2025 FCS JUDGING CONTEST SCHEDULE

There will be three primary components to the contest:

- 1. Class judging and reasons for selected classes (Individual)
- 2. A 50 question skill-a-thon (individual)
- 3. A presentation inviting the team's perspective in response to the situation presented on the day of competition. (Team) (This will be your team talking and being observed by a judge.)

Your team schould check-in as a group. Each team will start at the "group think" activity at the time assigned.

Youth can participate in judging classes and skill-a-thon as their schedule allows. Allow 90 minutes for contest activities.

The primary contest components must be completed for a team to be eligible for awards.

Group Think Presentation Schedule - 2025 4-H FCS Judging Contest

Judge 1				
9:12	Douglas - Int			
9:24	Butler - INT			
9:36	Cowley - INT			
9:48	Central KS - Int			
10:00				
10:12	River Valley 1 - INT			
10:24	River Valley 2 - INT			
10:36	River Valley 3 - INT			
10:48	River Valley 4 - INT			
11:00				
11:12	Flint Hills 1 - INT			
11:24	Coffey			
11:36	Phillips-Rooks - INT			

	Judge 2				
10:36	Sedgwick INT				
10:48	Riley INT				
11:00	Pawnee - INT				
11:12	Marshall - INT				
11:24	Cherokee - INT				

Judge 3				
9:12	Douglas - SR			
9:24	Cottonwood - SR			
9:36	Sedgwick - SR			
9:48	Central KS 1 - SR			
10:00	Central KS 2 - SR			
10:12	Butler - SR			
10:24				
10:36	Pottawatomie - SR			
10:48	Flint Hills - SR			
11:00	River Valley - SR			
11:12	Marshall - SR			
11:24	Phillips-Rooks - SR			
11:36	Pawnee - SR			
11:48	Wild West -SR			

Teams will have 7 minutes to role play a committee discussion and provide a brief proposal related to a problem scenario.

Past topics have ichldued: decide what food option on the way to 4-H camp or your club needs to consider a fundraising option.

Your team should brainstorm and discuss 2-3 options, discuss positive/negatives and then have a short presentation to summarize your recommendation. Review the rubric in avance to consider what the judge is looking for in your Group Think conversation. Teams will have up to 7 minutes for their presentation with up to 3 minutes to get feedback from the judge.

NOTE: If you team members are participating in another Kansas State Fair 4-H activity, we will be flexible with the schedule. We do need all teams to connect with contest facilitators no later than 12:15 p.m. on the day of the contest.

Family and Consumer Sciences Judging Contest Kansas State Fair 2025

WHAT TO EXPECT

Your team will check in at the registration table at least 5 minutes before your scheduled time. Each member should bring:

- Clipboard
- #2 pencil

GROUP THINK

The **Group Think** consists of 5 basic steps:

- Review the issue or problem and state the facts
- Determine the alternative solutions to the problem
- List goals or criteria bearing on the problem
- Evaluate the alternatives according to the goals or criteria
- Make a decision based on the evaluation

Each team will be given 7 minutes processing time. The team will be presented a situation. With the judge watching, the team will read and evaluate the problem, discuss their solution, and present a final statement of their decision. Recommended processing time is 2 minutes for read through, 3 minutes for discussion, and 2 minutes for the final statement.

If a team has not started giving a final presentation by the 5-minute mark, a 2- minute warning will be given. A scoring rubric is attached.

Past group think problem statements:

2024:

4-H Junior Leaders from your local unit are on the road to a state-wide 4-H youth event. They will need to get food before checking into the event. Your team will be stopping for lunch in a community that has multiple fast food restaurant options. Brainstorm 2-3 fast food restaurant options that will have food choices that will appeal to the adult chaperone, the basketball point guard, and the youth with a wheat allergy. Identify pros/cons of each fast food restaurant option.

Your team should use the last 2 minutes to present their fast food restaurant recommendation to the judge.

2023:

You are the county 4-H youth leaders organizing the upcoming 4-H Achievement program. You need to consider options for an event venue that will accommodate a sit-down dinner and awards presentation. As a group, discuss 2-3 options (these can be real or imaginary locations in your community) and identify 2-3 considerations of advantages/disadvantages for each location. Your group will present a "mock" committee report to the judge with your recommendation.

