

Consumer Education/Purchase Power

University of Maryland Extension, Carroll County

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This package of scholarly work is Consumer Education Judging/Purchase Power, PowerPoint's and Lesson Plans. There are 2 PowerPoint's solely developed by myself and 2 lesson plans which I have used among youth in Carroll County and several other counties in Maryland. The PowerPoint 's were reviewed by Cassandra Corridon, MD State Specialist, Human Sciences and Kendra Wells, MD State Specialist, Outreach and Afterschool Initiatives. The 2 PowerPoint's were developed to present at a MD State In-Service, and were adopted and used by several counties to start Consumer Education Programs. In addition, they are presently on the Maryland State 4-H Website as tools for use in the Consumer Judging Program.

1. "Preparation of Youth for Consumer Education Judging"

The first PowerPoint, "Preparation of Youth for Consumer Education Judging" is about how to work with youth over the summer with the different topics. This is a detailed step-by-step procedure of how to develop the topics and reinforce the topics throughout the summer program to youth. This was developed for 4-H Youth but could be easily used in summer camps or summer enrichment programs also.

2. "Scoring of Contests"

This PowerPoint was also used initially at the In-Service to explain to educators how judging cards and a Hormel scoring card are used. Many educators and volunteers have heard of these items, but have never used them for lack of knowledge. It also gives a short synopsis on how to start or manage a contest. This could apply to Consumer Education, Poultry, Rabbit, Dairy, or Livestock. The principles are the same.

The lesson plans included were peer reviewed by Joanne Hamilton, Family and Consumer Science Educator and Theresa Serio, Food Stamp and Nutrition Education Educator. They were used in Carroll County and also given to other educators/volunteers to use in programs across Maryland.

3. Lesson Plan – First Aid Identification

Once the topics for Consumer Education/Purchase Power are chosen, by the Maryland Human Science Curriculum committee, there is a need to plan and implement the topics. I have been asked by the volunteers in my county to teach topics. With our program in MD, we have 2 kinds of classes, an identification class with items and a placing class, with 4 items. For the initial class session, I, as the educator bring in many items for the youth to identify. The youth are then encouraged to find items around their home to bring in for subsequent sessions for all to identify. This lesson plan was done in 2007.

4. Lesson Plan – Sun Protective Clothing

This is a sample lesson plan on the “class” for Consumer Education. The principle is the same. The Educator introduces the topic which was chosen by the State Human Science Curriculum Committee, and then each county works up the topic. I developed this lesson plan to be used to teach youth about sun protective clothing, UPF clothing. The youth are given 4 items (clothing in this case) to evaluate and then place them from the best to the worst, using the numerical Hormel judging system of 1-2-3-4. The educator or volunteers then give an official placing of the class with cuts. This system was explained in the 2nd PowerPoint. This lesson plan was done in 2010.

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“Preparation of Youth for Consumer Education”

PowerPoint 1

Preparation of Youth for Consumer Education Judging

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Carroll County

4-H & Youth Development

UM College Park • UM Eastern Shore



How to Begin?

- ❖ Identify a Volunteer or Volunteers who will help or will be the “Coach”
- ❖ “Coach” needs to have class or topic literature ASAP
- ❖ Back-Track Dates
 - ❖ State Fair
 - ❖ County Contest
 - ❖ Meeting/Practice Dates (2-5 sessions)

Beginning...

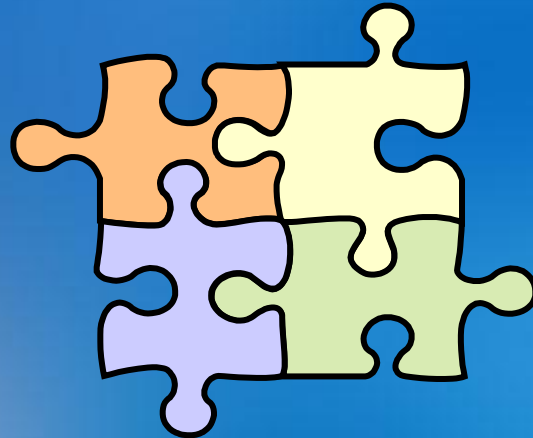


- ❖ Get info into newsletter w/plenty of notice
- ❖ Send special mailer to club leaders
- ❖ Setting meeting dates –
 - ❖ Don't interfere with camps, other events
 - ❖ Schedule on different nights of week
 - ❖ Meet every 2 weeks, not every week

“The Catch”



- ❖ We are all “Consumers”
 - ❖ Topics/Classes are all known to us
- ❖ Make it Fun and involve the Youth





First Meeting

- ❖ Divide into age groups, junior, intermediate, and senior
- ❖ Give out a “Folder” and pencil
- ❖ Show and “Play” with judging cards
- ❖ Give out reading material/literature to appropriate age groups
- ❖ Have refreshments, use as a class!!



