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4-H 154 Create Your Corner

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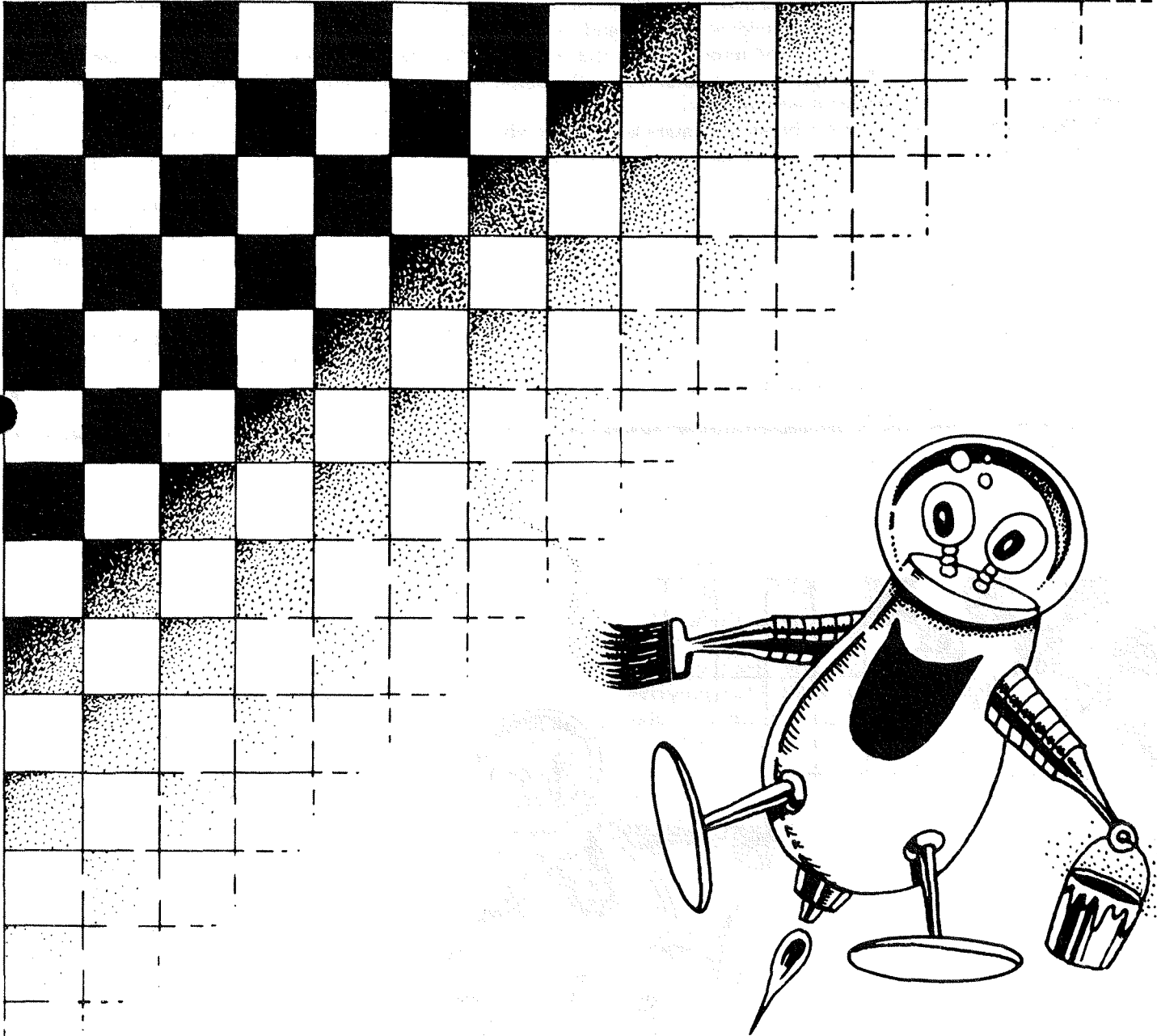
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CREATE YOUR CORNER



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CREATE YOUR CORNER - LEADER'S GUIDE

A Message to You . . . A 4-H Leader

We are pleased you have chosen to lead this introductory Home Environment project: "Create Your Corner" (Home Environment I). You have an exciting and rewarding role, for you can influence young people for the rest of their lives.

