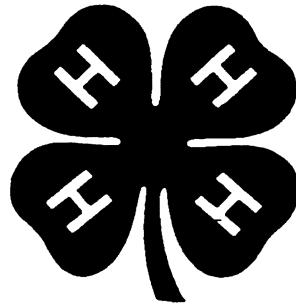


# Management Matters

4-H HOME MANAGEMENT LEADER'S GUIDE



**Virginia Cooperative Extension**

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## OVERVIEW OF MANAGEMENT MATTERS

This project is an introduction to using management to reach goals. Incorporated in this project are the concepts of goals, resources, decision-making and the management process.

As the title of this project suggests, management does matter. Management skills are important for all individuals. These skills help individuals have control over their own lives and fulfill their need for self-actualization. Therefore, learning how to manage equips young people for dealing with the changes, complexities and challenges of life.

While this project is designated as a "home management" project, the approach used throughout the lessons is that of management of personal resources, dealing with those goals and resources within a youngster's immediate world.

### THE 4-H MEMBER

This project is designed for both boys and girls in the 5th grade of school.

### PROJECT DESIGN

A complete teaching packet has been designed for each leader. The main component of this packet is the leader's guide. The youngsters enrolled in this project will receive a series of worksheets.

The project is designed to be presented under the direction of a leader-teacher with groups of youngsters. The lessons are planned for six 50-minute class periods during the school day. The six lessons can be used as a six-day unit or as weekly or monthly lessons depending upon the situation.

A variety of learning activities have been suggested for each lesson with emphasis on action-oriented experiences. Two slide sets have also been developed for use with this project. The last lesson is intended to summarize concepts and to evaluate the youngsters' progress.

The subject matter in this project has been greatly simplified and geared to the needs, interests, and abilities of most 10 year olds. Needless to say, this project is merely the beginning of the study of management of either personal or family resources. Youngsters may continue the study of this subject with other 4-H Home Management Projects.

Outlines for each lesson in the project provide the following information:

- .generalizations
- .specific objectives
- .suggested activities accompanied by scripts for skits, directions for games and other special activities
- .worksheets for the youngsters.

Leaders should view the suggested activities as guides and adapt the material to suit their groups.

## PROJECT RECORD SHEET

The worksheet for Lesson 6, "Management Wrap-Up," should be used as the record sheet for this project. Simply make a copy of the completed worksheet and use as any record sheet.

## GETTING READY TO BE A LEADER

You do not have to be a management expert to teach this project. Background information about management to add to your knowledge is provided within the leader's guide. This information is designed to help you in answering questions.

As you get ready to teach, become familiar with all of the lesson activities. Many of the teaching aids are ready for use. A few require minimum preparation by the leader and/or youngsters.

## TEACHING EQUIPMENT NEEDED

Blackboard  
Overhead projector  
Slide projector and screen for lessons 2 and 3

Slide sets for lessons 2 and 3 and transparencies for lesson 4--available on loan from Janice Woodard, Extension Specialist, Home Management and Equipment

## BACKGROUND INFORMATION ABOUT MANAGEMENT

To teach management on any level of complexity, the following underlying ideas must be considered:

--Management is a dynamic type of behavior. According to Deacon and Firebaugh, "Management is not a general rigid set of actions but is a set of flexible responses to a particular situation. Its actions are goal directed and are related to available or obtainable resources." (1)

--While most home management experts use the term "process" to help explain the components of management behavior, Deacon and Firebaugh's research goes even further. They have developed a systems approach for studying home management. This systems approach emphasizes inter-relationship, interdependence and interaction in management behavior.

--Management requires a combination of mental activity as well as physical activity. The mere performance of work is not in itself managerial behavior. Yet planning--one of the most emphasized steps in management -- alone does not constitute management.

--Management is not a simple type of behavior in which goals can be reached easily. Gross, Crandall and Knoll point out two major factors that account for the complexity of management. "First the individual or family has multiple goals and relatively limited resources. The available resources may be needed for more than one goal, and so choices must be made. Every decision involves a choice. Second, the family does not have complete control over its resources. Pressures and events in the larger environment

often compete with the family's goals in their demands upon family resources, and the amounts of certain resources available to the family may be beyond its control. Nevertheless, advances in the physical and behavioral sciences, coupled with unprecedented developments in technology, make it more feasible than ever before for family members to control their destiny, or determine the kind of life that will be most meaningful for them." (2) These same ideas apply to individuals and their management.

- 1) Deacon, Ruth and Firebaugh, Francille. Family Resource Management: Principles and Applications. Allyn and Bacon, Inc., Boston, 1981.
- 2) Gross, Irma, Crandall, Elizabeth, and Knoll, Marjorie. Management for Modern Families, Appleton-Century-Crofts, New York, 1973.

#### GENERAL INSTRUCTIONAL OBJECTIVE

This project will enable 4-H members to understand basic techniques in using management to solve problems in daily living.

#### SUMMARY OF GENERALIZATIONS IN THIS PROJECT

1. Management is using what you have to get what you want.
2. Goals are what you want.
3. Resources are what you have.
4. Management can be used by everyone throughout life.
5. Management is an important skill because:
  - (a) it helps individuals reach desired goals
  - (b) it helps individuals make things happen instead of let things happen.
6. Using management requires thinking plus doing.
7. Using management requires making decisions--choosing among alternatives.
8. Goals give you a sense of direction--definite aims to help you accomplish what you want or need.
9. Everyone has different goals. They are a personal matter that differ with each individual.
10. Sometimes goals conflict and decisions must be made.
11. Everyone has resources to be used.
12. Resources include: skills, energy, knowledge, ability to think, attitudes, interests, time, money, material things, information, community services, natural resources, and space.
13. Since everyone has different resources and different amounts of them, decisions must be made to make the best use of resources.
14. Using management involves: (A) setting goals, (B) planning, (C) acting, checking and adjusting, (D) judging results.

15. Setting goals determines the ends you wish to reach or what you wish to accomplish.
16. Planning is deciding how you are going to reach your goal and what resources you will use. A plan is a method for action outlined ahead of time.
17. Acting is carrying out the plan. No plan is likely to work perfectly and automatically. Checking and adjusting are required to make sure the plan as it is carried out does take you toward the goal you wish to achieve. Checking is examining the action to see how well the plan is working. Adjusting is making changes when necessary in carrying out the plan to help reach the pre-determined goal. Adjusting is used when situations change or when plans don't work.
18. Judging results is seeing if you reached your goal, finding if your plan worked and deciding how to make improvements in the plan for the next time.

## Lesson 1

### FOR TEACHER'S INFORMATION

By the time most children are 10 years old, they have had experience in formulating goals and using resources to reach those goals. However, at this age few children would identify this activity as management.

Lesson 1 is designed to help youngsters gain an awareness of the activity involved in reaching goals. Later lessons will build on this awareness by showing the actual steps involved in management.