Second Meeting

- ❖ Cover 1-2 topics which will be at State Contest
- ❖ Start Oral Reasons
 - ❖ Keep informal, just explain one on one
- ❖ Ask Youth to bring an example of a class for that night; Involve the youth
 - ❖ Sneakers, iPods, Sunglasses
 - ❖ “Show & Tell”



Next Meetings

- ❖ Repeat topics covered in previous meetings
- ❖ Keep asking youth to bring in classes on new topics
- ❖ Always have refreshments, but try to use as a learning topic
- ❖ Continue working on oral reasons, working towards more formality
- ❖ Invite Speakers
 - ❖ Foot Locker for Sneakers, Best Buy for iPods, etc



Scoring

- ❖ Use Judging Cards and score with Hormel system
- ❖ Give “credits” for everything to increase moral
 - ❖ Class brought to practice
 - ❖ Bring folder and pencil
 - ❖ Bring refreshments
 - ❖ Attended Sessions
- ❖ Keep a chart, totaling scores session to session

Judging Cards

- ❖ Standard form
- ❖ 4 items to a class
- ❖ 24 Possible Combinations
- ❖ 50 points total for placing and reasons

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Class _____

4-H Judging Card

Contestant No. _____

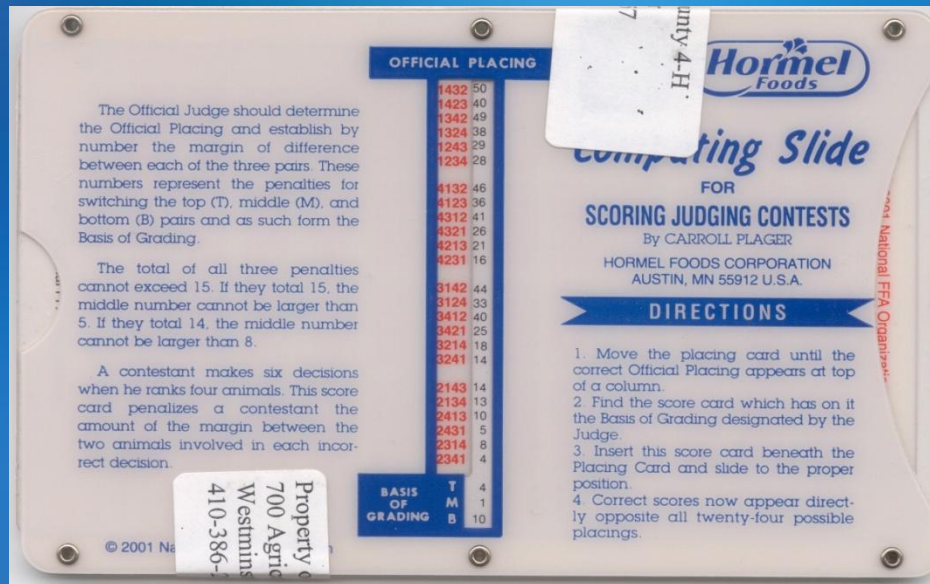
Placing Score _____

Reason Score _____

(4-H 268)

