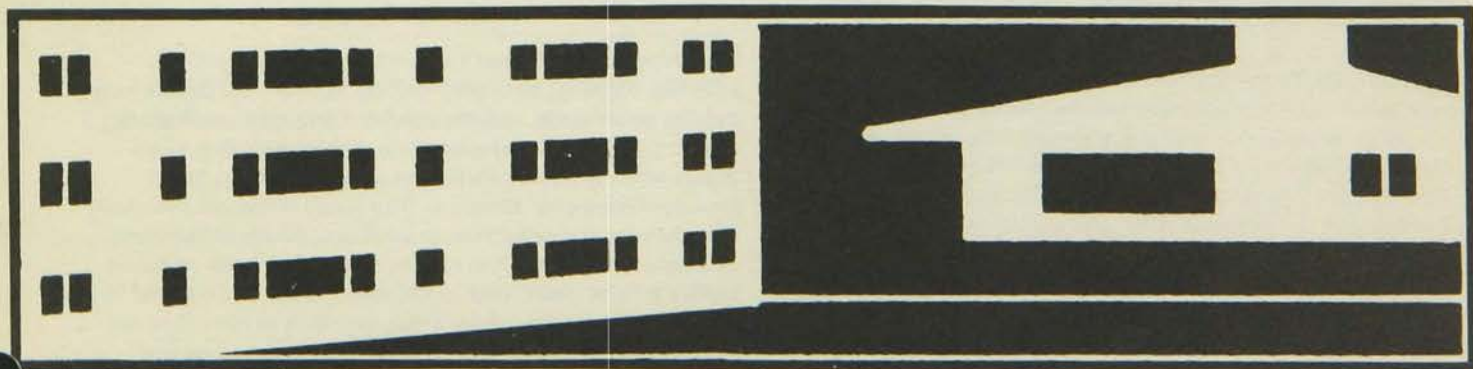
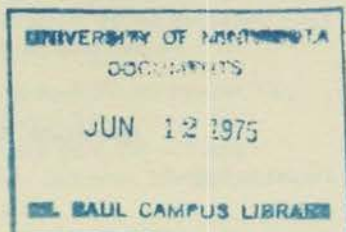


HOME ENVIRONMENT - UNIT I

member's guide



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What Will the Home Environment Project Be?

- Do you like to make things?
- Do you like to do things for other people?
- Do you enjoy having everything around you look nice?
- Do you know how to decide what would make your room look better?
- Do you know what you really like?

In the home environment project you'll have a chance to take a long look at the place where you live . . . your home and the people in it, the furniture, and all of your favorite things, the yard and neighborhood, and everything around you. This is the environment in which you live.

You will learn how to make and do things for your home and for other people . . . how to decide what to do and plan how to do it. You'll be able to do lots of different projects so you can find out what you like best.

But first, look around and see what's there. One of the first things you will see is space!

There is space in your home and at the store. Schools, playgrounds, and football stadiums have space. You share this space with other people.

Then there's space that's just for you. This may be a big space in a house or room. It might be a small space like the place you sleep, or a box or shelf with your name on it. Each space is different from any other. Your home is different from your neighbor's because each family is different. Your space will not be the same as your best friend's because no two people are just alike. Each person's ideas, likes, dislikes, and favorite things to do are shown in the way space is used and how it looks.

The way you decide to use your space is important because it can affect the way you live. You may decide to change your space to reflect you and your family, to add beauty, or to make it more convenient and orderly. Knowing when and how to make any change means

- deciding what to do
- planning how to do it
- organizing your plan so you can get it done.

To do this, look ahead and think about the kind of activities and projects you would like to do this year.

Things I Want to Do

Goals are the things you want to learn and do. Deciding on your goals and then planning and organizing your 4-H projects will help you learn more about yourself, your home, and the world around you. You will get a better idea of who you are, how you got that way, and where you're going. To set goals for this year, think about what you would like to do.

Look through the suggested activities in this guide. Talk about your ideas with your leader or an older friend. Ask them questions about the activities. You can do some of them by yourself. Some you can do after attending the project meetings.

To complete Unit I, you don't need to do every activity. Some parts may be more interesting and helpful to you than others. You may have some ideas that are not listed. If so, add them in the space at the end of each section.

Set your goals for this project as you start. Write them in the space below. As you do each activity, you may find that you need or want to change your project goals. If you change your goals during the year, make these changes on your list. Then place a check by the activities listed in your guide.

MY GOAL WORKSHEET

I want to learn:

Did I change my goal? Why?

I want to do:

Did I change my goal? Why?

At the end of your project work, look over your goals to see if you carried them out. If there are parts of Unit I that you would like to do and learn, add them to your project goals as future things to do.

Your Surroundings

Becoming aware of what's around you means touching, listening, looking, and really getting to know the people you talk to, your home, and the outdoors around you. Become aware of all the things in your life. Feel the surface of an object when it's cool, warm, wet, and dry. Listen to the sounds around you. When are they loud? When are they soft? Take time to see everything around you. Observe the shape of an object from the top and from the side. Look at colors by day and by night; look at an object when it is wet and dry; look at things as they grow older, and look at how they are made. Close your eyes and let your other senses feel and touch the things around you . . . in your space.

