Leader's Guide, Fun in 4-H with Jack and Judy: Extension Circular 4-03-76

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LEADER'S GUIDE
FUN in 4-H
with Jack & Judy

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Leo E. Lucas, Director of Cooperative Extension Service, University of Nebraska, Institute of Agriculture and Natural Resources.
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LEADER'S GUIDE
FUN in 4-H with Jack & Judy

4-H Leader, you are a very important person in helping young people learn about Fun with 4-H (Beginning Home Economics Project).

This project is planned to help boys and girls:
* Have fun in their first 4-H Home Economics Project.
* Have successful experiences in learning new skills.
* Become aware of the broad scope of Home Economics.

Jack and Judy are used to illustrate that either boys or girls may enjoy this project.

Your opportunity as a 4-H leader is to help youth grow in:
* Curiosity.
* Self acceptance.
* Understanding of self and others.
* Creativity.
* Skills...mental and physical.

How do you do this?
* By remembering that each youth is special, unique and different.
* By getting to know some of the special uniqueness of each.
* By letting youth help make decisions.
* By asking questions.
* By helping youth find solutions through trying different alternatives.
* By listening.
* By giving praise and encouragement.
* By being open to new ideas.

Get Help From Others

Parents give support, guidance and help if asked to do specific things. They usually wait to be asked to help. You can divide the leadership task. Ask the person who really likes to cook to teach the Foods section and another the Color, etc.

There may be other resource people in the community. Many people will help with specific assignments but don't like long time commitments. Anyone is a potential volunteer.

If parents are included in the meetings, especially the first meeting when you get acquainted with the project, they'll be better able to help at home.

Junior Leaders

There are 4-H teenage boys and girls who are willing to help as Junior Leaders. They do a good job with special activities such as music, recreation, demonstrations, or in teaching project skills.

You may know a teenager you could recruit. If not, check with the Extension Office. They may be able to identify someone in your area.

The Extension Office

The Extension staff wants to help. They will answer your questions by phone, letter, office or home visit. They can suggest another experienced leader in your area that you can talk to.

They provide printed materials, meetings, and workshops.

Get acquainted with the Extension Staff.

The 8-10 Year Old

Typical Behavior

What kind of behavior is typical of 8-9-10 year olds? If you have one at home, your response will be, "Anything goes." But what will he be like in the group meeting? What are common characteristics of this age group?

Social Development

1. A great importance of the peer group and agemates develops. To be accepted by the peer group is reward, so much behavior is related
toward acceptance.

2. The peer group often becomes a gang or club or even a "secret society."

3. Independence from adults becomes important.

4. The 8-10 year old discusses and evaluates others; develops a concept of "fair" or "unfair" as related to the actions of others.

5. Both cooperation with others and limited competition with others is enjoyed. Cooperation is more difficult to learn than is competition. "Getting ahead of" and "getting even with" are typical behaviors.

6. Children in this age group have a limited ability to plan and organize time. They need to have guidance and learn the skills for structuring.

Emotional Development

1. Some indications of a growing independence occur; some "nice" signs in disobedience, backtalk, and rebelliousness occur. These should be accepted and handled by "diversion-type" activities.

2. Concepts of right and wrong continue to develop.

3. Common fears include: the unknown, failure, death, family problems, and nonacceptance by the group.

4. Sense of humor is developed.

5. Concept of self is enhanced by feelings of competence and a greater success with many skill areas.

6. Strong attachment to their own sex with some antagonism shown toward opposite sex.

7. Serious emotional disturbances can result from rigorous competition set up by adults.

What Does This Say to You

How can you best work with children of this age group?

As a leader, you will need to develop an awareness and understanding of the social and emotional effects of the home and environment in yourself and your members. Try to be sensitive to each member's awareness of self and need to follow ideas or fads of friends. Both boys and girls develop an awareness of themselves as persons at this age. They are extremely sensitive about being "different" and have a need to be like others.

Eight to ten year olds need room to explore and experience themselves and the world around them. Can we stand their bursts of activity, their loud voices, and dirty faces? They need our praise far more than our criticisms. But our praise had better not be false because they are experts in identifying dishonesty.

Ask them to do something and you'll get an argument. . . .If they make a mistake, don't expect them to admit it. . . .They like to play in groups but are poor losers. . . .They enjoy and will play with sexually toned words.

