



Family & Consumer Sciences Skill-A-Thon/Consumer Decision Making Classroom Resource

For use in high school or middle school FACS classroom. Estimated time: 90 minutes.

Introduction

- Introduce yourself
- Give them the plan for the class period – Beverage judging class, Scenario judging class (gum), Identification, Life Skills Assessment activity, Story scenarios with flashcards

Beverage Judging Class

- Bring four drinks for the class to choose from & set around the classroom.
 - “If you were going out for lunch, which beverage would be your first choice?”
 - » Have them move and stand by their first choice.
 - » Ask a volunteer by each beverage to tell you why they chose that one first.
- Have them move to their second choice and ask a volunteer to tell you why they chose that one second.
- If time, have them continue through all four beverages.

Gum Judging Class

- Click on the links for a photo of the product.
- Print sheets and bring to class.
- Explain that they just did an exercise in making a choice based on their preferences. Now they will make choices based on a scenario and someone else’s preferences by using the gum class.
 - They will need a pencil and the back page of the ID packet.
 - Place a few copies of the gum judging class around the room.
 - Give the class a few minutes to make their decisions. Then gather them back together and ask a volunteer to give you a placing and reasons why. Ask how many had the same placing. Then ask for another volunteer to give their placing and reasons why.

Identification

- Print ID packet.
- Divide the class into three groups.
- Use the ID packet and pencil to complete the rotations.
- After everyone finishes at each station, have them rotate through all three stations.
- Once everyone has done all three stations, go through the answers by asking the class what they think each item is.

Life Skills Assessment

- Break the class into groups of 3-5 (depending on class size).
- Pass out the money management scenario and fact sheet.
- Give the groups 10-15 minutes to prepare an introduction, body and conclusion for their presentation.
- Ask each group to give a short 1-2 minute presentation about the scenario to the class.

Story Scenario with Flashcards

- Print the story scenarios for each of the three sections of the FCS Skill-a-thon.
- Print and laminate the flashcards for each of the three sections of the FCS Skill-a-thon.
- Break the class into three groups.

- Have each group sort out the cards in a way that is logical for them.
- Read the scenario and have them find the correct flashcards as they go through the scenario.
- At the end, ask if they want to know more about any of the cards they might have seen in the pile.

Wrap Up

- Thank the class for their participation.
- Have the teacher draw names to give away the beverages from the beverage judging class.

Chewing Gum Activity

Emma has begun paying more attention to the health of her teeth. Her dentist has told her that chewing xylitol gum after meals can be an effective way to fight cavities when brushing right away is not possible.

Emma wants to choose the best chewing gum based on the following criteria:

- American Dental Association (ADA) accepted
- Includes Xylitol
- Sugar Free
- Variety of flavor options
- Inexpensive
- Easy to carry in a pocket

<p style="text-align: center;">#1 - Trident Gum</p> <p>https://www.tridentgum.com/products/trident-tropical-twist-14-pieces</p> <ul style="list-style-type: none">• Comes in 12 different flavors• Sugar Free• Contains Xylitol• ADA Accepted• \$1.99 for a 14-stick package	<p style="text-align: center;">#2 - Simply Gum</p> <p>https://www.simplygum.com/collections/organic-cane-sugar-sweetened-gum/products/cleanse</p> <ul style="list-style-type: none">• Comes in 14 different flavors• Contains sugar• Not ADA Accepted• \$2.99 for a 15-piece package
<p style="text-align: center;">#3 - Icebreakers Cubes</p> <p>https://www.hersheyland.com/products/ice-breakers-ice-cubes-peppermint-sugar-free-gum-3-24-oz-bottle-40-pieces.html</p> <ul style="list-style-type: none">• Comes in 16 different flavors• Sugar Free• Contains Xylitol• ADA Accepted• \$5.49 for a 40-piece cup	<p style="text-align: center;">#4 - Orbit Gum</p> <p>https://www.orbitgum.com/products/orbit/orbit-sweet-mint-sugarfree-chewing-gum-14-piece-single-pack-single-pack</p> <ul style="list-style-type: none">• Comes in 5 different flavors• Sugar Free• Contains Xylitol• ADA Accepted• \$1.99 for a 14-stick package

Chewing Gum Activity - Official Placing

1-4-3-2

Cuts: 2-5-3

1: meets all criteria, most flavor options

4: meets all criteria, less flavor options than #1

3: meets most criteria, too big to carry in pocket

2: only meets flavor options and size criteria

Identification of Items Activity

Use real items or print photos from the respective booklets.

