

Opening Statement

Basic opening statement

- Simply states class name and placing

"Sir (or ma'am), I placed this class of aged geldings 2-4-1-3."

Class analysis opening statement

- Includes a brief description of the class along with the class name and placing

"Sir (or ma'am), I placed this class of aged geldings 2-4-1-3 finding this to be an obvious two pair class."

"Sir (or ma'am), I placed this western pleasure class 1-4-2-3 finding an easy top horse in 1 who showed the highest combination of functional correctness, quality of movement and attitude of any horse in the class."

Oral Reasons Outline

I. Introductions

I placed this class of _____.

II. Class Winner's description

- A. Advantage to class
- B. Criticisms of class winner

III. Top pair paragraph

Introduction sentence
 Important factor sentence
 Furthermore or In addition sentence
 Grant sentence
 Criticism sentence

IV. Middle pair paragraph

Introduction sentence
 Important factor sentence
 Furthermore or In addition sentence
 Grant sentence
 Criticism sentence

V. Bottom pair paragraph

Introduction sentence
 Important factor sentence
 Furthermore or In addition sentence
 Grant sentence

VI. Bottom individual criticism paragraph

VII. Closing statement

_____ in the class OR

_____ so he/she is last

References:

Kentucky State University Judging Manual

Kansas State University Judging Manual

AQHA Guide to Horse Judging

4-H Horse Judging Manual

www.tamtu.edu - Presentation of Oral Reasons (for Livestock Judging)

A contestant who is reasonably well prepared and gets through a complete set of reasons should never receive a score less than 25.

REASONS PENALTIES

<u>Time</u>	<u>Penalty</u>
2:01-2:10	-1
2:11-2:20	-3
2:21-2:30	-6
2:31 +	-10

SUGGESTIONS FOR GIVING ORAL REASONS

Practice oral reasons by speaking to yourself as you look in a mirror, record your reasons on a tape recorder and play them back to listen for your mistakes; or present your reasons to another person. It is important to practice giving reasons; don't wait until the last minute or try to bluff your way through a contest.

A contestant must have a vivid mental picture of the class of horses being talked about. This means a mental picture of each horse in the class. A complete vocabulary of horse terms must be developed. This is best done through study and practice.

1. Make your placings on the basis of important characteristics.
2. Your reasons need not be long. Only two minutes per class is allowed in most - contests.
3. Do not use your notes when giving reasons. Learn to visualize the horses as you saw them in the class. Notes help to organize your reasons and get them ready for presentation.
4. Give your reasons in a logical sequence, and use major reasons first.
5. Do not learn one set of reasons; you will find that no two horses, and no two classes are the same.
6. Place yourself about six to ten feet, if possible, from the person to whom you are giving your reasons.
7. When giving reasons, talk in a slightly louder than ordinary tone of voice. Be aggressive, enthusiastic, and confident.
8. Always start your reasons by giving your placement. Examples: "I placed this class of aged Appaloosa mares 2-1-3-4," or "I placed this class of Appaloosa Western Pleasure Horses 1-3-4-2." Then go on to your reasons.

9. If you make a mistake or forget a point, STOP, visualize the class in your mind again, and then continue your reasons.
10. Do not bluff or say something that is not true.
11. Do not place horses on the basis of small, relatively unimportant characteristics .
12. Do not give wordy or meaningless reasons.
13. Do not use indefinite words such as better, good, best, etc. They do not explain why one horse is superior to another.
14. Do not skip from one horse in the class to another. Give your reasons on the first place horse, second place, third, and fourth in that order.
15. Speak clearly and use appropriate terms for the class of horses. Example: leads, transitions, gaits, colts, fillies, foals.
16. Be sure to compare each horse to the one you placed below it.
17. Concede or grant good points and faults regardless of the placing of the horse.
18. End your reasons strongly, or at least as strong as you started. There is a natural tendency for beginners to end weakly.
19. Give a conclusion. Example: "For these reasons I placed this class of Western Pleasure Horses 2-3-14."
20. Do not speak to other contestants during the contest. It could result in immediate disqualification for you or your team.
21. Before you give your reasons and final placement, take sufficient notes in the ring. Indicate anything special about the animals which will help you visualize the class later, such as color, markings. It is usually best to study the entire class first before you start making notes.

REASONS

Oral reasons are very important to 4-H horse judging team members. This is their opportunity to defend their placing and to help paint a clear picture of a particular class.