Management is a process. However, in the lesson(s) management is simply described as "using what you have to get what you want." This definition should be easier for youngsters to understand than the term "process."

A discussion of management would not be complete without some mention of decision-making. Decision-making is necessary in almost all managerial activity and for this reason it has been called the "core of management." In this lesson we introduce the idea that management involves decision-making, but this idea can be reinforced by the teacher at the appropriate time in other lessons.

## GETTING ACQUAINTED WITH MANAGEMENT

### Lesson 1

#### Generalizations

1. Management is using what you have to get what you want.
2. Goals are what you want.
3. Resources are what you have.
4. Management can be used by everyone throughout life.
5. Management is an important skill because:
  - a) it helps individuals reach desired goals
  - b) it helps individuals make things happen instead of let things happen
6. Using management requires thinking plus doing.
7. Using management requires making decisions--choosing among alternatives.

#### Objectives

The youngster will be able to:

1. Identify the meaning of the terms: management, goal, resources.
2. Identify that management can be used by everyone throughout life.
3. Identify two reasons why management is important:
  - a) it helps individuals reach desired goals
  - b) it helps individuals make things happen instead of let things happen.
4. Identify that management requires thinking plus doing.
5. Identify that management requires making decisions.

#### Materials and Equipment Needed

- 3 copies of "Introductory Skit", 392-100
- 4 copies of "To Tell the Truth About Management" skit, 392-107
- 7 copies for each youngster of worksheet "Getting Acquainted with Management", 392-101

#### Advance Preparation Suggested For Teaching The Lesson

Students who will perform in these skits should be selected prior to this class period. Each performer should be encouraged to read and become familiar with the script before coming to class.

#### Suggested Activities (listed in sequence)

1. Brief (5-10 minutes) introduction by the leader about this 4H project to set the stage. Simply tell the plans for studying this project. It is not necessary to go into any more detail than you feel the group needs before launching a new activity.
2. Lesson opener: Management Skit performed by youngsters. (Introduces the terms management, goal, resource)
3. Following skit, leader discusses ideas with youngsters using the following series of questions:
  - a. What do you think Bill meant by the word "goal"?
  - b. What term means "using what you have to get what you want?"
  - c. What is a resource?

- d. Does everyone have the same resources?
  - e. In the skit what were the two reasons Bill gave for management being important?
  - f. Since Amy had to plan ahead to make her mother's present and to save the money to buy a card, would you say management involves both thinking and doing?
4. Skit "To Tell the Truth About Management" performed by youngsters with the leader acting as master of ceremonies.
  5. After the skit, leader asks youngsters the following:
    - a. All of the managers in the skit we just saw had to make decisions. Why do you think decision-making is used in management?
    - b. What did all of the contestants have in common?
    - c. Why does a baseball team manager have to use management?
    - d. Why does a restaurant manager have to use management?
    - e. Why does a student have to use management?
  6. Youngsters will complete worksheet entitled, "Getting Acquainted with Management."

## Introductory Skit

### Characters

Bill, David, and Amy are 5th grade students

### Setting

David and Bill have just gotten off the school bus and are walking home. On their way home they pass Amy on the sidewalk.

### Dialogue

Bill: Guess what? My class is going to learn about management.

David: Management? What's that?

Bill: The teacher says management is a way of using what you have to get what you want.

David: What do you mean by "what you have" and "what you want"?

Bill: Well, a goal is what you want and a resource is what you have.

David: I've heard the words "goal" and "resource" before, but I didn't know they were a part of management. How do you use goals and resources to get everything you want?

Bill: No one can get everything he wants, but using management can help you get what is most important to you. Management makes things happen instead of letting things happen.

David: I still don't see how you use resources and goals and management. Can you explain it?

Bill: Well, for example, I have the goal of going to camp this summer. This is what I want. Free time is my resource since I can use it to earn money to pay the fees. So you see, management is going to help make things happen for me! You can use management to help you reach your goals, too.

David: I think I see what you mean. I'll have to use management to reach my goal of being the best swimmer on the block.

Bill: Good luck reaching that goal. Swimming is hard work. It is a good thing everyone has different goals and resources to use in management.

David: Oh, there's Amy. Hi Amy!

Amy: Hello David and Bill. Would you like to go with me while I buy my mother a birthday card? I made her a present to save money but I've decided to buy a card.

Bill: David and I've been talking about how management helps a person use what they have to get what they want. Sounds like you've been using management to reach your goal of giving your mother a birthday present and a card.

David: Bill, I hope you will tell us more about what you learn in your class about management.

## "TO TELL THE TRUTH"

(About Management)

Characters: Contestant #1, Baseball team manager (student)  
 Contestant #2, Restaurant manager (student)  
 Contestant #3, student (student)

Master of Ceremonies (teacher)

Master of Ceremonies:

Hello there, ladies and gentlemen. So glad you could join us today for our show "To Tell the Truth."

On our show today we have three contestants and all of them claim to use management. It will be up to you, the viewing audience, to decide which of these contestants is telling the truth. Will it be Contestant #1 (stands), Contestant #2 (stands) or Contestant #3 (stands)?

To help us in deciding who is telling the truth, let's let all of our fine contestants tell why they claim to be using management. Viewing audience, please hold your questions and comments to the end.

We'll first hear from Contestant #1. Please tell us about yourself.

Contestant #1: My, it is great to be on the show today. My name is (first name) and I'm a baseball team manager.

Master of Ceremonies: (first name), just exactly what do you do as a baseball team manager?

Contestant #1: I do a lot of things to help the coach during the season. I keep track of the equipment so it will be ready for the team to use. I keep the batting averages and other records. Sometimes I help the coach supervise practice sessions. Have you ever seen our team play? You should come to a game sometime.

Master of Ceremonies: Do you mean you have a goal of helping the team win a pennant?

Contestant #1: That's right.

Master of Ceremonies: Would you say making decisions about using resources is a large part of your job?

Contestant #1: Yes, I have to decide when the team needs new equipment and where to buy it. The team's equipment is one of our valuable resources.

Master of Ceremonies: Okay, Contestant #2; Contestant #1's story is going to be hard to beat, but I'll give you a chance. Tell us about yourself.

Contestant #2: Hello, my name is (first name), and I'm the Manager of a restaurant in town. My job is to make sure my customers get good, hot meals, so that my restaurant will make lots of money.

Master of Ceremonies: It sounds like you have the goal of getting lots of business by serving good food. Is that correct?

Contestant #2: Yes, it is.

Master of Ceremonies: Tell us about your job.

Contestant #2: I have to plan what food to buy, as well as make sure there are plenty of cooks and waitresses. I see that the money is used wisely to get all the things you need to run a restaurant and stay in business.

Master of Ceremonies: Would you say you spend a lot of time making decisions about using resources?

Contestant #2: Yes, because if I didn't make wise decisions about using resources, we would go out of business.

Master of Ceremonies: Thank you. That will be all the questioning for now. Contestant #3, please stand up and tell us about yourself.

Contestant #3: I thought you'd never get to me. My name is (first name), I am a student at \_\_\_\_\_ school.

Master of Ceremonies: You say you are a student? What does that have to do with management?

Contestant #3: Well, I have goals. One goal I have is to make good grades.

Master of Ceremonies: What things do you do that would show that you are involved in management?

Contestant #3: Well, I have to use all my resources so I can reach my goal of doing well in school. I have to decide how much of my time and energy to use for studying. I also have to use other resources such as books, pencils, and paper.

Master of Ceremonies: It sure sounds like you have to make decisions about the use of your resources in order to be a good student.

I guess it is time to ask the final question. Viewers, which of our contestants do you think is using management? #1, #2, or #3?

(The class answers)

Now is the time to find out which of our contestants is using management? Will the real contestant who uses management please stand up.

(All contestants stand up)




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 (Your name)

## GETTING ACQUAINTED WITH MANAGEMENT

## Worksheet Lesson 1

MANAGEMENT IS USING WHAT YOU HAVE TO GET WHAT YOU WANT.

1. Unscramble the words in these sentences:

Using what you have to get what you want is TNMAGANEME \_\_\_\_\_.

What you have is a SUCSREOER \_\_\_\_\_.

What you want is a LAOG \_\_\_\_\_.

2. Why is management an important skill? (Check two)

\_\_\_\_\_ Management helps make things happen.

\_\_\_\_\_ Management tells you what to do so you don't have to think very much.

\_\_\_\_\_ Management lets things happen.

\_\_\_\_\_ Management helps you decide your own ways to reach your goals.

3. What are some of the things you need to do when you use management? (Check as many as apply.)

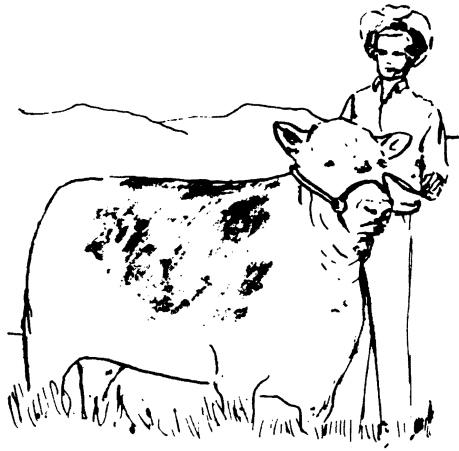
\_\_\_\_\_ just think

\_\_\_\_\_ just do things

\_\_\_\_\_ think and do things

\_\_\_\_\_ make decisions

4. Who can use management? (Check all that apply.) Also, tell why these people need to use what they have to get what they want.

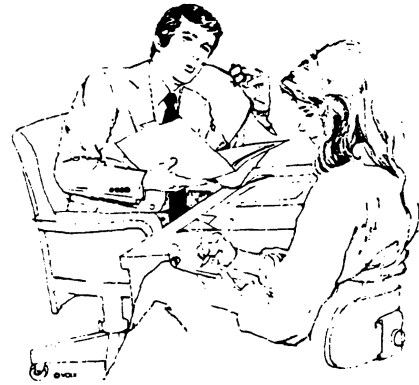


A. \_\_\_\_\_

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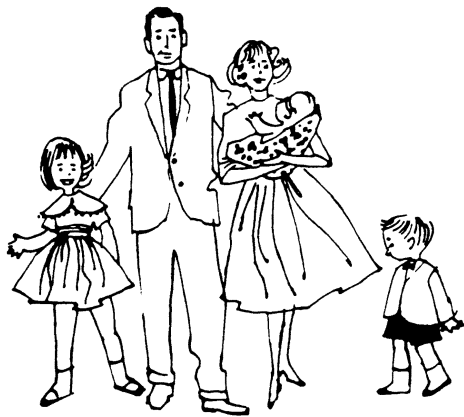


B. \_\_\_\_\_

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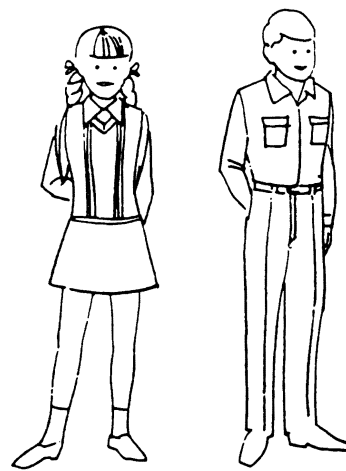


C. \_\_\_\_\_

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D. \_\_\_\_\_

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## Lesson 2

### FOR TEACHER'S INFORMATION

Goal setting is a process which continues throughout life. Individuals set goals to satisfy their basic needs and to make their lives more meaningful. Values which a person holds can be expressed in the goals which he chooses to reach. The study of values has been omitted from the lessons in this project in the interest of time.

Goals can be long term or short term depending on the amount of time it takes to achieve them. In the lessons in this project, the distinction between long and short term goals is not included. Most of the examples given are short term considering that youngsters can identify with the immediate future.

Goals can also be for individuals or for a family or group. In the interest of teaching the "basics," the lessons in this project deal mainly with individual goals.

Children are not yet able to determine all of their own goals. Many of a child's goals are determined by other people, such as parents, teachers, and leaders. As children begin to set their own goals within their sphere of living, they are becoming prepared to assume the responsibility necessary in the years ahead.

GOALS

Lesson 2

Generalizations

1. Goals give you a sense of direction --definite aims to help you accomplish what you want or need.
2. Everyone has different goals. They are a personal matter that differ with each individual.
3. Sometimes goals conflict and decisions must be made.

Review from Lesson 1

1. Goals are what you want.
2. Resources are what you have.
3. Management is using what you have to get what you want.

Objectives

The youngster will be able to:

1. Identify examples of goals.
2. Name three of his or her goals.
3. Identify that goals give you a sense of direction--definite aims to help you accomplish what you want.
4. Identify that everyone has different goals. They are a personal matter that differ with each individual.
5. Identify that sometimes goals conflict and choices must be made.

Materials and Equipment Needed

Slide Projector and the slide set "Goals: Targets Throughout Life."

Copies for each youngster of worksheet for Lesson 2, 392-102

Suggested Activities (listed in sequence)

1. Begin the lesson by asking youngsters the following questions:
  - a. Does anyone remember what a goal is? (Remember,we discussed it in our last lesson.)
  - b. What are some examples of goals?
  - c. What are some examples of your goals? (Students should raise their hands to be called on.)
  - d. Why do you think goals are important?
  - e. What do you think would happen if we didn't have goals?
2. Show the slides entitled "Goals: Targets Throughout Life."