Their attention span is short if they are only mildly interested in what's going on; but, if we can get them involved in something that "grabs them" they will stick with it for hours.

They want and need opportunities to be creative. They adapt easily to physical skills. They like to learn skills and need to develop manual dexterity appropriate to their own unique levels.

They want exciting challenges. They want the sense of accomplishment in completing a worthwhile task.

This is the time when careful guidance is essential. They need an appropriate independent-dependent relationship with adults. Leaders need to encourage members to work independently but help them when necessary.

As you work with individual members in setting and reaching goals, the member should show evidence of growth. Competition among members of this age group can be healthy if not overdone. Serious individual problems can result from highly competitive situations in which a youngster finds himself deeply involved. It is the leader's responsibility to provide challenges to club members so they can develop meaningful skills to deal with "the business of living" in their families and with their peers.

The topics included in this beginning project are:

I. Being a Money Manager
II. Snack Time
   A. Milk, Fruit and Vegetable Group
   B. Bread and Meat Group
III. Clothing Capers
   A. Bewitching Stitchery
   B. Machine Magic
   C. Grooming Game
IV. Discovering Color
   A. Learning to See Color
   B. Color Happenings
   C. Using Your Color Creations

There is more material than most groups will be able to use in one year. You might make choices about the things you'll do together as a group. Members who have time and want to do additional activities at home should be encouraged to try the other learning experiences.

The lessons need not be used in the order listed.

You may want to review the entire manual with the group so they will be aware of the scope. Including at least one activity from each of the areas helps give members the awareness of the variety in home economics.

With each lesson you will have goals for what you hope the young people will accomplish.

Planning the Club Program

The 4-H Club Yearbook is a useful tool in planning the total program. If possible all Mothers should be included in the planning. Deciding how often to meet, when and where to meet, needs to be a cooperative decision. You need not plan all the year's details at one time. Planning can be done from meeting to meeting, if you have determined the total number of meetings planned and the general topics to be covered.

What's the Next Project?

It will be important to help youngsters think about their next 4-H project as you finish “Fun with 4-H.”

There are beginning projects in Foods, Clothing, Home Living and Money Management. The group might move into any one of these areas depending on their interest. Encouraging the entire group to take one project makes it easier for the leader to help young members.

THE MONEY MANAGERS1/

This lesson on money management enables boys and girls to gain appreciation for getting and spending money. This lesson also provides opportunity for children to experience how they value money when requested to list their most important preferences, choose among alternatives, and compare their plans for managing money with plans made by other children.

Specific Objectives

1. Help youth understand need to share in family money decisions.
2. Recognize differences in individual needs and wants.
3. Teach how to exchange money of differing size denominations.
4. Encourage a plan for buying.
5. Learn about appropriate opportunities to earn, save and share money.

Construct banks for spending, saving and sharing money.

Supplies

1. Members need to have their manuals at the meeting.

2. Money made from construction paper or similar material in the form of a few 5 dollar bills, many 1 dollar bills, and then 50, 25, 10, 5 and 1 cent pieces. Mint enough “play” money for approximately 8 dollars per club member - not necessarily in the same denominations per person. Distribute the money among the children in such a fashion that will require their exchanging of money until everyone has the same amount of money in about the same denominations.

3. Items for purchase with “play” money. Examples might include books, sweaters, footballs, hair ribbons, jumping ropes, and other items appealing to this particular age group. Each item should be labeled for cost. Make more items available for purchase than there is money available to each member for purchasing.

1/This material is adapted from “Off To A Good Start: in 4-H Home Economics”, University of California Agriculture Extension Service.
4. Show several examples of containers in which money could be saved.

**Ways to Present the Lesson**

1. Go through the material in the members manual together at the club meeting. Fill in the blanks. Discuss questions. Help members clarify some of their feelings about money. Encourage the parents to attend the meeting.

2. Suggest that members go through the lesson with their parents at home before the meeting. At the meeting talk about the questions.

3. The banks could be an activity to be done at the meeting or at home and shared at the meeting. Share some simple ways of construction. These might be glass jars, small boxes or envelopes. Encourage the members to think of ideas for containers.

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**SNACK TIME (Meeting I)**

Cooking with a group of boys or girls can be fun if you plan ahead. Perhaps they can work in "pairs" or "teams of three" so everyone has a chance to do something. That way there will be less confusion than if each one worked alone.

