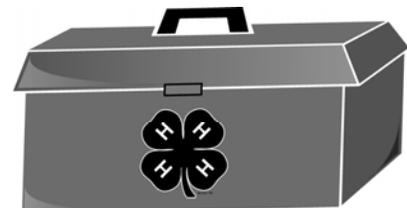


# 7

## "Mock Judging" Lesson Plan





## Learning Objectives

1. Define "judging."
2. Explain the benefits of mock-judging activities and of giving oral reasons.
3. Identify methods of including judging activities in 4-H meetings.



## Supplies & Resources Needed

- Lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of lesson plan quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Mock Judging" fact sheet



## References

Hiller, Jan and Newman, Jerry. "Learning Through Judging," Cooperative Extension Washington State University. Retrieved September 4, 2007, from [http://cru84.cahe.wsu.edu/cgi\\_bin/pubs/EM4647.html?mv\\_tmp\\_session=1&collapse=1](http://cru84.cahe.wsu.edu/cgi_bin/pubs/EM4647.html?mv_tmp_session=1&collapse=1)

## Projected Length

25-30 minutes

## Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Mock Judging" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Mock Judging" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.



## Methods/Content



**Information found on Slides #1-2.**

### Introduction



Welcome to the lesson "Mock Judging." This lesson is designed to help us define judging, to understand the benefits of judging activities and to learn ways to include practice or "mock" judging activities in 4-H meetings.

### Objective 1

Define "judging."



**Information found on Slides #3-4.**

What is judging?

Making a decision and explaining why it was made



*Judging is making a decision and explaining why it was made. Seldom a day goes by that you do not have decisions to make. When you buy groceries you must constantly choose between brands while considering quality, size, end use, and cost. How carefully we select the apples from a grocery shelf! Also consider the many decisions involved in the selection of an automobile! In 4-H, judging is essentially a matter of comparing two or more items. If 4-H members know what factors make up an ideal animal, plant, or situation, they are more able to recognize top quality products, to know good standards, and to make wise decisions based on facts.*

*Another definition is: To determine or decide authoritatively after deliberation. (The American Heritage Dictionary, Second College Edition, 1982.)*

### Objective 2

Explain the benefits of mock judging activities and of giving oral reasons.



**Information found on Slides #5-7.**

What are the benefits of including mock-judging activities in the 4-H Club?



*Mock Judging is a valuable teaching technique for the 4-H leader. It provides another way for leaders to present project information to the 4-H members. Judging can be used by leaders to stimulate interest in a subject or as an incentive to motivate better work.*



Judging teaches 4-H members to:

- Observe carefully
- Recognize good products, articles, animals
- Improve their own work
- Make wise selections
- Make decisions
- Express themselves clearly
- Appreciate opinions of others

What is a good circle?



*Before 4-H members can learn to evaluate or judge their products, they must know something about standards and quality. Members are ready to compare when they become familiar with the characteristics of a product, know the terms that describe it, and have some idea of what a good product really is. Let's use circles as an example. (See slide #7)*

*Before deciding whether one is better than another, we need to know what a good circle is. This we learn by studying just one good circle. Now, everyone won't agree exactly on just what a good circle looks like. Some might like brightly colored ones; others might like them pale. Some might like king-sized ones; others might like them very small. But all can agree on a basic characteristic, such as a perfectly round shape. At this point a person can use a scorecard to rate the various characteristics of the circle. Once the ratings are completed, the judge can give the circle an overall grade. If there is a series of circles, the judge could place them in order starting with the circle that most closely resembles the "ideal" circle.*



**Information found on Slides #8-11.**

Judging a class



*The items within a class may be designated by numbers 1-2-3-4. The members examine the items and decide which one they think is best, second best, third best, and least satisfactory.*

*The articles in any class should vary enough in quality so that a definite placing is possible. However, there may not always be the same amount of difference between any two articles in the class. When preparing a class, it is good to have a fairly obvious top or bottom or a fairly wide division between them.*

*Let's look at an example. (See slide #9.) A member might judge a class of sketched circles.*

How would you place these circles?



*Now examine the four circles and decide your placing from top to bottom. Write down your answers.*

*You've now made a decision regarding the circles that you believe are the best (and worst). While this is an important skill, there's another step that's even more important: giving reasons.*



## Reasons



*Giving reasons (why a class was judged a certain way) is probably more important than the actual judging itself. Giving reasons separates the lucky guessers from the good judges. Reasons can be oral, written, or both. Members probably learn more by giving reasons orally. If there is a limiting factor (such as time), written reasons may be given.*

Giving reasons helps members to:

- Organize their thoughts.
- Learn to express themselves in a logical, convincing manner.
- Speak effectively.

## Discussion



**Information found on Slide #12.**

NOTE: If you have a large group, you may want to divide them into smaller groups of five or six for sharing.



*Now take time to share with the group your placing of the circles and your reasons for the placing.*

## Objective 3

Identify methods of including judging activities in 4-H meetings.



**Information found on Slides #13-16.**

What could you judge at 4-H meetings?



*Instead of circles, what else could you judge?*

Pencils, cookies, seam finishes, photographs

Choosing equipment for grooming a calf or equipment for a sewing box

Purchased items compare labels, costs, etc.

Articles the 4-H members make in their projects



*What other items can you think of to have your 4-H members judge?*



Allow time for participants to brainstorm responses.

When can you conduct judging activities?



*Judging activities can be conducted at meetings (as ice breakers, recreation, or for a program); at a special workshop; or during a Skill-a-Thon.*

*You could set up a different judging activity at each meeting throughout the year.*

*See the Skill-a-Thon lesson plan elsewhere in the VolunteerIN materials for 2008.*

Who can conduct judging activities?

- 4-H Club Volunteers
- Project Leaders
- Older Members
- Younger Members
- Parents



*Any number of individuals can conduct judging activities. This could be a good role for the individual who has an interest in a certain project area.*

## Conclusion and Quiz



**Information found on Slides #17-19.**



*In this lesson we have covered the following points:*

- The definition of "judging"
- The benefits of mock judging and of giving oral reasons
- Methods of including judging activities in 4-H meetings

Briefly review the lesson and allow time for any questions from the volunteers. Then, distribute the quiz questions. Allow volunteers time to answer the questions. Provide the correct answers from the key provided in the lesson. You may choose to collect the quizzes or allow the volunteers to keep them as a review.

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## “Mock Judging” Quiz

**1. Judging is making a decision and telling why it was made.**

TRUE

**2. Name three benefits of including judging activities in 4-H Clubs.**

Any three of the following benefits would be correct:

Judging teaches 4-H members to:

- Observe carefully
- Recognize good products, articles, animals
- Improve their own work
- Make wise decisions
- Express themselves clearly
- Appreciate opinions of others

**3. You must bring livestock to your meeting to have a judging activity.**

FALSE. Judging activities can be completed with a number of different items. Livestock are just one example.

**4. Describe a mock-judging activity you could lead at a 4-H meeting.**

Any method listed below would be acceptable (along with others mentioned in the discussion).

- Pencils
- Cookies
- Seam finishes
- Photographs
- Choosing equipment for grooming cattle
- Choosing equipment for a sewing box
- Purchased items – cost, label info, etc.