As a teaching aid, oral reasons aid in the development of public speaking skills, which in turn, will help build confidence in 4-H members. Oral reasons are extremely useful for teaching communication and organization skills, accuracy, and overall presentation needed to understand the selection of horses.

In order to present a complete set of reasons, 4-H members must have:

- Knowledge of Ideal horse
- Knowledge of body parts and terminology of horse and the horse industry
- Knowledge of reasons organization
- Ability to write accurate notes
- Confidence

Knowledge of body parts and terminology

- Horse judges must know the part of the horse
- Horse judges must know descriptive and comparative terminology of horses

A judging class consists of four animals. Oral reasons are given to describe and compare the individuals. Each class of four has three pairs. Most of the comparisons and descriptions will take place within these pairs. These pairs are called: top, middle, and bottom.

As horses are compared within these pairs, adding "-er" to a word creates the advantage. Also adding the word "more" in front of a term usually covers the comparisons.

There are several ways to describe the advantage within pairs. The challenge for each participant is to discuss the same comparison within the same set of reasons while wording these comparisons in several ways to avoid repetition.

As stated earlier, try to paint a clear, concise picture. Imagine the person listening has not ever seen the class.

Do not worry if you think the form of each set is similar. In contest situations, the presenter will give their oral reasons to a different person each time. In other words, use the same format each time and stay with it. This will allow the presenter to become more comfortable with each set.

Knowledge of Reasons Organization

Each set of oral reasons should follow the same format. It is important for each set to be organized and consistent each time using the same logical order.

Reasons should be divided in the following sections.

1. Introduction
2. Class winner's description compared to class
3. Top pair section
4. Middle pair section
5. Bottom pair section
6. Last place horse's description compared to class
7. Summary sentence

Introduction
 The introduction to a set of reasons is always the same except for the name of the class and the placing.
 Example: class name- Aged Mares, class placing 1-2-3-4. Statement: "I placed the aged mares 1-2-3-4."
Class Winner's Description
 This should be a brief sentence outlining the advantages the class winner has to the entire class followed by a brief criticism.
 "I started the class with 1 as she has the best overall balance and has the highest degree of muscling. If I could change the class winner, I would like to see more femininity in her head and neck
Top, Middle and Bottom Sections
 Each section within a set of reasons is organized in the same manner. Each section is composed of sentences that describe the two horses with in each pair.
 1. The first sentence is the introductory sentence. This should introduce the pair. Continuing with the aged mare class, the introductory sentence should be: "In the top pair, I placed 1 over 2 because..."
 2. After introducing the pair, it is time to add the important factor within the pair. Adding to the introductory sentence, it should read, "In the top pair, I placed 1 over 2 because 1 is the best balance and muscled mare in the class. She has a more angle to the shoulder, having a shorter back and a longer underline. She has more muscling through-out her shoulders and forearm, she is wider through her stifle and has a more bulging gaskin."
 This sentence should be clear and prioritized correctly. Notice, the description started at the front of the body and worked all the way to the base of the quarter. It is a good idea to start from the front and go to the rear. This is much easier for the reason scorer and easier for the presenter to go step by step.
 3. The furthermore and in addition sentences are designed for the presenter to discuss other areas to compare in each pair. For example:
 "Furthermore, 1 possess more depth to heart of girth and stands straighter through the legs." The presenter may substitute if he/she would like. Other additives include "also" and "moreover."
 Feel free to add as many other comparisons that are applicable. **Remember to be descriptive**, but understand there are still two more sections to discuss.

4. Grant sentences are designed to allow the opportunity for the presenter to acknowledge the positive mark the lower placed horse has over the horse that might proceed it. The closer the placing, the more important and detailed each grant statement should be. As well worded grant sentence is essential because the reason listener might have switched the pair from the presenters pair. An example of an acceptable grant sentence is as follows, "I grant 2 is more feminine with more expressive eyes and has a cleaner throatlatch." Other words for grant include, admit, concede and realize.

4. Criticism sentences flow grants to emphasize the placing of that horse. Although the horse industry has made tremendous strides to improve their quality, the perfect horse has yet to be created. Thus, every horse should have a criticism. Remember the fault of the class winner? Look back and find out exactly how it was stated. Here is an example of another criticism sentence, "I criticize 2 for being lacking the depth in heart girth."
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Now, you should be able to complete the introduction and the top pair section. Here it is all together.

