Minnesota 4-H
Consumer Decision-Making
Program Guide for
Extension Staff & Coaches

Sponsored by:
The University of Minnesota Extension
Centers for Family Development and
4-H Youth Development
# MINNESOTA 4-H CONSUMER DECISION-MAKING
## PROGRAM GUIDE FOR EXTENSION STAFF & COACHES

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WHY IS DECISION MAKING IMPORTANT?

Decision making is an important skill to learn because of the multiple decisions individuals make every day, including what to wear in the morning, what to purchase at the grocery store, or deciding where to buy gasoline for your car.

In 2006, teens spent $179 billion. That involves a lot of decision making! (NAA Business Analysis & Research Department, August 2007). A 2007 Teens & Money Survey by Charles Schwab found that 73% of teens surveyed believe they will be earning “plenty of money” when they are out on their own. Fifty three percent indicated they believed that they would do better financially than their parents or guardians. In addition, based on careers that interest them most, teens believe they will be earning an average salary of $145,500. (Charles Schwab Teens & Money 2007 Survey: www.aboutschwab.com/teensurvey2007.pdf)

Learning and using a decision-making and problem-solving process helps youth grow up to be independent, responsible and happy adults. It has been found that when teens make more of the decisions affecting them they will learn and grow from their successes and their mistakes. (Welker, E. “Decision Making/Problem Solving with Teens.” Ohio State University Extension. 1998)

Learning how to make decisions is vital life skill. The decision making model involves these steps:

1. Identify or define the situation or problem
2. Determine possible options, choices or alternatives
3. Evaluate the options, looking at the pros and cons of each choice based on the criteria of what is important to you
4. Choose one option and act on it
5. Evaluate the decision – would you make the same decision in a similar situation?

What is the Consumer Decision Making Program?

Youth also make decisions every day. Financial decisions can range from deciding which item to purchase for a snack to which cell phone plan meets one’s needs. Practicing decision making increases the chances that youth will make good decisions. The 4-H Consumer Decision Making program provides a venue for youth to learn and practice the cross-cutting life skill of decision making. The University of Minnesota Extension program also incorporates the experiential learning model by bridging the youth’s newly acquired knowledge and skills to an awareness and response to local needs. The program continuum includes team practice on the county level with a caring volunteer coach, regional and state contests, and a state service learning activity, which culminates in community service in their local county.
Judging is making a decision and telling why you made it. Seldom a day goes by that you do not have decisions to make. When you buy groceries, you must constantly choose between brands while considering quality, size, and cost in making a purchase. How carefully we select the apples from a grocery counter! Also consider the many decisions involved in the selection of an automobile! In 4-H, judging is essentially a matter of comparing items and deciding which is better and why. The goal of the Consumer Decision Making Program is to teach 4-H members how to make wise consumer choices.

The key to successful judging is to assess a given situation and to select the best alternative based on the situation and criteria. A member may or may not have specific knowledge of factors that make up the ideal choice. They need to be able to recognize the best choice for the given situation.

The Minnesota Consumer Decision-Making Judging Contest began as a home economics contest. Currently, the Consumer Decision-Making Contest involves any 4-H project outside of the livestock project area. This provides an opportunity for youth outside of the livestock project areas an opportunity to learn from a judging experience.

The Consumer Decision-Making Contest teaches youth:
- To observe closely
- To make wise consumer decisions
- To recognize quality projects
- The ability to reason
- To present and defend decisions
- To present ideas concisely

Each year the contest involves an educational activity which allows more in-depth learning for the youth, as well as a community outreach component.

The contest is sponsored by the University of Minnesota Extension Centers for Family Development and 4-H Youth Development.

This program guide has been developed to provide background information for Extension staff and volunteers who are interested in helping youth learn decision making through this program. Extension staff and volunteers within the state of Minnesota, as well as Extension staff and volunteers across the nation are encouraged to use the classes and materials provided in this guide as well as from our website (www.fourh.umn.edu/evaluation/4hpydstudy.html). However, we ask that any use of the materials should remain in their original state and retain the University of Minnesota Extension identifiers.

The 5 C’s of Healthy, Positive Youth Development

We believe the Consumer Decision Making program fits nicely with the 5 C’s – the key characteristics of healthy, positive youth development in the following ways:
1. **Competence** – Youth are provided an opportunity to experience competence, success and achievement through the program. The program is designed for youth to build knowledge, skills and attitudes and then demonstrate the competent use of this knowledge and skill. The development of competence is a process that occurs over time and is increased with repetition.

2. **Confidence** – The Consumer Decision Making program teaches youth decision making skills. Practice making decisions helps the youth increase their confidence, by knowing that the decisions they make allows them to have control over life's events rather than life's events having control over their lives.

3. **Character** – The Consumer Decision Making program provides an opportunity for the youth to grow as individuals. The program provides an opportunity for the youth to see themselves in the future as wise decision makers which gives them the hope and optimism to shape their life choices accordingly.

4. **Connection** – The program provides an inclusive environment that allows for a sense of belonging, supports the participants and offers encouragement with positive and specific feedback. The program provides an opportunity to celebrate the success of all participants - taking pride in the collective efforts of all.

5. **Caring (or compassion)** – The program provides an opportunity for interaction between team members and coaches who serves as a guide, mentor and role model.

6. **Contribution** – “The 4-H Study of Positive Youth Development” located on the Minnesota 4-H Web Site (http://www.fourh.umn.edu/evaluation/4hpydstudy.html) indicates that the 5th C (caring or compassion) is believed to ultimately lead to the 6th C, **contribution**. A service learning opportunity is built into the state contest educational activity. Based on the topic, teams members may make decisions and purchases that will be donated to their local community. This activity provides a vehicle for the 4-H members to gain exposure to the larger community and the world.

**Experiential Learning Model**

In addition, the **Experiential Learning Model** is utilized during both the judging and educational experience.

1. **Experience**: The participants judge classes based on real products that are relevant for today’s youth. They also participate in a hands-on experience, which may include purchasing real products with real money, which they donate to a local charity.

2. **Share** – The Consumer Decision Making program allows multiple opportunities for youth to share their experience with others. During the oral reasons & group process components of the contest youth share their thoughts and ideas on the given classes. Following the experiential educational activity teams present a verbal group report to share their thoughts and reactions,
including responses to questions such as: What was purchased and why? What was the strangest item the team purchased? What did the team learn?

3. **Process** – While responding to the questions identified under “share,” as well as during conversations between team members and among different teams, youth discuss why they made the choices and decisions they made. They also reflect on other alternatives to the purchases they made, and discussed the pros and cons of the choices made. The group process activity during the contest also provides a great opportunity for youth to discuss issues and determine responses.

4. **Generalize** – Youth are encouraged to identify times in their lives when they need to make similar decisions and to determine how they might apply the decision making process and use the knowledge they have gained in a similar situation in their daily lives.

5. **Apply** – Program participants take what they have learned about decision making and what they have learned about themselves and apply them in other parts of their lives.

