

Family and Consumer Sciences Judging Contest
2026

WHAT TO EXPECT

Parking will be available north of Justin Hall or at the Kansas State Student Union. Please purchase a full day parking permit in advance through this website: <https://www.k-state.edu/parking/parking/visitor.html>

Participant Check-in will be in Hoffman Lounge (main floor) of Justin Hall.

Schedule - Teams participating in group think will have a scheduled time. The other individual components (skill-a-thon and class rankings) can be completed either before or after.

GROUP THINK

The Group Think activity 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 for the activity. The team will be presented with 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 reach through, 3 minutes for discussion, and 2 minutes for the final statement (similar to a committee report at a club meeting).

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 Participation				Score
Participation				
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 in group process discussion	All members discuss, one member is less engaged	Not all members participate in group discussion	Low participation from all members	
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 become familiar with the situation	Only some of the team members were familiar with the situation	Most of the team was not familiar with the situation	Team did not read 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 listens to other ideas presented	Most team members speak and listen to other ideas presented	One team member dictated the conversation	No team member listens or presents ideas	
Summarizing				
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 on discussion of options and criteria	Either options or criteria are not considered in reaching a consensus	Options and criteria are not considered to reach a consensus	No consensus is reached	
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	
Group managed time to both discuss and present in a timely manner	Group managed to discuss and present, but could've managed time more efficiently	Group didn't allow enough time to present fully	No presentation was given in time	

Group Think

Team Process																																			
Alternatives																																			
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 generated					Multiple options are presented but are not different					One other option is presented					No other options are generated																				
Criteria																																			
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 are listed					Small details of criteria are forgotten in deciding					Most of the criteria is disregarded					The criteria are not considered 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 explained and reasonable for the situation					Conclusions reached are reasonable but not explained					Conclusions reached are explained but not reasonable					Conclusions reached are not reasonable for the situation																				
Presentation																																			
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 involved in the presentation					Most members are equally involved in the presentation					One member is less involved in presentation than the others					One member presents to 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 presented to the judge					The situation is presented mostly clearly to the judge					The situation is presented to the judge in a confusing manner					The situation is not presented to the judge																				
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 decision is presented					The statement presented is mostly clear					The group decision is not clear					The statement presented does not clarify the group decision																				

Maximum Score Possible 300

Total Score: _____

PLACING CLASSES

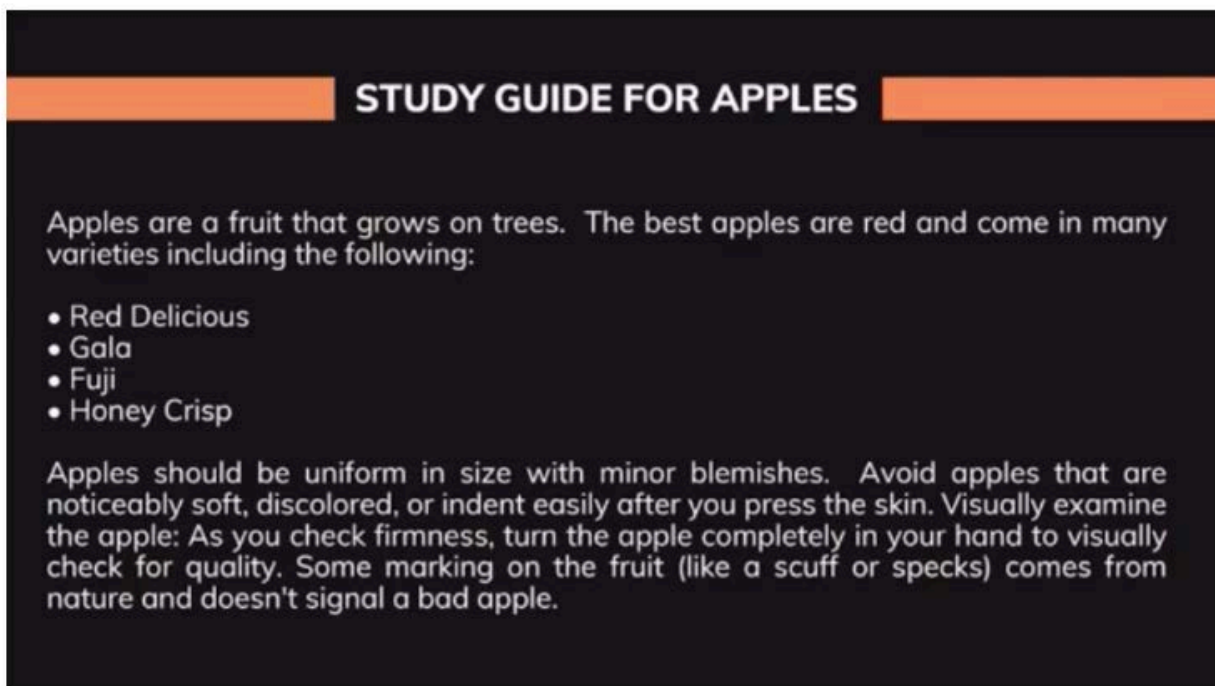
The individual component of the contest is placing classes (aka ranking classes). Classes are developed from the 2026 Kansas FCS Study Guide topics. Intermediate youth will have 5 classes; Seniors will have 6 classes. It is suggested to spend less than 5 minutes per class but the contest set-up allows youth to take up to 45 minutes. Placing classes are completed by individuals. The top two scores will be used for the overall team 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
- Beverage Appliances
- Carry-on Luggage
- Dental Products: Toothbrushes and Dental Floss
- Fast Food
- Skincare: Sunscreen
- Water Bottles

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

Example of study guide entry and class ranking problem:



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.

