



Consumer Decision-Making Contest 2009

Contest Guide

Contest Guide updated by 4-H Consumer Decision-Making Superintendent Nancy Granovsky, Professor and Extension Family Economics Specialist, Texas AgriLife Extension Service. Date of Last Update: 2/13/2009.

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What Are Consumer Life Skills?

Everyone is a consumer. Being a consumer is a role that lasts a lifetime. We all make purchases to satisfy our basic human **needs** for food, clothing, and shelter. As consumers, we also have a variety of **wants**—other goods and services we would like to have. So when we buy consumer goods and services, we are satisfying either a consumer need or a consumer want.

Although consumers have common needs and wants, every consumer is an individual. Age, gender, marital status, income, community, and individual personalities influence what consumers buy. *External influences*, such as advertising and marketing promotions, peer groups, and parental or group standards, also influence what consumers buy. Young people may be interested in toys, electronic games, sports equipment, or baseball cards. Teenagers might put more importance on cosmetics and other grooming items, automobiles, high-tech items, entertainment, and clothing. As we get older, we have different needs and wants. Regardless of our stage in life, we continually make shopping decisions to try to satisfy our needs and wants.

We make consumer decisions nearly every day. The consumer decisions we feel best about are those based on a thorough knowledge of all possible facts about the consumer good or service we are about to purchase or use. Having good consumer life skills helps consumers make wise choices in today's complex and diverse marketplace. Learning these skills early in life sharpens consumer decision making and results in a lifetime of benefits.

The 4-H Consumer Life Skills Project is one method to help youth gain the knowledge and skills to become successful and satisfied consumers. Youth learn how the marketplace operates, how to make choices and the effects those choices have on the economy and environment, and how to manage money. They learn their rights and responsibilities as consumers.

The 4-H Consumer Decision-Making Contest provides youth who have participated in the 4-H Consumer Life Skills Project the opportunity to demonstrate and apply their consumer decision-making knowledge and skills.

What Is a Consumer Decision-Making Contest?

The Consumer Decision-Making Contest is a competitive event that enables 4-H'ers to practice making decisions based on information about a situation and four available marketplace options. This contest is an opportunity to practice marketplace knowledge and skills and to compare personal decisions with the decisions from a panel of judges who are knowledgeable about today's marketplace and its various goods and services.

There are two parts to the Consumer Decision-Making Contest. The first part is to place or rank-order the options. There will be four articles or options of one kind to rank. This group of items is called a **class**. *Study guides provide research and factual information about the classes.*

For each class, a buying problem—or **situation**—is presented. The situation describes a scenario—a hypothetical set of circumstances somewhat like a case study. Contestants assume the role of consumers in the situation. Contestants will consider which item best fits the needs, wants, and criteria described in the situation provided. Contestants will base their decision on information learned through the study guides, their participation in the 4-H Consumer Life Skills Project, and other background knowledge and consumer experiences.

One product in each class will best meet the consumer needs described or assumed by the situation statement; another product will be almost as desirable, and the other two will meet the standards to lesser degrees. Ranking

four items in order, according to how well they meet the situation, is called **placing**.

Individual contestants will also explain why they decided on a certain placing. This is called **giving oral reasons** and is the second part of the Consumer Decision-Making Contest. It is one thing to place a class correctly but quite another to be able to explain the reasons why the class was placed as it was. The ability to give oral reasons comes from experience in decision making, by making comparisons, and from a thorough knowledge of the product information for the class. Background provided by the Consumer Life Skills Project will help develop stronger reasoning ability.

Benefits from participating in a Consumer Decision-Making Contest include gaining experience in:

- analyzing a situation;
- gathering information;
- observing carefully;
- identifying standards the product or service must meet to be acceptable to consumers;
- recognizing quality products or workmanship;
- exploring different alternatives for a consumer situation;
- making decisions based on knowledge;
- having good reasons based on facts and standards for the decisions made;
- expressing opinions in a clear, well-organized manner; and
- appreciating others' (i.e., the "judges") opinions.

The Consumer Decision-Making Contest Objectives

As a result of participating in the Consumer Decision-Making Contest, contestants will:

- demonstrate skill in making decisions based on facts;
- apply knowledge and experience in consumer education by analyzing consumer situations;
- experience making choices among selected marketplace options;
- develop and strengthen reasoning ability in consumer skills; and
- demonstrate ability to organize thoughts and express them orally in a clear, confident manner.

Who May Participate?

Participation in the Consumer Decision-Making Contest is open to individuals and teams of 4-H'ers who have participated in the 4-H Consumer Life Skills Project. All contestants, including individual team members, compete for individual awards and the opportunity to become a High-Point Individual. In addition, teams compete for team awards.

Study guides for the classes selected for the 2009 state contest supplement the supplementary material posted to the website, <http://consumerdecisionmaking.tamu.edu>.

Carefully-planned county and district events help prepare 4-H members advance.

Organizing a Consumer Decision-Making Contest

Take time to plan and organize the contest to help ensure its success and increase participation in the future. Plan the contest to make it an enjoyable experience.

Use a committee of interested persons to implement the 4-H Consumer Decision-Making Contest. This reduces any one person's workload and increases knowledge and interest in the contest. Suggested persons for a planning committee include:

- 4-H member(s) (previous contestants, contest winners, and/or collegiate members),
- 4-H leader(s) (4-H Consumer Life Skills project leader, consumer education teacher), and
- county Extension agent.

This committee should:

- review the contest objectives and guidelines;
- select the date, time, and location for the contest;
- develop a contest schedule (sample on page 7);
- develop a list of tasks to be completed and an appropriate time schedule;
- make assignments for each task to be completed;
- select classes to be judged for each contest division;
- obtain awards for the county contest;

- order awards for the district contest; and
- arrange for at least two contest judges.

A contest checklist is provided on page 8 for planning purposes. Suggested tasks are listed, but each planning committee may want to add other tasks to the checklist.

Site and Space Needs

The Consumer Decision-Making Contest is personnel and space intensive. Shortcuts can be made when there are few contestants. The ideal site would be a room large enough for the total group assembly and awards, one large room with separate tables for each class, a room for tabulation, and one room for each reasons class. If space does not permit a separate room for each class, one large room with separate tables for each class will work.

Sufficient room should be planned for classes to be set up without interference and congestion. *Contestants should not know the classes in advance of their judging time.* Reasons classes can be noted on the situation at the time of judging.

Tables are needed to display the four options for each situation. Space on the tables is needed for a copy of the class situation for each contestant.

The tabulation room should also have at least one table and several chairs available.

Sample Contest Schedule for Two Groups (Group A and Group B)

- 7:30–8:00 **Group A reports for registration/orientation.**
- One person from each club/county picks up registration packet.
- All class monitors, runners, study room monitors, and tabulators report for orientation.
- 8:00–8:15 Orientation for Group A
- 8:20–9:30 Judging for Group A
- Contestants allowed seven minutes to judge, one minute to move to next class
- 8:45–9:15 **Group B reports for registration/orientation.**
- 9:15–9:30 Orientation for Group B
- 9:30–9:45 Study time for Group A
- 9:35–10:45 Judging for Group B
- Contestants allowed seven minutes to judge, one minute to move to next class
- 9:45 Reasons for Group A begins.
- Contestants allowed two minutes for giving reasons.
Judges allowed one minute to confer and score each contestant.
- 10:45–11:00 Study time for Group B
- Reasons for Group B will follow in rotation immediately after Group A.
- 3:00 Awards presentation
Distribution of participation ribbons
Recognition of top individuals and teams
Awards presented to top individuals and teams
Explanation of placings and cuts
Comment sheets available for suggestions

Contest Checklist

Done (✓)	Task	Person Responsible	Date Needed	Date Completed	Notes
	Contest date selected				
	Contest location confirmed				
	Classes selected from current year's list				
	Situations written				
	Awards or donations obtained				
	Judges secured and provided with study guides				
	Non-judge contest personnel secured				
	Class options selected/purchased/borrowed				
	Instructions for contest personnel				
	Judging/reasons sequence determined				
	Communications with contestants/personnel				
	Contest schedule prepared				
	Registration packets prepared				
	Situation statements prepared—poster or individual copies				
	Site arranged for judging, reasons, study, registration, orientation, and awards				
	Labels for options prepared				
	Classes arranged				
	Official placing and cuts determined by judges				

Equipment and Other Resource Needs

For each class:

Provide one situation statement for each class. At one time, provide enough copies of the situation statement for judging each contestant. Different situation statements should be prepared for junior and senior age levels.

- Four items for each class to be judged
- Labels and numbers for classes
- Stop watches or timing devices—one for each monitor/timekeeper

For each contestant (registration packet):

- Placing cards (Each contestant should receive one placing card for each class to be judged.)
- Name tag or contestant number tag and fasteners
- Cards for taking notes in reasons classes (may be placed on the reasons class table)
- Time schedule for giving reasons
- Contest schedule

For tabulators:

- A Hormel slide for tabulation
- Final score sheets
- Grading cards for each class
- Calculators or adding machines

For judges:

- A stop watch or timing device for each reasons room
- A reasons score sheet for each contestant or one for each judge if scores are placed on the placing cards

In addition:

- Awards and participation ribbons and/or certificates
- State contest recognition is awarded to the first, second, and third high-point individuals and teams. Contests held at other levels may also wish to recognize participants and high-point earners.

Contest Personnel

Contest Superintendent

- Responsible for making sure that all details of the contest are completed at the appropriate time.
- Provides contest information to all personnel and contestants. Conducts an orientation on contest day.
- Leads committee's evaluation of the event following the contest and prepares recommendations for the next year's contest.

Class Monitors/Timers

- Check each contestant for correct judging time sequence; start and time the judging. Notify contestants when they have two minutes remaining in the judging time. Collect placing cards. Direct contestants to the next class.
- Between classes, straighten the four options; make sure situations are face down on the table.
- Give placing cards to a runner.
- Repeat the judging sequence as often as needed.

Tabulators

- Prepare a grading card for each class based on the judges' placing of the class (this can be done prior to contest day).
- Place individual scores on the tabulation sheet. Tally all scores at the end of the contest. Rank the contestants for high-point individual and high-point team.
- Give the tabulation sheet to the contest superintendent.
- Some districts, as well as the state contest, use Scantron score sheets.

Judges

- Responsible for knowing the information in the study guides, analyzing the options with the given situation, and making the official placing and cuts for each class.
- Listen to and score contestants' reasons for at least two classes.
- Discuss the official placings and cuts with contestants and leaders at the end of the contest.

Other Significant Volunteers

- Situation statement writers
- Shoppers
- Registration assistants
- Runners
- Study room monitors

Guidelines for Conducting the Contest

Selecting and Setting Up Classes

Select the Contest Classes

Classes for the 2009 Consumer Decision Making Contest at State Roundup will be selected from the Study Guides posted on the Consumer Decision Making Contest website, <http://consumerdecisionmaking.tamu.edu>. Check the website during the year for updates and other announcements.

In your planning to conduct a contest, select from the 2009 classes or others you feel will provide the best competition for participants, **or** place names of all classes in a container and draw the selections for your contest. **The 2009 state contest will include eight classes.** Seven of the classes will be selected from the 2009 Study Guides. The eighth class will be a “Mystery Class.” The “mystery” class will be a class of items **not** in the study guides. This class will give contestants an opportunity to apply decision-making skills learned from the Consumer Decision-Making and Consumer Life Skills Projects. You may or may not choose to have a “mystery class” in your contest. Including the mystery class will give contestants a chance to gain confidence for the state contest, as well as demonstrate what they have learned.

Write the Situations

Each class should have a hypothetical problem presented in a situation statement written by the contest superintendent or designated person. The situation gives information that enables the 4-H'er to make a consumer decision. A buying problem should tell who is buying the product, the buyer's age, budget allowance for the purchase, use of

the product after purchase, user's age if different from the buyer's, and any specific product criteria.

A sample situation statement for a class of **Toys** might be:

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

Prepare the Class

The four items in a class should be selected so there is some important difference between each article.

Arrange to borrow items from retailers or friends, use personal items, or purchase items. If items are not new, inform the contestants so normal wear and tear is not a factor in their decision. Items may also be drawn from advertisements, catalogs, or Internet sources.

Label the articles in each class #1, #2, #3, and #4. Add a price tag listing the total purchase price for each item. Depending upon the item, the complexity of determining pricing, and the availability of hand-held calculators at the judging tables, it is acceptable to include unit prices or other cost measures in addition to the total purchase price. Arrange the four articles of the class conveniently close together for comparison on a table or bench where they will be in good light and visible to all who are judging the class.

Placing the Class

Judges first place the class of products according to the criteria described in the situation. After placing, the judges determine the “cuts.” The cuts give a numerical rating to the differences in how well the three pairs of products satisfy criteria. The smaller the difference between the products in a pairing, the smaller the cut. The larger the difference, the larger the cut.

The numerical total for the cuts cannot be more than 15. When cuts total 15, the middle cut may not be more than 8. The Hormel slide is used to determine the numerical values of “cuts.”

For example, if a class is placed 2 - 4 -3 -1, the judges must determine “cuts” for the differences between 2 and 4, 4 and 3, and 3 and 1.

Not Greater than 15

2	-	4	-	3	-	1
1st pair		2nd pair		3rd pair		

If the difference between the top and bottom items (2 and 1) is very large, the total of the cuts will be close to the maximum of 15. If items 2 and 1 are not significantly different, the total of the cuts should be low.

Since the difference within the pair is small, they set this cut at 2.

In the example, the judges think there is a moderate difference between items 2 and 1. They think the total of the cuts should be about 9.

Items 4 and 3 are somewhat different. Item 4 satisfies the most important criteria better than Item 3. Item 3 does not meet two of the criteria at all. Because the difference between items in the pair is larger, they set this cut at 5.

Items 2 and 4 are considered to be similar, except that Item 2 has a lower per unit cost.

The difference between Items 3 and 1 is small. The judges set a cut of 2, bringing the total of the cuts to 9.

9

2	-	4	-	3	-	1	(Placing)
		2	+	5	+	2	(Cuts)

The official placing record should be turned over to the contest superintendent, who in turn

should give the information to the tabulators.

Scoring

Judges have a vital role in ensuring the integrity and fairness of the Consumer Decision-Making Contest.

The Consumer Decision-Making Contest allows 50 points for a perfect placing on each class and 50 points for each set of oral reasons. Oral reasons are given on one or two of the classes, depending on the number of contestants and the time allotted for the contest.

Placements

As soon as judges have placed the classes and determined the cuts, scores for each placing can be determined. Refer to the Hormel Slide* to determine the point value of each placing, or use an online method.**

- a. Find the placing card (plastic card with red numbers) that has the correct placing at the top of one column.
- b. Add the numbers of the cuts. Using the previous example, we would look for a

card (white cardboard) with a 9 in the top corner.

- c. Find a card that has 9 in the top corner and 2-5-2 listed from top to bottom on the bottom portion of the page.
- d. Place these two cards inside the slide (with the plastic card on top) so the correct official placing is showing in the top position, and the correct cut or break is in the bottom slot. Line these up exactly.
- e. Write the score for each placing on the official grading card.
- f. Recheck these steps from the beginning to be sure that all scores on the official score card are accurate.

Reasons

Scoring oral reasons is something that requires careful handling on the part of the judges. Judges must have the classes and the official placing clearly in mind. Judges enter scores on “Consumer Decision-Making Contest Score Sheet for Oral Reasons.” A copy of the scoresheet is provided on the next page.

* Hormel Slides may be purchased from:
<http://www.ffaunlimited.org/hcss.html>

** Scores may be calculated online at <http://www.judgingcard.com/Resources/Hormel.aspx>

**4-H Consumer Decision-Making Contest
Score Sheet for Oral Reasons**

Contestant's No. _____ Class _____

		Possible Score	Contestant's Score
1. Accurate and clear statement.... (Comparisons that 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, poise and confidence)	15	_____	_____
Total	50	_____	_____
4. Time..... (A maximum deduction of 5 points for going over two minutes)	_____	_____	_____

Tabulation

Two or more people will be needed for tabulating scores when Scantrons are not used.

Tabulators will need:

score sheet	contestant cards
pencils	adding machine/calculator
contest rules	official grading cards

The following is a successful procedure for first-time tabulators.

