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4-H 245 Home Building Blocks : Leader's Guide

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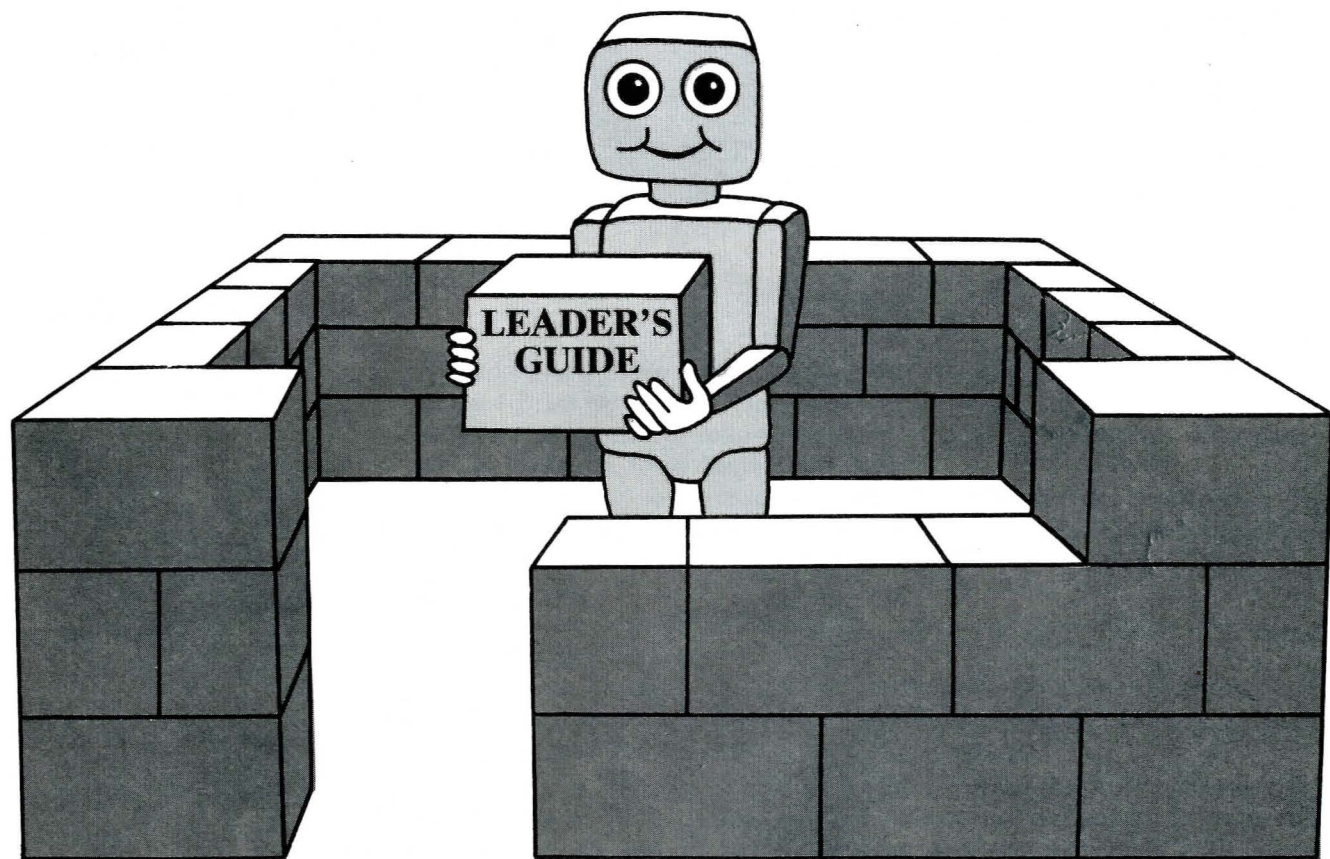
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Nebraska Cooperative Extension Service 4-H 245

HOME BUILDING BLOCKS



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HOME BUILDING BLOCKS LEADER'S GUIDE

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HOME BUILDING BLOCKS - LEADER'S GUIDE

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

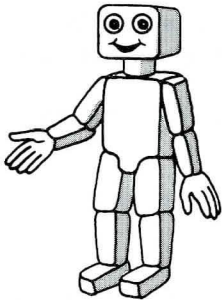
We are pleased that you are leading this beginning level 4-H project, "Home Building Blocks - Home Environment II". You have an exciting and rewarding role, for you can influence young people for the rest of their lives. You are part of the learning experiences that encourage youth to set and accomplish goals and develop creative ideas.

With your help, 4-H'ers will learn to make their homes more comfortable, safe and attractive. They will gain more knowledge about design and the materials, tools and techniques used in making and caring for items in the home. Encourage 4-H'ers to develop their own creative abilities and to share their ideas and accomplishments with others in the community.

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Extension Agent, Hamilton County

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Extension Housing & Interior Design Specialist

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Extension Interior Design & Home Furnishings Specialist



Meet BB! BB is our Home Building Blocks character. You will see BB learning and having fun right along with the 4-H'ers. You can also use BB to help teach project principles and to promote the project. (BB was created by Dan Westra, UNL Department of Agricultural Communications.)

About This Leader's Guide

This Leader's Guide is designed as a tool for you to plan learning experiences for the 4-H'ers enrolled in "Home Building Blocks". The guide was developed, **not** as a strict outline to follow, but rather a group of helps, hints and suggestions to allow you to be flexible and creative.

The information and instructions for project activities are contained in the member's manuals - the "how-to-do-it" part. The Leader's Guide contains the "how-to-teach-it" information, as well as ideas to enrich the project beyond the basic materials.

In this Leader's Guide you will find:

- a "4-H philosophy".
- objectives, general guidelines and expectations for the entire project.
- information on the developmental characteristics of typical 10 to 12-year-olds, and suggestions on working with special children.
- outlines for meetings for each of the three years of the project, corresponding to the three member's manuals. The outlines include concepts to learn, roll call ideas, suggestions for the club meeting, demonstration ideas, and suggestions for additional club meetings or activities.
- suggestions for sharing and recognizing achievements.
- information about fair exhibits.