<https://extension.sdstate.edu/4-h-family-and-consumer-sciences-skill-thon>

Food & Cooking:

1. Pie bird
2. Baking sheet
3. Turner
4. Butter knife
5. Hand mixer
6. Quinoa
7. Cloves
8. Rice cooker
9. Citrus reamer
10. Teapot

Housing & Interior Design:

1. Burlap
2. Brocade
3. Drapery hooks
4. Upholstery tacks
5. Pleater hooks
6. Cut loop
7. Hammer
8. Slip joint pliers
9. Hardwood
10. Double hung window

Sewing & Clothing:

1. Pinking shears
2. Dressmaker's ham
3. Eyelet fabric
4. Batik
5. Hook & latch tape
6. Bias tape
7. Gather
8. Top stitching
9. Bobbin
10. Sewing machine needle

High School Family and Consumer Sciences Skill-A-Thon

Food & Cooking ID

Name: _____

Match the item and the name of the item from the word bank. Write the letter down next to the correct number as seen on the item.

1. _____

A. Baking Pan

2. _____

B. Baking Sheet

3. _____

C. Butter Knife

4. _____

D. Citrus Reamer

5. _____

E. Cloves

6. _____

F. Countertop Mixer

7. _____

G. Paring Knife

8. _____

H. Hand Mixer

9. _____

I. Pie Bird

10. _____

J. Quinoa

K. Rice Cooker

L. Rubber Spatula

M. Tea Pot

N. Turner

O. Watermelon Slicer

High School Family and Consumer Sciences Skill-A-Thon

Housing & Interior Design ID

Name: _____

Match the item and the name of the item from the word bank. Write the letter down next to the correct number as seen on the item.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

A. Brocade

B. Burlap

C. Cut Loop

D. Drapery Hooks

E. Double Hung Window

F. Finials

G. Hammer

H. Hardwood

I. Pleater Hooks

J. Slider Window

K. Slip Joint Pliers

L. Tapestry

M. Textured Cut Pile

N. Tongue & Groove Pliers

O. Upholstery Tacks

High School Family and Consumer Sciences Skill-A-Thon

Sewing & Clothing ID

Name: _____

Match the item and the name of the item from the word bank. Write the letter down next to the correct number as seen on the item.

1. _____

A. Batik

2. _____

B. Bias Tape

3. _____

C. Bobbin

4. _____

D. Button

5. _____

E. Covered Buttons

6. _____

F. Dress Form

7. _____

G. Dressmaker's Ham

8. _____

H. Eyelet Fabric

9. _____

I. Gather

10. _____

J. Hook & Latch Tape

K. Pinking Shears

L. Scissors

M. Sewing Machine Needle

N. Top Stitch

O. Under-Stitching

Life Skills Assessment

Life Skills Assessment: https://texas4-h.tamu.edu/wp-content/uploads/national_fcs_skillathon_life_skills_fact_sheets_2026.pdf

- Print page 42 for the scenario
- Print pages 26-28 for reference material when preparing their presentations

Story Scenarios Using Flashcards

Print and laminate the pages from the Food & Cooking, Housing & Interior Design and Sewing & Clothing booklets to make flashcards.

Booklets and flashcards available at: <https://extension.sdstate.edu/4-h-family-and-consumer-sciences-skill-thon>

Family & Consumer Sciences Food & Cooking ID Scenario:

Have students use FCS Food & Cooking flashcards. While you read the scenario, they should find the appropriate flashcard item when they hear it mentioned in the reading and hold it up.

Jack is making honey-glazed chicken for supper tonight. First, he needs to get out his BAKING PAN. Then he needs to find his 1 cup MEASURING CUP to measure a cup of flour to pour into a shallow bowl. He melts 4 tablespoons of butter in the microwave and pours it into the BAKING PAN. He dredges the chicken through the flour and places it in the BAKING PAN. He puts the BAKING PAN in the oven and sets his timer for 30 minutes.

