent ability, learning style, work ethic

Build a foundation

- There is much that should/can be done before ever seeing an animal
- Be inspirational – create a joy for learning

Build a foundation

- Teach the industry
- Teach anatomy and physiology
- Teach the language spoken in the industry
- Teach the economically important traits
- Teach evaluation of visual & genetics
- Teach the incorporation of these aspects into Questions and Reasons

Build a foundation

- Teach the **INDUSTRY**:
 - In order to **select/evaluate livestock**, need to **understand the industry**
 - **Profitability**
 - **Need to engage youth in the industry!**



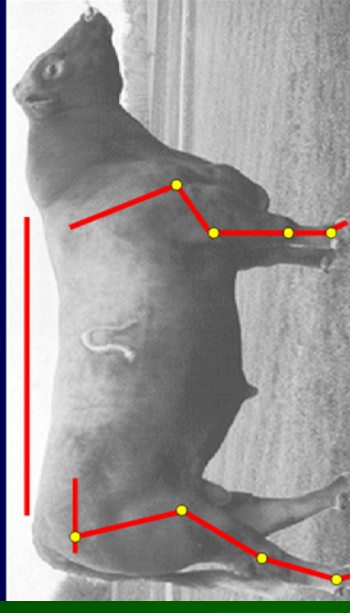
Build a foundation

- Teach the **INDUSTRY**:
 - Magazines
 - Internet
 - Industry activities (sales, workshops, etc)
 - Membership in industry groups (junior breed associations, junior cattlemen's, etc)
 - Communicate with industry members (guest speakers, farm tours)
 - Jobs

Build a foundation

- Teach Anatomy and Physiology:
 - **Form to function**
 - Why do we worry about **structure, muscle, fat, volume**, etc. in different types of animals?
 - Market vs breeding
 - Can your kids **identify** the **parts** of the **animal**?

Desirable Skeletal Structure
Beef



Build a foundation

- Teach the Language:
 - Terminology and phrases
 - Learn to talk like an informed member of industry!

Build a foundation

- Teach the **Economically Important Traits**:
 - What are they?
 - What is the economic value of each trait (or economic importance to producer)?
 - What is the unit of measure for each trait and does changes in each trait affect value?
- Example – Feed efficiency

Build a foundation

- Teach the **phenotypic and genetic evaluation**:
 - Visual appraisal
 - Performance data interpretation and application

Build a foundation

- **Questions!**
 - Questions are **more challenging** than oral reasons
 - Provide **immediate feedback** to the coach
 - A “good” question will have 1 correct answer
 - **Less intimidating** than reasons
 - **Positive questions will create a positive learning environment**

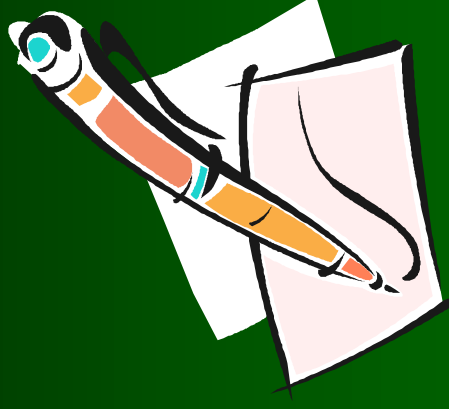


Build a foundation (reasons)

- **Brief** (1-2 minutes, no more) justification of why the student placed the class the way they did.
- When scored, the judges priorities are:
 - **ACCURACY** - no matter how good it sounds, a lie is still a lie!
 - **Organization** - logical flow
 - **Presentation/Delivery**

Build a foundation (*reasons*)

- Oral Communication
- Note-taking Skills
- Critical Thinking
 - Make a logical decision
 - Defend that decision



Build a foundation (*reasons*)

- Step One: Terminology
 - Make sure the youth understand the parts of the animal!
 - Fancy, wordy terms are not worth any more than honest, simple terms used correctly!