A 4-H Philosophy

The 4-H program centers around a major learning technique — the project. A project is a real life learning experience in 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. The 4-H project teaches a combination of acting, thinking and feeling skills to help the 4-H'ers function as adults in our society and accept responsibilities for community leadership. These skills are called **life skills**. The life skills that 4-H teaches through projects include communication, developing an inquiring mind, goal setting, problem solving and decision-making.

In "Home Building Blocks", 4-H'ers learn and practice life skills. They are encouraged to talk about and share what they are doing. They experiment and try new things. There are opportunities to identify problems and attempt solutions, to set goals and to 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.

Exploring Creativity

Creativity is the ability to explore, investigate, invent, improvise, and integrate. The 4-H Home Environment curriculum places special emphasis upon developing creative potential.

When creativity is considered, the question arises: are kits acceptable? This is a tough question. In general:

- Kits limit choices in design and do not allow 4-H'ers to express their own ideas and feelings.
- Because kit companies make all the design choices, kits become a crutch, causing the 4-H'er to have less confidence in developing and/or expressing ideas.
- Kits that are widely available often are not of good design and have inferior materials.

On the positive side, youth can learn techniques and skills by using kits. They can learn to discriminate between good and poor design by looking over the wide range of kits available. They can take a poorly-designed kit and use their creativity to improve it.

Help 4-H'ers understand that a kit is only a starting point. Once the 4-H'er has learned the technique and what materials are necessary, the 4-H'er can advance to working without a kit.

Think of kits as being samples.

Patterns for projects are similar to kits, yet different. Ask if a pattern allows the youth to recognize options and then to make decisions. Many traditional crafts use patterns as starting points. Even though patterns pass on through generations of craftspersons, many choices are still available. Pattern users need to select materials and modify patterns. If, however, a pattern is used to copy a finished item, that pattern is like a kit.

Help 4-H'ers build confidence to rely on their own creativity rather than try to reproduce a model or imitate a form.

THE “HOME BUILDING BLOCKS” PROJECT

Children build all sorts of interesting things with blocks. It can take many blocks; but each block is important to the whole “creation”. That is the theme for “Home Building Blocks”. It takes many “blocks” — or different things — to make a home and keep it going. In the project, 4-H’ers explore and learn about some of the “blocks” it takes to make their home comfortable, safe and attractive.

The Plan of the Project

“Home Building Blocks” is a three-year project, designed for 10 to 12-year-olds. It is the second project in the Home Environment curriculum, but is still considered a beginning level project. Some 4-H’ers will take the introductory project “Create Your Corner” (Home Environment I) before enrolling in “Home Building Blocks”, but it is not necessary. We built the opportunity for review into this second project.

There are three member’s manuals for “Home Building Blocks”, each corresponding to one project year. The manuals are designed to be used in sequence.

The design for the YEAR ONE and YEAR TWO member’s manuals are similar. There are three learning “blocks”: “Color My World”; “It’s All by Design”; and “Home — My Own Place to Live”. Each “block” contains two units. Each unit contains content and activities for the club meeting and/or at home. Each unit can correspond with one club meeting.

In YEAR THREE, all three learning blocks are brought together in a series of items to construct for the home. The activities of YEAR THREE emphasize materials and tools used in the home, and encourage the application of knowledge about color and design learned in the first two years.

Throughout all three manuals are highlighted “tips”. These tips give additional information about materials, techniques, tools and safety.

Project Directions

The objectives of the total project are:

- to learn about color and design and apply these principles in making and displaying objects in the home.
- to work with different materials and tools used in making and displaying objects, and in maintaining and caring for the home.
- to take responsibility for specific activities that will help make the member’s home more comfortable, neat, clean, attractive, and/or safe.
- to further develop personal creativity by exploring different ideas, techniques and materials, and applying these to the creation of original designs.
- to share knowledge gained from the project in various ways with other members of their community.

In each member’s manual, there are specific objectives for that year, which are described as “What You Will Learn” and “What You Will Do”. You, together with the 4-H’ers and/or their parents or guardians, may wish to develop further objectives.

Inside the front cover of each member’s manual is a very important page: “Project Planning and Evaluation Sheet”. With the sheet as a guide, each 4-H’er plans the project year and selects activities to try.

In YEAR ONE and YEAR TWO, it is recommended the 4-H’er complete at least one activity in each learning block. In YEAR THREE, the recommendation is one wall arrangement activity and one activity with each material: fabric, wood and metal.

The "Project Planning and Evaluation Sheet" also serves as a record sheet. Four-H'ers are encouraged to record what was completed, and to also **evaluate** their activities.

As the 4-H leader, you need to help members set realistic goals and then encourage them to evaluate their work. Help them feel good about what they accomplish!

WORKING WITH YOUNG PEOPLE

Most youth in an age group have some of the general characteristics typical of the age and developmental stage. However, each child develops at his or her own pace and each person is a unique individual. Below are typical characteristics of 10 to 12-year-olds. You are likely to observe many of these characteristics in your 4-H members, but not to find them all in one member.

Physical Development

1. Steady growth in weight and height continues. Near the end of this period children who reach puberty experience a growth "spurt" and enter early adolescence. Some awkwardness may result.

2. Small muscles develop rapidly, making such activities as hammering, sawing, or needlework enjoyable. By the end of this period, the child may be as coordinated as an adult although lapses of awkward behavior are common.

3. Eyes reach maturity in both size and function.

Mental Development

1. Reading becomes an individual experience. Abstract thought is possible, and plans can extend over several weeks.

2. Activities can be evaluated with considerable insight.

3. Attention span increases. Concentration for 30 minutes is possible. Activities that provide variety and interest may hold attention for hours.

4. There is a need for self-expression and self-directed activities to develop intellectual skills.

5. There is a need to know and understand the "why" of things.

Social Development

1. Importance of acceptance by the peer group increases. Peer group often becomes a gang, club or secret society.

2. Prejudice can develop during this period.

3. Independence from adults becomes important.

4. "World view" expands from home to neighborhood and local community.

5. A concept of "fair" or "unfair" develops as related to the actions of others.

6. Both cooperation and limited competition are enjoyed. Cooperation is more difficult to learn than is competition.

Emotional Development

1. Indications of a growing independence occur — disobedience, backtalk, and rebelliousness.

2. Withdrawal, depression and cruelty may be indications of failure to develop emotionally and environmental stress. Serious emotional disturbances can result from rigorous competition set up by adults.

3. Common fears are the unknown, failure, death, family problems and non-acceptance.

4. Concept of right and wrong continues to develop.
5. Concept of self is enhanced by feelings of competence.
6. If mistakes are not too serious, they will face consequences of their decisions.
7. Strong attachment to their own sex and antagonism toward opposite sex is typical.

Making the Most of Each Member

In your club, there may be as many differences in development and abilities as there are members. To guide members most effectively, recognize and accept their individual differences in development as well as such things as family situations and customs, national backgrounds, and experiences.

Some children will be shy and reluctant to participate in discussions and demonstrations. Giving a team demonstration may help a timid member take a more active part in meetings and grow in self-assurance.

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

The following points may help you in working with your club members:

1. Be specific about rules and plans, yet give opportunity for choices to meet individual needs.
2. Offer a balance between long tasks and short ones. Break longer tasks into smaller parts, so that the 4-H'ers can see results "along the way".
3. Include manual skills and some physical activity at each club meeting.
4. Help members to plan ahead and organize their time. Specifically discuss goals and expectations of what 4-H'ers will do before the next club meeting. Be sure 4-H'ers know what supplies they need.
5. Encourage members to work independently, but help them when necessary. Urge each member to talk over plans and activities with his or her parent(s) or guardian so they will have an understanding of what the member is trying to accomplish.
6. Use demonstrations and visits to other member's homes to further the exchange of ideas and acceptance of differences.
7. End club meetings on a positive note. Recognize progress and accomplishments since the last club meeting. Preview the next meeting's activities.
8. Recognize 4-H'ers and their achievements. They will know whether they deserve praise or not, so be honest. Recognition might include:

- An article well made or a task well done
- A good demonstration
- A well-kept record book
- Contributing to meetings
- Following directions
- Courtesy in working with other members
- Promptness at meetings

The Special Child

One or more of your 4-H'ers may have physical, mental or emotional handicaps. Being a leader to this child may take a special effort, but there are special rewards. A handicapped child may need a little more time, patience and understanding. Emphasize what the child is able to do and accomplish, rather than focusing on the disability.

Make 4-H a positive experience for the child. Look for techniques adapted to the child's abilities. Encourage and praise accomplishments. Plan club activities that will allow the child to participate, rather than allowing his or her handicap to be a limitation.

Visit with the parent(s) or guardian about the club program and projects. Ask

about their perspective on working with their child. How can you be helpful in reinforcing what they and other educators are trying to accomplish?

A handicapped child may benefit from small group or one-on-one activity. Use a teen leader to give extra assistance, or develop a buddy system with other club members.

If appropriate, a forthright discussion with club members can show how everyone has strengths and weaknesses, abilities and limitations. Model your own behavior to be an advocate for the special child. Help other club members accept the child's handicap and become more sensitive to the child's perspectives. Peer acceptance, in this age group, can be especially important to the handicapped child's self-esteem and self-confidence.

ADDITIONAL RESOURCES FOR THE 4-H LEADER

Cooperative Extension Service staff is continually developing materials to help volunteer leaders. Many resources and publications are listed in the "4-H Project Selection Guide and Audiovisual Aid Catalog". There are a variety of audiovisuals listed under "Home Environment" that you may wish to borrow. Contact the staff in the local Cooperative Extension Service office for more information.

Another publication, "4-H Leader Handbook" (4-H 38), may be of particular interest. This is a collection of smaller publications directed to both the new and experienced leader. Some titles included are: "So You Are a New Leader", "Involving Parents in 4-H", "Successful 4-H Meetings", "Understanding Youth", and "Teaching Techniques".

HOW TO PLAN YOUR CLUB MEETING

Presented below are suggested outlines for club meetings. According to your needs and schedule, you may change the format. You may combine two meetings in one, or you may find that it takes more than one session on a topic.

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

Get members involved early in the meeting through roll call, reports of what they have done at home, simple demonstrations, short talks, and actual activities. Provide some opportunity for recognition and participation of every member at each meeting.

Field trips and home visits add variety to a club program. For the convenience of everyone concerned, make arrangements for trips and visits well ahead of the proposed date. Talk to 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.

Involve Teen Leaders, as well as 4-H parents in club meetings. Ask them to do a demonstration, assist with a group activity or give help to individual 4-H'ers.

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 that are included in some of the units. Discuss record keeping, supplies and exhibits.

Stress **safety** in all club activities. Show the 4-H'ers the correct and safe way to use materials and tools. Some activities in this project - such as the hot wax for the batik, using saws and hammers, and using solvent finishes - require extra precaution.

YEAR ONE

In YEAR ONE, 4-H'ers learn about color, texture, shape and line and how to use these design building blocks in a creative way in their home or room. They learn about sound, temperature, light, and safety and how their home or space can be made more comfortable and enjoyable. The 4-H'ers work with different materials such as paper, glue, fabric, dye, fiber, metal, paint, and wood.

BLOCK I: COLOR MY WORLD

UNIT A - You Have Feelings, So Do Colors

I. To Learn:

1. Colors can be warm or cool.
2. Warm and cool colors affect feelings and size appearance.

II. Roll Call:

1. Name your favorite color and whether it makes you feel warm or cool.

III. To Do:

1. Identify warm and cool colors using samples, examples in the room, or a color wheel.
2. Cut the same-sized shapes (squares and triangles) out of warm and cool colored paper. Mount on a white background. Ask the group to identify which colors recede or advance, and which appear smaller or larger.
3. Name a feeling, such as happy, excited or angry. Ask 4-H'ers to name colors that describe the feeling.
4. "Picture Search." (Member's manual, p. 6).
5. Examine advertisements. What colors are used? Why?
6. Take a color tour. If the tour is outside, have a "penny tour." At each corner, flip a penny to see which way to turn (heads - right, tails - left). Make a list of warm and cool colors seen.

IV. Possible Demonstrations:

1. "Mount a Picture." (Member's manual, p. 6). Show what happens when only one side of the cardboard is glued. Four-H'ers could mount a picture at home or at work stations at the meeting.

Supplies needed:

- magazines, calendars, or cards
 - various colors of paper, poster or mat board or cardboard
 - diluted white glue
 - scissors
 - books for weight
 - plain paper
 - small sponges or brushes to glue
2. Sketch or trace a bedroom wall, floor, and front view of a bed on white paper. Make two sketches the same. Use tempera paint, watercolors, felt tip markers or crayons. Show how the room can be made to look smaller and warmer on one sketch. Make the other appear cooler and larger.

V. More Ideas:

1. Make up a "judging class" of four mounted pictures. Ask the 4-H'ers to select the picture most appropriately mounted. Make up one or two multiple choice questions about the mounted picture. Ask 4-H'ers to explain reasons for their answers.

UNIT B - Colors Are Related

I. To Learn:

1. Primary colors are mixed to create secondary and tertiary colors.
2. Primary, secondary and tertiary colors are placed side-by-side to create a color wheel.
3. Dyes create designs through tie and dye.
4. Items can be framed using embroidery hoops.

II. Roll Call:

1. Name a secondary or tertiary color. Tell what colors are combined to make that color.

III. To Do:

1. Bring a picture of a rainbow to show how colors are related.
2. Have a color scavenger hunt. Suggested clues:
 - Find one primary, secondary and tertiary color.
 - Find a warm color and a cool color.
 - Find a color that describes a feeling.
3. Play "color basket up-set." Using the same rules as a "fruit basket up-set", assign each 4-H'er a color that is a primary or secondary color. The person who is "it" announces a secondary or tertiary color. The 4-H'ers "named" the colors that combine to make the announced color try to switch seats before "it" can take one of their seats. Example: "Violet" - 4-H'ers named "blue" and "red" switch seats before "it" can be seated.
4. Make a "Color Wheel". (Member's manual, p. 7).

Supplies needed:

- scissors
 - white glue (if needed)
 - plain white paper
 - sources of colors (as suggested in member's manual)
5. "Tye and Dye." (Member's manual, p. 8). Set up workstations for: supplies, plan your design, dye, and press. Demonstrate steps. Show finished examples of donut, stripe, and rosette patterns.

IV. Possible Demonstration:

1. "Food Color Fun." (Member's manual, p. 7). Ask each 4-H'er to help by making one of the secondary or tertiary colors until all are mixed.
2. "Frame It Up." (Member's manual, p. 9). Supplies needed:
 - finished tie and dye piece of fabric
 - embroidery hoop of appropriate size and shape
 - cardboard
 - scissors, pencil
 - polyester fleece
 - white household glue
3. Show how dyed cotton, nylon, rayon or silk compare to other dyed fabrics, such as polyester.

V. More Ideas:

1. Share your tye and dye with others. Demonstrate the techniques at a senior citizen center. Have 4-H'ers help seniors create their own tie and dye projects. Bring along old shirts or aprons for protection of the participants. Work in small groups, allowing each person to help.

BLOCK II - IT'S ALL BY DESIGN

UNIT A - Design Is Everywhere

I. To Learn:

1. Texture and shape are building blocks of design.
2. Texture changes how an object looks.
3. Geometric and free-form shapes combine to form designs.

II. Roll Call

1. Describe your favorite texture.

III. To Do:

1. Place items of varied textures in a grocery bag. Ask members to identify and describe the items, without looking, by feeling the shape and texture.

2. Collect two each of items of various textures or shapes. Separate matching items into two bags. Ask 4-H'ers to find like items by reaching into both bags at the same time. Or, ask one 4-H'er to describe the shape and texture of an object he or she is feeling in one bag. A second 4-H'er tries to pick that same item from the second bag by listening and feeling for the same item.

3. Collect several items of the same color in different textures. Discuss how the texture affects the color and apparent size.

4. Take a design tour in your neighborhood or community. Look at the buildings. Discuss textures and shapes found. Have a scavenger hunt to find particular textures or shapes.

IV. Possible Demonstration:

1. "Stencil." (Member's manual, p. 10).

V. More Ideas:

1. Sandcasting. Press various objects into damp sand to see the textures and shapes created. To preserve the texture and shapes, use plaster-of-Paris. Gradually sift plaster-of-Paris into water, until the water no longer absorbs the plaster and a mound of dry plaster begins to form over the surface of the water. The plaster will be about thin-cream consistency. After pouring into mold of sand, dry for two or three days. Supplies needed:

- plaster-of-Paris
- sand in containers such as boxes
- water and container to mix plaster

UNIT B - Line It Up! Shape It Up!

I. To Learn:

1. Line is a building block of design.
2. Line causes the eye to move from place to place.
3. Lines show direction, divide space, create shape and communicate mood.

II. Roll Call:

1. Identify lines and shapes in the room.

III. To Do:

1. Make "View Finder" at meeting, or ask 4-H'ers to bring one made at home. (Member's manual, p. 12). Supplies needed:

- scissors
- magazine picture
- lightweight cardboard
- pen or marker

Use the view finder to play "Captain, May I" by identifying various lines or shapes. Have all members stand and hold their view finders. Select one as "captain". Club members ask, "Captain, may I sit down?" Captain says, "Yes, if you can find a square (or vertical line, or other line or shape). Member looks

through view finder to find line or shape requested, then may be seated. Repeat until all are seated.

2. Mood lines. The 4-H'ers draw a cluster of lines that change from one feeling to another - such as graceful to crude, nervous to relaxed, or tired to active.

3. Sketch possible "Name Logos." (Member's manual, p. 13). Set up workstations for members to create name logos using either embroidery, paint, or wire. Supplies needed:

- embroidery floss or pearl cotton
- embroidery or crewel needle - size 5 or 6
- fabric
- embroidery hoop
- 12 or 14-gauge wire and wire cutters
- watercolors, tempera or acrylic paints
- paint brushes and paper
- scissors

IV. Possible Demonstrations

1. "Friendship Stick." (Member's manual, p. 13).

2. "Needlepoint." (Member's manual, p. 14). Demonstrate needlepoint stitches. Use peg board and yarn to demonstrate stitches to a large group.

3. Demonstrate blocking a completed needlepoint project and making a pillow. Supplies needed:

- padded surface or board
- graph paper
- rust-proof pins
- needle and thread
- needlepoint project
- damp cloth
- polyester stuffing

IV. More Ideas:

1. After demonstrating the friendship stick, have each 4-H'er make a friendship stick at the meeting, and then trade, or 4-H'ers can make a friendship stick with senior citizens, or children in a pre-school.

