

GUIDE FOR ORGANIZING A 4-H CONSUMER DECISION MAKING CONTEST

The Consumer Decision Making Contest is a fun judging event which enables 4-H'ers to learn more about making choices in the marketplace. When organizing a contest, remember to make it an enjoyable experience for 4-H'ers. In doing so participation will increase. Take time to organize the contest. The following are some suggestions to help organize the contest.

Advanced Preparation for the Contest

1. Persons to Assist

- Superintendent (Extension agent or leader).
- Judges to hear reasons. Locate reasons judges in separate rooms so contestants cannot hear other contestants giving reasons.
- Volunteers to help with registration.
- Tabulators to calculate placing and reason scores. They need to be familiar with the use of a Hormel Slide.
- Timekeeper.
- Runner to take placing cards to tabulators.

2. Equipment

- Sufficient room to work without interference.
- Final score sheets.

- Tables that are numbered (one class per table).
- A Hormel Slide for tabulation.
- Calculators for tabulation.
- Pencils and placing cards. (Each contestant will receive one card for each class to be judged).
- Stop watches or timing devices: one for the timekeeper and one for each reasons judge.
- Cards for taking notes.
- Contestant badges.
- Four items for each class to be judged.
- One situation statement for each class.
- Labels for each class item that includes a number (one through four) and the item name.

3. Classes to be judged

First, determine the number and kind of classes to be judged. **Classes and class standards for the state contest will be announced each January.** Each of the four items in a class should be selected so there is some important difference between each article. In a regular contest, four to six classes are judged.

Arrange to borrow items from retailers or friends or use items from your home. If items are not new, inform the

contestants so normal wear and tear isn't a factor in their decision.

4. Situation Statement

Each class should have a hypothetical problem presented in a situation statement written by the contest superintendent. The situation should give information which will enable the contestant to make a consumer decision. A buying problem should include who is buying the product, the buyer's age, budget allowance for purchase and use of the product after purchase.

Following is a sample situation statement for a class of toys:

Jane, 16, will purchase a toy for her five-year-old nephew, Tom, who lives in New York. The toy, a birthday present, will be mailed. Tom is an only child and lives with his family in an apartment. Tom has a vivid imagination and enjoys creative play. Select a toy for Tom. Jane has \$5 to spend.

5. Assign Contest Numbers

Contestants can enter the contest as a team (three or four persons per team) or as an individual. Assign a contestant number to each team member or individual as shown below. Each team has the same number and the team members are designated by letter.

	Contestant Number	Contestant Name	
Star Club	1A	Betty Doe	Team
	1B	Ann Jones	
	1C	Jo Martin	

Cactus Club	2A	Sam White	Team
	2B	Bill Snow	
	2C	Steve Fry	
Hill Club	3A	Becky Law	Indiv
	3B	Pattie Rey	Indiv

At registration, give each contestant a badge with his/her contestant number and letter.

6. Prepare Classes to be Judged

Label the articles of each class 1, 2, 3, and 4 without regard to quality and include an item name such as jeans or toys. For checks and place settings only a number is needed. Add a price tag to each item if necessary. For comparison, arrange the four articles of a class conveniently close together on a table in good light.

Conducting the Contest

1. Placing the Classes

- (a) Ask judges to review the classes before the contest so they are familiar with the official placing of each class. The official placing record should be kept by the superintendent.
- (b) Do not allow the contestants to see the classes until the contest begins.

2. Preparing the Contestants

- (a) Record the name and county of contestants and give each a badge.

- (b) Give each contestant a pencil, a placing card for each class to be judged, and a card for taking notes.
- (c) Divide the contestants into groups so that an equal number will judge at each class. Team members should not be in the same group.

3. Instructing the Contestants

- (a) Explain that the contestant number is to be used on the placing cards throughout the contest instead of their names. Have contestants write their number and the name of the class to be judged on all placing cards before beginning the contest. The contestant number should also be used when giving oral reasons, instead of their name.
- (b) Explain the system of rotating groups. The system of group rotation will vary in county and state contests. Group A will judge Toys, B will judge snacks and so on. At the end of the allotted time, the groups will change places. Continue to rotate groups until all classes have been judged.
- (c) Explain that each contestant will hand the placing card to the timer after they finish judging each class. The timer will send the cards to the tabulators for scoring.

- (d) Announce the amount of time allowed for judging each class. A two minute warning is given before the time is up. At state contest eight minutes are allowed for each class.
- (e) Ask contestants to handle the products carefully so that the quality will not be changed or the labels removed. Place setting items should not be touched.
- (f) Emphasize to contestants there is to be no talking during the contest. They cannot leave the room during placing.
- (g) Explain the rotation procedure for reasons. Two minutes are allowed for each set of reasons.
- (h) At the end of the contest, the judge or superintendent will be available to discuss the official placing.

4. Scoring

The Consumer Decision Making Contest allows 50 points for a perfect placing on each class and 50 points for each set of reasons. Reasons are usually given on two classes.