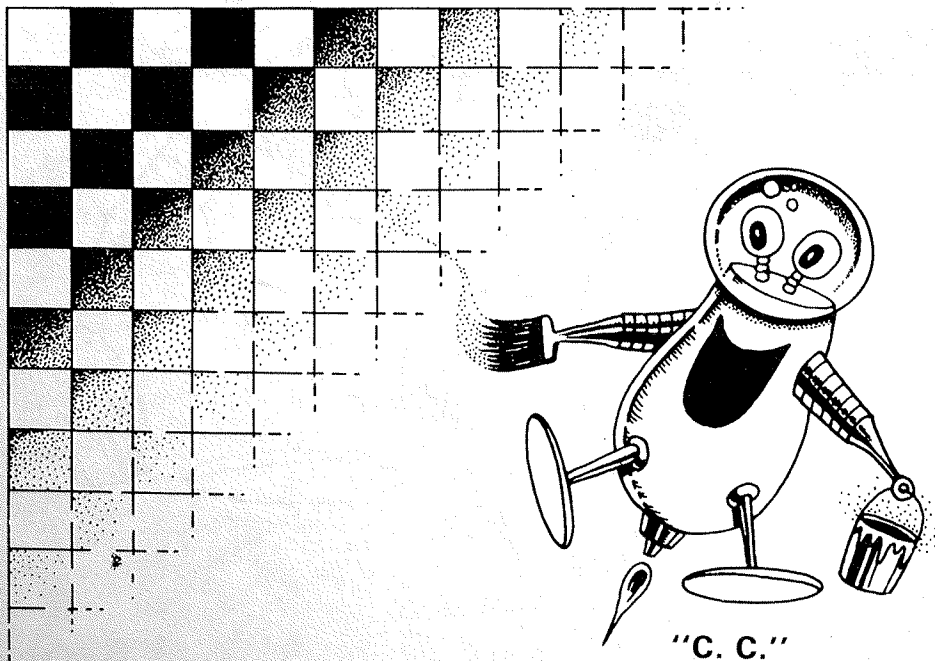
Your role as their leader is exciting as you help the members learn to make some of the first choices and decisions about their home and the space in it. You will find it rewarding to be a part of learning experiences that encourage boys and girls to make individual choices and be creative.

"Create Your Corner" is the introductory project that provides the basis and background for more detailed work in advanced Home Environment projects. It sets the stage for the future and offers learning experiences members will use throughout their lifetime.

With your help, young 4-H'ers begin to acquire knowledge about design, develop skills in recognizing and using good design, and learn to rely on their own creative, individual choices in personalizing their living space.

Kathleen Parrott
Extension Specialist
Housing & Interior Design

Kathy Sullivan
Home Economics Consultant



Meet "C.C." This little space character pops up throughout the "Create Your Corner" project. "C.C." wants to add fun to the project for 4-H'ers. Watch as "C.C.'s" arms and legs change to fit the different activities in the project. Use the "C.C." character to help teach project principles and to promote activities. "C.C." is named for the "Create Your Corner" project. A space character was chosen to emphasize that the project is about the 4-H'ers' special space - their corner - in the home.

C. C. was created by Daniel Westra, Department of Agricultural Communications, UN-L.

About This Leader's Guide

This Leader's Guide is designed as a tool for you in planning learning experiences for the 4-H'ers enrolled in the "Create Your Corner" project.

As you become familiar with the member's manual and your leader materials, you will find many ideas to help you. The guide was developed, **not** as a strict outline to follow, but rather a grouping of helps, hints and suggestions which will hopefully allow you to be as flexible and creative as you wish.

In this Leader's Guide you will find:

- objectives, general guidelines and expectations for the introductory Home Environment project.