Lesson 2 Cont'd

3. Ask the following questions about the slides:
  - a. Why do people have different goals?
  - b. Will you have to set goals for the rest of your life?
  - c. What is a realistic goal?
  - d. Is there a limit to the number of goals you can have at one time? Why?
  - e. What should you do to help sort conflicting goals?
  - f. What should you do to help see whether or not you have reached your goal?
4. Ask the following review questions:
  - a. What is the difference between a goal and resource? (Resource is another word from the last lesson)
  - b. What do goals and resources have in common? (Answer: Both are a part of using management)
5. Youngsters will complete the worksheet for Lesson #2.
6. If time allows, youngsters can play charades demonstrating different goals of members of the class.

KEY FOR PUZZLE:

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

GOALS: TARGETS THROUGHOUT LIFE

Script for Slides

SCRIPT

1. Title
2. Have you ever heard the expression, "You can't have everything you want?" Chances are you have heard this more than once in your life.
3. Most of us can't have everything we want, but we can have many of the things we want if we set goals and work toward them.
4. What are goals?
5. Goals are things you want. They are the purposes for doing the things you do.
6. An example of a goal you might have is learning to ride a bicycle.
7. Goals give you a sense of direction to your activities. Knowing what you want to accomplish before you set to work helps you avoid aimless activities on the way to reaching your goals.
8. Jim spends most of his time on projects he never gets finished. Why? Because he never sets any clear goals before he starts to work.
9. Jim never sets any clear goals, but his friends do. Each of his friends has different goals since each friend has different needs.
10. The goals which a person sets are influenced by his interests, experiences, education, community, friends, and family.
11. It is important to set goals which are realistic and reachable. They should be something you are willing and able to work toward.
12. What is a realistic goal? Here's an example:  
Bill has never skated before so it is unrealistic for him to set the goal of entering an advanced skating competition the first time he puts on his skates. A more realistic goal would be to learn to skate without falling.
13. After setting such an unrealistic goal, Bill may become so discouraged that he will give up skating.  
However, he could have prevented this frustration if he had remembered a person can only accomplish so much.
14. In selecting a goal for yourself, don't be like Bill. Set a reachable goal which will help you move forward instead of standing still.
15. It is possible that you may have more than one goal at a time. When this happens the goals may be in agreement or they may conflict. When goals conflict it's more difficult to know which goal to select.
16. Then you need to decide which goal is most important to you. Sometimes writing down your goals and then looking at them carefully helps you decide which are most important.
17. You can guide your daily living by setting realistic goals. So start setting reachable goals for yourself today.
18. Credit slide
19. Credit slide




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 Your Name

## GOALS

## Worksheet Lesson 2

1. List three of your own goals:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Goals are important because they give you a sense of direction.

What does this mean? (Check one)

\_\_\_\_\_ They help you know what you have already accomplished.

\_\_\_\_\_ They help you know what you need to accomplish.

3. Does everyone have the same goals? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Ann has promised her mother that she will straighten her room on Saturday afternoon. Just as Ann begins cleaning up, Sally calls her on the phone to ask if she wants to go to the movies in a few minutes.

Ann has a hard time deciding what to do. If she doesn't finish cleaning her room, her mother will be disappointed. But, she has heard this is a good movie and she would like to see it.

What does this story show? (Check one)

\_\_\_\_\_ a. Sometimes goals conflict and choices must be made.

\_\_\_\_\_ b. You can carry out all your goals without any conflict.

5. Tell about a situation where you had to choose between 2 goals.

6. JUST FOR FUN

Circle the five goals in this puzzle!

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

### Lesson 3

#### FOR TEACHER'S INFORMATION

Resources have been described by Nickell, Rice, and Tucker as "assets that can be used to accomplish goals." These assets include "economic resources, human potential, personal characteristics, community facilities, environmental qualities and natural resources." (1)

In order for a resource to be used, it must first be recognized. Sometimes it is easier to recognize the resources of other people than it is to assess our own situation. However, skill in recognizing resources should be developed since this partially determines which resources will be at our disposal in meeting the challenges of goals.

Youngsters need to become aware of the different kinds of resources which they possess. In this lesson, 13 different types are described. They are explained below for clarification:

Skill: an ability which helps you do things.

Energy: power to get up and go.

Knowledge: the resources one has as a result of learning.

Ability to think: a resource which allows you to read, listen, learn and talk.

Attitude: the way one feels about things.

Interest: something you enjoy learning about or doing.

Time: the resource used in all activities and is measured with a clock.

Material things: resources which you can use and see.

Information: the resource obtained by asking questions.

Community services: services available in your town or city that can be used by everyone.

Natural resources: resources from the air, water and ground.

Space: the surroundings in which you work, sleep, and play.

Money: our common medium of exchange.

(1) Nickell, Paulena; Rice, Ann Smith and Tucker, Suzanne, Management in Family Living. John Wiley & Sons, New York, 1976.

RESOURCES

Lesson 3

Generalizations

1. Everyone has resources to be used.
2. Resources include: skills, human energy, knowledge, ability to think, attitudes and interests, time, material things, money, information, community services, natural resources, and space.
3. Since everyone has different resources and different amounts of resources, decision-making is needed to make the best use of resources.

Review from Lesson 2

1. A goal is what you want.
2. A resource is what you have.

Objectives:

The youngster will be able to:

1. Identify three of his/her resources.
2. Indicate that everyone has resources which can be used for different things.
3. Identify examples of resources.
4. Identify that since everyone has different resources and different amounts of resources, decision-making is needed to make the best use of resources.

Materials and Equipment Needed

Slide set "Resources: Tools for Living": Slide Projector

Copies for each youngster of worksheet for Lesson 3, 392-103

"Management Grab Bag" (could be a box, bag, or any other open container for paper slips)

Slips of paper for the Management Grab Bag

Suggested Activities (listed in sequence)

1. Begin the lesson by asking students the following questions:
  - a. What is a resource?
  - b. What can resources be used for?
2. Show slides: "Resources: Tools for Living"
3. Review the resources mentioned in the slide presentation as a class.
4. Have the students read the "short-short" stories given in the worksheet to review the concept of goals and to become acquainted with the concept of resources. Students are to identify goals and resources in the stories contained in Item #1 of the worksheet. (Themes of the stories are writing a report, trying out for the cheerleading squad, learning to swim, and buying an item.)
5. Next, students should complete item #2 of the worksheet.
6. Play "Management Grab Bag" or "Management Match-up."
7. Youngsters should complete the rest of the worksheet. (Possibly for homework)

### Lesson 3 Games

#### Management Grab Bag

How to play:

1. Each youngster in the class randomly picks a slip of paper containing an example of either a goal or a resource from a grab bag. (The grab bag can be a box, bag, or other container.)
2. If the youngster picks a goal, then he or she should name a resource needed to reach that goal. If the youngster picks a resource, then he or she should name a goal which would use that resource.
3. The teacher can use her discretion in determining how the game will progress. She can ask only a small number of students to give answers (by asking for volunteers to raise their hands), or she can ask all the students in the classroom to give an answer.