As you work with the youngsters, you might keep these goals for the project in mind.

1. Members to enjoy working with food.
2. Members to follow skillful and safe use of kitchen utensils.
3. Members to start thinking about foods that are nutritious as well as good tasting.

You will need to hold the food meetings where you have an oven, a refrigerator, and work counters or tables the group can use. This might be someone’s home or a public place such as a school or church kitchen.

You will also need to discuss how to provide food for the meetings. Here are two possibilities.

1. You might appoint a shopping committee to go to the store and get food for the whole group with everyone sharing the cost. This has the advantage of buying in quantity and reducing chances of an item being forgotten. Its disadvantages are that it may result in leftover food supplies and may be inconvenient for a leader to find a time to shop with the committee.

2. The list of needed food supplies may be divided and assignments made for what members will bring from home. This has the advantage of bringing only the small amounts needed of such staples as cinnamon and sugar. It has the disadvantage that someone may forget a critical ingredient.

Make sure that each one writes down the assignment for anything he is to bring for the next meeting.

Here are some ideas that may help you get the most from the meetings on food.

Check your supplies to make sure you have everything you need.

Get out the necessary utensils or equipment.

At all times stress safety. Emphasize the safety tips given, demonstrating the safe way whenever possible.
Be prepared to start the first meeting with a brief demonstration on how to measure the ingredients in the recipe. Most general cookbooks have this information in the front of the book. Ask members to measure and mix their own ingredients, but be on hand for questions or advice.

Discuss with members the different kinds of milk (whole, 2 percent, skim, evaporated) available and how to store it. Milk is important because it is considered an almost perfect food. It is a good source of protein which builds and repairs muscle tissue. It has minerals and vitamins which help to build strong bones and teeth.

Fresh milk should be kept clean, cold and tightly covered. In this way, it will not absorb flavors and odors from other foods. For best flavor, use within 3 to 5 days.

Learn about different vegetables. Prepare an assorted raw vegetable plate and cover with a napkin. Ask members to close their eyes, take one, eat it and tell what vegetable it is.

Do the same with assorted fruits.

Encourage members to tell at home what they have learned. Many inexpensive foods may be introduced into family meal service this way.

If you have questions about any of the items you are showing and discussing, you may check with your County Extension Home Economist or an experienced 4-H leader she has indicated could be helpful.

Wind up the meeting with a food game, Snack Pictures for Snack Pickers. Cut out pictures of snack foods or use Dairy Council food models. Include both good and poor snacks. Choose teams. Have each team member choose a picture of a snack food. Score one point for each good snack food choice. The team with the most points is the winner.

Ask members to list the utensils they think they will need. Show each and discuss different kinds that are available or can be substituted.

Egg beater (or portable mixer) - location of handle for ease of holding, sturdiness of construction and gear action.

Mixing spoon - metal or wooden, solid or slotted, size.

Measuring spoons - plastic or metal, separate or linked, length of handles.

Measuring cups - for liquid and dry ingredients, metal, glass or plastic.

Spatula - flexible or rigid, plastic or wooden handles, size.

Mixing bowls - size and shape, metal, glass or plastic, individual or set.

You should turn on the oven and set the thermostat, but explain to the members what you are doing. The oven should be turned on and the regulator set 10 to 15 minutes before the time needed.

Discuss precautions to take when working around the range.

Show and tell how to test for a hot skillet.

Inexperienced cooks are sometimes slower than experienced ones, so be patient. Be on the lookout for anything that might be unsafe. Small mistakes, however, can be learning experience. Encourage members to use safely and efficiently the equipment they have in their homes.

Talk with members about their favorite sandwiches. Discuss what makes a good sandwich.

Have members check the ingredients for making Sloppy Joes. Read the directions and discuss what needs to be done. Ask each member to be responsible for one task. Repeat this for French Toast.

Talk with members about how their foods turned out.

Discuss serving Sloppy Joes and French Toast for supper or lunch or at a party. What kind of beverage would taste well with them.

