

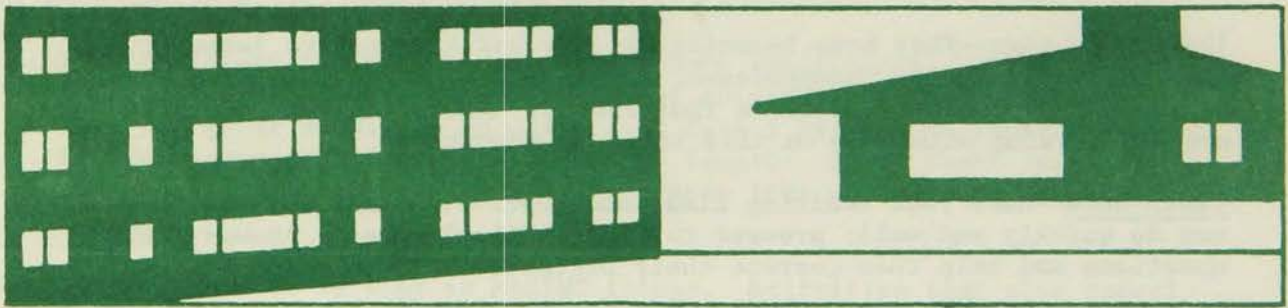
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# LEADER'S GUIDE

home environment -- unit II



AGRICULTURAL EXTENSION SERVICE UNIVERSITY OF MINNESOTA

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## THE PROJECT LEADER'S CHALLENGE

As a leader in home environment, you are a V. I. P. (very important person) to all the members enrolled in this project. Through your guidance and counsel, members will:

- become more aware of their surroundings: home, yard, neighborhood, people.
- learn to make and do things for their homes that will make them a pleasant place to be.
- learn how to decide what to do and to plan how to do it.

Members in this project are likely to cover a wide age span. You may have boys or girls anywhere from 9 to 19. Whatever the age of a 4-H member, there are few undertakings more satisfying to 4-H volunteers than watching young people grow and develop under your guidance. Perhaps the most challenging aspect of being a leader in the home environment project is learning to understand and work effectively with youth. As a leader, you can help 4-H'ers in these ways:

Understand them--They have learning ability but lack mature judgment. They are striving for independence, yet they feel insecure. They want to conform, yet they want to be individuals. Accepting them as they are and working with them on this basis is important.

Teach them--Make your teaching clear and concise. Start on jobs they can do quickly and well; proceed to more difficult ones. Answer their questions and help them correct their mistakes.

Encourage them--Show them your enthusiasm for their learning. Let them stand on their own feet when they can do so capably. Tell them when they do something well, when they show progress, or where they might improve.

Respect them--Listen to their ideas. They need to be given responsibility when they are able to take it. You can help them find opportunities for learning.

### Working with Boys and Girls

Before you begin planning your home environment project with the members, consider first their needs and interests. Successful programs are designed for people taking into consideration their unique as well as generally basic needs.

Let's look at some of their special needs and interests and perhaps it will help us to understand some of what might seem to be peculiar behavior. We find there are some general characteristics that are true of most young people of the ages given here. It is important to remember that each child develops at his/her own pace and all of the characteristics will not be observed in all children at the same age or stage of development. EACH PERSON IS A UNIQUE INDIVIDUAL.

## Nine, Ten, Eleven

The developmental need to feel accepted and worthwhile becomes particularly important during late childhood.

In working with a child, it is important to continue to play up his successes, even the small ones, and minimize his failures.

The child is beginning to find joy in making others happy, especially those in his own age group. He is beginning to identify more with the gang and likes to find himself in a group of his peers in his own neighborhood, school, or church.

Play is still important. At this age, youngsters enjoy activities requiring physical involvement, such as ball games, bowling, skating, fishing, swimming, camping, sailing and hiking. They enjoy trips to interesting places like historic spots, airports, scientific museums, athletic events, amusement parks, the circus, and television broadcasts.

These youngsters like to talk to interesting people who bring things they can SEE and HANDLE. An explorer, collector, scientist, athlete, nurse, teacher, hunter, hobbyist, or traveler adds to their knowledge. A child's creative and entertaining skills usually develop during this period. Interest is high in science and inventions. Collecting still continues, and dramatic play is enjoyed and exciting. This age child can learn the skills required to care for pets and help with young children.

Late childhood is the time to explore many areas until skills are found that catch interest and challenge ability. During this period boys and girls should be encouraged to take a variety of short term programs--one week to several weeks in length. Since their interest span is brief, these projects will be more interesting and desirable to them.

At this age interest is high in MAKING things. Activities that also appeal include knitting, skating and bike riding clubs, hiking, biographical reading (especially hero or heroine types), study of posture and grooming, collecting or assembling car and plane models, collecting stamps and coins, rock and crystals, or nature specimens.

ADULTS CAN HELP THE CHILD GROW IN SELF-CONFIDENCE AND MATURITY. SUCCESS IN SCHOOL IS IMPORTANT, BUT COMPARISON OF HIS PERFORMANCE WITH THAT OF THE OTHER YOUNGSTERS IS HARD ON HIM AND DOES NOT HELP HIM DEVELOP A HEALTHY OUTLOOK ON LIFE.