(The examples of goals and resources are attached. They must be cut out, folded, and placed in the grab bag by the teacher.)

#### Management Match-Up

How to play:

1. The teacher should divide the class into two teams and select a team to go first. This team becomes team 1.
2. Team 1 begins the game by naming a goal.
3. Team 2 must name three resources needed to reach that goal. If they are able to name three resources, they are awarded 1 point. If not, they must wait until their next turn to win a point.
4. Team 2 names a goal for which team 1 must name three resources.
5. The same sequence is followed until the teacher ends the game. The team with the most points wins.
6. The teacher should serve as referee to determine whether valid resources are being named and should also keep the score.

MANAGEMENT GRAB BAG

Buy a bicycle	Draw a picture	A Fireman
Get an "A" on a test	Bake a cake	The Rescue Squad
Learn a new dance	Learn how to ride a horse	A chair
Make a new friend	Be able to sing a new song	A gallon of water
Earn money to go to camp	Get the star role in a play	A dictionary
Keep a clean room	Be healthy	A tree
Have a party	Be a good brother or sister	Grassy park
Play on the baseball team	Wash your clothes	A pair of scissors
Write a letter	Music book	A wheel
Be on time for the school bus	A bucket	A library card
Read a book	One hour	A telephone book
Work math problems	A shoebox	A piece of paper
Sew on a button	An Extension Agent	An egg
Your room	Rocks	A pencil
A paper clip	A closet	A tin can
Strong hands	A paintbrush	Soap
A ruler	A paper bag	

RESOURCES: TOOLS FOR LIVING

SCRIPT FOR SLIDES

SCRIPT

1. Title Slide: Resources: Tools for Living
2. Have you ever heard the word "resource" and wondered what it means? You have many resources; some you may not even recognize.
3. Resources are used to get what you want. For example, they can be time, people, or material things.
4. Sometimes, it is hard to identify all the resources which you can use. To help you think about the resources which you have available, let's discuss 13 different kinds.
5. Interests are one type of resource. Your interests are the things you like to do. The picture of the girl baking shows that she likes to bake. Do you like to bake? Perhaps you like to swim or skate or bicycle. These are interests. So are playing ball, horseback riding, reading.
6. Attitudes are the way you feel about things or people. There are lots of words to describe attitudes. Attitudes can be good or bad feelings. How would you describe the attitude of the boy in the picture?
7. Time is another one of your resources. It's the one of which everyone has the same amount. However, no two people use their time alike. For example, what were each of you doing yesterday at four o'clock?
8. Human energy is your go power. It helps you get things done. The picture of the girl running errands shows her using go power. You use lots of your energy when you ride a bicycle, swim, run, and walk.
9. Your ability to think is your brain power. You must be able to think in order to read and follow directions. As you can tell from the picture, the boy has many ideas on his mind. You're like him. You have lots of ideas too.
10. Material goods are another of your resources. They are the things that you can see. Your clothes are a material resource. So are chairs, a fishing pole, and your desk. It's not necessary that you have lots of material goods. The important thing is how you use the ones you have.

11. Money is a resource. Some people have more money than others. But keep in mind that it's not the amount of money you have that's important. The important thing is knowing how much money you have and then being able to use your money to get the things you want.
12. Community resources are those things in the community where you live that you can use at little or no cost. To be a community resource, the place or service must be available to everyone. What are some of your community's resources?  
  
(The group leader can pause here to have several persons name a community resource.)
13. Knowledge is the resource obtained by learning. The picture shows the boy using his knowledge of math to solve a problem. Everytime you learn something new, you add to your knowledge.
14. Skills are abilities which help you do things. The picture shows the girl using her sewing skill to sew on a button. What are some of your own skills? (can pause).
15. Information is the resource obtained by looking, listening, and asking questions. Information can be found by reading books, by watching television or by talking to a friend. This girl is finding out information about a homework assignment by talking to a friend.
16. Natural resources are the resources from the earth. They include such things as air, water, plants and animals. You can see many natural resources just by looking out the window.
17. Space includes the surroundings in which you work, sleep, and play. Everyone needs a special space that he can call his own. Your special space may be in your room, outdoors, in a box or in a closet.
18. All of your resources can be used to get what you want or to reach goals.
19. Do you think these two people have exactly the same resources? (Pause) You're right, they probably don't. Everyone has different types and amounts of resources.
20. Since we don't have all the resources we need to reach our goals, we have to make decisions to make the best use of the resources we do have.
21. For example, Sally wants a pet. After her mother gave her permission, Sally sets the goal of selecting a pet which would be suitable for their family.
22. Sally is faced with a decision. What type of pet should she choose?

23. Sally decides to make a list of all her alternatives to help her in making her decision. She brainstorms to come up with all of her alternatives.
24. On Sally's list she includes a dog, a cat, a snake, and a goldfish.
25. Sally's first alternative was a dog. Sally likes dogs, but. . .
26. There isn't enough space in her house for a dog.
27. Sally isn't interested in caring for a cat or a snake, so these aren't practical alternatives either.
28. She selects the alternative which allows her to use the resources she does have: a goldfish.
29. To buy a goldfish, Sally needs to spend only a little of her money. Since goldfish require only a small amount of space, Sally can keep the goldfish in her room.
30. Sally had to make decisions about which of her resources she would use in getting a pet. Name some examples where you had to make decisions about the use of your resources in reaching a goal.
31. Credit Slide.
32. Credit Slide.



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(Your Name)

RESOURCES

Worksheet Lesson 3

1. Read the following short stories and identify the goal and resources of the main character.

Story #1

Susie has decided she wants to buy a new kite. She has looked at kites at several stores and the one she likes best costs \$2.00.

Susie decides to save half of her \$2.00 monthly allowance so she can buy the kite. This allows her to still spend \$1.00 on other things.

Susie manages to stick to her spending plan, even though it was hard. She knew that it was worth giving up other things to get the new kite.

What was Susie's goal?

What were Susie's resources?

Story #2

Jerry found out today that he will have to write a paper for his science class. Since the class is studying "our solar system," he decides to write his report on Mars.

Jerry starts thinking about the things he already has to help in writing his paper and then he thinks about the things he still needs. Jerry thinks, "I'll definitely need lots of pencils and paper and I already have them. I also have my science book which gives a few facts about Mars. I guess I'll have to go to the library and get some more books about outer space."

When Jerry gets to the library, he asks the librarian for help. She shows him books and tells him the library also has filmstrips about the different planets.

Jerry spends an hour in the library reading the books and looking at the filmstrips. When he gets home, he spends some more time writing the paper.

After he finishes he decides he was glad he chose to write about Mars. He had done a good job on his paper.

What was Jerry's goal?

What were Jerry's resources?