Build a foundation (reasons)

- Step Two/Three: Note taking
 - Teach the students a system for taking notes
 - Easiest way - take notes that follow the reasons format
 - Youth need to be able to visualize the animals, not memorize the notes

Build a foundation (*reasons*)

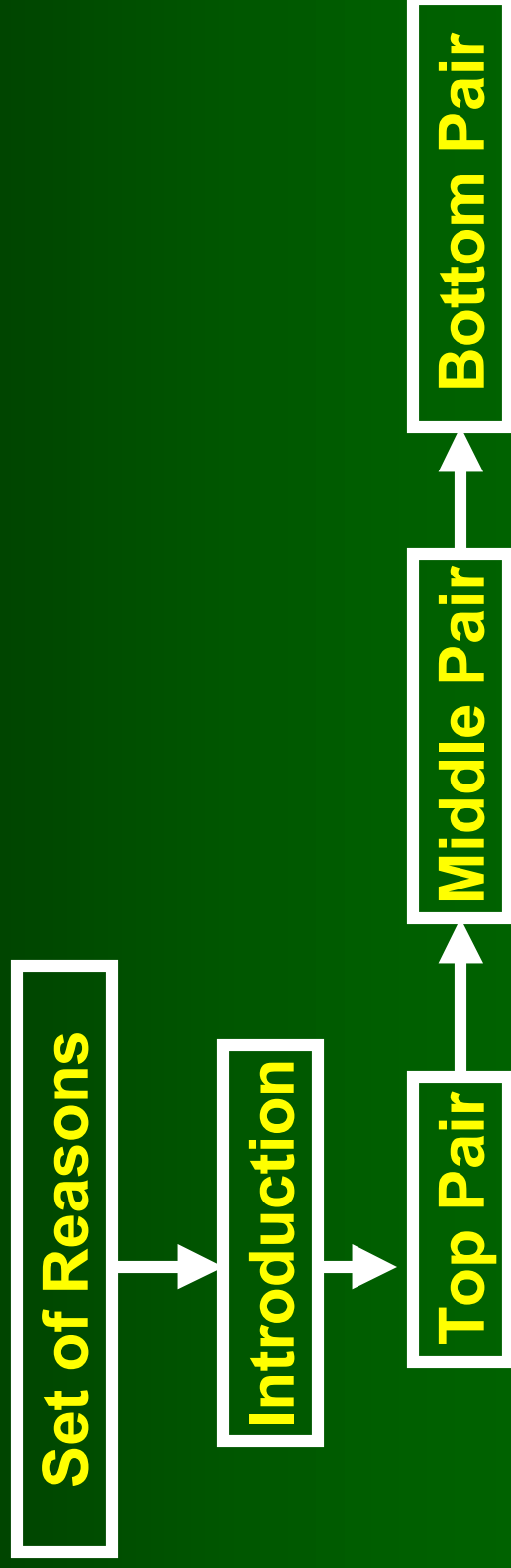
- Step Two/Three: Reasons Format
 - Keep it simple
 - Structure notes that fit directly into the format

Build a foundation (*reasons*)

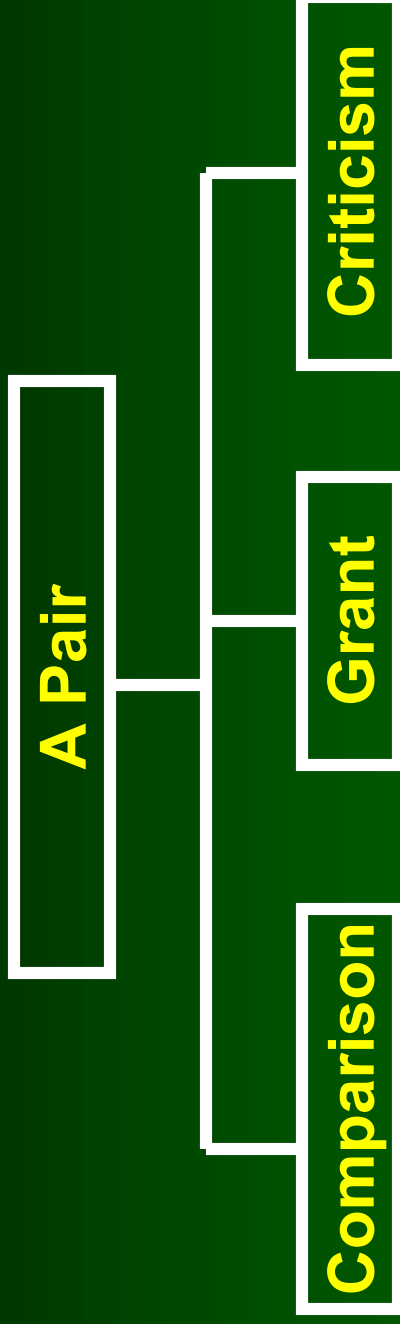
- Finally: Presentation
 - Keep it natural
 - Make it fun
 - Take it one pair at a time

