

Consumer & Family Science - Department C

Consumer Management

Division 247 – My Financial Future

Consumer management helps participants learn more about how to make smart fiscal decisions and how to improve financial literacy. The different exhibits provide a variety of learning experiences for 4-H'ers. Participants in this category will emphasize setting smart goals and keeping a spending plan. For more resources and materials in this category refer to the resource section at the bottom of the page.

Exhibit Guidelines:

- Entries should be typed and then attached to a piece of colored card stock or colored poster board (limit the size of the poster board or card stock to 14" x 22" or smaller). You may use the front and back of the poster board.
- All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.
- Scoresheets, forms, contest study materials and additional resources can be found at <https://go.unl.edu/ne4hconsumermanagement>.

CLASS 1

Write 3 SMART Financial Goals (SF247)

One should be short term, one intermediate, and one long term. Explain how you intend to reach each goal you set.

CLASS 2

Income Inventory (SF247)

Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.

CLASS 3

Tracking Expenses (SF247)

Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.

CLASS 4

Money Personality Profile (SF247)

Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money profile. Compare and

contrast (how are you alike, how are you different) your money personality profile with theirs.

CLASS 5

Complete Activity 8 “What Does It Really Cost?” (SF247)

On pages 39-40.

CLASS 6

My Work: My Future (SF247)

Interview three adults in your life about their careers or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?

CLASS 7

Interview (SF247)

Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have.

- What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)?
- What are some of the negative outcomes for getting paid the way you do?
- Does your pay keep pace with inflation? Why do you think this?

Summarize: Based upon your interviews which payment method would suit you best? Discuss your answer.

CLASS 8

The Cost of Not Banking (SF247)

Type your answers to the questions about Elliot on page 50.

CLASS 9

Evaluating Investment Alternatives (SF247)

Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.

CLASS 10

Understanding Credit Scores (SF247)

Watch the video and read the resource listed on page 71. Answer the following questions:

- Name 3 prudent actions that can reduce a credit card balance.
- What are the main factors that drive to cost of credit?
- List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.

CLASS 11

You Be the Teacher (SF247)

Create an activity, story board, game or display that would teach another youth about “key terms” listed on page 62. Activity/display must include at least five of the terms.

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Consumer Management

Division 240 – Shopping in Style

Consumer management helps participants learn more about how to make smart fiscal decisions and how to improve financial literacy. The different exhibits provide a variety of learning experiences for 4-H'ers. Participants in this category will emphasize setting smart goals and keeping a spending plan.

Shopping In Style

Identify your body shape and select clothing to enhance it; Learn how clothing prices are determined and how to comparisons shop; Analyze advertising; Experiment with removing stains. Resource: https://4hcurriculum.unl.edu/index.php/main/program_project/41

General Rules:

- A. All Shopping in Style items will be displayed in the clothing area.
- B. Exhibits in Shopping in style will be limited to member **age 10 and older**.
- C. Exhibit must receive a purple ribbon at the county fair to be chosen to advance to the State Fair.
- D. For classes 3, 4, 5 and 6
 - If exhibit is a poster it should be on 14" x 22" poster board. If a three-ring binder is used it should be 8 ½"x 11"x 1". Video exhibits should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or QuickTime Player.

CLASS 1 BEST BUY FOR YOUR BUCK - Ages 10-13 - before January 1 of the current year Scoresheet SF 84

- Provide details of the best buy you made for your buck this year.
- Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc.
- Put the story in a binder, no posters.
- Please **do not** include the Shopping In Style Fashion Show Information Sheet in your entry. Although both entries do share some information, there are differences in content and format for this class.
 - Provide details about wardrobe inventory which
 1. Indicates why you selected the garment you did
 2. Clothing budget
 3. Cost of garment
 4. Conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck".

5. Provide 3 color photos of you wearing the garment (front, side, back views)

The purchased garment from this exhibit can also be entered in the 4-H Fashion Show. See Fashion Show Entry Form for the Shopping In Style Fashion Show written report.

CLASS 2

BEST BUY FOR YOUR BUCK - Ages 14-18 - before January 1 of the current year
Scoresheet SF 84

- Provide details of the best buy you made for your buck this year
- Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc.
- Put the story in a binder or video, no posters please (see general information above).
- Please **do not** include the Shopping In Style Fashion Show Information Sheet in your entry. Although both entries do share some information, there are differences in content and format for this class.
- **Provide details listed for those ages 10-13 PLUS include the following additions.**
 1. Include body shape discussion
 2. Construction quality details
 3. Design features that affected your selection
 4. Cost per wearing, and care of garment
 5. Conclusion or summary statement(s) stating your final comments on why you selected your “best buy for your buck”.
 6. Provide 3 color photos of you wearing the garment (front, side, back views).

The purchased garment from this exhibit can also be entered in the 4-H Fashion Show. See Fashion Show Entry Form for the Shopping In Style Fashion Show written report.

CLASS 3

REVIVE YOUR WARDROBE Scoresheet SF 88

Take at least two items in your wardrobe that still fit but that you don't wear anymore and pair them with a new garment or garments to make them wearable once again. Create a photo story which includes before and after photos and a description of what was done. Put in a binder, poster, or video (see general information).

CLASS 4

SHOW ME YOUR COLORS Scoresheet SF 89

Select 6-8 color photos of you wearing different colors. Half should be what you consider to be good personal color choices and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to the manual page 23 for more information. Entry should be a poster (see general information).

CLASS 5

CLOTHING FIRST AID KIT Scoresheet SF 64

Refer to page 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and brief discussion of why each was included. Put in appropriately sized box or tote with a lid. No larger than a shoe box.

CLASS 6**MIX, MATCH AND MULTIPLY** Scoresheet SF 90

Using this concept from page 32 of the manual take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a clothes line, in a tree, on a mannequin). Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video (see general information).