THE DEVELOPMENT OF LEADERS' GUIDES AND PROJECT BOOKS IN HOME MANAGEMENT TO USE WITH OLDER 4-H CLUB MEMBERS

by

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A PROBLEM

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TABLE OF CONTENTS

INTRODUCTION

Home management as a field of study is concerned with the way a family utilizes its resources to achieve its goals. Gross and Crandall say that:

> "Reduced to its simplest terms, management is using what you have to get what you want. What you have consists of the resources of time, energy, money, material goods and knowledge, interests, abilities, skills and attitudes of the family members, and community facilities."[1]

Management occurs when there is some problem to solve or some choice to make in order to bring about change. As our world and way of living become more complex, the number of choices a person must make also increases. The quality of these choices determines the kind of living the family will achieve. People build worthwhile lives from the choices they make day to day.

Even though this is the modern concept of management, it is still evident in some printed materials classified as "home management" that common misconceptions exist. Some sources think of home management only as "how to do" techniques or "how to" use a resource, which indicates that management is an end in itself and not a means to an end as the modern definitions imply.

PURPOSE OF THIS PROJECT

One part of this study was to evaluate what certain states

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1 Irma H. Gross and Elizabeth Crandall, Management For Modern Families, New York; Appleton-Century-Crofts, Inc., 1954. p. 3.

were teaching in home management to 4-H club members. After assessing these programs' strengths and weaknesses, a leaders guide and project book in home management were developed to emphasize theoretical concepts, the management process and use of resources.

More specifically the purposes were:

1. To analyze the content of 4-H leaders' guides and project books to find out what was being stressed.

2. To develop a leaders' guide and project book for older 4-H club members in the areas of home management where materials were needed.

Several terms are used in this report with which the reader may not be familiar. To help clarify, definitions are given below:

Leader - a lay person who volunteers to conduct an activity or other phase of the 4-H program. In this paper, the leader designates the one who will conduct the classes in home management.

Leaders' guide - a printed plan which furnishes information about the area of study. It also contains helpful suggestions about how to teach the project, group activities and requirements for completion of the project.

4-H member - boys and girls ranging in age from 10 to 20 years who enroll in the 4-H Club organization and agree to carry out certain tasks and assume responsibilities.

Project book - a book written specifically for some area of study providing not only information about the project, but suggestions for various activities.

Multiphase age level - 4-H club members grouped into three age categories for the purpose of developing programs geared at a specific level.

The age levels are:

I - 10 to 12 years old

II - 12 to 14 years old

III - 14 to 16 years old

REVIEW OF LITERATURE

A look at the literature will help clarify what management is and what it is not.

Families are constantly making choices or decisions in dealing with their present situations. Something underlies and directs even simple decisions, even though the decision-maker may not be aware of the directing forces. Two of these forces are known as values and goals.

McKee defines values as man's ability to select from the many possibilities available to him those interests, ends and ideas which seem most significant, most satisfying and which give meaning to a pattern of life.[2]

Gross and Crandall agree that the term values is very vague and subjective. They say that these belong to the inner world of the individual based on his experiences and that one must be conscious of his values in order to manage well.[3]

Cooligan classifies a value as a guidepost which serves as a compass for an individual's life. Values provide the basis by which people tell what is most worthwhile to them and what is less so. Values are the "why" man decides to do the things he does. These whys help people to decide what goal is most important to

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2 William McKee, "Values in Home Management," Proceedings of Conference on Values and Decision-Making in Home Management, Dept. of Home Management and Child Development, Michigan State University, East Lansing, Michigan. (July 4-6) 1955. p. 8.

3 Gross and Crandall, op. cit., p. 36.

them.[4]

Goals are more definite than values - they are the things people set out in life to accomplish. They may be something materialistic, a mark to be reached, or a purpose to be achieved.

Gross and Crandall state:

> "The term goal is more specific. It is something definite toward which one works. It is easier to define a goal than a value. Goals stem from values."[5]

Most authors agree that decisions are vital to management. Paolucci and O'Brien include them in their definition of home management, in which they say:

> "Home management consists of a series of decisions which form a goal-directed process; this in turn serves as a vehicle for helping families channel their resources toward achievement of goals."[6]

Nickell and Dorsey believe that management involves the weighing of values and the making of decisions.[7]

Fitzsimmons and White emphasize decision-making as the essence of home management and relate it to goals:

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4 Patricia M. Coolican, "Guideposts of Home Management", Newsletter, Chautauqua County Home Demonstration Department; Jamestown, N.Y., October 3, 1960.

5 Gross and Crandall, op. cit., p. 37.

6 Beatrice Paolucci and Carol O'Brien, "What is Management?", Forecast. Vol. 75. No. 7. September, 1959. p. 22.

7 Paulena Nickell and Jean Muir Dorsey, Management in Family Living, 3rd ed. New York: John Wiley & Sons, Inc., 1959. p. 35.

> "..... management is very largely choice-making; choice among goals to be sought and ways of using resources to secure them."[8]

These concepts of decision-making, values and goals were taken from those of several authors to form a theoretical framework of home management.

It has been pointed out that home management consists of a series of decisions. These decisions make up the process of using the family's available resources to achieve its goals.

Gross and Crandall believe that:

> "The process consists of three more or less consecutive steps; planning, controlling the various elements of the plan while carrying it out, and evaluating results preparatory to future planning."[9]

In their analysis, planning consists of a series of individual decisions which bear upon one another. The value of planning lies in the fact that it is done ahead of the task. Pre-planning permits the job to be seen as a whole, each part seen in proper perspective to each other.

Controlling the plan in action is carrying out the plan, and consists of initiating and sustaining the action, checking the progress of the plan and adjusting the plan as needed.

Evaluation consists of looking back over the other two steps in the process (1) to recognize that a good or poor job has been done and (2) to determine how good a job has been done. It involves a complete review of what has already taken place with a

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8 Cleo Fitzsimmons and Nell White, Management for You, Chicago: J. B. Lippincott Company, 1958. p. 6.

9 Gross and Crandall, op. cit., p. 4.

view toward better management in the future.

From the previous definitions of management, it appears that the family in managing uses its resources to achieve its goals, and then the decisions made determine how these resources will be used. The aim of effective management is to use the family's resources in a way that will bring the greatest satisfaction to the family.

Starr classifies the resources of the family as both material and human. Families may not be aware of the human resources, but these consist of one's abilities, time, energy, interests, skills, knowledge and attitudes. Material resources are money, gifts, furnishings, community facilities such as parks, museums, town hall, schools, libraries, etc.[10] In order to avoid wasting valuable human resources, families should be aware of their total assets.

Gross and Crandall believe that the family's resources can be identified as abilities and interests, skills, knowledge, money, time, energy, materials and community facilities.[11]

These may be defined as follows:

Abilities and interests - abilities refer to the special skills or knowledge a person has which enable him to do various things better than he otherwise could. Interest - an attitude of readiness to focus on some subject.

Skills - familiar knowledge about something and ability to apply it. The ability to do something effectively.

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10 Mary Catherine Starr, Management for Better Living, Boston: D. C. Heath and Company, 1956. p. 26.

11 Gross and Crandall, op. cit., p. 3.

Knowledge - information one has which enables him to understand and carry out various things.

Money - that which is customarily used as a medium of exchange for goods and services.

Community facilities - those things available for use by people but owned by society or the community.

Time - the period during which something occurs.

Materials - all the things a person uses in living and accomplishing tasks.

Energy - the physical and mental power within a person which enables him to get things done.

METHODOLOGY

To determine what areas of home management were being taught 4-H members through project books and leaders guides, fifteen states were selected as the sample. The states represented in the study were: Arkansas, Connecticut, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, North Carolina, New Hampshire, New York, South Carolina and Tennessee. These were recommended by the Michigan Home Management Specialists because (1) there was evidence that these states had done work in home management for 4-H clubs and (2) they were representative of various sections of the United States. A letter was sent to the Extension Home Management Specialists in the states to obtain the needed materials for the study.* Those received in reply to the letter were the ones used in the evaluation.

Content analysis was used in the evaluation and is defined as:

> ".....a research technique for the objective, systematic and quantitative description of the manifest content of communication"[12]

Before the analysis could be made, criteria were needed for judging the project materials. The components selected for the criteria evolved from the various definitions of home management.

In the development of the evaluation scheme these three areas were used:

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12 Bernard Berelson, "Content Analysis," Handbook of Social Psychology, Vol. I. Reading, Mass: Addison-Wesley Publishing Company, 1954. p. 489.

* Appendix A - Article 1.

Concepts:

Values, goals and decision-making comprise the theoretical concepts of management.

Process:

The management process consists of planning, controlling and evaluating.

Use of Resources:

Gross and Crandall's eight resources were chosen as the most concise and representative of both human and material resources. These are: money, time, energy, skills, materials, interests and abilities, knowledge and community facilities.*

Some states use multiphase programming in developing 4-H materials and programs. This means that three age categories are used and 4-H project books and leaders guides are written specifically for each age level.

These levels can be classified as:

I - 10 to 12 years old

II - 12 - 14 years old

III - 14 to 16 years old

Since project materials from the selected states were to be evaluated at each level, the Roman numberals I, II and III were used to avoid confusion.

Although the 4-H project books and leaders' guides were evaluated separately, the same criteria and procedures were

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* These resources are defined on pages 6 and 7.

used for both.*

During analysis, the project books and leaders' guides were grouped according to the age level indicated and the number of each recorded.

Each book was carefully read. If one or more of the components in the three areas: theoretical concepts, management process and use of resources were mentioned, a star was placed in the column to indicate what had been found and at what age level. Although the same item might appear more than once in the same book or guide, it was recorded only one time since the purpose of this evaluation was to find out what was being reflected, not how many times it was reflected.

The analysis was made of 61 project books and 17 leaders' guides. Fifteen project books were for level I, 11 for level II and 35 for level III. There were four leaders' guides for level I, four for level II and nine for level III.

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* See Project Book Evaluation, Chart No. 1, p. 11, and Leaders' Guide Evaluation, Chart No. 2, p. 12.