**Support Curriculum**

Volunteers are encouraged to utilize a variety of resources when helping team members develop their consumer decision making skills. The Consumer Decision Making web page ([www.fourh.umn.edu/evaluation/4hpydstudy.html](http://www.fourh.umn.edu/evaluation/4hpydstudy.html)) offers multiple sample judging classes as well several additional resources, including:

- Uncover the $$$$ Adventures lesson plan
- Consumer Savvy Day Camp lesson plan
Volunteers may also find the following curriculum developed by the National 4-H Cooperative Curriculum System useful:

  - **Money FUNdamentals** – (grades 7-9) The activities in this action-packed guide invite youth to develop a money personality profile and style, explain needs and wants, deal with money decisions, set financial goals and develop a money plan.
  - **Money Moves** – (grades 7-9) Youth learn how to predict outcomes and analyze their finances. The activities will help youth calculate interest, determine the cost of credit, manage a checking account, select financial services, evaluate advertising, make marketplace decisions and the 11 ways of handling money.
  - **Helper’s Guide** - Helpers will enjoy involving youth in the right fully-developed group activities that expand the concepts in the youth guides. Youth create advertisements, search community services, identify personal financial views and expenses, conduct a finance quiz bowl, identify goals, recognize the difference between income and expenses and participate in a financial planning drama.

- **Consumer Savvy** – [www.4-hcurriculum.org/catalog.aspx?cid=171&c=Consumer](http://www.4-hcurriculum.org/catalog.aspx?cid=171&c=Consumer)
  - **The Consumer in Me** – (grades 4-5) Youth will experience what it means to be a consumer through saving, spending and sharing.
  - **Consumer Wise** – (grades 6-8) Consumer Wise introduces youth to the influence of peer pressure, the power of advertising and the expanding Web market as they learn to make independent decisions while shopping.
  - **Consumer Roadmap** – (grades 9-12) Teens will navigate the potholes in the marketplace enroot to becoming savvy consumers.
  - **Helper’s Guide** - The Helper's Guide provides supplemental materials that help adult volunteers facilitate learning situations for various ages of youth. Numerous group activities are included to help youth develop essential life skills as they pursue their interest in consumer education.

  - This curriculum has 52 experiential activities developed around money including saving, spending, sharing, earning, borrowing, and lending. The literature, concepts about money, and activities were selected to appeal to children in grades 3-5.
PURPOSE:
To assist youth in: learning decision making skills, to verbally defend decisions through a concise presentation of oral reasons, to assess a given situation and make decisions based on the given criteria, and to provide a team experience to participating youth for working toward a goal.

RESPONSIBILITIES/DUTIES:
• Encourage good sportsmanship among team members and parents by your example
• Encourage youth and help team members “feel good” even when they don’t place on top
• Encourage appropriate behavior of team members both at and away from practices/contests
• Place emotional and physical well being of team members ahead of any personal desire to win
• Provide a “safe” environment for the team members
• Encourage a drug and alcohol free environment for youth
• Attend youth development, coaching, and content trainings as available
• Utilize appropriate coaching techniques (experiential, hands-on learning, etc)
• Become knowledgeable in the rules of the contests and communicate rules to the team members
• Recruit youth to participate, so all have the opportunity to participate
• Organize and attend practices that are fun and challenging for all team members
• Notify all members of practices and contests
• Determine team composition with assistance from extension staff as fairly as possible based on contest results, practices, attendance, etc.
• Provide information to extension staff to keep on file in the office
• Coordinate contest registrations with extension staff
• Attend contests as determined by team
• Coordinate transportation to contests with team members, parents, volunteer drivers, etc.
• Share contest results, team photographs, and other necessary information with extension office to be used in publicity efforts
• Request needed funds from County 4-H Council or Federation or pursue additional funding with assistance from extension staff prior to soliciting and spending funds
• Follow guidelines in MN 4-H Youth Development Financial Handbook for Leaders
• Communicate with extension staff as needed

NECESSARY SKILLS:
Adult and/or Youth Leaders who have:
• An interest in supporting the local County 4-H program
• The ability to work cooperatively with others
• Experience in judging helpful
• Successfully completed volunteer screening (for adults over 18)
TIME COMMITMENT:
• One year commitment
• Scheduled practices and contests

BUDGET:
• Consult with your local 4-H Leaders Council or Federation to determine if funds are budgeted to support the activities of local judging teams
• Consult with County Program Coordinator and/or Regional Extension Educator on procedure for requesting funds from the local 4-H Leaders Council or Federation
• Inquire with Extension staff to determine if the County 4-H program has purchased year-round accident insurance on all 4-H members, which might provide coverage for 4-H judging team members while participating in or attending any scheduled, adult supervised activity

RELATIONSHIP:
The task is accomplished by working with:
• 4-H members
• 4-H parents
• Other adult volunteers
• University of Minnesota Extension staff: County 4-H Program Coordinators, Extension Educators, local support staff
• Local 4-H Leaders Council or Federation

EXPECTATIONS OF WORKING WITH EXTENSION:
• Provide job description and orientation for coaches
• Support and assistance will be provided as needed by extension staff
• Assist with correspondence & publicity (i.e. copies, typing, mailings, postage, etc. may be available when arranged with extension staff with appropriate lead time)
• Assist with securing location for practices, meetings, workshops and activities
• Attend meetings when necessary
• Inform coaches/teams of contests, policies and guidelines relating to specific judging area
• Assist with contest registration procedures and obtaining insurance coverage
• Assist team coaches to determine team composition as fairly as possible based on contest results, practices, attendance, etc.
• Keep files with relevant team information and resources
• Assist with recruitment of youth through enrollment forms and newsletters
• Assist with acquiring needed funds
• Provide practice packets, materials, and needed supplies such as judging cards, camera, film, developing, etc.
STATE CONTEST OVERVIEW

The state 4-H Consumer Decision Making contest is traditionally held on the Wednesday prior to
the State Fair at McNeal Hall on the St. Paul Campus. Advance team entry must be indicated on a
county “Advance Estimate of Participation” form. The contest registration forms are due with the
county state fair registration forms. Please see the current State Fair Rules and Premium book for
details. Volunteers need to consult with county staff to prepare and submit this document.

Classes:
• Both Senior (grades 9+) and Intermediate (grades 6-8) will judge five classes, representing
  the following categories: personal care, entertainment/leisure, clothing, nutrition,
  consumerism/personal finance. Participants typically have 7 minutes to judge each class.
• Both Senior and Intermediate will have one questions class.
• Seniors will have two oral reasons classes. Intermediates will have one oral reasons class.
  First time intermediate participants will be given the opportunity to decide whether they want
to give oral reasons or not. However, please note that choosing to not give oral reasons would
affect a participant’s individual and team scores, and may prohibit receiving top awards.
• Both Senior and Intermediate teams will participate in a group process activity.

