

4-H

 **Healthy Lifestyles Program**

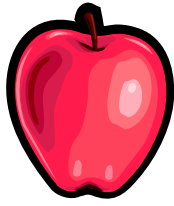


*Consumerism, Fitness, Nutrition, Safety,  
Community Service, and  
Health Promotion & Education*



**South Carolina  
4-H Youth Development**

**“TO MAKE THE BEST BETTER!”**



# Acknowledgements



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## **We gratefully acknowledge the contributions of the following materials to the South Carolina 4-H Healthy Lifestyles Program:**

Consumer Judging, Learning How to Make Good Decisions in the Marketplace, A 4-H Consumer Education Activity - *Clemson University Cooperative Extension Service*

Georgia 4-H Health Officer Handbook - *University of Georgia and Ft. Valley State University*-  
[www.georgia4h.org/public/more/healthylifestyles/GA4HHealthOfficerHandbook.doc](http://www.georgia4h.org/public/more/healthylifestyles/GA4HHealthOfficerHandbook.doc)

National 4-H Cooperative Curriculum System (N4HCCS) - [www.n4hccs.org](http://www.n4hccs.org)

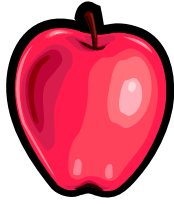
National 4-H Leadership Trust Papers

National 4-H Supply Catalog (4-H Supply) - [www.4-hmall.org](http://www.4-hmall.org)

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## *4-H Healthy Lifestyles Program Overview*

### *The Need*

Fueled by alarming statistics indicating that a growing percentage of the population of the United States is unhealthy due to their lifestyle choice, there is a nationwide scramble to address this issue. It is critical that our society take steps to improve the health of our youth and influence them to develop a healthy lifestyle.

A core value of 4-H (embedded in the name of the organization as the fourth “H”) is health. 4-H is the organization best positioned to deliver health information and influence lifestyle changes in health with youth in our nation. 4-H has the capacity and structure to address the needs of intervention for a broad segment of the youth population.

(excerpt from National 4-H Leadership Trust papers)

### *How 4-H Can Help Meet The Need*

The purpose of the South Carolina 4-H Youth Development Healthy Lifestyles Program is to promote and assist in the creation of health, fitness, and nutrition-related 4-H clubs in every county across the state. Each club will utilize similar curriculum objectives and a standardized selection method for participation in an annual statewide 4-H Healthy Lifestyles Challenge.

## *4-H Healthy Lifestyles Club Overview*

### *Meetings*

Each club should meet at least twice a month for at least 6 months out of the year. These meetings should typically be 60-90 minutes long.

### *Members*

Each club should have at least five members and must be led by an approved 4-H Volunteer. Club members can be 5-19 years old.

### *Club Leaders*

4-H Alumni, trainers at your local gym, health teachers, or civic groups may have members that would be interested in volunteering as club leaders.

### *Officers*

Clubs may choose to elect officers to conduct the meetings, assist in the planning of the club's activity calendar, provide some type of health/safety information at the meetings, schedule guest speakers, do roll call, and lead icebreakers and recreation activities.

### *Volunteer Resources*

The following resources provide the 4-H volunteer leader with guidance on his/her role and responsibilities. Additionally, these resources answer many common questions that 4-H volunteers have and offer information on a variety of subjects related to 4-H clubs and working with youth.

- **Becoming a 4-H Volunteer**

- <http://www.clemson.edu/4H/volunteers/index.htm>

- **4-H Leader Training Series**

- <http://www.clemson.edu/4H/Volunteers/LTS/index.htm>

### *Programming*

A sample meeting agenda and some programming ideas are provided in order to assist the 4-H Volunteer with the creation of the 4-H Healthy Lifestyles Club. Ideas for roll call, health activities, demonstrations, refreshments, and family health activities are all included. Also, because each club is expected to participate in at least one community service activity annually, community service ideas are highlighted as well.

