IOWA 4-H LIVESTOCK MEATS JUDGING CONTEST

Saturday, August 29, 2015
Location: ISU Campus, Meat Laboratory, Ames

Complete Details & Info

On-Line Entry: Due August 1 – Click Here for online entry form

Registration: 9:15 – 9:45AM

Contest Time: 10:00 AM

1. Complete the online registration form and payment to by August 1st.
2. The registration fee is $40.00 per team and $10.00 per individual.
3. Coaches will designate team members during registration.
4. Meals will not be included in the cost of registration but will be available for purchase at the contest.
5. Contestants must have their own pencils with them.
6. Refer to the rules that govern and explain the conduct of the State 4-H Meats Judging Contest

Resource Material:
- American Meat Science Association - National Contest Rules & Resources
Iowa State 4-H Meats Judging Contest Rules

Changes for 2015

1. 4-H contestants **will not** complete the written portion of the contest and they will not yield and quality grade.
2. 4-H contestants **will judge an additional beef retail cut class, give one set of reasons and identify 30 retail cuts** instead of 25. Example oral reasons video can be found on the 4-H Livestock Judging page.

Below are the rules as they will apply to the Iowa State 4-H Meats Judging Contest. Additional rules regarding the National 4-H Contest can be found at: www.meatscience.org/students/meat-judging-program/national-4-h-meat-judging/identification-and-judging-contest.

General Conduct of Contest

Teams are to be made up of four 4-H members between the ages of 14 and 18 as of January 1st of the current year. A county can have more than one team participating in the competition.

Contestant will not be permitted to:

1. Handle or touch cuts or lean cut surfaces under any condition
2. Use any mechanical aid, such as a measuring device, light, etc.
3. Talk to fellow contestants at any time during the contest
4. Monopolize any one exhibit for any unreasonable length of time
5. Separate themselves from the class on which their group is working
6. In any way willfully obstruct the work of any other contestant

Selection of Classes

The Judging Committee will give special consideration to the following items:

A. General

1. All exhibits in the judging classes are to be selected from the top four grades
2. The Judging Committee shall be the final authority in how the cuts are trimmed. The contestants will not be expected to make allowances for faulty workmanship or differences in trim
3. An effort will be made to select classes that will hold their characteristics for the duration of the contest
4. All exhibits within one class will be of about the same weight, so that the size of the exhibit is not a major factor in determining the placing
5. A special effort will be made to avoid unusual conditions in the contest area which would tend to change the appearance of the exhibits during the contest.

6. A check will be made to see that all hanging exhibits in one class are on about the same length hooks and at a height for best observation.

7. A check will be made to see that marks of identification, such as plant or official federal grades, tags, or other common marks of identification are removed from every exhibit prior to the start of the contest.

B. The retail cuts to be used for the identification portion of the contest will be selected from the latest approved national 4-H Meat Identification Cut Master List (Retail Cut Identification Codes *Updated January 2012) available from the American Meat Science Association (www.meatjudging.org). Steaks or chops will not exceed 1-1/4 inches thick. Roasts will be 1-1/2 inches thick or more. Efforts will be made to avoid borderline calls. Each cut will be packaged in a tray with a clear wrapping cover and the most identifiable side displayed. Contestants may not touch retail cuts at any time. Retail cuts and names shall be among those found in the Uniform Retail Meat Identity Standards approved list, and the Guide to Identifying Meat Cuts.

C. Beef retail cut placing/reason classes shall be selected from among the following:

- Beef Chuck, Arm Roast
- Beef Rib, Rib Steak, Lip-on
- Beef Rib, Ribeye Steak
- Beef Loin, T-Bone/Porterhouse Steak
- Beef Loin, Top Loin Steak, Boneless
- Beef Loin, Top Sirloin Steak, Boneless
- Beef Round, Round Steak (Bone-In or Boneless)

Pork retail cut placing/reason classes shall be selected from among the following:

- Pork Shoulder, Blade Boston Roast
- Pork Shoulder, Blade Steak
- Pork Loin, Blade Chop
- Pork Loin, Blade Roast
- Pork Loin, Rib Chop
D. Wholesale/Primal-Subprimal Judging Class list.

Different numbered options are listed because of regional or market availability preferences.
*Preferred choices, if available.

- Beef Ribs (103/107*/109/112A)
- Beef Rounds (158*/160)
- Beef Short Loins, Short-Cut (174*)
- Beef Strip Loins, Bnls (180)
- Pork Fresh Hams (401*/401A)
- Pork Shoulder Boston Butts, Bone-In (406)
- Pork Loins (410/411/412*)

E. Classes and scoring for a Standard Contest

<table>
<thead>
<tr>
<th>Possible Score</th>
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<tbody>
<tr>
<td>Retail—2 Classes</td>
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<tr>
<td>Selected from list in Part C, one beef, one pork</td>
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</table>

| Beef—2 Classes |
| Carcasses and/or | 50 |
| Wholesale/Primal/Subprimal Cuts | 50 |

| Pork—2 Classes |
| Carcasses and/or | 50 |
| Wholesale/Primal/Subprimal Cuts | 50 |

| Reasons |
| Oral reasons will be given on one of |
| The above classes at 50 points | 50 |
| Total Judging Score Possible | 350 |

Identify 30 retail Cuts—Beef, Pork, and Lamb Fresh, Processed or Variety
(A) Name of Species at 2 points each | 60 |
(B) Name of Primal Cut at 3 points each | 90 |
(C) Name of Retail Cut at 4 points each | 120 |
Recommended Cookery Method at 1 point each 30
Total Identification Score Possible 300

TOTAL CONTEST SCORE POSSIBLE 650

Oral Reasons

A. There will be one reasons class selected from either a beef or pork retail class. Each contestant will give one set of oral reasons. The reasons class will be chosen by the Judges and announced to the contestants at the start of the contest. The contestant may not use notes while giving reasons, but will be provided a note taking card during the contest to be used for review and preparation for the oral reasons.