What do you like to have around you? What do you like best? The following activities will help you decide what you like to have around you. Chose at least *two* activities from each section. These sections are: beauty in nature, beauty made by man, and the people in your life.

A. Beauty in Nature. What is beauty? Things you like to see, touch, hear, taste, and smell have beauty. Things that man does not make are often the most beautiful. Nature has many beautiful things. Seashells, nuts, stones, stars, cat-tails, squirrels, snakes, and trees all have beauty.

Beauty can mean different things to different people. You may like arrowheads and frogs; your friend may like daisies and a shade tree in the back yard. All of these things have a beauty of their own and some can be used in your home to make it look nice.

___1. Take a hike or sit in the grass and hunt for objects in nature that you like. How many different things do you see? Why do you like them?

___2. Take photographs or collect poems and pictures of nature items that you like. Why do you think these things are interesting?

___3. Hunt for objects from nature that you would like to have in your home or sleeping area. Look for old pieces of wood, rocks, feathers, pine cones, plants, dried weeds, fossils, fur, moss, or bright red apples. Explore your world! Crawl on the ground! Climb a tree! What things can you find? How could you use them in your home?

___4. Plant flowers and watch them grow. What kinds did you plant? How long did it take them to bloom? How did they change as they grew?

___5. Are there other ways you have seen or used nature materials? If so, list them here.

B. Beauty Made by Man. Many of the things around you have been made by people. Houses and other buildings are designed by architects and built by carpenters. Furniture is designed and built by people, but doesn't always fit people. Pictures are drawn or painted by artists to add beauty to your surroundings. People make things for their homes and arrange objects to fit the way they live. Knowing what is around you and what you like best helps you to decide what you want to have in your home.

___1. Take a walk or ride through your neighborhood. Look at the houses and other buildings. Are they old or new? How can you tell what the buildings are used for? What kinds of building materials have been used? What kind of people do you think use these buildings? How can you tell?

___2. Write down all of the things you hear, smell, feel and see from the time you leave home until you get to school. Did you hear or smell anything that made you happy or annoyed? How did you like the things you touched? What interesting things did you see? How did these things make you feel inside?

___3. Without looking, draw a picture of the place you live. Then look at what you have drawn. Were you able to remember everything about your home? Have a friend draw a picture of your home without looking at it, too. Did you both remember to put in the same things? How were they different?

___4. Relax in a chair. Check how it fits and how it feels. Ask yourself the following questions:

Can you wiggle in the chair without falling off the edge?

Do you feel like you're sliding off?

Can your feet rest on the floor?
Is the back of the chair even with your shoulder blades?
Does it fit against your back?
Can your arms rest comfortably on the arms of the chair (not too high or too low)?
Does the chair feel good?
If you were making a chair, would you change anything? If so, what?

- ___ 5. Look at a photograph, picture, or painting in your home or in your community. Was it given a title? Who is the artist? How does this picture make you feel? What does it "say" to you?

- ___ 6. Are there other activities with manmade surroundings that you have done? If so, write them here.

C. The people in your life. Caring about and sharing with other people helps to make a house a home. Get to know the other members of your family better. Find out what they think about things and why. Learning more about your family helps you understand why you think and act like you do. Find out more about your grandparents and your great-grandparents. Where did they live? What did they enjoy? How did this show in their homes?

Share your home with people other than your family. Invite an overnight guest to your house. Do things to make them feel at home. Is there something special about your home that they might like to know? Do they know where to put their things and find what they need?

Sharing special things makes you feel good.

- ___ 1. What are some things that make *your* home special to *you*.

- ___ 2. With other members of a group, talk about why it's important to be aware of the interests, ambitions, and hobbies of other family members. How do these things change a home?

- ___ 3. Learn about your family history. Where did your ancestors come from? What is there about your home that tells people of this background?

- ___ 4. Visit with your grandparents or older persons about their childhood home and furnishings. Where was their home? What things affected the way they lived? How is your home environment different today?

- ___ 5. Identify an object used in homes many years ago. How was it first used? How might it be used today?

___ 6. Select an article you have made or repaired that shows your heritage. Examples include refinishing a wooden bowl or quilting hoops from your grandparents, matting and framing a quilting block, or cleaning a metal tool or bowl for your home. How could you use this article?

___ 7. Are there other ways you have become more aware of the people in your environment? If so, describe here.

Kind of Line	Examples Found In Nature	Examples Found In My Home
Vertical		
Horizontal		
Diagonal		
Curved		

- ___ a. Vertical lines are straight up and down. They seem tall, strong, and dignified.
- ___ b. Horizontal lines lie flat. They seem restful, calm, and relaxed.
- ___ c. Diagonal lines mean action! It's a strong, restless line that's on the move!
- ___ d. Curved lines lead your eye gently from one point to another. Look for quiet, graceful curves and for more active, tightly twisted curves.