III

LA.			MD.			MICH.			MINN.			N.C.			N.H.			N.Y.			S.C.			TENN.		
I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
1			2	1	6			3			4	1	2	3	2			4	2	2	1	2				1
					*										*							*				
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Y.	S.C.			
III	I	II	III	II
2	1	2		
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*		*		
*		*		
*		*		
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*	*	*		
		*		

MD.			MICH.			MINN.			N.C.			N.H.			N.Y.			S.C.			TENN.		
I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
	1	1			1			4		1		1			2	1	1						
	*																						
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MD. I II III | MICH. I II III | MINN. I II III | N.C. I II III | N.H. I II III | N.Y. I II III | S.C. I II III | TENN. I II III

S.C.	TN
II III	I II

STATE	ARK.			CONN.			HAWAII			ILL.			KANSAS			
Multiphase level	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I
No. project books	1	2		1	1	1	1	2				2			12	1
HOME MANAGEMENT																
A. Concepts																
1. Values	*	*										*				
2. Goals	*	*										*				
3. Decision-making	*	*										*				
B. Process																
1. Plan	*							*							*	*
2. Control	*							*							*	
3. Evaluate	*														*	
C. Use of Resources																
1. Money												*			*	
2. Time	*	*														
3. Energy		*														
4. Skills	*	*		*	*	*	*	*								*
5. Materials	*			*	*	*	*	*								*
6. Interests & abilities	*			*	*			*				*				
7. Knowledge		*		*	*		*	*							*	*
8. Community facilities							*								*	

Chart 2

4-H LEADERS' GUIDE EVALUATION

STATE	ARK.			CONN.			HAWAII			ILL.			KANSAS			KY.			LA.		
Multiphase level	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
No. project books				1	1	1												1			
HOME MANAGEMENT																					
A. Concepts																					
1. Values																					
2. Goals						*															
3. Decision-making						*															
B. Process																					
1. Plan						*												*			
2. Control						*															
3. Evaluate																					
C. Use of Resources																					
1. Money																		*			
2. Time																					
3. Energy																					
4. Skills				*	*																
5. Materials				*	*													*			
6. Interests & abilities																					
7. Knowledge				*	*													*			
8. Community facilities																					

RESULTS OF ANALYSIS

The areas of home management used in this analysis and their component parts are: theoretical concepts, management process and use of resources.

Project Books

The use of resources was stressed most frequently in all age levels in the project books. Skills and materials were dominant in levels I and II. Money seemed to be the main concern at level III. Interest and abilities along with knowledge were emphasized at levels I and II with interest and abilities lessening at level III. It was interesting to note that no project books had been written about time or energy at level III nor about community facilities at level II.

The second general area of emphasis was the management process. From the fifteen books analyzed at level I, four mentioned planning, three controlling and three evaluating. Eleven books were written for level II. Of this number, three mentioned planning, two controlling and one evaluating. It appeared that the management process was stressed more at level III, but there were also more project books written for this group. Thirty-five project books in level III were evaluated; six mentioned planning, six controlling and five evaluating.

The area stressed least was the theoretical concepts of management. Two books contained information on values, goals and decision-making at levels I and II. At level III, five stressed

values, five goals and four decision-making.*

Leaders' Guides

Four leaders' guides were received for age levels I and II and nine for level III.

It seemed that the leaders' guides followed the project books as to the areas emphasized; resources first, process second and theoretical concepts third. However, only eight states sent leaders' guides with the project books. Five stressed money at level III and one at level II with none at level I. Skills and materials were mentioned most often with knowledge following closely. Resources for which no leaders' guides were written were: community facilities, energy and time.

Two of the four guides evaluated contained planning and controlling with one on evaluation at level I. No guides were obtained for level II. At level III, five stressed planning, four controlling and two evaluating.**

These findings indicated that in 4-H home management projects the need for information was greatest in the concepts and process areas and also in regard to such resources as time, energy and using community facilities at all age levels.

Using the findings as a basis, it was decided to develop a leaders' guide and 4-H project book for level III. This was to consist of six lessons; one containing concepts of home management; one explaining the management process, three applying manage-

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*Table No. 1, Column A, page 16.

**Table No. 1, Column B, page 16.

ment to a process and one on evaluation.

Realizing that the leaders' guide is most important to the effective teaching and success of any project, it was carefully planned and was developed before the project book. Although the major concern was to formulate guides containing home management information, other things had to be taken into consideration.

1. The information was directed toward high school age girls.
2. A wide range of teaching methods was needed for variety and interest.
3. Lay leaders would be teaching the members and might not by professionally trained in teaching techniques and procedures.
4. Suggestions for conducting classes and carrying out the project were needed.

When the guide was completed, the project book was developed, based on the information presented in the guide. Important considerations were:

1. To keep information simple enough to be understood by high school girls.
2. To include illustrations and pictures relating to the subject areas being studied.
3. To suggest general activities specifically geared to this teen age girl.
4. To encourage individual participation through discussion, buzz sessions, demonstrations, role-playing, field trips, etc.

Table 1

Summary 4-H Home Management Materials from 15 States

	COLUMN A Project Books			COLUMN B Leaders' Guides		
Age Level	10-12	12-14	14-16	10-12	12-14	14-16
Total Number	N=15	N=11	N=35	N=4	N=4	N=9
CONCEPTS						
Values	2	2	3	0	1	0
Goals	2	2	5	1	2	1
Decision-making	2	2	4	1	2	2
PROCESS						
Plan	4	3	6	2	0	5
Control	3	2	6	2	0	4
Evaluate	3	1	5	1	0	2
RESOURCES						
Money	2	1	7	0	1	5
Time	3	1	0	0	0	0
Energy	1	2	0	0	0	0
Skills	9	6	2	3	4	1
Materials	9	4	3	3	3	2
Interest & abilities	6	4	2	0	0	1
Knowledge	6	5	5	3	4	6
Community facilities	1	0	1	0	0	0

LEADERS' GUIDE

TEENAGERS LEARN TO MANAGE

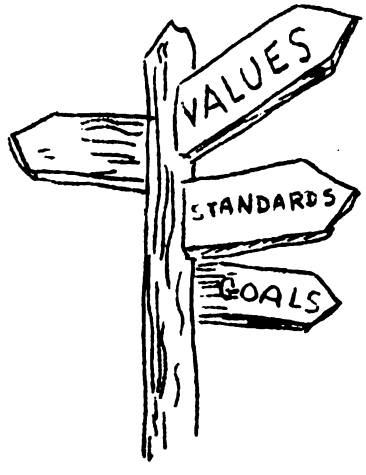
L E A D E R S ' G U I D E

4-H Home Management Project

"Teenagers Learn to Manage"

L E S S O N I

"Guideposts for Home Management"



Every family has purposes in life and is on its way somewhere. People differ in how clearly they see their purposes and how well they express them. If purposes are very clear, they act as guideposts and give a sense of direction. The way a family uses what it has to get what it wants from life is called <u>home management</u>.

There are three kinds of guideposts that are used by an individual or by a family. One of these guideposts is called <u>values</u>; another, <u>standards</u>; and the third, <u>goals</u>.

Values serve as a guiding compass for each of our lives. They provide the basis by which individuals and families tell what is more worthwhile to them and what is less so. Values are sometimes called the WHY guideposts. They are the <u>why</u> we decide to do the things we do. They help us realize the important things we want. They are the beliefs based upon experiences within our environment which guide our behavior and help us in making choices about our lives.

Values are reflected in what we say and do. From this family's situation, pick out the WHY of their behavior.

Lesson No. 1 (cont'd)

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The Bowmans might be a fairly typical family. John, at fifteen, liked to wear levi's almost everywhere he went. His parents felt that levi's were not suitable for school or for any social occasions. They bought him slacks, shirts, and ties to wear to school.

John's father said that he had driven past the school and observed that some of the boys entering and leaving the building looked very neat in slacks and shirts and seemed to him to be much more suitably dressed than the boys in levi's.

John's mother said, "We've spent good money for decent school clothes for you, and you are letting them hang there unworn while you outgrow them. Soon they'll be too small, and the money will have been wasted."

But John replied, "I didn't want those slacks in the first place. You didn't have to spend the money for them. All I wanted was some more levi's and sweaters. And if a few boys want to wear slacks, that's their choice. Most boys in my school wear levi's and that's what I'm going to wear."

He continued to wear a battered up pair of levi's to school and to show a sulky face every morning at breakfast because he could feel his parent's disapproval.

John's sulky face was hardly noticed on many mornings, however, because his parents were too much involved with his younger sister, Ann - age 13. Every morning, Ann came to breakfast wearing a different combination of blouse and skirt, or sweater and skirt, and contrasting colored neck scarf. Mrs. Bowman disapproved of Ann's choices of color combinations. She would say, "Ann, what are you trying to do? Attract attention to yourself? That green scarf with that purple sweater is simply awful. And why that ribbon around your neck? Of all things."

Then Mr. Bowman would say, "Wipe off some of that lipstick. No daughter of mine is going to appear on the street looking like that."

Ann would say, "I know what looks good on me. I'm the one that's wearing these clothes. What difference does it make to you? You aren't going to have to look at me today." On some days she would yield to her partents' wishes. On others, she would snatch up her books, slam the door, and go to school.

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Lesson No. 1 (cont'd)

Why do you think each said or acted the way he did?

What values did you detect?

How do you think values help determine what a person wants out of life?

Where does a person obtain his values?

Let's consider the second guidepost - standards.

We often talk about standards, but what exactly do we mean? A standard has been defined as anything used as a basis of comparison. It can also be stated as a measure of a person's attainment, involving his interests, his tastes, values and goals. We usually tend to adopt the standard of our friends, neighbors and the community in which we live. If our friends wear saddle shoes and cashmere sweaters,

Lesson No. 1 (cont'd)

we may feel that we should too. If our neighbors have an automatic washer and television set, we also tend to expect these things. This is called "keeping up with the Joneses."

When a standard helps us select worthwhile goals and work toward them, it has a good effect. But the standard we adopt or have forced upon us may be far in excess of our possible level of attainment. In that case, it only makes us unhappy to try to reach the standard.

To be desirable, a standard must be consistent with our real goals and with our ability to attain it.

Name a standard that you have which your mother does not.

Why do you think they are different?

The third guidepost along our route is goals.

Goals are the things we set out to accomplish in life. They may be something material we want, a mark to be reached, or a purpose to be achieved.

Goals may be: short time goals
long time goals
lifetime goals.

Short time goals are ones you want to reach quickly. Getting a new dress for the spring prom is an example. What are some others?

Lessen No. 1 (cont'd)

Long time goals are ones which might take several years to reach. These goals are usually stepping stones to the most important -- lifetime goals.