Children at this age prefer to compare their work with their own previous efforts rather than with similar work by other children. Evaluation by the individual is desirable. The leader, or other adult, with the child, can help determine the improvement made.

At this stage of development, a child sometimes surprises himself when he actually completes something. Often he completes things more to please the leader than because of the value or importance of the article being made.

Around the age of ten and a half or eleven, it becomes increasingly important to let the boys and girls have MORE OF A VOICE IN DETERMINING THEIR OWN PROGRAMS. They should be encouraged to become LESS DEPENDENT upon their leaders making the decisions. In this way, the children are encouraged to develop their decision making skills and become more independent. Adults should continue to provide reassurance and support, but AVOID DICTATING DIRECTIONS.

The child needs freedom to develop his own ideas, interests, aptitudes, and abilities. ADULTS SHOULD STAND READY TO SHIFT THE CHILD'S LIFE INTO HIS OWN HANDS AS SOON AS HE KNOWS THE ABILITY AND WILLINGNESS TO GRASP RESPONSIBILITIES.

#### Twelve, Thirteen, Fourteen

EARLY ADOLESCENCE IS A BEWILDERING PERIOD FILLED WITH STRONG AND CONFLICTING PRESSURES.

By this time, a child should have grown to feel quite comfortable away from home. His strong alliances outside the home sometimes are misinterpreted by parents who feel they are no longer loved.

THE YOUNG PERSON EXPERIENCING THE ONSET OF PUBERTY WANTS MOST OF ALL TO FEEL WANTED BY HIS CONTEMPORARIES.

A program inviting the recognition of the child's peers would seem much more important and relevant to him than one that simply brings adult recognition. Unfortunately, it is the adult oriented recognition that is relatively common in many youth programs.

Getting to know and feeling at ease with members of the opposite sex is an important part of this period in life.

By this stage, the young person has become increasingly eager and able to direct his own life within reasonable bounds. At the same time, he needs to feel a part of and belong to an intimate group of his own age and sex.

This suggests that boys still prefer to be with boys doing boy-type things, and girls would prefer to be with other girls that share their interests. Perhaps programs should continue to be "one sex" in nature except when the specific objective for the program is to help members get to know and feel at ease with members of the opposite sex.

The great hurdle for youth at this age is learning to understand their bodies and to develop a positive attitude toward sex. The early adolescent needs CONSTANT ASSURANCE if he is to feel confident that he is normal.

This age youngster needs to feel a part of something BIGGER THAN HIMSELF, even if it means some personal sacrifice. It is time for him to learn there is a whole new world beyond his limited horizons. This is the time to increase his acquaintance with the world at large.

DURING THIS TIME, THE YOUNG PERSON FINDS JOY IN THE ACTIVE USE OF HIS MIND AND BODY. HE IS DEVELOPING AND BEGINNING TO EXPRESS HIS PHILOSOPHY OF LIFE. AN ASSOCIATION WITH HIGH MINDED ADULTS IS MOST IMPORTANT AT THIS TIME.

The young person needs some place where he can try out his values and test his thinking. He needs to begin to question social injustice and to develop and challenge his ideas for solutions. As he thinks about himself and social injustices, he will begin to understand that ALL MEN ARE BROTHERS AND THAT ALL PEOPLE ARE WORTHY OF RESPECT.

Groups should be small enough so that each individual's thinking will be needed. Small "discussion size" groups are more effective than the larger twenty to one hundred member clubs.

His growing interest and preoccupation with members of the opposite sex needs to be channeled into wholesome activities. Most first dates are group dates. Small group activities this age can enjoy are parties at someone's home, picnics, beach activities, skating, hiking, and swimming.

Social and other informational activities including both boys and girls (boys should be somewhat older than the girls) are of interest if they are well planned in advance, primarily by the young people involved.

There is an interest in exploring subjects of concern more deeply. Youngsters this age like to pinpoint and find answers for their own problems, with supervision. Leaders have a great influence on their students at this time and a respected adult's opinion is regarded highly.

Leaders and teachers, however, should be careful not to make decisions for the young people or to force opinions on them as if their answers are the only possible ones.

At this time there is a preoccupation with the body and a worry about belonging. Activities centering around personal grooming begin to be important.

#### Fifteen, Sixteen, Seventeen

All the needs and requirements that were felt during early adolescence become more INTENSIFIED at this age. The young person needs to feel accepted by members of the opposite sex. His new sex role allows him to find enjoyment and satisfaction in the company of the opposite sex.

The young person's satisfactions and pleasures are found in non-family recreation. Dating increases, and he is beginning to plan for the future.

At this time of his life, the young person is concerned about preparing himself for work. Courtship is becoming more serious to him. Cars offer a new freedom and enlarge his scope of life.

TO BE TREATED AS AN ADULT ONE DAY AND AS A CHILD THE NEXT CAN BE QUITE BEWILDERING.

Leaders need to act as advisors at this stage of the youth's development rather than as leader-directors.

Adults need to be aware of, and sympathetic to, the swift changes taking place in a young person during this time. It is important that adults remain CONSISTENT and even in their dealings with these young people. The "When I was a boy" line of thought is not a wise approach.

He accepts his own body, his own abilities and talents, and is beginning to find his vocational direction. He initiates and carries out his own tasks without supervision.