2022:

Your 4-H group needs to raise funds but also wants to encourage new families to join 4-H. Your group should identify 3 options that are inclusive of all types of mobility and will attract non-4-H families. You have access to a school track, county fairgrounds or the 4-H building for free with advance reservation.

GROUP THINK - Video Example https://youtu.be/1Ldvcx UktY

View the video to see how youth complete the activity. Below is an example of how to use a table to help them with the group think activity.

Step 1: State the problem or situation

The club needs \$200 to purchase plants and flowers for a Butterfly garden.

Step 2: Identify alternative solutions for the situation or problem

car wash - bake sale - fruit sale - magazine sale - rummage sale

Step 3: Identify the standards stated in the situation or problem. You may add additional standards even if they are not stated in the situation.

simple
short term
requires minimal money,
involves members of all ages

*	option 1 car wash	option 2 bake sale	option 3 fruit sale	option 4 magazine sale	option 4 rummage sale
simple					
short term					
minimal money					
involves members of all ages					

Step 4: Evaluate each alternative solution based on the standards. Here is an example of the using a grid with plus or minus or yes/no or a plus/minus to help the group prioritize a recommendation.

	option 1 car wash	option 2 bake sale	option 3 fruit sale	option 4 magazine sale
simple	Yes +	Yes +	No -	No -
short term	Yes +	Yes +	No -	No -
minimal money	Yes +	Yes	No -	Yes +
involves members of all ages	Yes +	Yes +	Yes +	Yes +

In the video, the car wash discussion mentioned that some younger members may need specific tasks. Additional cons include unpredictable weather and not an option in winter.

The bake sale discussion included food items would need to be labeled because of allergies. Although it requires minimal money, some families may not be able to afford baking supplies.

Step 5: Select the best choice for the situation and explain to judges (like providing a committee report to a 4-H club.)

...As a group, we ultimately chose the bake sale option because it was simple, short term, required minimal money and everyone would be able to participate.

NOTE: in the video example, the team identified 5 options and barely had enough time to accomplish their review. Your Kansas contest organizers suggest your team identifies 2-3 solution options with 3-4 standards. The video presentation is 9 minutes - you have 7 minutes.

Team will be provided with a printed copy of the situation (which relates to one of the identified topics in the study guide), paper and markers.

Group Think Division: Intermediate Senior

County/District:

Names of Participants:

	Team Partio	ipation	Score	
	Participa	tion		
30 29 28 27 26 25 24	23 22 21 20 19 18 17 16	15 14 13 12 11 10 9 8 7	6 5 4 3 2 1 0	
All members participate equally	All members discuss, one member	Not all members participate Low p	participation from all	
in group process discussion	is less engaged	in group discussion mem	bers	
Reading				
25 24 23 22 21	20 19 18 17 16	15 14 13 12 11 10 9 8 7	6 5 4 3 2 1 0	
All team members have time to	Only some of the team members	Most of the team was not Team	did not read situation	
become familiar with the	were familiar with the situation	familiar with the situation		
situation				
Discussing				
30 29 28 27 26 25 24	23 22 21 20 19 18 17 16	15 14 13 12 11 10 9 8 7	6 5 4 3 2 1 0	
Each team member speaks and	Most team members speak and	One team member dictated No te	am member listens or	
listens to other ideas presented listen to other ideas presented the conversation presents ideas				
	Summar	izing		
30 29 28 27 26 25 24	23 22 21 20 19 18 17 16	15 14 13 12 11 10 9 8 7	6 5 4 3 2 1 0	
A consensus is reached based	Either options or criteria are not	Options and criteria are not No co	onsensus is reached	
on discussion of options and considered in reaching a considered to reach a				
criteria	consensus	consensus		
Time Management				
30 29 28 27 26 25 24	23 22 21 20 19 18 17 16	15 14 13 12 11 10 9 8 7	6 5 4 3 2 1 0	
Grouped managed time to both	Group managed to discuss and	Group didn't allow enough No pr	esentation was given in	
discuss and present in a timely	present, but could've managed	time to present fully time		
manner	time more efficiently			