Lifetime goals are like "landmarks in the horizon," giving us a sense of direction.

The family that decides which goals are most important and best for it and then works toward achieving the goals, is the family most likely to get what it really wants from life.

Class assignment for next week:

Recognizing values, standards and goals.

Select one of the following activities to do during the week. Pick out the values, standards and goals of the family and put them in the columns below:

Make a report to your class next time.

Activities: (Check to the left the one that you selected):

_____ 1. Listen to a conversation between two people other than your family.

_____ 2. Watch a television program about a family.

_____ 3. Read a short story about a family.

VALUES	STANDARDS	GOALS

L E A D E R S ' G U I D E

4-H Home Management Project

"Teenagers Learn to Manage"

L E S S O N I I

"Choices are Vital to Management"

Note to leader:

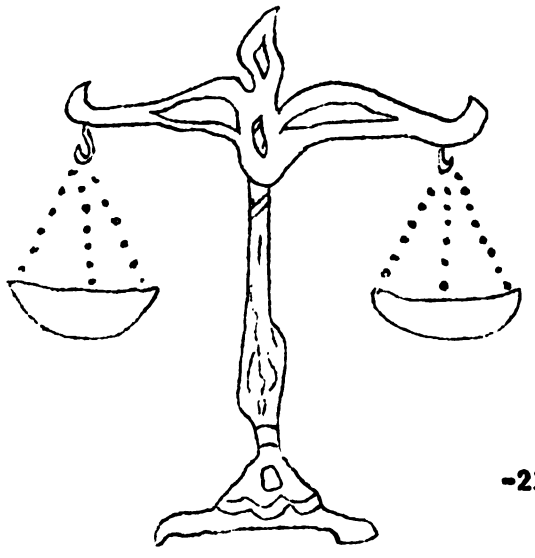
Take time to discuss last week's assignment before beginning this lesson. (10 to 15 minutes).

Suppose we could watch a series of films dated 1760, 1860, 1900 and today; each showing people at work and at home, their physical surroundings, their activities and how they live from day to day.

In comparison, you would see that today:

1. We live in a more complicated world.
2. We have access to goods and services our forefathers never dreamed of.
3. We do more things away from home.
4. We move at a faster pace.
5. We have more leisure time to do the things we enjoy doing.

What are other things which are different today?



Decision-making

Making choices:

Since we live in such a complex world, making the right decisions about our lives is vital. We are living in a "which one will I choose" world. Choices are made on the basis of

what a person thinks is important to him and his family - his values. Everyone wants to make the "best" choice.

Young people feel that they know their own needs and their own situation better than their parents do, and therefore have the right to decide many things for themselves. This is one way that children gain independence, but parents want to help them in making wise choices.

If you make the decision by yourself, ask yourself this question:

> If I make the wrong decision, am I willing to accept the consequences of my choice?

Parents would like to relax their authority and let you decide some things for which they are now taking the responsibility. But first, they want to make sure you can make wise choices and follow through with what you attempt. If you talk problems over together, the solving of them usually comes easier.

Good management is getting the most you can of the things you want from what you have to use. The things you have to use a are called RESOURCES. You may not realize it, but families have two kinds of resources - human and material. Some examples of these are:

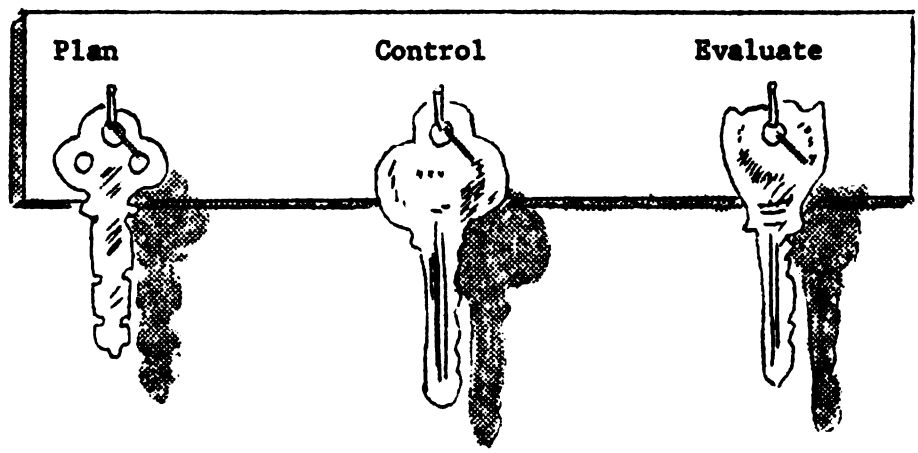
Human	Material
abilities	sewing machine
skills	money

Name other resources:

Lesson No. 2 (cont'd)

We decide how to use our resources to obtain goals. Decision-making is part of the management process. When we use this process, we have selected the keys to good management.

KEYS TO GOOD MANAGEMENT



You are <u>using</u> keys to good management:

(1) when you plan to use your resources

(2) when you carry out your plan

(3) when you examine the results before making new plans and setting new goals.

When we manage, we bring about change; from the present situation to a future one. One aim in studying management is to learn how to recognize situations that need changing and another is to learn how to bring about changes.

You can follow these six steps with something you want to change or manage better. Go about it in this way:

1. Set down the things you want to accomplish (with a given task, a certain activity, homework or anything else.) GOALS

Lesson No. 2 (cont'd)

2. Make a list of things you can use to help you (equipment, help of others, advice, money, etc.) RESOURCES

3. Consider different choices in tools, time to do various things, various ways and methods you can use. ALTERNATIVES

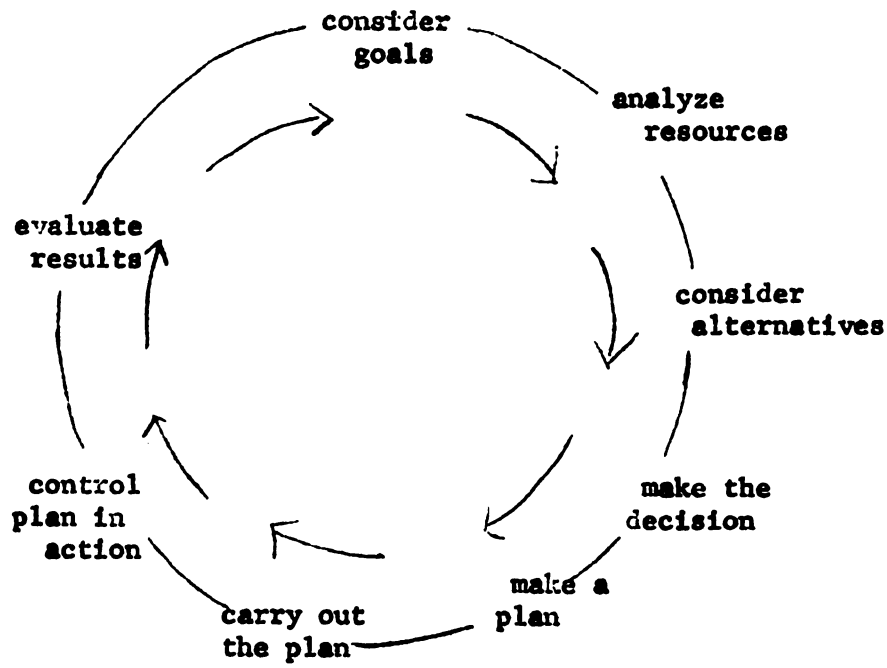
4. Decide which alternative is best to help you reach your goal. DECISION-MAKING

5. Make a plan for getting the job done. (What to do first, when to do other things, equipment and methods you will use, etc.) PLANNING

7. Control your plan and make changes as needed. CONTROLLING YOUR PLAN

8. After it is finished, go back over what has been accomplished and note: What things went real well? Which did not? Why? EVALUATE

Some people like to think of these steps as a circle which is continuous and can be illustrated as follows:



Lesson No. 2 (con'd)

Assignment:

Do all of the following suggested activities. Select one to report to the class next time.

1. Think about the last time you made a choice in buying a new dress, coat, or other item.

   What was the item? _____

   Were you satisfied with your choice? _____

   Why?

2. Think about a poor choice you made. What was the choice?

   Why did you consider it a poor choice?

3. Use the 8 steps in solving a problem to think through a change you would like to make in a task or activity.

L E A D E R S ' G U I D E

4-H Home Management Project

"Teenagers Learn to Manage"

L E S S O N I I I

"Does it Work?"

Discussion of last week's assignment (10 to 15 minutes).

Review the management process from last week:

1. Planning
2. Controlling your plan
3. Evaluating results.

(For leader to demonstrate) Select one to show to the class. Do only enough of the task to permit discussion. (Do not make a work plan).

Packing a picnic basket	Applying makeup
Writing a letter	Doing homework
Making a salad	Other

Class suggests better and faster ways - improved method. Let class help make a plan for what should be done. Permit one of the girls to carry out the plan.

In what ways did you improve upon the first way?

What is meant by this old saying? "Use your head and save your heels" ?

Lesson No. 3 (cont'd)

What is the purpose of simplifying tasks and activities when possible?

Streamline your movements:

Do you think these are important? Give reasons:

1. Use a plan as a guide.
2. Do one thing at a time.
3. Make one trip do.
4. Use both hands whenever possible.
5. Don't run if you can walk.
6. Maintain good posture.
7. Place items together that are used together.

If you were going to have a backyard cookout for some of your friends Saturday evening, what is the procedure you would go through in planning for it?

Decide: What needs to be done

Who is to do it

How it is to be done

Where

When

Assignment:

Select an activity that you are going to help with at home, such as cleaning room, making bed, hand laundry. Make complete plans, control your plan in action, and evaluate your results.

Use the management process to find ways to improve a job that you dislike to do because it takes too long. Examples: doing homework, dressing for school, etc.

L E A D E R S ' G U I D E

4-H Home Management Project

"Teenagers Learn to Manage"

L E S S O N I V

"Your Twenty-four Hour Day"

Note to leader: Discuss assignment from previous week before beginning this one. (10 to 15 minutes)

Our lesson today is about using one of the resources which we mentioned a couple of weeks ago. This resource is time. During our second meeting we said families and individuals use both human and material resources in achieving their goals. One way to look at time as a resource is to list all the things we must accomplish in our 24 hour day.

