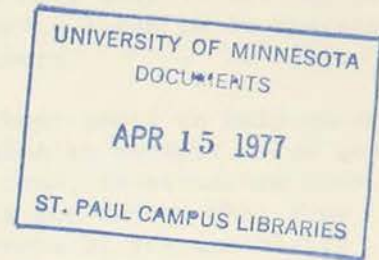


MN 2000
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YOU'RE THE BOSS!

Self Management

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Leader Orientation
Our Goal (Unit I, Unit II, Unit III)

Our goal in the Self Management project is to make each member feel important and valuable. We want to use every trick in the book to raise each person's self-esteem so that they feel worthwhile and special. We feel that this is the key to having a mature, socially responsible person. Inner security leads to an increased social awareness and a decreased need to use and abuse others.

We feel that the management principles are the very best tools to help these youths explore their very own unique talents and their value to society. Our goal is to guide the 9-year olds to value their ideas and opinions, to structure them into goals, to use all of their personal resources to grow and become what they want to be. Our goal is to help these youths develop a sense of responsibility and a sense of having some control over the direction of their lives. This is only the beginning of the Management Life Skills project. The three units of this project are:

Unit I	ages 9-12	You're the Boss - Self Management
Unit II	ages 13-16	With a Little Help from Others - Social Management
Unit III	ages 17-19	Making It On Your Own - Management Life Skills

Our overall goal is that members enrolled in the Management Life Skills project will learn to:

- really believe that they are valuable human beings who can nourish their own self development.
- realize their own unique individuality, capability and potential for continued growth and development.
- accept personal limitations and learn from failures.
- formulate life values and aspirations and act to fulfill them.

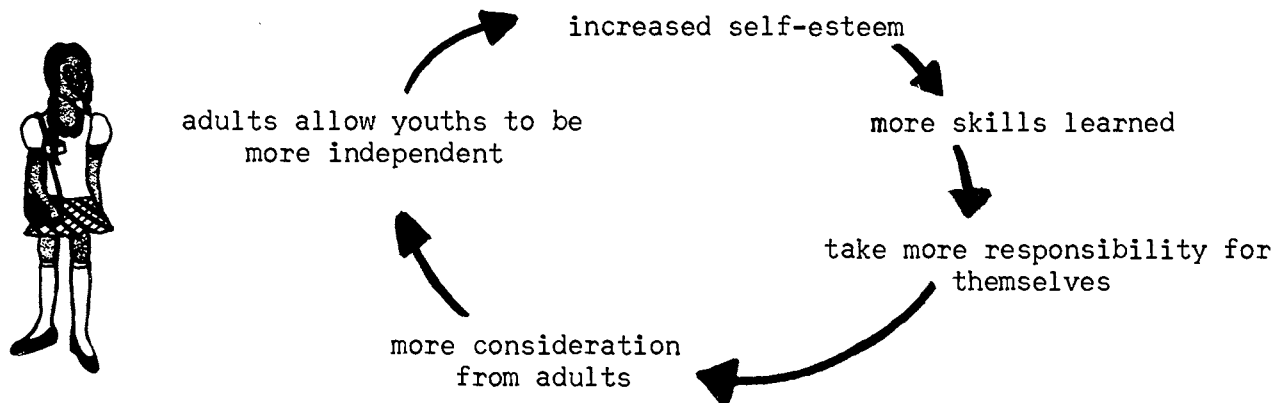
We feel that this is possible when members completely understand and utilize all of the management principles together: To organize their resources to reach goals that are guided by their values and standards which will all help them to make well informed and intelligent decisions.

Unit I You're the Boss! - Self Management

For the 9-year old the basic skills that can be learned and used are personal day-to-day living skills (cooking, cleaning, care of personal appearance, safety, repairing and communication). By learning these skills they can begin to take on more responsibilities in the home, make more decisions for themselves. As a result, adults should begin seeing the youth as a more independent and reliable person.

Adults can begin to trust the youths' abilities and judgements. This would result in a boost to their self-esteem and self image.





What Will Make it Possible?

There are three parts needed to come together to make this whole idea of self management worthwhile to the member. They are:

- I. A leader or guide that will make the material come alive to that child by being a caring, warm relating person--this is your part.
- II. Material which is written in an interesting and usable form--the author has tried to do this part.
- III. Members that are ready to learn new ideas and are interested in exploring new ways to relate to the world.

I - The Leader

So you see, you are a very important part in making this unit come alive. A beginning step in fulfilling your role is to better understand some of your own feelings toward working with a group. Become aware of why you like 4-H and why you want to work with this age group. Become aware of what delights you in a group meeting and what makes you upset. Become aware of what values and goals you use to guide your own actions. Do you make decisions or do you fall into them? Who's in control of your actions? To help you take a good look at some of your motives and aspirations, this project contains a journal which will help you ask some of these questions of yourself. The journal is mentioned first, because the most beneficial way that you can relate to the member is by being a whole, aware person. As we reflect on past relationships, the most meaningful times are often those spent with others who were open to share themselves as feeling, alive people. The journal contains seven sections. Each section is of two parts. Part one has questions of a personal nature to help in your self awareness. It is called Exploring Yourself. Part two is about the project meeting. It is called Reviewing the Meeting. (Section I goes with the first project meeting, section II goes with the second project meeting, etc.) Hopefully through this journal you will find yourself growing, changing, and learning with the members. As you know, in active participating adults the learning process never stops.

II - The Material

The following will explain how the material has been put together so you can use it in the most beneficial way.

The Background Material: This material gives you information on what management is and explains the six management concepts. Each of the six management concepts has been divided into three sections - pre-teen, teen and older teen with the main ideas to get across to that age group.

The Teaching Units: The material has been organized into seven teaching units, one for each management concept and the last one for integrating all the concepts. For this age group, six day-to-day living skills that are important to know are included. They are linked up with the basic management concepts in this way:

decision making - kitchen	resources - house cleaning
standards - repairing	values - communication
goal - personal appearance	Management Celebration!
organization - first aid	

The units can be done in any order except for the first and the last two. We put the decision making lesson first, because we use decision making in all of the other management concepts and also the real application of decision making comes when the members decide when and where they want the other lessons to come in. The last two units involve planning a management celebration (values-communication) and the management celebration (using all the concepts together). For each unit 10-20 lesson ideas are suggested. You choose what best suits your group. For the record write down the date on which the activity was done. This will help you plan next year. The lessons important to cover with 1st-year members are asterisked (*). The Review, the Skill, and Planning Ahead sections link the day-to-day living skill with the management concept.

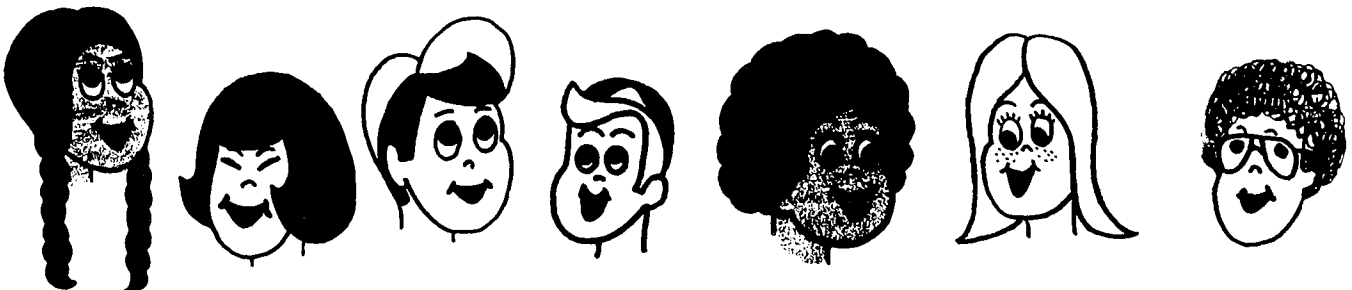
The Fun Sheets: There are seven fun sheets, one for each unit. These are for the 1st-year members. They refer to the asterisked (*) Skill-lesson and also provide games and puzzles that relate to that management concept.



The Projects: These are craft ideas that can be artistic but the main purpose is that they are useful in helping the members become more responsible for themselves. If you decide to do these as a group or as take home projects, guide the member into thinking how they will use this project. Ask where it will be hung or what it will be used for.

The Bag of Tricks: This is an assortment of worksheets, games and songs that can be shared with the group if you choose that corresponding lesson. Copies for the individual members can be ordered.

The Member's Manual: This is a booklet for the 2nd-year member. It contains seven characters (Salty, Peppermint, Chips, Cricket, Clover, Ketchup, and Ace)



and lots of questions and puzzles to work on. It contains more detailed ideas

of what self management is about. Again, the booklet contains seven units covering the basic concepts and a final unit using all the concepts together.

You are encouraged to use this material in a creative way that is most suitable to your members and your needs. Your creative input is what will really make the material on a piece of paper come alive. You are in the best position to decide how to use the projects, fun sheets and manuals. Resources in the community will help you decide how often and where to have group meetings.

III - The Member

Now that you are familiar with the material you are going to work with let's focus on what the 9-12 year old might be like. Many youth workers and child experts believe that these characteristics might describe your members.

Emotional--beginning to develop a concern for others but can be very self-righteous about who is right or wrong.



-strongly attached to those people who have been significant in background.

-need a patient adult as their leader, one that will not tire of reminding them of meeting times and day and project commitments made.

-quick to sense dislike or a negative attitude; need to know and see that you really are about them and are interested in them.

Social --- the "gang" age. They are now beginning to break away from parents to groups outside the family. This is significant because they do not consider themselves little children anymore.



-like to have a say in what is being done. They like to help plan activities; thrive on responsibility but often need help in fulfilling their obligations.

-"turned off" by the opposite sex. (So let them sit on opposite ends of the table.)

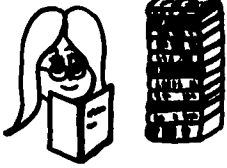
-beginning to say "no" to adult authorities. They want to be independent and test things out for themselves.

-try to avoid making value judgements or saying this is absolutely right or wrong.

-this group - especially 11 and 12 year olds may act "big and tough", they may show a poor attitude in a group situation but really inside they need to know you like them, you respect them, you are genuinely interested in them and what they are doing.

-they like to be treated with respect and do not like to be talked down to.

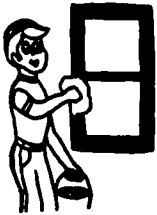
Intellectual--



beginning to grasp things with concepts but still need real proof. Your many examples that can be felt and heard and touched in order to get your point across will be needed.

- curious -- love surprises.
- able to spend some time on independent reading.
- can pursue new ideas (if interested!) for hours.

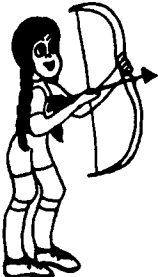
Vocational--



- just beginning to test what it means to hold occupation.
- some ideas that are more related to own interests than previously.

In a project of this nature where they are hopefully growing emotionally and psychologically they need a very free, open, loving atmosphere in which this can happen.

Physical ---lots of energy.



- later in this age begin to start "spurts" of growth.
- more fine muscle coordination -- can handle some needlework and detailed art projects.
- more aware and interested in their own appearance and the effect it has on others; need reassurance about their appearance and no value judgements about their way of dressing.

Leader Guidelines

-Leader or Teacher?

You are a leader for this group, not a teacher. The members will teach themselves more effectively if you only lead the way.

A leader is best
When people barely know that he exists,
Not so good when people obey and acclaim him,
Worst when they despise him.

Fail to honor people,
They fail to honor you.
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say, "We did this ourselves."

Actually, no one really knows what things help us learn. Think of your own experience. How did you really learn that you have many resources within you now to explore and challenge yourself? It can be exciting, too.

We aren't really sure how people learn. It comes with and without a teacher, it comes through a book, it comes by experience, it happens at school, it happens when you daydream.

-Quality Interaction

Know the size of group that you can manage and that allows enough time to give special attention to each member. If the group is too large you are cheating yourself and each member. A group of eight to ten members is suggested.

- Limit the project meeting to one to two hours. Notice how long their attention span is. Don't over plan so that you forget about a casual friendly interaction with the members. That is the key to 4-H success!
- The first step is to spend some time getting to know the group. Share who you are, get to know about their interests. The time spent doing this will be well worth it. The trust and sharing between everyone will be easier.
- When the group is together, have everyone sitting in a circle on the floor or around a table. This shows that everyone is equal and has value. This encourages direct communication because everyone is looking face to face. Also everyone is on an equal level to encourage discussion rather than lecturing.

-Listen with Your Eyes and Ears

- Listen to the gestures and actions of the group with all eyes and all ears -- have a large field of vision. Become aware of when they need individual attention or a song or a moving activity or some quiet time.
- Respect the members' comments and opinions. Listen to what is said. Reflect on their comments in such a way that they know that they have been heard. "You really sound excited about your new dog" or "You seem upset because you lost your book."

Remember that every person wants to be included in the group. We all want to be included in a special group and be considered important. This is valuable to remember as you are trying to get the group working together. Notice that Joan always remembers the best jokes or that Tom remembers to clean up and that Marcie is always very artistic in everything she does. Recognize all the positive unique characteristics of the members and they will blossom like a flower.

-Encourage the Positives

Recognize the members when they have done something that you appreciate. "Thank you for all listening to Dora's story" or "Thank you for remembering to clean up," The group will enjoy working together as a team and begin to appreciate each other by following your example. Use



encouragement to help the members try new activities. "I know that you can do it. Go ahead and try. I think you can handle it. If you have problems, ask me and I'll help you." Sometimes we all just need another person to encourage us along.

At many times the members will fail as they attempt new projects and skills. The benefit of a failure comes when we look at what went wrong in the management process. Guide the members back through all the decision making steps. "Did you understand all the consequences clearly? Were all the possible solutions found? Did you get to the real problem?" Encourage them to learn from failures.

-Listen to their ideas

- Whenever possible use a question to do your teaching rather than a lecture. "How do you get organized in the morning? What standards do you have when making a birthday card or writing a homework assignment? What values do you show in how you spend your money?"
- Who does most of the talking at the Project meeting? If it is you, you're not the leader, you are the dictator.
- And in the midst of all the Projects, Lesson Plans, Members' Manuals, and Fun Sheets remember to use plenty of silence as you explore ideas together. Words sometimes get in the way.

-Know your Limitations

- Being prepared and planning ahead will show that you really have yourself under control. Have three or four lessons in mind, but only do one or two if the group shows special interests. You might do an activity that is unplanned because it seems to be the best way to suit your mood and the group's mood and to teach the main concepts.
- Know when to ask a parent or junior leader for assistance.