___ 2. Choose one item (wallpaper, fabric, or chairs) and find examples of the four different kinds of lines. Write words that describe each type of line (thin, fuzzy, bold, uneven) and tell what kind of feeling each of the examples would have if used in one room of your home.

- ___ a. Vertical _____
- ___ b. Horizontal _____
- ___ c. Diagonal _____
- ___ d. Curved _____

___ 3. List other ways you have explored the use of lines.

Designs Around You

What is design? What does the word "design" mean? It can mean "the arrangement of details which make up a work of art." Design can also mean "planning with some purpose in mind." How many other ways do you use the word "design"?

You look at design every day. Your home is a design. Whether making a wall hanging or a flower box, or rearranging the furniture in your sleeping area, you are designing. Design says something about you and the way you live.

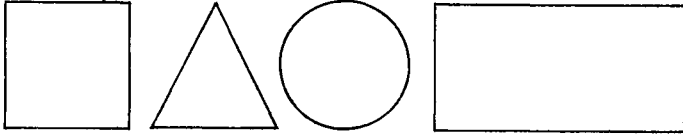
Design can make the difference between enjoying and not enjoying an environment. The following activities are to help you learn more about design. Some designs will be in nature and some will be in or around your home. Some of the activities can be done at your project meetings and others you can do by yourself. Do the starred (*) activities first. You then may choose two or three other activities that you would like to do.

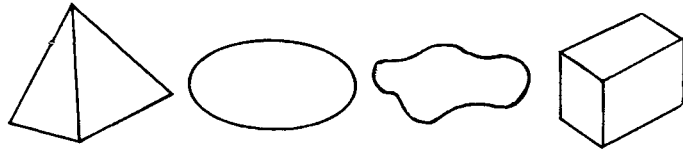
A. *LINE* is a basic part of design. A line moves the eye from one place to another. A line goes from point to point and can outline shapes. Look for fat, thin, fuzzy, curved, and straight lines.

___*1. Find examples in nature and in your home that show the four types of line. Look at objects from nature, the building in which you live, or in one room in your home.

B. *SHAPES* are made when a line comes around and meets itself. A shape has length and width. Examples of shapes are circles, squares, rectangles, and triangles. A form is a shape that can be seen from three or more sides. A form has length, width, and depth. This flat piece of paper is a shape while a box is a form.

Write the name of each shape and form on the lines below. Ask someone for help if you need it. Choose from: cube, oval, circle, pyramid, free form, square, rectangle, and triangle.

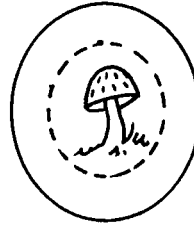




*1. Look for examples of shape and form in your surroundings.

Basic Shape or Form	Example in Nature	Example in Home
Example: Circle	Flower	Doorknob

*2. Find a picture that you would like to have in your room or another room in your home. Look in magazines, on old calendars, or poster displays in stores.

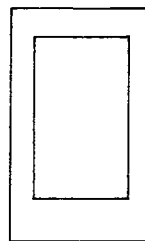


After finding a picture you like, trim it to the shape that fits best. Pictures of farms or buildings are often squares or rectangles. Flowers, trees, people, or animals may be interesting if cut as a circle or oval.

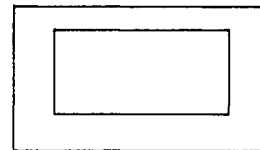
Use mat board or poster board for a background. Choose a color that is already in your picture. The mat board should be the same shape as your picture but large enough to make a frame around the picture. You will need a "frame" or margin around a picture that is very small or that is filled with people or objects. A very wide frame may make your picture seem lost. On all pictures make the bottom margin wider than the top and the side margins.



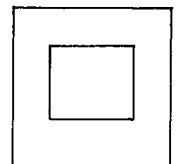
- (1) For vertical pictures make the top margin wider than the sides.
- (2) For horizontal pictures make the side margins wider than the top.
- (3) For square pictures make the sides and top equal.



Vertical



Horizontal



Square

Place picture on poster board and glue on evenly. Smooth out air bubbles and let dry.

Display your mounted picture on a bookshelf or hang it on a wall. A steel needle makes a good hanging nail.

How Did You Do? (Yes or No)

Do you like your picture? _____
 Is the shape of the background and your picture similar? _____
 Does the background color look right with the picture? _____
 Did you do a neat job? _____

___ 3. Bring bits of nature indoors. Collect pine cones, pieces of weathered wood, or rocks of various shapes and sizes. Use them on bookshelves or in other ways. Make animal or bird figures. What did you make? Where did you use it in your home? Why?

___ 4. List other activities done with shapes and forms.

C. **TEXTURE** is the look and feel of an object. Run your fingers over the surface of an object near you. How does it feel? Soft, smooth, rough, prickly? That is texture you can feel by touching.

Look at another object near you. How does the surface look to you? Now feel it. Does it feel the same as it looked like it would? Texture that you see is called visual texture. Examples of visual texture are seen in pictures, wall coverings, fabric and other objects in your home. Some you will like; others you may not.

There are many textures in your surroundings. See and feel such textures as a corncob, a honeycomb, or fur. All textures are interesting. Explore! Close your eyes and feel with your fingers! What inner feeling does each texture give you? Try combining different textures. A variety of textures is often more interesting to look at and feel than those that are all alike.

___*1. Look around to find objects with textures that could be described by the following words.

Type of Texture	Found in Nature	Found in House
Soft	_____	_____
Sticky	_____	_____
Fluffy	_____	_____
Prickly	_____	_____
Rough	_____	_____
Slick	_____	_____
Hard	_____	_____
Smooth	_____	_____
Sharp	_____	_____
Ridged	_____	_____

___*2. Find something that has a texture that looks different than it feels.

What did you find? _____

How does it feel? _____

How did you think it would feel before touching it?

Were you surprised in how the surface felt?

___*3. Make a "feel and see" picture. Collect different textures of fabric, fur, wood, plastic, leather, yarn, paper, foil, carpet, sand, etc. Sort them into two groups – one for fine, smooth textures, the other for coarse, rough textures. Then make a third group for medium textures – the roughest of the fine-textured objects and the smoothest of the coarse-textured objects. Select 4 or 5 textured pieces from each group and mount on a 6 by 18 inch panel of heavy cardboard or poster board. Place the finest examples at one end, the medium textures in the center, and the coarse textures at the other end. You may want to hang it in your room so you can enjoy it every day.

How Did You Do? (Yes or No)

Close your eyes and run your fingers over the picture.

Can you tell what you are feeling? _____

Do you like the way the feeling changes? _____

Are you proud of your work? _____

___4. Refinish a small wood object such as a box, chair, bowl, stool, picture frame, or small table. Ask your parent or leader about the steps necessary in refinishing and what supplies you need.

What did you refinish? _____

What supplies did you need for this project?

How much time did it take to complete? _____

Did you have any problems in refinishing? If so, what?

Does your refinished piece look like you thought it would? If not, why?

Are you satisfied with your completed project? Why or why not?

How Did You Do? (Yes or No)

Does the wood surface feel smooth? _____
 Is the wood grain fine, medium, or coarse in texture? _____
 Is the color what you wanted? _____
 Is the article attractive? _____

___ 5. What other activities have helped you learn about texture? List them here.

D. **COLOR** is one of the things that most people notice first. Both nature and your home are filled with color.

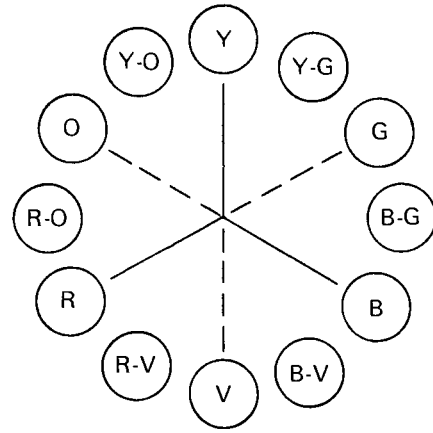
Color comes from light. (Can you see color in the dark?) Rays from the sun traveling through a glass prism separate into the rainbow colors. Light shining through raindrops, soapsuds, and diamonds may form rainbows, too. The rainbow colors are: violet, indigo, blue, green, yellow, orange, and red.

Hue is another word for color. Yellow, blue-violet, orange, and green are all hues or names of colors.

Red, yellow, and blue are the *primary colors*. When these hues are mixed together, *secondary colors* — orange, green, and violet — are formed.

Red and yellow = Orange
 Yellow and blue = Green
 Blue and red = Violet

When a primary and secondary hue are mixed together, another new color is formed. For example, orange mixed with yellow makes yellow-orange. These new colors are called *intermediate colors*. Other examples are red-orange, red-violet, blue-violet, blue-green, and yellow-green. The color wheel is made up of primary, secondary, and intermediate colors.



Color Wheel

Value is the lightness or darkness of a color. Tints and shades show value in colors.

color + white = Tint

color + black = Shade

Pink is a tint made by adding white to red. Maroon is a shade made by mixing black with red.

Intensity is the brightness or dullness of a color. Dull colors come from mixing a color with a bit of its complementary color. A complementary color is the color exactly opposite it on the color wheel (red is the complement of green, orange is the complement of blue).

Black, white, and gray are called *neutrals*.

Color can affect the way one feels. A favorite color can make you feel good. Colors seem to reflect different moods and different temperatures. Yellow, orange, and red are associated with warmth. These warm colors suggest excitement and activity. Green, blue, and violet are cool colors and seem to be fresh and calm.

___*1. What is your favorite color? _____
 How does it make you feel? _____
 Is it a warm or cool color? _____
 Is it a primary, secondary, or intermediate color? _____
 Is it a tint or a shade? _____

___*2. Look at colors in and around your house. What color is used most often? _____
 What is the brightest color in your house? _____
 Where is it found? _____
 What is the dullest color in your house? _____
 Where is it found? _____

___ 3. Use poster paints or water colors to mix the 12 basic colors for a color wheel. Or mix colors by adding food coloring to frosting. Put on cookies or graham crackers, place in color wheel, and then eat.