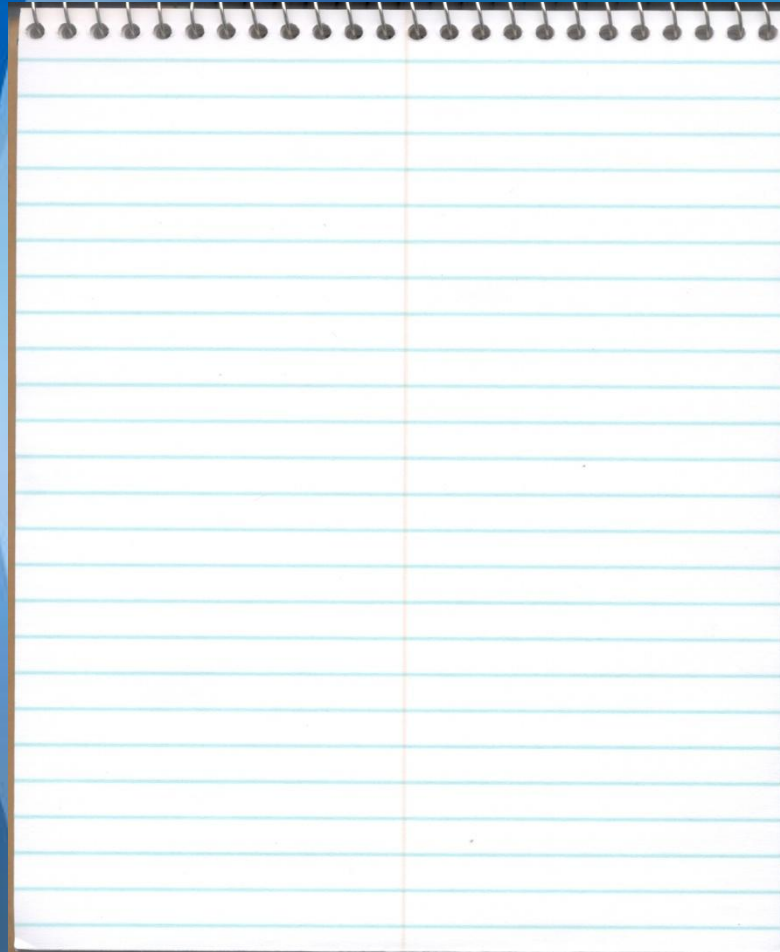
A	1234	1
B	1243	2
C	1324	3
D	1342	4
E	1423	5
F	1432	6
G	2134	7
H	2143	8
I	2314	9
J	2341	10
K	2413	11
L	2431	12
M	3124	13
N	3142	14
O	3214	15
P	3241	16
Q	3412	17
R	3421	18
S	4123	19
T	4132	20
U	4213	21
V	4231	22
W	4312	23
X	4321	24

Hormel Slide



- ❖ Used for determining a “score” based on the 24 possible combinations
- ❖ 2 Plastic “Placing Cards” and 7 “Basis Cards”

Oral Reasons

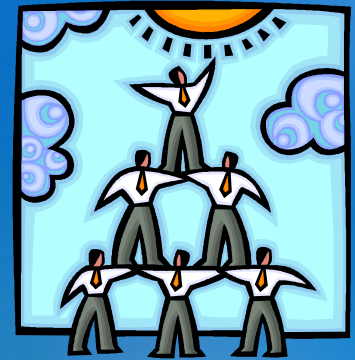


- ❖ Steno Notebook
- ❖ Pen/pencil
- ❖ Use phrases, not sentences
- ❖ Be Creative
- ❖ Always label the Class name

County Contest



- ❖ Set up similar to State Contest
- ❖ Have 1 month prior to State Contest
- ❖ Use previous 4-Her's to help coach, listen to reasons, place classes
- ❖ Let Youth know results and give answers
- ❖ Pick “teams” ASAP



After County Contest...

- ❖ Continue to work with teams, having 1-2 practices before State Contest
- ❖ Concentrate on “Formal Oral Reasons”
- ❖ Consumer Science Project
 - ❖ Have each team member do a part



Summary

- ❖ Everyone is a Consumer!!
- ❖ Get literature out ASAP
- ❖ Set meeting practices, 2-5 sessions
- ❖ Invite Speakers
- ❖ Have refreshments, make them a class!
- ❖ Involve 4-Her's

Where to Get More Information

- ❖ Contact Leaders from active Counties
- ❖ THE WEB
- ❖ Judging Books, Coaches of other types of contests

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“Scoring of Contests”

PowerPoint 2

Scoring of Contests

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University of Maryland Extension

Carroll County

4-H & Youth Development

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Judging Cards

- Class Name
- Contestant Name/Number
- Placing Score
- Reason Score
- 24 Possible Combinations
- 50 Points total for Placing & Reasons

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Class _____

4-H Judging Card

Contestant No. _____

Placing Score _____

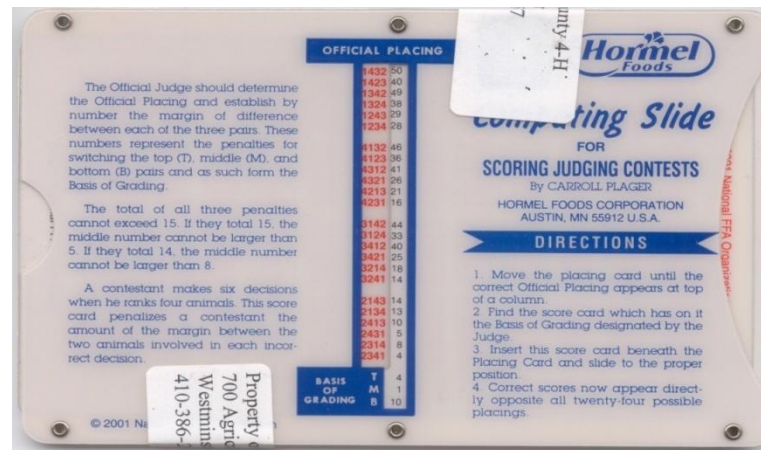
Reason Score _____

(4-H 268)