The late adolescent chooses activities of a realistic nature. Social life often centers around the opposite sex, but sports and individual participation in them still are important. Young people also begin to become appreciative sports spectators at this stage.

Achievement takes on more importance as the young person looks beyond today toward tomorrow's vocational goals. He likes to choose his own activities and set his own goals. Just as in school, he takes a dim view of goals created for him. He prefers those which he decides to work toward because of a personally felt need. He dislikes "busy work" activities.

How many aspects of youth programs are viewed as "busy work" and "trappings" by our junior or senior high school age boys and girls? Does this encourage them to invest their precious time in other activities?

The adolescent can gain some understanding of the meaning of work by taking a part-time job while still in school. The vocational counsel of adults is important to him if he is to get a good start in his working life.

Such things as trips to factories and businesses and talks with personnel men and employers can prepare the youth for work and help him make a vocational choice. Work experiences should not be left to chance. They should provide vocational exploration.

Adults wishing to assist young people in finding their vocational area will find it helpful to check into scholarship information, vocational testing, and the school work program.

At this age the young person is striving toward INDEPENDENCE and IDENTITY. He needs help as he tries to find meaning in life. It's important for him to make a satisfactory sex adjustment and to learn the meaning of cooperation in his dealings with people.

### Eighteen, Nineteen

AT THIS AGE LEVEL, THE YOUNG PERSON HAS REACHED FULL MATURITY AND SHOULD BE TREATED AS SUCH. HE NEEDS THE SUPPORT OF OLDER ADULTS AS HE MAKES AND CARRIES OUT SERIOUS DECISIONS. ULTIMATELY, HOWEVER, THE DECISIONS ARE HIS AND MUST BE MADE WITHOUT RELIANCE UPON OTHERS.

By this time the young person holds himself to a schedule and is capable of completing tasks that have been defined only in general terms. He forms close relationships with persons of the opposite sex; in fact, many marriages take place at this age level.

Physical growth tapers off and there is less concern with the physical body as such. Academic and vocational goals must be made during this time. Part-time jobs become a way of life and can provide an entrance into a full-time job.

The young person of this age chooses the activities that appeal to him. Adults will find opportunities to act as resource persons or to stimulate thoughts and ideas with pertinent questions.

Activities chosen by this age group center around realistic goals like academic achievements, vocational achievement, choice of mate, and development of a philosophy of life.

Meetings, rituals, and uniforms have lost their appeal. Whether or not a later adolescent will choose to identify with a group depends upon the background he has received from previous experience in it and upon the social enhancement it offers.

"Anyone who imagines that all fruits ripen at the same time as strawberries knows nothing about grapes."

- Peracelsus

### The Home Environment Project

This project is designed with a new approach. It depends on Y O U. The member's project material is a guideline for suggested activities. Your leader's guide is written with rather specific lesson outlines. Most of the subject matter content is included in your literature and is not found in the member's manual.

This approach was used because we have found that members are using their bulletins in only a limited way. And members are telling us they want more project meetings and other guidance from an adult volunteer.

The lessons outlined are suggestions for you. It is very probable that you will choose from the suggested activities in order to plan the meeting for the time you have.

If you wish, you may develop other plans that will help the members to learn. The outlines included here are a starting point. You may be as creative as you wish in planning other exciting learning experiences. Sometimes you will be helping members on an individual basis and sometimes with groups. An important consideration in meetings is to group together only those members with similar background and experience in this project. Every project leader should have a copy of publication 4-H M-226, 4-H Project Leaders. Ask your county extension staff for your copy. This publication gives suggestions for the many ways in which volunteers can help members learn and grow through 4-H projects and how you as a 4-H leader work as a member of a team.

### Parents' Role in Home Environment

Parents and other adults are a necessary part in every project. This may be especially true in the home environment project. Members enrolled are asked to set goals for the project. This is to be done by "talking it over" with you and the parents or other adults. Several activities suggest doing things around the home. As a leader, you can give guidance to members so that the activities they select are suited to their home situations. You might consider inviting a parent (or other adult) to come with the member to the first project meeting. This would give you a chance to explain home environment and begin the goal setting process. This could also be accomplished by individual home visits by you or a junior leader working with you in home environment.



LET'S GET STARTED!

PURPOSE: To help members:

- know what kinds of activities are included in part two of the home environment project.
- decide what they would like to learn and do during the project year.

(Note to leader: You may wish to meet with members in small groups or individually. Meeting individually with members may increase slightly the time you devote to the job of leadership. However, you want your time to give good results. The time spent in talking to members will help you in planning activities and projects that meet the needs and interests of all of the members.

The planning guides are designed to help members identify their goals in an orderly fashion. They help the members think through what they would like to do and what they need to know to do it.

Planning guides assist the leader in guiding the members through the process for doing and learning. In essence, they are contracting with you, the leader, "to do" and "to learn.")

INTEREST BUILDER: Have members name one thing they would like to have happen today. One thing they would like to have happen within a month. These are goals--short term and long term.