Each of us have many things to do -- helping at home, doing school work, attending club meetings, personal grooming, recreation, etc. Life is made up of a variety of activities. How much we get done, how well it's done, and how much we enjoy doing it depends largely on how we go about it.

Check your habits of doing things. Which one of the following descriptions fits you? Maybe you are a combination of two or more:

PATTY PUTTER-OFFER - Who puts off doing things as long as she can and then never has time to do them well. She is always swamped.

Lesson No. 4 (cont'd)

ALICE ALWAYS-IN-A-HURRY - who always is too busy to do the things she really would like to do.

HATTIE HARD-WAY - who makes such hard work of everything because she knows no better way.

GINGER GOOD-MANAGER - who gets the things done that she needs and wants most, and enjoys doing them.

Some people seem to make every moment count. They seem to be experts in using time and getting almost everything done that they want to do. They recognize that they must allow time to develop their own personal qualities and to be with people. They learn to spend a minimum of time in routine work.

Other folks have not learned the knack of making minutes count. They too say they want the important things in life. But they go about using time in such a way that they never have any left. They may spend all their time on small routines of everyday living or fritter it away on insignificant details. Then they bemoan the fact that they never have any left for bigger, more important things.

Beverly, for example, spends so much time in primping before the mirror that she never has time for anything else. On the other hand, Lois spends enough time on her appearance to be attractive and well groomed, but she is always ready to join her family and friends in activities that are fun.

All of us have to perform certain routines in life. We have

Lesson No. 4 (cont'd)

to sleep, eat meals, bathe, brush our teeth, dress, walk or ride to school, plus many other things. All of these take time. Many of them have become so habitual we seldom think about the way we do them.

But it might pay to examine these habits. We may be spending much more time than we need to. If we conserve time by good management, we will be able to do more things - important things.

Have you ever looked at the way in which you use your day? You would undoubtedly find it rather interesting to find out exactly where your twenty-four hour go.

Take a tip from big executives. Their time is valuable. Most of them plan to free themselves from routine tasks for more creative activities.

When making time plans, strive to keep them flexible. Allow time to make changes and adjust to new developments in your life.

Make your plans workable. Be realistic and learn what you can and cannot expect of yourself. Know what your own tempo and speed are and under what conditions you do your best.

Class assignment for next week:

1. Keep a diary of how you spend your time for 24 hours.

Lesson No. 4 (cont'd)

2. Make a time plan for a 24-hour period. Try it out. Record changes where needed.

3. What are some activities for which you often wish you had time?

4. Can you see any activities on which you might begin to spend less time so that you really could allot time to your wishes?

L E A D E R S ' G U I D E

4-H Home Management Project

"Teenagers Learn to Manage"

L E S S O N V

"Getting our Money's Worth - Buymanship"

10 to 15 minutes for discussion from last week's assignment.

We are directing our attention to how to use another one of our resources - money. We shall study how to get the most for the money we have to buy with.

You and your family have many wishes and needs. And some of them can be fulfilled only by spending money. Yet to many people there never seems to be enough money to buy everything they want. When they do buy, how can they be sure they have picked exactly what they want? Are they getting their money's worth?

Good shopping usually begins at home when a girl decides she needs or wants something. Of course, you may not have decided on every detail before leaving home. A good deal depends on what you find at the store and the price tag attached to it.

If you need to buy clothing, perhaps it would be a good idea to take a careful look at what you already have. In other words, take an inventory or make a list of the clothes you now own. Look over your wardrobe carefully. Think about the many purposes you want clothes to serve -- school, sports, dressup, etc. Consider the matter of matching, harmonizing and con-

trasting colors. Is there evidence that you have planned an effective, integrated use of color and styles? Or have you just thrown together a variety of different ones?

In terms of what you wish to accomplish, where do you now stand?

After your inventory, set your goals. Look to the future. How long do you expect this new item to last? Will it be in style next year or longer?

One of the tricks to the business of shopping is learning what to look for - quality. If a person knows his basic purpose, then it is easier for him to see the characteristics that are desirable in the goods he is buying.

Sometimes, especially when one is shopping for some unfamiliar article, it is difficult to know what to look for. Then it pays to talk with sellers and experienced buyers to find out what features are desirable and which ones to ignore.

Let's take Mary for an example: Mary-s mother asked her to stop at the grocer's and buy a can of corn. She found that the store had two brands; one priced at 19 cents, the other 24 cents. What are some things that Mary must know before she selects either can?

Which one would you select?

Lesson No. 5 (cont'd)

Some people tend to make the price tag an index of quality and value. Time after time we use it as the only measure of quality.

But how can a person be sure he has made the best choice for the amount of money he had to spend? One thing to assist him in his selection is the label placed on the product by the manufacturer.

What information do you think should appear on a sweater label? Think again about purpose, etc.

On a tennis racket?

Class assignment for the following week:

1. If you were considering buying a transistor radio, what are some questions you might ask?

2. Make an inventory of your wardrobe. What additions do you need to make for next summer/winter?

3. Bring to class 1 label from any article you purchased. Think about good and bad points of the label.

L E A D E R S ' G U I D E

4-H Home Management Project

"Teenagers Learn to Manage"

L E S S O N V I

"How Well Did I Do?"

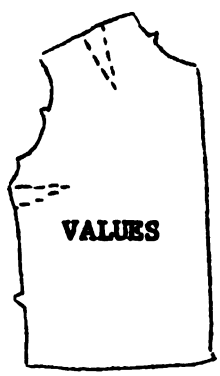
A Pattern for Living

Did you realize that you use a pattern to manage your day-to-day activities? This pattern is a guide just as a pattern is a guide when you make a dress. Your family is the designer of the pattern. This pattern of living starts when family members decide what is important to them. The things they want form the basis for their family living design.

Using a pattern, you cut pieces of fabric to make a dress. It can never become a dress unless you put the pieces together. You carry out many activities in behalf of the family after the family selects its pattern.

Values

The first piece which we will cut is values. These are basic, motivating factors in all human beings. Individuals within the family will have some of their own values; the family shares some values. The family passes on value patterns to younger generations. Values are the factors that make differences between families.

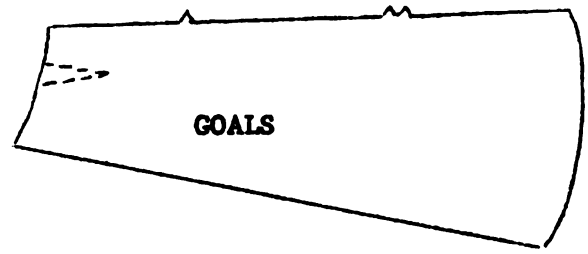


Lesson No. 6 (cont'd)

One family may place great importance - or value - upon education. Their actions are influenced by this. Values cause families to set for themselves the kind of pattern they will live by.

Goals

Family goals are those things that the members consider important and want to obtain.



Goals are basic pieces in the family's pattern for living. A family has many goals, and these are constantly changing. As each goal is reached, others become of first importance and everyone works together to obtain the new goals.

Each family sets its own goals. The same things are not important to all families. Recognizing family goals and working together to achieve them is a step in the designing of each family's pattern for living.

Resources

When you make a dress, you select from a wide range of

fabrics, threads, fastenings, and trimmings. These are the resources. You choose the ones most suitable to the individual and style of dress. You have a variety of resources from which to choose when working toward a goal. Some of these are: money, knowledge, skills, time, equipment, energy, community

Lesson No. 6 (cont'd)

services, etc. You may use a few or many of these in working toward one goal. Consider all resources, then choose those that can be used most effectively in achieving a goal. This piece of pattern must be flexible.

Planning

You follow the guide sheet that comes with your dress pattern when you assemble fabric pieces. Your family plans its guide sheet. One family's plan won't fit another; each family works out its own. The seamstress who doesn't use the guide sheet may find she has a lot of ripping and resewing before she finishes the dress. One who follows the guide sheet step by step produces a finished garment with few mistakes, and has a feeling of satisfaction from a job well done. If your family plans in a haphazard fashion, you may find mistakes to undo in making life what you want it to be.

Controlling your plan

Following the plan, you fit together the values, goals, and resources just as you fit the pieces together in making the dress. Threads hold the pieces together and make a whole garment possible. Management is the thread that holds the pieces of a family's life in proper position to make it complete.

Evaluation

When the garment is completed, we give it a thorough going over. Is the stitching firm? Was the fabric cut on the

Lesson No. 6 (cont'd)

grain? Does it fit? Does it serve the purpose? Was the finished product worth all the time and effort put into it?

We can do the same thing to the pattern for living. Were the goals those that "fit" the family's needs and wants? Did we accomplish our purpose? How would we change the pattern before cutting another dress?

* * * * * * * * * * * *

Let's look at our own pattern for this 4-H project.

What are some jobs or activities you have improved through these lessons?

What did you enjoy doing or studying about?

What did you dislike?

Which section would you like to learn more about?

SUGGESTIONS FOR TEACHING THIS PROJECT

PURPOSE:

This project in Home Management has been designed for girls of high school age - 14 years of age and over. It deals with teaching these girls how to set goals (what they want), how to use your available resources (what they have)to obtain the things they want that will give them the greatest satisfactions.

In order to set goals, the girl needs to decide what is most important to her. Therefore, how to make good decisions is vital to obtaining goals.

An attempt has been made to help girls recognize their own values (or the why they want particular things).

These three factors (values, goals, and decision-making are applied to specific resources in order to present examples of how these can be applied to any resource.

SCOPE:

This project covers the following 6 lessons:

1. Guideposts for Home Management
2. Choices are Vital to Management
3. Does it Work?
4. Your Twenty-four Hour Day
5. Getting Your Money's Worth
6. How Well Did I Do?

Situations and activities have been suggested that might occur in any teenager's home. They are of the type that parents would be willing to let their children do and even assist them in carrying them out.

However, it is the project leader's privilege to make any other suggestions which would fit best with her particular situation.

TEACHING THE PROJECT:

A. Time required

Six classes of 45 minutes to 1 hour for instructions.

Outside activities as needed arranged by leader and group.

B. Suggested teaching methods

Attend leader training meeting on this project and receive project materials.

Keep classes interesting by varying methods of teaching. You might try to use the following where possible:

a. demonstration

b. "role-playing" situations

c. skit by club members

d. exhibits or charts relating to the subject

e. pictures from magazines and clippings which emphasize any of the instruction materials.