- ___ 4. Use poster paints to make a value scale of a hue. Arrange values from light to dark. Make an intensity scale and arrange from bright to dull.
- ___ 5. Collect colored pictures of Minnesota birds such as robins, grouse, or pheasants. Describe the intensity of the colors. Place them in a scrapbook or mount them on colored poster board to hang in your room. (See activity 2 under Shapes for directions on mounting a picture on poster board.)
- ___ 6. Make a color collage that includes an object of nature. A collage is a collection of things arranged and pasted to a background to form a picture. A shell, a piece of rusty metal, a butterfly, a piece of bark, or anything from nature may make an interesting item for a collage. The bits of nature may seem ugly, dull, or drab at first, but look closely to see the different color variations. Add scraps of wood, paper, fabric, glass, wallpaper, or other materials that go with the nature objects chosen for your collage. Arrange and rearrange the materials until they seem right to you. Then glue all the pieces in place on cardboard or mat board. Hang it up in your home and enjoy it!

How Did You Do? (Yes or No)

- Do the colors go well together? _____
- Are the materials used interesting? _____
- Is the workmanship neat and well done? _____
- Do you like the design of your collage? _____
- Do you like your collage? _____

- ___ 7. Look through magazines to find pictures showing colors used in a room or in houses. Group and label pictures emphasizing:
 - a. Primary, secondary, and intermediate colors.
 - b. Warm and cool colors.
 - c. Light and dark colors.
 - d. Bright and dull colors.
 Circle the words that describe the pictures you liked best.
- ___ 8. Bright colors attract attention. Industry uses color for safety. Many homes also use color to make a house safer for the people living there.
- ___ 9. Are there other ways you have explored the use of color? If so, list them here.

SAFETY CHECK

How is color used for safety in your house?

- _____ Hand rails painted a different color than the walls so they are seen easily.
- _____ Ladder – bottom and top steps a bright color.
- _____ Fire extinguisher – bright red.
- _____ First aid kit – a bright color.
- _____ Basement steps – top and bottom steps a bright color.
- _____ Hallways – painted in light colors to brighten area.
- _____ Light switches – plates painted with luminous paint.
- _____ Bright red and yellow used as a warning anywhere around the house. Where did you find them?
- _____ Other ways color is used for safety in or around your house. _____
- _____ _____
- _____ _____
- _____ How is color used for safety in schools, public buildings, or on the highway?
- _____ _____
- _____ _____
- _____ _____

E. *SPACE* is the amount of room in which we can move around or the area in which we work. Astronauts have unlimited amounts of space in which to fly yet are limited to the small space of their capsule. We have space outdoors, space within a room, and space within a school bus or car. A space can be large with lots of room for walking, sitting, or running. Or a space may be small, such as the area above a book shelf or desk. Space also can be enclosed such as a closet or a drawer.

- ___*1. Find examples of how space is used in nature. Look at the divisions of space in a leaf and in flowers. Study a cross section of an apple, a grapefruit, and a green pepper.

Cut an onion in half and dip the cut side in poster paint. Then press on paper and look at the design made by nature's use of space inside the onion. Compare with a print of half an orange or a pepper. You may want to print some of these designs on note cards, book covers, or colored paper to hang on a wall.

- ___*2. Look at the space you have in and around your home.

- Measure the largest room in your home. What room is this? _____ How long is it? _____ How wide? _____ Is this enough comfortable space for the activities that take place in this room? _____

- Now measure the room in which you sleep. How long is it? _____ How wide? _____ Is this room too big, too small, or about right? (Circle one.) Why? _____

- Measure how much space you think is necessary for eating comfortably at a table. Remember that all people are not the same size, and they need room to move their elbows. How much space should be allowed for each person? _____

Do you have this much space at your dining table? _____

- Look at the space around the building in which you live. Is this space too big, too small, or about right? (Circle one.) Why? _____

- ___ 3. Cut a design to fit a given space. To do this, measure and cut a piece of paper to fit the exact size of a box lid, pillow top, or another object. Then fold in half, then quarters, then fold again. Cut out a design while the paper is folded. Unfold and look at the "snowflake" design. Think of ways to use your design, such as painting a design on a box lid or book covers, sewing a fabric design on a pillow top, place mats or wall hanging, or gluing a paper design to a colored background for a wall decoration. Make an article using the design and display it in your home.

What did you make? _____

How are you using this article in your home? _____

Do you like the design? _____

Does your design look good on the article you made? Why or why not? _____

- ___ 4. You need space in which to work and play. An attractive study or play area will make this easier for you.