I placed the aged mares 1-2-3-4. I started the class with 1 as she has the best overall balance and has the highest degree of muscling. If I could change the class winner, I would like to see more femininity in her head and neck

Nevertheless, in the top pair, I placed 1 over 2 because 1 is the best balance and muscled mare in the class. She has a more angle to the shoulder, having a shorter back and a longer underline. She has more muscling through out her shoulders and forearm, she is wider through her stifle and has a more bulging gaskin. Furthermore, 1 posses more depth to heart of girth and stands straighter through the legs.

I grant 2 is more feminine with more expressive eyes and has a cleaner throatlatch.

I criticize 2 for being lacking the depth in heart girth."

The middle pair and bottom pair sentences will follow the example for the topic sentence for each pair. The changes are below:

"In the middle pair. I placed 2 over 3 because" and " in the bottom pair, I placed 3 over 4 because...."

After discussing all three pairs, it is time to conclude with the bottom individual.

The Bottom Individual Paragraph

After discussing the advantages of the last place horse over the horse in third it is time to criticize it and close out the reasons. The example is:

" I admit 4 was a more structurally correct, who has a longer more freer stride, however, she still places last because she is the narrowest, least muscled mare. She has the least desirable balance, with a steep shoulder and the longest back in the class.

Always end with "in the class" or " so he/ she is last" when closing out a set of oral reasons.

Taking Notes

The key to presenting accurate, polished oral reasons is note taking. The note-taking guide that is attached has proven to be an excellent and thorough outline. It offers the participate the opportunity to write descriptions, comparisons, grants and criticisms in an orderly manner.

The goal in studying notes is not to memorize the notes while preparing each set of reasons, but to help in recalling the horses from the class. ALWAYS TRY TO PICTURE? VISUALIZE THE HORSE FROM EACH CLASS!

Summary

Delivering oral reasons takes patience, determination, and lots of practice. Try to expand terminology in each set, but always remember the key to oral reasons is TELLING THE TRUTH!

Reasons Organization Form

(class name)

(class placing)

	Advantage to class winner	Criticism of class winner
	Comparisons	
top pair		Grant for: Criticism of:
middle pair		Grant for: Criticism of:
bottom pair		Grant for: Why ___ places last

Descriptions: (color, markings)

- 1.
- 2.
- 3.
- 4.

Hints:*Developing a Set of Reasons*

- Learn to forcefully present reasons clearly
- Absorb and retain mental image of the good and bad points of an animal
- Appropriate vocabulary and terminology

Scoring

- Reasons are scored from 0 to 50 points
- 75% of the score is based on accuracy – it is necessary to remember and be able to describe each animal in each class

Three critical points for obtaining a high score:

- Speak with conviction – must prove that your placing is correct (even if you are not sure). Truly communicate—do not just speak in terms
- Your grammar must be correct. Pause between sentences, do not run on.
- Present your reasons in two minutes or less – more than two minutes and you will be penalized

The Six Basic Parts of Reasons

- Opening statement – make a good first impression, use unique terms and expressions, but not unfamiliar.
- Comparisons – place on a positive evaluation of three to five main points with each pair.
- Grants - give credit to an inferior animal, never repeat anything that has already been used in comparisons.
- Criticisms - use these to describe the animal's faults as they relate to the ideal, this gives you the chance to show that you know what ideal is. Never be overly critical to any animal.
- Transitions - do not neglect this, these are words or phrases that make reasons flow.
- Closing statement - restate the name of the class "For these reasons I placed this class of aged mares 3-2-1-4."

REFER TO THE END OF EACH CHAPTER 3 - 8 AND ALL OF CHAPTER 9 IN THE AQHA JUDGING MANUAL FOR IDEAS AND PHRASES

Presenting Oral Reasons

- Always visualize the animal
- Prepare your set of reasons completely, and then go make and make changes
- Always use comparative terms, never use indefinite terms
- Be organized (head to rear, top to bottom)
- Think about the class as you talk, visualize your class.
- No two horses or classes are exactly alike, do not use a standardized format.
- Have a good appearance. Stand 4 to 5 steps from official
- Talk slightly louder than ordinary voice, do not shout, be confident
- Always start by giving your placing
- Always be prepared to answer questions. It is better to say "I do not know" than to be wrong

The ability to give good reasons takes hours of practice so practice, practice, and practice. If you tie in performance or halter classes, in most cases your reason score can be used to break the tie.