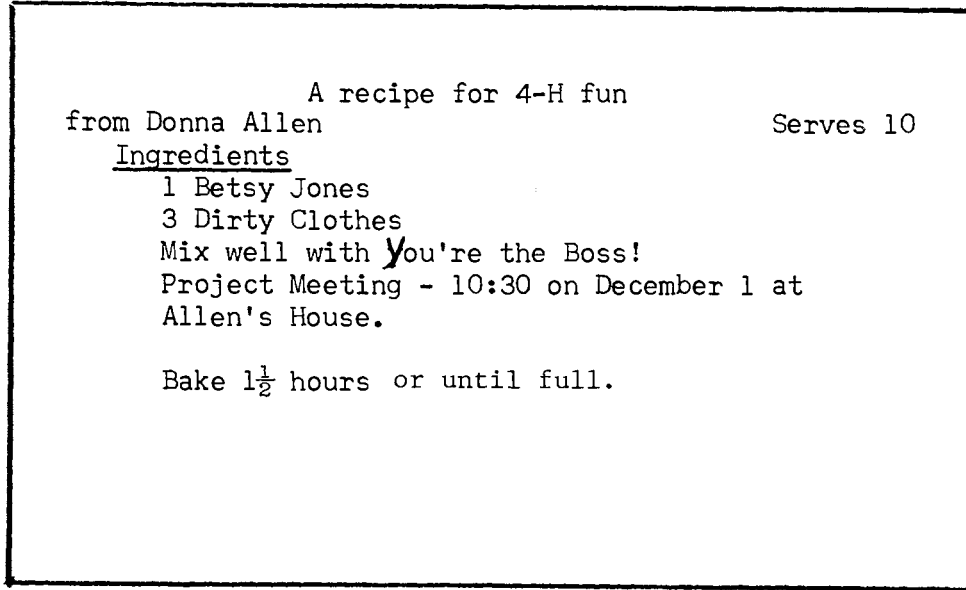
-Never Underestimate their Capabilities

- Never underestimate what these special people are capable of. While they are waiting for everyone to come, have someone make a poster with the song words or prepare a snack. These small responsibilities really make anyone feel important.



Have the members remind each other by having a telephone person or a post card person to remind them of the meeting and what to bring. Never do for the members what they can do for themselves.

A sample postcard:



Dr. Dreikurs¹ reminds us:

Overprotection and indulgence have the same discouraging effect as severity, humiliation, and punishment, for they deprive the child of the necessary experience of his own strength, of his ability to overcome difficulties and take care of him/herself. He/she learns to depend on others and not on him/herself.

-Ask members to relate the main concepts to their own lives. Help them to teach each other. Don't underestimate the potency of the peer teaching. Ask Gary to explain how he was organized when he built his dog house. Ask Tina how she used her resources to raise pigeons.

-While waiting for the latecomers, have everyone share what they have done to be more organized in the past week or a new resource they've discovered.

-It's A Group Problem

Treat every problem as a group problem. "We ran out of snacks. What shall we do? A lot of people are coming late, what can we do?" Trust that the members can be creative and caring as you work out problems.

Remember that this is not your group but everyone's group. All can share the burden of a discipline problem or a scheduling problem that would relate to the whole group. Remember to be an authentic, alive, feeling person to your group. Relate to them how you are feeling. You will be surprised at how warmly they will respond when you share your feelings. "I'm feeling tired today so I'll need some extra help." "I'm really pleased that you are all doing things at home to practice these skills that we do in our group." These are called "I messages" because you

¹Dr. Rudolph Dreikurs, Psychology in the Classroom, p. 40

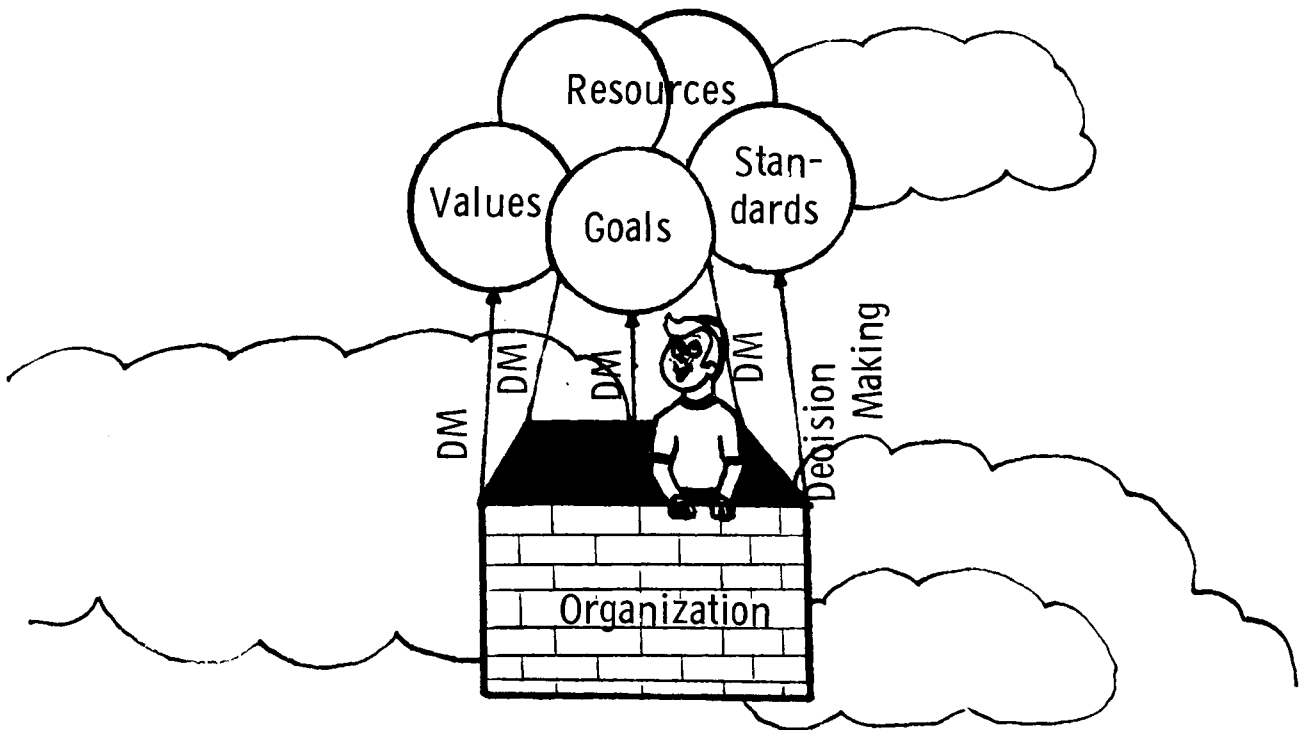
are being direct in saying how you feel and also you are taking responsibility (owning) your feelings.

-The Real You

Respect yourself as a learning, growing person and have the courage to be imperfect and to learn from your mistakes. Don't compare yourself with the perfect ideal of a project leader. There is no perfect leader, there is only a perfect you.

Give encouragement and positive attention and they'll listen to your ideas. They'll react to your warmth and openness and realness. If they can see that you have feelings, doubts, joys, mistakes and success, they will relate to you as a real person and not just an authority figure.

Be alive, creative and spontaneous in your own way. Make the lesson flow as you tailor it to fit your kids and the specific setting. Be brave enough to make mistakes. Be free enough to laugh with the whole group.



YOUTH'S BILL OF RIGHTS

By

George Lawton

(A petition directed to parents, teachers, and other miscellaneous adults.)

1. Stand by us, not over us. Give us the feeling that we are not alone in the world, that we can always count on you when we are in trouble.
2. Make us feel that we are loved and wanted. We want to love you, not as a duty but because you love us.
3. Train us by being affectionately firm. You really will achieve more with us through patient teaching than by punishment or preaching. Say "No" when you feel you have to, but explain your rules, don't merely impose them.
4. Bring us up so that we will not always need you. Teach us how to take on responsibility and become independent of you. We will learn this faster and better if you will let us question you, your ideas and standards.
5. Don't act shocked when we do things we shouldn't. It is going to take us time to learn how to grow into life properly.
6. Try to be as consistent as possible. If you are mixed up about what you want from us, why shouldn't we be mixed up too in what we give you?
7. Don't try to make us feel inferior. We doubt ourselves enough without your confirming it. Predicting failure for us won't help us succeed.
8. Say "Nice Work" when we do something really well. Don't hold back the praise when we deserve it. That's the way to spur us on.
9. Show respect for our wishes even if you disagree with them. Respect for you will flow naturally from your respect for us.
10. Give direct answers to direct questions. But don't give us more than we ask for or can understand. When you don't know, say so, but find someone for us who does know.
11. Show interest in what we're doing. Even though by your standards our activities may not be important or interesting, don't reduce them in our eyes by your indifference.
12. Treat us as if we are normal, even when our conduct seems peculiar to you. All God's children have problems. That doesn't mean we're all problem children.
13. Sometimes all of us run into serious emotional difficulties. Should that happen, obtain for us professional counselling. It isn't always easy for boys and girls to understand themselves or know just what they want. That's why there are specialists in personal adjustments and vocational selection.
14. Teach us by example. "What you are speaks louder than your word."
15. Treat each one of us as a person in his own right. Children are people, not carbon copies of grownups. Treat all children in your care fairly; that is, as of equal value to you. That is how we will learn to respect the rights of other people and to treat them fairly.

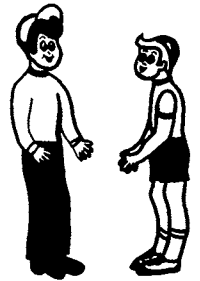
16. Don't keep us young too long. We want a chance to prove what we can do as soon as we are ready to give proof. Don't hold us back by love which overprotects and paralyzes.
17. We need fun and companionship. Help us share our interests and happy feelings with groups of friends. Give us time to be with them and make them welcome when they come to visit.
18. Make us feel that our home belongs to us. We are at least as important as the furniture. Don't protect "things" at our expense by making us feel like intruding bulls in a china shop.
19. Don't laugh at us when we use the word "love". The need to love and be loved starts early (and never ends). Getting romantic is merely setting to soft music the eternal desire to belong to someone and have someone belong to us.
20. Treat us as junior partners in the firm. Democracy starts at home. If you want us to be worthy successors to you, take us into your confidence, and let us help you in managing our family, our school, and our community.
21. Make yourself an adult fit for a child to live with. Prove to us "it ain't so" that parents are the worst persons in the world to have children, or that teachers are precisely the people least suited to teach. Show that home and school are not simply places where children learn how to get along with disagreeable adults.
22. Prepare us to lead our lives, not yours. Find out what we can do or we want to be before you force us beyond our capacity or make us become what you want us to become.
23. Give us the right to a major voice in our lives. Decisions that will affect our whole future should be made with us, not for us. We have a right to our kind of future.
24. Let us make our own mistakes. To make wise decisions takes experience. That means we have to try ourselves out and find out for ourselves. We can only learn from our own actions--not yours.
25. Permit us the failings of average children, just as we permit you the failings of average parents. Let us both break the rules sometimes. We can grow only at your own rate, which means in easy stages. We want to become the best we can become, but we would not be human if we were perfect.

TEAM UP WITH THE PARENTS

A 4-H Club can't exist without parents (where would kids come from if we didn't have parents?). And you, the project leader can't survive without cooperation, support and the special talents of those parents. They can help you with new ideas and projects and solutions to problems when you don't know what to do next.

You will need parent cooperation especially with the Self Management project. This project involves what the youth does at home, and what responsibilities he is given. You and the parents can share in directing and guiding the member to learn the self management concepts and apply the day-to-day living skills. Remind each other that the member is unique, valuable and full of potential.

Find your team by having a 4-H Self Management get-together. Invite parents and members and junior leaders. Get to know the parents. Share the basic plan of the Self Management Project. Get their ideas on how everyone can get involved. What parents can share their special skills and hobbies in a project meeting? How can they share in transportation to project meetings and field trips? Try to arrange project meetings to be held in different homes. The family can be a host for the meeting. Other clubs have found that it makes parents feel involved, and the members use their best manners. Note the special talents of the parents (singer, painter, gardener)--those are your resources!



Use your special resource--the ability to ask for help. People feel special when somebody needs them.

Sit down with a big calendar and plan out the next six or nine months. When and where can we have the meeting on resources, values or goals? Where can we have the management celebration? Who can be a resource person in March or November? Plan ahead. Put the junior leaders on a reminding committee. They can call or send a postcard to the adult or to the member to remind everyone of the events for the month. Hey, you'll be getting organized!

Remind the parents that the county project chairperson is a resource person. She has the list of agencies in the community that can benefit the family and meeting when special help is needed.

Share your frustrations with the parents. Consider a problem as something that belongs to the whole group. "Here is my concern. What can we do about it?" Discipline or equipment or scheduling problems can be solved by the team.

Give each parent the Self Management packet. This is their special introduction to 4-H and the project. A book list and pamphlets to help them to be better parents will be included.

It can be a time for showing parents all the project ideas and lesson possibilities. Give them the basic introduction to You're the Boss, Self-Management by sharing the member's manual. When the parents can get a peak at the material, it will be easier for them to understand how such adult sounding concepts can really make sense to pre-teens. Explain to them that this is the beginning of the Self-Management project and there are two other units to follow - Unit II, With a Little Help From Others (12-16 year old); and Unit III, Making it on Your Own (16-19 year old).

Have a fun time getting your team together!

MANAGEMENT CONCEPTS APPLIED TO OTHER 4-H LESSONS

Standards, Organization, Decision Making, Values, Goals and Resources--

All of the management concepts are important to all of the 4-H projects. Present material on decision making to a wood working or a cooking group. Talk about goals when the members are beginning a sewing or horticulture project. All projects relate to goal and standard setting, and using resources wisely. Awareness of values helps us make decisions and organize our efforts. Any employer or business person uses the management principles to do the best possible job. Any person can use the same concepts to become the best possible person--to reach his/her potential and actualize his unique self.

To present any of these six management concepts pull out these four aids for help. Note that each concept is found in a different color.

1. Background material on the concept--detailed information.
2. Lesson plan for leaders--basic information and ideas for group activities.
3. Fun Sheet--this material for the members.
4. Bag of Tricks or Projects--maybe some of the projects will help the members be more organized.

Use the material in a creative way that suits your project, your values as a leader and the needs of the members. The main reason for teaching the management concepts is to stimulate each member to be the unique and growing person he/she is capable of becoming.

EXHIBITS, DISPLAYS, ILLUSTRATED TALKS AND DEMONSTRATIONS
NON-COMPETITION AND COMPETITION

Nine and ten year olds should be encouraged to show/share things they have learned which make use of one of the six basic management concepts--values, goals, resources, organization, standards and decisions. Eleven and twelve year olds should be encouraged to see how many of the six concepts they can teach others about.

In the beginning show/share might be telling what important things they had learned, done, seen, or thought concerning any of the management concepts since the last meeting. Later they can begin to show something that illustrates learning. In show/share management you are teaching others what you have learned in any way that seems comfortable to you.

The following are merely suggestions. Ideas you have will be better!

- How to make a first aid kit, including important points on organization to remember.
- How to organize:
 - Grooming kit
 - Hiking/camping kit for food, camping, sleeping, clothing
 - Sewing kit
 - Study desk
 - Bicycle repair kit
 - Family games or books
 - Paper route
 - A schedule of personal time
 - Sharing a clothes closet, drawer or room
- Show/Share how people might be too systematizing and
 - forget other's feelings
 - forget the aesthetics (beauty that makes you feel good)
 - or force other people into your system
- Show/share how to plan the family's week T.V. viewing so everyone gets to view some of their favorite things.
- Demonstrate the system of making a bed one trip around except for the bedspread.
- Show how to organize dishwashing to minimize the job.
- Show a system for making peanut butter and jelly sandwiches using the organization principles.
- Show the plan for a garden plot, organized to get the best yields and make the best use of the land.
- Show others how to make their own personal banner.
- Display six of your favorite comic strips that each illustrate one value. Explain these values to the audience.

- Give an illustrated talk on all the things a person could do with ten minutes of time.
- Show/share making a picture chart for younger people to explain how to finish some step-by-step projects (for example, grooming the dog or raking the lawn).
- Take four activities you are involved in and illustrate with magazine pictures or drawings the top and lowest standards possible. Tell how you decided on your standard and why and how you know when you have reached that standard.
- Give an illustrated talk to show how your standards change with different people and in different places.
- Show/share any project or learning you are now involved in and tell which of the management concepts you used and how you feel about the results.

Talents Can Equal Money

Show/share how a particular talent has been used to make or save money and thus eliminate the need to spend money on gifts.