1. Secure a score sheet from the registration committee.
2. Fill in the names of the classes and whether reasons are given or not on the score sheet (if it has not been previously done).
3. Secure official grading cards from the judges or contest superintendent.
4. Score the contestant's cards as they are brought to you by the runner.
 - a. Find the official grading card for the class judged by the individual.
 - b. Match the contestant's placing with the same placing on the grading card.
5. Write the placing score on the contest tabulation sheet. Be sure it is posted for the correct person and class. If reasons were given on the class, post the reasons score. If this is the first time a Consumer Decision-Making Contest has been conducted, you may want to assign a more experienced tabulator to double check all scores. All contestants deserve the courtesy of accurate scoring.
6. When all cards are in for a class, put them in numerical order. Recheck all scores. Recheck all posted scores.
7. Total the scores.
 - a. Add scores for "classes" and put in the column titled "Total Placing."
 - b. Add scores for "reasons" and put in the column titled "Total Reasons."
 - c. Add class and reasons scores and put in the column titled "Total." To check this, add the total placings and total reasons scores. The total should be the same as the total score.
 - d. Have a second person recheck the calculations.
8. Rank individuals.
 - a. List all the scores in numerical order; then find those who have the highest scores.
251
250
249
248
240
232
.
.
.
 - b. Mark the placing of the 10 high individuals in the column titled "Rank."
 - c. Check the rules for your contest to determine how ties should be broken. In the state contest, ties are broken as follows:

- | | | |
|-------------------|--|--|
| Individual awards | <ul style="list-style-type: none"> (1) total reasons (2) highest individual reasons score (any class) (3) tie breaker class score | <ul style="list-style-type: none"> 10. Rank team scores. <ul style="list-style-type: none"> a. List all team scores in numerical order. b. Check the rules for your contest to determine how ties should be broken. For the state contest, ties are broken as follows: <ul style="list-style-type: none"> (1) total reasons (2) combined score of three members on individual reasons (3) combined score of three members on tie-breaker class c. Mark the rank of the 10 high teams. d. Recheck work. |
| Reasons | <ul style="list-style-type: none"> (1) highest individual reasons score (any class) (2) total individual score (3) tie breaker class score. | |
- d. Recheck all work.
9. Total team scores.
- A team consists of three or four members. The team score will be the total of the three highest scores. If a team has only three members, no score is dropped.
11. Double check all work before any placings are released.
12. Fill out any “results” sheets necessary, and turn in to the contest superintendent.

Contest Implementation

Before the Contest

Contestants can enter the contest as a team of three or four persons or as an individual.

Assign a contestant number to each team member or individual as shown in the table below. Contestants should be numbered 1A, 1B, 1C, 1D; 2A, 2B, 2C, 2D, and so on. Each team has the same number, and the team members are designated by letter.

County	Contestant Number	Name or Club
Star Club	1A	Betty Smith
	1B	Ann Jones (Team)
	1C	Jo Martin
	1D	Cristi Owen
Cactus Club	2A	Sam White
	2B	Bill Snow (Team)
	2C	Steven Smith
	2D	Scott Wilson
Hill Toppers	3A	Becky Law (Individual)

Prepare registration packets for each team or individual contestant. Include in the packet:

- Contest schedule
- Judging schedule and rotation
- Name and number tags
- Reasons schedule
- Instructions for contestants
- Judging cards
- Note cards (can also be located at the reasons class location)

Contestants should not know the classes to be judged until they enter the judging room. Divide the contestants into groups so an equal number will judge at each class. Team members should not be in the same group. A sample rotation schedule from the state contest is on page 18.

Contest Day

Before contestants arrive, the contest superintendent should set up the classes in the judging room(s). At each class, provide as many copies of the situation statement as there are contestants in the judging group. Include note cards for reasons classes only. Provide calculators, if possible.

Conduct an orientation for contest personnel to explain contest procedures and the schedule for the day. Distribute copies of job descriptions and any equipment or supplies they will need to carry out their jobs (e.g., distribute stop watches to the timers).

**Sample Rotation for Six Classes
Schedule for Judging (Approximate Times) - Two Groups**

Group A

8:20 to 9:30

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
10A	10B	10C	10D	11A	11B
11C	11D	12A	12B	12C	12D
14A	14B	14C	14D	15A	15B
15C	15D	16A	16B	16C	16D
17A	17B	17C	17D	18A	18B
18C	19A	19B	19C	19D	20A
20D	21A	21B	21C	21D	22A
22B	22C	22D			

Groups will rotate to the next class at:

8:28 8:36 8:44 8:52 9:00

Reasons will begin 30 minutes after Group 1 finishes judging the classes.