* f. a homemaker to give a short talk on how she manages

g. field trip or tour to local store to talk to dealer about quality, labels, etc.

h. buzz groups - let the members get together to compare ideas before presenting to whole class.

C. Suggestions for carrying out the project

ORGANIZATIONAL MEETING

This would be held before the classes begin.

Invite mothers to come with their daughters to this meeting.

1. Ask each girl to introduce her mother and herself.

2. Give lesson topics and 1 or 2 of the suggested activities for each one.

3. Explain this is an experimental approach in teaching the new ideas about home management.

4. Ask for questions from parents and children.

5. Set regular time each week for classes.

Class No. 1

1. Ask question - What do you think home management means? Have girls write definition in their activity book.

2. Discuss guideposts from lesson sheet.

   A. Values

   B. Standards

   C. Goals

3. Ask 4 girls to "role-play" the parts of:

John Bowman	Mrs. Bowman
Ann Bowman	Mr. Bowman

4. Present skit

5. Discuss values that these family members had.

6. Discuss standards

   In buzz groups of 3 or 4 each, let girls make a list of standard the Bowman family had.

   One member from each group present report to class.

7. Discuss goals.

   Kinds of goals.

   Ask for examples of short time goals.

long time goals.

life time goals.

7. Make assignment for next meeting.

Class No. 2

First 10 to 15 minutes - go over assignment from previous week.

1. List some things which are different today compared to 20 years ago.

2. Discuss "making choices".

3. Discuss importance of accepting consequences in regard to choices made.

4. Explain: Resource

Kinds

A. Human

B. Material

Class name others

* 5. Explain keys to good management

(Keys can be made from cardboard for illustrations)

1. Key No. 1 - Plan

2. Key No. 2 - Control

3. Key No. 3 - Evaluate

6. Discuss:

How to bring about change -

Steps in solving a problem, making an improvement.

7. Go over steps with group in thinking through a change.

8. Give class assignment for next week.

Class No. 3

Assignment from last class - Let each girl select one of the three activities to present to class. (10 to 15 minutes)

1. Review Management Process (keys to good management).

2. Demonstrate part of one of the following activities:

packing a picnic basket	applying makeup
writing a letter	doing homework
making a salad	other

3. One girl demonstrate improved method.

4. Discuss improvement upon the first.

5. Discuss Streamline your Movements.

6. Make written plans for cookout.

7. Assignment:

   Ask girls to suggest activities or tasks they want to improve.

   Make the assignment.

Class No. 4

(Previous assignment - 10 to 15 minutes)

1. Review - What is a resource?

2. Discussion -

   Patty Putter-offer
   Alice Always-in-a-hurry
   Hattie Hard-way
   Ginger Good-manager

3. Discuss habits of:

   Beverly
   Lois

4. In buzz groups of 3 or 4 members, make a list of things or routines we must do daily. (How long should it take to do each task?)

* 5. Optional - invite a speaker to tell how she saves time.

6. Discuss purpose of keeping a diary of activities.

7. Make assignment for next week.

Class No. 5

(Previous assignment - 10 to 15 minutes)

1. Question - "What does it mean - getting your money's worth"?

2. What does good shopping mean?

3. What is an inventory?
   When is it used?

4. Discuss importance of making good color combinations.

5. Discuss quality.

6. Show 2 grades of same canned food.

   A. Compare labels

   B. Price

   C. Size of can

   D. Suggestions for serving

   E. Other

7. Discuss purpose of labels.

* 8. (A suggestion is that the group make a field trip to a store to talk to the clerk about an item. Go as a group at a time arranged before next class time.)

9. Make class assignment for next week.

Class No. 6

(Discussion of last week's assignment - 10 to 15 minutes)

1. Review:

   What is a pattern?

2. Pattern pieces to good living.

   A. Values

   B. Goals

   C. Resources

3. Planning is using the guidesheet.

* 4. Leader could have a pattern to use when talking about the pieces.

5. Control your plan - stitching the garment together.

6. Evaluation - inspecting the finished garment.

7. Evaluation of the project.

   Ask girls to define <u>home management</u>. Compare this definition to the first one they wrote in their activity book.

* 8. Suggestion:

   Girls could plan a get-together for their mothers; a tea, coffee or any informal affair.

   The group make complete plans for such things as:

   What will it be:
   When will it be held?
   Where?
   Who will do what parts?

   The girls can put into practice all the management principles learned through this project.

* These may require some advance preparation.

TEENAGERS LEARN TO MANAGE

4-H PROJECT

AND

ACTIVITY BOOK

4-H HOME MANAGEMENT

Before we begin our project, write here your own definition of <u>home management</u>. Do not read ahead, just write what you think it is.

_____

_____

_____

_____

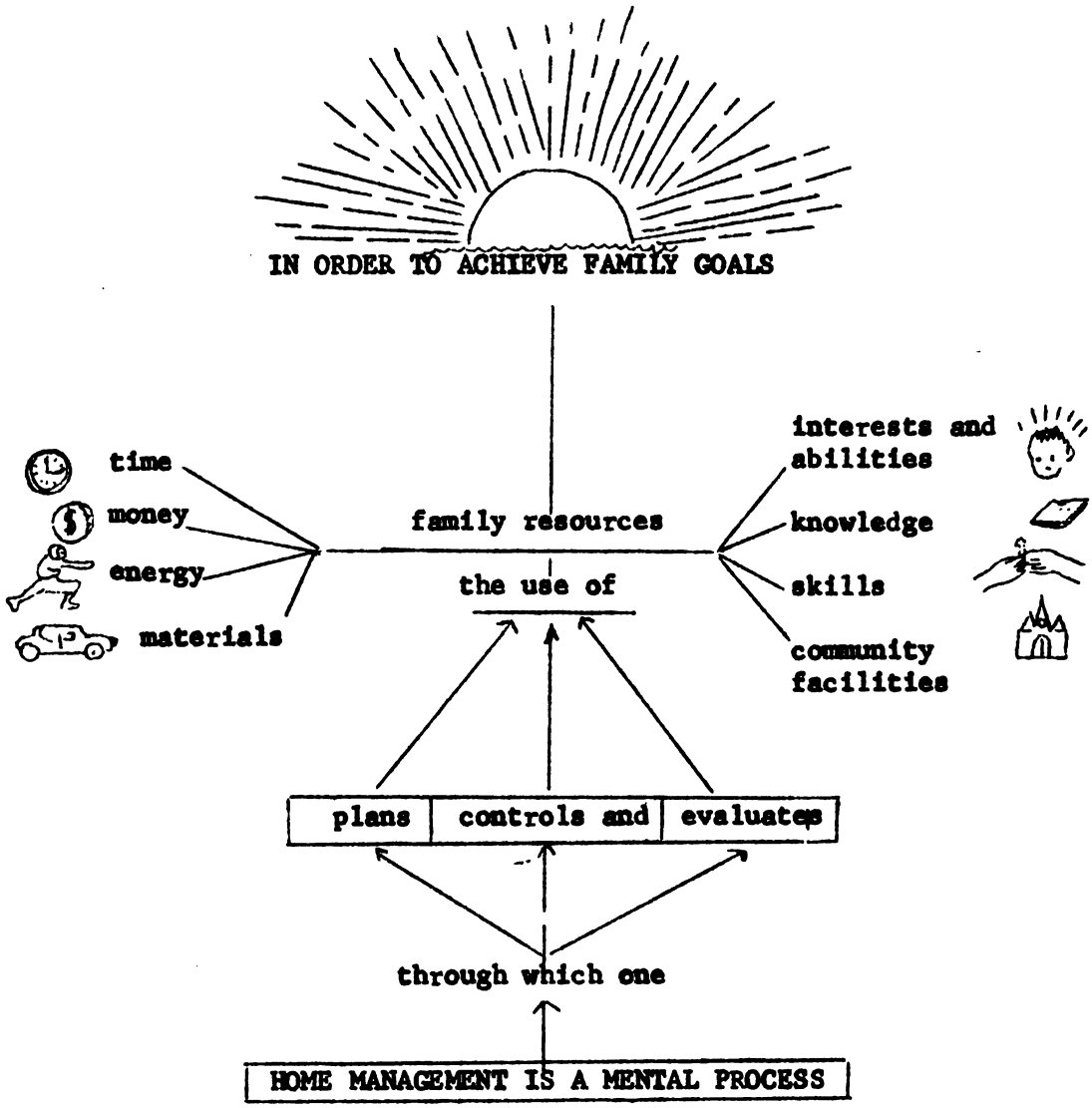
_____

_____

_____

_____

This definition will be compared with another one which you will write at the end of the project.



INTRODUCTION

Home Management, simply defined, is the way a family uses what it has to get what it wants, needs, and desires as a group and for the individual family members. It is the way a family tries to achieve the most important things in life. It requires

both thinking and doing.

Home management goes on all the time. It's there in little decisions as well as in big ones. All activities, routine as some of them are, required a decision by the family the first time it was done.

Through taking this project, it is our hope that you will learn to recognize what is important to you, set your goals about your own life, decide how to reach your goals, and understand why some things are more important to you and other things are not. (These WHY's are called values.)

L E S S O N I

"Guideposts for Home Management"

VALUES, GOALS, and STANDARDS serve as guideposts and give a sense of direction to the purposes in our lives.

Guidepost No. 1 - Values

These serve as a guiding compass for our route through life. They provide the basis by which individuals and families tell what is more worthwhile to them. Values are sometimes called WHY guideposts. They are the why we decide to do certain things.

Values are reflected in what we say and do. From this family's situation, pick out the why of their bahavior.

(Suggestion): Four girls could act out the parts of:

John Bowman

Ann Bowman

Mrs. Bowman

Mr. Bowman

* * * * * * * * * * *

The Bowmans might be a fairly typical family. John, at fifteen, likes to wear levi's almost everywhere he goes. His parents feel that levi's are not suitable for school or for any social occasions. They bought him slacks, shirts, and ties to wear to school.

John's father said that he had driven past the school and observed that some of the boys entering and leaving the building

Lesson No. 1 (cont'd)

looked very neat in slacks and shirts and seemed to him to be more suitably dressed than the boys in levi's.

John's mother said, "We've spent good money for decent school clothes for you, and you are letting them hang there unworn while you outgrow them. Soon they'll be too small, and the money will have been wasted."