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
Goals indicate values and priorities  Goals give direction to the activities in your project without wasting time, effort, and money.	Talk over the various programs and events that are available to members. This may include such things as educational presentations (talks, demonstrations), camping, club officers, and Leadership Conference. Explain the opportunities and responsibilities involved with each one. Answer any questions they may have about them.	Leader and members	Member's Guide Unit II Leader's Guide Unit II Member Planning Guide and Record Additional resource material in leader's packet, as needed.	Questions for individual members to ask themselves: What other youth groups do you belong to? How old are you? What do you like best in school? What hobbies do you have?	After participating in this discussion and talking to an older family member about the various activities, the member should have an idea of what he would like to do this year.	Slide set showing 4-H home environment state fair projects or examples of possible projects or pictures in books or magazine showing possible projects.

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Goals are more easily reached if agreed upon by the family.</p> <p>Reaching goals takes patience, effort, and endurance.</p>	<p>Discuss activity and project possibilities that are available in the home environment project area. Allow the members to look at the Home Environment Member's Guide Unit II. Either as a group or individually have members list or mark several of the projects of interest to them.*</p> <p>Help each member write down what he wants "to do and learn" in his own words. Fill in this part on the Member's Planning Guide and Record.</p>			<p>What have your parents and you talked about that you would like to do in 4-H this year? What experiences have you had before? Do you feel that you can accomplish the things you want to do and learn? How do you feel your life will be enhanced by doing this? Who can help you with the activities? How much time do you have to use?</p>		

\* You may wish to have members discuss plans for activities and projects with other members of their family before they write their goals on the Member's Planning Guide and Record.

SUMMARY: Learning by doing is an active process of trying, checking, questioning, discussing, evaluating, and comparing. Setting goals involves the learning by doing process.

Goals may need to be modified at various times throughout the year for a variety of reasons (not enough time, project too expensive, no longer a need or interest, too hard, not challenging enough, etc.). List new goals on the planning guide when plans change. A variety of activities and situations will help members achieve their goals.

WHERE I LIVE

PURPOSE: To help members develop appreciation of surroundings and people in both their home and community.

INTEREST BUILDER: Display pictures showing different types of homes and communities. Have books and magazines open to pictures or have pictures and posters on bulletin board for members to look at as they come to meeting.

Have each member bring something from their home that they especially like.

You may wish to take members on a tour of the community. If so, keep these things in mind:

- It can be a great learning experience for the members.
- Tell them ahead of time what you are planning to do.
- Discuss with them the purpose of the tour and what they should learn or look for during the tour.
- You may want to write questions for members to answer before and after the tour. (See member's guide for ideas for questions on community.)
- After the tour (or at the next project meeting), discuss what you and the members saw and learned.

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
Each person has things at home that are important to him or her.	Have each member show the item brought from home, tell why it is important, and what is done with it in the home.	Members			Participation of members.	
Values are ideas, beliefs, and feelings that are important to a person.	With members make a list of ideas, beliefs, and feelings (values) that people might think about in their homes and community (see members guide for ideas).	Members	Blackboard and chalk or pencil and paper.	Why do members consider some values more important than others? How do these values show in the way they live or the things they have around them?	Do members have a better understanding and appreciation of differences in the way people think and live?	Members Guide, Unit II

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
Each person may have different values.	Discuss with members the values they feel are most important and least important to them. Then have them write down some values they feel another member of their family would consider important and not too important. Have them take this home to discuss with family member chosen. Discuss at next meeting.			Why don't all people think the same things are important?		
A home can provide a setting for developing and strengthening good relationships with family and friends.	Read the article, "Casual Doesn't Mean Careless." Discuss differences in values with family members and friends.	Leader		What kinds of feelings would members have as a visitor in this home? Why? How would other members of their families feel? What does this story mean to them?	Can members think of ways to improve relationships with family and friends?	"Casual Doesn't Mean Careless" leaflet
Everyone has certain ideas about how or with what things they would like to live.	Have members close their eyes and "dream" about what kind of surroundings they would like to have if they could live any way they wanted. This may be a building, room, outdoor area, or other idea. Then have them draw a simple picture to show their ideas. Discuss with the members.	Members	Pencils/Paper	What things stand out as important in the drawings? Why are these ideas important to them?	Did members learn more about themselves? What ideas did they have for changing or improving their present surroundings?	Members Guide, Unit II

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>A community can affect the type of home you have and your home can affect your community.</p>	<p>Take a look around the community and discuss questions such as those listed in the members guide. Visit or study pictures from another community to see how communities can vary. Discuss with members what things they like and don't like.</p>	<p>Members</p>	<p>Pictures of communities (this could be a group tour).</p>	<p>How could they change their present surroundings to make them seem more like their ideal or "dream" environment?</p> <p>What effect does a community have on the people who live there? On their home? Is there anything they could do to help improve their community? Are they happy in their community? Do others seem to be satisfied there? Why or why not?</p>	<p>Do they show a better understanding and appreciation for their community and the people who live in it?</p>	<p>Members Guide, Unit II</p>

POSSIBLE PROJECTS: Making some household item to share with others.

SUMMARY: Values are ideas, beliefs and feelings that are important to a person. Each person has his/her own values. A community is made up of people who have some values in common and some that are different. Your home is a part of this community and has an affect on the type of community it is. Your community and surroundings can affect your home and the way you live.

## MY HERITAGE

PURPOSE: To help members have a better understanding of their home and community.

INTEREST BUILDER: Have some old tools and household articles numbered and on a table. Have members write down what they think each item is.

Have each member come prepared to tell of an old building in his or her community.

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
Every community has old buildings that help to tell something about the area and its people.	<p>Have members tell of an old building in their community. If known, give date built, who built, why built, building materials, how it was originally used and how it is used now.</p> <p>Find an old building that has been remodeled inside to meet today's needs. Describe what it is like today. Why it was changed? Compare with its original use and appearance.</p>	Members		<p>Has the building been well preserved? How has the building changed in appearance or use since first built? How is it different from the buildings built recently?</p>	How much more aware of buildings have members become?	People in community, Historical Society, Chamber of Commerce.

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
Some new buildings are modern and some are adaptations of historic styles. All should be planned for today's use and for the future.	Have members point out some new buildings in the community. How do these buildings differ in style, building materials, and planning for use?	Members		Do they like the new buildings? Why or why not? Are they well planned for the purpose? Do they think they will fill the purpose 10 years from now? 25 years from now? How long should a building last?	How much more aware of buildings have members become?	"Introduction to Architectural Styles"
Buildings are designed to fit the needs, ideas and interests of the people for a given period of time.	Point out a few architecture styles, and the different roof and window types found in your community. Have each member tell the roof shape and the window types found in their home. (This is just an introduction. More architectural study will be included in Unit III.)	Leader or older member		How do they like the different architecture styles? Why are the buildings designed and built the way they are?	Are they able to identify some of the common styles of houses and roofs and windows in their community?	"Introduction to Architectural Styles"



BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>People who first settled in the community have helped to influence the way those in the community live today.</p>	<p>Discuss the people who first settled in the county or area. Where did they come from? How did they live? What tools or household items did they need?</p> <p>If possible, visit an old building, museum or historic area in your county.</p> <p>Club members may wish to visit a retirement home to talk to people there on their early homes and development of the community.</p>	<p>Leader or older member.</p>	<p>Illustrate if possible with pictures and/or old tools or household items.</p>	<p>Are there some people who are considered "founders" of the community? If so, who? How would the members live in these early days? Why?</p> <p>What influences has the past had on the way they live today?</p>		<p>Historical society, Chamber of Commerce, library, older people in community.</p>
<p>Many old objects can be restored and used in today's home.</p>	<p>Discuss with members ways to use old objects in a home. Show how to restore old objects for use, such as removing rust, treating metals, cleaning and restoring wood, restoring old trunks or other things of particular use and interest to the members.</p>	<p>Leader or selected members.</p>	<p>Tools, household articles, kitchen utensils, other articles that will illustrate old uses.</p>	<p>Are there some old tools or household items that are more practical and better designed than what we use today?</p>	<p>Do members have a greater appreciation for old articles in their homes?</p>	<p>Library, people in community, Historical Society, Extension bulletins.</p>

POSSIBLE PROJECTS: Old object restored for use in home.  
Scrapbook showing pictures of old buildings in community with historical facts or interesting things about them.  
Poster showing architectural styles or special features of buildings found in community.

SUMMARY: The past history and people who settled in a community have helped to influence what the community is like today. People who live in the community today are making decisions that will influence what the community will be like in the future.

An understanding and appreciation of ideas and things from our past help give us a "sense of place" or of belonging.

QUEST FOR KNOWLEDGE: Check with your local library for books on early settlers in Minnesota and in your community. Many counties also have historical societies. The chamber of commerce may also be of help in gathering local information.

DESIGNS IN MY HOME

PURPOSE: To help members learn about structural and decorative lines and designs.  
 To help members understand how structural and decorative lines and designs are combined in the home.

INTEREST BUILDER: Have members tell of one mealtime manner they need to improve.  
 Have each member bring an example of one design they like. This can be identified in the meeting as a naturalistic, stylized, geometric or abstract design.

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
The shape or form of an object should suggest what the object is supposed to be. The well-designed object should do what it is supposed to do. The shape or form should fit the function.	Briefly review line, shape, and form. Show some examples of household objects to illustrate how the shape or form helps to fulfill the purpose. Use objects such as a bowl, glass, coffee pot, saucepan, screwdriver, etc. Also, show some objects whose form does not fit what the object is supposed to be or to do (lamp from old water pump, plant "growing" out of the top of animal shaped figure).	Leader	Examples to use for illustrative material.	Are the objects suitable for the intended purpose? What basic shapes and forms are in the object? Does the shape or form of the object really look like what the object is supposed to be? To do what it is supposed to do?	Members should be able to evaluate whether the shape or form fits the function.	

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>The design made by the size, form, color, and texture of an object is called structural design. The design added to the surface of an object is called decorative design.</p>	<p>Look at examples used in previous activity for form to fit the function. Point out good examples of structural design. Explain and point out examples of decorative designs that have been added to the surface. Discuss examples of dinnerware with members. Have them look at, handle, and evaluate both the structural and decorative designs of the dinnerware.</p>	<p>Leader or older member</p>	<p>Examples of flatware, water glasses, goblets, cups and saucers, and plates.</p>	<p>See members guide for suggested questions and criteria for evaluation.</p>	<p>Members should be able to point out differences in structural and decorative designs.</p>	
<p>Decorative designs can be naturalistic, stylized, geometric, or abstract in idea.</p>	<p>Show examples of fabrics, pictures and wallpapers to illustrate each of the four kinds of decorative designs.</p>	<p>Leader or older member</p>				
<p>Setting a table takes planning if it's to be attractive and convenient</p>	<p>Discuss a variety of examples of table linens, dishes and flatware. Make decisions on which items seems to harmonize the best. Do some textures, colors, and designs seem more informal than others? Select some table linens, dishes and flatware to set a place setting for an informal meal and for a more formal occasion. This is also a good time to discuss the proper placement of dishes and flatware when setting a table.</p>	<p>Leader and members</p>	<p>Table linens, dishes, glasses, flatware</p>	<p>Does the shape or form of objects seem to fit the function? Are the structural and decorative designs good? What types of decorative designs are there?</p>		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>"Good" manners mean being kind and considerate of others. Using good manners every day makes doing the right thing at the right time natural.</p>	<p>Discuss the importance of good mealtime manners when at home . . . when eating out. How can an attractive and convenient table make good manners easier? Set appropriate table for some planned refreshments. Have members practice good manners while eating. They may wish to invite guests. This would give them an opportunity to be host or hostess and to be considerate of guests.</p>			<p>What feeling do the colors, textures, and designs seem to give (bold, fragile, rough, detailed, etc.)? Which items seems to harmonize the best? Why?</p> <p>What is "good" manners? Is it important to have good manners? Why or why not? How do other members of your family feel about the important of good manners? Why do you suppose they feel this way?</p>		

POSSIBLE PROJECTS: Exhibit to illustrate structural and decorative designs in accessories for the home. Place setting for table showing harmonious use of table linens, dishes and flatware.

SUMMARY: The shape or form of household objects should fit the intended purpose. Both the structural and decorative design are important to consider when selecting and using furnishings for the home.

## USING COLOR AND TEXTURE IN MY HOME

PURPOSE: To help members understand the interrelationships between color, light, and texture.  
 To help members recognize the different characteristics of color and texture.  
 To help members use color and texture in their home.

INTEREST BUILDER: Have members tell their favorite color and the favorite color of one other person in their home.  
 Have members bring an example of a texture they particularly like and an example of a texture that another member of their family likes.

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
Color is a personal thing. It can create a certain mood in a room and influence how one feels in that room.	Show pictures of rooms and have members discuss the type of feeling they get by the colors used. Include some unusual color combinations. Discuss any current trends they have discovered in colors shown in stores and magazines.		Pictures from magazines and books showing different color combinations used in rooms.	What mood do members have as they look at the pictures? Do they like the colors and color combinations used? Why or why not? What new ideas for combining colors do they see? Are there certain colors or types of color combinations that seem to be used many times?		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Contacts of values and hues can bring out or emphasize certain areas, shapes, and colors.</p>	<p>Review the terms hue, value, and intensity from Unit I. Show three pictures that would be suitable for framing. Discuss whether they have mostly warm or cool colors, whether related or contrasting color harmonies.</p> <p>Hold different colors of mat board (or construction paper or fabric) next to the picture. Discuss the changes of mood and the effect on colors caused by the changes in values and hues in the mat.</p> <p>Show how to cut a mat board for a picture.</p>	<p>Member</p>	<p>Mat board Ruler Tracing paper Pencil Pins Picture Knife</p>	<p>Are the dominant colors warm or cool in feeling? Are the colors close together on the wheel or far apart? Are the values and intensities of the colors similar? Is there one dominant color? Do different colors of mats seem to bring out different colors and objects in the picture? What difference does this make in the selection of a mat board.</p>		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>The surface quality (texture) of an object comes from the way the object or material is formed and from the substances of which it is made.</p>	<p>Show how to cover a mat board with fabric or paper.</p>	<p>Member</p>	<p>Mat board Fabric or paper Scissors Ruler Pencil Glue</p>			
	<p>Show how to frame picture (put in frame, cover back, wire hanger, pads in bottom corner).</p>	<p>Member</p>	<p>Matted picture Frame Finishing nails Hammer Brown paper Glue Water Wire hanger Sponge "corners"</p>			
	<p>Show samples of fabrics, wall coverings, floor coverings, and woods of different textures. What emotional feelings do members have by looking at, then feeling the different surfaces. Show examples of fine, medium and coarse textures. Which ones do members like the best? Why? Match a fabric with a wood sample or a picture of furniture that seems to go well together.</p>			<p>How do you like the different textures? Do some textures give the feeling of being heavier than others? Do some textures give the impression of being warm or cool? What textures seem to fit together the best? Why?</p>		



BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Texture, color, and light are closely related. Each contribute to the surface appearance.</p>	<p>Select some of the fabrics that use two different colors in the weave. Have members look at the fabrics close up and at a distance, on a table and on the wall or floor, and, if possible under natural light and incandescent or fluorescent lighting. Discuss how the colors may change and this could affect the colors they might chose for a room. Have members try different colors and textures with one another to see what happens.</p>			<p>What effect does distance have on the color or colors they see? What effect does light have on color and texture? Is this important to consider at home? At a store? What combinations of colors and textures do they like best? Which stands out more--color or texture? What effect does texture have on the colors.</p>		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>People use many resources and objects from nature in their homes. Many colors and textures come from natural materials.</p>	<p>At one time dyed colors were only available through vegetable or natural materials. There is a renewed interest today in working with the natural dye possibilities of weeds, flowers, and other materials. Consult with your county project leader, extension home economist and with public libraries for detailed information.</p> <p>Use the dyed yarns to make something for the home (pillow, wall hanging, table runner, etc.).</p>	<p>Leader and members</p>	<p>Clean wool. Glass, porcelain, or stainless steel pots. Mordants. Scales and measures. Natural materials for dyes.</p>	<p>What difference in appearance can members see between natural dye and commercial dye results? Why is a mordant used?</p> <p>What differences did members see in the results of using the same vegetable or natural materials and different mordants?</p>	<p>Keep accurate records and samples of the dyes. Samples will allow you to evaluate products. Identify plant used, when and where obtained, when dyeing was done, and type of mordant.</p>	

POSSIBLE PROJECTS: Exhibit showing colors and textures of materials chosen for a room.

Exhibit showing examples of fine, medium, and coarse textures with brief notes on type of mood created by each one in a room.

Home accessory made from wood dyed by natural materials. Include type of plant used, when and where obtained, and mordant used.

Exhibit showing information on natural dye process, different plants for different colors, effect of mordants, etc.

Matted and framed picture.

SUMMARY: Color and texture work together to create a certain feeling or "personality" in the home. Natural and man-made examples of color and texture can be found in all homes. Light influences the way we see different colors and textures.

DESIGN...PUTTING IT ALL TOGETHER!

PURPOSE: To help members understand and use the art principles in and around their home.  
To help members develop skill in applying design elements and art principles in their home.

INTEREST BUILDER:

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Balance is a state of equilibrium. It is achieved when the attraction on either side of a central point is equal.</p>	<p>1. Discuss balance. Have members find examples of each kind of balance in objects in the home or in the meeting room. Look at lighting fixtures, plates, bowls, accessory arrangements, etc. 2. Have members experiment with arranging accessories on a table or shelf to create formal and informal balance. Make an arrangement of cookies or sandwiches on a plate to show radial balance</p>	<p>Leader          Members</p>	<p>An assortment of accessories to use in arrangement.</p>	<p>What is balance? How do you know when you have achieved a balanced feeling? What kind of balance do the members like the best? Why? What kind of balance is the most challenging to work with?</p>		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Emphasis calls attention to the most important part of any design. It attracts attention to this area.</p>	<p>To hold interest, one part should be emphasized more than the others.</p> <p>Some ways to give emphasis:</p> <ol style="list-style-type: none"> <li>1. Using a combination of plain and decorated surfaces with one or the other predominant. Example--Make two arrangements using wallpaper or fabric and pottery, vases, or pitchers. Compare the differences when a decorated object is placed against a figured background and a plain object is placed against a figured background. Then try both the plain and figured objects against a plain background.</li> <li>2. Using a contrast of light and dark or a contrast of colors. Example--Place a dark article or piece of furniture of dark wood against a background that is about the same darkness as the article. Observe the effect. Now change to a light background.</li> <li>3. Repeating line, form, or color. Example--Match one of the colors in a patterned fabric or paper with a plain color. Place them next to one another and observe the effect. Do the same by matching a second color.</li> <li>4. Using a central grouping close together they are seen as one group and not individual units.</li> </ol>			<p>Which background gives greater emphasis to the accessories? Why?</p> <p>Should one see the background or the object first?</p> <p>Which background gives the greatest emphasis to the article? Why is this important to know?</p> <p>Which part of the arrangement seems more important? Why?</p>		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Rhythm is a feeling of movement in a design. This feeling of movement can be achieved if lines, shapes and colors are arranged so that the eye seems to be carried easily from one point to another.</p> <p>Proportion is the relationship between parts of design to one another and to the whole. Scale refers to the size.</p>	<p>Example--Show pictures or arrange accessories for groupings for a fireplace, dresser too, end table or bulletin board. Discuss the amount of space needed for each arrangement.</p> <p>Show fabrics with a design that show an interesting repetition of lines or colors. Have members be aware of their eye movement as they look at the design.</p> <p>Look at examples of designs in wallhangings and pillows.</p> <p>Looking at furnishings and designs will help to give members a basic "feeling" for proportion. Try different width frames on a picture and determine one of pleasing proportion. Study a chair to determine if the parts (back, arms, legs) are in pleasing proportions to one another. Sit in the chair to determine if the proportions are well planned for people. Compare the size of the chair with the size of the room and other furnishings in the room.</p>		<p>Picture. Frames of varying widths Chair. Other furniture and accessories as needed for examples.</p>	<p>Are the objects seen as separate units or as a group?</p> <p>What is the route of eye movement in the design? Does it seem "comfortable" to you or does it seem unrelated and broken up?</p> <p>Is the picture large or small in size? Does it have many details or is it big and bold? What do these observations have to do with the type of frame used? Do all of the parts of the chair seem to belong together?</p>		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Harmony or unity is the result of a satisfying combination of the elements of design (line, shape or form, space, color, and texture) which have been balanced or used in good proportion and which <b>show emphasis and rhythm.</b></p>	<p>Apply design to accessory arrangements for the home. Select three accessories that could be used together, arrange them in a pleasing way and select a wallground that compliments the arrangement. Try several different arrangements for variety and practice. members plan an original design that could be used in the home (wall hanging, placemats, rug, etc.). In discussing the design, ask questions similar to those listed in "Talk It Over" column.</p>	<p>Members</p>		<p>Do some parts seem overpowering? Is the chair comfortable form fits function)? Does the chair seem too big, too small, or about right compared to other furnishings in the room and to the room itself?</p> <p>Suggested questions-- add your own to the list: Where could the accessory arrangement be used? What illusion do the lines create: active, restful, verticle, horizontal, busy, etc.</p>		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
				<p>Do the lines and forms help to clearly define a space? Do the objects have a surface interest? Do you like it? Is texture appropriate to the function? Does it require special care? How will light affect the texture? Is the color appropriate and pleasing? Is the color functional? Do the colors and textures look good together? Is color an important feature? If so, does it really stand out in the area where used? Do the forms fit the function?</p>		