Group Think

Team Process					
	Alterr	natives			
25 24 23 22 21	20 19 18 17 16	15 14 13 12 11 10 9	8 7 6 5 4 3 2 1 0		
A variety of options are	Multiple options are presented	One other option is presented	No other options are generated		
generated	but are not different				
	Crit	eria			
30 29 28 27 26 25 24	23 22 21 20 19 18 17 16	15 14 13 12 11 10 9	8 7 6 5 4 3 2 1 0		
Expectation of positive decision	Small details of criteria are	Most of the criteria is	The criteria are not considered		
are listed	forgotten in deciding	disregarded	when deciding		
Solution					
35 34 33 32 31 30 29 28	27 26 25 24 23 22 21 20	19 18 17 16 15 14 13 12	11 10 9 8 7 6 5 4 3 2 1 0		
Conclusions reached are	Conclusions reached are	Conclusions reached are	Conclusions reached are not		
explained and reasonable for	reasonable but not explained	explained but not reasonable	reasonable for the situation		
the situation					
	Presei	ntation			
25 24 23 22 21	20 19 18 17 16	15 14 13 12 11 10 9	8 7 6 5 4 3 2 1 0		
Each member is equally	Most members are equally	One member is less involved in	One member presents to		
involved in the presentation	involved in the presentation	presentation than the others	judges		
20 19 18 17 16	15 14 13 12 11	10 9 8 7 6	5 4 3 2 1 0		
The situation is clearly	The situation is presented	The situation is presented to	The situation is not presented		
presented to the judge	mostly clearly to the judge	the judge in a confusing	to the judge		
		manner			
20 19 18 17 16	15 14 13 12 11	10 9 8 7 6	5 4 3 2 1 0		
A clear statement of the group	The statement presented is	The group decision is not clear	The statement presented does		
decision is presented	mostly clear		not clarify the group decision		

Maximum Score Possible 300

Total	Score:	
ıotai	JUDI C.	

SKILL-A-THON

Youth will be provided with a list of items with an assigned number. Various items will be on display and youth will need to identify the object using the assigned number. Please note that there will be items listed that will not be on display. This will be an individual activity.

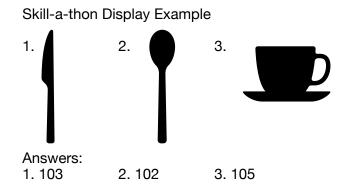
Example list of items with assigned number:

Fork - 101 Spoon -102

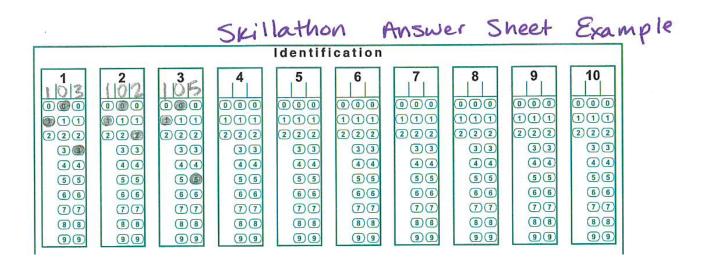
Knife - 103

Plate - 104

Cup - 105



Participants will mark their answers on a bubble sheet. See example below using the items from above:



PLACING CLASSES

The individual component of the contest is placing classes (aka ranking classes). Classes are developed from the 2025 Kansas FCS Study Guide topics. Youth will have up to 6 classes. It is suggested to spend less than 5 minutes per class but the contest set-up allows youth to

Placing classes are completed by individuals. The top two scores will be used for the overall contest score. Thus, for teams with more than two members, only the top two scores are used (the lowest two scores are dropped).

Class topics will be chosen from the following topics:

- · Athletic Wear
- · Bedding Pillows
- Event Venues
- Fast Food
- Invitations
- · Skincare: Sunscreen
- Water Bottles
- Wearable Tech

A study guide link is posted on the Kansas 4-H website.

STUDY GUIDE FOR APPLES

Apples are a fruit that grows on trees. The best apples are red and come in many varieties including the following:

- Red Delicious
- Gala
- Fuji
- Honey Crisp

Apples should be uniform in size with minor blemishes. Avoid apples that are noticeably soft, discolored, or indent easily after you press the skin. Visually examine the apple: As you check firmness, turn the apple completely in your hand to visually check for quality. Some marking on the fruit (like a scuff or specks) comes from nature and doesn't signal a bad apple.