- a "4-H philosophy".

- information on the developmental characteristics (physical, mental, social and emotional) of children 8-10 years old.

- suggestions for each unit meeting including: ideas for roll call and demonstrations, things to talk about, and additional information on activities.

- guidelines and criteria for Home Environment exhibits.

The "Create Your Corner" Project

We developed this project with the idea each 4-H'er has some space in the home - their corner - that is special. In fact, they may have several "corners" in their home. We tried to carry this theme through the project.

Creativity is important to this project. We hope that the project gives the 4-H'ers many opportunities to try ideas, to experiment and then to evaluate their own efforts.

ABOUT THIS PROJECT

The objectives of this introductory Home Environment project are for 4-H'ers to:

- Learn to care for their homes and make them more attractive by developing and completing a list of tasks to be done in their homes.

- Learn about color, texture and shape and how to use them in the home by completing at least one activity related to each of these design elements.

- Learn to express their creativity in the things they make for their home, which should include at least one banner, collage or mobile.

- Learn to organize the space around them by making at least one storage device to be used in their home.

You, together with the 4-H'ers and/or their parents, may wish to develop further objectives of your own.

First in a Series

The Home Environment project curriculum is divided into five projects. This guide is for the first project and is designed specifically as an introductory project for first year 4-H'ers, about 8 to 10 years old.

Activities and Exercises

As you read the member's manual you will find a variety of learning activities and exercises, in fact, many more than you will probably complete. However, this will give you and the 4-H'ers the opportunity to select those activities best suited for your situation.

In several of the units it is suggested the member make a banner, mobile or collage. These are three of the main exhibit selections for this project. For this reason, the member needs to think carefully about which he or she will select to do. The units provide opportunities to make each of these items sometime during the project, and we suggest the members try all three even though they might exhibit only one.

Member Records

Encourage your 4-H'ers to make regular entries in their project manual. It is best to evaluate the record after each unit. There is a summary record sheet at the end of the project manual.

A 4-H Philosophy

Much of the 4-H program centers around one major learning technique—the project. A project is a real life learning experience through which the 4-H member establishes personal objectives, sets out to accomplish these objectives under adult guidance, and actually finishes the job. Projects help members learn by doing and are planned to teach practical everyday skills. When we speak of projects teaching skills, we mean much more than the physical skills. The 4-H project teaches a combination of acting, thinking and feeling to help 4-H'ers function as adults in our society and accept responsibilities for community leadership. These skills are called **life skills**.

Life skills help young people and adults fulfill their potential as individuals and group members. The life skills 4-H teaches through projects include communication, developing an inquiring mind, problem-solving and decision-making.

In "Create Your Corner", we planned opportunities for 4-H'ers to learn and practice these life skills. They are encouraged to talk about and share what they are doing, both formally and informally. They are encouraged to experiment and try new things. There are opportunities to identify problems and attempt solutions, to set goals and make choices, and finally to evaluate what they have learned. It is these life skills that will help the 4-H'ers long after they have completed this project.

Fair Exhibits

A popular part of 4-H projects are fair exhibits. Exhibiting at a fair can give the 4-H'ers the opportunity to choose their best work, evaluate their work against standards, and experience competition. The following are the recommended county fair exhibits for this project:

1. decorative storage box or container
2. mobile
3. collage
4. banner

Check with the Cooperative Extension Service staff in your county for specifics about fair exhibits.

How to Plan Your Club Meeting

This Home Environment Project has been divided into seven units. However, according to your needs and schedule, you may find it necessary to change the format somewhat. Perhaps you will want to combine some units, like the two color units, the units on storage and cleaning, or the units on shape and texture. Or maybe you will find it takes more than one session for one of the topics.

Do not feel it is necessary to complete all the activities and exercises given for each unit. Select the ones that interest you and your members the most.

Try to get members involved early in each meeting, through roll call, reports of what they have done at home, simple demonstrations, short talks and actual work. Try to provide some opportunity for recognition and participation of every member at each meeting.

