

The team score will be the total of the three highest scores. Individuals and all team members compete for the high point score.

Classes:

Six classes for the annual state contest will be announced by the Contest Superintendent each January.

Oral Reasons

In this contest, reasons explaining why the items were ranked first, second, third, and fourth (based on a situation statement and standards) are given to a judge. Two minutes are allowed to present reasons to the judge. It usually takes less than two minutes.

The key to success in giving reasons is practice. This is the only way to develop a good, smooth delivery. Practice aloud with someone listening. Give reasons pleasantly, and make them easy to understand. Have a clear mental picture of the entire class and know the differences between the items to tell why they were in that order. Remember, decisions are based on both the situation statement and specific standards.

Contestants are allowed to take a note card with them when they give reasons. However, only use it as a cue card. **DO NOT READ** notes to the judge.

Good organization makes a set of reasons easy to follow. One way to organize reasons is to divide a class of four items into three pairs: a top pair, a middle pair and a bottom pair. Here is a basic outline for a set of reasons.

First is the introduction. Contestants give their contestant number, the name of the class, and how they placed it. For example, *Good afternoon, I am contestant number 7a. In the class of toys, I placed the*

etch-a-sketch first; the ball second, the push toy third and the viewmaster last.

Next, present reasons. Tell why one product was placed over another. Present reasons using pairs.

Top Pair

Contestants tell the most important reasons for placing the top choice first.

I placed number 3, the etch-a-sketch, first because it can be enjoyed by an eight year old who has no brothers and sisters. These characteristics were mentioned in the situation statement.

Although I placed number 3 first because the price and creative value were the most suitable for the situation. I grant number 3 might not hold his interest after some time.

Give reasons for placing the first choice over the second choice using comparative terms. Make the comparison as complete as possible.

I placed number 3 over number 4, the baseball, because it takes two people to play ball. Number 3 can be used alone.

If the second choice has any advantages over the first choice, grant them at this time.

I grant that number 4 is probably a more popular toy but it cannot be used indoors or outside during bad weather.

Use the same procedure on the middle and bottom pairs. The contestant can introduce these two pairs by saying:

In the middle pair, I placed number 4 over the push toy, number 1, because... and in the bottom pair, I placed number 1 over the view master number 2 because...

With this organization, contestants can follow the same procedure in discussing each pair.

Middle Pair

Give reasons for placing the second choice over the third choice.

Grant that the third choice has advantages over the second.

Bottom Pair

Give reasons for placing the third choice over the last choice.

Grant that the last item may have advantages over the third choice.

In the closing statement repeat the name of the class and the ranking: For these reasons, I placed this class of toys 3, 4, 1, 2.

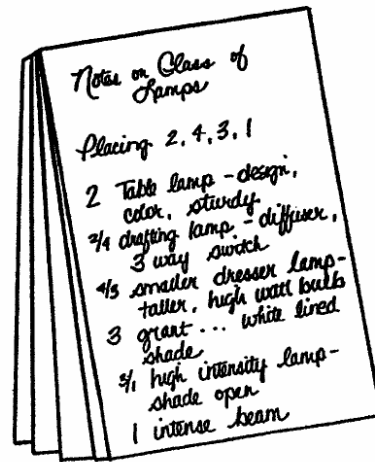
The judge may ask questions about the class. Answer them as correctly as possible.

Pointers

Contestants should learn to use the proper terms for comparison when organizing a set of reasons. Avoid such words as *good*, *nice* and *better*. They are too general for comparisons. Be specific. Avoid the phrase *I like*. Use specific terms that relate to the standards or the situation rather than personal preferences. Make reasons short and definite.

When giving oral reasons contestants should remember to:

- Stand erect in front of the judge.
- Establish eye contact with the judge.
- Be neat and clean.
- Avoid chewing gum or wearing a cap or hat.
- Present the set of reasons in two minutes or less.
- Speak loud enough to be understood without shouting or talking too rapidly.
- Vary the voice so that important Points are emphasized.
- Use correct enunciation, pronunciation, and grammar.
- Use comparative terms when justifying the placings.



Sample of notes for a class of lamps.

Sample of Oral Reasons On a Class of Lamps

The following example illustrates an entire set of reasons for a class of lamps.

Good afternoon, I am contestant number 10b. In the class of lamps, I placed the table lamp first; the drafting lamp second, the small dresser lamp third and the high intensity lamp last.

I placed number 2, the table lamp, first because the design, sturdy construction and color are suitable for the study situation. The shade is shaped to distribute a maximum amount of light for the task of studying. The base is solid and flat to prevent tipping, and the 150-watt bulb is adequate for the task. The construction of this lamp is superior to that of the other lamps.

I placed number 2 over number 4, the drafting lamp, because it has a diffuser and the three-way switch provides flexibility.

I placed number 4 over number 3, the small dresser lamp, because it is taller than the dresser lamp which allows it to

shed light over a larger surface. It also has a higher wattage light bulb. I grant that the dresser lamp has a white lined shade to disperse light through the shade.

I placed number 3 over number 1, the high intensity lamp, because it has a shade that is open at both the top and bottom.

I placed number 1 last because it

focuses an intense beam of light upon a small surface, which can cause eyestrain when reading.

For these reasons I placed this class of lamps 2, 4, 3, 1.

Reference: Oral Reasons Video. NMSU Agricultural Communications.