Time From a Different Perspective

Give examples of people with differing life styles. Interview people who spend their time in different ways that reflect their values. Talk to people who work at night, spend a lot of time studying or driving to work or watching TV. Explore one other culture and how its people view time differently because of their values.

How I Changed One Job to Make It More Likeable

Show/share about a job that a member didn't like and how it was changed to make it more likeable by use of brain power.

(These three show/share ideas come from Florida 4-H management materials.)

Tours

- To a sports shop to see a demonstration of the care and maintenance of outdoor equipment (skis, canoe, showshoes). Watch the talents, skills and knowledge needed. Was any personal value shown? How?
- Visit a greenhouse to see the resources needed to care for plants at various seasons.
- Talk to a high school football star to hear about the resources he uses daily to play ball.
- Tour McDonalds, Dairy Queen, a commercial dairy or bakery to see their systems of working quickly and efficiently.

DECISION MAKING

This first lesson is on decision making because it is a skill that is needed in all parts of management. If you can make this first meeting a fun time, the kids will feel more comfortable about being in this new group and they will be excited about coming to the next meeting.

Decision making is a process that takes five steps:

1. Deciding the problem.
2. Brainstorming for solutions.
3. Looking at the consequence for each solution.
4. Making a decision
5. Evaluating if you like that decision.

Brainstorming is a fun activity. Set a time limit (2-3 minutes) for everyone to think as fast and excitedly as possible for any possible solution. Write down every solution that is suggested, even if it seems crazy. Work together. One idea will lead to two or three that you didn't think of before. Get involved with the group. Share in the fun!

Now look at the consequences for each solution. You as a leader can guide them to think ahead of what would happen if they would steal or eat 10 candy bars or make a long distance telephone call. Just stimulate their minds by asking questions.

As a decision is made emphasize the fact that you have to live with some decisions for a while until you can reevaluate. As you consider the positive and negative consequences of a decision also think of when you can stop and evaluate. "Do I like this decision?" After one week decide if you want to return the bicycle you bought. After one session decide whether you like babysitting enough to take it for a summer job.

Evaluation is important because this is how you learn from what you have done. You might want to try another solution or stay with the same one or leave the problem alone.

An important skill that is learned in brainstorming is creative problem solving. This is a very needed but rarely developed skill that a complex, fast moving society such as ours needs. If we can encourage the group to find new problems and change as exciting challenges they will be more equipped to deal with the every day living changes that they will experience in their life times.

Decision making is a deliberate process that you go through to solve a problem. You aren't haphazardly choosing a solution but you are creatively and energetically using your mind to deal with all aspects of the situation.

The basic principles of food preparation and nutrition are the day to day living skills that are covered in this lesson. You might be very unpopular by refusing to serve pop, candy and potato chips at the meeting. Learning basic nutrition is a survival skill that the members will need and use for the rest of their lives. All members will need to know fundamental food preparation procedures--cutting, mixing, frying, baking--regardless of their sex. Expect the boys and girls to learn together. Your confidence in them will tell them they really can survive in the kitchen.

INTRODUCTION

Main Concepts:

- * Decisions are influenced by interests, habits, skills, feelings, and values.
- * Everyone makes decisions.

INTRODUCTION

*paper
pins
pens*



Name Tags are helpful as icebreakers. Have kids draw in one corner a decision they have made recently that they are proud of. In another corner draw a decision that they made that they didn't like. In another corner draw a picture of something they can do well. For the fourth corner have the group go through the decision making steps to decide what will go in that corner. You share your name tag first and ask others to share, too, if they want.

THE WHOLE MACHINE

Main Concepts:

- * Overall view of six parts of management.
- * Basic skills needed in day to day living.
- * We all make decisions.

WHOLE MACHINE

bag of tricks #8

Introduce the idea that a manager needs special skills:

"Do any of you know a manager? Some who owns a store or manages a farm or a factory. They already know all the big ideas that we will talk about in this self-management project. Our first lesson is on decision making and we will later cover all the other parts of the machine. We will finally end up being good managers. We are doing decision making at each part of the machine. Just like oiling each part to make it work better."

If you are a good self-manager you can organize, make decisions, use resources, decide goals and values and standards. You also will know how to work in skills to feed yourself, wash clothes, clean your house, know first aid, and communicate with people.

IN THE KITCHEN

Main Concepts:

- * Decision making can only begin when you recognize a problem exists.
- * Decisions can't be made unless two alternatives exist.
- * Decision making is a process which can be compared to a recipe.

KITCHEN

bag of tricks #9



Bring some snack that can be easily fixed with the facilities available. Choose a nutritious snack that requires some kitchen skills. Look at some simple recipes in "Bag of Tricks #9."

*ingredients
for snack*

Write down the five decision making steps on a large sheet of paper for everyone to see.

*kitchen
utensils*

Let the group discover the problem (who is going to fix the food?), Explain briefly the five steps to problem solving (find the problem, brainstorm, consequences, try one, evaluate). Begin brainstorming with the group. Write down all suggestions on paper. Limit the time. Now look at the consequences. Decide together which solution to try.

*Decision-
Making
Fun Sheet*

Make the snack. Use this time in the kitchen to remind them of safety and sanitation and aid them with basic skills in the kitchen. Talk about meals that they often fix at home.

This is a good time for you to recognize something special about each member. Appreciate them for their capabilities. Show interest in any cooking that they have done. Show confidence that they could easily make a simple breakfast, lunch or dinner for their families.

Other problems that you could make decisions about are who will serve or who will clean up or what to do with leftovers.

After it's all done evaluate. "Did you like our decision? If you did it over, would you decide the same way?"

Provide recipe cards and pens for them to copy down the recipe to use at home

*recipe cards
pens*

WHAT DO YOU LIKE TO DO?

LIKE TO DO?

Main Concepts:

- * Everyone makes decisions.
- * Decisions are influenced by interests, habits, skills, feelings and values.
- * Decisions are based on what is important to us.

By listing the things we like to do we are making decisions about how we spend our time, the people we are with and the skills we develop. Check the clock column if you have done the activity in the past week. The money column is checked if you spend over three dollars for it. The F means if your friends do this. The P is if your parents do this. The star is for the one activity that you enjoy the very best.

*bag of tricks #10
pens*

The sheet shows decisions that the member has already made. Share your own activities with the group. Tell the decisions that you have to make. What did you learn about yourself. Now encourage the members to share. It is a very important moment when that member shares his/her special interests. Your complete attention will make the member feel that he/she is important. You might even deny others your attention as you explain that you are very interested in what the other member has to share. Even such a short sentence will give a tremendous boost to anyone's self-esteem. This whole project is a gardening project in raising self-esteem.

HOW WOULD YOU DECIDE?

YOU DECIDE?

Main Concepts:

- * You can cause things to happen.
- * Everyone's views are important.

This is a moving activity where the members are forced to make a decision. After a problem is stated make an imaginary line across the room. At each end is the extreme positions to solve the problem. The members place themselves at their decision for solving the problem. Here are some suggestions but I'm sure you and the members can find more that are more suitable and crucial to your group.

space

How should the group spend a \$10 gift?

give it away - - - - - spend on
ice cream
treats

What should the group do for a Saturday project?

have fun
go swimming - - - - - do a community
clean-up project

What do you do when you are upset?

tell someone
how upset you are - - - - - hide how you
feel

How would you finish a group project for 4-H?

be the leader
tell people what
to do - - - - - be the follower
just do what
people say

Remember that anyone can "pass" if they don't want to decide. There is no right or wrong decision. Appreciate each member for expressing his/her opinion. Encourage them to decide for themselves and not rely on what others feel.

DISCUSSION--Responsibilities of a Decision

Main Concepts:

- * Decisions should be made and carried out and lived with when they can't be changed
- * Some events cause others to happen
- * Once you have decided you must take the responsibility for whatever you do.

What responsibilities do you have to take because they have made decisions?
 What responsibilities does a baby-sitter have?
 What responsibilities when you have a pet?
 What responsibilities when you have a paper route?
 What responsibilities does a 4-H member have?

DISCUSSION--Regretting a Decision

Share the times that you have regretted a decision that you made--buying clothes, what you eat, how to relate to friends, going to bed late. Share with the members that sometimes you are stuck with a decision when you can't change it. Give your own example. Talk about things that you can learn from your regrets. Did it help you when you made other decisions? List the important decisions the kids have to make.

MY MIRROR

Main Concepts:

- * Through concentration we can obtain a closer relationship to another person.
- * What kind of things do you want to happen?
- * You can cause things to happen.
- * Decisions can change situations.

MY MIRROR

space

This experience will encourage the individuals to be sensitive to each others movements and actions. They will also be involved in on-going decision making. Have the members pair up, face each other, decide who will be leader, silently put palms towards each other--almost touching maintain eye contact and at the same time copy exactly what the follower does. Encourage the members to move in any way. Let the group go for 4-5 minutes depending on how involved they are. Switch roles. Remember no talking, follow all movements of the leader.

Process what the member felt. What decisions were made? How do they feel about the exercise.

DECIDE HOW TO FEEL

HOW TO FEEL

Main Concepts:

- * Everyone makes decisions.
- * Decisions can change situations.
- * You can cause things to happen.

Decide to put on new personalities in a role playing situation. Become grumpy, mean, quiet, sensitive, mad. We all make unconscious or conscious decisions about how we are going to act toward other people.

- How do you decide to act when you are angry?
- How do you decide to act when you want to make friends?
- How do you decide to act when you want to get attention?

YOUTH IS LEADER

YOUTH LEADER

Main Concepts:

- * One decision differs from another in several ways
 - some are easier than others;
 - some carry more consequences than others;
 - some decisions can hurt;
 - some decisions can make you feel good;
 - some decisions can't be made alone.
- * Once you have decided you must take the responsibility for whatever they do.
- * Members can teach each other.

Use the decision making unit in the Home Environment project. It includes two leader orientation sheets and 34 drawings that display the main concept. As we make decisions we decide the person that we want to be and how we want to relate to the world.

decision making cards

It will be an interesting experience to let a member take over this lesson. Ask them to display the cards and to also give personal examples of the main concepts. Let the member look over the cards before the meeting starts. Choose a member who won't be too overwhelmed by being a leader but needs the benefit of the special attention from you. Thank the member and give sincere compliments on his/her efforts and leading abilities. Every sincere compliment is a boost to another self-esteem.

DISCUSSION

Main Concepts:

- * Procrastination is an enemy of decision making.
- * Decisions differ--some can't be made alone; some are easy; some carry more consequences; some hurt; some make you feel good.

Discuss procrastination. Ask if anyone knows what it means. Give examples of how you procrastinate in making decisions and how that feels (it really feels like you are running away from something). Ask everyone go give examples of how they procrastinate. Talk about what decisions are hard or easy. Talk about consequences of some decisions.

DECIDING OUR SCHEDULE

Main Concepts:

- * Decisions are based on what is important to us.
- * You can cause things to happen.



SCHEDULE

Now use the decision making skills to know what to plan for other meetings. The problem is to decide what, how, when, where, and who of other meetings. Show them the remaining six activities and what they can do. Encourage the open thinking to solutions to all the problems. Set down dates and times as far enough in advance to suit you and your group.

bag of tricks #8

	<u>What to Bring?</u>	<u>When?</u>	<u>Where?</u>
Meeting 2	_____	_____	_____
Meeting 3	_____	_____	_____
Meeting 4	_____	_____	_____
Meeting 5	_____	_____	_____
Meeting 6	_____	_____	_____

Have the members fill in the dates and times on the management machine.

PLAN AHEAD

Ask the members--"What did you learn from this meeting?" "What did you enjoy about the session?" Take time to listen carefully to each answer. They will give you constructive criticism that will make you a better leader. Give them projects to do that will go along with the decision making concept and kitchen skills. Have the older members read the decision making chapter in the booklet.

LEADER EVALUATION

Think about what you have learned. Could you have been more organized?

Did you use a junior leader? How well did you get to know the members? Comment more in your journal.

MEMBER RESOURCES

Projects--(#4,5) Family Calendar, File Organizer

Books--1 Pinch of Sunshine, ½ Cup of Raisens by Ruth Cavin
(natural food recipes for young people)

Cool Cooking by Ester Hautig (no-stove recipes)

Around the World in 80 Dishes by Polly and Taska vander Linde
(recipes of varying difficulty written by two pre-adolescents)

EF&NP Fun Sheets

Mulligan Stew Materials

London Bridge is Falling Down (decision making is needed to rebuild the bridge)

High-Rise Secret by Lois Lenski (solving problems helps neighbors)

The Key by Ati Forberg (kids with problems)

When Carlos Closed the Street by Peggy Mann (young boy gang leader doesn't deal with problems in a proper way)

TEACHER RESOURCES

Decision Making--HM-5, Mary Fran Lamison

Values Clarification Handbook by Simon, Howe and Kirschenbaum
(pp. 193-213)

Good Meals Every Day--Extension Bulletin 360

HS Series (1,4,6,8,9,10,11,12,13,14,18,21)

Classroom 4-H Food & Nutrition (Tricks for Treats, All American Foods)

Decision Making--Home Environment Unit (4-H M-103, M-104, M-47)

Creative Behavior Guidebook, Sidney J. Parnes

Audio-Visual Materials (check audio-visual department at county extension office or public library or audio-visual department at U. of M.)

Films--I Think (1970) Gene Feldman, Wombat Productions, Inc. (19 min.)
(Decision making of young girl. Many things influence us in making decisions.)

The Kingdom Of It Could Be You (possible profession--short cartoons)

London Bridge is Falling Down (cartoon about solving a problem)

Fable--mime by Marcel Marceau (We are always making decisions about how we relate to others and have to take the consequences.)

Great Nutrition Turn On (Mulligan Stew) (Pre-teens tackle problems of sleepy town with good nutrition.)

Follow Me (other people influence our decision making) use in drug education

Almost Everybody Does (individual responsibility with drugs)

Slides--Getting the Things you Want--30 slides, USDA (The beginners in management is introduced to resources and goals. Also applies to decision making.)

Problem Solving Way of Working by Eleanor Gilford (The importance of creative problem solving in a group.)

Overhead

Transparency--Rational Decision Making Process--3M (basic steps for decision making)

ORGANIZATION

Organization is the method in which you attack a problem. It means having a system for doing, thinking, acting and working. You can learn to organize with time and practice. It will help you get to your goals more efficiently and easily. Organization is basically planning ahead so that's what you'll be asking the members to do over and over again.

The member's manual talks about organizing in three levels of complexity. Organize how you have objects stored; organize how you complete one task; organize a group of people to do a task. Just as we are all unique, there is no best way for us to organize. The best way is the way that is most suitable to you.

Organization helps you improve the way you work, play or study. Remind the group of organization as you tell them short stories of how you were organized for this lesson or how you weren't organized for a picnic and the consequences of both. We all have our own way of being organized, some people are neat organized some people are messy organized.

You have spent some time getting to know these kids. I'm sure you are amazed at how different they all are. They all need guidance from you but in different amounts. They all get excited but by different things. If there is one member you don't know, make a special effort to get to know about his/her projects, pets or family. Your attention will have the same results as turning on a light bulb.

Our overall objective is increasing the self esteem of each member. By being organized you use resources (time, money and energy) to do what you want with your life. Your excitement about discovering all the treasures inside each member will be meaningful. As you appreciate the value of each member his/her self worth will grow. When you are excited about their self discovery they'll catch on. Look for the bud to blossom into a flower.

REVIEW FOR THE MEMBER:

What did you learn from the last lesson? What things have you done since the last meeting where you used a management concept? Did you make any good decisions? Did you use more of your resources to get to a goal?

Did you read any chapters in the books? What did you learn?