Encourage members to try their new cooking skills by making something at home for the family.
Wind up the meeting with a game, “Fill in the Blanks”. Fill in the blanks in the sentences with one of these words.

milk    pan
clean   side
raw     meat
bread   sour

1. Sandwiches for snacks are a way of serving ________ which gives you energy.
2. You need to drink three or more glasses of________ each day to build strong bones and teeth.
3. Before you start to cook, you should be sure your hands are ________.
4. When you measure liquids, you should look at the measuring cup from the________, not the top.
5. Milk will go________ if it is left out where it can get warm.
6. When you empty a ________ or bowl, you should run water in it so it will be easier to clean.
7. Eating fruits and vegetables________ is good for your teeth.
8. The four basic food groups are milk, bread and cereals, fruits and vegetables, and__________.

“Basic Four Foods” Cut out pictures of food or use Dairy Council food models. Distribute them among the members. Divide the top of a table into fourths, (or use the floor), labeling each section with the name of a food group. Have each member place his foods in the appropriate food group and have the others indicate agreement or disagreement.

As you finish the unit on Foods, explain to the members that there are other projects which concentrate entirely on Foods. Tricks and Treats might be a good choice for a next project. The boys will be interested to know there is a Bachelor Bob cooking project.

CLOTHING CAPERS

Clothing Capers has been designed to give boys and girls their first taste of clothing in 4-H. We want them to enjoy themselves, to have fun learning about clothing. In this way, we hope they will be interested in learning more about clothing and will want to enroll in other 4-H clothing projects.

There are four things we hope Clothing Capers will help your 4-H'er accomplish:

1. Learn some basic sewing skills—use a needle and thread and become familiar with the sewing machine.
2. Recognize the importance of a good appearance—practice good grooming, good posture, and care for their own clothes.
3. Exercise their creative ability by working with designs and colors.
4. Enjoy learning about clothing!

There are three parts to Clothing Capers:

Bewitching Stitching—This section helps 4-H’ers learn to use a needle and thread and to do basic handstitching. Explanation on making appliques is given so each 4-H’er can practice using a needle and thread and at the same time have fun decorating his or her clothes.

Machine Magic—This section helps 4-H’ers become familiar with the sewing machine, to enjoy using it, and to respect it. A guide for using the sewing machine is included so 4-H’ers can practice machine stitching.

The Grooming Game—This section helps 4-H’ers recognize the importance of good grooming. It includes a chart to help each 4-H’er keep track daily of his or her good grooming, good posture, and clothes care habits.

All of the ideas in Clothing Capers are meant to be fun and easy. If you have any other ideas you think your 4-Hers would like to try, be sure to use them.
Bewitching Stitching

Boys and girls of this age are still learning to use the small muscles in their hands and fingers. This means they still have some trouble manipulating with their hands. Stitching is a good way to help them develop these muscles. But it is also important to remember that we can't expect them to do perfect work. It is more important for them to enjoy themselves!

This guide outlines two meetings on Bewitching Stitching. If you decide to do it in one presentation you may want to combine some ideas from both meetings and encourage members to do more on their own.

1st Meeting

Bring to the meeting

Examples of applique (pictures would work too!)
Embroidery needles and thread for each 4-H'er (or ask them each to bring their own)
Scissors
Fabric scraps to practice on
Ideas and/or patterns for applique and embroidery

At the meeting

Following the instructions in the member's manual, show the 4-H'ers how to thread a needle and make a knot. Have the 4-H'ers practice these steps several times; then have them try the Starting Stitches. It will be easiest for them to learn if they can first see you demonstrate the stitches and then try it themselves, following the pictures in the manual. Be sure to show them how to end their stitches, too.

They may need to practice the stitches several times before they feel comfortable using the needle and thread.

Your 4-H'ers may find hand sewing easier if they use a thimble. If so, you will want to show them how to use one.

Show the 4-H'ers the applique examples (or pictures) you've brought so they can see what kinds of things they can do now with a needle and thread. Talk about ideas for designs. This is a good time to talk about choosing colors, too.

Ask the 4-H'ers where they might look for ideas. Or bring some ideas for them to choose from. You may even wish to bring patterns for them to use.

The 4-H'ers will also need some guidance in getting their fabric. If this is their first experience with hand stitching, you may wish to have them use fusible fabrics or use a fusible web with regular fabric. Fusing their applique to their garment before stitching it will make the stitching easier.

