



Western National Roundup



Consumer Decision Making

This is an invitational event open to teams from any state with a qualifying event.

Contest Superintendents:

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Consumer Decision Making is a competitive event that teaches youth financial management, consumerism, and decision making skills. The event consists of six classes, with two sets of reasons, and a group process activity.

Youth compete as a team of three or four members. If a team has four members, the lowest score is dropped in determining awards. Some teams may choose to dress in matching outfits, but this is not a requirement.

When youth arrive they will go through a basic orientation. During orientation, we will announce the six classes and the two reasons classes. At this time each contestant will receive a number. Each team member will have the same number, followed by a letter A-F. This letter signifies their judging group: for example, all A's will form a group, all B's, etc.

Youth will be provided judging cards to mark their placings on and may have their own clipboard. No other paper will be allowed into the judging room. Note cards will be provided for reasons classes. Each member is responsible for providing their own pencils. It is recommended that they bring at least two.

Following orientation, contestants will be taken into the judging room by group. In the judging room, there will be six tables, (three on each end) with four items on each table. (Based on facilities, the classes may be in

two separate rooms, with three classes in each room.) **Figure 1** is a diagram of the basic room layout.

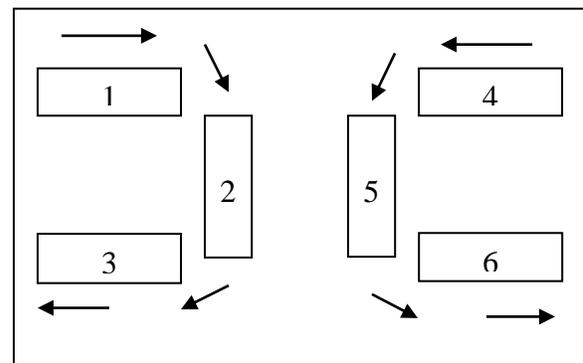


Figure 1

Each group will be placed at a different table with their backs to the items. When time is called, contestants may turn and begin judging. They will need to read the situation and place the class accordingly. Contestants have 10 minutes to complete judging and mark their card. A two minute warning is given, and time is called. All cards are taken up at this time and groups rotate to the next class.

Within each set of three classes, a reasons class is identified. The reasons classes will be announced during orientation, and marked at the table. Youth should take

notes on the note cards provided while they are judging that class. They will not be able to go back to that class once time is called. One set of reasons will be given after each set of three classes. Contestants are allowed 10 minutes study time prior to giving reasons and are allowed 2 minutes to present reasons. For example, contestant A judges at tables 1, 2, and 3; The reasons class is at table 2, where they take notes on the items and their placing; after completing these three classes turning in all three cards, contestants line up to give reasons on class 2. Once the first round of reasons have been given, the contestants return to judge the remaining three classes and the entire process starts over, only now, the contestant will be on the opposite side of the room. For example, contestant C judges at tables 1, 2, and 3; gives reasons on class 2; returns to judging room and judges classes 4, 5, and 6; then give reasons on class 6. Once a contestant has given their second set of reasons, they are released until time to return for Group Think.

Reasons classes are staggered on each side and the order for contestants to present is shuffled to allow each contestant a fair chance in preparing their reasons. For example, D's may be first in line to give reasons in round one, but E's will be first in round two. **Figure 2** shows a sample reasons order.

Sample Reasons Order			
Class 1			
Round 1		Round 2	
1A	3B	1D	3E
2A	1C	2D	1F
3A	2C	3D	2F
1B	3C	1E	3F
2B		2E	
Class 2			
Round 1		Round 2	
3B	1C	3E	1F
2B	3A	2E	3D
1B	2A	1E	2D
3C	1A	3F	1D
2C		2F	

Figure 2

Prior to youth judging, officials are set on each class. That means a judge decides how the class should be placed. The judge also sets cuts. Cuts are basically negative points, or the number of points lost based on how difficult the official judge feels it is to place one item over another, based on the situation and product standards. For example, consider a class that is placed 4-3-2-1 with cuts of 3-4-7. The top pair, 4-3, was closer in value and more difficult to determine than the middle pair, 3-2. The bottom pair, 2-1, had a cut of 7; this is a high cut, telling us that the bottom should obvious. Not placing 1 at the bottom will result in the loss of 7 points. A perfect score on a class is 50.