But John replied, "I didn't want those slacks in the first place. You didn't have to spend the money for them. All I wanted was some more levi's and sweaters. And if a few boys want to wear slacks, that's their choice. Most boys in my school wear levi's and that's what I'm going to wear."

He continued to wear a battered up pair of levi's to school and to show a sulky face every morning at breakfast because he could feel his parents' disapproval.

John's sulky face was hardly noticed on many mornings, however, because his parents were too much involved with his younger sister, Ann - age 13. Every morning, Ann came to breakfast wearing a different combination of blouse and skirt, or sweater and skirt, and contrasting colored neck scarf. Mrs. Bowman disapproved of Ann's choices of color combinations. She would say, "Ann, what are you trying to do? Attract attention to yourself? That green scarf with that purple sweater is simply awful. And why that ribbon around your neck? Of all things."

Then Mr. Bowman would say, "Wipe off some of that lipstock. No daughter of mine is going to appear on the street looking like that."

Ann would say, "I know what looks good on me. I'm the one that's wearing these clothes. What difference does it make to you? You aren't going to have to look at me today." On some days she would yield to her parents' wishes. On others, she would snatch up her books, slam the door, and go to school.

* * * * * * * * * * * *

Questions about the skit:

1. Why do you think each person said or acted the way he or she did?

Lesson No. 1 (cont'd)

2. What values did you detect? (list here)

A.	F.
B.	G.
C.	H.
D.	I.
E.	J.

The Guidepost called Standards.

A standard has been defined as anything used as a basis of comparison. We usually tend to adopt the standard of our friends, neighbors and the community in which we live. If our friends wear saddle shoes and cashmere sweaters, we may feel that we should too. If our neighbors have an automatic washer and television set, we also tend to expect these things. This is called "keeping up with the Joneses."

When a standard helps us select worthwhile goals and work toward them, it has a good effect. But the standard we adopt or have forced upon us may be far in excess of our possible level of attainment. In that case, it only makes us unhappy to try to reach the standard.

To be desirable, a standard must be consistent with our real goals and with our ability to attain it.

Which would you rather have in your home:

_____ A. "Everything in its place" all the time.

_____ B. A home with a "lived in" look.

Lesson No. 1 (cont'd)

Name examples of other standards:

Name a standard that you have which your mother does not:

What do you think accounts for your standard being different than your mother's?

Another guidepost is called goals.

Goals are the things we set out to accomplish in life. Everyone knows what goal posts are. Our goals in life may be compared to these. They are something we want, a mark to be reached, or a purpose to be achieved.

Lesson No. 1 (cont'd)

Goals may be:

short time goals

long time goals

lifetime goals

Short time goals are ones you want to reach right away. Going to a dance Saturday night is an example of a short time goal. What are some of your short time goals?

List here:

Long time goals are those which might take several years to reach. These goals are usually stepping stones to the most important ones -- lifetime goals. Getting a college education might be a long time goal.

Name one of your long time goals:

_____

When should you accomplish it?

_____

Lifetime goals are like "landmarks in the horizon", giving us a sense of direction.

Lesson No. 1 (cont'd)

What might a lifetime goal be?

_____

_____

Class assignment for next week:

Recognizing values, standards and goals

Select one of the following activities to do during the week. Pick out the values, standard and goals of the family and put them in the columns below:

Make a report to your class next time.

Activities: (Check to the left the one that you selected)

_____ 1. Listen to a conversation between two people other than your family.

_____ 2. Watch a television program about a family.

_____ 3. Read a short story about a family.

VALUES	STANDARDS	GOALS

L E S S O N I I

"Choices are vital to Management"

How many times have you faced the problem of not being sure as to which choice to make?

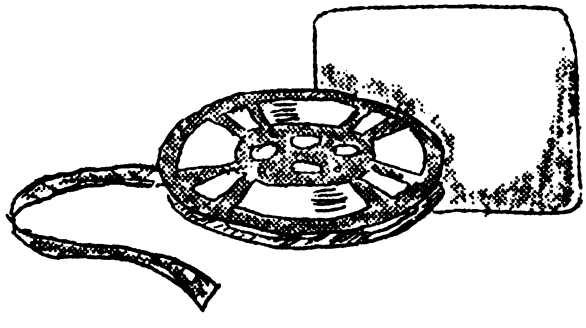
Will it be a red dress or a blue one?

Shall I go swimming or to a movie?

Should I do my homework at school during study hall or at home after dinner?

The more decisions we have to make, the more important that we select the best ones. We live in a complex and "which one should I choose" world.

Suppose we could watch a series of film strips dated 1760, 1860, 1900 and the present; each showing people at work and at home, their physical surroundings, their activities and how they live from day to day.



In comparison, how is the way we live today different?

Choices are made on the basis of what a person thinks is most important to him or to the family. Your parents help you in making many decisions and you make many by yourself. A good test of growing up is willing to <u>accept the consequences</u>

Lesson No. 2 (cont'd)

if you make a poor choice. It's natural to make poor decisions sometimes, but a good manager finds out why the decision is bad so as to avoid making similar mistakes again.

Good management is using what you have to get what you want. These things that you have to use are called RESOURCES. People have two kinds of resources which they can use - called human and material.

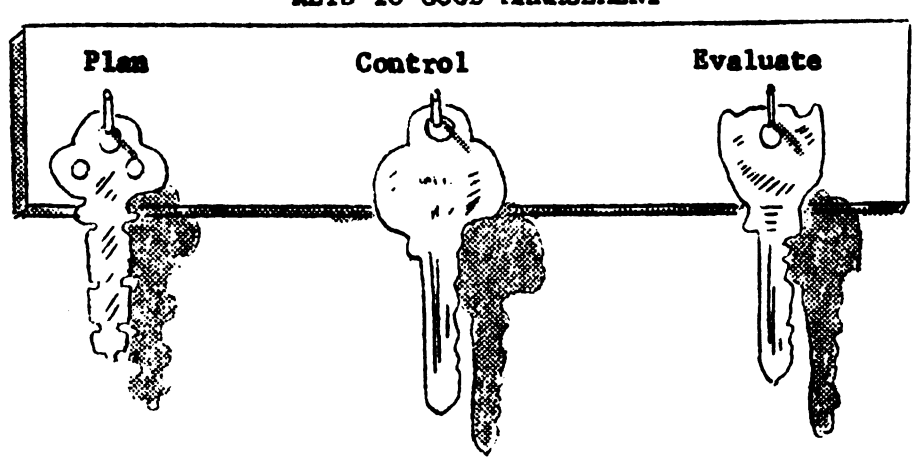
Some examples of each are given below:

Human	Material
abilities	money
skills	sewing machine

Name other resources:

We decide how to use our resources to obtain goals. Decision-making is part of the management process. When we use this process, we have selected keys to good management.

KEYS TO GOOD MANAGEMENT



Lesson No. 2 (cont'd)

You are using keys to good management:

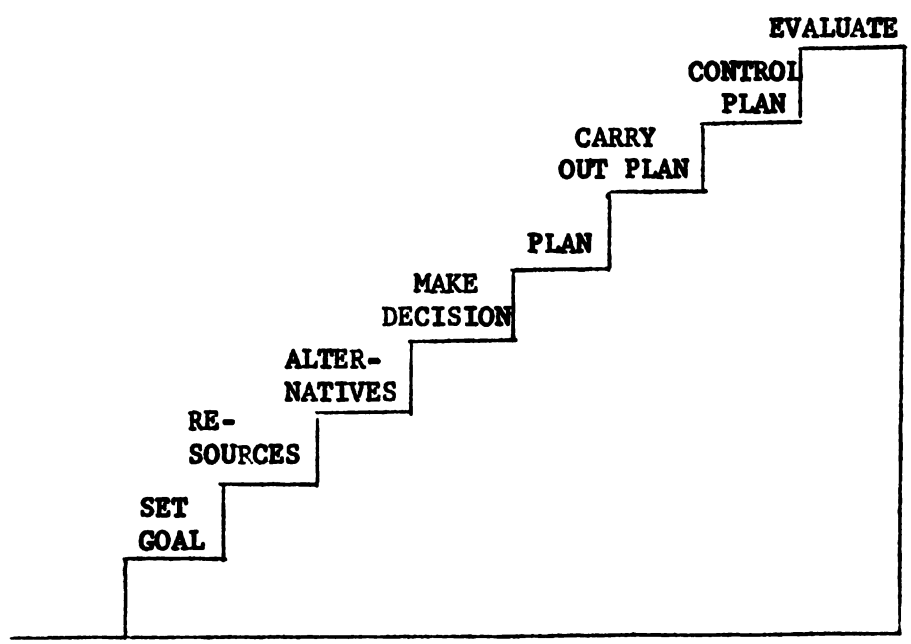
(1) when you plan to use your resources.

(2) when you carry out and control your plan

(3) when you examine the results before making new plans and setting new goals.

When we manage, we bring about change; from the present situation to a future one. One aim in studying management is to learn to recognize situations that need changing and another is to learn how to bring about changes.

You can follow these steps with something you want to change, improve, or a problem you want to solve. Climb the steps to accomplish your goal.



Lesson No. 2 (cont'd)

PROBLEM SOLVING SHEET

1. List Goals (what is it that you want to accomplish?)

2. What Resources (equipment, help of others, advice, money, etc.) do you have that can help you.

3. Consider the different ways, time to do various things, methods, etc. ALTERNATIVES

4. Decide which alternative is best in accomplishing your goal.

Lesson No. 2 (cont'd)

5. In light of the alternative which you selected, make a plan for what needs to be done, when it is to be done, who is to do it, where, etc.

6. Carry out the plan as set up in Step 5.

7. Control the plan as it is being carried out. Make changes as needed.

8. After you have solved your problem or finished the job, go back over what has been accomplished and note: What things went real well. Which did not? This is called evaluating.

Lesson No. 2 (cont'd)

Class assignment:

Do all of the following suggested activities. Select one to report to class next time.

1. Think about the last time you made a choice in buying a new dress, coat, or other item.

   What was the item?_____

   Were you satisfied with your choice? _____

   Why?

