



Making Judging Part of the Learning Process

As a Judge, you have the responsibility to:

- Help young people learn.
- Recognize that each youth is an unique individual.
- Help them recognize their accomplishments.
- Encourage them to engage in self-evaluation and reflection.
- Provide meaningful feedback.
- Guide them to plan for the future.

Quick Tips for Building Rapport

Use the 4-H'er name

Hi, Alec. My name is Deb and I'm going to evaluate your exhibit today. Why did you select this finish, Jen?

Remove physical barriers

If you are working at a table it may be helpful to sit side by side instead of opposite of each other.

If you are working from a standing position try positioning yourself at about eye level with the exhibitor.

Give the youth some control over the situation

Allow youth to select which exhibit to start with if they have more than one.

Use a pleasant tone

Use a pleasant voice tone and a natural speed when doing interview judging.
Select positive and understandable words as you talk or write.

Demonstrate interest with your body language

Lean forward slightly.

Use encouraging gestures.

Maintain an expressive look on your face.

Quick Tips of Asking Questions

Select questions that will solicit the type of information you want.

"What" questions most often lead to facts.

What are some of the foods you eat that provide vitamin C?

What type of equipment did you use to construct your birdhouse?

"Where" questions most often lead to location or source of information.

Where do you think you could find a list of foods high in vitamin C?

Where do you plan to hang your birdhouse?

"Why" questions often lead to a discussion of reasons.

Why do you need vitamin C?

Why did you select this finish?

"How" questions often lead to a discussion about processes or sequences or to feelings.

How did you do that?

How do you feel about what you did?

"Could" questions may result in a variety of answers and can be used to take the command out of "tell me", "give me" statements.

Could you tell me what you plan to do differently next time?

Could you show me an example of where you countersunk your nails?

Consider the age and experience level as you ask questions. As you work with young or beginning 4-Hers, **"what"** and **"where"** questions help them express what they have learned and the sources of their learning. As youth mature in age and experience, **"how"** and **"why"** questions become more important in helping them think about more abstract concepts and/or the application of concepts.

Quick Tips for Encouraging Self-Evaluation and Reflection

Share the standards and criteria you are using with the youth

Let's take a look at the score sheet together.

Which of the standards or criteria are most important to you? Why?

Encourage 4-H'er to show examples of work they are proud of as well as things they would change.

Could you show me the 1 or 2 things you like best about your work?

If you were going to change one thing, what would it be?

Provide an opportunity for exhibitors to reflect on what they learned not only about the exhibit but also about themselves.

What was the most important clothing construction technique you developed as you made your duffle bag?

What did you discover about yourself as you worked on your cross stitch?

Quick Tips for Providing Feedback to 4-H'ers

The purpose of all feedback is to reinforce or enhance learning and skill development. Feedback that focuses on reinforcing what a 4-Her has learned or done is supportive feedback. Corrective feedback is used to encourage a change in the knowledge or behaviors (actions) of a 4-Her.

When giving feedback concentrate on using words that are positive. Be specific. Keep lines of communication open by checking out how the feedback is being received as you go. Involve the 4-Her in identifying possible actions to take when giving corrective feedback.

Provide Effective Feedback

Judge: I really liked the way you organized your presentation. You had a clear introduction, body, and conclusion. When you demonstrated how to give, an iron injection you broke it down into steps, that made it easy for me to follow.

Judge: It is difficult for me to read all the words on your poster from here. (Let the 4-Her look at it from the judge's perspective.) What do you think?

4-Her: *Ya, the words at the bottom of the poster are kinda hard to see.*

Judge: How might you change the next poster you make so people in the back of the room could read it?

Some Feedback Traps to Avoid

Nonspecific feedback can leave a 4-H'er guessing about what to do

Judge: Nice job, keep it up.

4-Her: *(What exactly am I supposed to keep doing?)*

Judge: With a little time and effort you'll have a better exhibit next time.

4-Her: *(Does she mean if I just spend more time I'll get better?)*

Feedback can be negative if it focuses on past weakness

Judge: Wow. Your collar is much better compared with last year.

4-Her: *(He remembers how bad I was. I feel awful.)*

Exaggerated feedback can make the 4-Her doubt the judge

Judge: This is just a perfect display.

4-Her: *(Is she really easy to fool or what!)*

Feedback that focuses on the reward instead of the product can leave youth thinking the "ribbon" is why we use certain practices.

Judge: I bet you could win a blue at state if you redo the hem.

4-Her: *(Getting a blue is what is important)*