A	1234	1
B	1243	2
C	1324	3
D	1342	4
E	1423	5
F	1432	6
G	2134	7
H	2143	8
I	2314	9
J	2341	10
K	2413	11
L	2431	12
M	3124	13
N	3142	14
O	3214	15
P	3241	16
Q	3412	17
R	3421	18
S	4123	19
T	4132	20
U	4213	21
V	4231	22
W	4312	23
X	4321	24

Hormel Slide

- Like an “old type Slide rule”
- Used for determining a “score” based on the 24 possible combinations
- 2 Plastic “Placing Cards” and 7 “Basis Cards”



How to use a Judging Card

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Class _____

4-H Judging Card

Contestant No. _____

Placing Score _____

Reason Score _____

(4-H 268)

A	1234	1
B	1243	2
C	1324	3
D	1342	4
E	1423	5
F	1432	6
G	2134	7
H	2143	8
I	2314	9
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V	4231	22
W	4312	23
X	4321	24

- Official Placing
- Contestant Placing
- “Cuts”
 - Total of all 3 penalties cannot exceed 15. If they total 15, middle number cannot be larger than 5. If total is 14, middle number cannot be larger than 8. Otherwise final score will be negative!!

Scoring a Placing

- Official Placing of 3-2-1-4 with cuts of 2-8-2
- Contestant Placing of 3-2-1-4
- No loss of Points
- Score = 50!

Scoring a Placing

- Official Placing of 3-2-1-4
with cuts of 2-8-2
- Contestant Placing of 2-3-4-1
- Switched top pair, lose 2 points
- Switched bottom pair, lose 2 points
- Score equals loss of $2 + 2 = 4$
- $50 - 4 = 46$

Scoring a Placing

- Official Placing of 3-2-1-4
with cuts of 2-8-2
- Contestant Placing of 3-1-2-4
- Switched middle pair,
lose 8 points
- Score equals
 $50 - 8 = 42$

Scoring a Placing

- Official Placing of 3-2-1-4 with cuts of 2-8-2
- Contestant Placing of 4-2-3-1
- Should have 3 over 2, lose 2
- Should have 3 over 1, OK
- Should have 3 over 4, lose $2+8+2=12$
- Should have 2 over 1, OK
- Should have 2 over 4, lose $8+2=10$
- Should have 1 over 4, lose 2
- So, total loss of points equals
 - $2 + 12 + 10 + 2 = 26$
 - **So, final score would be: $50 - 26 = 24$**

Negative Placing Score

- Official Placing of 1-2-3-4 with cuts of 3-9-3
- Contestant Placing of 4-3-2-1
- Should have 1 over 2, lose 3
- Should have 1 over 3, lose $3+9=12$
- Should have 1 over 4, lose $3+9+3=15$
- Should have 2 over 3, lose 9
- Should have 2 over 4, lose $9+3=12$
- Should have 3 over 4, lose 3
 - **So total loss of points = $3+12+15+9+12+3= 54$**
 - **So, final score would be: $50 - 54 = -4$**

Doing a Contest

- Have a computer program
 - Can be a judging program
 - Can use Excel
- Score every card for every contestant
- Total Scores
 - Age Divisions
 - Categories
 - Teams

3

“First Aid Identification”

Lesson Plan 1

CONSUMER JUDGING – PURCHASE POWER

LESSON PLAN TITLE: Identifying First Aid Items

GOAL: Students will have a better understanding of items used for first aid treatment.