APPLE #1



APPLE #3



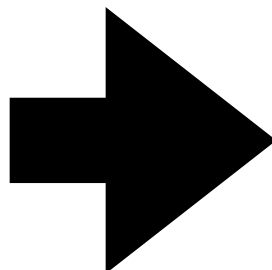
APPLE #2



APPLE #4



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.



Placing Classes								
Mark one answer in each column!								
	1	2	3	4	5	6		
1	1234	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1234
2	1243	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1243
3	1324	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1324
4	1342	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1342
5	1423	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1423
6	1432	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1432
7	2134	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2134
8	2143	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2143
9	2314	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2314
10	2341	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2341
11	2413	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2413
12	2431	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2431
13	3124	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3124
14	3142	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3142
15	3214	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3214
16	3241	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3241
17	3412	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3412
18	3421	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3421
19	4123	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4123
20	4132	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4132
21	4213	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4213
22	4231	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4231
23	4312	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4312
24	4321	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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:

Universal Form C #705C-1

Incorrect Marks: X Correct Mark:

Team Name / Additional Info

This sheet is for demonstration and practice only. You must use a real scan sheet for actual competition.

Team # assigned at check-in

Team #	101
0	0
1	0
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

State	Last Name	First Name	Placing Classes						
	CLOVER	CHRIS	Mark one answer in each column!						
			1	2	3	4	5	6	
1	A	A							1234
2	B	B							1243
3	C	C							1324
4	D	D							1342
5	E	E							1423
6	F	F							1432
7	G	G							2134
8	H	H							2143
9	I	I							2314
0	J	J							2341
1	K	K							2413
2	L	L							2431
3	M	M							3124
4	N	N							3142
5	O	O							3214
6	P	P							3241
7	Q	Q							3412
8	R	R							3421
9	S	S							4123
0	T	T							4132
1	U	U							4213
2	V	V							4231
3	W	W							4312
4	X	X							4321
5	Y	Y							
6	Z	Z							

Intermediates will have 5 placing classes. Seniors will have 6 placing classes.

Code

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Participants will mark the bubble of their choice.

Keep/Cull	1	2	3	4
#	1	2	3	4
1	K	C		
2	K	C		
3	K	C		
4	K	C		
5	K	C		
6	K	C		
7	K	C		
8	K	C		

Keep/Cull	1	2	3	4
#	1	2	3	4
1	K	C		
2	K	C		
3	K	C		
4	K	C		
5	K	C		
6	K	C		
7	K	C		
8	K	C		

Keep/Cull	1	2	3	4
#	1	2	3	4
1	K	C		
2	K	C		
3	K	C		
4	K	C		
5	K	C		
6	K	C		
7	K	C		
8	K	C		

Keep/Cull	1	2	3	4
#	1	2	3	4
1	K	C		
2	K	C		
3	K	C		
4	K	C		
5	K	C		
6	K	C		
7	K	C		
8	K	C		

Judge	1	2	3	4
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

The exam section will be used for reasons.

Exam 1					Exam 2					Exam 3							
1	A	B	C	D	E	1	A	B	C	D	E	1	A	B	C	D	E
2	A	B	C	D	E	2	A	B	C	D	E	2	A	B	C	D	E
3	A	B	C	D	E	3	A	B	C	D	E	3	A	B	C	D	E
4	A	B	C	D	E	4	A	B	C	D	E	4	A	B	C	D	E
5	A	B	C	D	E	5	A	B	C	D	E	5	A	B	C	D	E
6	A	B	C	D	E	6	A	B	C	D	E	6	A	B	C	D	E
7	A	B	C	D	E	7	A	B	C	D	E	7	A	B	C	D	E
8	A	B	C	D	E	8	A	B	C	D	E	8	A	B	C	D	E
9	A	B	C	D	E	9	A	B	C	D	E	9	A	B	C	D	E
10	A	B	C	D	E	10	A	B	C	D	E	10	A	B	C	D	E
11	A	B	C	D	E	11	A	B	C	D	E	11	A	B	C	D	E
12	A	B	C	D	E	12	A	B	C	D	E	12	A	B	C	D	E
13	A	B	C	D	E	13	A	B	C	D	E	13	A	B	C	D	E
14	A	B	C	D	E	14	A	B	C	D	E	14	A	B	C	D	E
15	A	B	C	D	E	15	A	B	C	D	E	15	A	B	C	D	E
16	A	B	C	D	E	16	A	B	C	D	E	16	A	B	C	D	E
17	A	B	C	D	E	17	A	B	C	D	E	17	A	B	C	D	E
18	A	B	C	D	E	18	A	B	C	D	E	18	A	B	C	D	E
19	A	B	C	D	E	19	A	B	C	D	E	19	A	B	C	D	E
20	A	B	C	D	E	20	A	B	C	D	E	20	A	B	C	D	E
21	A	B	C	D	E	21	A	B	C	D	E	21	A	B	C	D	E
22	A	B	C	D	E	22	A	B	C	D	E	22	A	B	C	D	E
23	A	B	C	D	E	23	A	B	C	D	E	23	A	B	C	D	E
24	A	B	C	D	E	24	A	B	C	D	E	24	A	B	C	D	E
25	A	B	C	D	E	25	A	B	C	D	E	25	A	B	C	D	E