Field trips and home visits add variety to a club program and open new horizons for members. For the convenience of everyone concerned, make arrangements for trips and visits well ahead of the proposed date. Talk with the person in charge about what you want members to learn and see, their interest and age range, the time of your arrival and departure and anything else that will make the visit worthwhile for 4-H'ers and pleasant for the host.

Allow some time at your first meeting to organize. Introduce the project to members and their parents. Explain the project and, if possible, show some examples of articles you have made that are included in

some of the units. Also discuss exhibits, record keeping and the supplies they will need.

WORKING WITH YOUNG PEOPLE

In human development, most youth in an age group have some general characteristics. However, remember that each child develops at his or her own pace. The general characteristics mentioned below will not be observed in all children of this age group or at the same stage of development. Each person is a unique individual.

Characteristics of 8- to 10-Year-Olds (Late Childhood)

Late childhood is the time to explore many areas until skills are found that catch interest and challenge ability. Members will want to demonstrate what they can do. Keep in mind individual talents and abilities.

Adults can help the children gain self-confidence and maturity. Frequent comparison of their work with other youngsters is hard on them and does not help develop a healthy outlook on life.

At this age, interest is high in making things. Large muscle control is fairly well developed; fine finger control may not be accomplished. Select activities which use tools and equipment that encourage physical skills.

Youth are largely dependent on adults, but begin to want to do things on their own. Develop leadership by assigning jobs when possible. Youth idealize adults and look at them as a source of authority. Give members security and the knowledge that they are loved and accepted.

Keep parents informed; they remain a strong influence. Young people have limited decision-making abilities; adult guidance will be needed in selecting and conducting projects.

Members will be active and energetic. Plan instruction carefully and in small doses. Activities should be chosen so the members will experience early success. Include opportunities for "show and tell."

Children desire approval from their leader and group. For this age group, the need to belong is great. They need recognition for themselves and their achievements. They will know whether they deserve praise or not, so choose praiseworthy things to notice such as:

- an article well made or a task well done
- contributing to meetings
- courtesy in working with other members
- promptness at meetings

Keep in mind that these boys and girls are beginners. Some of their results will not measure up to adult standards of workmanship.

ADDITIONAL RESOURCES

Cooperative Extension Service staff is continually developing materials to help volunteer leaders and to support 4-H projects. Many resources are listed in the **4-H Project Selection Guide and Audiovisual Aid Catalog**. Contact the staff in your local Cooperative Extension Service office if you need a copy.

Several parts of the guide will be of interest to you. There are a variety of audiovisuals listed under "Home Environment" that you may wish to borrow. Many publications are listed that may be of interest to you as a leader.

One publication, 4-H 38 "4-H Leader Handbook" may be of particular interest to you as a leader. This is a collection of smaller publications directed toward the new and experienced leader. Some titles included are: "So You're a New Leader", "Involving Parents in 4-H", "Parents and Family in a Helpership Role", "Successful 4-H Meetings", "Handling Group Problems", "Understanding Youth", and "Teaching Techniques". These and many other titles are part of this publication. Ask your Extension agent about the leader series.

UNIT SUGGESTIONS

UNIT I - STICKS AND STONES, HOUSE AND HOMES

I. Purpose

The 4-H'ers will become aware of the space in their homes, how they use it and take care of it.

II. Suggestions for the Meeting

A. Roll Call Ideas:

1. What kind of house they live in.
2. One way they help around the house.

B. Topics to Talk About:

1. Different types of homes. Show some examples from magazines or refer to familiar examples in the community or on the television.
2. How we all help to keep a home clean and well organized. Have members complete the exercises related to these topics.
3. The use of space in a home. Have members complete the checklist at home and bring it to the next meeting.
4. Their special corner in the home. Ask for examples from 4-H'ers.

C. Activities:

1. Work on one or two of the activities. The cut paper name design is something that could easily be done at the club meeting. Supplies needed are: paper, scissors and crayons or markers.
2. You may decide, if time allows, to make the remaining part of your lesson a field trip to carry out exercise 1 and/or 2. If you do not, these are ac-

tivities members could do on their own before the next meeting.