Have you used any new skills in the kitchen or laundry room that show that you are a self manager?

NAME TAGS

Main Concepts:

- * Each member is special.
- * There is no best way to organize.
- * Organization means planning ahead.

NAME TAGS

paper
pins
pens



Name tags help you personally share with each other. They help begin the meeting and introduce the main concept you want them to learn. Draw in one corner what you are saving your money for. In another, draw something special you plan to do next week. Draw a picture of something that you can do that you are

proud of. "Remember being proud of something doesn't mean that you are boasting, but it is your way of being special."

You as the leader share what is on your name tag. Ask others to share, if they feel comfortable, or to "pass." Remember the things that are shared. When needing examples to explain parts of the lesson use the hobbies or special interests shared. This will prove that you listened and will make the main concepts easier to understand.

JUNK BOX

Main Concepts:

- * Organization means finding a system for doing things.
- * Organization can help save time and energy.
- * There is no best way to organize.

This has been a fun and valuable way to introduce organization concepts. Fill a box (cake box or shoe box) with miscellaneous containers (coin purse, pencil box, small box, small jar) and items (buttons, coins, jewelry, cards, thimble, nail, patch) and organizers (paper clip, clothes pin, rubber band, paper fastener).

"This is a junk box. I have junk drawers in my house just like this, only worse. Do you know what I mean by a junk box? Do you have one in your house? This is for you to organize. Organizing means finding groups that go together and containers that will keep the groups together." Dump the box out on the floor or table and let them discover on their own. If they're having trouble, mention "I think I see some more groups. What containers can be used?" When they are finished say "There is no best way to organize only the way that helps you. Do you like it better organized or in one big group? How can organization help you?"

If you feel that they understand the main concept go on to making the first aid kit. If they need more practice, some guessing games on organization will help. If they are restless they might be ready for a moving activity.

ORGANIZERS - GUESSING GAMES:

Main Concepts:

- * Organization helps improve the way we study, work and play.

We all have organizers in our house. We have many containers that keep things together for us until we need them. Ask the question "What helps me be organized when I go fishing? or "When I go on a picnic? or "When I sew?" Give several examples so that the group gets the idea of the game. The person who answers correctly gets to ask the next question. This will help the group understand the many containers that we depend on.

JUNK BOX

*box
containers
assorted items*

GUESSING GAMES

Some suggestions --

- At school --- desk
- For trash --- wastebasket
- For fish --- Fish bowl

Or change the idea around. List all the contents and guess "Who am I?"

- I hold --- worms, hooks, line, sinker (fishing box)
- sleeping bag, warm clothes, knife (backpack)

These ideas can also become a game by putting the ideas on index cards. One side is contents and the other side is the container.

WHAT ABOUT EMERGENCIES?

Main Concepts:

- * Organization means finding a system for doing things.
- * There is no best way to organize.
- * Organizing can help save time and energy.
- * Organization helps when you work together.

In this lesson you will go over basic first aid steps with the group and assemble a first aid kit. This is a good way to emphasize the principles of organization. Knowing first aid helps you be prepared for emergencies. As they assemble the kit they will get experience at having a place for everthing, putting things where they can easily be found, and storing things where they are well used.

Have members bring a large shoe box or cigar box. You provide basic materials, list of items needed and basic first aid instructions. Write down some basic ideas for good organization and let them solve all the other problems on their own. Remember don't do for them what they can do for themselves.

Basic ideas for good organization --

- Store from left to right when left-handed (right to left when right-handed) for items most often used or used first.
- Work step-by-step, lay out all the items you need decide what needs to be done first (should you wrap anything in cellophane?; should you set up an assembly line? should you paint the outside of the box?) Don't forget to clean up!

EMERGENCIES

shoe box with cover

bag of tricks 1-4

Fun sheet - Organization

items for first aid kit



- Containers will help you be organized -- envelopes, rubber bands, small boxes.
- How can the whole group work as a team. Like an assembly line, divide up the work.

*rubber bands
envelopes*

Make sure that everyone knows how to use all the items. Ask guiding questions and let them discover the solutions.

A note of caution. This project will cost about \$5.00 per member. The expense is worth it considering the importance of a first aid box. Talk to the members about where this box can be stored (barn, car, garage, kitchen, cabin) and when to use it to insure that it will be well used. A phone call to the parents might be important.

*cardboard
glue*

I'm sure that this will be a way that you can share other emergency situations you've experienced when first aid was important. Remind them that they are making something very valuable for their families to have.

You might want to share with the group how you had to be organized to have this project. How did you plan ahead? What was your system for buying all the items for the first aid kit? Did you organize your supplies in boxes or containers? Did you have any short-cuts?

PLAN A SNACK

Main Concepts:

- * Another name for organization is systematizing. There are systems for --
 - thinking
 - working
 - doing
 - acting
- * The members are capable of finding solutions to problems.
- * There is no best way to organize.

SNACK

bag of tricks #5

Have ingredients for a snack that has to be assembled (some-mores, pizza snack, sandwich). Explain to the group the snack. Let them think about how to make the snack. Remind them that your system for having the snack -- what do you think of first -- what do you do -- how do you act? Let the group discuss systems for other types of dinners -- informal, formal, or picnic dinners.

COMMUNITY DISCOVERY

Main Concepts:

- *Organizing helps improve the way we work, play, or study.
- * The community contains people who have reasons for why they do things.

COMMUNITY

*community
business*

Visit a local bakery, restaurant, gas station, and notice the systems they have for storing things or working. Ask the baker his system for working. Ask the restaurant worker his system for making decisions. Notice how a secretary has her papers filed. Notice how the newspaper makes news into something everyone can read.

DEMONSTRATION

Main Concepts:

- * Parents and junior leaders have something to share too.
- * There is no best way to organize.

Have a parent or junior leader give a demonstration describing the system they use for refinishing wood or tie dying. Have the members participate along with the demonstration if possible. This activity must be suited to your group -- their interests, their skills, and ability to understand the demonstration. As the members participate in the activity encourage them to develop their own systems for thinking, doing, acting.

Review other management concepts that have been covered by other project meetings.

ORGANIZING YOUR TIME

Main Concepts:

- * Learning to organize takes time and practice.
- * It's fun to help each other plan ahead.
- * Each individual is important.

Give out the time sheets and ask the members to plan ahead to the next week and think about how they will organize their time. Have them first mark in when a special event will happen. Help each other plan ahead to make the event more exciting and worthwhile. Give suggestions and allow the members to decide. Hopefully there will be one thing that each person will decide to do. Like sharing from the name tags, you share first and encourage others to follow but allow them to pass.

SAFETY IN THE HOME

Main Concepts:

- * Safety in the home is important.
- * You can help your family be safe from accidents.
- * Organization means finding a system for doing things.
- * There are systems for working, acting, thinking.

Follow the outline for basic home safety with the members in the home or community center where you meet. Does each home have a list of emergency phone numbers? Are there any hazards? Divide the group into teams. Mark a hazard with red yarn or red stickers. If you were an inspector team how would you inspect homes in the neighborhood? What system would you have for dividing up houses, talking to people, inspecting homes?

PLAN AHEAD FOR THE NEXT LESSON

What did you learn? What did you enjoy the most?

Where and when will you meet next? _____

DEMONSTRATION

*contact demonstra-
tor*

*provide
materials*

TIME

*bag of tricks 7
pens*

SAFETY

*paper
pens
telephone book*

bag of tricks #6

red string



What do you need to bring? _____

Read the chapter or do projects on organization.

How far have we come in knowing all the parts of the management machine? What big ideas are left?

LEADER EVALUATION

What did I learn this session? _____

What was I proud of? _____

Was I organized for this lesson?

Did I use the junior leader effectively?

Could I have talked less and listened more?

What was my standard for

- Member participation HI - - - LOW
- or for clean up, HI - - - LOW
- or for watching the clock? HI - - - LOW

RESOURCES FOR MEMBERS

- Projects #1-4: Matchbook sewing, letter bag, file box, jar organizer.
- Books: Frog and Toad Together, Arnold Lobel (A friendship between frog and toad. Toad finds a list important in planning his day).

RESOURCE FOR LEADERS

- Bag of tricks # 1 -- items for first aid kit
- #2 -- assembling first aid kit
- #3 -- making containers
- #4 -- first aid instructions
- #5 -- snacks to assemble
- #6 -- safety in home
- #7 -- time schedule
- Books: "Safety for All Seasons," 4-H safety unit
- "Short Cuts in the Home," Extension Folder 188
- "Storage in the Home," HS-7
- How to Be in Control of Your time and Your Life, Alan Lakein (How to organize your time so you do what is most important to you).

RESOURCES

If we could only be aware of the tremendous resources that each one of us has! Our possessions and money are only a few of those resources that will help us explore the world and explore our own potential. We can develop skills, talents, use our energy, time, mind, and community and natural resources wisely, and find people resources that can encourage and boost us towards our goals.

Management means utilizing all your resources to work for you rather than against you.

The most exciting aspect of resources is finding the hidden resources. How precious a gift of laughter or kindness or the skill of being on time! Show that you appreciate each member because of all the unique resources that he/she has within him/herself.

An interesting study has found five excitabilities in very young children.¹ They are:

Intellectual--curious as to how things are put together, want to know how things work.

Emotional--sensitive to peoples moods and feelings.

Imaginational--full of creativity and new ideas.

Psychomotor--always exploring new ways of moving with his/her body.

Sensual--stimulated by his/her senses--touching, tasting, seeing, hearing.

What excitabilities do you have?

Can you notice the excitabilities in the members?

Our natural resources are in short supply. It is important that we, as people of the world learn to care for those resources before they are forever lost. Only creative minds can help us recycle things that we no longer use. We need to get out of the habit of over-consuming.

Resources, if not used will be lost. Develop your talent for writing or your skill for playing baseball or your ability to speak in front of groups. If you don't use these resources, your potential to discovering the uniqueness of you is lost. Are there resources within yourself that you are developing? You must have the skill for working with kids or you wouldn't be a 4-H leader. You must have the ability to be organized, otherwise you wouldn't be able to have group meetings. Through this self-management project, you are developing your own resources as you help others to discover theirs.

¹Work done by Dr. Alan Briskin at University of Minnesota, Family Social Science Department

REVIEW

Ask the member, "What did you learn from the last meeting? Are you able to do more things at home? What is one decision that you have made by following the decision making steps? Have you done any cooking at home?"

For the second year members--"What have you learned from the chapters in the booklet?"

SNACK

SNACK

- Main Concepts:
- * Get the feeling of belonging to a group.
 - * Decide how to share resources.

Provide a snack, but make sure there aren't enough for everyone. Have the members decide on their own what to do. Respect their decisions. Discuss that some of the resources in the world are now limited and in short supply. What can the world do to share resources?

NAME TAGS

NAME TAGS

- Main Concepts:
- * We are all unique.
 - * We are all a treasure chest of resources to discover.
 - * Skill development increases personal resources.

*pins
pens
paper*



In one corner draw a skill that you have learned that you are proud of (whistling, telling jokes, climbing trees). In another corner draw what you are saving your money for. Draw one natural resource that you would never want to be destroyed.

WHERE WE LIVE

WHERE WE LIVE

- Main Concepts:
- * Skill development increases personal resources.
 - * Resource availability or scarcity affect one's possible choices.
 - * Resources are used to reach goals.
 - * Each member can carry out simple tasks.

*cleaning
utensils:
broom
water
bucket
rags
paper bags*

Meet where the home or center allows many opportunities for cleaning. This lesson teaches basic cleaning skills. This is a day-to-day skill that will help anyone be more self directed. By knowing basic cleaning skills we can care for the things we own and manage the place where we live.

Give each member a bag or box that contains cleaning tools and directions. They all get a different task but the same amount of time (5-10 min.) depending on the difficulty of the tasks. Your judgment of their abilities is most important.

*instruction
cards*



Afterwards let each person share their activity. Listen carefully to all the members. Recognize their efforts and show interest in what they did. Ask guiding questions so each member becomes a leader. He/she will demonstrate how to clean a bathtub or window or dust a table. Ask what chores they do at home. Homes are different and demand different types of care when families have different standards for "clean." (See lesson on standards.) Talk about planning ahead for your work. Do you need to go step by step? (See lesson on organization.)

This can be a fun time for members to learn about resources used for cleaning. What new skills were learned? What natural resources were used? What tools are needed? Be sensitive to when the interest slacks off. Then it's time to move on.

LIMITED SPACE

Main Concepts:

- * Some resources, especially environmental, are in short supply.
- * In the future man will have to live differently.

LIMITED SPACE

*large sheets
of paper*

Put large sheet of paper on floor. Divide this by four. Tell four people that this is their plot of land, they can do with it what they want. Give them five minutes. Discuss what they draw and their plans.

*markers or
crayons*

With paper the same size have eight people own that plot of land. Have them decide what to do with it. If there are more people in your group try a third plot with the added people.

Discuss this as a real world situation and they are going to have the same amount of land for more people. How can we share the resource of space?

RESOURCE CONTINUUM

Main Concepts:

- * Respect each persons use of his/her resources.
- * Skill development increases personal resources.
- * Resources disappear if not used wisely.

CONTINUUM

For each resource set up a continuum as to how each one uses that resource.²

A continuum is an imaginary line across the room. Each end represents an extreme position on that issue. This will encourage members to publicly show how they feel about something.

²Adapted from Values Clarification by Simon, Howe and Kirschenbaum

time-plans time carefully-----	▶	easy going
money-calculates every penny-----	▶	spends on anything
people-gets to know a lot of		
people to help him with projects-----	▶	doesn't ask for help
community-knows businesses and		
public services-----	▶	doesn't get to know neighborhood
natural resources-takes care of		
nature, uses things wisely-----	▶	litters doesn't like nature
tools-carefully cares for tools-----	▶	doesn't care much about what you own
brain power-learns about new		
things and new ideas-----	▶	doesn't like to learn about new things
go power-has lots of energy-----	▶	tired all the time
skill-practices alot-----	▶	doesn't like to practice

Remind members that all of our resources can be developed to show what an interesting person we really are.

TIME AS A RESOURCE

TIME

Main Concepts:

- * Resources (time) are used to achieve goals.
- * Resources (time) disappears if not used.

bag of tricks #7

Have members fill out the weekly time charts with what they did last week. This might be difficult for them to remember. They'll probably remember only the things that were most important to them. Talk about if they ever waste time or procrastinate. Talk about time as a resource to get the things you want.

RECYCLING

RECYCLING

Main Concepts:

- * Recycling can help us conserve resources.
- * Natural resources are limited.

Talk about recycling and not consuming. Brainstorm (see lesson on decision making) the many ideas for--using a coke bottle, or what to do with an old bicycle or cardboard box or tin can.

How can we keep things in use rather than make new products and using more and more natural resources? Are there any recycling centers in your town? How often do you go to the want ads before you buy something new? Have you ever recycled something by having a garage sale or selling it through the want ads? Do you recycle things by giving them to Goodwill or a local church or hospital?

Does anyone know why it is best not to buy plastic containers? Are there people in the community that help us recycle cars and clothes and appliances? How do the telephone and mail help us save energy?

WHAT RESOURCES DO YOU NEED?

Main Concepts:

- * Resources are used to achieve goals.
- * Each person's interests are valuable.

Have the members mention activities they enjoy. For each activity guess what resources are needed to do that activity (play baseball--time, glove, mit, friends, place to play, skill and energy; swim--water, swimsuit, skill).

Have each person name ten electrical appliances they use. Cross out three that they could do without. Star the three that are essential. Discuss what you do when camping or in another country where there is no electricity. Why are we concerned about conserving electricity?