Speaking Skills

- Speed - use normal conversational speed
- Volume - use slightly louder than normal
- Flow - smooth and continuous, avoid the ahh and ummms
- Grammar - use correct English grammar
- Confidence - use a tone of voice and pause that indicates confidence
- Time - remember the two minute time limit

Point Cuts

(# of points deducted between cuts)

1. No obvious reason why one horse is over the other, horses extremely similar



2. Horses are very close, but one horse has one or two minor advantages over the other
3. Horses are of similar quality, but there is one major or several minor advantages over one horse
4. Horses are not of similar quality and there is really no question on how the pair is placed
5. There are a large number of major advantages for one horse over the other
6. Horses are not even comparable
7. The difference reflect an extremely superior horse over an extremely inferior horse



Scoresheet for Oral Reasons

50	Beginning score. Indicates perfect score with no errors or deductions
	Organization - No more than 10 points deducted
	Began with introductory statement including placing
	Delivered in orderly, logical manner. Clearly stated pairs with major points first
	Gave reasons combined with comparative grants and faults with a higher percentage of grants
	Delivery - No more than 10 points deducted
	Stood relaxed but alert, showed no sluggish posture
	Personal appearance was neat and clean
	Enunciated words clearly
	Voice modulation was convincing and business-like
	Voice remained animated and not monotone, body gestures for emphasis used when needed
	Material Content of Reasons - No more than 20 points deducted
	All statements were complete and accurate to the class seen
	Reasons were relevant to the class and did not appear to be copied from a book
	Additional deductions for completely inaccurate statements
	Distinct differences were indicated by using both points of weakness and strength
	Vocabulary - No more than 10 points deducted
	Terminology applied to class seen
	Terminology was easily understood
	Correct use of grammar
	Used variation of comparative terms and avoided repetitive words
	TOTAL SCORE

Contestant number _____ Name of Class _____

Cooperative Extension Service

The University of Arizona
PLACING CARD FOR 4-H JUDGING

1-2-3-4	ABCD	Class Judged.....
1-2-4-3	ABDC	_____
1-3-2-4	ACBD	Judging Score.....
1-3-4-2	ACDB	_____
1-4-2-3	ADBC	Reasons Score.....
1-4-3-2	ADCB	_____
2-1-3-4	BACD	Total Score.....
2-1-4-3	BADC	_____
2-3-1-4	BCAD	Place an X opposite the combination of numbers (or letters) which you determine to be the correct placing.
2-3-4-1	BCDA	
2-4-1-3	BDAC	
2-4-3-1	BDCA	
3-1-2-4	CABD	
3-1-4-2	CADB	
3-2-1-4	CBAD	
3-2-4-1	CBDA	
3-4-1-2	CDAB	
3-4-2-1	CDBA	
4-1-2-3	DABC	
4-1-3-2	DACB	
4-2-1-3	DBAC	
4-2-3-1	DBCA	
4-3-1-2	DCAB	
4-3-2-1	DCBA	

YOUR NUMBER

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1-2-4-3	ABDC	_____
1-3-2-4	ACBD	Judging Score.....
1-3-4-2	ACDB	_____
1-4-2-3	ADBC	Reasons Score.....
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3-2-4-1	CBDA	
3-4-1-2	CDAB	
3-4-2-1	CDBA	
4-1-2-3	DABC	
4-1-3-2	DACB	
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3-4-2-1	CDBA	
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4-1-3-2	DACB	
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PLACING CARD FOR 4-H JUDGING

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1-3-2-4	ACBD	Judging Score.....
1-3-4-2	ACDB	_____
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1-4-3-2		ADCB
2-1-3-4		BACD
2-1-4-3		BADC
2-3-1-4		BCAD
2-3-4-1		BCDA
2-4-1-3		BDAC
2-4-3-1		BDCA
3-1-2-4		CABD
3-1-4-2		CADB
3-2-1-4		CBAD
3-2-4-1		CBDA
3-4-1-2		CDAB
3-4-2-1		CDBA
4-1-2-3		DABC
4-1-3-2		DACB
4-2-1-3		DBAC
4-2-3-1		DBCA
4-3-1-2		DCAB

Class Judged.....

Judging Score_____

Reasons Score_____

Total Score_____

Place an X opposite the combination of numbers (or letters) which you determine to be the correct placing.

YOUR
NUMBER