UNIT II - A CLEAN SWEEP FOR A NEAT AND TIDY HOME

I. Purpose

The 4-H'ers will understand the importance and satisfaction of having a neat, clean home and their responsibility in achieving it.

II. Suggestions for the Meeting

A. Roll Call Ideas:

1. One way they helped in house cleaning during the past week.

B. Possible Demonstrations:

1. How to prepare a cleaning kit.
2. How to change and/or make a bed.

C. Topics to Talk About:

1. The house cleaning quiz. Complete and discuss it.
2. What they do to help clean their homes and how they could help more. Discuss the "care of my home" record sheet and encourage them to follow it.
3. Things to put in a cleaning kit. Depending on your members' ages and abilities, you may want to spend some time talking about various house cleaning techniques.

D. Activities:

1. Work on one or two of the additional activities. An important one would be the storage box since they will use this to store things from other activities they do. Discuss with the 4-H'ers the appropriate types of containers and encourage them to make their own, or decorate a purchased one. It would be helpful to show them one you had made.
2. Help the 4-H'er's plan a scavenger game for their home. You will need paper and pencils so each 4-H'er can make a list of clean-up tasks appropriate to his or her home.

UNIT III - COLOR — IT'S EVERYWHERE

I. Purpose

The 4-H'ers will become aware of the use of color in the home and learn about a color wheel, and primary and secondary colors.

II. Suggestions for the Meeting

A. Roll Call Ideas:

1. Their favorite color.

B. Possible Demonstrations:

1. Make a color wheel.
2. Any of the color activities mentioned in this lesson.

- C. Topics to Talk About:
1. Color facts. Have them complete the color wheel.
 2. Their favorite colors and how they use them: in their choice of clothing, in their room, other ways. Have them complete the family color interview at home and bring it to the next meeting.
- D. Activities:
1. Select one of the color activities to demonstrate and do at the club meeting. Note: you may feel that the location of your meeting and size of your club will not allow you to have every member do the color activities at the meeting. If that is the case, demonstrate one or two of the activities. Then ask the members to try the techniques at home and bring their finished projects to the next meeting.
 2. The "Fold, Dip and Dry" activities are a particularly good choice for a group. The 4-H'ers will enjoy looking at all the different colors and patterns they create.

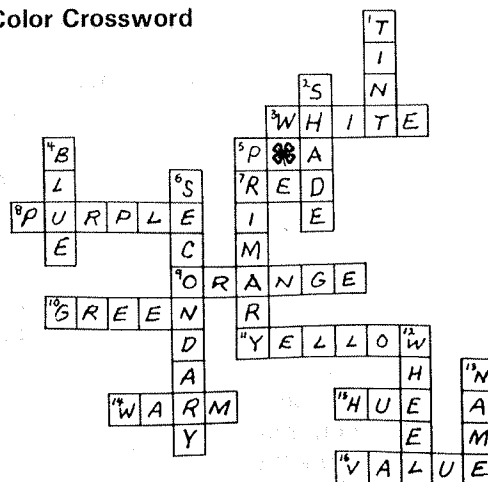
UNIT IV - THE PERSONALITY OF COLOR

- I. Purpose
The 4-H'ers will become aware of the "nature" of color—its value and the feelings it presents.
- II. Suggestions for the Meeting
- A. Roll Call Ideas:
1. If they were a color, what color would it be?
 2. What color makes them feel happy.
- B. Possible Demonstration:
1. Mixing colors to show the value of color.
- C. Topics to Talk About:
1. The value of color. If you cannot have all members do the color mixing experiment, you or a junior leader could demonstrate the experiment, having one or two of the 4-H'ers assist you.
 2. The color search experiment. This is something that could be done at the club meeting. See the member's manual for ideas for sources for the color swatches.
 3. The "feelings" of color. Have them complete the color imaginings exercises and share some of their answers with the group.
 4. The color crossword. It is a good club activity. It can serve as a summary on color. Maybe they could work in teams.