RESOURCES?

paper pencils

COMMUNITY POSTERS

Main Concepts:

- * Natural resources are made-up of all the living and non-living things around you.
- * We can teach others.
- * Everything in nature is related or interrelated.
- * Man is dependent on both living and non-living environmental resources.
- * Man has caused a scarcity of many natural resources.

Have the junior leader make arrangements with school or community center to display environmental resources. Remind people to turn off lights, no plastic containers, no spray cans, turn off faucets, don't waste, drive slowly to save gas, turn down heat, turn air conditioner off.

You might include snap shots of the community to show unconcern for the environment.

Discuss with the members that the best way to show a concern is to do something yourself. What decision can they make in changing their habits?

POSTERS

*poster board
glue
magazine pictures
markers*

MAKE A RESUME

Main Concepts:

- * Each person has a wealth of resources that make him/her special.
- * Human resources--energy, talent, knowledge, ability, skill, communication, character, personality traits, attitudes.

Explain to the members, "When an adult applies for a job he/she sometimes needs a resumé or a list of things that he/she has done. It tells his/her interests and skills. It is a list of personal resources showing that this person is special."

RESUME

*bag of tricks #12
colored paper
pens*

We can write our own resumés. This can be used when you apply for a babysitting job or just to let someone get to know you. Start with the form from the Bag of Tricks #12 . Complete the resumes on special paper.

With everyone seated in a circle ask for a volunteer to start. You provide a pattern for the kids to follow. Begin each sentence by "I feel good about. . ." and fill it in as the appropriate personal resource.

Encourage each person to really search inside him/herself. This is not bragging or boasting but it is getting a clear true picture on what things each person has a right to be proud of. This might be a difficult task for some.

Encourage them by saying, "What have you experienced or seen that makes you unique? What have you improved in that shows that you are growing and changing? In what special ways can you help others?"

This will be a valuable experience to boost the self worth of each person and yourself. When finished ask the group what they experienced and what they learned during the process? How did they feel about it?

TALKING WITHOUT WORDS

Main Concepts:

- * We often communicate how we feel without words.
- * Communication skill is a personal resource whether it is verbal or non-verbal.
- * Skill development increases personal resources.
- * Resources are used to achieve goals.

WITHOUT WORDS

*floor
space*

Non-verbal communication is very important when we relate to people. The way you stand can say that you are tense or relaxed. If you look someone eye to eye or avoid them it will say how comfortable you are with them. There are many more examples that the members can demonstrate. How does a person walk and talk if mad or shy?

Have all members sit on the floor counter clockwise. Communicate to the person's back with your hands. Tell the person you are happy or sad or afraid.

With a partner sit down facing each other. With your hands communicate "Hello" and "I'm mad" and "I'm happy."

After the experience ask the members what they experienced. After discussion ask them what they learned from the experience.

TRUST WALK

Main Concepts:

- * Communication skill is a personal resource whether it is verbal or non-verbal.
- * People resources are important.

There will be many situations when we will have to depend on others to guide us. For this trust walk find a partner. This is a silent exercise.

One of the pair is blindfolded and the other is a guide. The guide is to provide a variety of sensory experiences in touching, feeling, smelling, tasting, body motion and so on. Encourage them to be creative. Instruct the blindfolded person, "Just experience what is happening and how you feel about it." After 10 or 15 minutes switch roles.

Discuss what the members experienced as they needed to depend on someone else. Did they become aware of more natural resources in the environment?³

TRUST WALK

room to
move indoors
and out of doors

blind folds

BUSINESS TOUR

Main Concepts:

- * Time well used helps expand one's resources.
- * Resources are used to achieve goals.
- * Resource availability or scarcity affect ones possible choices.

The junior leader can help you arrange a tour through a business. Have the members look for the natural resources that that business uses. What skills and tools and brain powers are needed to keep this factory and business working?

What people have to be good decision makers?
What would happen if some of the skilled workers got sick?
What would be the result if the manager stopped making decisions and began procrastinating?
How does this business make good use of time?

BUSINESS TOUR

arrangements
w/ business

transportation

parent
permission

COMMUNITY RESOURCES

Main Concepts:

- * Community resources can help us reach our goals.
- * Resources disappear if not used.
- * We can all ask people to help us.

Have a person from the community share all the resources available to the members--public agencies, recycling centers, shops, libraries, schools, counseling, police, fire department.

COMMUNITY

community
person

community
map

WHO CAN HELP ME?

Main Concepts:

- * We often don't know where to go for help.
- * Environmental resources--community, money, material goods, nature, people.

WHO CAN HELP?

newspaper

Telephone book

³ Human Teaching for Human Learning: An Introduction to Confluent Education
by George Isaac Brown (pg. 37).

Play a guessing game of who can help you if you get into difficult situations like--not knowing what bus to take home;
--lost in the woods;
--don't know correct time;
--how to report a fire or accident;
--where to get a free pet?

It will be handy to have the telephone book and the newspaper available. Let the members use these as reference materials. Remember, don't do for them what they are capable of doing for themselves. Their struggle to find solutions will be a learning experience. Comment on how the telephone book is organized or how you need to make decisions if you want to place a want ad. As we use more resources to get to our goals we use all the management concepts together.

PLAN AHEAD

Ask the members "What did you enjoy about this meeting? I've appreciated. . . .

Before you leave--Go around the group and have everyone finish the sentence--"I've appreciated. . ." or "I've learned. . . ."

Discuss together when and where the next meeting will be held and what to bring. Remind them to read the chapters or do projects that relate to this lesson on resources.

LEADER EVALUATION

Was the Fun Sheet a helpful guideline for the members?
Did the junior leader help the meeting run smoothly?
Could you have used more space, more materials or a better preparation?

What did you learn about yourself from this meeting with the group? Comment more in your journal.

MEMBER RESOURCES

Project (7-11) Bag it and Hang it, Money Banks, Cloth Bulletin Board, Drawer Divider, Cork Bulletin Board.

Books --The Man Who Made Fine Tops, Marie Winn (life is more fun when people work together)
Mathew, Mark, Luke and John, Pearl Buck (boys live under a bridge; must learn to share and get along)
Evans Corner, Elizabeth S. Hill (Evan found a corner of the apartment to call his very own)
Maurice's Room, Paula Fox (boy collects everything parents call junk)
Winter Cottage, Carol Brink (a family manages during a penniless winter)
Little House in the Big Woods, Laura Wildes (growing up in wilderness--children have place in the home)
(Benny's Animals)
Greg's Microscope, Millicent Selsan (we all have different interests)

LEADER RESOURCES

Bag of Tricks #12 -- Personal Resume'

Housekeeping Directions--A Simplified Guide, Soap and
Detergent Association

Discussion of Nature and Conservation--4-H in the classroom

Energy Conservation by Shelly Swanson

(Lessons used by Hennepin County) Cleaning Tips for
Appliances and Cookware, Shortcuts in Homemaking--
Extension Bulletin 188

HM55 Is Your House Keeping Adequate?
PA739 A Clean House is Important
PA730 What to Use to Clean Your House
PA734 When to do House Cleaning Jobs
PA735 Many Hands Make Housework Light
PA741 Clean Walls, Ceilings and Woodwork
PA738 Clean Clothes Closets
PA736 Clean Floors
PA733 A Clean Refrigerator
HS3 Cleaning Sink, Tub and Toilet
HS1 Easy Dishwashing
HS2 Rid Your Home of Rubbish
HS5 Better Bedmaking

STANDARDS

You have had some time to get to know the members better. You have become aware of what makes each one unique and also what they all have in common. During this lesson on standards you will share the importance of deciding standards in order to manage well. It will be best if this lesson came before the lessons on goals because we have to decide on our standards before we can clearly state our goals.

In all aspects of our environment we notice varying standards--one neighborhood has a higher standard of yard care than another; one family will have a higher standard of athletic ability than another; one school will have a higher standard of scholastic accomplishment than another. Standards distinguish different neighborhoods, families and individuals. In deciding on a standard you have decided on a description of your goal. Keeping in mind that a standard is a description of a goal, we are aware of the wide variety of descriptions possible for the goal of clean dishes or dressing for work or of refinishing furniture. You can decide on the amount of time and energy that you will give to that goal. It is important that we make the members aware that good management means that we are aware of all the possible descriptions of our goal. You can quickly refinish a chair with little energy and one coat of varnish in little time--the result will be a piece of usable furniture; or you can tediously refinish a chair with the best tools and methods and a lot of effort and time to boot! The result will be that you will have a prize-winning piece of art after a lot of time and effort. So along with deciding on your standard for that goal you want to consider the result of deciding on that standard.

There are four ways in which you can determine a standard. You may decide what the quality of your goal will be--a cake that is fluffy and moist, a row of disease-free tomatoes. You may describe your goal by a quantity. You will paint two walls, or you will swim 20 lengths of the pool. You may decide that your goal is the performance that you do--to have a party without getting frustrated, to type a page with no mistakes. Your goal can also be described by achievement recognized by others--special privileges from employer, a blue ribbon from the judge, recognition from a neighbor.

We let many influences help us decide on our standards. Advertising, friends, traditions all affect our standards. The resources we have, money, energy, time and knowledge influence the standards we set. We allow the people we admire to determine our standards. It is also interesting to note that the standards we hold for ourselves (a spotless house) will often differ from the standards we allow others to have. The appearance standard that we have for ourselves will differ from a standard we expect of others.

A key to respecting the uniqueness and value of each individual is respecting his right to hold different standards from your own. This doesn't mean that decisions should be made haphazardly but with a regard for the outcome of that decision. Expect others to verbalize the reasons for holding a certain standard for themselves. This is further proof that the individual is purposefully directing his/her life and fully using his/her talents.

When you set a standard for a goal you have a picture of what that goal will be like. This is one way of knowing when you have reached that goal--you meet the standard you decided on. By deciding on a standard you know when to quit and when to continue in your efforts toward that goal.

Through the standards you set, you can decide how you want to challenge yourself to experience the total you. Choose a higher standard for yourself, perfect the goal more than you ever have achieved before. For example, garden six different crops rather than two or make a cake from scratch rather than a box cake. A higher standard pushes you to expose more hidden talents and abilities. Reaching a challenging standard will increase your self worth and self-confidence.

The central lesson in this unit is having a repair class with the members. Encourage them to learn new skills in repairing toys, clothes and sports equipment. As they bring in objects to repair they are deciding on a quality standard for that object.

REVIEW

Ask the members to share how they have used these new skills from the previous lessons to do something on their own or to share responsibilities in their families. Listen to what the members have read in the member's manual or ask them what home projects they have done.

NAME TAGS

Main Concepts:

- * Standards relate to the way we do something.
- * A high standard implies much effort; a low standard implies little effort.
- * Each person has something special to say.

In one corner of the name tag ask the members to draw something that they really try hard at (using a lot of personal resources); draw something that you don't care very much about; draw what you learned from the last meeting. Discuss what the members have on their name tags. Pair off all the members. Share with your partner what you have told on your name tag. Have the group all share with each other by each person telling about what their partner's name tag is all about. Compliment the members for listening to each other and sharing their thoughts.

NAME TAGS

*pencils
paper
pins*

STANDARDS EVERYWHERE

Main Concepts:

- * Standards held by ourselves often differ from those that we hold for others.
- * Standards are guidelines for measuring success in getting what you want most.
- * Standards are influenced by what you have.

Divide the group up into two groups. Have them brainstorm the standards that they run into in their lives. Ask them--"Can you dress or act any way you want at school?" "Is there a standard for when you make food for your family or company or to sell?" "Is there a standard of housing, activity for your neighborhood?" "Would some activities be inappropriate?" "What standard of service do you keep if you work as a babysitter or paperboy?" "If you went to buy a swimsuit (or shoes or book or bike) what standard would you want?"

Ask them all to share what they have come up with. What would the results be if you don't stick to those standards?

STANDARDS

*paper
pencils*

FIX IT DAY

Main Concepts:

- * Each person has a different standard for the things they own.
- * Learn to do basic work with sewing and carpentry tools.
- * Learn to repair their belongings rather than throwing them away.
- * Learn new skills; feel more self reliant.

This lesson will be centered around a fix it project. Encourage members to bring clothes or toys that can be mended, cleaned or fixed. You bring the appropriate tools and share with them the basic information on taking care of the things they own.

- sewing buttons, snaps, tears
- iron on patches
- pound in nails
- oil and clean rusty tools
- clean off dirt
- sand out bumps and stains

Help everyone feel comfortable using all the tools. You might want to provide other items that need fixing for more practice.

Mention to the kids that we all have a different standard for caring for what we have. Some people spend lots of time washing and shining bikes, others only want the bike to work, they don't care how it looks. Discuss different standards among this group. "Who cares about looking neat?" "Who cares about polished shoes, polished fingernails, hair styled?"

THE SNACK

Main Concept:

- * Encourage each person to give ideas and opinions.
- * Talk about a standard of quality.
- * Standards held by ourselves often differ from those we hold for other people.

For a snack for the group serve burnt cookies. Talk about this standard of quality. Your standard for cookies might be low but you would expect people in a bakery to have a high quality standard for cookies. Talk about the consequences of having a low quality standard for cookies. Listen to everyone. Give special attention to quiet or restless members.

DEMONSTRATION

Main Concept:

- * Members can teach each other skills.
- * Learn basic skills in caring for pets.
- * We all have different standards.
- * Standards are influenced by the people we admire.

Have one member give a demonstration of how to care for a pet. Let him/her show how to wash or clean a dog, cat, fish bowl, and mention all the daily routines in order to give this pet the very best care. Give the member guidance by finding a pamphlet on the topic. This is a skill that a beginning member can learn.

FIX IT DAY

clothes + toys that need repair

tools for repairing (needle, nails hammer, soap glue)

Standards Fun Sheet

SNACK

burnt cookies

DEMONSTRATION

Youth demonstrator

materials needed

Make special emphasis that if all care is given, then it is a high standard of performance; people are free to decide that they don't want a high but rather a low performance standard for pets. This demonstration makes the group aware of the highest standard possible.

Other demonstrations can be given to show varying standards for dressmaking, table setting, bicycle maintenance or gardening. Junior leaders and parents can be helpful to you. Be aware of the group interest if the demonstration is over fifteen minutes. Allow the kids to get involved. Ask the members on their opinions on a high or low standard for a specific skill.

Look at the child care unit for any of those interested in a high performance babysitting standard.

PERFORMANCE
STANDARD

Main Concepts:

- * Standards relate to the way we do something.
- * Standards are influenced by what we have.

Share with each other through mime the difference of a high and low standard of performance. Mime means doing an activity silently without props. Through body and facial expressions the audience is fully aware of what is being done. Make this activity a fun experience without competition. Help the members become more fully involved by asking them to close their eyes and picture how that person feels like when doing the activity.

How would you perform with a high standard as you painted the wall or made a bed?

How would you perform with a low standard if you raked leaves or wrote a letter or washed a window? Remember a higher standard uses more of your time and energy.

Can the group guess what the activity is? Can they decide if it is a high or low standard?

STANDARDS OF
QUANTITY

Main Concept:

- * Standards are guidelines for measuring success in getting what you want.
- * Setting standards means that you purposefully set your goal.

A striking example of manufacturing standards of quantity is found in looking at the different production standards of Japan and Switzerland. Japan has a high standard for quantity and Switzerland has a lower standard for quantity. Items are fewer and of higher quality.

PERFORMANCE
STANDARD

large room

STANDARDS OF
QUANTITY

large sheets of paper

pens

watch with second hand

Give each member a large sheet of paper. Time them for 30 seconds and have them decide on the quantity standard they will have for writing their names. Write down the standard then time them for 30 seconds. Have a second trial where they raise their standard and have another 30 second name writing project.