Preparing for the Contest:
• Coaches should review this program guide, including the draft volunteer coach position
description, and recruit youth, hold practices, provide support, etc. as outlined in job
description.
• Participants should participate in practices and become familiar with the activity.
• Coaches and participants should come to the contest prepared with items of their choice,
  possibly including: (these items will not be provided at the contest)
  o Blank “Oral Reasons Judging Notes Worksheets” or “Minnesota 4-H Beginner Oral
    Reasons Note Cards” (provided in this guide) or other worksheets of their choosing
  o Blank paper
  o Clip board for each participant (marked with county name if misplaced)
  o Several sharpened pencils for each participant
  o Note: Worksheets for the group process activity will be provided

Experiential Educational Activity:
Most judging contests end when the judging is completed. The Minnesota program is unique in
that the state contest involves an educational activity, which allows more in-depth learning for the
youth along with a service learning component. With assistance from University specialists, the
youth learn about issues in our Minnesota communities (such as family costs for food, shelter and
clothing), purchasing strategies, and may participate in a shopping experience. Some years the
experiential educational activity includes a shopping experience, each team receives a set dollar
amount to purchase items, based on a given set of criteria (i.e. budget, quality, need, etc) and
defends their choices to the large group based on the given criteria.
Upon returning to their home communities, the youth donate the products to a non-profit entity to be used by low income families. In addition to donating the product, teams are encouraged to donate time and learn more about the issues. The service learning component allows youth an opportunity to practice life skills. The service learning activity completes the experiential learning process by generalizing what they have learned to connect the experience to a real-world situation and by applying what was learned with others in their community.

Objectives of the educational activity are to provide an opportunity for the youth:

- To understand how retail stores market to consumers
- To understand the impact of advertising on consumers, including youth
- To identify how and why different populations choose to allocate their resources
- To increase knowledge, decision making and skill development in the areas of economically purchasing identified items
- To develop an understanding and appreciation of the value of the dollar within a family budget
- To strengthen decision making skills in identified areas, such as food, housing, clothing, etc.
- To participate in community outreach (such as donating food and time to a local food shelf or like entity); increasing experience in being a good neighbor and responsible citizen
- To develop an awareness of issues impacting families within our Minnesota communities, such as hunger or homelessness

**JUDGING TEAMS AND INDIVIDUALS**

In a judging contest members can compete as a part of a county team and/or as an individual. Recognition is given to the top teams and the top individuals based on scores. Youth from two or more counties may combine to form a multi-county team. See the State Fair Handbook for details on team composition.

Four (4) individuals make up a team. The top three (3) overall individual scores are considered when establishing the team score; and the low individual’s score on the team is dropped. For example:

- Team Member A – 250 points
- Team Member B – 265 points
- Team Member C – 280 points
- Team Member D – 253 points

Team member A’s score would be dropped from the team score total and the team score would be 798 points. When the individual scores are ranked, all four member’s scores are listed.

Individuals can compete as an individual without being part of a team. Currently, counties can bring as many teams and individuals as they want to the state Consumer Decision Making contest, placing as many individuals on teams as possible (4 individuals on a team). To compete as a team a county must have a minimum of 3 individuals.
To determine the top teams and individuals for the contest, scores from all classes, questions, group process and oral reasons are used. Remember for teams, only the top 3 individuals of the team comprise the total team score; and the low individual’s score is dropped. The group process score is not part of the top individual’s score. In case of a tie score the following will be used as tie-breakers, in the order given, until the tie is broken:

**Top Individual Score**
1. Individual oral reasons scores
2. Individual questions score
3. Individual class score from oral reasons class
4. Individual class score from questions class

**Top Individual-Reasons Score**
1. Individual questions score
2. Individual overall score

**Top Team Reasons Scores:**
1. Team score from reasons class (top 3 individuals on team)
2. Overall team scores (top 3 individuals on team)

**Top Group Process Team:**
1. Overall team score total (top 3 individuals on teams)
2. Team reasons score total (top 3 individuals on team)

**Top Team Score Overall**
1. Group process score
2. Team reasons score total (top 3 individuals on team)

**SAMPLE CLASSES**
Sample classes are available on the Minnesota 4-H Consumer Decision Making web site at: www.fourh.umn.edu/programs/ConsumerDecMaking/

Please note that while actual consumer products are used in the judging classes, the information given in this publication and the classes is for educational purposes only. Reference to commercial products or trade names is made with the understanding that no discrimination is intended and no endorsement by the University of Minnesota Extension is implied.

The contest planning committee welcomes counties and teams to share practice classes to be posted on the web. Please email classes to Extension Educator Sara Croymans (croym001@umn.edu). If there are actual objects that are included in the class please include digital photos and clear descriptions of the objects. Please be sure to include whether the class was intended for intermediate or senior, the official placing, cuts, reasons, as well as source of the class and date originally used, if known (i.e. Senior Division, State Contest 1998). Sharing classes through this manner will expand the resources available to all teams.

Additional sample classes may be available on other state Extension web sites. See the resource section at the end of this guide for web links. Please share new links with the state committee.
HOW TO MAKE A CONSUMER DECISION-MAKING CONTEST CLASS
Each judging class kit consists of:

- 4 items or examples identified by #1, #2, #3, #4
- Situation statement that contains the standards or criteria listed in order of importance
- 5 written questions to be answered after placing the class
- An official set of written reasons to be used as an example when giving oral reasons
- An official score card with cuts and a score for each placing configuration.

Use the following outline as a guide:

- Project or Subject Area: _____________________________________________
- Class Name: ______________________________________________________
- Division: Intermediate or Senior: ______________________________________
- Items or Examples to be Judged: ______________________________________
- Situation Statement:
- Standards/Criteria (list):
- Identifying Characteristics of
  - Item #1: __________________________________________________________
  - Item #2: __________________________________________________________
  - Item #3: __________________________________________________________
  - Item #4: __________________________________________________________
- Correct Placing: ______  ______  ______  ______
- Cuts: ______  ______  ______
- Reasons:
  - Page with a list of 5 questions and a page with the 5 questions with the correct answers. Provide a space for the participant to write their name and number. These questions are typically printed with two to a page, so each participant receives half a page.
  - Attach a completed judging score card with the class name, division, and circle the correct placing. Include the scores for each placing configuration listed on the scoring card. (See the “Determining Scores” section for more information.)
Sample Score Card
Contact your local County Extension Office to obtain judging cards for practice. County offices are able to order the cards from the Extension Distribution Center (612-624-4900 or 800-876-8636) free of charge, otherwise the cards would cost $3.00 plus tax and shipping for each packet of 100. Judging cards are available in the following colors: Yellow (Item #MI-00067); White (Item #MI-00072); Pink (Item #MI-00070); Orange (Item #MI-00927); Green (Item #MI-00068); Gray (Item #MI-00069); Blue (Item #MI-00071).

Pictured to the right is a sample of a judging card:

Towards a Class
Remember judging is a comparative process. A judge/participant determines the class placement order by comparing the four products or examples in the class in pairs. The comparison is made based on the stated situation for the class.

When placing a class you are comparing the items. Compare “pairs,” not the whole class. For example, if the placing of a class is 3,2,4,1, there are three pairs to compare:

<table>
<thead>
<tr>
<th>Top</th>
<th>Middle</th>
<th>Bottom</th>
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<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>4</td>
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In this example item #3 would be the best choice for the given situation and item #1 would be the least desirable choice for the given situation. The top pair would be #3 and #2; the middle pair would be #2 and #4 and the bottom pair would be #4 and #1. The concept of comparing pairs will be used more extensively during oral reasons.