2. Think about a poor choice you made. What was the choice?

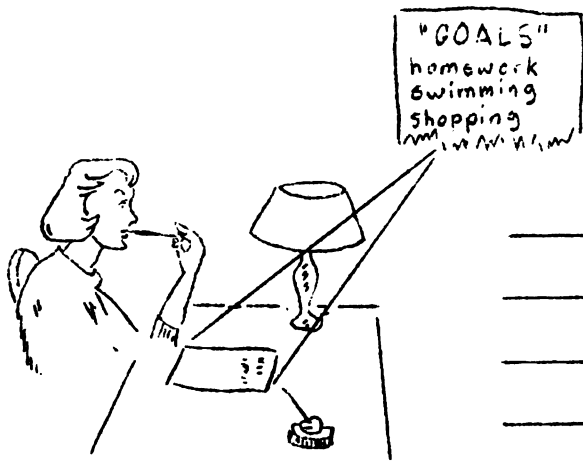
   Why did you consider it a poor choice?

3. Use the 8 steps in solving a problem to think through a change you would like to make in a task or activity.

LESSON III

"Does it Work?"

From what we learned from the last class, can you explain each of the following in your own words?



I think to PLAN means to:

_____

_____

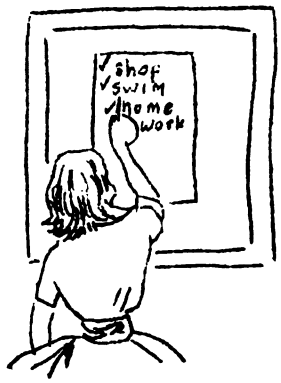
_____

_____

_____

_____

_____



To CARRY OUT and CONTROL your plan means to:

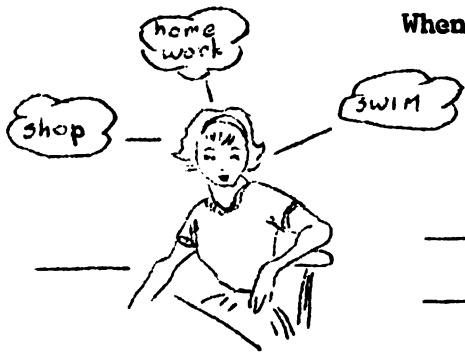
_____

_____

_____

_____

_____



When we EVALUATE what has been accomplished we:

_____

_____

_____

_____

_____

Lesson No. 3 (cont'd)

Use this sheet to make a plan for improvement of the task which your leader demonstrated.

The task was _____

My Plan is:

What are some of the ways you improved over the first way it was done?

1.

2.

3.

4.

5.

6.

7.

Lesson No. 3 (cont'd)

What is the purpose of simplifying tasks and activities whenever possible?

Do you think the following are important to good management? Mark yes or no in the space provided. Give reasons for your choice.

yes	no		
_____	_____	1.	USE A PLAN AS A GUIDE Reasons: A. B.
_____	_____	2.	DO ONLY ONE THING AT A TIME. Reasons: A. B.
_____	_____	3.	MAKE ONE TRIP DO THAT OF TWO: Reasons: A. B.
_____	_____	4.	USE BOTH HANDS WHENEVER POSSIBLE. Reasons: A. B.

Lesson No. 3 (cont'd)

_____ _____ 5. DON'T RUN IF YOU CAN WALK.
Reasons:

A.

B.

_____ _____ 6. MAINTAIN GOOD POSTURE.
Reasons:

A.

B.

_____ _____ 7. PLACE ITEMS TOGETHER THAT ARE USED TOGETHER.
Reasons:

A.

B.

If you were going to have a backyard cookout for some of your friends Saturday evening, what is the procedure you go through in planning for it.

Decide:

What needs to be done:

Who is to do it:

How is it to be done:

Where:

When:

Lesson No. 3 (cont'd)

Assignment:

Do both activities listed below:

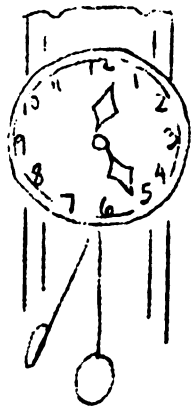
1. You have things that you do at home, such as cleaning your room, making your bed, hand laundry, etc. Make complete plans, control your plan in action and evaluate how well you improved from the old way.

2. Use the management process to find ways to improve a job that you dislike doing because it takes you too long. Example might be: doing homework, dressing for school, etc.

L E S S O N I V

"Your Twenty-four Hour Day"

This lesson is about how we use one of our resources - time. Each of us have many things to do - helping at home, doing school work, and many other things. How much we get done, how well it's done, and how much we enjoy doing it depends largely on how we go about it.



One way to use our time is through the many activities we have to do every day.

List everything you did yesterday.

What I did	Time it took to do it	Did I take too long?
		Yes No

Lesson No. 4 (cont'd)

What we get done depends a great deal on our personal goals. What are your goals? Do you want to accomplish more and get more fun out of your activities and work? Are you developing abilities that will help you now and later?

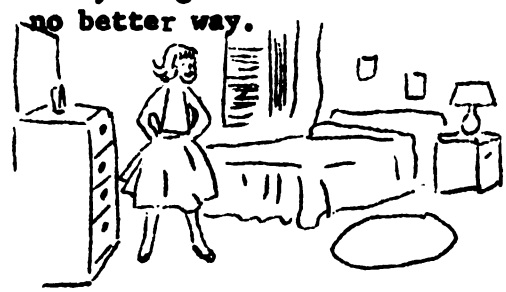
It's a good idea to check up on your habits of working and doing.

Which one of the following descriptions fits you? Maybe you are a combination of two or more:

ALICE ALWAYS-IN-A-HURRY
Who always is too busy to do the things she really would like to do.

HATTIE HARD-WAY
Who makes such hard work of everything because she knows no better way.

PATTY PUTTER-OFFER
Who puts off doing things as long as she can and never has time to do them well. She is always swamped.

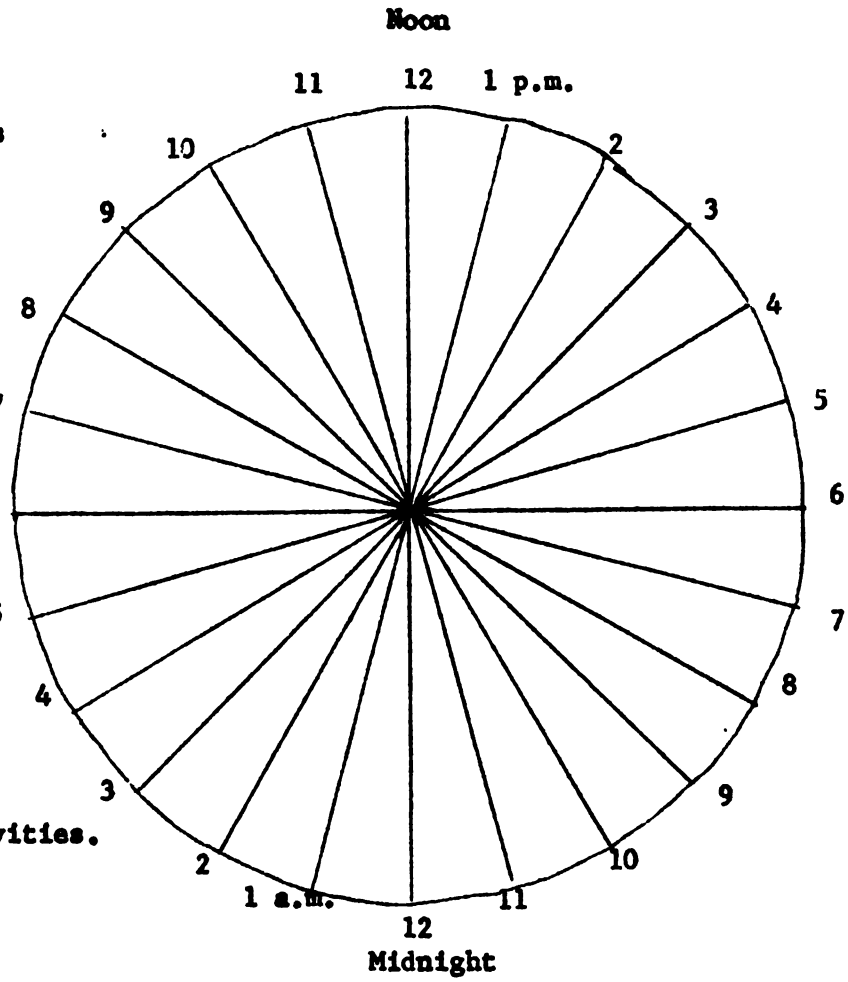


GINGER GOOD-MANAGER
Who gets the things done that she needs and wants most, and enjoys them. Has time to do extra-curricular activities with her friends and at school.

Lesson No. 4 (cont'd)

Which one would you prefer to be? _____

Shade in the time it takes for certain tasks. Different colors may also be used to indicate how much time it took you to do certain activities.



Which jobs are taking you too long?

1.

2.

3.

4.

Assignment to do before next class:

1. Make a time plan for 24 hour . Try it out. Record changes as needed. Begin at the time you get up in the morning.

Lesson No. 4 (cont'd)

MY PLAN FOR WHAT I WANT TO ACCOMPLISH TOMORROW

Task or activity	How long should it take?	Time saved over old method

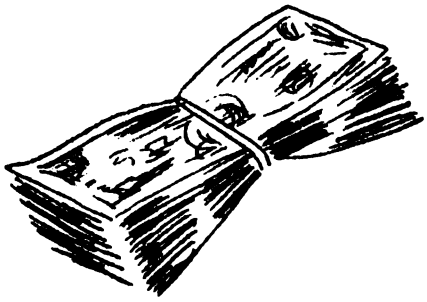
Lesson No. 4 (cont'd)

2. What are some activities for which you often wishes you had more time?

3. Can you see any activities on which you might begin to spend less time so you could allot more time to your wishes?

L E S S O N V

"Getting Your Money's Worth"



Money is another resource which we can use to obtain items we want. To many people, there never seems to be enough money to buy everything they want. When a girl selects something, how can she be sure she has picked exactly what she wants or if she is getting her money's worth?

Good shopping usually begins at home when you decide you want or need something.

If you need to buy clothing, perhaps you should take an inventory or make a list of the clothes you now own. Look over your wardrobe carefully. Think about the purpose you want clothing to serve -- school, sports, church, etc.

Consider the matter of matching, harmonizing and contrasting colors. Is there evidence in your clothes closet that you have chosen effective color combinations as well as style which will serve you more than one year?

After you know what you now own, consider what you need.