Sample of Official Placings

Official Placing: 4 – 3 – 2 – 1
Cuts: 3 4 7

1234 – 4 1243 – 7 1324 – 8 1342 – 15 1423 – 14 1432 – 18 <hr style="width: 50%; margin: 5px auto;"/> 2134 – 11 2143 – 14 2314 – 22 2341 – 36 2413 – 28 2431 – 39	3124 – 19 3142 – 26 3214 – 22 3241 – 40 3412 – 40 3421 – 47 <hr style="width: 50%; margin: 5px auto;"/> 4123 – 28 4132 – 32 4213 – 35 4231 – 46 4312 – 43 4321 – 50
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If the contestant placing was 2-3-1-4, find that placing on the officials sheet. In this case, their score would be 22.

Figure 3

Scores are figured using a Hormel Card. Cards can be purchased through many vendors. This the same card used in Livestock and Horse Judging. This card is Computing Slide, you line up the official placing with the appropriate cuts, and this gives you a score for each possible placing. If you do not have a Hormel Card, you can go to

<http://www.worldaccessnet.com/~normans/hormel.html> and simply enter your placings and cuts to print out a score sheet.

Scores may also be figured by hand. There are six possible pairs in each class of 4 items, therefore, six comparisons of the official placing to the contestants placing must be made. Remember, this must be done with each individual placing and can be very time consuming, for this reason, all scores for the Western Regional 4-H Roundup CDM Contest will be determined using the Hormel System.

Example Class:

MENU Class

Tom is planning a romantic dinner with his girlfriend. She is a picky eater, and tries to eat as healthy as possible. He has decided to have:

- ❖ Chicken fajitas
- ❖ Flour tortillas
- ❖ White rice
- ❖ Ice tea
- ❖ Sopapillas (Mexican fried dessert) with honey

Help Tom adjust his menu to be more nutritious and colorful to look good in the candlelight.

#1- Trade tortillas for whole-wheat tortillas. Use beef instead of chicken and add onions. Keep the rice, but add refried beans and trade the ice tea for Dr. Pepper.

#2- Add salad and black beans. Trade white rice for low sodium Spanish rice. Provide salsa and cheese as fajita toppings. Serve low-fat flan (a Mexican custard dish) with apples and caramel sauce for dessert.

#3- Add multi-colored bell peppers and purple onions to chicken for fajitas. Offer salsa, guacamole, cheese and sour cream on the side. Add lettuce and tomatoes for garnish, change the white rice to Spanish rice (rice with tomato sauce and spices) and substitute strawberry shortcake with low-fat whipped cream for dessert.

#4- Serve baked sopapillas, not fried, and top with berries instead of honey. Add salad with low-fat French dressing and provide

chopped tomatoes and lettuce for fajita toppings. Mix beef and chicken and add green bell pepper. Skip the rice, but add cheese for the fajitas.

Official Placing: 3 – 4 – 2 – 1
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Cuts: 2 3 5

Reasons:

#3 Added color: peppers and onions, side items & veggies, Spanish rice, strawberries; Added food groups: vegetable, dairy, and fruit- this is a balanced meal with servings from all food groups.

#4 Added color: berries, salad w/ dressing, veggies, beef and green pepper, cheese (mostly just added green, but better than original); Added food groups: baking soda makes it a bread, (not a fat), fruit, vegetables and dairy, this also has all the food groups, but not as much color or nutrients than #3.