Standards/Criteria
Decisions in Consumer Decision Making contests are based on the situation and the standards outlined in the situation statement. Therefore, if two difference situation statements are given for the same set of 4 items, two completely different placements might be possible. Remember, the situation for which an item will be used determines the quality needed for an item. For example, blue jeans for yard work do not need to be the same quality as blue jeans for social functions. Typically, the criteria is bulleted out for an Intermediate level class, while the Senior participants need to be able to identify the criteria listed within the situation. Also, the importance of the
criteria is generally based on the order in which they are listed in the situation – criteria listed first are more important than others.

**Where to Get Items for Classes**
Any consumer product qualifies as a possible judging class. Four comparable objects of differing qualities may qualify, (i.e. bath towels, tennis shoes, blue jeans, pizzas, children’s toys, etc.).

Start first with a general project or subject area, then look for different choices for consumers within that area and develop a situation and criteria to help make decisions for the situation. Another possible method is to start with a general project or subject area, then set up criteria to help make a decision for the situation, then make up the situation and then find items or examples to fit the situation.

Criteria for a class will be specific to the situation and products. Examples of criteria might be: low in cost, low in calories, high in fiber, durable, washable, easy to operate, etc.

Keep in mind that consumer choice classes need to be gender neutral.

**Determining Cuts**
“Cuts” means the number of points lost based on the value of difference which the official judge gives to each pair within a class. The higher the “cut” number the easier the judgment within the pair.

The example below, with an official placing of 4,3,2,1 and cuts of 3, 4, and 7 indicates the first pair 4-3 was closer in value and more difficult to determine than the second pair 3-2 and 2-1, the last pair with a cut of 7

<table>
<thead>
<tr>
<th>Official Placing:</th>
<th>4 – 3 – 2 – 1</th>
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</thead>
<tbody>
<tr>
<td>Cuts:</td>
<td>3 – 4 – 7</td>
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</tbody>
</table>

**Determining Score**
A perfect score earns the participant 50 points. To determine scores based on the placing and the cuts in a class use the **“Computing Slide for Scoring Judging Contests”** developed by the George A. Hormel & Co.; Austin, MN. The **Computing Slide** can also be ordered from NASCO (1-800-558-9595 or www.enasco.com) for approximately $18. Check with your local University of Minnesota Extension County office to see if one is available to borrow. The **“Computing Slide for Scoring Judging Contests”** is used with livestock judging also.
The simplest way to determine class scores is to use an online calculator, which uses the Hormel system of scoring. Simply provide the class placing and cuts and the calculator determines the scores for various class placings. The calculator is available at: www.worldaccessnet.com/~normans/hormel.html

For the purpose of determining scores, there are six possible pairs in each class of four items, so six comparisons of the official placings to the consumer choices placings need to be made.

Example:

Official placing:  4 - 3 - 2 - 1
Cuts 3 4 7
Contestant placing:  2 - 3 - 1 - 4

With the above example in mind, use this worksheet.

1. Was 4 paced over 3?
   In this example, no, so 3 points were lost
2. Was 4 placed over 2?
   In this example no, so 3 + 4 = 7 points were lost
3. Was 4 placed over 1?
   In this example no, so 3 + 4 + 7 = 14 points were lost
4. Was 3 placed over 2?
   In this example, no so 4 points were lost
5. Was 3 placed over 1?
   If this example yes, so 0 points were lost
6. Was 2 placed over 1?
   In this example yes, so 0 points were lost.

Add total points lost:  28 points

Subtract points lost from 50 possible points.
50 points – 28 = 22 Total Score

ORAL REASONS
During the contest, intermediate individuals will be asked to give oral reasons for one class and senior individuals for two of the classes judged. First time intermediate participants will be given the opportunity to decide whether they want to give oral reasons or not. However, please note that choosing to not give oral reasons would affect a participant’s individual and team scores, and may prohibit receiving top awards.
The oral reasons class(es) is identified prior to the judging period and are clearly marked to remind the participants. When placing the class that will be used for oral reasons, individuals are encouraged to take notes about the class using paper on a clipboard they have brought to the contest. Typically, after the individuals have placed the oral reasons class they will be given a designated amount of time to study and organize their thoughts, usually one or two complete judging rotation, approximately 7-14 minutes. Then, during the next rotation the participants will be judged one on one by an oral reasons judge.

Oral reasons are worth 50 points. See the Consumer Decision Making Judging Reasons Score Sheet in this guide for details of point distribution.

The oral reasons activity:
- Helps participants organize a thinking process and observe the class more carefully
- Gives the opportunity to justify decisions
- Helps develop a system of analysis and comparison
- Helps teach how to express one’s self in a logical, concise, and convincing manner
- Builds self confidence in ability to judge
- Teaches appreciation and understanding of the opinions of others

Some examples of adjectives and verbs for oral reasons are:

- Longer (est)
- More or most uniform
- More or most appealing (color, taste, smell, etc.)
- Most nearly fits the criteria
- Safer
- Cleaner (est)
- Lower (est) cost
- More or most tender
- Smoother (est)
- More or most durable
- Sturdier

Terms such as “good”, “better”, “best”, “classier”, etc. should not be used because they are very vague. Terms such as more evenly brown, more uniform in size and shape, stronger, and crisper, are comparative, descriptive and very definable for both the reasons given and the judging participant.

Giving oral reasons is simply involves a participant telling a judge why they placed the class the way they did. The participant does this by comparing the two items in their top pair, the middle pair and the bottom pair. When doing these comparisons it is important to talk about the criteria presented in the class situation. The presentation typically takes one to two minutes. Ideally, the
participant presents their oral reasons from memory. Notes may be used, but will result in a deduction of points.

**Note:** As the 4-H’er enters, the oral reasons judging room the 4-H member should give the judge their judging number and first name to be included on the score sheet before the formal presentation begins. The 4-H’ers name, county and other identifying information should not be part of the formal presentation.

The following pages provide an overview of steps in organizing oral reasons, sample forms participants might use to take notes and organize their thoughts, and the score sheet used by the judges.
**Steps in Organizing Oral Reasons**

The steps with asterisks (*) are not always included.