OBJECTIVES:

After the lesson the students will be able to:

- Identify different first aid items which may be found in first aid kits or in a paramedic's kit
- Describe the usage of different first aid items
- Use the information learned to assist others in selecting/using different types of first aid items

REQUIRED MATERIALS:

- Pictures or actual samples of different first aid items
- Paper
- Poster Board
- Pencils, Markers, Colored Pencils, etc
- Judging Cards
- Resource Materials which can be found at the following websites:

<http://www.redcross.org/services/hss/lifeline/fakit.html>

http://kidshealth.org/parent/firstaid_safe/home/firstaid_kit.html

TIME ALLOTMENT: 75 minutes

LESSON PLAN:

- **ANTICIPATORY SET (LEAD IN)** (Approximately 15 minutes)
 - Divide students into groups. Try to have no more than 3-4 in a group with mixed age levels and knowledge of base.

- Each group will be given a set of pictures of first aid items and in 3-5 minutes try to sort the pictures. Pictures can be sorted in any way, but the groups will need to describe how they were sorted.
 - After sorting, each team will share the way they have sorted their pictures (i.e., type of item, what it is used for, etc.)
- **STEP BY STEP PROCEDURES** (45 minutes)
 - The instructor will share the larger size pictures or the actual first aid items. As the instructor introduces each item, he/she will identify the name of the first aid item or have the students identify the name of the item.
 - As each item is introduced, the instructor will be sorting them (by its usage in first aid). In addition, the word cards can be placed with each piece of first aid item or picture. It will be explained to students that the items are being sorted as they are introduced and to what purpose each item is or can be used for in first aid situations.
 - The instructor will then go through the items in each category to explain or demonstrate how the items are used. In addition, the youth are encouraged to answer before the instructor provides the answer.
 - Once, the first aid items have been gone over initially and the students have a good base of knowledge, the attached “word find” can be shared with the group. With different age groups in 4-H, the younger youth may need more time or help to solve the puzzle. Older youth may be done on a time limit.
- **CLOSURE** (10-15 minutes)
 - Students will reassemble into their groups from the anticipatory set.
 - Using the picture cards from the anticipatory set OR the actual first aid items, students will work in their group to match the items.
 - Students learning will be checked by reviewing each picture and each first aid item.

ASSESSMENT/EVALUATION:

- The assessment of student’s knowledge gained and understanding will be observed through the closure of the activity during the lesson plan.

ADAPTATIONS AND ACTIVITIES TO REINFORCE/RETEACH:

- Students are encouraged to go through their individual homes, or grandparents homes to find different items which may be used for first aid objects. If they find such items they are encouraged to bring them to the next practice to use as review or new items.
- Flash Cards – Students are encouraged to make their own flash cards using the internet or taking pictures of first aid items in their homes. The youth can use index cards to place the pictures on and a sandwich baggie to store them in. The

picture of the item can be on the front and the name/description for use would be on the back.

- Encourage the youth to make up their own word games similar to the one attached. Instead of just the names of the items, definitions and uses can be used to identify the first aid items.

Lesson Plan Written By: Kathy M. Gordon, University of Maryland Extension
Carroll County 4-H Extension Educator, 2007

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First Aid Items

T A X R S E A G T I D B R S R
N S G D P R L L B Y I V E A E
E P L A P O E U C T B G T N T
M I T L V G P Z H O A M A I E
T R S E A R A G E D H A W T M
N I S B O B I U N E E O D I O
I N X F A L N A Z Z W F L Z M
O S E L H W B O X E U T D E R
D N B S A K S N T R P E M R E
E G A D N A B C I T S A L E H
V L C O L D P A C K O F D J T
F S U N S C R E E N P C W S G
S R O S S I C S N O I T O L Y
D Q Z S O A P A J T L G Y O X
U Y H O C I D V F N O Y U D S

ALCOHOL

ASPIRIN

BANDAGES

COLDPACK

COTTONBALLS

ELASTICBANDAGE

FLASHLIGHT

GAUZEPADS

GLOVES

IBUPROFEN

LOTION

OINTMENT

SANITIZER

SCISSORS

SOAP

SUNSCREEN

SWABS

TAPE

THERMOMETER

TWEEZERS

WATER

Solution

T A + + S E A G + I + + R S R
 N S + + P R L L B + + + E A E
 E P L A + O E U C T + G T N T
 M I T L V G P Z H O A + A I E
 T R S E A R A G E D H + W T M
 N I S B O B I U N E + O + I O
 I N + F A L N A Z + W + L Z M
 O + E + H W B O + E + T + E R
 + N + S + + S + T + P + + R E
 E G A D N A B C I T S A L E H
 + L C O L D P A C K O + D + T
 F S U N S C R E E N + C + S +
 S R O S S I C S N O I T O L +
 + + + S O A P + + + + + + + +
 + + + + + + + + + + + + + +