### Story #3

Ann sees a sign in the hall announcing that cheerleading tryouts will be held in two weeks. She has always wanted to be a cheerleader, so she decides to try to make the team.

Ann doesn't know any of the cheers, but she thinks she can learn since she has plenty of energy and a loud voice.

At the first practice, Ann learns part of one cheer. Since cheering is a little harder than she expected, she knows it will take a lot of time to practice before tryouts.

The day of tryouts arrives and Ann feels ready. She has spent plenty of time practicing and she has the energy and voice to make a good cheerleader.

What was Ann's goal?

What were Ann's resources?

### Story #4

Summer has arrived again and Randy is going to 4-H Camp. Randy has always wanted to learn how to swim and when he hears there is a pool at the camp, he decides this is his big opportunity.

Randy knows he has plenty of energy to learn the strokes and plenty of time to practice. Now that he is going to 4-H Camp, he has a place to practice.

The only additional thing Randy needs is lessons. Randy finds out the lifeguard will be having a beginners' swimming class so he signs up.

In one week, Randy has learned to float and swim on his back. He is glad he has used the pool to practice every day. He is also glad he has the energy to swim each day at his lesson.

What was Randy's goal?

What were Randy's resources?

2. Name three of your own resources.

1.

2.

3.

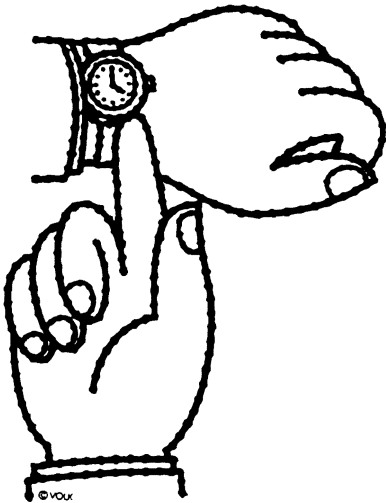
3. Name these resources:



A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_

4. Read how Joe made a decision by thinking about his choices and selecting one of them.

Joe has to read a book about a famous person for his English class. As he looks on the shelves, he sees two books that interest him. One is about Babe Ruth and the other is about George Washington.

Joe thinks the Babe Ruth book would be good because he loves baseball. However, if he reads the book about George Washington, he can do a report in his social studies class, too.

Joe decides to read about George Washington since this would help him in two subjects.

What were Joe's two choices? Which one did he select? Why did he make this choice?

5. Write a short story telling about one of your goals and the resources you plan to use to reach that goal.

Lesson 4

FOR THE TEACHER'S INFORMATION

The study of management is facilitated by dividing it into steps. In this lesson, the management process includes: setting a goal; planning; acting, checking and adjusting; and judging results. These different steps should be taught in this sequence, but the teacher should recognize that in real life, unexpected events can cause this order to be altered.

It is assumed that a plan will be developed after the planning stage is completed. This plan can be mental or written. A plan should not only include the resources which will be used, but should also include the order of the tasks which are included in the plan.

Another term for the last step in management, judging results, is evaluating. It is important for the teacher to emphasize that management is not complete once the plan is carried out. Information which is gained by judging the results of the plan is needed to improve the management used next time. The results obtained by managing may not always be positive; when this occurs, evaluation can be helpful in avoiding repetition of the same mistakes.

## THE FOUR STEPS IN USING MANAGEMENT

### Lesson 4

#### Generalizations

1. Using management involves: (a) setting goals; (b) planning; (c) acting, checking and adjusting; and (d) judging results.
2. Setting goals determines the ends you wish to reach or what you wish to accomplish.
3. Planning is deciding how you are going to reach your goal and what resources you will use. A plan is a method outlined ahead of time for action.
4. Acting is carrying out the plan. No plan is likely to work perfectly and automatically. Checking and adjusting are required to make sure the plan as it is carried out does take you toward the goal you wish to achieve. Checking is examining the action to see how well the plan is working. Adjusting is making changes when necessary in carrying out the plan to help reach the pre-determined goal. Adjusting is used when situations change or when plans don't work.
5. Judging results is seeing if you reached your goal, finding if your plan worked, and deciding how to make improvements in the plan for the next time.

#### Objectives

The youngster will be able to:

1. Indicate that management involves: (a) setting a goal; (b) planning; (c) acting, checking and adjusting; and (d) judging results.
2. Name some examples of goal setting; planning; acting, checking and adjusting; and judging results.
3. Identify that acting is carrying out the plan.
4. Identify that checking is examining the action to see how well the plan is working.
5. Identify that judging results is seeing if you reached your goal, finding if your plan worked, and deciding how to make improvements next time.

#### Materials and Equipment Needed:

Overhead projector

Management circle transparencies

Copies for each youngster of worksheet for Lesson 4, 392-104

Suggested Activities

1. Introduction

The teacher will begin the lesson with a brief review:

<u>WHAT TO DO</u>	<u>WHAT TO SAY</u>
Place the first transparency (with the heading) on the overhead projector. Cover all but the heading.	We've been learning about goals and resources and we've said that:  "Management is using what you have to get what you want."  Another way to say this is:  "Management is using resources to reach goals."

2. The teacher will then lead into an explanation of the management process:

- (A) Setting goals;
- (B) Planning;
- (C) Acting, Checking and Adjusting;
- (D) Judging results

By now you may be wondering "How do you use resources to reach goals?" Today we are going to talk about putting these ideas together in management.

Place the transparency with "setting a goal" on top of the first transparency.

1. SET A GOAL

Let's pretend you want to wash the car. This is your goal. By deciding what you want and are willing to do, you have already completed the first step in management: Setting a goal.

After you have set the goal of washing the car, what do you think would be the next step? (After students give suggestions, the teacher will explain the correct answer below)

Place the transparency with "plan" on top of the other transparencies.

2. PLAN

The next step is to plan. This means you decide which resources you will use and how you will reach your goal. Which resources would you use when washing the car? (The class should name them.)

Now that you have thought of some of the resources you must use, what are the jobs you would have to complete in order to wash the car? (Discuss the correct sequence of these out loud).

Now we have finished planning and are ready to move on to the next step.

Place the transparency with "acting, checking and adjusting" on top of the other transparencies.

3. ACTING, CHECKING AND ADJUSTING

What do you think the next step after planning would be? (After students guess, the teacher responds with the following): The next step is carrying out the plan, which involves acting, checking, and adjusting.

Acting involves doing all the items listed in your plan. For example, sponge, bucket, garden hose, and detergent.

It is also important to do some checking while you are acting. Checking can help you in following your plan.

An example of checking would be asking yourself, "Do I have the bucket, the sponge, and the detergent?" before starting to wash the car.

Can someone give me another example of checking?

What do you think you would need to do if a situation changed and your plan no longer worked? (The class answers and the teacher assists if necessary.)