Example: Cookies placed 3, 2, 4, 1.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1. Opening statement  
Name of class and order | • I placed this class of purchased chocolate chip cookies: 3,2,4,1  
• 3,2,4,1 is my placing in this class of purchased chocolate chip cookies |
| 2. * General Statement  
Sometimes one general statement will fit the whole class. This is not always true and does not have to be included. | • Upon analyzing this class I found all the cookies to be evenly brown.  
• All cookies in this class were very evenly brown. |
| 3. Give Reasons on Top Pair (3/2)  
Use comparative terms  
Use the number of the articles, like a name, 1,2,3,4. Not number 1, article 2, plate 3, or t-shirt 4, etc. | • I placed 3 over 2 because it had the most uniform size and shape of any plate of cookies in the class. The chips are more evenly distributed than 2, and 3 had fewer calories. |
| 4. * Give Grant on Top Pair (2/3) | • I grant that 2 has less sodium  
• Granted, I recognize (or realize) that 2 has less sodium |
| 5. * Give criticism of second item (2).  
Sometimes the second item may have faults that need to be discussed in a criticism | • (Continuation of top sentence) … but criticize 2 for having unevenly shaped cookies. |
| 6. Give reasons on Middle Pair (2/4)  
(same as number 3 above) | • In my middle pair, 2 places over 4 in a tight placing. 2 has a more fiber. |
| 7. * Give Grant on Middle Pair (4/2)  
(same as number 4 above.)  
A criticism (for 4) would come next if applicable. | • I did recognize that 4 had more uniform shaped cookies with chips distributed more evenly throughout. |
| 8. Give reasons on Bottom Pair (4/1)  
(same as number 3 above)  
A grant for 1 would come here if applicable. | • 4 over 1 is my placing in the bottom pair because 4 had more uniform shaped cookies, fewer calories, less carbohydrates from sugar and chips distributed evenly throughout. |
| 9. Criticize last object (1) | • I criticize 1 and leave it on the bottom of the class because the cookies lacked the evenness of appearance, texture, grain, shape, and even blending of flavors to place any higher in this class of chocolate chip cookies which I placed 3,2,4,1. |
| 10. Closing/Summarizing Statement  
Repeat placing and bring closure to alert the judge you are finished | • For the reasons given, I place this class of purchased chocolate chip cookies 3,2,4,1. |
# Minnesota 4-H Consumer Decision Making Notes Grid 1

Class: _________________________________  Placing: _________________________________

<table>
<thead>
<tr>
<th>Criteria ➔</th>
<th>Items ➥</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Minnesota 4-H Consumer Decision Making Notes Grid 2

Class: ______________________________________________________________

Situation: ___________________________________________________________________

<table>
<thead>
<tr>
<th>Class Item Descriptions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

Class:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Class Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Placing: ___, ___, ___, ___
### Oral Reasons Judging Notes Worksheet

**Class _________________________   Placing _________________________**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Pair</td>
<td>/</td>
</tr>
<tr>
<td>Grant</td>
<td>/</td>
</tr>
<tr>
<td>Criticism</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Pair</td>
<td>/</td>
</tr>
<tr>
<td>Grant</td>
<td>/</td>
</tr>
<tr>
<td>Criticism</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom Pair</td>
<td>/</td>
</tr>
<tr>
<td>Grant</td>
<td>/</td>
</tr>
<tr>
<td>Criticism</td>
<td></td>
</tr>
</tbody>
</table>
Minnesota 4-H
Beginner Oral Reasons Note Card

Class ________________________________

I placed this class of ____________________________

Description

________________________________________________________________________

I placed _____ first because _________________________

________________________________________________________________________

TOP PAIR

I placed _____ over _____ because ______________________

________________________________________________________________________

I grant _____ was ________________________________

________________________________________________________________________

MIDDLE PAIR

I placed _____ over _____ because ______________________

________________________________________________________________________

________________________________________________________________________

I grant _____ was ________________________________

________________________________________________________________________

BOTOM PAIR

I placed _____ over _____ because ______________________

________________________________________________________________________

________________________________________________________________________

I grant _____ was ________________________________

________________________________________________________________________

BOTOM ITEM

I placed _____ last because __________________________

________________________________________________________________________

For these reasons I placed this class of

_________________________  __________  __________

Hints:
1. Print this form back-to-back and cut in half.
2. Use “er” words to compare differences between items (e.g. longer).
3. Look the judge in the eye. Convince the judge your placing is correct.
4. Giving grants are optional.

(4-H M-148)
Participant Number _____
Division: _____ Intermediate – Grades 6-8
_____ Senior – Grades 9-13

<table>
<thead>
<tr>
<th>Knowledge 50% (25 points)</th>
<th>Very Good</th>
<th>Some Improvement Needed</th>
<th>Much Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of using suggested criteria to place the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Correct use of comparative terminology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Content is factual and accurate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Placing of class is logically explained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completeness – major points emphasized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of grants</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation 50% (25 points)</th>
<th>Very Good</th>
<th>Some Improvement Needed</th>
<th>Much Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correct structure used comparing top, middle and bottom pairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Opening and closing statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Poise (stance, eye contact, voice shows confidence)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• General appearance is neat and well-groomed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Length – between 1-2 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organization – easy to follow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Points may be deducted for use of notes (1-5 pts.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o 1 pt. deduction - notes in hand, didn’t use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o 5 pt. deduction - read notes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guidelines
• If multiple judges are used, it is suggested that the first few sets of reasons be scored jointly or at least a discussion held about scoring
• Judges should avoid gestures and mannerisms that may disturb the contestant

Resources Available
4-H Consumer Decision Making Contest Program Guide
QUESTIONS
Usually one class at the state 4-H Consumer Decision-Making contest is labeled as a questions class. A questions class means that participants are given five written questions to answer about the class. Questions are designed to teach participants how to be observant as they make choices while placing a class. The answers to the questions should always be given with the number of the item in the class, not the name of the item. Examples of questions are:

- Which number had foods from all 4 food groups? __4__
- Which number has a complete set of directions? __3__
- Which number has a limited warranty? __2__

Participants are notified prior to judging which class will have questions. While they are judging the class, participants should take notes about the class. Participants may find it useful to take notes using one of the forms provided in the oral reasons section of this guide. After the participant places the question class they are provided with a “study time” or “sit out” in the contest rotation, typically a full rotation, approximately 7 minutes. They are to use this time to study their notes for the questions. During the next rotation they answer the questions, without using their notes and without having the class within their sight. The participants are given approximately seven minutes to answer the five questions. They should find this is ample time. The questions count for 25 points – 5 points per question.

Some classes with sample questions are available on line at the Minnesota 4-H Consumer Decision Making web site at: www.fourh.umn.edu/programs/ConsumerDecMaking/

GROUP PROCESS
The purpose of group process is to develop a decision-making model for consumer use. In its simplest form, the process of decision-making can be reduced to a problem solving model that consists of the following five steps:

1. Ascertain the issue or situation and state the facts
2. Determine the alternative solutions or actions for the situation
3. List the personal or social goals (or criteria) bearing on the situation
4. Evaluate the alternatives according to the goals or criteria
5. Make a decision based on the evaluation

Decisions rest partly on personal and social values. An individual’s preference for one car or home or type of clothing rather than another is a function not only of income but also of personal values and tastes. Furthermore, these decisions have social consequences.

In making a decision, either personal or social, we look at the relative desirability of two or more courses of action. As we select among alternatives, we also frequently select among values: a specific satisfaction, a specific positive result for ourselves or others, a specific benefit we wish to foster. Consumers need to be aware of their value preferences if they are to make decisions that result in the most desirable consequences for themselves or for their community as a whole.