Build a foundation (*reasons*)

- Need to know the format



Build a foundation (*reasons*)



Build a foundation (*reasons*)

- General Comments about individual animals or the class

1/2

○ Comparison

Grant

Criticism

2/3

○ Comparison

Grant

Criticism

○ 3/4

Comparison

Grant

Criticism

Build a foundation (*reasons*)

- Teaching the format
 - Use common objects first
 - Ink pens, pocket knives, hats, shoes
 - Give the students a scenario for the objects
 - Make sure to have a copy of a reasons format available for them to follow as they write reasons for the objects
 - Have them work in pairs and share with the group

Build a foundation (*reasons*)

- Teaching to **visualize** the animals
- Ask **QUESTIONS!!**
 - Have students place a class, turn their back to the class and answer several questions about the class.
- Ask questions while driving or at the end of a practice
 - “What did the #3 gilt look like in that first class that we judged”

Build a foundation (*reasons*)

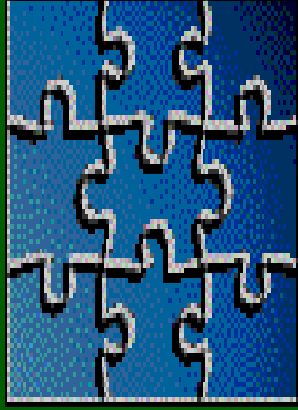
- Students can be TERRIFIED - so make it fun
- Start by giving an introductory statement
 - “I place this class of Angus Bulls 1-2-3-4. 1 wins as he best combines muscling, volume and skeletal soundness.
- Sometimes sharing with the group eases tension, sometimes not!!

Build a foundation (*reasons*)

- After comfortable with intros, add the top pair.
- At each stage make sure grammar is correct and the format is being followed.
- Gradually add to the sets until students are giving a full set of reasons.

Build a foundation (*reasons*)

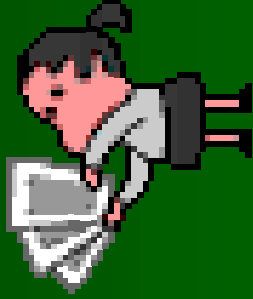
- **Parts of the animal - good for beginners!**
 - Make jigsaw puzzle pieces out of the parts.
 - Have the students name each part as they put the animal together.
 - Ask questions about the function of each part.
 - If the students do not know the parts of the animal, they will never be able to give an accurate set of reasons



C.R. Johnson

Build a foundation (*reasons*)

- The “Term Game”
 - While traveling, pick a topic (ex. Muscle) and have the students come up with as many different ways of describing muscle differences as possible.

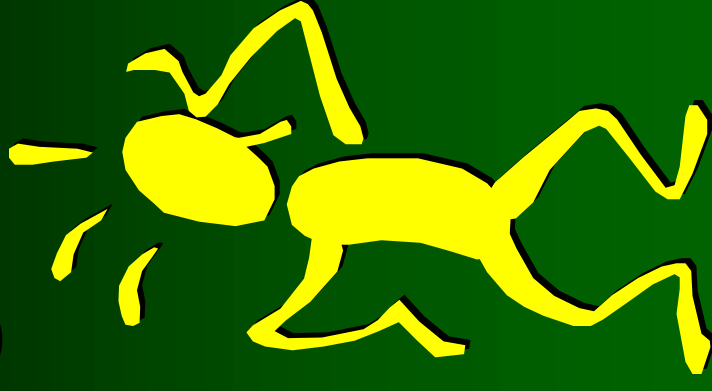


Build a foundation (*reasons*)

- Additional ways of improving reasons
 - Have them give the same set to each other, simultaneously
 - In a circle, have each student give a sentence, building a full set of reasons
 - Record with video or audio and go over with the students to help them understand where they need to improve

Human Tendencies to “Goof Up” in Judging

Jerry Hawkins
Claredon Community College



Human Tendencies...