You would need to adjust. For example, suppose you found that you didn't have any sponges to use in washing the car. You could adjust your plan by using a rag instead.

Can you name some other ways you could adjust this plan?

#### 4. JUDGING RESULTS

Place the transparency with "judging results" on top of the other transparencies.

After you have carried out the plan, the final step is to judge the results of your work. You should ask yourself whether your plan worked and how you can do a better job next time.

Some of the questions you could ask yourself would be:

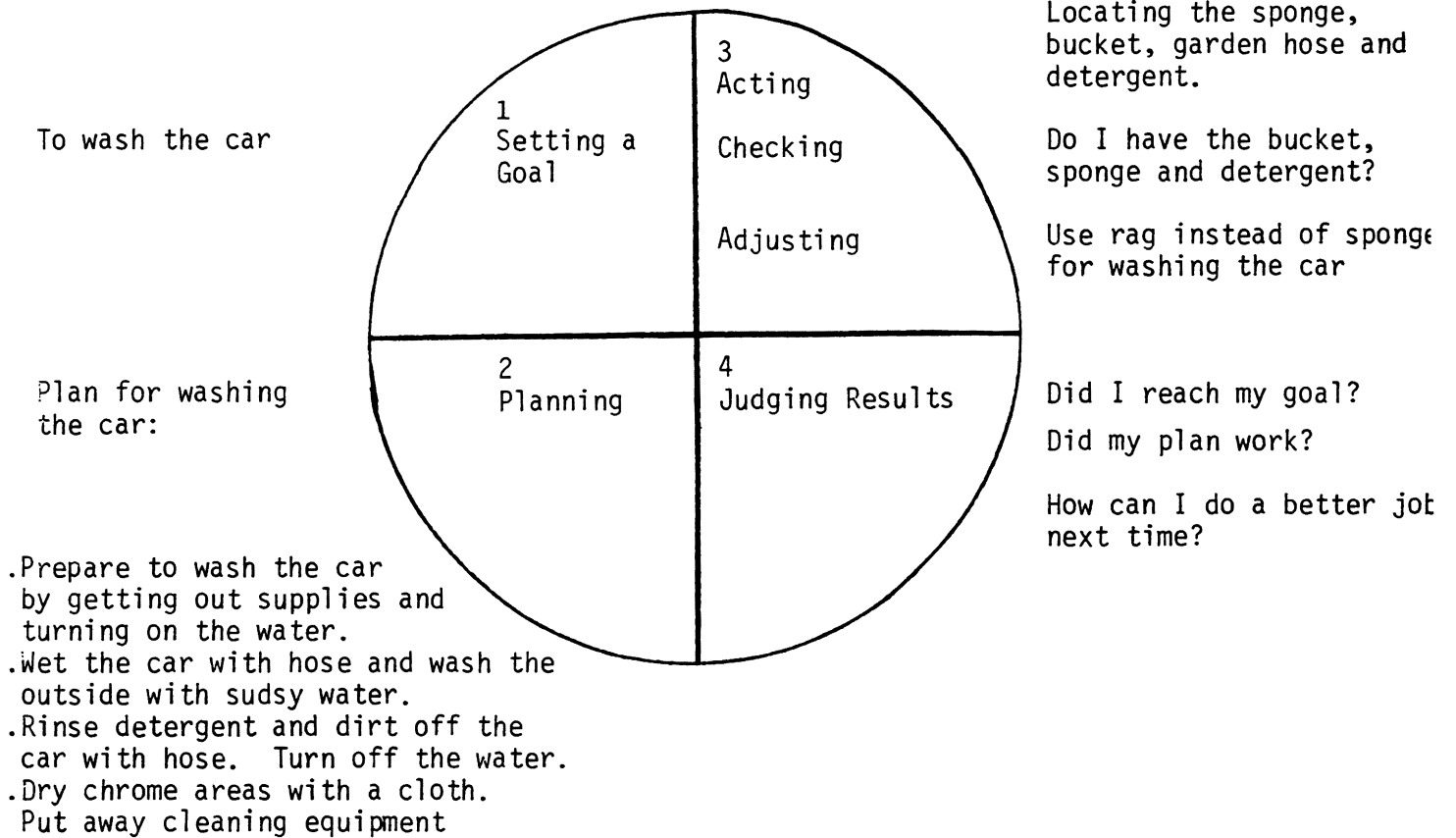
"Did I reach my goal?" (Answer: Yes, I reached my goal of washing the car.)

"Did my plan work?" (Yes, after I found a rag to use.)

"How can I do a better job next time?" (I can allow more time to do the job.)

Lesson 4: Completed Set of Transparencies

MANAGEMENT IS USING RESOURCES TO REACH GOALS



3. Following the discussion of the steps of management the youngsters should complete as many sections of the Lesson 4 worksheet as possible in class; the rest should be completed for homework.

Advance Preparation Suggested For Teaching the Lesson

Assemble the transparencies in the order to be used



\_\_\_\_\_  
Your Name

THE FOUR STEPS IN USING MANAGEMENT

Worksheet Lesson 4

ROGER'S GARDEN

1. Read the following sentences and match the correct step using management with each one.

\_\_\_\_\_ 1. Since Roger likes to grow plants, he has decided to plant a vegetable garden this year.

\_\_\_\_\_ 2. Roger thinks about the kinds of seeds and tools he will need. He also begins thinking about the best time to plant his garden.

\_\_\_\_\_ 3. Roger plants his garden according to his plan.

\_\_\_\_\_ 4. Roger asks himself "Have I planted all the seeds I planned to plant?"

\_\_\_\_\_ 5. When Roger discovers the garden shop has run out of carrot seeds, he decides to plant potatoes.