Sample Group Process situations are available at the Minnesota 4-H Consumer Decision Making web site at: www.fourh.umn.edu/programs/ConsumerDecMaking/
**Structure:**
Although there is no one way to do group process, the following tips may be helpful to your team. Teams will be informed that they will have *8 minutes processing time*. The recommended use of the processing time is:

**3 minutes to read/think through situation/problem**
- Each team member can read silently or team members can take turns reading aloud. Hint: reading aloud has the advantage that everyone is done at the same time, but it could take longer.

**3 minutes to discuss**
- When members are done reading, the discussion begins. Decide who will take the lead in starting the discussion. Be sure to speak up and allow the judges to hear what is being said.
- Although it is not required, it is recommended that your team use the Decision Making Grid, which is on the Group Process Worksheet. This will be provided for each team at the contest. The grid may help members keep notes as they evaluate the alternatives according to the criteria. It may be also be helpful during the team presentation.
- If the grid is used, determine a note taking method that works best for your team. For some teams, all members keep notes. For others, just one person takes the notes, which are then shared with the other team members during the presentation.
- In the discussion, the team should cover the five steps outlined on the Group Process Worksheet (included in this guide). The team may want to decide prior to judging who will take the lead in discussing each step.
- Don’t limit your team to just a few alternatives. There might be more. Group process is not the same as the judging classes in the rest of the contest. Your team can be creative and come up with solutions that aren’t necessarily stated in the situation.

**2 minutes to present final statement**
- The presentation is an important closing to the group process. Determine ahead of time how to share this within the team. The presentation should include an overview of the five steps outlined on the Group Process Worksheet, including the best choice or final decision. Again, decide beforehand who will take the lead for each step. During the presentation, the team should address the judge in the room. Some teams chose to stand for the presentation.

All of this processing will be conducted before the judge.

**Scoring Group Process:**
Group Process is required for both intermediate and senior teams. The Group Process class is worth 50 total points. These points count towards top team awards, but are not included in individual awards. See the following score sheet for the break down of points.
# 4-H Consumer Decision Making
## Group Process Score Sheet

### Team

**Circle Category:**  
- Intermediate  
- Senior

### Team Participation (20 points possible)

<table>
<thead>
<tr>
<th>Participation:</th>
<th>All team members are actively engaged and participate in group process class (1-5 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading:</td>
<td>All team members given time to become familiar with the situation (1-5 points)</td>
<td></td>
</tr>
<tr>
<td>Discussing:</td>
<td>Speaking and listening skills demonstrated by each team member (1-5 points)</td>
<td></td>
</tr>
<tr>
<td>Summarizing:</td>
<td>Reaching consensus based on discussion of options and criteria (1-5 points)</td>
<td></td>
</tr>
</tbody>
</table>

### Team Process (30 points possible)

<table>
<thead>
<tr>
<th>Alternatives:</th>
<th>Variety of options generated (1-5 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria:</td>
<td>Expectations necessary for a positive decision are listed (1-5 points)</td>
<td></td>
</tr>
<tr>
<td>Solution:</td>
<td>Conclusions reached are explained and reasonable for the situation (1-10 points)</td>
<td></td>
</tr>
</tbody>
</table>
| Presentation: | Total team effort is shown:  
  1. Every member contributes to reach group consensus (1-5 points)  
  2. A clear statement of the group decision is presented to the judge (1-5 points) |  |

### Maximum of 50 points possible  

**Total:**  

*Revised 2009*
4-H Consumer Decision Making  
Group Process Worksheet

**Step 1:** State the situation/problem.

**Step 2:** List the alternatives found in the case study. The team may also add their own alternatives.

**Step 3:** List the criteria stated in the case study. Add other criteria you think are appropriate, but that were not raised in the story.

**Step 4:** Evaluate each alternative based on the criteria. Make plus, minus or zero signs to indicate good or not good choices. May give point values to each criteria to help with ranking.

**Step 5:** Select the best choice(s) for the situation. Explain your choices(s).

<table>
<thead>
<tr>
<th>DECISION MAKING GRID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Alternatives</td>
</tr>
</tbody>
</table>

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Last modified April 2009
The Kingman Ramblers 4-H Club decided they needed to have a fundraiser to earn money to support their club’s community pride project. They need $200 to purchase plants and flowers for a landscaping project at the town hall where they have their meetings.

A committee has been assigned the task of suggesting a plan to the club. The club would like the fund raising effort to be simple, short-term, require minimal money to operate, and involve club members of all ages.

What should the committee recommend to the club?
## SAMPLE DECISION MAKING GRID
### Club Fund Raising Project

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Criteria</th>
<th></th>
<th>require minimal money to operate</th>
<th>involve club members of all ages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>simple</td>
<td>short-term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car wash</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Bake sale</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Fruit sale</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Magazine sale</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Rummage sale</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

Key: “+” = positive effect on criterion

“-“ = negative effect on criterion

* Outcome is affected by aggregate demand
NATIONAL CONTEST
The first eligible team will have the option to represent Minnesota at the Western National 4-H Roundup Consumer Decision Making Contest in Denver, typically held in January of the following year. All 4-Hers must have passed their 14th birthday but not their 19th birthday on January 1st of the current year.

Financial support for transportation, registration fees, and lodging are funded at varying levels from county to county. In most cases, a team advancing to the national competition will approach its county 4-H Leaders Council or Federation with a list of anticipated costs and fundraising plans along with their request for support. It is important to follow the guidelines listed in the MN 4-H Youth Development Financial Handbook for Leaders when preparing this budget plan. Under the Summary of 10 Major Minnesota 4-H Financial Policies it states, “all money raised using the 4-H name must be used only for 4-H activities, education, and character building” and the “funds must not be used for personal financial gain for any individual. Pocket money, personal items, and souvenirs are clearly not legitimate use of money raised in the name of 4-H.” It is viewed okay and expected that members and chaperones will incur some costs out of pocket due to the personal gain policy.

The Minnesota Livestock Breeders typically donates a small amount of money (approximately $400) to the advancing team. This check will be sent directly to the local county extension office upon confirmation of the team’s participation in the national contest.

All registrations for the national competition must be completed on-line at: www.westernnational4-Hroundup.org. Official registration is not usually available until October and closes mid November.

The advancing team should work closely with their local county 4-H Program Coordinator and/or 4-H Extension Educator throughout the process. The state Consumer Decision Making Committee may also be able to share information from teams who have traveled to the national contest in the past.

PLANNING A COUNTY OR REGIONAL CONTEST
Counties or Regions are encouraged to sponsor a contest to provide an opportunity for youth to practice their skills. Typically, a county or regional contest is designed similar to the state contest with these possible revisions:

- An overview of “how to judge” session may be held prior to the contest.
- In addition to the Senior (grades 9-12) & Intermediate (grades 6-8) divisions, Junior and Novice divisions may be added to provide a judging experience for younger youth.
- Only one oral reasons class may be held for seniors.