| | |
|---------------------------|-------------------------|
| (Over, Down, Direction) | LOTION (14, 13, W) |
| ALCOHOL (7, 1, SE) | OINTMENT (1, 8, N) |
| ASPIRIN (2, 1, S) | SANITIZER (14, 1, S) |
| BANDAGES (7, 8, NE) | SCISSORS (8, 13, W) |
| COLDPACK (3, 11, E) | SOAP (4, 14, E) |
| COTTONBALLS (12, 12, NW) | SUNSCREEN (2, 12, E) |
| ELASTICBANDAGE (14, 10, W | SWABS (7, 9, NW) |
|) | TAPE (3, 4, NE) |
| FLASHLIGHT (1, 12, NE) | THERMOMETER (15, 11, N) |
| GAUZE PADS (6, 4, SE) | TWEEZERS (12, 8, NW) |
| GLOVES (8, 1, SW) | WATER (13, 5, N) |
| IBUPROFEN (10, 1, SW) | |

4

“Sun Protective Clothing”

Lesson Plan 2

CONSUMER JUDGING – PURCHASE POWER

LESSON PLAN TITLE: Sun Protective Clothing

GOAL: Students will have a better understanding of the different types of sun protective clothing.

OBJECTIVES:

After the lesson students will be able to:

- Define the term "UPF" and be able to understand what it relates to.
- Identify the different "UPF" values and their values.
- Understand the difference between "UPF" and "SPF"
- Understand the effectiveness of sun-protective clothing

REQUIRED MATERIALS:

- Posters or chalk board
- Markers or chalk
- Pencils, markers, or colored pencils
- Resource materials such as:

Texas A&M 2010 Consumer Study Guide on Sun-Protective Clothing

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

<http://www.thegreenguide.com/doc/103/sunscreens>.

<http://www.ftc.gov/bcp/conline/pubs/alerts/sunalrt.shtm>.

TIME ALLOTMENT: 75 minutes

LESSON PLAN:

- **ANTICIPATORY SET (LEAD IN)** (20 minutes)
 - In Maryland, most of the Purchase Power/Consumer Judging programs are done in the summer, so this is a perfect topic to get youth thinking about sun damage and how to minimize the risks of the sun's UV rays. In a bag or box have pictures of the following items: long and short sleeve shirts, tank tops, jackets, different colors of clothing.
 - Invite the individual students to come up one at a time to reach into the bag or box and pick an item without looking. Once they have picked the item, the student will identify if this something that would protect them from the sun's UV rays or whether they would get burned. Others can help in the decision making process about the different pieces of clothing.
- **STEP BY STEP PROCEDURES** (40 minutes)
 - Ask the students what they know about "SPF" values and what they mean. Have them talk about the different values and when, if they use sun block do they get burned or if the SPF level they are using protects them. Then move

onto the discussion of "UPF", what it means, what the values are and if any of them have ever worn clothing that has UPF labels.

- If possible, have various items of clothing that have UPF values or use pictures from internet sites. Use the clothing or pictures and have the students discuss the different weights of cloth, the color of the cloth and the design of the item. Have them work in groups, all ages, and genders to get differing ideas on what works well for different people.
 - Have the youth describe how this type of clothing could help them from getting damaging UVA and UVB sun rays. In addition, have them compare the use of both UPF clothing and SPF lotions in helping to deter damaging sun burns.
- **CLOSURE** (15 minutes)
 - Review the terms introduced during the lesson by using pictures of clothing that the students have identified as being UPF protective or non-protective. In addition, they can identify if the clothing has "Good", "Very Good", or "Excellent" UV protection.

ASSESSMENT/EVALUATION:

- Students will complete an activity, a judging class, where they will evaluate 4 pieces of clothing based on: the design of the item; UPF rating on the label of the item; and the cost associated with purchasing the item. The students will rank the items 1-4 with 1 being the best buy for the money and 4 being the least advantageous.
- If time allows, have the students explain their reasoning behind their choices. This does not have to be a formal set of reasons, but should provide good discussion among the group.

ADAPTATIONS AND ACTIVITIES TO REINFORCE/RETEACH:

- Assign the students to look for and bring in (at no cost) clothing items which they may have at their homes with UPF labels attached. This will lead to more discussion as to whether those items have saved family members from sunburns.
- Students can pass this information onto family members and friends as a way of reinforcing what they have learned. It is also a health and safety concern for all, that no one should get dangerous sunburns.

Lesson Plan Written By: Kathy M. Gordon, University of Maryland Extension
Carroll County 4-H Extension Educator, 2010

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