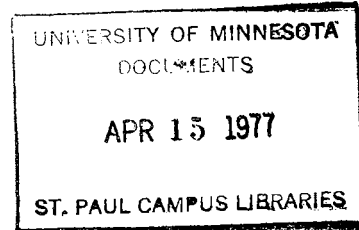


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You're the Boss — Self Management
Parent's Guide, Unit I

4-H M-267

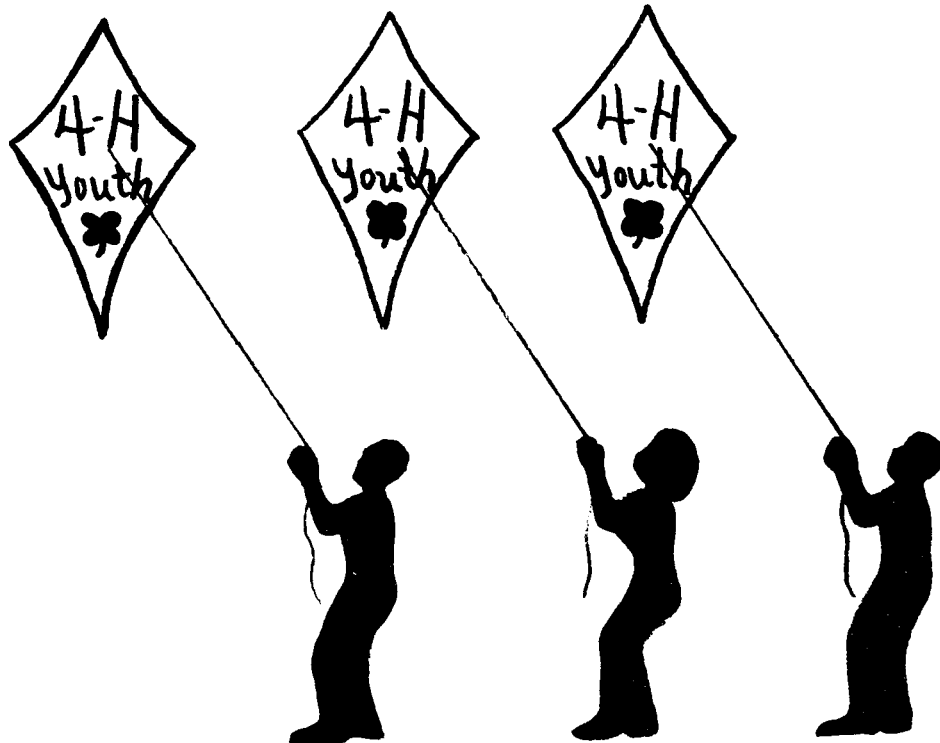


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Parent Orientation



Welcome parent to 4-H. We are really glad to have you on our team. We too are involved in the business of guiding, directing and caring for youth. You've probably spent many hours over the last 9 or 12 years worrying about what decision would be best for your child. "Suppose we move?" "What to eat?" "What clothes to wear?" "What friends?" "What TV programs?" "What limits?" are best??

You've done a lot of hard work already--the hours put into story telling, comforting the measles or skinned knees, or shopping for the next size in clothes, tying shoes or wiping noses can't be counted.

You should be proud of your accomplishments and that you and your child have successfully experienced all those changes together.

And what about the years to come? There will be more changes. What concerns do you have for your child, when eighteen years old, as he leaves home to start a job, get married or go to school? You have good reason to be concerned. It is alarming the large number of catastrophes happening in young homes. The young adults are confounded by a very fast-moving society where more decisions need to be made in a shorter amount of time. Modern society wants us to feel comfortable knowing that anything can change. In 10 years we will cook differently, learn differently, and communicate differently than we do now. Unless one is able to cope with such change and uncertainty we will have disasters. Observers already are finding an increasing number of families incapable of maintaining safe homes, maintaining good health, understanding consumer privileges, staying financially solvent, or knowing how to stay emotionally balanced. There are more and more choices available, conflicting guidelines, fewer neighbors to depend on, separated families, fewer unquestionable rules, and fewer consistent community services. And the basic competencies for living are often never learned.