One of the tricks to the business of shopping is learning what to look for -- this is called quality. If you know for what purpose the item is to be used, then it's easier to see characteristics that are desirable in goods you're purchasing.

If you are shopping for an unfamiliar article, such as a

Lesson No. 5 (cont'd)

sleeping bag, it may pay to talk with sellers and experienced buyers to find out what features you desire.

Take Mary for example. Her mother asked her to stop by the grocer's and buy a can of corn. She found that the store had two brands, one priced at 19 cents, the other at 24 cents.

What are some things that Mary must know before she selects either can? (Remember to consider purpose, quality, etc.)

Which one would you buy?

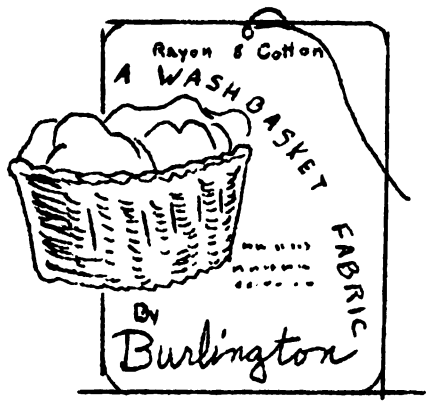
Some people tend to look only at the <u>price tag</u> when buying. Do you think this is a good index of quality and value?

Yes _____

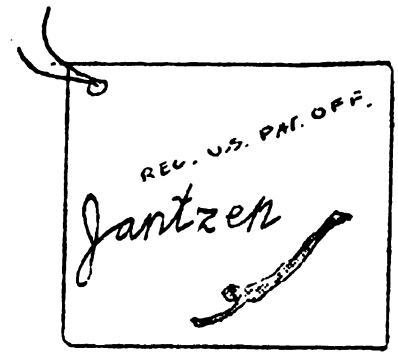
No _____

Why?

Lesson No. 5 (cont'd)



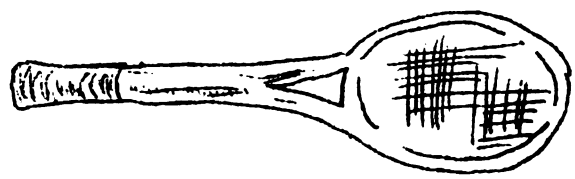
Another thing to assist a person in her selection is the label placed on the product by the manufacturer.



What information do you think should appear on a sweater label?

Remember - think of purpose, quality, etc.

On a tennis racket?



Class assignment for next week:

1. If you were considering buying a transistor radio, what are some questions you might ask the dealer?

Lesson No. 5 (cont'd)

2. Make an inventory of your wardrobe. What additions do you need for next summer/winter?

Article of clothing:	No. I have	No. need to buy
Hats		
summer		
winter		
Outdoor clothing		
coats		
heavy winter		
light wool		
raincoats		
jackets		
sweaters		
Outer clothing		
Dresses		
school		
church		
party		
play or home		
suits		
skirts		
blouses		
sweaters		
shirts		
other		
Underwear		
slips		
girdles, garter belts		
bras		
panties		
other		
Nightwear		
nightgowns		
pajamas		
Housecoats, bathrobes		
Hose		
nylon hose		
cotton socks		

Lesson No. 5 (cont'd)

Article of clothing	No. I have	No. need to buy
Footwear		
shoes		
house slippers		
boots		
Accessories		
gloves		
purses		
umbrellas		
others		

3. Bring 1 label from any article you purchased to discuss good and bad points with your class next week.

Good Points Poor Points

This is a label from a _____

4. Did you ever think of the number of possible combinations you can make from your present number of skirts, blouses and sweaters?

Write a brief description of each in the spaces provided on the next page.

To make combination, No. 1 skirt may combine with A,C,E and F. sweater. Put this under combination.

Lesson No. 5 (cont'd)

Skirts	Blouses, sweaters	Combination
1.	A.	
2.	B.	
3.	C.	
4.	D.	
5.	E.	
6.	F.	
7.	G.	
8.	H.	
9.	I.	
10.	J.	

Total possible

combinations _____

L E S S O N V I

"How Well Did I Do?"

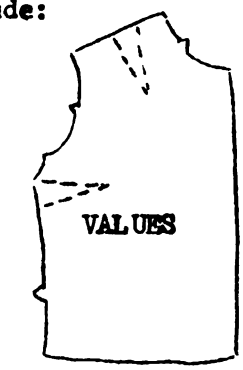
A Pattern for Living

The pattern you use to manage your day-to-day activities can be compared to a pattern for making a dress.

Your family is the designer of this pattern. It begins when the family decides what is important to it. These pieces are fitted together.

These pieces of family management include:

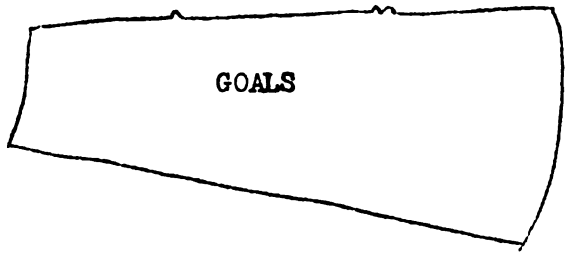
Values



These are basic, motivating factors in all human beings. Each family's values are different from another family's. Values cause families to set for themselves the kind of pattern they will live by.

Goals

Family goals are those things that the members consider important and want to obtain. Goals are basic pieces of the pattern. Goals are constantly changing. As each goal is reached, others become of first importance.

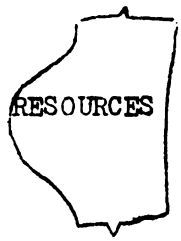


Each family sets its own goals. Recognizing family goals and working together to achieve them is a step in the designing of each family's pattern for living.

Lesson No. 6 (cont'd)

Resources

When you make a dress, you select from a wide range of fabrics, threads, fastenings and trimmings. These are resources. You choose the ones most suitable to the individual and style of dress.



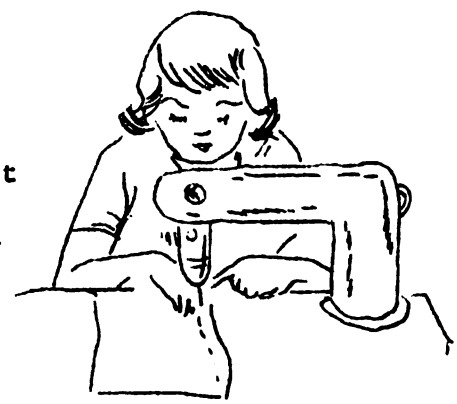
A family has a wide variety of resources from which to choose when working toward a goal. Some of these are: money, knowledge, skills, time, equipment, energy, community services, etc.

PLANNING:

You follow the guidesheet that comes with your dress pattern to assemble the pieces. Your family plans its guidesheet. One family's plan won't fit another. The seamstress who does not use the guidesheet may find she has lots of ripping and resewing before she finishes the dress. One who follows the guidesheet step by step produces a finished garment with few mistakes, and has a feeling of satisfaction from a job well done. If your family plans in a haphazard fashion, you may find mistakes to undo in making life what you want it to be.

CONTROLLING THE PLAN:

Following the plan, you fit together the values, goals, and resources just as you fit the



Lesson No. 6 (cont'd)

dress pieces together. Threads hold the garment pieces together. Management is the thread that holds the pieces of a family's life in proper position.

Evaluation

When the garment is finished, we give it a good going over to make sure the stitching is firm, that the fabric is cut on the grain, that it fits, serves the purpose, etc. We can do the same thing to the pattern for living. Were the goals those that "fit" the family's needs and wants? Did we accomplish what we set out to do? How would we alter the goals and resources before cutting out a new pattern for living?

Evaluating a dress

What do you think home management means now since you have taken this project?

Lesson No. 6 (cont'd)

Compare this to the definition you wrote at the beginning. How do they differ?

What are some jobs or activities that you have improved through taking this 4-H project?

What did you enjoy doing or studying about?

What did you dislike?

What lesson would you like to learn more about?

SUMMARY AND RECOMMENDATIONS

This study was concerned with (1) finding out what was being taught as home management to 4-H club members through prepared project materials and (2) the development of new 4-H project books and leaders' guides to help fill the gaps in the areas least stressed. From the author's experience as an Extension Agent, it seemed to her that home management was generally thought of as being concerned primarily with the improvement of skills, learning new techniques and how to select correct tools and equipment for various household tasks. Such a view placed emphasis upon achieving high standards and efficiency as an end, rather than a means to an end - satisfactions in family living.

According to the most recent definitions of home management, management is looked at as a way of life, or using what a family has to obtain its goals. Families constantly make choices in dealing with their present situations. Values underlie these decisions in relation to goals. Values are the "why" people want the things they do. Making decisions is the very heart of management.

Home management consists of a series of decisions. The process of management includes planning, controlling and evaluating. Resources are the things used to get what a family wants.

Using management concepts, process and resources as a foundation, criteria were developed to use in analyzing 4-H project materials from fifteen states.

After gaps in this material were determined, a six-lesson project was developed for 4-H members; this included project books for members and a guide for the leaders.

Implications for Further Study:

Development of project books and leaders' guides in home management for the other two levels is needed.

Means of finding out the effectiveness of 4-H home management teaching should be developed.

A survey to determine areas of interest and concern in home management of high school boys and girls would also be helpful.

The development and use of materials such as these in this study is one step toward improvement and advancement in 4-H project books and leaders' guides in home management.

Recommendations for Teaching this Project

The leaders who will teach this project need thorough training in home management subject matter. This could be conducted in a workshop prior to the project.

Since this is a new approach to presenting home management 4-H project materials, it is suggested that it be taught on an experimental basis (perhaps in one or two carefully selected pilot counties) before adopting as a state-wide project.

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APPENDIX A

420 Owen Hall
Michigan State University
East Lansing, Michigan
January 20, 1961

Mrs. Edna K. Jordahl, Extension Economist
Home Management
University of Minnesota
Institute of Agriculture
St. Paul 1, Minn.

Dear Mrs. Jordahl:

I am a graduate student in Home Management at Michigan State University. As part of my research, I am reviewing and evaluating 4-H home management project books and leaders' guides from selected states. Minnesota has been chosen as one of the sample.

Would you send me any 4-H materials which you classify as home management.

Your cooperation is sincerely appreciated.

Sincerely yours,

Helen F. Horton