2. After demonstrating the needlepoint stitches, have 4-H'ers make a sample of needlepoint using all four stitches.

BLOCK III - HOME - MY OWN PLACE TO LIVE

UNIT A - Home - A Great Place To Be

I. To Learn:

1. Light, temperature, ventilation, and sound work together to make a home safe and comfortable.
2. Unwanted sound can create discomfort.
3. Weather, activities, and dress affect temperature comfort.
4. The amount of light affects safety, comfort and appearance.

II. Roll Call:

1. What is your noisiest activity at home?
2. What sounds do you hear at night?

III. To Do:

1. Ask 4-H'ers to close their eyes and remain quiet. Make sounds for the 4-H'ers to identify such as dripping faucet, dropping book or squeaky door. Or, tape record ordinary household noise before the meeting. Ask 4-H'ers how the sounds make them feel.

2. Talk about the environment of your club meeting. Is the room a comfortable temperature? What would make it uncomfortable? What are the most

energy efficient ways to change the temperature comfort? (example: open or close window/doors, add a sweater, etc.).

3. Discuss sound, temperature, and light. Ask members what they can do to keep their home comfortable.

4. With permission of the person in whose home you are meeting, conduct a tour checking for unwanted noise, light levels, and temperature. Demonstrate oiling a hinge, treating drawer glides with soap, dusting a light bulb, or replacing a bulb.

5. Divide into teams to develop a quick, funny skit showing something they have learned about temperature, light, safety, or sound.

IV. Possible Demonstration:

1. Light up your home. Look at color samples under very low and very bright light. How do the samples look? If possible, compare colors under artificial light and sunlight.

V. More Ideas:

1. Take a walking tour of your neighborhood or community. What are some sources of noise? Talk about a citizen's responsibility to control noise in a community. Check to see if your community has a noise ordinance.

Unit B - Home, Safe Home

I. To Learn:

1. Danger spots can cause injury in the home.
2. Family escape plans are needed in case of fire.

II. Roll Call:

1. Name a safety hazard that exists in your home.

III. To Do:

1. With permission of the person in whose home you are meeting, conduct a tour to check for danger spots and hazards. Divide the group into two or three teams and assign each team a floor level or area to see how many danger spots they can find. Discuss what could be done about each danger found.

2. As a group, make a fire escape plan for the home or building in which you are meeting. Station 4-H'ers in different parts of the home or building. Hold a practice fire drill. Make any changes needed and repeat the drill. Keep time.

3. Invite the local fire chief or fire prevention officer to discuss safety hazards in the home and fire escape plans. Ask 4-H'ers to write a thank you note to the speaker.

4. Ask 4-H'ers to make a list of emergency telephone numbers, including your community's emergency help number, fire, police, ambulance, or rescue squad. Include numbers where family members can be reached in an emergency. Post near the telephone.

IV. Possible Demonstrations:

1. Ways to store sharp knives. Collect examples of knife holders and storage containers.

2. How to place an emergency call. Talk about information needed for the operator. Several 4-H'ers could prepare a skit for the club.

V. More Ideas:

1. Sponsor a Safety Check Week. Write a news article for the local paper explaining the purpose and how to conduct a safety check. Put up a display in a store window to promote a safety check. Distribute fliers in the community encouraging safety checks.

2. Help grandparents, older friends or senior citizens in planning a fire escape plan.

3. Work with the local fire department in helping to promote National Fire Prevention Week which is held in October.

YEAR TWO

In YEAR TWO, 4-H'ers learn about color value and intensity and planning color schemes. They explore more building blocks - form, space, rhythm and balance - and how to use them creatively in their home or room. They learn about caring for their home and room, and how to organize storage space. The 4-H'ers will experience creative adventures as they make items for their room and home from paper, fabric, yarn, wood, metal, paint and glue.

BLOCK I: COLOR MY WORLD

Unit A - The Language of Color

I. To learn:

1. Color terms include hue, value (tints and shades), intensity, and complement.
2. Color values and intensities change the apparent size of objects.

II. Roll Call:

1. Describe the hue, value, and intensity of an object in the room.

III. To Do:

1. Use paints to experiments with color. Begin with a bright hue. Add white to make a tint; black to make a shade. Change the intensity of a bright hue by adding its complement - the color directly opposite on the color wheel. Supplies needed:

- paper
- brushes
- newspaper
- water
- tempera, finger or acrylic paints or water color
- old shirts or towels to protect clothing

2. Examine advertisements (printed, T.V., or video taped) or packaged products such as detergent boxes or food labels. Discuss how value and intensity is used to attract attention. Which colors are used often?

3. "Hue, Value and Intensity." (Member's manual, p. 5).

IV. Possible Demonstrations:

1. Show how various background colors change the apparent size, value and intensity of color blocks of the same size.
2. Demonstrate how painting a room a light and a dark color can make the same room change apparent size. Use sketches of the same room with walls painted a different color.

Unit B - Put It All Together

I. To Learn:

1. Colors can be put together according to planned schemes using complementary, analogous, or monochromatic schemes.
2. Schemes can be varied using various values and intensities.

II. Roll Call:

1. Describe the colors and color schemes used in your bedroom.
2. Identify a color scheme used in an object in the room.

III. To Do:

1. Borrow a wallpaper sample book. Identify color schemes used for several designs.
2. Give each member a magazine with photos related to homes. Have each member identify a color scheme used in a photo of a room.

3. Cut 2" squares of many colors of construction paper. During the meeting have each member make a nine-patch design with the squares, following a color scheme. Brainstorm how a nine-patch design could be used for an object in a room.

IV. Possible Demonstrations:

1. Table runners, pillows, tablecloths and other items for the home can all be made from nine-patch designs. Demonstrate cutting on grain; preshrinking; principles of stitching; pressing seams open; pivoting corners; turning corners; measuring, cutting, and stitching extra strips to increase size; whip and blind stitch; and/or attachment of ruffles or trims to pillows. Show how basting with thread, basting tape or a glue stick can be used to hold a ruffle in place while stitching. Supplies needed:

-sewing machine	-stuffing as needed
-shears	-fabric scraps
-needle	-basting tape
-thread	-glue stick
-iron	-ruffle
-fabric	-measuring tape
-fabric samples to show	-iron
suitable weights, weaves	-nine-patch design
-needle	

2. "Nine-Patch Paper Block" placemat. (Member's manual, p. 8). Supplies needed:

- paper blocks (36 squares - 4 blocks)
- clear adhesive plastic (12" x 18")
- backing of colored paper (12" x 18")
- glue (rubber cement or white glue)
- weight (books or brick)
- foil or wax paper

3. "Nine-Patch Wood Blocks". (Member's manual, p. 9). Show measuring, clamping and sawing techniques; sanding; use of tack rag; and painting. Supplies needed:

- 2" x 2" board (about 15" to 16" for 9 blocks)
- measuring tape
- clamp
- crosscut handsaw
- sanding block
- sandpaper (medium, fine grades)
- tack rag
- brush
- semi-gloss latex enamel paint in 3 colors and primer if needed.

V. More Ideas:

1. Go on a tour of homes, a designer showcase tour, parade of homes, or tour of a home furnishings store that has "room" displays. Identify the colors and schemes used.

2. Use nine-patch wood blocks to show various color schemes. Brainstorm ways blocks could be used in a room.

BLOCK II - IT'S ALL BY DESIGN

Unit A - The Line Forms Here

I. To Learn:

1. Form is a line making a shape that can be seen from three or more sides.
2. Space is both positive and negative. Positive space is the design made of shapes or area occupied. Negative space is the background or area not occupied.

II. Roll Call:

1. Give an example of various forms in the room.
2. Give an example of positive and negative space in a design in the room.

III. To Do:

1. Wire Sculptures. (Member's manual, p. 10). Supplies needed:
 - 18-gauge wire
 - pliers or wire cutters
 - sandpaper
 - wood block
 - nail
 - hammer
 - all-purpose cement adhesive
 - paint or stain and clear finish
2. "Design With Space Picture". (Member's manual, p. 11). Have each 4-H'er select a picture from a magazine. Supplies needed:
 - scissors
 - plain paper for backing
 - magazines
 - glue
 - straight edge
 - pencil.
3. Tour a park or tree area. Point out the lines and shapes of trees. Make wire trees. (Member's manual, p. 11).
4. Let 4-H'ers select a single pattern found on wallpaper or fabric. Ask them to cut the design shapes out of white paper and mount the shapes on black to recreate the pattern. Discuss positive and negative space. Supplies needed:
 - black and white construction paper
 - scissors
 - glue or tape
 - wallpaper books, fabric, magazines

IV. Possible Demonstration:

1. Illustrate 3-dimension by first drawing shapes such as squares, circles or triangles. Then show the shapes in 3-dimensional form with items such as a cube, ball or pyramid.
2. Stain and finish a wood block using a pigmented wiping stain and clear penetrating finish. Show sanding techniques, use of tack rag, application of stain according to directions, and finish application. Supplies needed:
 - wood block
 - sandpaper
 - pigmented wiping stain
 - clear penetrating finish
 - tack rag
 - newspaper
 - rags to wipe on and wipe off stain and finish
 - block already prepared with stain and dried so finish can be applied

Wiping stains and penetrating finishes are suggested due to ease of application for beginners. However, they are not suited for every situation and all types of woods. Show 4-H'ers a copy of EC 84-407, **Refinishing Furniture** (for sale only) available as an additional reference from the local Cooperative Extension Service office.

Unit B - You've Got Rhythm (and Balance, Too)

I. To Learn:

1. Rhythm is repetition made by line, color, texture, shape, form or space creating movement that the eye follows.
2. Balance is placement of objects on either side of a central point creating a feeling of similar weight.
3. Balance can be formal, informal or radial.

II. Roll Call:

1. Clap the rhythm of the first line of your favorite song.
2. Give an example of rhythm in the room.

III. To Do:

1. Look around the room and identify rhythm in design, such as in paneling, wallcovering or a stair rail.
2. Ask the host or hostess to arrange the snack in radial balance - such as crackers or fruit circling on a plate, or pepperoni on pizza.
3. Illustrate balance by having two or three 4-H'ers sit at positions on a sofa representing formal and informal balance. Or, use a short board, three objects, and a wedge to show the principles of balance using the "teeter totter" concept.
4. Go "window" or "catalog" shopping. Note how displays or pictures do or do not use balance or rhythm.
5. Divide into groups of two or three 4-H'ers. Have each group create centerpieces for various occasions. The centerpieces should illustrate balance and rhythm. Supplies needed:
 - container
 - vases
 - ordinary household items such as fruit bowls, candles, fruit, figurines, mats, flowers, greenery, or dried grasses

IV. Possible Demonstrations:

1. Demonstrate how to mark the center of the huck fabric, what a pattern repeat is, and how to center a pattern repeat so that the edges of pattern will come out even. Demonstrate stitches used in Swedish weaving, and how to begin and end rows. Supply samples for 4-H'ers to try stitches. Supplies needed:
 - tapestry needles (#20, #22, #24)
 - six strand embroidery floss
 - huck fabric or aida cloth
 - straight pin
 - pattern planned on paper

Huck fabric may be available at local fabric or craft stores or through mail order sources. Contact your local Cooperative Extension Service office for more information.

2. Demonstrate balance with dresser items, doll furniture, centerpieces or wall hangings.

V. More Ideas:

1. Tour an art show or museum. Locate examples of balance, rhythm, color, texture, space, line or shape in the exhibits. Devise a scavenger hunt to locate examples of each.

BLOCK III - HOME — MY OWN PLACE TO LIVE

Unit A - It's Yours — So Take Good Care of It!

I. To Learn:

1. Surfaces and materials in the home require various cleaning methods and types of cleaners.

II. Roll Call:

1. Ask members to share what they do at home. (Some youth may think they are the "only ones" who help at home. They may be surprised to learn how many ways their friends help, too!)

2. Name one way that cleaning tasks could be done faster or easier.

III. To Do:

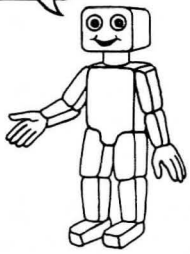
1. Have members make a cleaning kit if they do not already have one. Discuss various cleaners and safety considerations.

2. Organize a "clean community" day. The 4-H'ers can volunteer to help senior citizens or handicapped individuals with cleaning tasks, or help in cleaning a community building.

3. "Puzzle Fun." (Member's manual, p. 18).

D D A A G B L Z P Z A O
M A G X U J A D P A A R H
L X V G F E Z R I C O H
C W A X U X P O L I S H
D G C Y R A A Z L E H A
Z U U Z N T V P A L I C
F X U D I R T N M T N X
G B M D T U A R P T E U
L V L V U G T K S O A P
K K V M R W Z A C Z E M
V V C L E A N E R I N L
G G L U L T T U U R Z K
M M O P U E Z A B U F F
N W T C B R U S H L Z D
G O H P D T O L A J X E

CAN YOU FIND
MORE THAN
15 WORDS?



D D A A G B L Z P Z A O
M A G X U J A D P A A R H
L X V G F E Z R I C O H
C W A X U X P O L I S H
D G C Y R A A Z L E H A
Z U U Z N T V P A L I C
F X U D I R T N M T N X
G B M D T U A R P T E U
L V L V U G T K S O A P
K K V M R W Z A C Z E M
V V C L E A N E R I N L
G G L U L T T U U R Z K
M M O P U E Z A B U F F
N W T C B R U S H L Z D
G O H P D T O L A J X E

4. Visit a grocery store, home supply store or other store that sells cleaning products. Obtain permission from the manager to conduct the following activity. Have the 4-H'ers work in teams. Give each team a material (such as wood, vinyl flooring, or plastic laminate countertop). See how many cleaning products they can identify for that item. Make a friendly competition among teams with the same material!

5. Evaluate advertisements for cleaning products. Use videotapes of television ads, or clip advertisements from magazines. How complete is the information? Are safety precautions included?

IV. Possible Demonstrations:

1. Discuss the "Cleaning Suggestions" chart. Demonstrate the care and cleaning of each group of surfaces.

Unit B - Let's Get Organized

I. To Learn:

1. Organizing and storing possessions in available or created storage areas adds to the enjoyment of the home, and to the ease of use of the items.
2. The keys to organized storage include: 1) store items near place of first or last use; 2) store items where they are easy to get at; 3) items used together should be stored together; 4) store items where they will be protected and maintained.

II. Roll Call:

1. What was the last thing you have had to hunt for and why?

III. To Do:

1. Ask 4-H'ers to sketch a bird's eye view of a storage area in their room. Discuss what kinds of items members have that need to be stored or organized. Brainstorm possible solutions to any problems individual members have.
2. Go on a penniless shopping spree either by using a catalog or going to a department, variety, or hardware store. Compare storage items available to purchase. Fill out the "Consumer Comparison Chart." (Member's manual, p. 20).
3. Visit a lumberyard and examine the variety of brackets, bricks, blocks or other items available for shelf supports.
4. With permission, remove items from a member's closet or dresser. Make a plan for organizing the items improving the storage according to guidelines given. Replace the items according to the plan.

IV. Possible Demonstrations:

1. "Shelves." (Member's manual, p. 19). Supplies needed:
 - lumber or pre-cut shelf boards
 - supports such as brackets, bricks or blocks
 - sandpaper
 - tack rag
 - wood stain
 - clear finish
 - paint
 - brush
 - newspapers
 - paper towels
 - rags
2. "Storage Rack". (Member's manual, p. 21). Borrow various hooks, clips, and hangers from a lumber yard or hardware store to show variety available.
3. Demonstrate how to insert a toggle or molly bolt.

YEAR THREE

YEAR THREE is unique.

In the third year of the "Home Building Blocks" project, the three "blocks" of learning: "Color My World"; "It's All by Design"; and "Home — My Own Place to Live" all come together. The emphasis is on MATERIALS and TOOLS. The 4-H'er applies what she or he learned when making various items for the home.

YEAR THREE is flexible. YEAR THREE is different to help keep the interest of 4-H'ers through all three years of the project. You, the 4-H leader, will help make YEAR THREE a special year — a year of fun, learning and achievement for the 4-H'ers.

YEAR THREE club meetings are less structured. The 4-H'ers work at their own pace, on different activities. Encourage the 4-H'ers to share and talk about the items they are creating. Ask them to do short demonstrations of techniques and skills that they are learning.

Project Planning and Evaluation Sheet

The "Project Planning and Evaluation Sheet" is particularly important in YEAR THREE. The 4-H'er needs to preview the project manual to determine his or her interests. The activities of YEAR THREE are more complex than previous years, and take longer to accomplish.

Review the "Project Planning and Evaluation Sheet" at an early club meeting. As the 4-H'ers discuss their interests, they may find other club members with similar interests. Joint activities can be planned.

About halfway through the club year, review the "Project Planning and Evaluation Sheet" again, either at a club meeting, or with the individual 4-H'ers. Encourage them to record what they learned and to evaluate their progress.

Materials and Tools

The emphasis in YEAR THREE is on **materials and tools** and each activity in the member's manual contains a detailed list of needed supplies. Review the supply list with the 4-H'er before she or he begins an activity.

******Here's an idea:** A field trip to a local hardware store, lumberyard, fabric store, craft store, or art supply store can be informative and interesting. The 4-H'ers can learn more about the materials and tools used in YEAR THREE. The field trip provides an opportunity for 4-H'ers to comparison shop, look at cost, quality and quantity. The "Consumer Comparison Chart" used in YEAR TWO's "Closet Storage" activity can be used as a guide.

Planning Club Meetings

YEAR THREE is planned so 4-H'ers will create several items for the home, applying the learnings of the previous two years of the "Home Building Blocks" project. The activities of YEAR THREE are more complex, and extend over several club meetings. Further, the 4-H'ers in your club are likely to be working at different paces and/or on different activities. Balance the club meetings between group learning time and time for 4-H'ers to work on individual activities.

Begin your club meeting with a group activity. Vary the type of activity to make the club meetings more interesting. Use the group activities to expose the 4-H'ers to materials, techniques or ideas that they might not otherwise encounter through their chosen project activities.

Allow time for 4-H'ers to work on their chosen "Home Building Blocks" activities at club meetings. This provides an opportunity for you to give individual help and encouragement. It also gives time for the 4-H'ers to share what they are doing with other club members and to gain from others experiences.

Group Activities and Demonstrations

The type of activities and demonstrations that you choose depends on time, interests of 4-H'ers, available space, and supplies. The member's manual give you many ideas for activities and demonstrations.

Listed below are suggestions for activities and demonstrations, grouped according to the sections of the member's manual.

BE A WALL WIZARD

1. **Scale drawing.** Demonstrate the principle of scale drawing. Draw a 6-inch line, then draw the same line using a "1 foot = 1 inch" scale. Draw several lines of different lengths to scale. Draw a box to scale.

Demonstrate how to measure an item and draw it to scale. Have 4-H'ers work in teams to measure and draw several items to scale. Collect simple objects of various sizes; chose items that can be drawn on 8 1/2" by 11" graph paper, using the 1' = 1" scale.

2. **Elevation.** Follow the directions in the member's manual (p. 5) to draw a simple elevation of an interior wall.

3. **Wall Arrangement.** Ask each 4-H'er to bring a wall object to the club meeting. Using the floor, make an arrangement of the objects. Evaluate the arrangement using the GUIDES in the member's manual (p. 4).

DYEING TO KNOW ABOUT FABRIC

1. **Batik.** Depending on your needs, you can divide the batik activities over several club meetings. Follow the instructions in the member's manual for doing batik (p. 6).

At the first meeting, demonstrate applying wax to fabric for a simple batik design. To simplify the demonstration, make several samples ahead, showing different stages of doing a batik design. Show an example of your finished design. If possible, have the 4-H'ers try waxing a fabric. Experiment with different tools to apply wax.

At a second club meeting, dye the waxed fabric. Demonstrate dyeing the fabric, then let 4-H'ers try. You will want to plan other activities while the fabrics are in the dye mixtures.

At the third club meeting, remove the wax. Discuss how to finish the batiked fabric. If possible, show examples of finished batik projects. Discuss or demonstrate how to do two-color batiks. Show how batik can be combined with other techniques, such as tie and dye, embroidery or quilting.

2. **Quilting.** Demonstrate how to assemble fabric and batting for a quilt project, following the instructions in the member's manual for quilting a batik (p. 8). Show the importance of basting. Let each 4-H'er try making a few quilting stitches.

3. **Fabric stretchers.** Demonstrate stretching fabric over a frame. Have each 4-H'er try folding a mitered corner, as described in the member's manual (p. 9).

WOULD YOU WORK WITH WOOD?

1. **Buying Lumber.** Take a field trip to a lumberyard. Arrange in advance with the lumberyard owner, so that your club can have a guided tour. Ask for tips about selecting lumber. Let 4-H'ers compare the cost and quality of different types of plywood and board lumber. Look at supplies and tools for working with wood, such as nails, glue, hammers and saws.

Visit the paint department at the lumberyard, or make a separate visit to a paint store. Read labels and compare costs and uses of the different paints.

2. **Wood Techniques.** Demonstrate different techniques for working with wood. Consult the member's manuals for the different techniques used in "Home Building Blocks". Examples of techniques to demonstrate include: using a combination or framing square to measure; using a hand saw; sanding wood; making a butt joint; countersinking a nail; and making a pilot hole.

Check with the 4-H'ers. Perhaps there is a parent or relative of a club member who is an experienced wood worker. Invite this person to demonstrate techniques for working with wood. Ask this demonstrator to stress the importance of the maxim: "measure twice and cut once".

A MESSAGE ON METAL

1. **Repousse'**. Demonstrate a simple repousse' design. Let 4-H'ers try tooling the metal, using the techniques suggested in the member's manual. Discuss the types of designs that work effectively in repousse'.
2. **Tin Punch**. Prepare several tin cans, as described in the member's manual (p. 15). Demonstrate how to punch a design. Show the importance of establishing a rhythm. Encourage 4-H'ers to try the tin punch. Share ideas for tin can lantern designs.

RECOGNIZING ACCOMPLISHMENTS

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 planned state fair exhibits for this project. Consult your county premium or exhibit list for specific exhibit classes at county fairs.

Tie and dye, framed as an accessory

Needlepoint pillow

Family fire drill poster

for more information, see the YEAR ONE manual.

Swedish weaving

Nine-patch: wood, fabric, paper

Storage rack

for more information, see the YEAR TWO manual.

Scale drawing wall arrangement

Batik

Wood storage box

Wind chime

Metal tooling or metal punch

for more information, see the YEAR THREE manual.

Sharing Achievements

Set aside a special time to share the achievements of the members in each year of this project. The final club meeting of the year or a special "achievement" meeting might include an exhibit of member's work, demonstrations and presentations. Involve the families of the 4-H'ers in this special session to share what the project meant to the family.

Family and Community Service

The member's manuals suggest project activities to make items or do things for family or friends. As the 4-H'ers learn about their own home, they can also learn about other peoples attitudes toward their homes. Project activities do not have to be limited to the member's own home. Many project activities make excellent gifts — a special way to recognize accomplishments.

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

1. Make items to donate to a nursing home, senior citizen center, child care center, or hospital. Encourage the 4-H'ers to make the presentations in person.
 2. Give a demonstration on something learned in the project at a senior citizen center or nursing home.
 3. Donate their cleaning skills to the community center or local library.
- The 4-H'ers can come up with many of their own ideas!

A Comment on Recognition and Achievement

The activities and items made in this project must all be positive experiences for a 4-H'er. However, experimentation with new ideas and techniques takes time. Not all pieces can be "beautiful" or turn out "good enough" for a fair exhibit. Encourage the idea of making samples and the enjoyment of discovery and creation. Look for ways to recognize accomplishments other than through formal competition. Arrange for an exhibit at a library store window, hospital, etc.

When members share accomplishments or ask for feedback, be positive, supportive and honest. Stress the good things that they have done first; then, if necessary, offer some simple suggestions and possibilities for improvements. Help them to evaluate their own work.

Evaluating Accomplishments

A checklist and evaluation sheet is on the back of each member's manual. Use this as a guide for members to evaluate their own work. These are also the criteria that will be used in judging fair exhibits.

BEYOND THIS PROJECT

There are several additional Home Environment projects available for enrollment after "Home Building Blocks". Contact the Cooperative Extension Service office serving your area for more information.

Encourage your 4-H'ers to participate in other learning opportunities beyond this project to expand their knowledge and skills. Examples include participation in camps, field trips, tours, and career and business explorations. Related projects of interest include woodworking, sewing and clothing, consumer education, safety, money management, photography, personal development, and energy. For further information, consult the "4-H Project Selection Guide and Audiovisual Catalog" or contact the Cooperative Extension Service staff in your area.

Our thanks to you, the 4-H leader, who helps make it all possible!