Oral Reasons

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

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

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

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.

Styles of Note Taking
- Many different styles
- Follow one format and don’t change in between classes
- Make sure notes are complete
Example on how to set up your notebook

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

Reasons Organization
1. Prioritize
   - Talk about most important parts first
   - Talk about minor points last
   - VERY IMPORTANT TO USE THIS METHOD

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 ("out," most, best, etc.) - best mammary system

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
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

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

Closing Statement
Restate the class name and placing when finished

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 over 1...
  - and I gave her an advantage over in this regard

Rubric
- Points for success
  - Describe animals from front to back, top to bottom
  - Keep similar components together
  - If official guidelines are any hard, similar, contrasting etc.
  - Emphasize important differences between animals
  - Use transitions 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

Score Card for Grading Oral Reasons
A. Content: Accuracy and completeness: 35
- Accurately compares each pair of animals.
- Provides important, differential first, then that clearly influenced the decision.
- Uses a "tactful" approach with comparative terminology. Grants the lower placed animal whatever there is such an advantage.
- Briefly evaluates the bottom animal for strengths and weaknesses.

B. Delivery: 15
- Uses proper terminology, grammar, and pronunciation.
- Speaks clearly and moderately with moderate speed.
- Is aware and computer. Complete response in allotted time.

Total points: 50
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)

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

Be confident!
You got this!