



# Livestock Judging

A 4-H Animal Science Project

## Activity 6, Judging a Class

## CREDITS AND ACKNOWLEDGMENTS



**4-H LIVESTOCK JUDGING** was developed through a team effort with the Florida 4-H Youth Development Program, Department of Family, Youth and Community Sciences, and the Department of Animal Science, The Institute of Food and Agricultural Sciences, University of Florida.

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## Activity 6

# JUDGING A CLASS

### OBJECTIVES:

For youth to:

- Identify priorities for evaluating items.
- Develop comparative skills.

### LIFE SKILLS:

- Acquiring, analyzing and using information.
- Decision making skills.

### MATERIALS:

Hats (4 different types)

Paper (to number hats and one per youth)

Footwear (4 different types)

Knives (4 different types)

Pictures of trucks (4 different types)

Pencils

Markers or chalk

Flipchart and easel or chalkboard

### TIME:

1 1/2 Hours

**SETTING:** Comfortable room

## INTRODUCTION

Evaluating an entire class of animals is much easier when you have a plan. Knowing your system of individual animal priorities will help you immensely in judging a class. Livestock judging requires complete concentration, careful observation and logical reasoning skills. Let's see how you do.

## DO

READY, SET, JUDGE!!

- Set up a class of 4 hats and label them 1, 2, 3 and 4.
- Have the group develop a list of priorities for the hats. Examples are size of brim, mesh or solid, cowboy, cap or beach hat, writing and print on it, UV protection, clean condition with no holes, visibility....
- List them on the flipchart or chalkboard.
- Have each youth judge the class based on the priorities.
- Have each youth discuss their placing and why they placed it the way they did, based on the priorities list.
- Set up additional classes using footwear, knives, and trucks.

## REFLECT

- List some priorities the group identified.
- Did you negotiate any priorities because of their importance?
- List some priorities that were the same for all items.
- What similarities were there between priorities for different items?

- Did you have at least one easy pair placing? (ie. bad vs. nice hat)
- Was it challenging to judge items other than livestock?
- Will you look at these items differently in the future?
- Why is it important to know this information?
- What did you learn from this activity?

## **APPLY**

- Developing priorities for livestock selection:
- Judge a class of livestock; either live or from slides or video.
- Start with a live class of 2, then 3, 4, 6, or 8 animals.
- Can you think of other ways you can use this same system in your daily decision-making ?





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**Name**

**4-H Club Motto**

**"To make the best better"**

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**Address**

**4-H Pledge**

**I Pledge:**

**My head to clearer thinking  
My heart to greater loyalty**

**My hands to larger service, and**

**My health to better living**

**for my club, my community,  
my country, and my world.**

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**Name of Club/School**

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**Leader/Teacher's Name**

**4-H Colors**

**Green and White**



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