These problems are also faced by teens. The trend toward both parents working out of the home means that teenagers need to be responsible and caring for themselves at a younger age. They are making decisions for the family and are

learning skills to allow them to take on a greater share of household tasks. The family is depending on the younger member to get tasks done and have a greater input into planning family organization, (i.e., youths prepare supper, give opinions of entertainment or foods to purchase.)

The information conveyed in this project and the skills learned can be of definite value long before the youth reaches 18.

We are concerned that youth can function in a beneficial way without doing harm to themselves or others. The basic framework of our approach is three-pronged:

1. We feel it imperative for individuals to learn the six concepts of management. Businesses and creative, active adults use them every day in order to enhance their interaction with life. They are goals, values, resources, organization, standards, and decision-making. (The project leader has more information about the meaning of these concepts)
2. More specifically applied, we will introduce specific day-to-day living skills (i.e., washing clothes, oiling bikes, making lunch).
3. To enhance the self-esteem and self-worth of each individual. Our over-all goal is that the members feel excited about discovering their own natural resources and exploring all their talents.

This material can be used as a complete project to introduce the new member to 4-H. It will provide basic principles to guide learning and doing in all later projects. The six concepts can also be taken individually and integrated into another 4-H project. A lesson on decision-making, goals, values, organization, resources, or standards would be very fitting and valuable for any project.

We have written this material for both girls and boys. Each needs to learn basic competencies of caring for herself/himself. Often because boys/men haven't learned these basic competencies in organization, kitchen skills or cleaning skills, they depend on someone to take care of them. They tend to marry early because they can't care for their basic needs. Girls/women have traditionally not learned basic competencies in decision-making, repairing belongings, or managing finances. So they too look for someone to depend on. If both women/men could learn basic competencies, they will come together in marriage as capable individuals, able to enhance each other rather than be parasites on each other.

This would also prepare one partner for when a wife is sick or the husband is away on business, or for the loss of one partner through death or divorce. Learning these skills will also help the 4-H member function when both parents work at jobs outside the home.

With your help this project will provide basic competencies needed to function in the world as an independent problem solver, a contributing, creative member of the family and community--able to make rational well-thought-out decisions, showing responsibility for her/his actions, and being accountable for her/his time.

ANOTHER BIG STEP

4-H means a new group for your child. Her/his world is expanding to include new people, new ideas and new skills. This is a big step just like the first day of kindergarten. In the coming years her/his world will get even larger--learning to drive--a job--meeting more people--traveling to new places--making more decisions by herself/himself--and eventually moving away from home.

We all hope that those growing steps aren't too painful or scary. We hope that growth is gradual and experienced with a positive attitude of "Hey, I can handle new things. I really want to try new challenges." The aim of 4-H is to help the child be a part of the team (home, school, church, community, 4-H). We want to help the child and teen and young adult make more informed and intelligent decisions about exploring life and exploring her/his own talents.

MANY PEOPLE HAVE NOTICED¹

What are the characteristics of the 9-12 year old? These are some observations by people who have studied many people of this age. Check off those characteristics that apply to your daughter or son.

-Physical Development

- / / growth in height and weight increases as they approach puberty; watch for growth "spurts."
- / / coordination increases (small muscle development allows youth to enjoy more accurate movements (hammering, sewing, playing instruments).
- / / full of energy to explore and play; often needs lots of sleep (10-11 hours).

- Mental Development

- / / reading becomes an individual experience; attention span increases.
- / / more abstract thought is possible and insights are shown.
- / / desire to understand why and how of things continues.
- / / more need for self-expression and self-direction to develop intellectual skills.
- / / moral concepts relate to concrete actions and follow adult models.