2nd Meeting

Bring to the meeting

Applique pattern(s)
Applique fabric
Fusible fabric or fusing web
Dressmaker's carbon
Orangewood stick or dry ball point pen
Thread
Scissors
Fabric scraps
Fabric or clothes to applique
Iron
Embroidery needle

Have 4-H'ers bring

Applique pattern
Applique fabric
Orangewood stick or dry ball point pen
Embroidery needle
Thread
Scissors
Piece of clothing to applique

At the meeting

Your 4-H'ers will have more fun and will probably learn more if they can all do the steps of applique together at the meeting. You will need to demonstrate each step first, following the guide in the manual. Then have the members do each step as you finish demonstrating it.

If your club is large, it may be easier to divide your 4-H'ers into two groups and work separately. Perhaps one of the mothers or a junior leader could teach a group if you are the only leader.
Before the 4-H’ers try stitching on their clothing, you may want them to practice the stitches first on the fabric scraps you’ve brought.

**Teaching Hints — Applique**

**How to Fuse**

1. Set iron to steam setting. If fabric is not a fusible fabric, use fusible web. Cut fusible web a tiny bit smaller than the size of the applique.
2. Place the fusible web between the applique and the garment (or put fusible fabric directly on garment). Pin in place.
3. Heat-baste by pressing lightly with the point of the iron to hold the layers in place. Remove the pins.
4. Cover the fabrics with a wet press cloth. Press with the steam iron for 10 seconds or until the press cloth dries. Do not move the iron back and forth.
5. Let the fused applique rest for 1 hour. Then stitch around the edges with a decorative stitch.

If your 4-H’ers are using applique fabric that will not ravel or are fusing their applique, they will not need to worry about finishing the edges. If the fabric they are using will ravel, and will not be fused, it is best to follow these steps:

1. Cut the pattern ¼ inch larger all the way around.
2. After you cut out your applique fabric from the pattern, cut a pattern out of cardboard without the extra ¼ inch.
3. Lay the applique fabric, right side down, on the ironing board and lay the cardboard pattern on top. Press the fabric edges over the cardboard. This will make a clean, sharp edge. Corners and curved edges will probably need to be clipped. Apply the applique as explained in the manual.

Show the 4-H’ers fabric prints that could be cut out and used for appliques (such as a large ladybug design).

Your 4-H’ers may enjoy sewing commercial trims and laces on their clothes too.

Some fun ideas might be:

1. Cut an old sweatshirt down the center and trim it.
2. Cut off old jeans for shorts and put trim around the bottoms and pockets.
3. Make a novel waistband out of trim.

**Machine Magic**

4-H’ers at this age are interested in using a sewing machine, but threading it can easily frustrate them, so perhaps they can learn that in a later project. It is more important now to help them enjoy running the machine, but still realize that it is not a toy.

**Bring to the meeting**

- Sewing machine
- Thread
- Scissors
- Scraps of fabric
- Pins
- Stitching maps

**At the meeting**

Following the guide in the member's manual, show the parts of the sewing machine and explain what the parts do.

Be sure to emphasize that the 4-H’ers will have to be careful with the sewing machine. Remind them that it’s a valuable machine and not a toy. As you’re demonstrating how to use the machine, caution them about accidents that can happen when a person is careless with the machine.

Run the machine without a needle and with the presser foot up; show how to run it at various speeds. Have the 4-H’ers try this (you may wish to have several machines at the meeting so everyone can try it).

Now demonstrate running the machine with the needle in. Using one of the stitching maps, show the 4-H’ers how to stitch around curves and around corners, and how to start and stop. Have the 4-H’ers try stitching on the maps (you may wish to make other stitching guides or have them work on lined paper at the meeting so they can practice on their maps at home).
Thread the machine and show the 4-H'ers how to stitch on fabric. Bring some fabric scraps with stitching maps on them (you can use a felt tip pen to make the design) and have the 4-H'ers follow the design.

Teaching Hints—Machine Magic

Here are some games to help your 4-H'ers learn about the parts of the machine.

1. Write the names of the machine parts on separate cards and pin each to a 4-H'er's back. Have the other 4-H'ers give him clues so he can guess what the part is.

2. Play “Name that Part”, similar to “Name that Tune.” Divide the club into teams. Have two members from each team stand behind a line. On the other side of the room, have 2 bells. Read the description of a machine part. Whoever knows the right answer runs to ring his bell. The first person to ring the bell, and give the right answer, earns 1 point for his team. Keep using a new member of the team for each new question.