UNIT V - GETTING A FEEL FOR TEXTURE

- I. Purpose
The 4-H'ers will become aware of texture and how it is used in their homes.
- II. Suggestions for the Meeting
- A. Roll Call Ideas:
1. Texture Guessing Game (see member's manual)
- B. Possible Demonstration:
1. How to do a texture rubbing.
- C. Topics to Talk About:
1. What texture is. Give examples of various types of texture.
 2. The use of texture in the home. Discuss and explain the chart for the "Texture Tour." Ask the members to do this at home and bring it to the next meeting. You may want to do a sample tour during the meeting so members understand it.
- D. Activities:
1. The texture rubbing is an easy one to conduct at your meeting or members could complete it at home.
 2. There are numerous possibilities and materials for the texture mobile, collage and banner. A mobile might be made of soft, fluffy feathers or pretty shells; a collage might consist of the many textures of fabric; and a banner might develop as a nature arrangement complete with the rough texture of bark and other natural materials. Encourage 4-H'ers to try at least one of these activities.
 3. A small, sample seed mosaic could be done in a club meeting or you could demonstrate the technique. Note caution in the member's manual about avoiding chemically treated seeds.

Answers: Color Crossword



UNIT VI - THE SHAPE OF THINGS

I. Purpose

The 4-H'ers will understand how the shape of an object influences its design.

II. Suggestions for the Meeting

A. Roll Call Idea:

1. Identify shapes. Pass around a hat containing paper cutouts of various shapes. Each member takes a turn drawing out a shape, then tries to find an object of that shape somewhere in the room.

B. Topics to Talk About:

1. Different types of shapes — geometric and irregular.
2. How to do the shape exercises (identifying shapes in the home). Do a few examples at the meeting, then have members complete the exercises at home.
3. Shapes in objects. Spend a few minutes at the meeting looking through magazines or catalogs so members can find shapes and objects they like. Tell them to look for more at home.
4. Arrangement of shapes. Discuss and demonstrate how to make a pleasing arrangement using different shapes. Talk about what members might do as an arrangement. They can apply these shape arrangements to their plan for a collage or banner. They might also use arrangement shapes to organize the top of a dresser or chest or drawers, or a display shelf.

C. Activities:

1. The dough art experiment is fun to do as a group at the meeting. However, if time and/or space do not allow for this, suggest they do a sculpture at home and bring it to the next meeting.
2. Potato Printing. If done on large enough sheets of paper, the finished product can be used to cover books. It is probably best to choose between potato printing and dough art.
3. Encourage the member to try making a collage, mobile or banner, especially one they have not yet made.

UNIT VII - PUTTING IT ALL TOGETHER: CREATING YOUR CORNER

I. Purpose

The 4-H'ers will understand the importance of good organization and storage techniques.

II. Suggestions for the Meeting

A. Roll Call Idea:

1. Name something in their room which can be stored in a box (school papers, jewelry, etc.).

B. Possible Demonstration:

1. How to make drawer dividers.
2. Kirigami box.

C. Things to Talk About:

1. The importance of storage and organization. It would be good to show them a few examples of storage devices, both purchased and homemade. Also display a few examples of common items they might have in their room or home and ask for discussion on how they might be stored: (pencils, jewelry, etc.).
2. Storage exercises. Have the 4-H'ers complete them at home with the help of their parents.

C. Activities:

1. The storage devices the member develops in this lesson have potential to be fair exhibits. As with the collage, banner and mobile, it is best to have the members draw up a plan of what they want to do.
2. Encourage the members to do comparison shopping for the bulletin board. If you have several catalogs available, this could be a club activity. Other items, such as storage boxes, could be substituted. Discuss the points they will need to compare when purchasing the bulletin board or other item.

AN ACHIEVEMENT MEETING

If at all possible, some time should be made for sharing the achievements of the members in this project. It could be the final club meeting or a special "achievement" meeting which might include an exhibit of members' work, demonstrations and whatever else you choose to have.

