

CONSUMER DECISION MAKING CONTEST

Purpose:

- A. To assist 4-H members in learning to make wise consumer decisions, considering specific factors (situation, time, money, other resources).
- B. To provide the opportunity for 4-H members to advance in the decision making process by formulating reasons for their decisions and expressing them orally.

Eligibility:

The general rules for participation and eligibility apply. Member may be enrolled in any 4-H project.

General Information:

- 1 Each county is allowed to bring four teams to the district contest. The teams may be two novice and two junior teams. Novice teams may be novice age contestants only. Junior teams may be mixed ages, novice and junior age contestants. Junior contestants may not participate as a member of a novice team.

A team consists of three or four members. The team score will be the total of the three highest placing individual scores of the team. If a county does not have at least three members to make a team, they may bring individuals to compete for high point individual awards only. A maximum of sixteen participants per county may participate.

- 2 A Total of four classes will be judged. The selection criteria will be taken from the information provided in the Consumer Decision Making Handbook (200 H-12 (R-97)).
- 3 A total of four items will make a class. Members will judge the class based on the problem or situation given. 4-H Placing Card, 200.D-9, will be used.
- 4 The novice age group will give one set of oral reasons; junior age group will give two sets of oral reasons for designated classes.

As the contestants place the class they should make a set of notes to help recall details. Contestants are allowed to take their notes with them when they give reasons. However, notes may only be used as a cue card and not read to the judge. Score sheet for Oral Reasons, 300.D-8, will be used. Two minutes are allowed to present reasons to the judge. A maximum of five points will be deducted for going over the time limit.

- 5 Contestants will be given 10 minutes for placing and preparing the reasons for the class. Each class placed correctly is 50 points. Penalty cuts (decreasing points) will be figured using a Hormel Card for incorrect placing.
- 6 There will be no talking, copying or comparing notes or scores. Contestants may only confer with the contest superintendent.

Awards:

First through fifth place ribbons will be awarded the winning team members and high point individuals. Medals will go to the first-place teams and high point individuals.

Tie Breakers:

1. Total reason score
2. Selected class (class selected prior to the start of the contest.)

Oral Reasons - 50 points possible

In this contest contestants will be giving reasons for why they think the items should be placed first, second, third and fourth based on the situation statement and standards. They will have two minutes to present their reasons to the judge. They may not need the full two minutes.

The key to success in giving reasons is practice. This is the only way to develop a good, smooth delivery. Do it aloud, with someone listening. Give reasons pleasantly and make them easy to understand. The contestant must have a clear mental picture of the entire class and the differences between the items to tell why they placed them as they did. Remember the decision is based on both the situation and the standards.

Contestants are allowed to take a note card in with them when they give reasons, but only use it as a cue card, if necessary. They should not read their notes to the judge.

Good organization make a set of reasons easy to follow. One way to organize reasons is to divide the class of our items into three pairs: a top pair, a middle pair, and a bottom pair. Here is a basic outline for a set of reasons. Suppose you place it 3, 1, 4, 2.

Stand straight and speak directly to the judge. Speak so that you can be easily understood. Begin by stating your contestant number, what class of articles was being judged and how you placed them.

First is the introduction. Give your contestant number, the name of the class and how you placed it. For example, *"Good afternoon, I am contestant number 7A. I placed this class of toys 3, 1, 4, 2."*

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

Top Pair

Tell the most important reasons for placing the top choice first. *"I placed number 3, the puzzle first because it is appropriate for an eight year old who has no brothers or sisters." These characteristics were mention in the situation statement."*

"Although I placed toy 3 first because the price and educational value were the most suitable of the situation, I grant the puzzle has many small pieces that could be easily lost."

Give reasons for placing the first choice over the second choice using comparative terms.

"I place number 3, the puzzle, over number 1, the large push truck, because the boy is too old for the push toy and the puzzle would be more challenging." Make your comparison as complete as possible.

If the second choice has any advantages over the first choice, grant them at this time. *"I realize the push truck could be used repeatedly, however, the puzzle is the best choice for this situation."*

Continuing....

Use the same procedure on the middle and bottom pairs as on the top pair. Introduce these two pairs by saying, *"In the middle pair, I placed number 1 over number 4 because and in the bottom pair, I placed 4 over 2 because "*

Middle Pair

Give reasons for placing the second choice over the third choice. Grant the third choice if it has any advantages over the second.

Bottom Pair

Give reasons for placing the third choice over the last choice. Grant the last item if it has any advantages over number three.

Closing statement

Repeat the name of the class and order of placing. *"These are my reasons for placing this class of toys, 3,1,4,2."* The official judge may ask questions about the class. Answer them correctly as possible.

Terminology

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 comparison. Be specific, avoid the term "I like." Use specific terms that relate to the standards or the situation rather than personal preferences. Make reasons short and definite.

Example of Oral Reasons

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

"I am contestant number 10B and I placed this class of lamps for studying, 2,4,3,1."

Tell the good points of the lamp you placed first.

"I placed number 2 first because the design, sturdy construction, and color are suitable for the given 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 tasks. I consider the construction of this lamp superior to that of the other lamps."

Next, compare the top pair or the first-place lamp with your second place lamp.

"I placed number 4 over number 3. Number 4 is taller than number 3, which allows it to shed light over a large surface. It also has a higher wattage light bulb. I grant that number 3 is a more appropriate color for the room."

Next, compare the bottom pair, or third and fourth place lamp.

"I placed number 3 over number 1 because number 3 had a shade that is open at the bottom and"

Tell why number 1 was placed last.

"I placed number 1 last because the high intensity lamp focuses an intense beam of light upon a small surface which could cause eyestrain when reading."

Let the judge know you are finished.

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

Consumer Decision Making Contest Score Sheet for Oral Reasons

Contestant Name _____ Novice Junior

	Possible Score	Contestant Score
Accurate and clear statements Comparisons which justify placing Content accurate and factual	15	
Information Given Is there evidence of criteria being used and proper terminology Completeness of reasons- major points emphasized and use of grants	15	
Delivery Were the reasons organized with a structure of comparing pairs Did the contestant speak up Opening and Closing statements Poise and appearance of the Contestant	20	
Total Score	50	
A maximum deduction of 5 points for going over 2 minutes		
Final Score if there were deductions		

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