Where do you study? _____

What do you like about your study space? _____

What don't you like about the area you have for studying? _____

What can you do to make your study space a more likeable place? _____

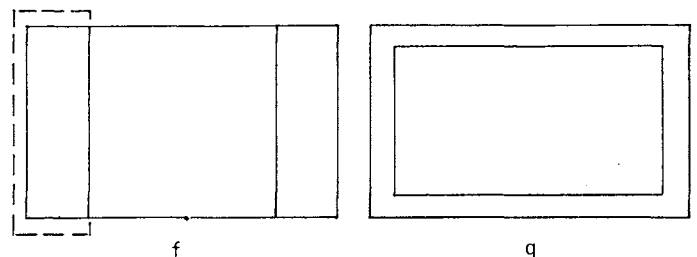
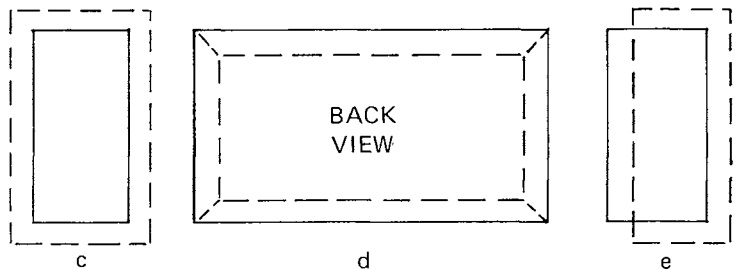
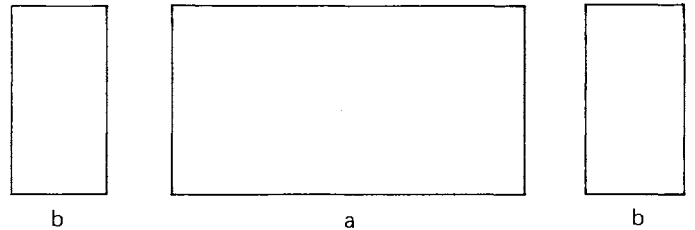
Do you have space inside for playing games? _____

Is there something you can do to improve this space? If so, what? _____

- ___ 5. Make a storage box or desk pad to brighten your study area. Cover or paint a box or can to use for pencils, paper, etc. To make a desk pad, choose a blotter in a medium color value. This will be about 20" x 24" or slightly smaller. Measure and cut thick, sturdy cardboard to fit the size of the blotter (a). Cardboard can be from grocery, clothing or other boxes. Cut two end pieces about 2½ to 3 inches wide (b).

Now measure and cut adhesive-backed paper for pad and end pieces. Be sure to allow 1 inch extra to be turned under on all edges (c). Apply paper to cardboard pad, smoothing out wrinkles and making neat, smooth corners as you turn under the edges (d). Now apply paper to ends, but turn under only one long edge of the paper (e). Attach end pieces to pad by placing along edges of desk pad and turning ends and sides of paper to the back of the pad (f).

To complete desk pad, cover the back with plain paper to hide any uneven edges of adhesive paper (g).



How Did You Do? (Yes or No)

Does your desk pad or box look attractive in your study area? _____
Is it easy to use? _____
Do the colors go with the colors in your study area? _____
Is it sturdy? _____
Is it neat? _____
Are you using it? Why? _____

___ 6. Write down other ways you have observed the use of space.

Your Decisions

(An activity for everyone.)

Are there times when it's important for you to think for yourself? What do you do when you think for yourself? You make your own decisions about what to believe and do and accept responsibility for them.

Explore the questions of how to think for yourself and when it is important to think for yourself. Practice making a decision!

At your project meeting read *How to Wash an Elephant*. How alert are you? Can you answer these questions?

What was the PROBLEM? _____

What was the GOAL (thing to do)? _____

What else could be done (ALTERNATIVES)?

1. _____
2. _____
3. _____

What risks were there (CONSEQUENCES)?

1. _____
2. _____
3. _____

What things were needed to do the job? _____

What were the results? _____

How did the child feel about the results? _____

Now pick out something you would like to do in this project and answer the same questions.

What problem do you plan to solve? _____

What do you plan to make or do? What is your goal?

List three ways to reach this goal (alternatives).

1. _____
2. _____
3. _____

Now imagine how you would do each of these three ways.

What might happen if these methods were used (consequences)?

- Method 1 _____
Method 2 _____
Method 3 _____

What supplies and skills will you need to do this project?

Now complete the project.

Did you change any of your plans as you worked on your project? If so, why? _____

Are you satisfied with the results? Why, or why not?

Practice making your own decisions on other home environment projects.

You in Your Home

The appearance of your home can affect the way you feel. Orderly surroundings may help you feel at ease. People are often happier when they enjoy their home and its surroundings.

Each home is a little different from anyone else's home. This is because each person and each family is different. Your home tells about your family's special interests. It should show the things you like as a family. The better a home does this, the more everyone in the family enjoys it.

There are things you can do to make and keep your home the way you and other family members like it. Some activities are suggested to help you care for your home and make it pleasant for those who live there. You may have ideas of things to make or ways to care for your home that are not suggested here. If so, write them in the space provided. Choose *three* activities that will help you learn more about the care and use of your home.

___ 1. What does the word "house" mean to you? _____

What does your "home" mean to you? _____

- 2. Take responsibility for the care of your sleeping area. Talk with other family members to decide what activities you will do to care for this area and how often you plan to do them.