B. Reasons should be given to the Judges, in the order of the contestant’s placing. Major comparisons, criticisms and grants should be used, where appropriate.

C. Contestants giving their reasons on a different placing than what they recorded on their placing card will automatically be penalized 5 points from their reasons scores.

Contest Time and Materials

A. Twelve minutes will be allowed in the cooler per placing each judging class and taking notes for reasons.

B. Contestants will stand back two minutes for reviewing judging class general characteristics except those classes designated as walk-by classes. Nine minutes will be allowed for close inspection of each class and one minute will be allowed for standback and filling out placing cards.

C. Two 12-minute periods will be allowed for identifying the 30 retail cuts, with no standback.

D. The Judges will decide all official placings and cuts for the contest.

E. Immediately preceding the start of oral reasons, there will be a warm-up period of at least 20 minutes for contestants to study notes for their oral reasons.

F. Oral reasons may not exceed two minutes.

G. All forms, placing cards, note cards for reasons, etc. shall be provided by the contest administration.

H. Clipboards, and writing utensils shall be provided by the contestant.

I. Cards not marked will be scored as a zero.
Organization of Oral Reasons

When presenting oral reasons, it is important to keep them organized and easy to follow. This will both keep you on track and help the official understand your reasons. A sample organizational structure for oral reasons is on the next page. In general, you should start out with an opening statement, including your contestant number, the name of the class, and your placing. Make sure the placing you tell the official matches the one you marked on your placing card! You will automatically lose points if the placings on your card and in your reasons do not match.

You should then discuss your first pair (advantages then grants) followed by the second pair, then the third pair. The last part of your reasons should discuss the specimen you placed last, and how it compares to the rest of the class. Only in this section may you start with the grants first. For example, you might say that the cut you placed last had the most desirable color, but you placed it last because it was the fattest cut in the class.

1. Learn correct terms. It is imperative to know what you are looking for and what you are talking about.
2. Develop a pattern for observing classes. This will help you organize your notes and reasons. Work from top to bottom on carcasses, or front to back on cuts of meat.
3. Make accurate observations and always tell the truth. When in doubt, leave it out.
4. Learn the correct organization for reasons and present them logically. Start with the most important points, then follow these up with more specific details.
5. Grammar is important! Always use past tense and speak in complete sentences.
6. Be thorough. Bring out all the major differences that were clearly observed in the class.
7. Do not hunt for things to say. If you cannot clearly see a difference, do not discuss it. Well-organized, concise reasons should be less than 2 minutes long.
8. Think about the class while speaking. If you can visualize the carcasses or cuts, your reasons may be more accurate.
9. Take good notes, but do not read them! Your reasons should be given from memory.
10. Present yourself well. While speaking, stand up straight, feet shoulder-width apart, with your hands behind your back. Look the judge in the eyes, and speak in a loud, clear, confident voice. Avoid fidgeting, swaying, or other distracting mannerisms.
11. Remain calm and businesslike. If you get stuck or forget something, move on to the next point you are able to remember. Do not stand and fidget while trying to remember something.
12. Practice! This is the only way to get better. Spend time on your own to develop a technique that works for you. Give reasons to your parents, siblings, friends, or to your reflection in the mirror. The more reasons you give, the more comfortable you will be.

In Review

Remember there are three main parameters you are observing: muscling, trimness, and quality. Decide which is most important in each pair, then discuss all the differences for each parameter before moving on to the next parameter. For example, if you think trimness is the most important difference, your topic sentence should focus on trimness. You should talk about all of the trimness advantages and then move on to muscling and quality. Do not jump around among muscling, trimness, and quality, as this will confuse both you and the official. Be clear, concise, and confident.
Sample Outline of Oral Reasons
For the purposes of this sample set, assume you placed the class 1-2-3-4.

I. Opening Statement.
   A. I placed this class of ______ 1-2-3-4.

II. Advantages and Grants for Each Pair (Top pair, Middle pair, Bottom pair).
   A. Topic sentence: “In my top pair, I placed 1 over 2 because…”
      (This should be the main reason you placed 1 over 2; e.g., 1 was heavier muscled)
      1. Details to support topic sentence
      2. Additional details to describe the advantages in 1 over 2
      3. Grants: “I grant that 2 had…” [Describe any advantages for 2 over 1]
   B. Topic sentence: “In my middle pair, I placed 2 over 3 because…”
      1. Details to support topic sentence
      2. Additional details
      3. Grants: “I realize that 3…”
   C. Topic Sentence: “In my bottom pair, I placed 3 over 4 because…”
      1. Details to support topic sentence
      2. Additional details
      3. Grants: “I grant that 4…”

III. Discussion of the Exhibit Placed Last
   A. Start with any grants, if you choose: “I recognize that 4…”
   B. Topic sentence for criticisms: “I placed 4 last because…”
      1. Details to support topic sentence
      2. Yield statement: “Finally, 4 would yield…” [Describe the last place specimen in terms of edible product, lean percentage, consumer appeal, etc.]