Now decide on a quality standard for their name. Write their name in the quality they want. Time them again for 30 seconds and write their names. This time pay attention to the quality of the writing, not the quantity. For the second trial have everyone write with their opposite hand. Again time them for 30 seconds, concentrating on the quality of the writing.

What did the members experience in the two sessions? Make certain that they understand the difference between quantity and quality standards. Ask for other examples.

WHAT'S YOUR STANDARD?

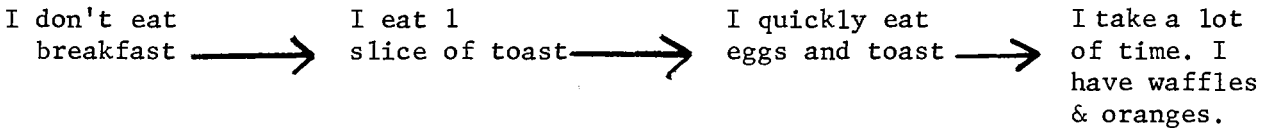
Main Concept:

- * Standards are influenced by what you have.
- * There are standards of performance, achievement, quality and quantity.
- * Standards are influenced by those we admire.
- * Standards relate to the way we do something.

WHAT'S YOUR STANDARD

*slips of paper
pencils*

Have all the group members interview each other to discover the standards concerning a topic each person chooses (i.e. what is your standard for roller skating?). Put all the answers on a continuum that shows using increasingly less to more resources. This is an example--What is your standard for breakfast?



When all the interviews are finished share with each other what a variety of standards you all hold. Emphasize to all that no one standard is right or wrong but each person must be able to account for why he/she chose that standard and be willing to accept the results of having that standard.

CHALLENGES

Main Concept:

- * Standards are guidelines for measuring success in getting what you most want.
- * There are standards of achievement, quality, quantity and performance.

CHALLENGES

Challenges are very important in our lives. They help us feel proud of our new capabilities and raise our self-esteem. Have the members share what challenges they have taken on in the past and the feeling of defeat or success from this challenge. Ask each member to name several goals that he/she holds and what standard would be a challenge to him/her. Ask each member to decide on one standard that they would like to set as

a challenge. Remind the members that the more we challenge ourselves the more we discover all the talents and abilities that we naturally have.

FRIENDSHIP
STANDARD

FRIENDSHIP

- Main Concept:
- * Standards relate to the way we do something.
 - * Friendships are important to everyone.

Discover what standard each member has for friendship.

This pre-teen group is beginning to explore what it means to have relationships outside of the home. They are beginning to find how they can make and keep friends. Friendship can be between two people of any age or any situation. With the group sitting in a circle encourage everyone to share their ideas. Ask the question--"What is one way that you show friendship?" Go around the circle. Encourage everyone to share but also remind them that they can "pass" if they don't want to participate. Ask, "What things have people done to you to show that they want to be friends?" What things would you consider unfriendly? When do you know that someone doesn't want to be friends with you?

There are many other questions that will help the group explore their own standards of friendship.

Recognize that we all have different ideas of what friendship means. Show the members that you appreciate the ideas they share. To further explore how all of management concepts ask "What resources do you use for friendships?" "How are you organized to become better friends with someone?"

THREE PLANTS

PLANTS

- Main Concept:
- * Standards are guidelines for measuring success in getting what you most want.
 - * Standards relate to the way we do something.

Plants very quickly reflect the amount of care that they are given. Give the members three containers to sprout potatoes, carrots or bean sprouts. Put the cut vegetables in water with toothpicks holding the vegetable in the water. Label the container high, medium, low standard of care. Have each member decide on what each standard will mean. For example, a high standard means that you check on the plant in the morning and evening, give it enough water and the most sunlight; medium standard means that you always give the plant enough water but you only check it twice a week; low standard means that you put the plant in the corner and only give it water once a week.

containers
carrot top
potatoes
tooth picks
paper
pens
tape

Compare the plants at the next meeting. How large did each plant get?

This can also relate to standards of child care. The more attention that you give to a child, the more he/she grows and reaches his/her full potential.

This lesson is not to demonstrate that we need to do everything with a high standard but that the results differ with the standard of care we decide upon.

NEIGHBORHOOD
TOUR

Main Concept:

- * There are standards of quality, performance, achievement and quantity.
- * Standards are influenced by what we have.

NEIGHBORHOOD
TOUR

*paper
pens
something
to write on*

Make a tour of the neighborhood. Look carefully at the homes to decide what standards the families have chosen for lawn care, snow removal or house painting. Remind the members to see the differences in each home as a way of seeing each family as unique. If one family spends their energy on lawn care maybe they spend less time on washing their car. (High standard for lawn care, low standard for car care.) Don't use this project as a way of judging any right or wrong standards but of a way to notice how families are unique.

This lesson can also be done by observing people at a shopping center, at the State Fair or at a church. People also show their standards by what they talk about and how they spend their time.

PLAN AHEAD

Discuss with the group what will happen in the next lesson. What will they do? Do the members need to bring any supplies? What projects and parts of the member's manual will apply to this lesson on standards. What is one thing that the member can repair for the family because of the repairing skill that he/she has learned from this lesson?

LEADER EVALUATION

What aspects of this lesson help the members understand the concept of standards? Did you make a wise choice in asking the demonstrator to share his/her skills with the group? Do you feel that the members are beginning to integrate all the main management concept to understand what management is?

MEMBER RESOURCES

Marks, Mickey, First You Like Me (We all have likes and dislikes.)
Norris, Gunilla, The Good Morrow (Two girls and their problems.)
Monjo, F. N., A Drinking Gourd (Laws aren't fair for all people.)
Fun Sheets on Standards

LEADER RESOURCES

You and Your Dog--4-H in the Classroom
4-H B-75 Pets
4-H M-35 Fasten Up (sewing on buttons and snaps)
4-H M-46 How To Paint a Chair--Home Environment Project
Child Care Project
Bike Maintenance

Bulletin Room, University of Minnesota Agricultural Extension
HF-9 First Aid for Household Spots and Stains
HE-78 Care and Repair of Furniture
HS-34 Clean Upholstered Furniture
HS-17 Small Electrical Appliances

GOALS

This unit is concerned with setting goals and basic skills needed for personal grooming and clothes care. The laundromat lesson is strongly recommended but you could also include information on personal hygiene and grooming.

Goals help us all clarify where we are going and what is important to us. We can have life-long goals or goals for the next year or the next hour. Once a goal is decided we are more certain about how to use our energies, skills and time -- our personal resources. It provides a guideline so that a monumental task can be divided into sections that may be finished bit by bit. The short term goals give us motivation because we can check off our progress --"Today, I finished three things on my list: washed dog, watered plants, and wrote a letter." When a goal is decided, our values become tangible and our dreams become realistic. Meaningful goals are exciting!

Of course our goals change as we grow and explore more of life. We become influenced by friends, relatives, and advertising. Goals will conflict (not enough time for hobby, 4-H, family, and work) and then it is time to look again at our values, decide our priorities, and organize our time. Put all the management concepts to use!

Goals also enhance your self-esteem. As you decide on a goal you also decide that it will need a lot of patience, endurance, and effort. You often choose to give up many pleasures in order to stick to your goal. The goal, when reached, gives quality to your life. You have controlled and directed your life to do what you want and use your resources (time, money, skills) to make life meaningful.

It is often that we feel lost and that things are out of our control. When you reach your goal you can put it in your pocket and say "Hey, look what I did! I feel pretty good about myself. I can have some control!"

Can you list three goals you have in being a 4-H leader?

List two goals that you have for your next project meeting.

REVIEW

In order to review the management concepts that you have already covered with your group, think of the previous lessons. What management concepts were covered? What skills were practiced?

Have all members sit in a circle and share how they have used any of the material at home or at school. Begin the sentences with "I decided to . . ." ; or "I organized. . ."; or "I learned. . ."

Did anyone make a project? Did anyone cook or clean or do first aid at the home?

Show the members that you appreciate their ideas and what they share by simply saying "Thank you for sharing that" or "I really am glad you gave your idea."

NAME TAGS

Main Concepts:

- * Our goals must be realistic.
- * Goals are often influenced by others -- advertising, peers, family, friends.
- * We are all unique.

Again, name tags are a great way to share yourself with the group. If all names are known, instead of your name, put the animal that you feel like right at this time. Then ask members to explain what their animal is like. Some answers might be "I am a horse, with long legs that never stop " or "I am a kitten that is purring and happy." Note the replies. They will give you insight into the members.

Emphasize that this lesson is on goals. Have the member draw something they save their money for in one corner of the name tag. Draw, in another corner, what new thing they would like to learn to do next. Another drawing can represent a goal that you have accomplished recently that you are proud of.

You, as leader, will learn about yourself as you share with the group. You are an important person and they want to know more about you.

Ask "What is an unrealistic goal?" "Who influences our goals?" Share your personal answers.

NAME TAGS

*paper
pencils
pins*

AT THE LAUNDROMAT OR LAUNDRY ROOM

Main Concepts:

- * Goals are set to gain something important.
- * Learn basic steps in washing clothes.
- * To feel that they can wash clothes on their own.
- * To achieve goals people willingly give of themselves.

This lesson centers around the importance of setting a goal (good grooming) and basic skills used in washing clothes. Meet at a laundromat or in a laundry room. Have each member bring some dirty clothes (and some change -- 25-50 cents -- if you meet at a laundromat). You bring the soap.

Begin by asking the reasons for meeting -- "Why do you want your clothes clean?" Ultimately identify the goal for your project meeting (clean clothes) and decide on the many steps to get toward the goal (sort, wash, dry, fold).

Give basic information (a junior leader and also a member could help you too) about sorting, cleaning stains, using the machine and drying clothes. Encourage them to follow the fun sheet.

Let the members decide how to divide up the responsibilities -- who will sort, add soap, wash by hand, or put clothing in the dryer.

LAUNDRY

*soap
dirty clothes
Fun sheet
on goals*

LAUNDRY

You will have free time when you are waiting for the clothes to wash or dry.

Do some of the other lessons suggested or guess some other things that we do to get to the goal of keeping clean. This goal means being well-groomed so that people will like to be around us.

Have members act out their ideas as in charades -- motions of washing hair, brushing teeth, clipping fingernails, etc.

Discuss how we often work very hard to reach a goal. Patience, endurance, and effort are needed. Ask members "Name one goal that you have really spent a lot of effort on." Some replies might be "To not tell a secret", "To train my pet", "To care for my plants." Tell the members that you appreciate it when they share themselves with the group and also when they listen to each other.

MY IMAGINARY GOAL

Main Concepts:

- * Short-term goals lead up to long-term goals.
- * To achieve goals people are willing to give of themselves -- their time, money, energy, or other resources.
- * Decision-making is a helpful process.

MY IMAGINARY GOAL

paper pencils

Goals become more real when we start planning ahead for them today. Let everyone use their imagination to see a long-term goal for the future -- one year or ten years from now. Have one member share his/her goal and let everyone brainstorm on three short-term goals that will lead up to the goal. For example, a long-term goal of riding my horse in the state fair would have three goals of buying a horse, taking riding lessons, and joining a riding team. When the group discovers three short-term goals then decide how this person can start today on doing something to get to that goal (i.e. not buying a snack but saving the money for buying a horse). Who else wants help in getting to his/her imaginary goal?

SHARE THE FUN

Main Concepts:

- * Goals indicate priorities.
- * In selling goals one needs to take into account how one can best use existing resources.
- * Each person has something unique to contribute.

SHARE THE FUN

*paper pencils
idea books
with games,
songs, party
decorations*

Plan to have a special event for your group. The first thing to decide upon is the group goal for the celebration. Remember the decision-making steps! Possible goals would be for everyone to have fun or to have all the families together or to do something new and exciting.

Now have each member decide how he/she will contribute to the group goal. Can I ---

- provide entertainment?
- arrange for food?
- make decorations?
- decide on finances or transportation?
- make invitations?

These are only a few suggestions. Each person has something unique to contribute. Encourage all to share their special talents.

Help the individuals identify specifically what it is that they want to do to get to their goal. Ask the member what they can do right now -- draw a sketch, get names and phone numbers, ask others for ideas, find a recipe. Help the members make a mini-goal for the week -- call ten people, make five invitations, find some songs to teach the group.

It is important that you, the project leader, are a coordinator for this activity. Stimulate the group to think of new ideas. Encourage everyone to contribute and share their talents. Show the members that you have confidence that they can do a good job and that you will be there if they need help. Your experiences will encourage them to be realistic when thinking of expenses, transportation, and time.

Other group projects could be ---

- making Christmas cards or presents together.
- make one of the project ideas together.
- going on a picnic or hike together.
- planting a garden.

GAMES

Main Concepts:

- * Goals are set to gain something important
- * A good team has all the members working toward the same goal.

When the members are restless active games help release the extra energy. Any small group game has a goal -- to get the most players, to run the fastest, to work together with your team. Ask one member (or junior leader) to describe how to play the game. Emphasize the goal of the game and that all have to really work together to get to the goal. Some game suggestions are:

- Red Rover - with two line facing each other, link hands. One captain shouts "Red Rover, Red Rover, our goal is to have Lisa come over." If Lisa runs over and is caught by the other team, the captain shouts "Goal accomplished".
- Ice Cube Push - designate lines on floor as the goal. Teams are to push ice cubes on the

large space

*smooth floor
ice cubes*

floor with the nose. When one member reaches the goal the second can start.

-- Spoon Bean - every team is given a jar of beans. With a spoon in the mouth each team member has to carry beans to container across the room that is labeled "GOAL."

-- Ring toss - with mason jar rings try to ring pop bottles. Have each member state their individual goal (five rings) and to work up to his/her own goal.

These games can really get the members working as a team. You are the key to channelling their interests. Get excited about the games. Be the cheer leader for each side. Enthusiasm makes a difference!

Ask the members about other games that have a specific goal -- football, monopoly, checkers, chess. Play other relay games that they have learned in school.

GAMES
string or tape to mark goal
cloth to wipe floor
spoons
beans
two jars
jar rings
pop bottles

GOAL OF TOTAL RELAXATION

Main Concepts:

- * With complete relaxation we can become more fully aware of all parts of ourselves.
- * Goals can conflict.
- * Goals take patience and concentration.

This exercise in goals is to relax and calm the whole group. Remind the members that patience and concentration are needed to get to this goal. When totally relaxed, each person is more able to experience the here and now, to be centered. This means being fully aware of your whole self at this point in time. Remind the members that this goal (to be fully relaxed) will conflict with our normal goal of being active and moving and, at times, very tense.

Give instructions in a calm, soothing voice. "Find a place on the floor, lie down on your back, and close your eyes. Breathe smoothly and evenly through your nose, if possible. Concentrate on the space your body takes up. Forget about the other people and noises around you. Concentrate on your breathing. Forget about the past and the future. Be present here, now."

Ask the members to tense up and then relax different parts of their bodies. Start at the forehead, scalp, nose, etc. and end up with the knee, calf, ankle, foot and toes (first one side then the other). If any tense areas remain, concentrate on that area - tense and relax. Don't forget to remind them to keep breathing smoothly and evenly.

Allow members to imagine their bones as very heavy so that they can't move a muscle. Test how relaxed they are by lifting a hand

RELAXATION

quiet room
large space
comfortable temperature

or foot off the floor and noticing how heavily it thumps to the floor. Allow some quiet time for each person to really enjoy the moment. Check to see if the members are ready to move on. Guide them by saying "Slowly sit up and open your eyes. Gradually awake your body."

Discuss what everyone experienced. Did everyone reach the goal of being relaxed? What part of their body was tense? What other goals (thinking about future, listening to other sounds) conflicted with the goal of being relaxed?