After the timer beeps, he melts 4 more tablespoons of butter in the microwave. He uses his ¼ cup MEASURING CUP to measure the brown sugar and pours it in the melted butter. He measures ¼ cup lemon juice using his LIQUID MEASURING CUP and pours it in the melted butter. He measures ¼ cup honey with his LIQUID MEASURING CUP and pours it in the melted butter. He stirs up his mixture and pours it over the chicken. He slides the BAKING PAN back in the oven and sets his timer for 45 minutes. He gets out his TURNER and turns the chicken breasts over every 10 minutes.

When the timer beeps, he removes the BAKING PAN from the oven and uses his INSTANT READ THERMOMETER to make sure the chicken is cooked to 165 degrees Fahrenheit.

He uses his TURNER to place the chicken on the MEAT PLATTER to serve his family for supper.

In addition to chicken, Jack has also prepared homemade bread using his family's BREAD MACHINE, mashed potatoes with his POTATO MASHER and will serve pie from the PIE PLATE using his PIE/CAKE SERVER.

He set the BUTTER DISH on the table so his family could use the BUTTER KNIFE to butter their bread on their BREAD PLATES. He filled the GRAVY BOAT with gravy for their potatoes. They enjoyed milk poured from the CARAFE.

Family & Consumer Sciences Housing & Interior Design ID Scenario:

Have students use FCS Interior Design & Housing flashcards. While you read the scenario, they should find the appropriate flashcard item when they hear it mentioned in the reading and hold it up.

Elizabeth wants to update her bedroom. Her parents have given her permission to paint her walls, change out her curtains and reupholster her desk chair.

Elizabeth gathers her painting supplies. She places the DROP CLOTH over her CUT LOOP carpet and BASE BOARDS. She pours her MATTE PAINT into the ROLLER TRAY and rolls paint onto the ROLLER and paints her first wall. She uses her NATURAL BRISTLE PAINT BRUSH to paint the corners and along the CROWN MOLDING.

She has decided to hang BAMBOO SHADES on her DOUBLE HUNG WINDOW. She finishes off the new look of her window with a VALANCE.

Elizabeth puts on her SAFETY GLASSES and uses her PHILIPS SCREWDRIVER to remove the seat from her desk chair. Then she uses her NEEDLE NOSE PLIERS to remove the staples that are holding on the old fabric. She uses her TAPE MEASURE to measure the size of the seat so she can cut her VINYL material. She uses her STAPLE GUN to apply the VINYL material to the chair seat.

Elizabeth sits back and relaxes in her new room.

Family & Consumer Sciences Sewing & Clothing ID Scenario:

Have students use FCS Sewing & Clothing flashcards. While you read the scenario, they should find the appropriate flashcard item when they hear it mentioned in the reading and hold it up.

Liam and Rylee plan to sew tote bags to bring their books to and from the library.

They go shopping for WOVEN FABRIC. They each get a yard each of contrasting fabric. They also need to purchase handles for their bags so they head to the decorative trim aisle to pick out some coordinating colors.

Once home, they launder their WOVEN FABRIC. After ironing their fabric, they get out the PINS from the PIN CUSHION and pin their pattern to the WOVEN FABRIC. Using their SCISSORS, they cut out the pattern.

Rylee gets out the sewing machine and puts the thread on the SPOOL PIN and threads the machine. Liam uses the PRESSER FOOT LIFTER to lower the PRESSER FOOT onto his fabric. The SEWING MACHINE NEEDLE goes up and down as he sews his bag.

Liam makes a mistake on the SEAM ALLOWANCE on one side of his bag so he needs to use the SEAM RIPPER to rip out the stitches.

Rylee applies IRON ON INTERFACING to her fabric to make a band around the top of her bag. She TOP STITCHES around the top of her bag to add some detail to her project. She also sews on a flower-shaped BUTTON for decoration.

Liam and Rylee are ready to exhibit their tote bags at achievement days before they use them at the library.