

FCS PRACTICE JUDGING CONTEST OFFICIALS

Sports Training T-shirt

Official Placing: 3- 4-2-1 Cuts: 2, 2, 2

Situation: Tom needs a shirt to wear during training and football practice. Help him select one that is comfortable and costs \$25 or less. He also wants the shirt to be fashionable and one that can be easily washed.

#1 - Nike Pro Price: \$30.00

- Lightweight fabric delivers a cool-to-the-touch fit and feel.
- Dri-FIT properties wick away moisture for cooler, drier skin.
- Knit-in mesh panels under the arms at the back neck enhance ventilation
- Tubular seamless body construction and flat stitching at the seams help eliminate chafing.
- Fabric: 74% polyester/14% nylon/12% spandex jersey.
- Machine washable/air dry

#2 - Starter Price: \$12.92

- Features patented Star-Fit compression fit for comfort
- Tagless for comfort
- Fabric: cationic polyester, spandex
- Machine washable/air dry

#3 - Champion Sports T-Shirt Price: \$14.99

- breath ability of cotton plus the ease of movement of LYCRA® elastane fabric
- C9 logo on the left arm
- 98% cotton/2% LYCRA elastane
- Machine washable/dryer safe

#4 - Under Armour Price: \$24.99

- HeatGear™ Full T
- 16 different team colors
- 92% Lycra 8% Spandex
- Compression Fit wicks away water from body to keep skin cool
- No seams for added comfort
- Machine Washable/Air Dry (sometimes needs to be rewashed for get scents out)

T-shirt #3 is placed over #4 because it meets all of the criteria, it is comfortable, trendy, costs less than \$25 and is machine washable. #4 may be trendier and have additional comfort features, however, it is placed second because of the price.

#4 is placed over #2 because it meets more of the criteria than #2. Four has compression fit for comfort and breathability and is very trendy. The t-shirt is less expensive, however.

In the bottom pair, #2 is placed over #1 because it fits into Tom's budget, is comfortable and easy to clean. While number 1 is very trendy, comfortable and easy to clean, it is at the bottom of the class because it does not fit into Tom's budget.

Resolving Conflict

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

Adam, a counselor at 4-H camp, walks in on two young campers who are having a fight over who is going to be the “lead” part in the talent show skit. Rank the ways to effectively solve this conflict, from best to worst. Base your decision on methods that use clear communication and good listening skills.

Choice 1

- Adam separates the boys and asks them each to share what they are fighting about.
- He adjusts the control on his CD player while they are talking.
- He steps back and moves away as the boys compete for his attention.
- He decides they will draw names for parts.

Choice 2

- Adam looks away from the boys as they explain what happened.
- He interrupts the second boy because he thinks he started the fight.
- He yawns and sighs since he only got four hours of sleep.
- He announces that since the campers can’t get along, their group will not do a skit in the talent show.

Choice 3

- Adam ignores the disagreement at first.
- He asks the boys to tell him what is going on.
- He explains that while both boys cannot have the lead part, each part is important.
- He organizes a try out for the part and lets a small committee of peers decide who gets the lead.

Choice 4

- Adam leans forward and looks at the boys as they individually state what the fight is about.
- He listens to each of the boys explain why they want the part.
- He explains that both boys cannot have the lead, but each part is important.
- He helps the boys find a part in the skit that will utilize their talents.

#4 is placed first because Adam is interested in resolving the conflict with the boys and is using good listening and communication skills. He helps them find a part to utilize their talents, even if it isn’t the lead.

#3 is placed second. Adam doesn’t show as much concern initially about resolving the conflict. Organizing a tryout could be a fair way to resolve who gets the part, but it could be a popularity contest.

#1 is placed third. This option allows the boys to explain why they want the part, but in the end the decision is to draw names for the parts.

#2 is placed last because it shows a lack of interest and poor listening skills. No effort is made to resolve the conflict.

Making the Most of Your Time

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

Situation: Brian is 17 and his parents are leaving him home alone on a Saturday. His parents have given him a list of tasks they want him to accomplish, but Brian also has things he'd like to do. Help Brian decide how to make the most of his time.

Option 1 - On Friday night, Brian makes a list of everything he wants to do. He puts all of the tasks from his parents' list first, then he lists the things he wants to do. He makes a checklist that he can mark things off as he gets them done and is able to see his friends Saturday night.

Option 2 - On Friday, night, Brian writes down everything that his parents want him to accomplish and everything he would like to do. He then writes down how much time everything will take. He sets a schedule to be sure all the chores on his parents' list gets done. He is able to squeeze in lunch with his girlfriend and a quick basketball game with his friends.

Option 3 - On Saturday, Brian wakes up early and takes a look at the list his parents left. He makes a check-list for the day. He decides to alternate between his parents' tasks and the things he wants to do. He figures, whatever he doesn't get done today, can be done tomorrow.

Option 4 - On Saturday morning, Brian sleeps in and wakes up at 10:30 and looks at the list his parents gave him. He decides to take each task one at a time and see where it gets him. Hopefully, he will have time to meet his friends when he's done

#2 is placed over number 1 because he made a schedule and considered how much time it would take for each task/activity. He is able to accomplish all of his parents' tasks and still had time for some things he wanted to do.

#1 is placed over number 3 because he got his chores done first. Once he finishes his chores, he can then do the things he wanted to do.

#3 is placed over number 4 because he made a list. While it may not have been the best way to get his chores done, it still helped to guide Brian on what he was getting done and showed what still needed to be done.