-Social Development

- / / peer group becomes a gang, club, or secret group.
- / / importance of peer group increases; independence from adult becomes important.
- / / the "world view" expands from home to neighborhood to local community.
- / / both cooperation and limited competition are enjoyed; cooperation is more difficult to learn.
- / / sex role identification continues to develop to the point of excluding the opposite sex.

-Emotional Development

- / / growing independence is shown by disobedience, rebelliousness, and disagreement.
- / / common fears are the unknown, failure, death, family problems, and non-acceptance by peer group.
- / / concept of right and wrong continues to develop.
- / / sense of humor develops.
- / / strong attachment to their own sex and antagonism toward opposite sex is sometimes shown.
- / / concept of self is enhanced by feelings of competence, acceptance by peers and understanding by adults/parents/teachers.

¹ Taken in part from developmental material from University of Wisconsin Extension.

-Vocational Development

// desire for some type of job as she/he begins to see self as "worker."
// ideas are based on personal abilities and talents as well as interests;
sometimes quite emotionally based but increasingly realistic when
thinking of an occupation.

Do some of the descriptions remind you of some of the characteristics of your child? It is often helpful to know that many parents are observing the same metamorphosis.

A CAPABLE DECISION MAKER?

What hopes do we have for these nine-year-olds for the next 10 years?

They will hopefully have these characteristics:

- cares for her/his basic needs---health, income, food, clothes, home, appearance, financial obligations, and social relationships.
- makes informed decisions.
- learns from experiences and knows where to go for information.
- feels comfortable with herself/himself; takes responsibility for her/his failures and decisions (see Bratten's outline in appendix).

Today's teenager needs all these skills to survive. However, since so few do---they can't survive very well.

They have trouble handling money, meeting people, finding a job, and sticking to their goals. Can skills be learned gradually at this age or will we have many troubled and directionless teens.

LETTING GO

We believe a successful parent is unemployed as a parent rule maker when the youth get older. You become a parent counselor. The older they get, the less responsibility the parent has for this young person and the more responsibility the youth has for herself/himself. You gradually become more of a friend.

To reach the goal of a responsible, growing, independent, decision-making teenager we need to:

1. Build a framework of policy and allow the youth freedom of choice within that framework.
2. Gradually allow the child more freedom and responsibility for self.
3. Allow more decisions to be made independently and with guidance to not do harm to self or others.

Through this guidance the individual becomes more self-directed.

The process is like slowly letting go of the string on a kite. You gradually let the kite out farther and farther. It soon is able to fly on its own with very little control from you. And as with parent and child, there is always a string attached that shows a bond of care and love and trust, but its length encourages freedom and exploration of life.

You have given a lot of energy to care and guide your child. You have been doing great! Give yourself credit for your good job. You, as a parent, have taken on a big challenge.

ENCOURAGE GUIDED INDEPENDENCE

Don't give independence without guidance! Help the youth think through possible solutions to problems and to look realistically at possible results of any given course of action.

The self management project encourages the member to decide what is important to her/him as possible goals and how to use her/his resources to reach those goals. The 9-12 year olds will deal with personal skills. These concepts will be enlarged upon for the 12-16 year olds along with information on how to relate to family, peers, relatives, and school groups. The 16-18 year olds will cover the preceding concepts and relate them to the individual responsibilities to the community, town, state, and nation.

This first project for boys and girls will aim at encouraging youth to learn basic day-to-day living skills in cooking, cleaning, repairing, and communicating. We hope these skills can be practiced at home. This will mean your child will now enter your adult world--the kitchen, the laundry, and the workshop. This might be an uncomfortable new situation for your family.

Let me remind you how important you are to the success of this project. This project and these ideas can't succeed without your help. Your child needs home guidance to learn the management concepts. For example, in the lesson on goals, children often resist deciding on a goal for themselves. At home you can discuss your goal for the evening or your goal for this week on your redecorating or gardening project. The basic living skills also need practice. It will take many trials before groceries are quickly purchased or the sewing machine can be used comfortably. If, for any reason, you feel that this project wouldn't be best for you and your child (either you don't have enough time, or you don't agree with the main concepts), we recommend that the project be delayed until later. You are a crucial and invaluable person in this project.