COMPLETE A PROJECT

Main Concepts:

- * Goals often take practice, endurance and effort.
- * Goals should be realistic.
- * Goals are set to gain something important.
- * Meaningful goals tend to make one more energetic.

COMPLETE A PROJECT

any project sheet materials needed

Before the session, have the members choose one of the projects that are in the bag of tricks. This is the goal for the session. Have the materials available for them. Ask them all to look over the direction sheet to see how much of the project they will accomplish for the time allowed. Have each person decide his/her goal.

Remind them that goals often take patience and effort and hard work but a meaningful goal makes you energetic. Make your goals realistic.

Remember, don't do anything for them that they can do for themselves. They will feel proud of a project they have completed themselves.

MY GOAL HISTORY

Main Concepts:

- * Our goals often change as our values change.
- * Goals are often influenced by others -- advertising, peers, relatives, neighbors.

GOAL HISTORY

paper pencils

Each year of our lives we encounter new things and new people. Our ideas change and our goals change. Help the members understand this concept by going back in time. Write a goal history on a sheet of paper or in a booklet, giving these instructions: "Start with the first year that you can really remember. Write down the age and family and place and describe the goals you had then. Next concentrate on two years later. What was your family situation and what were your goals?" Then repeat the questions for who you are today. You, the leader, share some of your past so that the members can see how your goals have changed. It might look something like this:

I am 5.	I am 7.	I am 9.
I go to kindergarten.	I am in second grade.	I am in fourth grade.
I live with Dad, Mom, and Lisa.	I live with Grandma, Mom, Dad and Lisa.	I live with Mom, Dad, and Lisa.
My goals are to learn to swim and to have a dog.	My goals are to learn to ride a horse and to go to the fair.	My goals are to be in 4-H, to raise a pig, and to learn to play guitar.

GOALS CONFLICT

Main Concepts:

- * Goals indicate priorities.
- * Goals can conflict.
- * Goals should be ranked in order.
- * Communication with others helps solve our problems.

GOAL CONFLICTS

large space

Everytime you have different people living together you will find that goals conflict. Look at how this might happen in a family. Ask the members for examples from their own families. Make sure they are identifying goals (i.e. my brother's goal of being a guitar player conflicts with my goal of being a good student or my mother's goal of becoming an artist conflicts with my goal of living in a nicely decorated house).

Role play examples that the members offer. The role playing exercise helps the individual see more parts to a real life situation. You, as a leader, create the setting for the role play as you describe the scene and background and the feelings involved. Encourage the members to "get into" their characters. "You are Tom, you love to play your electric guitar real loud. Your friends really want you to join a band. Your friends like to hear you play. You are Calvin and love to read and study. You enjoy the English projects and having a lot of time to read and write plays." Have the group give ideas of how the two can solve their problem. Very often two goals that conflict are goals that are inside us -- "I want to wash my hair (goal: to look clean) versus I want to get to bed early (goal: to be rested)." Role play these two voices inside yourself. Have two people talk as if they stood for the goals. How do they work out the conflict? Place two chairs facing each other. Sit in one chair and be the person who wants to get work done. Talk to yourself about why you should. Now hop into the other chair and give reasons for doing something else.

two chairs

We are always involved in a dialogue between two (or more) of our goals. It is important that we become aware of what the two sides are saying inside our heads. Through this awareness you are able to work out a compromise and solve the conflict. This is a basic problem solving technique in Gestalt psychology.

TOO MUCH TO DO!

Main Concepts:

- *Goals well reached make you feel good.
- * Goals can conflict.
- * Goals must be realistic.

TOO MUCH TO DO!

This is a fun skit to emphasize that sometimes we take on more than we can handle. Often, with a beginning 4-H'er, they try to be in every project and all events. They end up being very rushed and not being realistic in the goals they set for themselves. When you become this rushed you find that your work isn't quality work that you are proud of. This eventually causes a poor self-image and discouragement with 4-H.

TOO MUCH TO DO!

** items for exercise*

This is a timed exercise -- 30 seconds or 1 minute. All the members are to do one task (e.g. tie shoes). Then add a second task (tie shoe, put on coat) for the same amount of time. Add a third and then a fourth task until the members feel ridiculously rushed. Talk about how they felt in doing one project well and when doing five projects haphazardly. Some ideas for projects are*

tie shoes, sew on button, do summersault, sound like an animal, write a letter, run ten feet, wash face, put on jacket.

Be prepared to supply materials to do all these projects. Treat the event like a circus for laughter rather than for distress.

IALAC

Main Concepts:

- * People influence others.
- * Each person is valuable.
- * A goal is attained by patience and effort and endurance.

IALAC

*name tags
pins*

*IALAC
film strip
or
book*

Give everyone an IALAC name tag.

The IALAC tag means I Am Loveable and Capable. There is a filmstrip and book that will tell the IALAC story but you can tell it to the group. Describe a small boy that runs into many bad times that lower his self-esteem (Mom, Father, dog bark at him; He can't answer questions in school; He has no friends). After telling about each negative incident, rip the IALAC. Also, tell some positive incidents that make the boy feel good about himself (friends share lunch; his brother plays with him). During these times put the tag back in place.

The ending of the story asks everyone to be careful of what their goals are in relating to people. Is your goal to do things rather than pay attention to People? How can we care for everyone's IALAC tag?

"What are some things that have ripped your IALAC tag? What things put your tag back together? Are there times when your tag is so strong that no one else can rip it? (i.e. when you really feel good about yourself?)" Verbally reward each member for sharing and also for listening to each other.

A GOAL FOR THE WEEK

Main Concepts:

- * Goals help you be in control of your life.
- * To achieve goals people willingly give of themselves -- their time, money, and resources.

GOAL FOR THE WEEK

bag of tricks - 7 pencils

GOAL FOR THE WEEK

- * Goals often take patience, effort, and endurance.
- * Small goals will help you reach large goals.

Use the weekly charts (bag of tricks - 7) to discuss one goal that each person has for the next week. Write that goal for the end of the week. Each day decide on a small goal that helps you get closer to the larger goal. Discuss how you use many personal resources to reach a goal -- people, money, time, skill. Remind the group that the time chart helps them to use another management concept -- organization. You organize when you plan ahead.

YOUR APPEARANCE

Main Concepts:

- * Goals can conflict.
- * In setting goals one has to take into account how one can best use existing resources.

YOUR APPEARANCE

arrange shopping trip

Take the group to a department store. Discuss how to shop for clothes. What are your goals? Something fancy? Something to last a long time? Something practical? How much money do you want to spend? Share some of your mistakes in purchasing clothes. What would influence our decision? If possible, have each member make a purchase based on five reasons for his choice. Discuss many conflicting goals that make your decisions harder (goal of looking nicer; goal of saving money).

PLANNING AHEAD

Ask the members what goals they have for themselves before the next meeting.

What goals do you have for this year in 4-H?

When will the project meeting be? What do we bring?

LEADER EVALUATION

Did the members feel comfortable in the group?

Were you prepared for the meeting?

Do you feel the members can understand the importance of goals in managing their lives?

What goals do you have for yourself for the next meeting? _____

Note your comments in your journal.

Overhead

Transparency: Organizing Activities to Achieve Goals, U of M, 1971
(How to cope with daily problems).

Slides:

Getting the Things You Want, USDA-1972 (For 9-12
deciding about goals and resources).

Dress in a Winning Way, U of M, 1971 (Clothing care
and buying for boys and girls).

VALUES

This unit is aimed at encouraging each member to look inside and share what he/she finds. This is a very uncommon and difficult activity for most people. We infrequently share the ideals or values that guide us. Your example will be the most important part of these exercises. Share as much of your inner self as possible. Strive to be real and open with the group. This will encourage them to also share.

Simon, Howe, and Kirschenbaum wrote Values Clarification to encourage individuals to explore who they are and what's important to them. The steps for finding a true value are:

1. Prizing one's beliefs and behaviors -- publicly affirming.
2. Choosing from alternatives, after considering consequences and choosing freely.
3. Acting on one's beliefs; acting with consistency.

We often verbalize (prize) that something is important to us ("Good health is important to me") but our actions (smoking, overeating) show that it isn't a real value.

Remember there are no right or wrong values as long as they don't do harm to self or others. These lessons are to encourage each child to become more aware of what is important to him/her in life. Encourage honesty -- don't judge. Someone will value money, another eating, another T.V. -- encourage individuality rather than group consensus. Encourage openness by being as open to the group as you possibly can.

The more we are aware of our true values, the more capable we are of setting up our goals and standards, utilizing our resources, becoming organized and making decisions around that value. When we discover our values we are more capable of putting all the management principles to work.

In these exercises respect the individual by allowing anyone to "pass" when they don't feel comfortable sharing or being involved. This is one way to emphasize the uniqueness of each person. Each one of us is a treasure chest. If we really don't believe that, why are we trying to manage something that is not valuable or precious? Your job as a leader is to consistently repeat this idea to the group (If this is your value -- that each person is special and unique -- it will show up in your actions). Today there are so many voices that shout at the child "You're not good enough! You can do better!" It might be hard to convince some kids that they really are unique and special.

The skill that is important to cover is communication. People have so many ways that they communicate how they feel and think. Most of them are ineffective and misunderstood. The basic steps toward effective communication with others are:

1. Get clear on how you feel, your own opinions.
2. Express yourself openly to that other person. Communicate with words, voice, gestures, and the whole body. "I think..." "I feel..."
3. Listen to see if he/she understood what you feel and you understand what he/she feels. If not, express yourself again.

REVIEW:

Review what management concepts have you used since the last meeting (Resources, Organization, Decision-making, Goals, Standards)?

What day to day living skills have you developed in repairing,

cleaning, cooking or washing? Do you feel that you are becoming a better self- manager?

What projects or chapters were done as a result of the last meeting?
How do you feel about the self-management project?

NAME TAGS

Main Concepts:



- * Most valuable communication is what we are feeling at the moment.
- * We all have feelings.
- * Our values are reflected in the choices we make.

The members are probably used to the idea of name tags. If they are bored and need a change here are some new ideas.

In the corners draw an animal that you feel like right now; or how you would spend the day if you were to die tomorrow; or a color that you feel like right now.

NAME TAGS

pins
pens
paper

LET'S CELEBRATE

Main Concepts:



- * Each person has valuable ideas.
- * We have many ways to communicate.
- * Our values are shown by the choices we make.

Plan a celebration for the last project meeting. It is especially important in this lesson that you go by the three steps to effective communication. On the fun sheets the members can write down what they each would like to see happen for the last project meeting - Getting Clear.

After everyone has time to do this independently, then you act as a facilitator for step 2 - Expressing Yourself. Draw each person out by showing that you are interested in their opinions and values. Hopefully they will believe you. Sometimes even adults have a hard time expressing themselves. Ask them to start out the sentences by "I feel..." or "I would like..."

In coming to a group agreement you need to teach them the third step in communication which is Listening. Encourage them to listen to all the good ideas and to make sure they really understand each other. Help them work out ways where they can agree and that no one's ideas are ignored. Show them that you appreciate their ability to cooperate. Guide them in working out all the kinks of who, what, when, where, and how. Just offer them suggestions -- don't make decisions for them. "Would it be helpful to divide up responsibilities? Do we want to make arrangements for food or other people or a business?"

LET'S CELEBRATE

Fun Sheet-
values

WHAT'S INSIDE ¹

Main Concepts:

- * Values have to be considered in making decisions.
- * Values are what people believe in.
- * Getting to know yourself is important.

This is a self-exploration lesson that will require the members to be relaxed enough to use their imagination. Basic to Getting Clear is to be comfortable with yourself. This exercise is a fun way for the member to become more aware and comfortable with his/her body.

Have all the members assume a comfortable position and move into themselves. Ask each person to concentrate on different parts of his/her body beginning with the toes and gradually move to the top of the head. Ask them to breathe slowly and deeply and to concentrate fully as they explore what's on the inside of their skin.

Afterwards discuss with the group what sensations they experienced. What was learned? Did they enjoy that experience? Remind them that all of them -- body, mind, and feelings -- are important and valuable to who they are. Each part of you is special and O.K. - even your toe nail.

EXPRESS YOURSELF

Main Concepts:

- * You are a valuable person.
- * Your emotions are an important part of who you are.
- * We all have different ways of expressing our feelings.

We have many feelings. Our basic emotions are joy, anger, fear and sadness. Talk about the many times that you have had these emotions. How did you express these emotions? Have everyone give examples of how your face and body can show anger, fear, sorrow, or joy. Give attention equally to all. They all have something to share. It might be a difficult exercise for some. They need encouragement.

Take slides of the members non-verbals ways of expressing these feelings.

On blank slides and with thin marking pens have the kids draw pictures of scenes of things that make them sad or happy or afraid or mad. Write the feeling on the slide. This whole show can be shown at a parents meeting or "share the fun" event.

WHAT'S INSIDE

space

EXPRESS YOURSELF

*slides
fine marking
pens*

*camera
film*

¹ Human Teaching for Human Learning: An Introduction to Confluent Education,
George Isaac Brown.

PERSONAL BANNER

Main Concepts:

- * Your values are the basis of all decisions about actions and possessions.
- * Values are influenced by one's school and friends.
- * Values are what people believe in -- the ideas of life, customs, and ways of acting.
- * Values are reflected in the choices we make.



Shields and banners in history have shown what is important to people. The shield was a trademark of that family or group and was worn on their clothes and put on horses and houses. Today, countries do the same thing with a flag and cattlemen use a brand for their cows. Make a banner for yourself to show others what is important to you (See Bag of Tricks #11.) Make pictures to answer the questions for each square. Practice on the sheet and then put your design on the shield. This design can also be put on a cloth patch to iron on a jacket or shirt.

Remind everyone that each person is unique, no one is the same. Find one good thing about each person's banner. There is no right or wrong way to do this activity. Even if the child has a blank banner it shows that he/she isn't sure of himself/herself yet or that he/she wants to remain a mystery, both are acceptable. Encourage the child to express himself/herself honestly. Don't tell him/her how to do something, only offer many suggestions (brainstorming). This will help him/her learn decision making.

Talk about where they will put their banner -- hang it in a room, on a door, in a hallway; and patch -- on a jacket or shirt. This banner can also be put on papers, books or stationary.

Mention to the members "Because of the figures you can decide to share what this means or keep it a secret. It is something that you can be proud of because it is what is important and valuable to you."

CHOOSING EXERCISES²

Main Concepts:

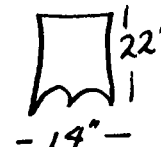
- * Values have to be considered when making decisions.
- * Each person has a right to their own values (as long as it does not do harm to self or others).
- * Values are reflected in choices.

You as a leader or group member use the list to provide choices. As they decide among the choices, physically move to different parts of the room. This activity can be done quickly to keep

PERSONAL BANNER

bag of tricks #11

tagboard



magic markers
waterpaints

iron-on
white
patches
cut like
banner

CHOOSING EXERCISES

space

² Also see Values Clarification, Simon, Howe, Kirschenbaum (pp. 62-93).

interest, or slowly if the members have a hard time making decisions.

I would rather spend my money ---
book / candy / baseball bat

I'd rather spend my time ---
at the beach / at the store / at school

On Saturday I like to ---
go to a movie / play outside / stay at home

I like to eat ---
hamburger / ice cream / fruit

Would you rather travel ---
on top of a snail / on top of a whale / on top of a
polar bear

Where would you rather dine ---
in a rabbit's hole / in a bird's nest / in a bear's den

Make up more choices especially for your group. Encourage the member's ideas too.