Group B

9:35 - 10:45

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
23A	23B	23C	23D	24A	24B
24C	24D	25A	25B	25C	25C
26A	26B	26C	26D	27A	27B
27C	27D	28A	28B	28C	28D
29A	29B	29C	29D	30A	30B
30C	30D				

Groups will rotate at the following times:

9:43 9:51 9:59 10:07 10:23

Reasons will follow the conclusion of Group 1.

Reasons Schedule

Reasons Class #1

Reasons Class #2

10A	12C	12A	11C	15A	14C
14A	16C	16A	15C	18A	17C
17A	19C	19A	18C	21A	22A
20A	22C	10D	21C	11B	12B
10B	12D	14D	11D	15B	16B
14B	16D	17D	15D	18B	19B
17B	19D	20D	21D	21B	22B
10C	22D	11A	12A	10A	12C
14C	11C	15A	16A	14A	16C
17C	15C	18A	19A	17A	19C
22A	18C	21A	10D	20A	22C
12B	21C	11B	14D	10B	12D
16B	11D	15B	17D	14B	16D
19B	15D	18B	20D	17B	19D
22B	21D	21B	11A	10C	22D

Conduct a brief orientation for contestants, reminding them of the contest rules and procedures. The “Instructions for Contestants” section (page 20) is used as a guide for the orientation held at the state contest.

Hold a recognition program following the conclusion of the contest. In the program, go over class placings and reasons. Recognize all participants or high-point individuals and teams. Honor the contest team, sponsors, leaders, coaches, and others who have contributed to the contest.

Provide contestants, leaders, and parents with a short evaluation form. Ask them for feedback on the contest and suggestions for future contests.

After Contest Day

Within a few days of the end of the contest, hold a meeting with the planning committee. You may also want to include contest personnel and judges. This will provide an opportunity to get their comments and suggestions for future contests. Discuss problems encountered and what can be done in future contests to avoid them.

Express your appreciation to all planning committee members and volunteers. Write thank-you notes to all sponsors and donors who contributed to the success of the contest!

Instructions for Contestants

A contestant **number** is to be used on the placing cards throughout the contest instead of individual names. Contestants will write the **name and number of the class** to be judged on all placing cards before placing the class. Pre-printed labels with this information may be provided to each contestant. Instead of separate placing cards for each class, a composite placing form or Scantron form may be substituted.

Groups will rotate according to the printed schedule. Designated contestants will judge in groups according to the schedule. At the end of the allotted time, the groups will change places. Groups will continue to rotate until all classes have been judged. *The number of groups will depend upon the total number of 4-H participants.*

Seven minutes are allowed for each class, and a two-minute warning is given before the time is up. One minute is allowed between classes.

Products must be handled carefully so the quality will not be changed or the labels removed.

No talking is permitted, and contestants may not leave the room while the contest is going on. At the state contest, contestants will be given one warning about the “no talking” rule. Thereafter, points will be deducted from the placing score—two points for each reprimand.

Contestants will turn in the placing cards or placing form as directed after judging a class.

It is important that each contestant include their contestant number and all four products on the placing card. The person in charge will put all the cards representing one class together and send them to the tabulators for scoring unless a composite placing scoresheet is used.

Reasons will be given in the scheduled order beginning approximately 15 minutes after all classes have been judged. Two minutes are allowed for each set of reasons. Because some contestants may not take all of the allocated time for giving reasons, the next scheduled contestant should be ready as soon as the room monitor signals that the judges are ready.

A schedule will be posted outside each of the “Reasons” rooms. When contestants have finished, they are to then cross their number off the list for that room.

Contestants who are not judging or giving reasons will remain in the study room. A quiet environment is required so that others can concentrate. Upon completion of judging and giving reasons, contestants may be excused from the site at the request of adult leaders. Contestants remaining on site should return to the study room.

All contestants will be expected to attend the awards presentation.

Contestants who leave the contest site before giving reasons will be disqualified.