Without your participation the child will be encouraged by the project leader to try new activities at home, but you won't be available to guide her/him. We will be saying, "You can clean your room on your own," and you will say "No, I'll clean it for you." Letting go isn't easy but it is important in order to develop an adult. It signifies trust and respect in that person. It says, "I think you can handle it. Of course you can do it!"

YOU'RE THE BOSS--SELF MANAGEMENT

Self management has six parts--resources, decision-making, organization, goals, values, and standards. These are linked with the beginning skills of cleaning, cooking, first aid, personal cleanliness, communicating, and repairing. These skills of course are on a simple level and do not include all she/he will need to know on the topic. The first year project meetings use fun sheets and home projects. The second year project meetings cover the same topics but provide a member's manual with more advanced material.

PARENT AS TEACHER

Here are some suggestions of what you can do at home to continue the learning experiences started in the project meeting.

1. Read the member's manual.
2. Meet with the project leader, without the child, to hear what activities are being planned for the project meetings.
3. Help find other ways the youth can apply basic management principles in your home.
4. Talk about these things together with the child.

LESSON DECISION-MAKING (MANAGEMENT CONCEPT)--KITCHEN SKILLS (APPLICATION)

1. Give youth task of making salad or cocoa or soup for meals.
2. Let her/him make decisions about what to buy or cook for meals.
3. Have boys/girls plan meals with you.

- Give Guidance By---

- Making suggestions, "You might want to do it this way. . ." or "Had you thought about doing it this way?"
- Encourage your child, "You might have a better idea. I'm sure you can handle it."
- Don't lecture but share knowledge. Remember she/he may not be wrong if she/he has a different way of working.
- Offer assistance if needed, "Well, if you need some help, we can do it together."
- We all learn the fastest by experience, not lecture. Give responsibility for household tasks in order to learn those tasks.

- Remember First To---

- Tell them how and why the task is done.
- Show them how to do it.
- Let them practice doing it.
- Have them tell you how and why they do it a certain way.

Repeat steps as often as needed until the task is learned. Praise and encouragement are needed at each step.

This is much much harder than doing it yourself. But if you do it, how will the youth learn to be independent at 18?

LESSON ON VALUES (MANAGEMENT CONCEPTS)--COMMUNICATION (APPLICATION)

1. Ask the youth her/his opinion and respect her/his ideas.
2. Allow everyone in the family to have an equal input when making family decisions. As an adult don't be afraid to be the policy maker.
3. Set up a system of writing notes to each other during those times when family members are caught up in a busy schedule.
4. Allow people to express their feelings--happy, sad, angry, afraid.

- Give Guidance By---

- Developing your ability to listen. Listen to words and body language.
- Aiming to be as honest and sincere as possible in communicating how you are feeling.
- Giving youth some "say" in participating in what happens in her/his life. Hand responsibility for her/his actions over to the youth, i.e., give an allowance.

LESSON ON RESOURCES (MANAGEMENT CONCEPT)--HOUSE CLEANING (APPLICATION)

1. Let member have practice with small cleaning projects--bathroom, car, pet cage, or refrigerator.
2. Show the youth where the cleaning supplies are kept and how to use special cleaning products.
3. Decide with the whole family how to divide up and rotate all the house chores.
4. Let boys and girls have full responsibility for cleaning their own rooms.
5. Set some standards for cleaning allowing for input from other members of the family. (i.e., "What is clean?")

- Give Guidance By---

- Realizing we all want to feel important. If each person has specific responsibilities he begins to feel needed by the family.
- Attempting to win cooperation, not obedience. Talk about the family as a unit that needs every person to function well.
- Remembering youth are, most importantly, people and should be given the same respect and dignity that we expect as adults.
- Discussing the value of the various tasks needed to keep a household running smoothly.

