

Oral Reasons

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Outline

- Definition
- Note Taking
- Format
 - Introduction
 - Top Pair
 - Middle Pair
 - Bottom Pair
 - Conclusion
- Transitions
- Rubric
- Presentation

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Oral Reasons

- You are painting a picture of the class to the official and telling a story
- Involves important skills:
 - Public speaking skills
 - Persuasive techniques
 - Organization skills
 - Ability to think on your feet and not just memorize

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Tools for Taking Notes

- Use a stenographer's notebook or tablet that is bound at the top
- Have both a pen and pencil on hand
- A rubber band or binder clip might be useful to keep track of notes




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Why take notes

Taking notes will help gather your thoughts and allow you to recall key talking points of the class.

There will be time between seeing the class and giving a set of reasons so notes will help you recall the class.



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Styles of Note Taking

- Many different styles
- Follow one format and don't change in between classes
- Make sure notes are complete

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Example on how to set up your notebook

CLASS NAME: (ie.)
Holstein Winter
Calves - Jersey 2 Yr.


Decision on placing needs to be done QUICKLY

General Observations:
distinct characteristics, color, markings, best udder, hocked in, etc. whatever will help you recall each individual animal!

CLASS NAME		PLACING 1 - 2 - 3 - 4	
1 General observation	3 General observation	2 General observation	4 General observation
Opening statement	1st place (1) animal faults (may apply to scenarios)	2nd place (2) animal faults (may help with grants)	
1/4 "EST" terms (compare to whole class)	2/4 (grants)	3/4 (grants)	Finish up grants
Top pair comparisons (prioritized) ("er" terms)	TRANSITION		
Then 1/2		TRANSITION	
1/4	3/2 (grants)	2/2 (grants)	Finish up grants
Middle pair comparisons ("er" terms (prioritized))	TRANSITION		
Then 1/4		TRANSITION	
1/4	4/3 (grants)	3/3 (grants)	Finish up grants
Bottom pair comparisons (prioritized)	TRANSITION		
Then 1/4		TRANSITION	
* 4 - comparisons & traits "EST" terms (why he / she is!)			

"EST" term can be used on any individual animal (if applicable)

Use identifiers: (smoothly) Colors (patterns) Unique characteristics about animal or the data Ear notches Etc.



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Format

- Set of Reasons
 - Introduction
 - Top Pair
 - Middle Pair
 - Bottom Pair
 - Conclusion
- Pair
 - Comparison
 - Grant

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Pair Format

Comparison: 1/2

Longer from poll to pins

Higher Rear Udder Attachment

Grant:

2/1

Smoother Fore Udder

Sharper

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Reasons Organization

1. Prioritize

- Talk about most important parts first
- Talk about minor points last
- VERY IMPORTANT TO USE THIS METHOD

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Opening Statement

- Should include:
 - Name of the class (include breed) - Holstein 3 Year Olds
 - Placing = 1-2-3-4
 - Superlative statement about the top animal or pair ("est," most, best, etc) - best mammary system

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Top Pair

- Talk first over second with comparative terminology
- Grant second over first with comparative terminology
- "er" endings:
 - Say: 1 is taller at the withers and longer from the poll pins
 - Not: 1 is a tall, long bodied cow

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Middle Pair

- Talk second over third with comparative terminology
- Grant third over second with comparative terminology

- Provide details
 - Say: 1 has a higher wider rear udder attachment and a longer, smoother fore udder attachment than 2
 - Not: 1 has a better udder than 2

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Bottom Pair

- Talk third over fourth with comparative terminology
- Grant fourth over third with comparative terminology
- Criticize fourth with superlative and descriptive terminology

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Closing Statement

Restate the class name and placing when finished

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Transitions

- Use to move from grant into pair comparisons
 - Hence, I still prefer 2 over 3 in my middle pair because...
 - However, in the middle pair, I used 2 over 3...
 - Still in the bottom pair I preferred 2 cow 3...
 - ...and I gave her an advantage over in this regard

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Rubric

Score Card for Grading Oral Reasons	
A. Content (accuracy and completeness).....	35
- Accurately compares each pair of animals. - Presents important differences first (those that clearly influenced the decision) in an organized manner. - Uses a "positive" approach with comparative terminology. Grants the lower placed animal whenever there is such an advantage. - Briefly evaluates the bottom animal for strengths and weaknesses.	
B. Delivery	15
- Uses proper terminology, grammar, and pronunciation. - Speaks convincingly with moderate speed. - Is sincere and courteous. Completes reasons in allotted 2 minutes.	
Total points	50

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Rubric

- Points for success
 - Describe animals from front to back, top to bottom
 - Keep similar components together
 - Tell official if pairs were easy, hard, similar, contrasting, etc
 - Emphasize important differences between animals
 - Use variation in descriptive terms
 - Use proper eye contact
 - Have correct posture
- Many different styles - all can be successful if properly used
- Reasons must be accurate, concise, well organized, conversational

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Presentation

1. Remove headwear
2. Enter room with confidence, but no cockiness
3. Make eye contact with reason taker
4. Have a pleasant facial expression
5. If reason taker asks about your contestant number, answer with a firm "Yes" or "Yes it is" not "yep" or "uh huh"
6. Stand 8-10 feet from the reason taker if space allows
7. Proper posture (feet same width as shoulder, feet parallel, body erect, hands behind back)

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Presentation

8. Try not to use notes
9. Talk in a firm, persuasive voice, do not shout
10. Powerful, precise opening statement
11. Use emphasis and fluctuate voice
12. "Paint" a picture the listener can mentally see
13. Use identifying characteristics to avoid redundancy
14. Time - around no more than two minutes for cow classes and a minute and a half for heifer sets
15. Be organized - always give most important points first
16. Always use correct grammar

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Be confident!
You got this!

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