## *Sample 4-H Healthy Lifestyles Club Meeting Agenda*

1. CALL TO ORDER (The President calls the meeting to order.)
2. PLEDGE OF ALLEGIANCE / 4-H PLEDGE
3. ROLL CALL
4. INTRODUCTION OF GUESTS & NEW MEMBERS
5. OFFICER REPORTS
  - Secretary reads minutes of last meeting.
  - Treasurer gives report (income, expenses, approval for payment, balance)
  - Other officers
6. CORRESPONDENCE
7. COMMITTEE REPORTS
8. OLD BUSINESS
9. NEW BUSINESS
10. ANNOUNCEMENTS
11. ADJOURNMENT (The formal part of the club meeting should be adjourned by the President before the activities such as committee work, a program, a presentation, or a social event begin.)
12. HEALTHY LIFESTYLES DEMONSTRATION
13. HEALTHY LIFESTYLES PROGRAM / ACTIVITY

## *4-H Healthy Lifestyles Club Programming Ideas*

### *Roll Call Ideas*

Request that members of your club respond to roll call questions such as:

- Name a favorite fruit
- Give the date of your last visit to the dentist
- Name a food that is a good source of Vitamin C
- Does your home have a first aid kit? Where is it located?
- When was your last eye exam?
- Name a healthy snack food
- Name an exercise for a particular part of the body

### *Health Activity / Program Ideas*

The following are examples of health activities that are good subjects for educational health programs / activities:

- Stress: What it is and how to control it
- Boating or water safety
- How to keep food safe
- Poison control in the home
- Basic nutrition guidelines
- A personal fitness program
- Eating disorders (anorexia and bulimia)
- What we should know about AIDS
- Immunizing family pets against disease
- Preparing a first aid kit for an auto, in the home, or to take on a camping trip

### *Demonstration Topic Ideas*

Encourage those who present health demonstrations to participate in the county demonstration contest. The following are examples of health topics for club members to prepare and give demonstrations to their fellow members:

- First aid for cuts or burns
- Where and how to take a pulse
- Symptoms and treatment of shock
- The Heimlich maneuver
- What to put in a first aid kit and how to use each item
- Preparation of a healthy snack
- Hand signals when riding a bike

## *4-H Healthy Lifestyles Club Programming Ideas*

### *Community Service Ideas*

The following are examples of community service ideas that the Healthy Lifestyles club or an individual within a club could do:

- Conduct sports science workshops for youth
- Organize a walk-a-thon
- Host a food drive
- Develop a community vegetable garden
- Create a checklist for home safety
- Promote farm stands
- Design a community wide family fitness day
- Organize a health clinic or presentation for your community
- Develop health-related exhibits for the library or other public places such as a mall or store windows
- Sponsor and participate in substance abuse prevention activities

### *Refreshment Ideas*

- Fresh fruits (apples, bananas, oranges, grapes, or watermelon)
- Tomato, orange, or grapefruit juice
- Party mix made from cereals
- Carrots, celery, or broccoli served with dips made with yogurt or reduced fat sour cream
- Bagels
- Pretzels or popcorn
- Sherbet or frozen yogurt

### *Family Health Activity Ideas*

Because a Healthy Lifestyle is important for the whole family, encourage club members to plan and carry out a family health activity. Some suggestions are listed below:

- Conduct a home or farm hazard hunt
- Make a record of family members' immunizations, shots, etc.
- Put together a first aid kit for each family vehicle
- Participate in a CPR training course
- Develop and practice a fire escape system
- Clean up the roadside near your home
- Encourage family members to donate blood

## *Preparing for the 4-H Healthy Lifestyles Challenge Event*

The purpose of the Challenge is to allow youth the opportunity to apply the knowledge and skills learned through the 4-H Healthy Lifestyles Program and Clubs. The 4-H Healthy Lifestyles Challenge is composed of five different events:

- Identification Challenge
- Consumerism Challenge
- Activity Challenge
- Marketing Challenge
- Service Challenge

### *4-H Curriculum for 4-H Healthy Lifestyles Club Activities & Challenge Preparation:*

#### *Identification Challenge*

- Health Series - (N4HCCS)
- Food Series - (N4HCCS/4-H Supply)

#### *Consumerism Challenge*

- Consumer Savvy Series - (N4HCCS)
- Financial Champions - (N4HCCS)

#### *Activity Challenge*

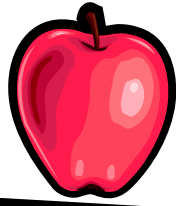
- Health Series - (N4HCCS)

#### *Marketing Challenge*

- <http://4hmediareources.4husa.org/resources.aspx>

#### *Service Challenge*

- Service Learning Series - (N4HCCS)
- Health Rocks - (4-H Supply)
- The Kid's Guide to Service Projects (4-H Supply)



## *Additional Resources*

- 🍏 Healthy Lifestyles Websites
- 🍏 Consumer Judging Handout
- 🍏 Working with 5 - 8 Year Olds
- 🍏 Working with 9 - 12 Year Olds
- 🍏 Working with 13 - 15 Year Olds
- 🍏 Working with 16 - 18 Year Olds
- 🍏 4-H Experiential Learning Model



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## *Healthy Lifestyles Websites*

Visit some of these websites and print information or play online to learn about Healthy Lifestyles. Share them with your 4-H Club or use them to as a resource for planning educational programs or recreational activities for your club!

Food Pyramid Interactive Game

[http://www.dairycouncilofca.org/activities/pyra\\_main.htm](http://www.dairycouncilofca.org/activities/pyra_main.htm)

Interactive Personal Fitness Planner

[http://www.dairycouncilofca.org/activities/pfp/pfp\\_main.htm](http://www.dairycouncilofca.org/activities/pfp/pfp_main.htm)

Interactive Personal Nutrition Planner

[http://www.dairycouncilofca.org/activities/pnp/pnp\\_main.htm](http://www.dairycouncilofca.org/activities/pnp/pnp_main.htm)

Nutritional Information of Fruits, Kid's Cookbook, and Interactive Nutrition Games

<http://www.dole5aday.com>

Health Experiments, Recipes, Nutrition Label Information, Body and Illness Questions Answered

<http://kidshealth.org/kid/>

Food Encyclopedia

<http://www.foodstudents.com/>

Games and Information on Diseases, Nutrition, Physical Fitness, Safety, and the Body

[www.bam.gov](http://www.bam.gov)

Recipes, Interactive Body Information Game, and Move Mixer Dance Game

<http://www.kidnetic.com/>

E-Scrapbooks

<http://escrapbooking.com/resources/electronic.htm>

Fitness Games

<http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/NewsFlash4.stm>

Marketing Templates

<http://4hmediaresources.4husa.org/>

Nutrition Information and Resources

<http://virtual.clemson.edu/groups/NIRC/>

# *Consumer Judging*

## **Learning How to Make Good Decisions in the Marketplace A 4-H Consumer Education Activity**

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**Welcome to 4-H Consumer Judging!** This activity provides a wide range of learning experiences that can help you develop many important life skills. Did you know that you are a consumer judge every time you buy something? Since you usually do not have as much money to spend as you would like, you have to make consumer decisions. Understanding the differences between your needs and wants and learning how to obtain information about consumer goods will help you be a wise and selective buyer. Whenever you make a decision, you have more than one choice or alternative from which to select. It is necessary to compare the choices in order to select the item best suited to your need or situation. Seldom is one alternative perfect or another alternative completely wrong. You usually have to weigh the importance of one item's strengths and weaknesses against another item's strengths and weaknesses. After making this comparison, you make a decision based on your individual needs, goals, values, and resources. Through consumer judging you will learn to:

- Make knowledgeable, rational decisions when purchasing goods and services
- Select and use goods and services to meet personal needs and reflect lifestyles, goals, values, and resources
- Communicate your justification of consumer choices and decisions in a logical and articulate manner.

The consumer judging contest is designed to see how well you have learned these three skills. In the contest you judge classes of goods or services that are available in the marketplace. You are given a

hypothetical (pretend) buying situation with several choices or alternatives provided. A **situational statement** gives the product to be judged and its intended use, as well as the personal preferences, needs, lifestyle, and resources available to the buyer. Since you are not making the purchase for yourself, the situational

statement helps you identify the standards to consider in judging the class. It is not possible to consider every standard in a short period of time.

### **You Be the Judge!**

You use your best judgment every time you make a purchase consciously or unconsciously, weighing factors like time, energy, price, quality, and need. You decide how important each of these factors is and compare the weight of each factor to make your decision. In judging you do the same thing. You learn standards of quality for goods and services and then practice making comparisons. The more you practice, the easier judging becomes. Most judging champions say that once you learn to be a good judge, you can judge anything if you know the criteria and the terms for the category. Consumer judging teaches the principles and methods of evaluating goods and services. These skills are used daily by any person who makes a purchase or chooses a service. Training in consumer judging can help you become a better consumer right now and it is a skill you will use all your life. Future success can hinge on the ability to make the right decision at the right time. Judging helps develop life skills in decision making, organizing thoughts, and defending decisions orally. Practice in making decisions and supporting them with oral reasons trains you in problem-solving and decision-making. The practice you get in thinking and talking in front of people when you give oral reasons has lifetime benefits.

### **Judging helps you develop:**

- Decision-making skills as you gain knowledge of the subject, apply the decision-making process, and recognize standards of quality
- Self-confidence and skills in verbal expression as you identify reasons for choices made, use the language of comparison, organize thoughts and ideas in a logical order, and think and speak spontaneously
- Consumer skills that carry over into other projects and everyday living.

To become a good consumer judge, you must learn how to develop:

- A clear, definite idea or mental picture of items and their characteristics
- Quick and accurate observation skills
- Sound judgment, the ability to weigh and evaluate what you see objectively
- Courage and honesty
- Ability to give good reasons
- A desire to excel

## **How to Judge**

In judging, you learn one thing at a time in small steps. It is easier to learn if you understand what you are doing. Practice makes learning easier. First, recognize and appreciate the characteristics of the item. This study fixes an image of the ideal item in your mind. Judging practice forces you to expand your observation skills. You also learn how to become a better decision-maker. The basic principles of judging are the same for any item, even though characteristics may vary for each. Look for the strong and weak points of each item. This helps to form a habit of seeing the same characteristics in other problems. There is no substitute for a mind that is trained to see all sides of a problem. A successful judge is always objective, free of prejudice, and considers only the facts. An honest appraisal of the differences between items and a decision based on sound reasons are the heart of judging. Your first judging experience may have been so long ago that you cannot recall it. However, judging is often done every day. When was the last time that you selected an item from among several choices? In judging, you do your own work and learn to depend on your own judgment, not someone else's. As you develop confidence in yourself, others will have confidence in you, too.

## **Steps in Judging**

Developing a routine to gather information needed to place a class makes judging much easier. It does take some time and practice to develop this skill. Here are the important steps in the judging routine:

### **1. Information**

Be totally informed about the intended use of the item you evaluate. Learn the parts and their correct names, so that you can use them when making comparisons and giving reasons. Be aware of the relative economic differences between characteristics of each item. Compare the advantages and disadvantages that different features offer the consumer. To gain information on a class, check to see if a fact sheet for the class is available. Further information may be obtained from consumer magazines, such as *Consumer Reports* or *Zillions*. Check with your local library. Now you are ready to begin judging a class. Four items make up a class. The situational statement for the class will help you determine the needs of that consumer.

### **2. Observation**

Take a broad first look at all items in a class to get a clear overview of the whole class. Look for something that stands out. Then examine the items closer,

individually. Observe each item carefully and evaluate how it meets or fails to meet the requirements necessary for the situation given. As you examine the items, make a mental picture of each. **Hint:** Many times first impressions are the best ones. Stick with your first ideas, unless close inspection gives you good reason to change. If the class has an easy (close) top or bottom pair, note it and spend more time on the more difficult placings.

### 3. Comparison

When you judge a class of items, you really should have five items in mind: **the four in the class and the ideal item for the person in the situational statement.** Recall the most desirable features of the items you have seen, and then compare each item with others in the class to establish differences and similarities. Next, make your decision. Try to "break" the class by dividing the four items into top, middle, and bottom pairs. You will automatically include the differences between each item when making pairs as well as providing a solid basis for giving oral reasons. Do not try to place a class on little things. Look for the big differences that affect use and cost. Always keep in the mind the situational statement.

### 4. Conclusion

Arrive at a logical ranking for the items based on the relative merit of usefulness to the situation given. Rank the items assigning them 1st, 2nd, 3rd, and 4th places, in the order you feel that they would meet the criteria established in the situational statement. Spend a few minutes taking notes on the class for which you will have to give reasons. Write down your placings and a brief description of each item in order to recall the class, two to four definite differences in each pair, and a list of all grants.

#### Ask yourself these questions:

- Were there differences and similarities to note for each pair?
- Does your placing reflect the criteria?
- Did you change your placing after you began taking notes?