This is a fun way for everyone to move around and show how they would decide. It is important to make this an interesting activity where everyone is encouraged to be themselves and express themselves.

GUESS A VALUE!

GUESS A VALUE!

Main Concepts:

- * Values are reflected in the choices we make.
- * Values are the basis of all decisions about actions and possessions.
- * Values relate to social and cultural influences.

Values are shown by what people frequently choose to do. Start out by a few examples from the group and encourage them to think of more.

I'm President Ford. Every morning I swim for one-half hour.
I value _____.

I'm Little Red Riding Hood. I am going to my grandmother's house even when it's dangerous. I value _____.

I'm Cleopatra. I spend 2 hours every morning fixing my hair. I value _____.

I'm Joe Smith. Every day I water my garden. I value _____.

Our 4-H club has been given \$50 -- what shall we do with it? We value _____.

What natural resources does Winnie-the-Pooh value? _____.

What values are shown by the "Tortoise and the Hare" or "The Grasshopper and the Ant," some of Aesop's fables?

Remind the kids that there are no right or wrong values. Watch out! If you yourself judge an action as good or bad, the kids will pick up your feelings (If the \$50 goes to buy ice cream or clothes or a trip or playboy (playgirl) magazines -- can you say what is a right or a wrong value?)

Other questions --

What would you rescue if your house burns?

_____ I value _____.

Where do you want to go on a vacation?

_____ I value _____.

YOUR BOX

Main Concepts:

- * Your values are the basis of all decisions about actions and possessions.
- * Values are reflected in the choices we make.
- * Values have to be considered in decision making.

YOUR BOX

grocery
BOX

Bring a grocery box to the meeting. Set up the situation that your family is moving and there is only this much space in the van to take your things. You have to decide what belongings you cherish the most. Allow each member to reflect individually. Emphasize the importance of deciding what is really important to you.

What resources do you have that you carry with you that don't need a box? Those resources are values that you don't want to give up.

TIME CHARTS

Main Concepts:

- * Values of the individual reflect how resources will be used.
- * Values are the basis of decisions about actions and possessions.

TIME CHARTS

bag of tricks #7



Time charts can be used to show how you spend your time or the value of planning ahead.

Ask the members to color in the parts of the week when they did an activity. Does this show what is of value to them? Did you use the time to do things you wanted to do? Talk about how easy it is to waste time or procrastinate. Give examples of how and why you procrastinate. Write down one thing you want to now plan for next week and blank out special time to get it done. If you plan ahead and stick to your plan you can use your time for your goals and values. Can you use this week to get closer to the group goal of having a party?

How you spend your time shows what is valuable to you. Do you spend a lot of time outside? Or with your family or at school or in 4-H? What does that tell you about your values? Can you share this with the group?

WHAT'S YOUR OPINION?

Main Concepts:

- * It is important to express your opinion.
- * Your values are shown by what you act on.

Ask the members to express their ideas on the important parts of their lives such as --

- getting an allowance
- doing chores at home
- sports in school
- homework
- lunches at school

WHAT'S YOUR OPINION?

*paper
envelopes
addresses*

As they give their opinions listen carefully. Now go one step further to ask what person they could share their opinion with (teacher, parent, neighbor, friend). Write a letter or attend a meeting or organize a petition drive or just speak up for what's important to you.

PLANNING AHEAD

Is everyone clear on how they will contribute to the celebration? Be certain that all questions are answered and everyone feels capable of handling the responsibilities.

What did they enjoy about the lesson? Did they use some new management concepts? What resources did they use? What goals does each person have for the next meeting?

What chapters and projects pertain to this lesson on values?

LEADER EVALUATION

Did you move on to new activities when the members seemed bored?

Was the junior leader capable of guiding the group?

Are the members more comfortable with talking about all the management concepts?

How are you growing or changing? Use your log to express how you are feeling.

LEADER RESOURCES

- Filmstrips: "All Kinds of Feeling" Kindle Filmstrip Series
"The Joy of Being You"
- Books: Values Clarification, Simon, Howe, and Kirschenbaum (pp. 60-72)
People Making, Virginia Satir (pp. 30-96).
Human Teaching for Human Learning: An Introduction to
Confluent Education, George Isaac Brown
Meeting Yourself Halfway, Sidney Simon,
- Films: "Clown" Learning Corp. of America (A young boy values
his dog but gives him to someone who needs him more).
"People" (People are different and alike)
"Watch Out for My Plant" (A young boy cares for his plant).
"A Sense of Joy" Inside Out Series.
- Fun Sheet: Values
Bag of Tricks 7-Time Sheet
Bag of Tricks 11-Personal Banner

MEMBER RESOURCES:

- Books: The Trumpet of the Swan, E.B. White (A young boy
struggles to express the music in his heart).
All Except Sammy, Cladge Cretan (Boy feels left out but
one day learns something important about himself.)
The Most Terrible Turk, Joseph Krungold (Old man's
values conflict with everyday machines).
The Ant and the Elephant, Bill Peet (Elephant comes
to rescue the ant).
Harvey's Hideout, Russel Hoban (getting along with
your family).
The Wind and the Rain, Helen Butterfield (Children's poems).

PUTTING IT ALL TOGETHER IS CALLED : MANAGEMENT

This last lesson is to put all of the self-management ideas together. If you aren't intentionally using resources, goals, values, decision-making, organization, and standards in all of the activities that you pursue, you aren't really managing. The secret is that we use the concepts all the time but we aren't aware of it. Increased awareness will help us become more in control of our own lives. With increased self-direction we have more self confidence and an increased self-image. You end up feeling good about being you.

This last lesson is to be a celebration of each unique person. The exercises are aimed at helping the member know him/herself better. The most wonderful gift is one that helps another person say "Hey, I'm O.K. I like myself." Try the exercise that fits the group's mood. The Fun Sheet will ask the member to use all the management concepts together by active games, written work or discussions. You choose what is the best choice for your group.

REVIEW

As a group look back over the whole year. Which new skill in management did you learn? What project, lesson, or exercise was most valuable to you? Do you understand the management concepts? What lessons were unclear?

bag of tricks -15

Encourage everyone to be honest. It might be valuable at this point to complete the personal inventory (Bag of Tricks #15). This might help everyone express their ideas.

NAME TAGS

Main Concepts:

- * We are all unique.
- * Organization, resources, goals, values, decision-making, and standards work together in self-management.

NAME TAGS

*paper
pens
pins*

Since everyone is now well acquainted the name tags will represent a value that you hold. On one side write a value that you will defend and on the other side write

1. a decision that you made about that value.
2. a goal that is guided by that value.
3. how you are organized to uphold that value.
4. the resources that you use to support that value.
5. a standard that reflects that value?

I VALUE HORSES

I Decided --
to take riding lessons
Resources -
I spend Saturday riding
Organized -- I save \$ to
pay for riding lessons.

CAN YOU MANAGE A SNACK?

Main Concepts:

- * Communication is important for a good manager.
- * A good manager makes decisions all the time.

For this snack divide the group into teams of three. Two people sit blindfolded facing each other and the third is the manager who gives directions. Give the blindfolded people large napkins to tuck under their chins, a plate with the snack (raisins, grapes or fruit pieces) and toothpicks. They may be sitting on the floor or across a table. Tell everyone the management concepts for the game:

- Goal -- each person get a snack
- Resources -- toothpick, one hand and verbal directions from the manager.
- Value -- each person is unique and valuable.
- Organizations - set up a code for directing the feeder to move up, down, right, left, mouth open, mouth closed (i.e. up one, down five).
- Standard -- decide if you will have a high performance, quantity, quality standards

The super manager gets an extra snack. Make it a comical affair. make sure no one gets stabbed with a toothpick.

MANAGE A SNACK?

*raisins or fruit
toothpicks
napkins
blind folds
plates*

HOW WOULD YOU MANAGE YOUR RESOURCES?

Main Concepts:

- * Good managers are creative.
- * Management means using your resources to get to your goal.
- * Organization is needed to fully use your resources.

On separate slips of paper write these resources. Think of others also.

- | | |
|------------|----------------------|
| Basketball | Balloon |
| \$10 | Three guitar players |
| Empty room | Five dogs |
| Bedsread | Goldfish bowl |
| Kite | |

MANAGE YOUR RESOURCES?

paper cut into ticket size pieces

As in a game of cards, deal one out to every member of the group who want to be managers. Each person names what they will do with their resource. For example, "I will use \$10 to treat everyone to ice cream."

Also, do this exercise by giving art materials so that the members can create an art object as they get more and more resources dealt out to them.

Encourage them to be creative, to organize their resources, to get to their goal.

Now deal out a second resource. "You all have two cards and how can you use those two resources together?" For example, I

Have \$10 and a bedspread; I will buy curtain material to go with the bedspread so I can decorate my room.

THE CELEBRATION

Main Concepts:

- * The six management concepts should be used together to allow each person to be fully functioning to his/her highest potential.

CELEBRATION
members bring all materials needed for celebration

As was planned in the lesson on values, the last project meeting is a celebration that is entirely organized by the members. Because you let them take charge of all the big and little details, they are beginning to feel that they can be responsible and resourceful people. Support them by compliments and encourage them by your pleasure in seeing how reliable and independent they are.

Fun Sheet - management

Allow them to take over all of this meeting, the refreshments, invitations, planning details, entertainment, and clean up. If you get cold feet at the last minute tell the members how you are feeling and ask them for reassurance that they have everything under control. They will appreciate your honesty.

One final part that you might play in this last project meeting it to get some feedback on what this self-management project has meant to them. What were their likes and dislikes. How do they feel-that they have grown to be more responsible, independent, and self-reliant young people?

HOW ARE YOU TODAY?

Main Concepts:

- *We are constantly changing.
- * The more aware we are of all our feelings of the moment the better we know ourselves.

HOW ARE YOU TODAY?

bag of tricks-14

Have the members take time to reflect on how they are feeling at this moment. Pass out the worksheets (Bag of Tricks #14) Let them complete the worksheet. This can be a sharing exercise but more important ask the members to complete the sentence

"I learned ..."

MY GOAL

Main Concepts:

- * To become an effective manager we need to use all of our resources.
- * Our goals reflect our values.
- * A good manager is creative.
- * The more experience we have the more we know our capabilities.

MY GOAL

space

One member is chosen to be the manager. He is given a goal to make the members into a structure. For example, put all the bodies in the shape of a letter ("I", "S") or an object (car, train), or to be a working machine (car or donut factory). Say "You are the managers, you need to use all the members as resources to make the goal you want. Think of how you will be organized-- what to do first, second etc. Let this goal show one of your values."

HOW DO YOU MANAGE?

Main Concepts:

- * We all have good ideas of how to manage.
- * We can learn from others.
- * It is important to listen and to share.

Have the members share how they have found special ways to be good managers. Are there any new ideas that we can all use?

How do you manage to make friends; to keep your clothes in order; to not get sick; to not lose your belongings; to save your money; to get enough sleep?

Have all the members sit on the floor in a circle and roll a rubber ball to any member. The ball means that it is your turn to talk. This exercise will help the members listen and also feel that they will have time to speak.

HOW DO YOU MANAGE?

ball

ENTERTAINMENT

Main Concepts:

- * Challenges help us test our capabilities.
- * When we use all the management concepts together we can complete a task.
- * Everyone is important to the group.

slip of paper

Give out these directions to many of the members. Encourage them to be creative in finishing their assignments.

odd props for skits
- hats
- material
- blankets
- wig
- song book
- broom, pail

A. You goal is to provide a one minute skit. You value teaching people new things. Organize two members to do this with you. What resources will you use?

B. Your goal is to teach everyone a song. You value everyone having fun. Plan how you will teach everyone the words. You have high standards for everyone being involved.

C. Your goal is that everyone knows everyone else's name. You value quiet. Plan how you will do this activity. What will you use as your resources? _____

When finished ask the members chosen what their standards were. Answer 1) cared a lot; 2) cared some; 3) didn't care at all ... to the idea of being creative... being the best... being funny... being finished... or being appreciated.


MY INVENTORY

Main Concepts:

- * Each member's opinion is important.
- * We all are a treasure chest of talents.

MY INVENTORY

bag of tricks-15



Let one of the members volunteer to become the manager of the inventory. Pass out the inventory (Bag of Tricks #15) to everyone. Complete this inventory. As a group share your answers. Try to get all members to reply and share their ideas. Encourage all to listen to each other.

THE MANAGEMENT MACHINE

Main Concepts:

- * A good manager needs to use all the management concepts.
- * Every person is important.

THE MANAGEMENT MACHINE

large space

It is important that all the members understand the importance of using all the management concepts together. Divide the group into two teams. Have each member become one of the management concepts (values, goals, resources, decision-making, organization, standards). Decide on the motions and sounds that go with that concept. Show the whole machine working together. Have the other team guess who represents the different concepts. Now switch roles so the second team is the machine. If there are too few members ask one person to take on two concepts. Why is it important to have all six together to have the machine work?


POSITIVE FOCUS¹ - SAYING GOODBYE

Main Concepts:

- * Each person is unique.
- * One way to get to know ourselves is to listen to how we are viewed by others.

POSITIVE FOCUS SAYING GOODBYE

paper pencils



This is your last session with this project group. This exercise is to share positive things with each other.

It is important that we all have practice in reminding others that we appreciate them and that they are valuable.

Write everyone's name on a large sheet of paper with two lines between the names. Write two sentences about each person. Begin the sentences with "I like the way you... You're a lot like me when you... It made me feel good when you said... You are..."

Focus on one person at a time. This might seem like an awkward exercise because we don't often tell others how we appreciate them.

¹ Human Values in the Classroom, Robert C. Hawley and Isabel L. Hawley, p. 234.

PLANNING AHEAD

Explain the second year self-management member's manual. Get their ideas of how they plan to use these new ideas. Talk about how all of you might help each other remember the management concepts and learn more skills.

LEADER EVALUATION

Did the members find it easy to combine the management concepts?

Did the individuals become more self-aware through the sensitivity exercises?

What were you pleased by at this meeting?

Could you have used the help of a mother or junior leader?

MEMBERS MATERIAL

- Books: Here I Am, Virginia Baron (Anthology of poems by young people).
 The White Horse, Edith Hurd (I'm somebody special).
 What Makes Me Feel This Way, Eda LeShan (Cover a whole range of feelings).
 Bird Song, Eleanor Lattimore (What feelings do you have when you have to leave?).
 Growing Time, Stoddard Warburg (Understand that everyone has similar concerns and needs).
 The Little Prince, Antoine de Saint Exupery (The little prince tells of his values, goals, and standards).

LEADER'S MATERIAL

- Record: Free to Be You and Me
- Films: People (We are all different and alike).
 Fable, Xerox Films (We often build walls around us).
 Leo Bauerman, Citron Film (A handicapped man uses his resources to attain many goals).
 A Sense of Joy, Inside Out Series (There are so many things in the world to discover).
 You, University of Minnesota Film Lab (Brothers discover each is unique).
- Bag of
Tricks: #14 "How Do You Feel Today?"
 #15 "My Inventory"

- Books: Self Actualization, Robert Valett .
 Human Values in the Classroom, Robert C. Hawley and Isabel Hawley.
 Born to Win, James and Jongeward .
 Gestalt Therapy Verbatim, Fritz Perls.
 Meeting Yourself Halfway, Sidney Simon.
 Discovering Recreation Through 4-H in the Classroom --
 -- Fun and Action Songs
 -- Fun and Fables

Nursery Rhymes
(read aloud stories):

- "She'll Be Coming Around the Mountain" (Find goals and resources)
"Three Blind Mice" (Goals, resources)
"The Noble Duke of York" (Goals, resources)
"Home on the Range" (Goals, Values)

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