LESSON ON ORGANIZATION (MANAGEMENT CONCEPT)--FIRST AID (APPLICATION)

1. Discuss with the family what to do if there is a fire in the home or a car accident or someone swallowed poison.
2. Have youth label and store all poisonous substances.
3. Make the 4-H'er responsible for the first aid kit when traveling.
4. Let youth tend to his own cut or burn and decide how to care for it.
5. Let youth list and shop for any first aid supplies that are needed.
6. Let youth make an inventory of unsafe areas in the house. Encourage them to change anything they can or ask for help in changing others.

- Give Guidance By---

- Giving careful instructions, take time to teach so that the members can learn to do things on their own.
- Be aware that we all learn differently. Some youths need a structured, simple outline for a task.
- Do part of the project with your child and gradually let her/him do more of the project alone. Repeat directions frequently and show what you are talking about. Patience is a virtue and encouragement makes any new task easier. As in changing the bed:

1. move bed away from wall
2. remove top blankets
3. remove dirty sheets and pillowcase
4. get clean sheets and pillowcase
5. put on bottom sheet (easiest with fitted sheet)
6. put on top sheet (secure bottom corners)
7. put on new pillowcase
8. put on blankets and bedspread
9. push back bed in place.

Let the youth do the last few steps alone (you leave the room). Gradually allow the member to do all the steps alone. Show your appreciation for their work.

LESSON STANDARDS (MANAGEMENT CONCEPT)--REPAIRING (APPLICATION)

1. Encourage the youth to develop a system for keeping all information booklets when new merchandise is bought. Ask the seller how to take care of the article.
2. Instruct the youth on how to do simple repairs on clothes, toys, and household objects. This includes teaching patience as you wait for the glue to dry and the procedure to go step-by-step.
3. Allow your child to take on specific simple repair tasks for the home (i.e., refinish furniture, sew pillows, or mend an air mattress).

- Give Guidance By---

- Appreciating the small efforts that the youth makes. We are encouraged when our efforts are noticed.
- Remembering you are a model for your child. Your positive and negative characteristics will be copied - patience, frustration, and disgust alike.

LESSONS ON GOALS (MANAGEMENT CONCEPT)--APPEARANCE (APPLICATION)

1. Teach your daughter/son how to use the washing machine, dryer and iron.
2. Give the youth responsibility for washing his/her own clothes, Discuss what articles need to be hand washed or drip dried or special care.
3. Let the youth decide what clothes to purchase, and what is appropriate dress. Discuss how to spend money wisely, what to consider when deciding what to wear (weather, occasion, style, color), and what to buy (consider cost, laundering instructions, where it fits into wardrobe, durability and practicality).
4. Let youth know about the best method for personal care--washing hair, use of deodorants, menstruation hygiene, cleaning clothes, and washing face.

- Give Guidance By---

- Remembering the importance of the peer group. Can you recall what was important to you when you were 9-12 years old? Were your friends important? What was your biggest joy--your heaviest worry--your best daydream? In going back to your feelings at this age you can have a better understanding of the pressures and goals of your son/daughter.
- Noticing that your son/daughter is beginning to explore new parts of the world--new friends and new ideas--that are outside the family. Don't be alarmed that they are interested in discovering the world outside the family.

LESSON ON THE SIX MANAGEMENT CONCEPTS--USE ALL SIX SKILLS TOGETHER

1. Encourage youth to explore new hobbies and new ideas by using the management concepts (resources, organization, goals, values, etc.) as input for making decisions. Thus the individual has some control over her/his life.
2. Appreciate your son/daughter for being such a unique person. Encourage them to use their talents in a special way for the family (the family gardener, supper maker, furniture refinisher, acrobat, fix-it person or barbecue expert).
3. Include the youth in the family decision-making steps--how to organize the kitchen, should we subscribe to a magazine? Where can we buy lunch for \$5.00 for the family? What shall we plant in the garden? Should the family have a goal for this summer? Today? Tomorrow?