Now that they are more familiar with the sewing machine, some of the 4-H'ers may be interested in making something to wear using the sewing machine. If so, perhaps they will want to begin another clothing project. We would suggest “Creative Clothing-Opening the Door” for boys and girls and “Bachelor Bob Clothing,” for boys only.

The Grooming Game

Boys and girls of this age like to be able to take care of themselves. They enjoy being responsible for their own clothes and they realize that how they look is important.

At the meeting

Help your 4-H'ers think about why it’s important to have good grooming. Ask them if good grooming makes any difference in how they feel about themselves. Ask them if it makes any difference in the way other people act toward them.

Ask the 4-H'ers what they should do to have good grooming. You might use Jack and Judy’s list of good grooming habits in the member’s manual as a guide.

Play some games to emphasize these good grooming habits:

1. Name grooming habits on cards and have each 4-H’er draw one and then pantomime how to practice the habit correctly. Then let the group guess what the habit is. You could also have them pantomime how not to do it, too, to help them recognize the difference between bad and good habits.

2. Have the 4-H’ers practice good posture by pretending they have a stick tied to the back of their head and then trying to touch the ceiling with it. They should try standing, walking, and sitting with good posture. They might enjoy practicing in pairs.

Ask the 4-H’ers why it’s important for them to help their mothers take care of their clothes. Ask them ways they can.

Talk about Jack & Judy’s Groovy Grooming Chart in the member’s manual. Encourage the 4-H’ers to put the chart up in their rooms and to follow it everyday.

You may want to talk about good grooming at other meetings, too. Ask the 4-H’ers if they are using their charts. Encourage them to follow good grooming habits whenever you can and compliment them when they do.

DISCOVERING COLOR

Meeting I: Learning to See Colors

It is more important to see and feel colors than to mix colors. Help members to see that colors differ in warmth or coolness (hue), darkness and lightness (value), brightness and dullness (intensity).
Material is presented for three lessons on color. If you do not have time to devote three meetings to color you may wish to combine activities and encourage members to do additional experiences at home.

You may be tempted "to go over lightly" or omit the use of color snips for seeing and sorting colors. This probably has not been done in school. It is a valuable experience in learning to see color differences. This is the first step in developing color sensitivity.

Before the meeting

Collect color snips from magazines (at least 2” square), fabric scraps or yarns in many different reds, blues, yellows, greens and purples. Paint chips can be used, however, you will need to supplement these with bright and dark hues. Junior leaders or 4-H’ers could be responsible for bringing many "members" from one or more color families in labeled discarded envelopes. Include some neutral colors. If members look for these at the meeting, it is too time consuming. Twelve paper plates may be useful.

At the meeting

1. Discuss: favorite colors: Color associations.
2. Arrange club members into six groups around a table like this.
3. Spread the color snips in the center of the table and mix them.
4. Have members close eyes and take a quick look in the center. What colors do they see first? Which seem to jump out? Which are hardest to see? Which colors are warm in feeling? Which are cool? Are there any neither warm or cool? Some neutralized colors as well as black, white and gray could be added.
5. Let the group sort the colors into families. Ask if it was easy to do. Call attention to the inbetweens: reds that are bluish, or reds that could be orange, yellows that are greenish or orangey, blue greens and blue violets. These could be considered "cousins" in the color family with common grandparents.
6. Ask them what other difference they see in each family; they should notice light and dark and dull and bright differences. Point out such things that pink and wine are both in the reds, that brown belongs to the oranges. The paper plates could be divided into three sections as marked:

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  REDS
  DULL  BRIGHT

  REDS
  LIGHT  DARK
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Then used to further sort the colors.
7. Compare people and colors possibly with a flannel board presentation.
8. Discuss the language of color.
9. Have members show what they have learned about color by filling in page 19 of the manual before the next meeting.
10. Tell club members to come in work clothes next time.

Meeting II: Color Happenings

Have fun by letting colors take shape and form. Enjoy the interplay of colors with each other and the spirit created.

Explore the intermixing of primary colors with at least two activities such as finger painting, tissue paper collage, fold, dip and dye, see through pictures or others you would like.