Check those things you will do.	List how often you will do them.
— Make my bed.	Every Day
— Change the bedding.	_____
— Put away or hang up clothes as soon as I take them off.	_____
— Place dirty clothes in a laundry bag or box.	_____
— Take dirty clothes to laundry area and bring clean back to my room.	Every few days (this may vary with family schedules)
— Keep dresser drawers neat.	_____
— Empty wastebasket often and wipe it out with a damp cloth. Wash plastic wastebaskets with soap and water.	_____
— Put a liner in wastebasket.	Every few weeks
— Dust furniture, window sills, pictures, and lamps with a clean, soft, lint-free cloth.	_____
— Vacuum or sweep the floor.	_____
— Other (explain) _____	_____

How important is it to you to have your sleeping room neat and orderly? Why? _____

How clean is "clean" to you? _____

What does "clean" mean to the adults in your home? _____

Decision making — Nasty Nice and Sloppy Clean room together. One is disturbed when things are not clean and put away. The other likes clean clutter for a lived-in

look. They share a room. What could they do so both could be happy sharing a room?

- 3. Get acquainted with the appliances in your home. Find out how they operate and what care they need.

- Learn how to operate your family's vacuum cleaner. Know what each cleaning tool is used for. Plan a schedule for vacuuming a room in your home and then follow this schedule.

What type of care should you give a vacuum cleaner?

- Choose one other household appliance and learn how to operate and care for it.

What appliance did you choose? _____

How often do you use it? _____

What special care does it require? _____

- 4. Do you know how many electrical appliances there are in your home? Go on an appliance hunt! Walk through your home and make a list of all of the different kinds of electric appliances you can find. Don't forget radios, garbage disposals, hair dryers, shavers, humidifiers, irons, and refrigerators. Write them below. Circle the three electrical appliances you feel are the most important for you or your family to have. Then make a check by the three appliances that you feel are the least important. Which three appliances use the largest amount of electricity?

List of Appliances:

List ways you save energy in the use of electrical appliances.

___5. There are faster and easier ways you can work around your home or on your 4-H project. Here are some ideas:

- Wear something with pockets. When working, keep cleaning supplies in your pockets or pick up things as you go and put them away all in one trip.
- Make shopping lists for what you need. Save shopping trips by making a list and buying everything needed at one time.
- Keep everything within easy reach. Store clothing you wear most often near the front of the closet and on lower shelves. Keep tools where you use them first.
- Use the best tool for the job. Keep knives and tools in good condition. Put them away when finished.
- Organize yourself. Can you do things without as many motions? Example: Put clothing away instead of dropping it on the floor and picking it up later.
- Make both hands work. Get used to using both hands when washing windows, dusting furniture, and "doing" the dishes.
- Use good posture. Stand with toes straight ahead, feet slightly apart and your body straight. Carry packages balanced on both arms.

Think of something that you would like to do quicker and easier. Try doing this several different ways to see what is best for you. Can you find some ways to make the job easier or quicker?

What did you choose to do? _____

List some ways you found that made it easier or quicker. _____

___6. Improve the storage in your room. Sort through the things you have in your desk, closet, or drawer. Is there someone who can use the things you no longer need? Place those things that you use frequently near the place they are most often used. Are they easy to see and reach? _____

Are the things you need most often placed in a convenient area? _____

___7. Compare a storage item found in a store such as a shoe bag, tool box, or storage box with one that could be made or used in another way at home. What item did you choose for comparison? _____

Which is less expensive?	Home	Store	About Same
Which is more convenient?	Home	Store	About Same
Which is easiest to care for?	Home	Store	About Same
Which will last longer?	Home	Store	About Same
What other things need to be considered? (Time, money, skill in making storage items) _____			

Would it be better for you to make or buy the storage item you had in mind? _____

___8. Learn how to use simple household tools such as a hammer, screwdriver, and paint brush. Build a flower box that could be used either inside or outside your home. Talk about your plans with your leader or an adult. What materials will you use? How will you fit the pieces together? What kind of finish will you give it?

How Did You Do? (Yes or No)
Does the flower box fit the space where it will be used? _____
Is it made of suitable materials? _____
Is the workmanship sturdy and suitable for use? _____
Is the finish durable and attractive? _____

___9. Learn how to care for the tools you use. Choose two tools (a paint brush and one other) and practice caring for them.

- Take good care of your paint brushes. To clean a brush pour solvent into a clean, dry jar or can. (Solvent — turpentine, water or other solution for paint used. Follow directions given on paint can.) Press brush into the liquid to remove paint. Repeat with fresh solvent and squeeze liquid from brush. Wrap brush in paper and store flat. Or hang brush by handle.
- Choose one other tool and learn the proper care required to keep it ready to use.

What tool did you choose? _____

What care is required for this tool? _____

___10. Make a storage item that will help you keep your home looking the way you want. We all collect a lot of things, whether it is books, clothes, records, stamps or something else. These things need to be stored somewhere. What do you need for storage? How could you solve your storage problem? Look through books and magazines and at store displays for ideas. You might make:

- Shelves of concrete blocks or bricks and board
- Storage units of painted or covered cardboard boxes
- Shelves with plastic dishpan storage "drawers"
- A clothespin bag
- A laundry bag
- Garment bags to protect a special coat or dress
- A duffel bag or a bag with pockets for toys or sports equipment
- A cleaning basket or tool box for the tools and supplies you use to care for your home

What did you make? _____

How are you using it? _____

Is it sturdy and suitable for this use? _____

Was it worth your time and money to make it? Why or why not? _____

___11. Make something from fabric that could be used in your home. Think about what you would like to do, where you could use it, and how you might do it. Talk with your leader and someone in your home about what you could do and how you might do it.

You could make:

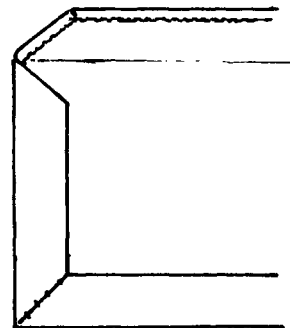
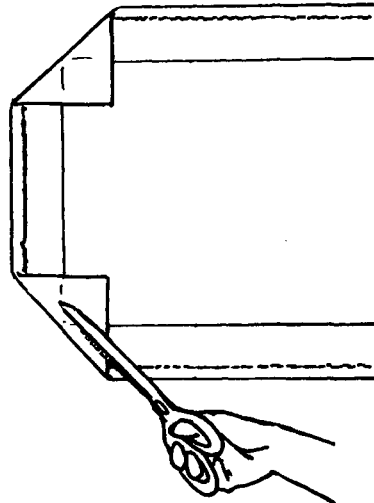
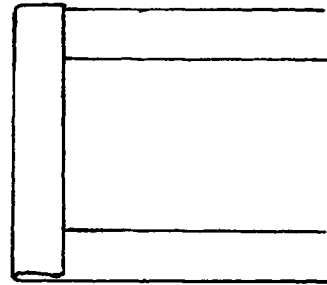
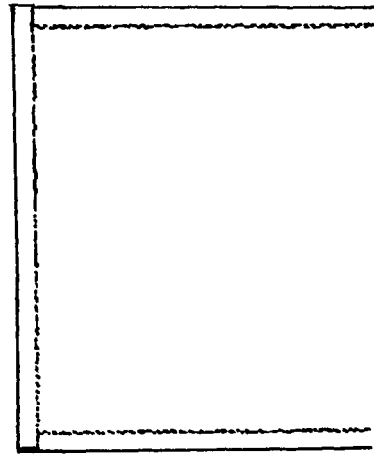
- Place mats and napkins
- A pillow cover
- Simple cafe curtains
- A wall hanging
- A hemmed tablecloth with mitered corners.

Reminder: patterned dishes often look best on a plain cloth.

- A fringed tablecloth
- A simple chair cushion

What did you make? _____

Is it made so it will last? _____



Steps in making a mitered corner.

How do you plan to care for it? _____

Where do you plan to use it? _____

Does it look good in the place you plan to use it? In shape, in color?

Is it made on the grain line of the fabric?

Do you like what you made? Why?

- __12. Certain things help to make your home reflect your tastes. Select three or more of your favorite books, games, or other objects that you like to look at or use. Arrange these objects in a pleasing way on a shelf or table top. Having your favorite things out for people to see is one way to personalize your home. Change the arrangement often to add interest.

How Did You Do? (Yes or No)

Do you like the colors in your arrangement?

 Are the textures interesting? _____
 Is the space used well? _____
 Do the shapes look like they "belong" together? _____
 Can you identify all of the shapes in the objects? _____
 Do you enjoy looking at your arrangement? _____

- __13. Other activities that have helped you become more aware of your home and its surroundings.

Take a Look at What You Did!
 (An Activity for Everyone)

There have been many activities suggested in Unit 1. Did you find some that you liked to do? Did you have trouble choosing which ones to do? Perhaps you did some activities that were not listed in this guide. If so, be sure to list them in the related section.

It's a good idea to check back to "My Goal Worksheet" several times during the year to make sure you're doing the

things you wanted to do. If unexpected situations changed your goals during the year, write these changes and the reasons for them on the worksheet.

Look back over this year's goals. Did they stay the same? Did you make changes? Goals need to be realistic, yet flexible. Did you reach all of your goals? If you did, congratulations. If not, you may want to add them to next year's list of goals.

Pick out one activity or project that you have done this year. Think about what you did and then answer these questions.

1. Why did you decide to do this activity? _____

2. How did you choose between making something for your room, something for another area of your home and something for someone else? _____

3. Write down three choices you had to make while planning or doing this activity.
 Choice One _____
 Choice Two _____
 Choice Three _____

These three choices were decisions that you made.

4. What supplies did you need to make this article? How much did they cost?

SUPPLIES NEEDED	COST

5. What did you actually do? Did you have to make any changes in your plans? If so, why?

6. Now evaluate what you did. Are you satisfied with the results? If you were going to do it again, is there anything you would do differently? If so, what?

Deciding, planning, doing, and evaluating are parts of the *management process*. You use management in everything you do. You are learning to be a better manager.

If you've had ideas for other activities, describe them here.

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