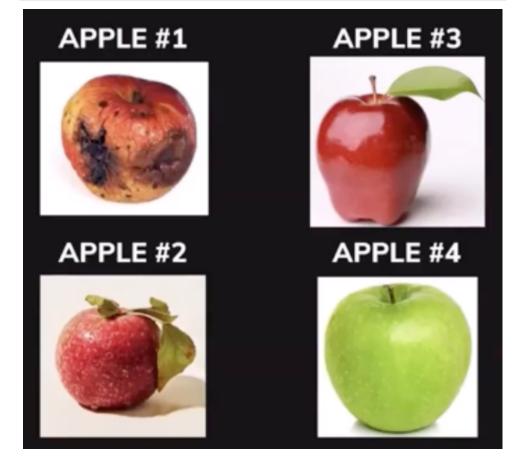
EXAMPLE CLASS

Scenario

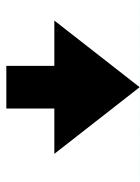
Apples

Lucinda is taking a photography class in school. Her instructor has assigned the class to make a photo of the perfect apple. The apple must be red, uniform in size and feature no or very little blemishes. If the apple has a leaf, extra credit will be awarded on the photography project.

Lucinda goes to the market to find her perfect apple. She has narrowed her selection to four possible choices. Help Lucinda rank the apples.



If this is class three, you will mark your answer in column 3. If you place this class 3-2-1-4, you will completely fill in the bubble for 3214 on the placing class sheet.



		-	3		9	V	
11234	0	0		Ó	0	0	1234
2 1243	0	0			0	0	1243
³ 1324	0	0		0	0	0	1324
41342	0	0			0	0	1342
5 1423	0	0	0	0	0	0	1423
6 1432	0	0	0		0	0	1432
72134	0	0	0	0	0	0	2134
8 2143	0	0	0	0	0	0	2143
9 2314	0	0	0	0	0	0	2314
102341	0		0	0	0	0	2341
112413	0		0	0	0	0	2413
¹² 2431	0	0	0	0	0	0	2431
¹³ 3124	0	0	0	0	0	0	3124
143142		0	0		0	0	3142
¹⁵ 3214					0	0	3214
¹⁶ 3241			0	0	0	0	3241
173412	0	0	0	0	0	0	3412
183421	0	0	0	0	0	0	3421
194123	0	0	0	0	0	0	4123
20 4132	0	0	0		0	0	4132
²¹ 4213	0	0	0	0	0	0	4213
²² 4231	0	0	0		0	0	4231
23 4312	0	0	0		0	0	4312
²⁴ 4321	0	0	0	0	0	0	4321
	1	2	3	4	5	6	

Placing classes in Family and Consumer Sciences Judging does NOT require oral reasons.

However, below is an example of an explanation of why the apple class was placed 3-2-1-4. Cuts are used by our scorekeepers to calculate the scores.

A larger number of a cut (i.e. 5) indicates that there is a greater confidence in the placing; while a lower number (i.e. 2) indicates that it is a close choice. For instance, the green apple is placed last (with great confidence) because the assignment was to bring a red apple.

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

3/2

For my top category, I placed three (3) over two (2). I acknowledge that both three (3) and two (2) were red in color, uniform in size and featured leaves. I faulted two (2) for having more blemishes than three (3).

2/1

I placed two (2) over one (1) for the middle category. I acknowledged that both two (2) and one (1) meet the requirements of having a red apple. Likewise, both are uniform in size. I faulted both two (2) and one (1) for having a significant number of blemishes, although one (1) had significantly more. However, one (1) did not have a leaf.

1/4

Four (4) was an easy bottom in this class. Neither product featured a leaf. I also acknowledge that one (1) had more blemishes than four (4). However, four (4) was not red. It was green. A red apple was specifically identified as a must in terms of product selection for this class.

The Family and Consumer Sciences Judging Contest will be using a bubble answer sheet. Youth should be prepared with a #2 pencil and clip board. Please make sure to correctly mark the bubbles. Contest staff are not responsible for marking scan sheets. Scan sheets will not be returned to youth for correction once submitted.

Intermediates and Seniors may have "exam" questions that will relate to "reasons" for the various placing classes. Those answers will be recorded in the "Exam" areas of the scan sheet.

A completed form is included below:

