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4-H HOME MANAGEMENT PROJECT / UNIT 1

GET SMART

LEADERS' GUIDE / FEBRUARY 1973 / MHM:91

(SEE MANAGEMENT THROUGH ACTIVITIES, AND RESOURCES SUCH AS TIME)

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Management is
deciding how you can use what you have
to get what you want

What you have to use
are called
resources.

Interests
Talents
Attitudes
Time
Go Power
Brain Power
Material Goods
Money
Community Resources

What you want
are called
goals.

Have a party
Learn to knit
Earn own money
Get a new bicycle
Join a basketball team
Make a new friend
Learn to play the guitar
Go to 4-H camp

The word SMART in the title of this project is an acronym for "See Management through Activities and a study of Resources such as Time." This project is therefore an introduction to the study of the management processes and what they can mean to individuals and families.

Who can take this project?

This project is designed for 9 and 10 year olds. However it can be used by older 4-H'ers as an introduction to the subject of management. Preferably, use this project before "Cash and Stuff," Money Management Unit I.

Because every individual manages, both boys and girls can profit from this project.

Content of the project.

The project is divided into 5 sections. The sections: "Grooming Your Bedroom," "Ways to Help at Home" and "Using Your Money Wisely" provide every day ways to apply management and learn to be a better manager.

The sections "You're the Manager" and "Making Decisions" provide a closer look at the various tools of management and what's involved in using these tools to accomplish the goals of an individual and family.

The content of each Home Management 4-H Project is our recommendation of experiences 4-H members should have. Some 4-H'ers will want to do much more than we have suggested. You, as the 4-H leader, therefore, may make substitutions as you feel appropriate in individual discussions with members. When adjustments are made, these should be printed in the members' book and you also should make note of changes.

Objectives of this project:

The primary aim of this project is to help young people begin to be able to make decisions which satisfy each individual's own goals and to give them some practice in decision making.

Secondly, this project aims to help young people begin to apply management to some personal and family living activities so they can learn to be good managers, first of their own resources and later in life of their own family resources.

Thirdly, this project aims to help young people begin to understand the parts of the management processes as they relate to personal and home management much in the way a study of sentence structure and punctuation rules help young people learn to write sentences and compositions.

Why Teach This Project?

Because of our fast-changing society, the ability to manage effectively assumes an ever increasing prominent role in self-development and family living.

Therefore, learning to manage should be part of each individual's education. The ability to manage one's personal and family resources does not come automatically with one's 18th or 21st birthday, or with a high school diploma or a wedding ring. Some people have more natural talent for management than others. These are so-called "born managers." But managerial skills can also be learned through study and practice.

Because we expect young people to cope with the problems of adulthood soon after their teen years, it seems wise to help them get prepared by teaching them to be good managers early in their 4-H activities.

Management has been defined in several ways but all the definitions place high emphasis on decision-making. Most experts believe that the heart of management is decision-making.

The kind of decision which is made will direct and guide events and actions into a planned course, rather than let events fall to chance. Yes, the decisions involved in management "make things happen" rather than "let things happen."

Developing good management ability uniquely equips individuals to deal effectively in two ways with problems of today and those of the future that are as yet unknown:

--by stressing how to use management as a means of accomplishing whatever goals are desired. The goals can change--so can the times and one's situation but the processes of management remain the same.

--by stressing how to make decisions rather than what the decision should be.

If you need additional background information about management, see the appendix.

Your Responsibilities As a Home Management Leader

Your responsibilities will be:

1. To interest members in this project. (See Appendix I for suggested methods)
2. To guide the thinking of the members as they study this project.
3. To help members to seek alternatives.
4. To help members learn to make their own decisions based on their own values and to meet their own goals. Avoid imposing your values, goals and decisions upon the members.

Steps in Completing this Project:

First year:

To complete the requirements listed in the members' guide on page 1 and 2, members will need to study the sections: Grooming Your Bedroom, Using Your Money Wisely and Making Decisions.

Second year:

To complete the requirements listed in the members' guide on pages 1 and 2 members will need to study the sections: Grooming Your Bedroom, Ways to Help at Home and You're the Manager.

MAIN IDEAS AND TEACHING SUGGESTIONS IN EACH SECTION OF THIS PROJECT

Grooming Your Bedroom

1. This section pertains to basic activities which offer opportunities for individuals to practice management in their own sleeping area and with their own clothing.
2. The first step in practicing management is to know what your goals are. This can necessitate a decision before going further. Therefore, the first step in this section is for each individual to decide on his goals for grooming his bedroom or area where he sleeps.
3. Dividing activities into the three parts of: getting ready, doing the job and cleaning up is helpful in applying management to work activities.
4. Opportunities for choosing among alternatives are provided throughout the chapter. For example, beginners at making beds can be shown one good method of doing this task. Yet they should be encouraged to determine whether this method or another one will be most satisfactory for meeting their goals.
5. Only a few suggestions for things to make are provided because emphasis should be on the mental activity involved rather than on making objects, although carrying out decisions is a part of management.

Teaching Suggestions for 1st year

1. Suggested activity to introduce this section to large groups:
Purpose: To encourage the members to think about the need for order and cleanliness in one's sleeping area and the need for clean and neat clothing.

Have one or more members make up and act out a short skit on "The Usual Confusion of Getting Ready for School." (The actors could exaggerate the sources of confusion).

Then, the leader should ask the group to make suggestions for ways to eliminate some of the confusion and to use time wisely. Suggestions should include some of the ways to deal with this problem which were discussed in the project guide: keeping furnishings in the sleeping area and personal clothing orderly, accessible and clean. Suggestions should point out that individuals' solutions to the problems may vary because of different situations and goals. No exact answers should be stressed; rather, begin thinking of how to arrive at solutions and how to understand the thinking behind the actions.

2. Use the questions listed in the members' guide in the section on "things to decide while choosing goals for grooming the bedroom" as an aid for discussion.

Ask the members to make suggestions about the goals a person might have for grooming the bedroom or sleeping area. Write questions so group can see them and leave enough space so you can write the suggestions given by the group. May use chalk board or sketch pad to list ideas.

3. In teaching methods of making a bed, you'll probably want to demonstrate the techniques described in the project guide. You can do your demonstration and let the group practice with an actual bed.

If an actual bed isn't practical, you can improvise a small model bed by using a sofa or chair cushion as the mattress. Making a model bed by this method is preferable to using a doll bed which is too miniature for the group to see or practice on.

Directions for improvising a model bed:

- a. Cover a sofa or chair cushion with a piece of old sheet or remnant of fabric to represent a mattress cover, if desired.
- b. Make 2 sheets from an old sheet or remnant of fabric. On a chair cushion measuring 23" x 21 1/2" x 3 3/4", use 2 1/8 yds of 36" wide fabric to make 2 sheets.
- c. Make a blanket from an old blanket, a large bath towel or part of a beach towel. On the size chair cushion mentioned in step b, half an old beach towel will make a blanket.

- d. Make a bedspread from old fabric or another towel. On the size chair cushion mentioned in step b, one yard of fabric will make a bedspread.
 - e. To make a pillow, use a piece of foam or a couple of hand towels. Cover the pillow with a piece of fabric to represent a pillowcase.
4. Discuss the suggestions for reaching goals in keeping a person's bedroom neat and the suggestions for reaching goals in keeping clothing clean and tidy, using the members' guide as an aid in discussion.

You don't have to go into much detail on this information because members will need to study this section again in the second year.

Teaching suggestions for 2nd year

1. Review making a bed, putting emphasis on discussing why this method has been chosen.
2. Discuss and demonstrate the suggestions listed for reaching goals in keeping the individual's sleeping area neat.
3. Discuss possible goals in keeping the bedroom neat.
4. Let the members make their own inexpensive wastebaskets.
5. Discuss possible goals in keeping clothing neat and clean.
6. Discuss and demonstrate the suggestions for reaching goals in keeping clothing clean and tidy.

Ways to Help at Home

1. This section introduces the word "resources" and explains that time, equipment (dishwasher) and water (utilities) are examples of resources that can be used in accomplishing one's goal in washing dishes.
2. A simple way to explain what happens when one uses management as a means to an end is: Think about what you are going to do, why you are planning to wash dishes and how you are going to get them washed.
3. Opportunities for learning to make decisions about one's goals in accomplishing the task and for learning to meet these goals are provided.

Teaching Suggestions

1. Discuss possible goals in washing dishes.
2. Explain what a resource is and what resources are mentioned in this section. See You're the Manager for explanation of resources.

3. Demonstrate the 3 parts of doing dishes: getting ready, doing the job and cleaning up.
4. Soil some dishes with catsup, mustard and chocolate pudding and let the members practice washing the dishes.
5. The slides and script, "How to Save Thirty Minutes a Day," may be used as a teaching aid. These slides illustrate effective and time-saving methods of washing dishes. Contact your local Extension office to order the slide set.

Using Your Money Wisely

1. This section pertains to managing the resource of money. The youngster first takes into account how much money he has to use. After this is established, he makes decisions as to how he will use his money (selection of goals) and the time it will take to accomplish each. As he follows his plan he makes decisions as to whether he should follow his original plan or change his plan.
2. In this section an attempt is made to teach a youngster how he can increase his resource of money. He also should be able to distinguish between doing jobs for pay and assuming some responsibility for sharing work in the home without being paid.

Teaching suggestions

(Purpose of discussion and activities is to involve members)

Discussion Questions:

Possible Answers:

(May use chalkboard or sketch pad to list ideas)

1. Where do you get your money?
2. What are the advantages and limitations of each of these ways of getting money?

1. Allowance--receives a specific amount at specific times
2. Handouts--ask parents for money when you want to buy something
3. Gifts
4. Earnings

Allowance--the allowance method is certain. A person knows the amount of money he can expect and when he will receive it. He can make plans as to what he will buy and when.
Handout--a person must ask for the money. Whether he gets the money or not depends on whether his parents (a) have the money at the moment; (b) think the child should have the article or do the activity; and (c) mood of parents.
Gifts--gifts of money are nice to receive but most uncertain. One better not count on getting it until it is actually received.

Earnings--amount depends on the number of jobs available and someone being willing to pay for the job to be done. A person may not know how to do some jobs that need doing. Earnings may allow a person to have more money to spend. A person feels good about having earned his own money. Working for money should be fun.

3. Doing jobs at home

Ideas to bring out in discussion: Each person is a member of a family and shares in the income (clothing, food, bed); we have things done for us (example: food prepared) because we live in this family. Should we expect to receive all of these things that our family gives us without doing something in return? Examples: Make your own bed; hang up clothes. What other jobs should we do?

Should we expect pay for doing any jobs at home? Which ones? How much should the pay be?

This depends on the time required, how well the job is done and how much parents can afford to pay. When a person has never done a job, he shouldn't expect as much pay as if he has done the job several times and can do it well.

4. How can we save to buy the things we want but do not have enough money for at the present time?

One lesson to learn is how to save to be able to buy or do the things that take more money than we have at present. However, we won't get very far trying to teach "Save for Savings' Sake." In discussion, talk about what one is likely to want to buy next week or next month. Get suggestions from members on what they expect to buy in the near future.

5. Demonstration: Making a bank

Use a soft drink can. Cover it with any of the following:

1. Brown paper--decorate it with felt tip pen or cut outs of paper or pictures. A picture of the thing a child is saving for may be used.
2. Gift paper.
3. Plastic self-adhesive cover.
4. Cloth--glue at the seam.

If the group is small and work space is available, each member could make a bank at a club meeting. If a demonstration is given, the members may wish to bring the bank they have made to the next club meeting. Warn them not to bring money.

You're the Manager

1. This section contains explanations of the processes of management and the various elements of management as applied to individuals and families.

Teaching Suggestions

1. Use the slide set, "Getting the Things You Want," to help teach this section. Contact your local Extension office to order the slides.
2. Play the management game. You can play this game whether you use the above slides or not.
 - a. Put a large piece of paper on the wall or use a chalk board.
 - b. Write the word "goal" on the paper or chalk board.
 - c. Ask someone in the group to name something he wants and write this opposite the word "goal."
 - d. Then have the members tell you which resources are needed to reach this goal and why. As they name a resource, write the words on the paper or chalk board.
 - e. Do this several times until the members see how resources can be combined in different ways to reach different goals.

Making Decisions

Management experts stress the increasing need for adults to be able to make decisions. Experience has shown the advantages of using this ability and the frustrations and tension which result from the inability to make decisions. Decision-making is an important aspect of managerial ability because it is the key to making things happen instead of letting things happen.

The ability to make satisfying decisions is a skill which can be learned, and it develops and improves through practice. The pre-teen years are none too soon to introduce youngsters to some of the simple ideas involved in making decisions.

Individuals and families constantly face situations requiring decisions and actions. These decisions have been classed into two types:

1. routine where the action is based on habits. Habits are valuable in management. It's too time consuming to make deliberate decisions about everything you do.
2. genuine or deliberate where the action is based on conscious thought. Many problems are so big or so important that they can only be solved by this kind of decision. This kind of decision is more complex and requires more study to become good at making than do routine decisions.

This section in the members' guide concerns only genuine or deliberate decisions. Also, this section involves two basic aspects of decision-making: (a) considering alternatives for solving the problem and (b) weighing the consequences of various alternatives.

Because this section is an introduction to the topic of decision-making, just one way of making decisions is suggested in this section. This method has been designated by some management experts as the computer method. Research in the area of home management has found that there is more than one way of making decisions and that no one way serves as a pattern in all situations. But helping youngsters get some experience with this method will help them begin to learn how to make satisfying decisions.

Remember, however, that the steps listed in this method are only a guide, not a rigid method which must always be followed for success. Human beings are involved in the decisions being made and they won't be as mechanical as the computer for which this method is named.

Teaching Suggestions

1. Explain the 7 step method listed in the members' guide to think about what goes on in our minds when we make deliberate decisions. Use the example provided in the members' guide.
2. Choose a problem the 4-H members might have which requires a deliberate decision, and let them think through the steps together. See Appendix for Examples.
3. Ask the members to complete the activity in the "Making Decisions" section in the members' guide. Then have members discuss their answers.

Appendix I

Ideas to Interest Members

Use one of the following ideas, depending on the situation and the technique which will work best for your group.

1. Show the first part of the slide set, "Getting the Things You Want." Contact your local Extension office to order this slide set.
2. Use the puppet show, "Make It Happen." Obtain a copy of this show from your local Extension office.
3. Give the following demonstration on "Banks Aid Money Management."

Make three banks using soft drink cans. Paint each can or use a covering. A cover may be plain wrapping paper, gift wrapping paper or a plastic self-adhesive covering. The plain paper may be decorated with cut-outs or crayons, etc.

Label the banks "Save," "Spend," and "Give" ("Gifts").

The purpose of this demonstration is to create interest in selecting the project "Get Smart" rather than the activity of making banks. In presenting this demonstration, emphasize the following points to successful money management:

(a) Very few people have or will ever have all the money they could use. The secret is to learn to use wisely what you have.

(b) To be a good money manager, you must first know how much money you have to spend. Then you must know what you want to use your money for.

--Give (Gifts). Some of our money is for sharing. We may buy birthday gifts for someone.

--Spend. We spend some of our money very soon after we receive it.

--Save. Some things we want to buy cost more money than we receive at any one time. To buy these things we need to save some of our money.

Making the decisions about how we will use our money is called money management. You will learn how to manage your money from the project "Get Smart."

Appendix II

Background Information About Individual and Home Management

- . Management is a mental activity that you can't see but it shows up in the things you do.
- . Management isn't as exact a science as chemistry or physics, because it is concerned with human beings and the way they act. However, research has supplied much information about applying management to individuals and families.
- . There is no exact "recipe" for good individual and home management. Good management is not a list of fixed rules for housekeeping, or living. All management teaching should emphasize the person's decisions. Management is not a finished product. It is an on-going activity that is a means of accomplishing one's goals or those of one's family.
- . In the Teacher's Guide written by Margil Vanderhoff for the book "Home Management Is. . ." Esther Bratton points out "Management competence is gained by learning how to decide for oneself what to do."
- . Over the years the study of home management has revealed that what goes on in managing is a complex form of human behavior and not a simple 1-2-3 matter. Perhaps using the words "management processes" in the plural will help you visualize that more than one kind of mental activity takes place as one manages.
- . Management requires individual thinking because individuals and families differ in the combination of values they hold--in the goals they seek--and in the resources that are available to them.

Appendix III

Examples of Deliberate Decisions

Example A

1. Think of a decision you need to make.

Whether to have a party. I haven't entertained my friends for a long time. It would be fun to have one so we could have a good time together.

2. Think about all the possible ways of doing it.

I could entertain my friends at home. We could play games and have refreshments.

I could pay for my friends and me to go roller skating and treat them to refreshments at the roller skating rink.

I could pay for my friends and me to go roller skating and provide refreshments at my home.

I could suggest that my friends and I go "dutch treat" to the movies and then have refreshments at my home.

I could decide it was too much trouble to have a party.

3. Think about what will happen if you choose any of these alternatives.

If I entertain at home we could use our family room for the party. I do not have much money saved from my allowance so if I took my friends out for the party I'd have to have some help on the finances from my parents. If I entertain at home it would be cheaper.

Some of my friends don't roller skate, or like to go bowling so I couldn't invite all of my friends to that kind of party.

Some of my friends wouldn't be able to afford a "dutch treat" party and I don't want to leave them out.

If I decide it is too much trouble to have a party, we won't have fun together. Also, I won't be able to return the hospitality of my friends who have entertained me.

4. Choose the best way to get the job done.

I decided that I wanted to have a party at my home.

My parents said it would fit into their plans to have a party in about two weeks.

5. Carry out the way you choose.

Make detailed plans for the party. Have the party.

6. Ask yourself:

Am I pleased with the outcome? Why? What do I need to do differently next time?

The party was a big success. Tell why. Think of something you might improve or change the next time you entertain your friends.

7. Use these answers when you need to make another decision.

Use the results of thinking this problem through in making future plans.

Example B

1. Think of one decision you need to make.

You have been riding your bicycle to school for several years. Recently an expensive part broke and you are trying to decide whether to repair your bike or get a new bike before school starts as several of your friends have done.

2. Think of all the possible ways of doing it.

1. Repair the old bicycle.
2. Buy a new bicycle which you and your parents can afford now.
3. Buy a used bicycle which has been advertised in the newspaper.
4. Wait until you have saved money enough to buy a more expensive 5 speed model.

Factors affecting your choice:

You have had odd jobs after school and weekends so you have a little money saved. If your parents help you buy the bike you can afford a regular model but not a 5 speed model.

Your parents have said they could contribute up to \$20 towards the purchase of a new bike.

You investigate repairing your present bicycle and find that the cost of repair is high.

3. Think about what will happen if you choose any of these alternatives.

If you choose way number 1, you and your parents will have to pay more than the bicycle is worth and you will still have an old bike which will need new tires next year.

If you choose way number 2, you will have a new bicycle like some of your friends and one which you and your parents can afford now but you will use up your savings and have no money left to buy Christmas presents.

If you choose way number 3, you will have a bicycle which is new to you. It will take some time and effort to find a suitable model to buy. Because a used bike will cost less than a new one, you can use a similar amount of your savings and your parents will need to contribute less than if you buy a new bike. You will have some of your savings left to buy Christmas presents. You might have to paint the used bicycle but your Dad has some paint on hand so all the painting will cost you will be a little of your time.

If you choose way number 4, you will not have a new bike when school starts because it may take you a long time to save enough money for the more expensive model. Also, while you are saving for this bike you won't be able to buy other things or if you do, it will slow down your savings.

4. Choose the best way to get the job done.

I decided to buy a used bicycle from an ad in the paper.

5. Carry out the way you choose.

My Dad and I read the ads for two weeks and found a used bike to buy which was in good mechanical condition. It was just a little scratched and rusted so when it is painted it will look just like new.

6. Ask yourself:

Am I pleased with the outcome? Why? What do I need to do differently next time?

Yes, I like my used bicycle because it gives me a bike in good mechanical condition and looks new. I have some money left for Christmas presents.

Next time I want a used bicycle I might consider going to the annual sale at the police department. That would save me on the time and effort of looking at bicycles advertised in the newspaper.

Or next time I want to buy a bicycle, I will try to save enough money to be able to buy a racing model.

Example C

1. Think of one decision you need to make.

Which 4-H project to take later this year.

2. Think of all the possible ways of doing it.

1. I could take the dog project.

2. I could take the bicycle project.

3. I could take an electric project.

3. Think about what will happen if you choose any of these choices:

To help you decide which of these three choices to pick, ask yourself such questions as:

1. Which project will help me learn something new and useful?
2. Who will help me study this project?
3. Are the material resources needed for this project readily available? Example: tools, supplies, money
4. Will extra time be needed to complete this project? Can the project be completed before the end of this school year?

If you choose the dog project, you will learn how to train your new dog. There is a leader who will be starting to work with 4-H members on this project in two months. The meetings will be held at a place you can easily get to. Not much money will be required to complete this project nor will special supplies or tools be needed.

If you choose the bicycle project, you will learn about the safe use of bicycles. The leader won't be starting to work on this project until the spring. The meetings will be held at a place requiring a long bike ride to get there. The meeting will be held at the same time you have your music lessons. Not much money will be required to complete this project nor will special supplies or tools be needed.

If you choose the electric project, you will learn a lot of new information. The leader for this project lives in another town so your parents will have to drive you to the meetings. This project will not require you to spend much money but you will need some supplies and tools and you will need to spend extra time to complete the project.

4. Choose the best way for you to get the job done.

You enroll in the dog project.

5. Carry out the way you choose.

You complete the dog project.

6. Ask yourself: Am I pleased with the outcome? Why? What do I need to do differently next time?

Yes, you enjoyed the dog project because you now have a better understanding about how to care for your dog. You didn't have to go a long distance to the meetings and they didn't conflict with your other outside activities. You didn't need any extra money or supplies for this project.