- Give Guidance By---

- Showing real, sincere interest in what your son/daughter is learning in 4-H. Ask "What did you learn (encourage them to be specific)? How can you use what you learned? What new things are you aware of? How do you feel about. . . ?" Be accepting of their honest opinions. Don't assume that they feel positive or negative feelings about these or other experiences with 4-H or other areas of their lives.

YOU ARE UNIQUE

The overall theme of this project is that each member is valuable and precious and full of wondrous surprises. We hope that this message is understood through the literature and through the project leader and all the activities that are planned. But our message might get lost. You as a parent can help us repeat to the member that he is a special person. Just as you are a unique parent/mother/father/spouse/business person experiencing life in your own unique way.

You too have a favorite color _____,

A favorite song _____,

A favorite dance _____,

A special dream _____.

You can list some special talents

1. _____
2. _____
3. _____

You have a unique personality that makes you different from every other person. From other parents.

Some things make you happy

1. _____
2. _____
3. _____

Some things make you sad

1. _____
2. _____
3. _____

There are other things that make you angry

1. _____
2. _____
3. _____

And you have special people that are important to you

1. _____
2. _____
3. _____

When you know you are unique and special you feel good and are smiley.

That's what we hope your son/daughter will feel from joining this project--
unique, special and smiley.

We are glad you decided to join 4-H!

YOUR COMMENTS

Now that we have explained the project, evaluate your part in making the
project a success.

What responsibilities does your child have at home? _____

What would you expect of an 18 year old? _____

What skills will you be willing to teach your child? _____

When will you be willing to give instructions and answer his questions? _____

Will you feel comfortable with your daughter/son taking over more responsibilities in the kitchen, laundry room, workshop, or store purchasing?

Would you be willing to share one of your skills or hobbies--woodworking, mending, gardening--for a project meeting? _____

Do you have patience when you find yourself repeating directions or requests?

ASK FOR HELP

At times your parenting job seems overwhelming and too much to put up with. That's natural. Many parents experience the same frustrations and often find it helpful to talk to a resource person. Don't try to be an expert in all areas. There is nothing wrong with asking for help. Your community has many government and private services to help you. Check with your County 4-H Agent to see if your County has a project chairperson for the home management project. If so, write her number in a handy place.

The county project chairperson has a list of the services in the community. The community resources will of course be different for each area, but there might be doctors, clinics, counseling, libraries, or welfare agencies around you. You might need information about nutrition, birth control, drug counseling, court services, job-vocational counseling, physical exercise, current literature, family counseling, or financial counseling. No one can be expected to handle all difficult situations. Don't hesitate to ask for help when you need it. As the song says, "I get by with a little help from my friends."

PROJECT EVALUATION - PARENT

1. Age of youth _____.
2. Previously in 4-H? YES _____ NO _____.
3. How many project meetings were self-management? _____.
4. Which home projects were made? _____
_____.

What help was necessary for you to give? _____
_____.

5. As a result of projects what new responsibilities have you given to youth?

_____.

6. Did you use county project chairperson for help? _____.

7. What help did you give to youth in learning management concepts of daily living skills? _____
_____.

Did one or both parents assist the youth? _____.

If no parents, what adult helped? _____.

8. What changes have you noticed in the youth? _____

_____.

Did you guide the youth in any of these areas: Values _____;
resources _____; Standards _____;
Goals _____; Organization _____; Decision-Making _____.
Or in these skills? Communication _____; Cleaning _____;
Repairing _____; Personal Cleanliness _____;
First Aid _____; Cooking _____.

9. What changes have you noticed in yourself as a result of this project?

_____.

Parent Evaluation - Parent

10. What did you like most about this project? _____

11. What was a frustration in this project? _____

12. What additions would you like to make? _____

OTHER RESOURCES FOR PARENTS

DEATH

Stein, Sara Bonnett, About Dying--An Open Family Book for Parents and Children Together (A discussion for all that facilitates acceptance and awareness of death.) 1974.

