



Evaluating 4-H Consumer and Management Exhibits

Project/Program Objectives

The Consumer and Management projects or programs help 4-H'ers to:

1. Learn about themselves and what's important to them.
2. Learn how to make decisions and solve problems.
3. Gain skills in using resources wisely.
4. Develop life skills of communication, leadership, citizenship, coping with change, and learning how to learn.

The Consumer and Management project is designed to help youth learn skills they can use the rest of their lives. Educational materials and programs place emphasis on:

- **Consumer Decision-Making** -- Critical thinking skills related to consumers' goals, needs, and wants, and the effects of attitudes, advertising, and information, on consumer behavior.
- **Resource Management** -- The allocation of scarce resources among competing wants. Consider personal resources of time, ability, skills, and energy. This also includes the principles of supply and productivity, monetary and fiscal policies, and global interdependence. It also includes the interrelated roles of consumers, producers, and government in an economic system.
- **Personal Finance** -- Includes budgeting, record-keeping, income and net worth statements, using credit, financial planning, saving and investment decisions, buying insurance, and preparing tax forms.
- **Consumer Rights and Responsibilities** -- Includes responsible citizenship concerning consumer protection laws and regulations, redress mechanisms, and other topics such as the environment, safety, health care, and affordable goods and services.

Current Emphasis, Trends or Changes

1. Teaching of life skills is being incorporated into 4-H educational projects and programs and certainly "fits" in the Consumer and Management project.
2. The need for learning consumer and management skills is critical due to life situations youth will experience such as uncertainty of vocation and job market, global influences, physical mobility, changing roles, etc.
3. Consumer and management philosophy is a mental process that acquires hands-on application in relation to real life choices which affect one's quality of life.

Special Evaluation Considerations

1. Exhibits in the Consumer and Management class could be an outgrowth of a 4-H'er's learnings in other project areas as well as the Consumer and Management project.
2. Learning from this project may be shared on poster type exhibits. For helps on evaluating posters, see "Score With Your Posters" in the Communication section of the *Evaluating 4-H Exhibits Notebook*.

Suggested Conference Evaluation Questions

Conference judging should be based on the goal(s) the 4-H'ers have for their exhibit. All exhibitors should be expected to respond to the following four questions. This information can be obtained verbally if the 4-H'er is present. If not, a written explanation, an audio cassette or a video tape needs to accompany the exhibit.

1. What was your goal(s)?
2. How did you go about working toward your goal(s)?
3. What were the most important things you learned as you worked toward your goal(s)?
4. What ideas or plans do you have for the future based on what you have learned or discovered?

As a judge, you will want to ask additional questions that relate directly to the exhibit or the project/program from which it came. The responses to the initial questions will give you leads for follow-up questions that will help the 4-H'ers respond and explain what they have done and learned. Select the questions that will get you the kind of information needed to provide appropriate feedback to the 4-H'er.

What questions most often lead to facts. Some examples might include:

- What did you want to accomplish?*
- What makes this an important concern to you?*
- What did you have to work with as you began the project?*
- What would you do differently another time?*

Where questions most often lead to location or source of information:

- Where did you learn about the Consumer and Management project?*
- Where did you get help?*
- Where might you apply (in the future) what you have learned in this project?*

How questions often lead to a discussion about processes, sequences or feelings:

- How will what you've accomplished here fit into other goals you may have?*
- How did you decide that this goal was worth the effort needed to accomplish the project?*

Why questions often lead to a discussion of reasons:

- Why did you choose to proceed in this manner as opposed to others that may have worked as well?*
- Why would you advise another member to learn more about this project?*

Could questions may result in a variety of answers and can be used to take the "command" out of *tell me* or *give me* statements.

Could you tell me how you have used the thinking skills required in this project in relation to other problems?

Could you give me some reasons why learning to make decisions is a necessary skill to learn?

Resource Material

Money Craze!, 4H 354 LDR

Money FUN-damentals, 4H 356A

Money Moves, 4H 356B

Personal Finance Helper's Guide, 4H 356 LDR

The Consumer In Me, Level 1, 4-H 357A

Consumer Wise, Level 2, 4H 357B

Consumer Roadmap, Level 3, 4H 357C

Helper's Guide—Consumer Savvy, 4H 357 LDR

The Allowance Game, PM 1776, PDF only at

<http://www.extension.iastate.edu/Publications/PM1776.pdf>

The Spending Game, PM 1103, PDF only at

<http://www.extension.iastate.edu/Publications/PM1103.pdf>

IOWA STATE UNIVERSITY

University Extension

. . . and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Jack M. Payne, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.