#2 Added color: salad, black beans, Spanish rice, salsa, cheese, apples and caramel. Added food groups: fruit, vegetables, dairy- this gives all the food groups, but not the variety of color and texture that you have in #3 and #4.

#1 Added color: whole-wheat, beef, onions and beans (all that was really added was brown.) Added food groups: None- still only proteins and grains, soda adds sugar and sodium.

Example Reasons:

Ma'am, I place this class of menus 3, 4, 2, 1.

Overall, this was a fairly easy class. In my top pair I placed 3 over 4. I grant that 4 did add a grain, a fruit, a vegetable and dairy to have a balanced meal with all food groups, however, 3 also had all food groups and added more color and textures to the menu than 4.

In my middle pair I placed 4 over 2. 2 being the menu with the least color and texture

added when compared to 4. I grant that 2 did include all the food groups.

In my bottom pair I placed 2 over 1. Number 1 was the obvious bottom as no additional food groups were added, leaving the meal with only proteins and grains. Sugar and sodium were added by the soda. I grant that 1 had some added color, but I criticize 1 in that the only color added was brown.

For these reasons I place this class of menus 3, 4, 2, 1. Thank you.

The final component of the contest is a Group Think. The Group Think consists of 5 basic steps:

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

Each team will be given 10 minutes processing time. Teams will be taken into the judging room in random order. Upon entering the judging room, the team will be presented a situation. With the judges watching, the team will read and evaluate the problem, discuss their solution, and present a final statement of their decision. Recommended processing time is 3 minutes for read through, 3 minutes for discussion, and 2 minutes for the final statement.

The Group Think is scored on team participation (all members must participate), communication skills of team members (speaking and listening), variety of options generated, conclusions, and overall presentation.

Group Think Worksheet:

Step 1: State the situation/problem.

Step 2: List the alternatives found in the case study and add your own.

Step 3: List the criteria stated in the case study and add your own as appropriate.

Step 4: Evaluate each alternative based on the criteria. Make plus, minus, or zero signs to indicate good or not good choices.

Assign point values if needed to assist in ranking.

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

Example Decision Making Grid

Alternatives	Criteria					

Total Scores

Total scores are based on 50 points each for 6 classes (300), 50 points each for reasons (100), for a total possible score of 400 for each individual. Team score is a possible 900 for classes, 300 points for reasons (based on three scores, on a four man team the low score is dropped), and 400 points for the Group Think, for a total possible score of 1600 points per team.

Contest Rules and Class Criteria are posted on the Contest Website at Western National Roundup: www.westernnationalroundup.org under FCS Classic.

For more information on this contest you may contact Brenda in the Quay County Extension Office at (575) 461-0562 or brbishop@nmsu.edu, Matthew in the College of Liberal Arts at Matthew.Hibdon@mtsu.edu, or Mindy in the New Mexico State 4-H Office at (575) 646-1166 or midenny@nmsu.edu.



FCS Classic
National Consumer Decision Making Contest
Score Sheet for Oral Reasons

Contestant Number _____ Class _____

	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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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		

**Western 4-H Roundup
Consumer Decision Making
Group Process Score Sheet**

Team/State: _____

Team Participation (75 points possible)

- Participation: All team members participate in group process class (10-20 points) _____
- Reading: All team members given time to become familiar with the situation (5-10 points) _____
- Discussing: Speaking and listening skills demonstrated by each team member (10-20 points) _____
- Summarizing: Reaching consensus based on discussion of options and criteria (15-25 points) _____

Team Process (125 points possible)

- Alternatives: Variety of options generated (15-25 points) _____
- Criteria: Expectations necessary for a positive decision are listed (15-25 points) _____
- Solution: Conclusions reached are explained and reasonable for the situation (25-50 points) _____
- Presentation: Total team effort is shown:
1. Every member contributes to reach group consensus (5-10 points) _____
2. A clear statement of the group decision is presented (10-15 points) _____

Maximum of 200 points possible

Total: _____