DIVORCE--THE SINGLE PARENT

Gardner, Richard A., M.D., The Boys and Girls Book About Divorce (talks to children about some aspects of divorce that are hard to face) 1970, paperback.

Mindey, Carol, The Divorced Mother (An easily read journal for any single parent concerning all practical and taboo topics; comforting and supportive.) 1969.

Wolf, Anna W., Lucillo Stein., The One Parent Family (The tasks and frustrations of being a lone parent.) Child Study Association, 9 East 89th Street, New York 10028, 25 cents. 1959.
Also see The Divorced Mother.

EXCEPTIONAL CHILDREN

Experimental Ed, No Two Alike--Exploring Childhood--Working with Children, Helping Children with Special Needs (A sourcebook for children who have emotional, educational and physical special needs.) 1974.

PARENTING--OVERVIEW

Callahan, Sidney, Parenting--Principles and Politics of Parenthood (A layman's overview of how to use all the available parenting material and choose what best suits your needs.) 1974, Hard bound.

Satir, Virginia, People Making (Delightful book emphasizing the importance of building self esteem and the strength of family interactions.) 1972, Paperback.

PARENTING--DEVELOPMENTAL VIEW

Chess, Stella, Your Child is a Person: A Psychological Approach to Parenthood Without Guilt (Study of unique personality development; deals with the function and responsibilities of parents.) 1965, Paperback.

Church, Stone, Childhood and Adolescence (College text; outstanding detailed text on child development, incorporates the most recent social and cultural trends.) 1973, Hard bound.

Fraiberg, Selma, The Magic Years: Understanding and Handling the Problems of Early Childhood (Description of the child's first six years--a classic for all parents; notes on the emerging sex role, self, and conscience.) 1959, Paperback

Gardner, George, The Emerging Personality: Infancy Through Adolescence (Excellent for parents; follows personality development parallel to developmental tasks.) 1970, Hard bound.

Jenkins, Shacter, These Are Your Children (Readable, basic, accurate overview of the developmental stages.) 1975, Paperback.



Muller, Philippe, The Tasks of Childhood (How parents can intellectually stimulate their child along developmental stages.) 1969, Paperback.

PARENTING--SPECIFIC APPROACHES

Becker, Wesley, Parents Are Teachers (Understanding how family members reinforce and extinguish behaviors in the family; basic principles of behavior modification.) 1971, Paperback.

Brutten, Milton, Ph.D., Sylvia O. Richardson, M.D., and Charles Mangel. Something is Wrong With My Child (Practical book for parents with children with learning disabilities; recognizing and aiding the learning disabled child.) 1973.

Dreikurs, Rudolph and Vicki Soltz, Children the Challenge (Explains the Adlerian approach, individuals striving for significance and applying logical consequences.) 1964.

_____, Social Equality: The Challenge of Today (The family's role in respect to the value and input of all members.) 1971.

Ginott, Haim, Between Parent and Child: New Solutions to Old Problems (Examples of effective communication considering emotions behind words; encourages respect for children.) 1965, Paperback.

Gordon, Thomas, P.E.T. Parent Effectiveness Training (Basic listening skills and parenting guidelines.) 1970, Paperback.

James, Muriel, What Do You Do With Them Now That You've Got Them? (TA principles give insight into patterns of family relationships.) 1974, Paperback.

Polkulland, Paula, Montessori: A Modern Approach (Explains the Montessori method of fostering growth and development.) 1972.

PRE-ADOLESCENTS

Redl, Fritz, Pre-Adolescent--What Makes Them Tick? (The confusing age between 9 and 12 is described, and suggestions for parenting are given.) Pamphlet, 1972.

READING REFERENCES

American Library Association, Children Services Division, Let's Read Together. 1969. (An annotated guide for parents who want to share books with their children; compiled by the National Congress of Parents and Teachers.)

SEX

Child Study Association, What to Tell Your Child About Sex (Updated classic; written in question/answer form, separate areas for parent questions and each stage of a child's growth--infancy to adolescence; aimed to develop healthy attitudes.) 1974, Paperback.