#4 is placed last because sleeping in is not a good use of time. Brian did not make a schedule or a checklist to accomplish his parent's chores and was unable to go out with friends.

Source: *Family Studies Leader Notebook, Level II, "Making the Most Of Your Time" pp. 27-28*

Saving for a Trip

Official Placing: 2 - 1 - 4 - 3 **Cuts:** 2 - 4 - 6

Situation: Ashley plans to save money for a year. The money will pay for a 4-H trip to Washington, D.C. Ashley's parents have promised to match her savings at the end of the year. She plans to save an average of \$20 a week to deposit in her trip account.

*P – Principal (Account Balance) R – Rate T – Time All accounts FDIC insured.

#1 - Passbook Savings

Place weekly savings in account that earns .5% interest. No fees.

No limit on deposits or withdrawals. No minimum balance.

To figure interest earned, Use formula:

$$P \times R \times T = \text{Interest}^*$$

$$(\$520 \text{ (average)} \times .005 \times 1)$$

#2 Money Market Savings

Place weekly savings in account that earns 1% interest. No fees.

1 withdrawal per month limit. Unlimited deposits. \$100 minimum balance.

To figure interest earned, use formula:

$$P \times R \times T = \text{Interest}^*$$

$$(\$520 \text{ (average)} \times .01 \times 1)$$

#3 - Mutual Fund

Place weekly savings in account that earns 2% interest. \$150 management fee when fund is cashed.

Unlimited deposits. No withdrawals during the year.

To figure interest earned, use formula:

$$P \times R \times T = \text{Interest}^*$$

$$(\$520 \text{ (average)} \times .02 \times 1)$$

No guarantee of interest or principal.

#4 - Interest Bearing Checking

Place weekly savings in account that earns .75% interest. Balances below \$750; \$2 monthly service fee.

Limit of 10 deposits and withdrawals per month.

To figure interest earned, use formula:

$$P \times R \times T = \text{Interest}^*$$

$$(\$520 \text{ (average)} \times .0075 \times 1)$$

Number 2 is placed over number 1. This money market account has a 1% interest rate which will earn a total of \$5.20 in interest based on the \$520 average balance. This compares to .5% interest paid on the passbook savings account (\$2.60). While this choice has a \$100 minimum balance that is not required in number 1; Ashley will be able to open an account after one month and earn more interest by year end. Ashley will only be withdrawing money after a year so the one withdrawal limit per month will not be a concern. This will save Ashley paying for fees that other accounts require. This feature may help Ashley to avoid being tempted to withdraw money for non-trip related expenses. This account is FDIC insured.

Number 1 is placed over number 4 for these reasons. While number 4 will earn \$3.90 in interest compared to the \$2.60 in number 1, the fact that number 4 requires a \$750 balance to avoid fees must be considered. The fact that number 1 does not require a minimum balance means Ashley will *save* \$18.00 in fees because she does not have a \$750 balance. It will take Ashley nine months and two weeks of savings to reach the \$750 balance required in number 4. After fees are deducted; Ashley would have \$1,025.90 for her trip if she would select number 4.

Number 4 is placed over number 3 for several reasons. While number 3 appears to be the best choice with a 2% interest rate as compared to the lower .75% of number 4, this is not true. The \$150 management fee required by number 3 means Ashley will have only \$900.40 to apply to trip expenses instead of the \$1,025.90 balance of number 3. In addition, number 4 is FDIC insured and so Ashley assumes no risk with the money which will be required to pay for a trip in one year. The mutual fund would be a better choice for a long term investment with a much larger account balance to *pay* for the management fee.

Source:

4-H CCS Money Moves Book 2 pages 8 & 9 and Personal Finance Helper's Guide p. 38

Portion Size

Placing 4-3-1-2 Cuts: 3-5-4

Situation: You will be going to a fast food restaurant and you have been learning about “inflated portion sizes” or “super sizing”. Which of the following meals would be your best choice to avoid a “super sized” meal?

Choice 1: Jumbo Hamburger, Regular French Fries, Super Large Soft Drink

Choice 2: King Size Hamburger, Super Jumbo Size French Fries, Extra Large Soft Drink

Choice 3: Regular Hamburger, “Biggie” Size French Fries, Regular Size Soft Drink

Choice 4: Regular Hamburger, Small French Fries, Regular Size Soft Drink

#4 is placed first because it indicates regular or smaller sizes than any other choices offered. By choosing small or regular sizes over the other choices, you are less likely to be consuming large amounts of sugar, sodium, fat and calories at this one meal. Your best bet is to choose small or regular sizes in order to be health-wise. Words that indicate “inflated sizes: include some of the following terms: combo, kingsize, grande, feast, jumbo and supreme. Terms that indicate smaller sizes include: appetizer, kiddie, regular, senior, luncheon and salad size.

#3 is placed second because it only indicates that the french fries have been super sized. Using regular for the hamburger and soft drink indicated that these are appropriate serving sizes that would help to eliminate the extra consumption of sugar, fat, sodium and calories.

#1 is placed third because as this choice indicates that the hamburger and drink have both been super sized when the words “jumbo” and “super large” are used. Therefore more fat, calories, sugar and sodium are likely to be consumed with this meal.

#2 is placed last because as all the foods in this meal indicated that they are “super sized”. Using words like “king size”, “super jumbo” and “extra large” are good indicators that these foods offer larger servings than indicated by **My Plate** guide.

Source: Sizing Up Portions with My Plate’s Guidelines

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