#### 4-H Judging Card

After you judge a class, the next step is to mark your placing on the official judging card. The card has the class number and your assigned contest number. Add your county's name. Then mark your placing on the correct card by circling the one group of four numbers that has

CLEMSON UNIVERSITY 4-H EXTENSION SERVICE	
<b>4-H Judging Card</b>	
⊗	
Group No.	1 - 2 - 3 - 4 <input type="checkbox"/>
	1 - 2 - 4 - 3 <input type="checkbox"/>
	1 - 3 - 2 - 4 <input type="checkbox"/>
	1 - 3 - 4 - 2 <input type="checkbox"/>
	1 - 4 - 2 - 3 <input type="checkbox"/>
	1 - 4 - 3 - 2 <input type="checkbox"/>
Contestant No.	2 - 1 - 3 - 4 <input type="checkbox"/>
	2 - 1 - 4 - 3 <input type="checkbox"/>
	2 - 3 - 1 - 4 <input type="checkbox"/>
	2 - 3 - 4 - 1 <input type="checkbox"/>
	2 - 4 - 1 - 3 <input type="checkbox"/>
	2 - 4 - 3 - 1 <input type="checkbox"/>
Class:	3 - 1 - 2 - 4 <input type="checkbox"/>
	3 - 1 - 4 - 2 <input type="checkbox"/>
	3 - 2 - 1 - 4 <input type="checkbox"/>
	3 - 2 - 4 - 1 <input type="checkbox"/>
	3 - 4 - 1 - 2 <input type="checkbox"/>
	3 - 4 - 2 - 1 <input type="checkbox"/>
Placing Score	4 - 1 - 2 - 3 <input type="checkbox"/>
	4 - 1 - 3 - 2 <input type="checkbox"/>
	4 - 2 - 1 - 3 <input type="checkbox"/>
	4 - 2 - 3 - 1 <input type="checkbox"/>
	4 - 3 - 1 - 2 <input type="checkbox"/>
	4 - 3 - 2 - 1 <input type="checkbox"/>
Reason Score	
Check Your Placing!	

the four numbers in the same order as your placing. For all classes, except the reasons, hand the card to the group leader class as you leave the class. For the reasons class, make sure that the placing you mark is identical to the placing in your notes. Give that card to the reasons judge after you have finished giving your oral reasons.

### **Preparing and Presenting Oral Reasons**

The good judges are separated from the lucky guessers when reasons are given. Oral reasons are the most valuable part of judging because they help build confidence and develop skill to think and speak while on your feet. The purpose of giving reasons is to convince the judge that you saw and evaluated the class correctly. Tell why you placed one item over another and explain where and how one item is better than using comparative terms. Giving reasons may be the hardest part of judging, but the experience provides lifetime benefits. Oral reasons are given to help you:

- develop a system for judging consumer goods and services
- get acquainted with consumer terminology
- develop a system for analyzing a specific class
- explain why you placed a class as you did
- state your thoughts more clearly
- improve speaking poise and presentation
- develop self-confidence
- improve your speaking voice
- develop your memory

It takes some natural talent to give reasons, but it mostly takes skills that you can develop with lots of practice, such as:

- accurate observation;
- vocabulary of correct terms;
- logical thinking;
- decision-making ability; and
- ability to talk in a pleasant and convincing manner.

A good judge must be able to explain the reasons for the placing. Reasons should be accurate, organized, clear, complete, concise, interesting, sincere, and presented in a pleasing and confident manner. Important points in giving reasons include the following:

**Accuracy** is the most important part of giving reasons. A set of reasons is less satisfactory if the information presented is wrong. Tell exactly what you saw. Accurate comparisons convince the listener that you understood the class. You can

make perfectly accurate comparisons even when your placing does not agree with the official's. Do not say anything that is not true. Do not use a set of "canned" reasons.

**Organization** is arranging information in a logical order. Bring out major and general points first. Use a system in organizing and giving reasons. Your system will be determined by the way you placed the class and why. Were there definite top and bottom items and a close middle pair? Or, was there a definite top pair and a definite bottom pair? Get to the point without repetition. Reasons should be organized, but not memorized. Train yourself to retain a mental picture of the items and the good and bad points of each.

**Delivery** is your ability to present your reasons in a pleasing, confident manner, and to be easily understood and easily followed. Speak slowly and distinctly, but without hesitation. Use a conversational tone and speak loud enough to be heard. Speak with confidence and state reasons in complete sentences, using correct grammar.

**Ignore any distractions** that occur around you while giving your oral reasons. Keep the judge interested in what you have to say. The value of your accuracy may be lost in poor presentation if most of what you say does not get through to the listener.

**Look directly** at the reasons judge. Stand firmly on both feet and place your hands behind your back. Act and speak with confidence and avoid distracting mannerisms. Convincing delivery comes through many hours of **hard work**. Confidence, voice, posture, and personal appearance combine to create a convincing image. These factors combined with accurate comparisons presented in an **organized manner** will help you become a good consumer judge.

**Completeness** is your ability to bring out all major good and bad points in your reasons. Avoid small points that may be close or controversial. Reasons should be brief and emphasize the major criteria. Present the differences first on each pair. Point out the differences only; do not describe them. Claim strong points that make one item superior to the other. Then grant (**identify**) the advantages of other items. Be concise and definite. Do not hunt for something else to say. If you cannot remember, move on to the next pair. Criticism of the top item is given last. Never start reasons by criticizing the first place. You may grant an advantage to the second place rather than criticize the first place. End reasons with a strong, but concise statement of why you placed the last item last followed by a repeat of the class placing.

**Length** should be no more than two minutes. This is adequate time to give well-organized and properly presented reasons.

**Terms** should be simple, understandable, generally accepted words used to describe consumer goods and services. Know what appropriate terms mean and

use them correctly when giving reasons. You must have a good vocabulary of consumer-related terms to give a good set of reasons. Using incorrect terms detracts from the value of what you say. Use comparative terms when describing characteristics of one item in comparison with those of another. Eliminate unnecessary words or phrases that add nothing but more words to reasons.

Examples of extra or undesirable words and phrases follow.

Don't say "**item...**" Instead use **specific name**

Don't say "**I would like to see...**" Instead use "**I criticize 2 because...**"

Don't say "**kinds of; types...**" Instead use **specific name**

Don't say "**number 2 over number 1...**" Instead use "**2 over 1...**"

Don't say "**it...**" Instead use **item number**

Don't say "**lacks, an item lacks something...**" Instead use "**the item is (point out fault)**"

Don't say "**in the order of 2 over 1...**" Instead use "**2 over 1...**"

Don't say "**I am placing...**" Instead use "**I place...**"

Don't say "**I am criticizing...**" Instead use "**I criticize...**"

### **How Good are Your Reasons?**

The judge will assess the value of your reasons based on appearance, delivery, proper use of terms, accuracy of statements, and importance of points covered.

**Organization** is the key to effective communications. The organization of reasons determines how easy it is to follow what you say. In giving reasons, a class of four items should be divided into top, middle, and bottom pairs. Different systems can be used. Here is one way that is logical, clear and easy to use, based on a placing of 1-2-3-4.

1. State name of class and placing

#### **Top Pair**

2. Reasons for placing 1 over 2, using comparative terms

3. Grants for 2 over 1, pointing out advantages of 2 in comparative terms

4. Criticisms of 2, using comparative or descriptive terms

#### **Middle Pair**

5. Reasons for placing 2 over 3

6. Grants for 3 over 2

7. Criticisms of 3

#### **Bottom Pair**

8. Reasons for placing 3 over 4

9. Grants for 4 over

10. Criticisms of 4

11. Repeat class placing

### **Making Notes**

Your reasons will be easier to develop if you follow an orderly system. Begin by making good notes. They should be short, simple, and easy to use. Here is a sample format that may help you.

### **Reasons Work Sheet**

Following this pattern, a sample class of reasons should be:

"I placed this class of \_\_\_\_\_, 1-2-3-4. In the top pair, I placed 1 over 2 because 1 is \_\_\_\_\_.

I grant 2 is \_\_\_\_\_ is

also \_\_\_\_\_ than 2.

In the middle pair, I placed 2 over 3, since 2 is \_\_\_\_\_.

2 is \_\_\_\_\_.

I admit that 3 is \_\_\_\_\_

than 2. Coming to my bottom pair, I placed 3 over 4 because 3 is

\_\_\_\_\_.

I put 4 last because it is \_\_\_\_\_.

For these reasons (or therefore), I place this class \_\_\_\_\_, 1-2-3-4."

### **Prepare and Give Good Reasons**

Giving reasons for your decisions is an important part of consumer judging. When you explain your placing, you are giving reasons. You will need to:

- have a clear picture of the entire class in mind;
- know the qualities or standards for the judged class;
- be able to compare the good and poor points for each choice; and
- make notes and study them before giving reasons.

### **Practice**

Here is a sample class for you to use to practice giving reasons.

#### **Situational Statement**

Pat is planning to invite some of his classmates over to study and wants to serve fresh popped popcorn. He is planning to use his electric popper and needs to watch his costs carefully. Some of Pat's friends prefer no salt and some want their popcorn salted. Pat needs at least 10 cups of popcorn.