The following resources may be adapted by the county or regional contest organizers to fit their needs:
  1. County/Regional Contest Organizational & Volunteer Role Descriptions
  2. County/Regional Contest Sample Rotation Schedule
  3. County/Regional Contest Scoring Sheet
  4. County/Regional Contest Sample Press Release
County/Regional Contest Organizational & Volunteer Role Descriptions

Prior to Contest:

- Arrange date, time, location of contest, fees, registration deadline, etc.
- Determine age categories based on the number of participants anticipated, number of awards you want to give, etc. Possible age categories could include:
  - Junior - perhaps returning judges 5th grade & under
  - Intermediate - State Contest indicates grades 6-8
  - Senior - State Contest indicates grades 9-12
  - Novice - 1st time judges of any age
- Promote the event to area counties, via 4-H Program Coordinator & Extension Educator
- Print contest classes. Possibly mount classes on tag board tents. (Classes can be printed off the web or contact the state committee who typically develop a set of classes each year to be used at county/regional contests.)
- Order or print color coded judging cards and compile in judging order (possibly one for each of the 5 classes (matching the colors on your rotational chart & colors on the printed classes) + one for oral reasons + “dummy” or blank cards for study rotations for orals & questions + one indicating questions)
- Collect registration
- Determine types and amounts of awards, if any (such as champion/reserve champion for each age group or possibly 1st – 5th place for each age group, etc.)
- Order and confirm receipt of participant ribbons and medals, if used
- Secure volunteers as listed below in “contest positions”
- Prepare manila envelopes with copies of classes and placings for each team or county to take home
- Make copies & collect other items needed for volunteers, such as:
  - Registration table: registration information (team listings with numbers), participants judging cards, pens/pencils, camera, etc.
  - Questions Class Monitor: copies of questions for participants (1 per participant, printed on ½ sheet of paper); possibly enough on clip boards for rotational groups
  - Oral Reasons Judges: copy of class oral reasons is being done on; pencils
  - Tabulation room: official class placings, team registration information from registration table, calculators, pencils, awards information, information on tie-breakers, etc.
  - Other items as needed

Registration Table:

- Collect / confirm participant registration, collect fees, nametags
- Assign participant to judging group (A-E) & give judging cards
  - Assign team members to different groups. Keep group #’s even.
  - For example, the team members from the first county to register would be assigned A1, B1, C1 & D1. Participants from the second county to register would be assigned A2, B2, C2 & D2. Participants from the third county to register would be assigned A3, B3 C3 & D3. This will ensure that team members will be in different rotational groups.
  - It might be helpful to have numbering for individuals from the different age categories (Jr., Int, Sr. & Novice) different so it can easily be distinguished which category they are in. For example, Jr. participants may be numbered (A-E) & then 1-99. Sr. participants may be numbered (A-E) & then 100-199. Novices could be in the next range, etc.
- Ask participants to write their name on judging cards prior to the start of the contest
• Take team photos for news releases

**Set Up Room & Classes:**
- If possible, use one large room with separate tables for different age categories on opposite sides of room. Depending upon the number of participants you may need separate tables for novice division.
- It may be possible to mount the class for one age category, such as Senior – without the class criteria bulleted) on one side of the tag board table tent. Then the Intermediate class, with the criteria bulleted would be mounted on the other side of the tag board table tent. Resulting in seniors on one side of the table and intermediates on the other side of the table.
- Try to have no more than 4-6 participants around each class so they can easily see and read the materials.

**Contest Positions:**
- **Room Monitor and Timer**
  - Must have access to clock, watch or stopwatch
  - Use the rotational schedule developed
  - Make sure participants are at correct judging station with backs to the class before judging
  - Tell participants when to start and stop judging (“Judges ready”, “Start”, “Judges Stop”)
  - Have participants mark their judging card and place the card face down on the table or give it to the room runner
- **Room Runner**
  - Collect judging cards after each round and deliver to tabulation room
- **Question Class Monitor**
  - After the group has had the opportunity to study their notes for one rotational period, hand out questions class sheet
  - Collect questions class sheet and deliver to tabulation room (May correct question class prior to sending to tabulation room)
- **Oral Reasons Monitor**
  - Monitor oral reason rooms to ensure all participants give reasons in an orderly fashion
  - Try to keep judging groups together (A’s, B’s, C’s, D’s)
  - After each round collect judging cards and deliver to tabulation room
  - It may be necessary to hold up the entire contest rotation momentarily so all of the participants in a group can complete their oral reasons and then rotate to the next station with their group.
- **Oral Reason’s Judge (At least one per division recommended to keep on time schedule if up to 20 participants per division)**
  - Collect participant judging card for oral reason
  - Tell participant that they may begin their oral reasons when ready
  - Listen to reasons and complete score sheet
  - Mark participant judging card and give to oral reasons monitor to be delivered to the tabulation room
- **Group Process Room Monitor (Conducted after judging rounds complete so may have served earlier role – One per age division)**
  - Monitor group process room to keep teams timely and orderly
  - Tell teams when on deck and when able to enter room to judge
- **Group Process Timer (One per Group Process Room)**
  - Must have a clock, watch or stopwatch
o Flip time cards for team to monitor their time
o Tell team when time is up, “Time Up”

- **Group Process Judge (One per division recommended)**
  o Welcome participants and get them settled
  o Tell participant that they may start their group process and have them turn over their class information
  o Listen to group process and complete evaluation sheet
  o Score evaluation sheet and turn into the tabulation room

- **Tabulation Room (At least 2 people so serve as double check)**
  o Score judging cards
  o Record class scores on results page
  o Compile total scores for individual results
  o Compile team scores dropping the lowest score on 4 person teams for team results
  o Determine individual and team award winners based on awards ordered and provide list for awards presentation
  o If possible, make copy of contest results and add to county manila envelopes to be sent home with coaches

**Awards Presentation (Best if team of two or three)**

- If time allows, review each class placing (this can be a good ‘time filler’ if the tabulation room hasn’t finished yet)
- Present individual & team awards for each division, based on the types and amounts of awards selected prior to the contest
- Thank judges and volunteers
- Encourage teams and participants to participate in the state event
- Take photos of award winners
- Distribute county envelopes with copy of classes and results to volunteer coaches

**After the Contest**

- Send press release and photos to participating county offices to distribute to local media; or distribute directly to appropriate media
- Communicate any questions, concerns or comments to the state committee as appropriate
- Make necessary notes about the contest for future years
### 4-H Consumer Decision Making Judging County/Regional Contest
#### Sample Rotation Schedule

**Afternoon schedule/morning schedule**
3:30 pm / 10 am - “How to Judge” training
5:00 pm / 11:30 am - Registration
5:30 pm / 12:30 pm - Class Rotations Starts
7:30 pm / 2:30 pm - Group Process Judging
8:00 pm / 3:30 pm - Awards