1. Think about and work on judging only “as needed”
2. Judge to suit parents, older brothers or sisters, etc., to please them when your heart is not in it
3. Try to beat someone or another team instead of just doing the best you can

Human Tendencies...

4. Don't give any forethought to the class you are going to judge
5. Eliminate an animal without analyzing the complete class
6. Place a class based only on one trait

Human Tendencies...

7. Panic in a difficult class
8. Rely on your memory of a class, rather than taking good notes
9. Worry about whether you filled in the judging card correctly or even marked your placing

Human Tendencies...

10. Worry about the placing on the class just judged instead of getting ready for the next class
11. Try to place the next class before you move to the class
12. Try to reinforce your confidence by looking at someone else's card or notes to see their placing

Human Tendencies...

13. Visit between classes instead of mentally preparing for the next class
14. Place a class too quickly
15. Place a class too slowly
16. Let people irritate you

Human Tendencies...

17. Become frustrated when the contest is changed or is conducted differently from what you expected
18. Worry about reason takers
19. Memorize your notes
20. Use pet terms over and over

Human Tendencies...

21. Worry about terms instead of truthfulness, meaning, and sincerity of term
22. Talk in great depth about the easy pairs but not in very much detail about the close pairs
23. Avoid eye contact with the reason taker when you become unsure of yourself or your delivery is rough

Human Tendencies...

24. Use a lot of body movement and other mannerisms that detract from your reasons
25. Feel tense when giving reasons
26. If you mess up in the middle/bottom pair of reasons, don't finish, and start over from the beginning

Human Tendencies...

27. Speak too softly or too loudly
28. Speak too quickly or too slowly
29. Speak in a monotone with little or no expression, or overdo the expression when the reasons do not come across with sincerity

Human Tendencies...

30. Let down your momentum and enthusiasm for the last few sets of reasons in a contest
31. Make classes in contests harder than they really are
32. Forget classes in workout after the workout is over

Human Tendencies...

33. Say we placed the last class (es) at _____ because of _____
34. Make an excuse for your placing instead of trying to see why a class was placed a certain way
35. Let yourself become tired and unenthusiastic about a judging practice

Human Tendencies...

36. Worry about a contest and let yourself approach it with a negative attitude
37. Be satisfied with your knowledge as a coach and stop seeking to improve your skills; this will give you nothing more to pass on to your students

Human Tendencies...

- Jerry Hawkins final thoughts:
 - Most important ingredient = fun!
 - Keep criticism positive and constructive
 - Work on improving students self-confidence and you will have a pleasant experience and more than just a judging team

Resources:

CSU LIVESTOCK EXTENSION/OUTREACH

[HOME](#) | [YOUTH CALENDAR](#) | [RESOURCES](#) | [JUDGING CLASSES](#) | [CONTACT US](#)

- please use the above links to navigate the youth extension site -
[Home](#) > [Youth Livestock Extension](#)

4.27.04 Lincoln County 4-H Livestock Judging Contest Results

Congratulations to the following winners from the **Lincoln County Livestock Judging Contest** held at the **Lincoln County Fair** on **April 27, 2004**.

- [Results from the Junior classes](#)
- [Results from the Senior classes](#)

4.9.04 Adams County 4-H Livestock Judging Contest Results

Congratulations to the following winners from the **Adams County Livestock Judging Contest** held at the **Adams County Fair** on **April 9, 2004**.

<http://livestock.colostate.edu/youth>

- [Results from the junior classes](#)
- [Results from the senior classes](#)

3.29.04 Colorado State University is proud to host a Livestock Judging Camp - July 14th through the 16th

Youth from the ages of 8-18 are invited to participate. Camp is **LIMITED TO THE FIRST 50 PARTICIPANTS!** Cost for the camp is \$75 per youth and includes 3 lunches and 2 dinners, a judging manual, and a camp souvenir. For a registration to be complete, each participant (including chaperones) must turn in a completed application, code of conduct, medical release and also provide their chaperone information **NO LATER THAN JUNE 15, 2004**. Participants are responsible for their own lodging. A block of rooms are available at the Best Western University Inn located at 914 S. College Avenue for this event. The University Inn is within walking distance to the Department of Animal Sciences