#### **Class Items**

1. Betty Crocker Microwave Popcorn - 3 bags = \$2.19 for 24 cups popped, salted
2. Orville Redenbacher's Gourmet Popping Corn - \$2.79 for 90 cups popped, unsalted
3. TV Time Popcorn - \$1.59 for 44 cups popped, unsalted

4. Golden Flake Popcorn - \$1.39 for 10 cups popped, salted

**Placing**

**2-3-1-4**

**Reasons**

I place this class of popcorn **2-3-1-4**.

I placed 2 over 3 because 3 is more expensive than 2. I grant that both can be freshly popped in an electric popper and are unsalted. I place 3 over 1 because 1 is more expensive, already has salt, and must be popped in a microwave oven. I placed 1 over 4 because 1 can be freshly popped. I place 4 last because 4 is not freshly popped, is the most expensive, and is already salted. For these reasons, I place this class of popcorn 2-3-1-4.

**Reasons for Placing**

2 is \$.031/cup popped

3 is \$.036/cup popped

1 is \$.091/cup popped

4 is \$.139/cup popped

**Admit or Grant** 2 = 3 can be freshly popped in electric popper, both unsalted  
1 can be freshly popped.

**Faults**

1 has salt, needs microwave

4 not freshly popped, has salt

To organize your reasons a set of short, simple, easy to use notes may help. Use them as study aids before you present reasons to the judge. Do not read your notes to the judge or refer to notes while you speak. Notes should be used only to help you remember the class.

Here's a set of sample notes:

Class \_\_\_\_\_

Placing 1-2-3-4

<b>(Item)</b>	<b>Reason</b>	<b>(Placing)</b>
<b>Criticize</b>		<b>Grant</b>

1	Reasons for 1 over 2	Grant to 2
---	----------------------	------------

2	Reasons for 2 over 3	Grant to 3
---	----------------------	------------

3	Reasons for 3 over 4	Grant to 4
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Criticize 4 and place last

Top Pair = 1            Middle Pair = 2            Bottom Pair = 3

### **Reasons Score Guide**

Total Possible Points = 50

<b>Criteria</b>	<b>Standard Score</b>
Correct organization and format	10
Accurate descriptions	10
Correct terminology	5
Complete descriptions	5
Confident and convincing(good, sound reasoning)	5
Good grammar	5
Good delivery*	10*

\*Maximum penalty for use of notes = 10 points

When notes are used, the following scale may be used to determine the penalty:

<b>Amount of Use</b>	<b>Penalty</b>
<b>Reading</b>	-10
<b>Heavy Use</b>	- 8
<b>Medium Use</b>	- 6
<b>Light Use</b>	- 4
<b>No Use</b>	- 0

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## *Working with 5 - 8 Year Olds*

*The learning characteristics and teaching tips for working with youth illuminate some of the key factors influencing their learning experience. The following tips are intended to provide the trainer with guidance for working with youth in each age group. By following these tips, the trainer will be able to enhance the training experience and will better assist the youth in the development of their communication skills.*

### **Learning Characteristics of 5 - 8 Year Olds**

- Thinking is in the here and now
- Attention span is about 20 - 30 minutes
- Begin to develop friendships, usually with youth of the same sex
- Want to be liked and please adults
- Learn best when physically active
- Have a special attachment to older youth
- Differentiation between fantasy and reality can be difficult

### **Tips for Teaching 5 - 8 Year Olds**

- Youth need real experiences to learn.
- Vary the length of activities based on how interested the youth are.
- Plan activities that youth can do in groups rather than individually.
- Let youth know when they have done a good job.
- Allow youth to participate in activities where they can use physical energy.
- Allow youth to choose an older helper to be their helper and role model.
- Build in transitions and discussions to help distinguish the imaginary from the real.



## *Working with 9 - 12 Year Olds*

*The learning characteristics and teaching tips for working with youth illuminate some of the key factors influencing their learning experience. The following tips are intended to provide the trainer with guidance for working with youth in each age group. By following these tips, the trainer will be able to enhance the training experience and will better assist the youth in the development of their communication skills.*

### **Learning Characteristics of 9 - 12 Year Olds**

- Learn best when physically active
- Are easily motivated
- Feelings of competence enhance self-respect
- Attention span is about 45 minutes
- Acceptance by peer group is important
- Enjoy both cooperation and competition

### **Tips for Teaching 9 - 12 Year Olds**

- Allow youth to participate in activities where they can use physical energy.
- Use encouragement to keep them motivated.
- Provide activities that will let youth feel good about themselves and succeed. Recognize them for their accomplishments.
- Use varied activities to keep them interested.
- Use the peer group to recognize good work (e.g.-applauding completed activities and avoiding put-downs).
- Plan activities so that sometimes youth work together, and sometimes they compete with each other.



## *Working with 13 - 15 Year Olds*

*The learning characteristics and teaching tips for working with youth illuminate some of the key factors influencing their learning experience. The following tips are intended to provide the trainer with guidance for working with youth in each age group. By following these tips, the trainer will be able to enhance the training experience and will better assist the youth in the development of their communication skills.*

### **Learning Characteristics of 13 - 15 Year Olds**

- Can take responsibility in planning and evaluating their work
- Can plan social and recreational activities
- Can discuss current events, international affairs, and social issues with some help
- Want to make decisions but still depend on adults
- Can be quite self-conscious
- Choices are often unrealistic

### **Tips for Teaching 13 - 15 Year Olds**

- Give youth responsibility for planning, implementing, and evaluating group activities.
- Provide opportunities for youth to work together; form committees to plan recreational and social activities.
- Use discussion activities and games that encourage awareness of current events and issues.
- Establish guidelines that give parameters for youth and adults.
- Avoid asking youth to share their work individually until they feel more comfortable with the group.
- Assist youth in making realistic choices; review their plans, discuss alternatives, and help them weigh options before making decisions.



## *Working with 16 - 18 Year Olds*

*The learning characteristics and teaching tips for working with youth illuminate some of the key factors influencing their learning experience. The following tips are intended to provide the trainer with guidance for working with youth in each age group. By following these tips, the trainer will be able to enhance the training experience and will better assist the youth in the development of their communication skills.*

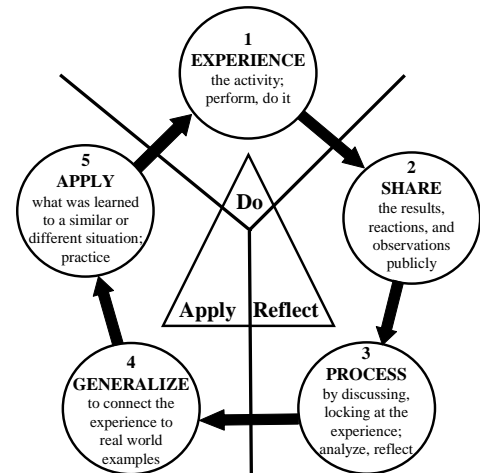
### **Learning Characteristics of 16 - 18 Year Olds**

- Personal philosophy begins to emerge
- Enjoy discussing the world situations, as well as personal activities
- Abstract thinking and problem solving reach a higher level
- Strong desire for status in peer group

### **Tips for Teaching 16 - 18 Year Olds**

- Use activities where youth search for experiences that will allow them to identify their own philosophies.
- Encourage discussion of events and feelings.
- Put youth into real-life, problem-solving situations.
- Develop a climate in which youth are encouraged and supported by peers.

# 4-H Experiential Learning Model



## 1. Experience

Notice that the model begins with an experience—action. In each activity, the experience is the “do” part of the activity. This immediately focuses the attention on the learner rather than the teacher.

## 2. Share

The last four steps of the model are addressed in questions at the end of each activity. The questions are structured to elicit answers beyond a “yes,” “no,” or single word response. As the model shows, sharing is simply asking the group or individual: What did you do? What happened? This step will generate lots of information and lead to the process step.

## 3. Process

The “Process” questions focus on what was important about the experience. Common themes that emerge from the sharing session are explored in more depth. The key teaching points relating to the subject matter and life skill are discussed.

## 4. Generalize

In this step, discussion becomes more personal. The “generalize” questions are the “so what?” of the activity. They ask, “What did the experience mean to me personally and to my everyday life?”. The discussion should include both the subject matter learned and the life skill practiced. If the method employed required the youth to work in teams to complete the activity, questions about teamwork would be appropriate.

## 5. Apply

Here the youth express what they really learned and how they can use the life skill and subject matter expertise. Or they might actually show they have mastered the skill by performing another activity that requires use of the new skill. Remember that the questions are your way of assessing what has been learned. The answers you get will help you evaluate each youth’s level of skill mastery.