<table>
<thead>
<tr>
<th>Activity</th>
<th>Class</th>
<th>Card Color</th>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
<th>Round 4</th>
<th>Round 5</th>
<th>Round 6</th>
<th>Round 7</th>
<th>Round 8</th>
<th>Round 9</th>
<th>Round 10</th>
<th>Round 11</th>
<th>Round 12</th>
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<tbody>
<tr>
<td>Judge Oral Reasons Class #1</td>
<td>Food &amp; Nutrition</td>
<td>Green</td>
<td>A</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
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<td>Study</td>
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<td>Give Oral Reasons #1</td>
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<td>Blue</td>
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<td>A</td>
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<tr>
<td>Judge Questions Class #2</td>
<td></td>
<td></td>
<td>A</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
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<tr>
<td>Answer Questions</td>
<td></td>
<td></td>
<td>A</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
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<tr>
<td>Judge Class #3</td>
<td>Clothing &amp; Textiles</td>
<td>Pink</td>
<td>C</td>
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<td>B</td>
<td>A</td>
<td>E</td>
<td>D</td>
<td>C</td>
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<td>Judge Class #4</td>
<td>Personal Care</td>
<td>Purple</td>
<td>D</td>
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<td>Judge Class #5</td>
<td>Personal Finance</td>
<td>Yellow</td>
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Note:
7 minutes per class +
3 minutes to rotate =
approximately 10 minutes per rotation

Optional rounds to catch up individuals late giving oral reasons if needed.
### 4-H Consumer Decision Making Contest -- Year ______
Regional Contest Scoring Sheet

Division: _____ Senior  _____ Intermediate  ____ Junior  ____ Novice

**COUNTY _____________________**

**TEAM**

<table>
<thead>
<tr>
<th>#</th>
<th>Individual Name</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Total Class Score</th>
<th>Reasons Score Class 1</th>
<th>Questions Score</th>
<th>Total Score</th>
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**INDIVIDUALS**

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<tr>
<th>#</th>
<th>Individual Name</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Total Class Score</th>
<th>Reasons Score Class 1</th>
<th>Questions Score</th>
<th>Total Score</th>
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Net Team Score (Top 3) _____
Group Process Score _____
TOTAL TEAM SCORE _____

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LOCAL YOUTH COMPETE IN
4-H CONSUMER DECISION MAKING JUDGING CONTEST

Area 4-Hers recently competed in a 4-H Consumer Decision Making Judging Educational Event and Contest. *(Number participating)* youth participated in the contest held *(date)* at *(location).*

The judging process provides youth experience in organizing thoughts and defending decisions with oral reasons. In this program, the youth participate in a judging contest where they rank articles or products over others based on criteria, standards and quality. 4-H’ers review scenarios, evaluate consumer items and tell why they think one is better than another. Research on judging programs indicates that participation has influenced the development of several life skills, including: the ability to verbally defend a decision, work together as a team, solve problems, communicate effectively and make wise decisions. Classes were judged on the following topics: *(list classes).*

A novice division was available for first year judges. *(Participant name)* of *(county name)* County placed 2*nd* overall and *(participant name)* of *(county name)* County placed 1*st* overall. In the Jr. division *(participant name)* of *(county name)* County placed 2*nd* overall and *(participant name)* of *(county name)* County placed 1*st* overall. In Jr. Team competition, *(county name)* County placed 2*nd* and *(county name)* County placed 1*st*. In the Sr. division *(participant name)* of *(county name)* County placed 2*nd* and *(participant name)* of *(county name)* County placed 1*st*. In Sr. Team competition, *(county name)* County received 2*nd* place and *(county name)* County received 1*st* place.

Champion and Reserve Champion individual and teams received medallions. Teams were coached by in *(local county name)* County by *(volunteer coach’s name).* This open contest served as a practice for the Minnesota State 4-H Consumer Decision Making Judging Contest that will be held *(date)* at the University of Minnesota St. Paul campus. The contest is jointly sponsored by the University of Minnesota Extension Family Development and 4-H Youth Development programs.
“Computing Slide for Scoring Judging Contests” determine class scores based on ranking and cuts - available from NASCO (1-800-558-9595 or www.enasco.com) – approx. $18.

**Consumer Savvy** – National 4-H Cooperative Curriculum System curriculum. Includes 3 booklets for grades 4-5; 6-8 & 9-12 & a helper’s guide  [http://4hccsprojects.com/consumer/]

**Financial Champions** - National 4-H Cooperative Curriculum System curriculum. Includes 2 booklets for grades 7-9 & a helper’s guide  [www.n4hccs.org/shop/products.asp?action=list&cat=10&subcat=5&l=L1]

**Hormel Scoring System Calculator** – online calculator calculates scores for a class when you provide the class placing and cuts  [www.worldaccessnet.com/~normans/hormel.html]


**Minnesota 4-H Consumer Decision Making Program Guide** - Updated copies of this guide, sample classes and additional resources are available on the Center for Youth Development web site at  [www.fourh.umn.edu/programs/ConsumerDecMaking/index.html]

**Minnesota 4-H Consumer Decision Making Website** - Sample classes and resources  [www.fourh.umn.edu/programs/ConsumerDecMaking/index.html]

**National Contest Information** - Western 4-H Regional Round-Up  [www.westernnational4-Hroundup.org]

**Reading Makes Cents** – National 4-H Cooperative Curriculum System curriculum. Includes 53 experiential activities for youth grades 3-5.  [www.4-hmall.org/detail.aspx?ID=1808292]

**Sample Classes from Minnesota** -  [www.fourh.umn.edu/programs/ConsumerDecMaking/index.html]


**Sample Classes from other states** - Please note that other states may format their classes differently than Minnesota and have different guidelines/rules for their contests.  Please review the Minnesota guide for Minnesota contest logistics and operating procedures.

- Colorado Extension 4-H  – [http://4hweb.ext.colostate.edu/agent_resources/conchoic05hbk.pdf]
- New Mexico State University -  [www.cahe.nmsu.edu/directory/eresource/view_resource.php?resource_id=736]
- South Carolina 4-H - Clemson University Cooperative Extension  -  [www.clemson.edu/fyd/consumer_judging_manual.htm]

**Score Cards** – Minnesota County offices are able to order cards from the Extension Distribution Center (612-624-4900 or 800-876-8636) free of charge, otherwise cards cost $3.00 plus tax & shipping per packet of 100. Cards are available in:  Yellow (#MI-00067); White (#MI-00072); Pink (#MI-00070); Orange (#MI-00927); Green (#MI-00068); Gray (#MI-00069); Blue (#MI-00071)

**State Fair Handbook** – request a current copy from your local or regional extension office for additional contest rules
2006 STATE CONTEST PLANNING COMMITTEE:

- Co-Chairs:
  o Carrie Olson, Regional Extension Educator; 320-589-1711; olson166@umn.edu
  o Sara Croymans, Regional Extension Educator; 320-589-1711; croym001@umn.edu
- Jan Gilman, Regional Extension Educator; 507-389-6749; jgilman@umn.edu
- Lisa Kruisselbrink, 4-H Program Coordinator; 507-825-6715; kruis002@umn.edu
- Kristi Stolen, Sibley County Volunteer
- Laura Whisney, Volunteer
- Marta Stolen, Volunteer

PROGRAM SPONSORS

The contest is sponsored by the University of Minnesota Extension Centers for Family Development and 4-H Youth Development.