Note about paint and other materials:

Water color is transparent and may be used for the first experiment. Tempera (also called show card or poster paint) comes in powdered or liquid form. It is opaque. Adding some liquid from a soap dish or liquid detergent to tempera makes it creamier and it will go further. Clean up is easier, too.

Get supplies or tell members what to bring.
Fold, Dip and Dye

Papers must be absorbent to allow colors to spread. Silk span is available at hobby supply sources where model airplane kits are sold. Use Japanese rice paper, newsprint, paper toweling, milk filters, old sheets or fabrics that are absorbent.

Color media: food coloring, dye, colored ink, thinned tempera, water color.

Finger Paint

Liquid starch may be used with food coloring, powdered tempera or poster paint added. Inexpensive finger paint may be made. Recipe No. 2 is glossier and more transparent than recipe No. 1. Freezer paper or shelf paper works well.

Recipe No. 1

½ cup flour
2 cups water
1 tablespoon glycerine
1 teaspoon borax

Method

Mix flour and water for a smooth mixture and cook until it is thickened. Then add glycerin and borax. Pour into small jars and add coloring.

Recipe No. 2

½ cup cornstarch
¾ cup cold water
1 envelope unflavored gelatin
¼ cup cold water
2 cups boiling water

Method

Soak the gelatin in ¼ cup cold water. Mix corn starch and cold water. Pour into boiling water, stirring to prevent lumps. Add soaked gelatin and it is ready to use as above.

Tissue Pictures and See Through Pictures

Tissue Paper

Tissue can be purchased in folded packs of assorted colors from school supply, hobby and some department stores.

White glue thinned with ¼ water or a wall paper paste like Glutoline (not wheat paste) works well.

Cellophane or acetate produces bright colors. It can be glued to glass with clear nail lacquer. Use polish remover to clean brush.

Some packages of cellophane carry warning not to use in contact with food.

Pounce Pictures

The artist Georges Seurat (sur RAH) invented a method of painting using paint in small points or dots. This kind of painting is known as “pointillist” painting. You may wish to look up this at the library and possibly show students this type art.

The use of oil paint has not been included in the color happenings. However, you may want to include marbling to produce a pretty paper. Left over oil paint or powdered tempera mixed with salad oil or paint thinner and clear varnish can be used.

Marbled Paper

Oil base paints or paint thinner
Paint container for each color
Metal baking pan
White drawing paper - shelf paper

Mix paint with thinner to make a “syrupy” liquid. Fill half the pan with water. Pour small amounts of paint into the water. The colors will float. Use a stick to swirl colors and form patterns. Lay paper on top of the colors. When picked up, the paper will make a marbled design.

At the meeting

Teaching by demonstration is the method you will use: “I do this” then, “you do this.”

Then let them be free to discover color on their own.

Meeting III: Colorful Creations

Before the meeting

Make up articles using the colored papers or whatever resulted in color experiments in order to motivate as well as to anticipate questions.

Tell club members to bring a variety of their
experiences and have the papers pressed with a warm iron.

Ask for volunteers to demonstrate such topics as:

How to Make a Bow
How to Wrap a Package

At the meeting

Review color characteristics. Look at the papers produced and have each show his favorite. Show examples of ways to use and have members talk about possible uses.

Use the papers for various articles. Spray with clear finish, such as Krylon if desired. Going over tissue collage with diluted glue results in a glossier finish.

Have an art show for part of the achievement meeting.

Plan a tour to an art show or art gallery to see how artists use color.

REFERENCES AND RESOURCES


Transparent pages reveal exciting new colors and shapes.

Color Seems. Haskins, Ilma.
Vanguard Press, Inc. New York $5.95.

Presents the facts and encourages viewed to discover his own feelings.

Hailstones and Halibut Bones. O'Neil, Mary.
Doubleday and Company, Garden City, New York 1967

The First Book of Color. Paschel, Herbert P.
Franklin Watts, Inc. New York 1959


Color, Texture and Design in Space. Basic Manual for the Home Improvement Program prepared by Sperry and Hutchinson Company

Slides: Come Catch a Rainbow. 4-H Loan Library, State 4-H Office, 114 Ag Hall, Order No. - HL-1 Univ. of Nebraska - East Campus Lincoln, Nebr. 68583

Ask your home Extension Agent about the availability of these visuals:

Filmstrip: Color Concepts - J. C. Penney
Film: Discovering Color
Slides: Tie Dye from Craft Series

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