- (a) Reasons: Grading reasons is something that requires careful handling on the part of the judge. The judge must examine the classes before hearing the reasons, and must have the classes and the official placing

clearly in mind. Judges enter scores on the *Consumer Decision Making Contest Score Sheet for Oral Reasons*, 300 D-8. See Appendix B.

- (b) Placings: Tabulators refer to the Hormel Slide to determine the point value of each placing.
- (c) Team score: A team consists of three or four members. The team score will be the total of the three highest scores. If a county does not have a team, they may bring one or two individuals who may

compete. Individuals, as well as team members compete for high point.

- (d) Tie breakers: The winner of the tie breaker is the highest individual or team total reasons score. If there is still a tie, the score for a class designated before the contest, will be used.


5. Summarizing Results

Scores will be placed on the contestant's cards and totaled. The scores are then transferred from the cards to the final score sheet, *4-H Judging Contest Sheet* (200 D-10). See Appendix C.


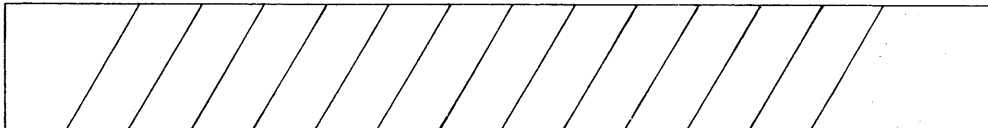
Appendix A
 Placing Card for 4-H Judging Events
 200 D-9

200 D-9																																																	
NEW MEXICO STATE UNIVERSITY COOPERATIVE EXTENSION SERVICE																																																	
Placing Card for 4-H Judging Events	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1234</td><td>_____</td></tr> <tr><td>1243</td><td>_____</td></tr> <tr><td>1324</td><td>_____</td></tr> <tr><td>1342</td><td>_____</td></tr> <tr><td>1423</td><td>_____</td></tr> <tr><td>1432</td><td>_____</td></tr> <tr><td>2134</td><td>_____</td></tr> <tr><td>2143</td><td>_____</td></tr> <tr><td>2314</td><td>_____</td></tr> <tr><td>2341</td><td>_____</td></tr> <tr><td>2413</td><td>_____</td></tr> <tr><td>2431</td><td>_____</td></tr> <tr><td>3124</td><td>_____</td></tr> <tr><td>3142</td><td>_____</td></tr> <tr><td>3214</td><td>_____</td></tr> <tr><td>3241</td><td>_____</td></tr> <tr><td>3412</td><td>_____</td></tr> <tr><td>3421</td><td>_____</td></tr> <tr><td>4123</td><td>_____</td></tr> <tr><td>4132</td><td>_____</td></tr> <tr><td>4213</td><td>_____</td></tr> <tr><td>4231</td><td>_____</td></tr> <tr><td>4312</td><td>_____</td></tr> <tr><td>4321</td><td>_____</td></tr> </table>	1234	_____	1243	_____	1324	_____	1342	_____	1423	_____	1432	_____	2134	_____	2143	_____	2314	_____	2341	_____	2413	_____	2431	_____	3124	_____	3142	_____	3214	_____	3241	_____	3412	_____	3421	_____	4123	_____	4132	_____	4213	_____	4231	_____	4312	_____	4321	_____
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Placing Score _____																																																	
Reasons Score _____																																																	
Total Score _____																																																	

Appendix B
Score Sheet for Oral Reasons
300 D-8

	COOPERATIVE EXTENSION SERVICE	
	NEW MEXICO STATE UNIVERSITY <small>BOX 3AE, LAS CRUCES, NEW MEXICO 88003-0031</small> <small>COLLEGE OF AGRICULTURE AND HOME ECONOMICS</small>	
		300 D-8
4-H CONSUMER DECISION MAKING CONTEST Score Sheet for Oral Reasons		
Contestant's No. _____		Class _____
	Possible Score	Contestant's Score
1. Accurate and clear statements (Comparisons which justify placings)	20	_____
2. Information given (How well the contestant knows the standards of a class)	15	_____
3. Delivery (How well the ideas are organized and stated; use of descriptive vocabulary and correct English)	15	_____
Total	50	_____
4. Time (A maximum deduction of 5 points for going over 2 minutes)	_____	_____
<small>New Mexico State University is an equal opportunity/affirmative action employer and educator. NMSU and the U.S. Department of Agriculture cooperating.</small>		

Appendix C
4-H Judging Contest Sheet
200 D-10

	New Mexico State University	COOPERATIVE EXTENSION SERVICE	U.S. Department of Agriculture	200 D-10											
COUNTY _____				YEAR: _____											
JUNIOR _____	(CONTEST)														
SENIOR _____	4-H JUDGING CONTEST SHEET														
4-H JUDGING CONTEST SHEET															
TEAM NUMBER: _____															
INDIVIDUALS: A. _____															
B. _____															
C. _____															
D. _____															
															
NUMBER	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI	CLASS VII	CLASS VIII	CLASS IX	CLASS X	CLASS XI	CLASS XII	TOTALS	INDV. RANK	TEAM RANK
A															
B															
C															
D															
TOTALS															
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Las Cruces, NM															