

## DEPARTMENT C - CONSUMER MANAGEMENT

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.

### ATTENTION SHOPPERS - DIVISION 244

Age:10 & under - **ALL** exhibits will be judged at the Fashion Revue & Clothing Construction Judging before fair. Posters should be on 14"x22" poster board. Three-ring binders should be 8½"x11"x1". Videos 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

901. **Clothing Wardrobe Inventory** - List five items in your clothing wardrobe. What one garment would you add to your wardrobe that would help you to mix and match what you already have to extend your wardrobe? Explain what you need to think about and consider when you select this item. Consider creativity and style in your story. Your wardrobe inventory entry may be a picture poster, a video style show with explanation, a written story, or an audio tape.
902. **Clothing Interview** - A) Interview an older person and talk about the fads and fashions of the time when they were young. **OR** B) Interview a person from another culture and find out how their dress and fashions may differ at school, special occasions (such as weddings, graduations, birthdays, religious events, etc.) How do those items differ or are they the same as what you wear? **OR** C) Interview a person who wears special types of clothing for their job. Find out how these clothes differ from the ones they wear away from the job, what makes them different, why are they necessary to wear, etc. Consider creativity and style in your story. Include a picture of the person you interviewed in their special type of clothing. Your interview entry may be a picture poster, a written story, audio tape, or video tape with explanation. etc.
903. **Experience Buying a Complete Wardrobe Outfit for less than \$75** - Your entry **MUST** include the hang tags (if available), information from fiber content and care labels, and a story about what you considered when you purchased the outfit. Consider creativity and style in explaining your story. Do **NOT** include the clothing as part of your entry. Your buying entry may be a picture poster, a video tape, a written story, or an audio tape.

### SHOPPING IN STYLE - DIVISION 240

4-H'ers **MUST** be 10 years old or older and enrolled in the **Shopping in Style Project** to enter in this division.

**ALL exhibits will be judged at the Fashion Revue & Clothing Construction Judging before fair on July 16, 2021.**

Posters should be on 14"x22" poster board. Three-ring binders should be 8½"x11"x1". Videos 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)** - 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 and dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video. **NO** posters. Provide details about wardrobe inventory which indicates why you selected the garment you did, clothing budget, cost of garment along with a conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck". Provide 3 color photos of you wearing the garment – front view, side view and back view.
- \*2. **Best Buy for Your Buck (Ages 14-18 before January 1 of the current year)** - 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 and dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video. **NO** posters. Provide details listed for those ages 10-13 plus include the following additions: body shape discussion, construction quality details, design features that affected your selection, cost per wearing, care of garment along with a conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck". Provide 3 color photos of you wearing the garment – front view, side view and back view.
- \*3. **Revive Your Wardrobe** - 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(s) 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).
- \*4. **Show Me Your Colors** - 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).

- \*5. **Clothing 1<sup>st</sup> Aid Kit** - 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 shoebox.
- \*6. **Mix, Match, & Multiply**- 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 clothesline, 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).

### **MY FINANCIAL FUTURE - DIVISION 247**

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"x22" or smaller). You may use the front and back of the poster board.

#### **Class**

- \*1. **Write 3 SMART financial goals for yourself** – (one should be short term, one intermediate, and one long term). Explain how you intend to reach each goal you set.
- \*2. **Income Inventory** – Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six-month period. Answer the following questions: (1) What were your income sources? (2) Were there any steady income sources? (3) What did you do with the income you received? Include your income inventory in the exhibit.
- \*3. **Tracking Expenses** - Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: (1) What did you spend most of you money on? (2) What did you learn about your spending habits? (3) Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.
- \*4. **Money Personality Profile** - Complete the money personality profile found on pages 21-22. Answer the following questions: (1) What is your money personality? (2) How does your money personality affect the way you spend/save money? (3) Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike...how are you different) your money personality profile with theirs.
- \*5. **Complete Activity 8 “What Does It Really Cost?” on pages 39-40.**
- \*6. **My Work; My Future** - 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: (1) What did you find most interesting about these jobs? (2) Were there any positions you might want to pursue as your career? Why/Why not? (3) What careers interest you at this point in your life? (4) What are three steps you need to do now to prepare for this career?
- \*7. **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: (1) What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)? (2) What are some negative outcomes for getting paid the way you do? (3) Does your pay keep pace with inflation? Why do you think this? Summarize: Based upon your interviews, which payment method would suit you the best? Discuss your answer.
- \*8. **The Cost of Not Banking** - Type your answers to the questions about Elliot on page 50.
- \*9. **Evaluating Investment Alternatives** - Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.
- \*10. **Understanding Credit Scores** - Watch the video and read the resource listed on page 71. Answer the following questions: (1) Name 3 prudent actions that can reduce a credit card balance. (2) What are the main factors that drive the cost of credit? (3) 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.
- \*11. **You Be The Teacher** - 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 (5) of the terms.