It would also be good to involve families in this session to share what the project has meant to their families.

FAMILY AND COMMUNITY SERVICE

Throughout the member's manual, we have tried to suggest that project activities could be used to make items for family or friends. As the 4-H'ers learn about their "corners", they can also learn that other people have special "corners." Project activities do not have to be for the 4-H'ers "corner." The same

principles of color and design, organization and care apply when making gifts for another family member or friend.

Encourage the 4-H'ers to take this sharing of the project one step further by applying a project activity to a community service activity. Here are some examples:

1. Use potato print paper to wrap small gifts for residents of a nursing home or children in the hospital.
2. Make a mobile for a senior citizen center.
3. Make storage boxes for the bed sides of residents of a nursing home.
4. Demonstrate dough art or finger paints to children in a nursery school or day care center.

The 4-H'ers can probably come up with their own ideas.

A FEW COMMENTS ON SHARING AND EXHIBITING

The activities and things made in this project should all be positive experiences for a 4-H'er. But experimentation with new ideas and techniques takes time. Not all pieces can be expected to be "beautiful" or to turn out "good enough" for the fair. Encourage the idea of making samples and the enjoyment of discoveries.

When members share accomplishments or ask for feedback, be positive, supportive and honest. Stress the good things they have done first, then, if necessary, offer some simple suggestions and possibilities for improvement.

CRITERIA FOR THE EXHIBITS

(refer to evaluation sheet in member's manual)

Quality of Design

Examine the color, texture and shapes of the design. Has a color scheme been followed? Are the shapes of the design compatible? Are they arranged in a pleasing manner? Texture can add interest to a design. What textures have been used? Do they blend well together? Is the design appropriate for the end use?

Quality of Workmanship

Were cleaning processes and durability considered in this project? Were they considered in the selection of materials, design and finishing techniques? Is the product properly cleaned before exhibiting?

Can the exhibit be used successfully for its intended purpose?

Creativity

Does the design capture your attention through unusual and effective use of color, texture or shape?

Does the design show an imaginative use of materials and ideas? Are the materials used compatible, yet interesting to look at?

BEYOND THIS PROJECT

Encourage your members to enroll in the Home Environment II project "Home Building Blocks", planned as a 2-year project for 10- to 12-year-olds. This is a beginning level project and builds on the content of this introductory project. Contact the Cooperative Extension Service in your county for more information.

Four-H members should be encouraged to participate in learning opportunities. Participation beyond and/or in addition to this project provides for expansion of knowledge and skills as well as development of life skills.

Sharing learning and ideas can be encouraged by participation in demonstration, public speaking and fair exhibits.

Broadening learning in project and other areas can be done through participation in camps, field trips and tours. Participation in international programs, careers, citizenship and business exploration gives a perspective of self and self in society.

Complimentary activities for this project (See **4-H Project Selection Guide and Audiovisual Aid Catalog** for further information):

- "Career Awareness" (4-H 6)
- "The Citizenship Dimension in 4-H" (4-H 27)
- "As You Speak" (EC 0-43-75)
- "The Beginning 4-H Speaker" (EC 0-4-H-72)
- "Timely Topic Public Speaking Outline" (F 0-54-75)
- "Getting Started in 4-H Demo Talks" (EC 0-39-75)

Additional projects that compliment the Home Environment curriculum (beginning level):

- "Explore Your Heritage" (4-H 37)
- "Y.E.S. (Youth-Environment-Society) 4-H Personal Development: Level I" (4-H 21).
- "The Big E, Unit I" (EC 13-15-79)
- "Working with Wood and Tools, Unit I" (CO 100)
- "Safety in the Home" (EC 13-11-80)
- "Adventures in Clothing" (4-H 86)
- "Decorate Your Duds" (Leaders packet: EC 4-16-81)
- "Managing the Money Maze, Unit I" (EC 22-01-78)
- "Adventures with Your Camera, Unit I" (I5-201)