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
				Is it practical? Is it easy to clean? Add other appropriate questions on balance, emphasis, rhythm, proportion, and harmony.		

POSSIBLE PROJECTS: Exhibit showing use of a design principle in interior decorating.  
 Accessory grouping of three accessories for the home. Include background material and picture or drawing of how grouping will be used.  
 Accessory for the home showing use of an original design made by the 4-H member.

SUMMARY:

QUEST FOR KNOWLEDGE:



## YOUR DECISIONS: DOLLARS AND SENSE

PURPOSE: To help members learn to do the following when selecting furnishings for their home:

- find information
- recognize alternatives
- select relevant alternatives
- make a choice from among the alternatives.

INTEREST BUILDER: If you had \$10 to spend any way you wanted, how would you spend it? How does what each member chose relate to the values they consider important in their lives?

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
Resources are what you have to work with to help you reach goals and solve problems.	Discussion. Examples of resources include money, time, ability to do (skill), know how to do (knowledge), energy interest, parent's help, extension bulletins, already have materials to make, etc.	Leader		Why is it sometimes better to make something for your home than to buy it? Or to buy something rather than make it? How do your personal values influence the way you use the resources available to you?	Better awareness of resources available to them.	See bulletin "Personal Resources" to be published January 1976.

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Consider all your resources and the alternatives to a problem when making a decision.</p>	<p>Discuss the following problem with members. Help them in thinking through alternatives and resources while coming to a decision.</p> <p>Gerri is planning a party for three friends and wants to serve pizza for a snack. Mother has a recipe but said that Gerri must prepare for the party and clean-up afterwards. The party will be held after school on Friday night. Gerri has some money but would have to miss two hot lunch meals at school that week in order to save enough money to buy a ready-made pizza from a pizza shop. What should Gerri do?</p>	<p>Leaders and members</p>		<p>What resources does Gerri need to consider? Quality of pizza money skill to make pizza time friends parents other ideas, etc. What alternatives are there? - Make pizza before party - Have friends help make pizza - Buy frozen pizza - Take bag lunch from home for two days to save money - Have less expensive snack that's quickly prepared.</p>	<p>Participation of members. Can they think of many resources and alternatives to the problems? Did they come to a logical decision with good reasons for their choice?</p>	

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
<p>Advertisements can give you information about an item and can also be a powerful influence on what you want.</p>	<p>Now have members consider alternatives and resources in getting new curtains or a new lamp for their rooms. First make a list of those features they <u>must</u> have and those they would <u>like</u> to have in their curtains or lamps. Then have them consider resources and alternatives both before and after they decide whether to make or buy it.</p> <p>Have examples of several different advertisements showing such things as personal grooming items, clothing, household items, and others. Discuss why these advertisements might be appealing to people. How can advertisements be most helpful to them? You may also want to talk about radio, television and billboard advertisements. Consider, too, some of the special offers or trades that can be used. Are they worth it?</p>		<p>Advertisements from newspapers, magazines and pamphlets.</p>	<p>New curtains or lamp:  <u>What special features should they consider?</u>            Appearance            Care            Materials used            Space needed or size  <u>Alternatives:</u>            Make            Buy            Do without            Where to buy  <u>Resources:</u>            Time            Money            Needed Skills            Amount of Interest</p> <p>To whom do these advertisements appeal? How do they get your attention? What do they say the product will do for you? Do they appeal to your emotions?</p>	<p>Do members have a better understanding in the use and influence of advertisements.</p>	

BIG IDEAS	THINGS TO LEARN AND DO	WHO DOES IT	SUPPLIES NEEDED	TALK IT OVER	EVALUATION	RESOURCES
				Do they give the impression their product will make you a better person? If so, how? What actual facts do they give? Do they give good information about the product? How can they make advertisements work for them?		

- 34 -

POSSIBLE PROJECTS: Small purchased article for the home with information showing decision-making process used in purchasing.

- What was the problem?
- What was the goal desired?
- What were the resources available?
- What were the alternatives?
- How was the decision made?
- Are they satisfied with their decision? Why or why not?

SUMMARY: Resources and personal values should be considered in the decision-making process. Think through all alternatives before making a final decision.

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