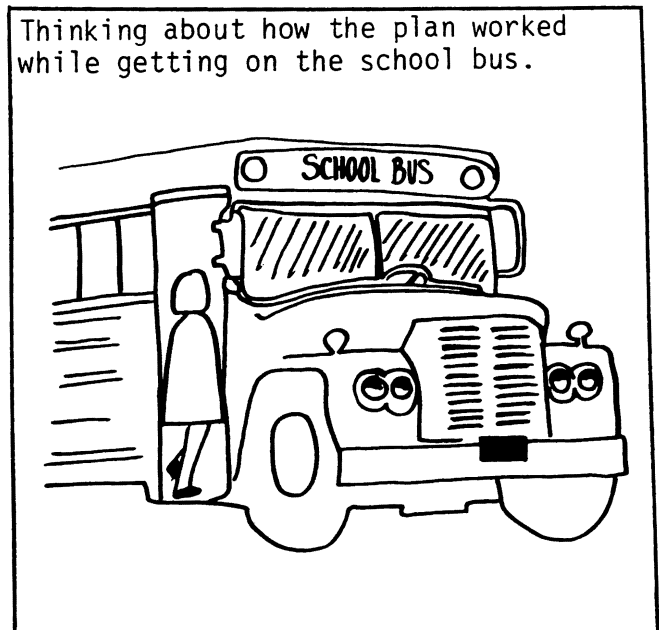
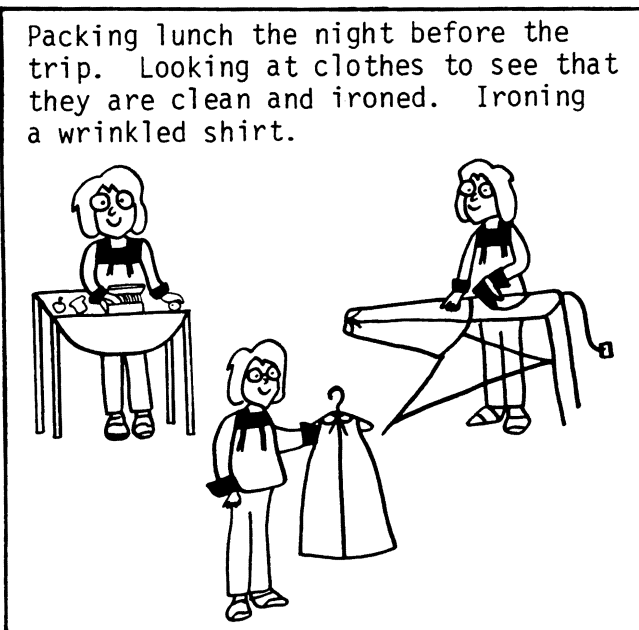
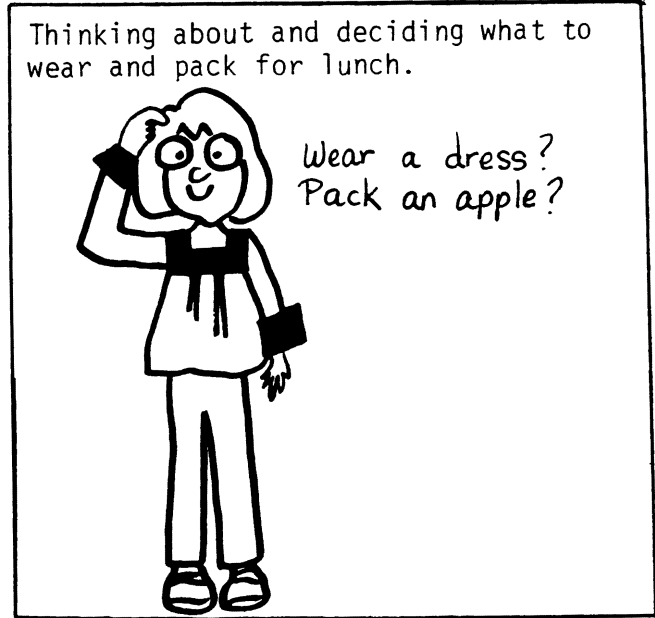
\_\_\_\_\_ 6. After Roger plants his garden, he decides he will buy less seed next year.

- a. Adjusting
- b. Setting a goal
- c. Checking
- d. Judging results
- e. Planning
- f. Acting

2. Read the description with each cartoon; then identify which of these steps using management is shown in each.

- a. Setting a Goal
- b. Planning
- c. Acting, Checking and Adjusting
- d. Judging results

Susie Goes On A Field Trip



3. Read the following story and answer the questions below.

Tim's best friend's birthday is only a week away and Tim has no money to buy him a gift. When Tim learns that his 4-H Club is making pencil holders that evening, he decides he will make a nice one to give to his friend as a gift.

The 4-H Club leader brought all the materials the club members needed to make their pencil holders: cans, scissors, rulers, pencils, construction paper, glue, paint, and paintbrushes. She showed the 4-H'ers a model of the project.

After looking at the model and listening to his leader's directions, Tim collected all of his materials and thought about how he was going to make his pencil holder. He decided to first cut the construction paper and paint a blue car on it, then he would glue the construction paper to the can.

After Tim drew a cutting line on his white construction paper, he looked at the line carefully to make sure it was straight. After cutting out the paper, Tim looked for some blue paint. When he couldn't find blue, he decided to use green.

Tim was pleased with the appearance of his pencil holder once he was finished. He decided he was glad he had used the green paint rather than blue paint.

What was Tim's goal?

What resources did Tim need to reach his goal?

What was Tim's plan for reaching his goal?

How did Tim act, check and adjust his plan?

What did Tim find out by judging the results?

## USING MANAGEMENT

### Lesson 5

#### Review Generalizations from Lesson 4

1. Using management involves: a) setting goals; b) planning; c) acting, checking and adjusting; and d) judging results.
2. Setting goals determines the ends you wish to reach or what you wish to accomplish.
3. Planning is deciding how you are going to reach your goal and what resources you will use. A plan is a method for action outlined ahead of time.
4. Acting is carrying out the plan. No plan is likely to work perfectly and automatically. Checking and adjusting are required to make sure the plan as it is carried out does take you toward the goal you wish to achieve. Checking is examining the action to see how well the plan is working. Adjusting is used when situations change or when plans don't work.
5. Judging results is seeing if you reached your goal, finding if your plan worked and deciding how to make improvements in the plan for the next time.

#### Objective:

The youngster will be able to:

1. Apply the four steps of management to reach a goal.

#### Materials and Equipment Needed

Management Search Game

Copies for each youngster of Lesson 5 worksheet, 392-105

2 sheets of paper for the management search scorekeepers

#### Advance Preparation Suggested for Teaching The Lesson

1. Make the components for the "Management Search" game. Directions and patterns are available from Janice Woodard, Extension Specialist, Home Management and Equipment.
2. Become familiar with playing instructions.

#### Suggested Activities

1. Review the steps of using management with the bulletin board used in lesson 4.
2. Youngsters will play the "Management Search" game with some assistance from the teacher. A time limit should be set for playing the game to permit carrying out the remaining activities.
3. In class, youngsters should practice using management in an individual project. In this project each youngster should select a goal, develop a plan for reaching the goal and think of ways of acting and checking on the plan as it is being carried out at home. Youngsters should complete the first four sections of the worksheet in class to prepare them for carrying out their plan at home. The teacher should check the worksheets before the youngsters start the homework.
4. At home the youngster will carry out the plan and complete the last two sections of the worksheet.

### Instructions for Playing Management Search Game

1. Divide students into 2 teams. Select a leader and a scorekeeper for each team. Give the team leaders the game sheets and the scorekeepers a clean sheet of paper.
2. Instruct the students in each team to select one of the goals listed on the game scoresheet. Remind students that they will have to stick with this goal (and with its respective color) until the end of the game. (The 2 teams cannot select the same goal.)
3. Students in each group should develop a plan; a method for acting, checking, and adjusting; and judging results. The leader for the group should record these on the appropriate section of the game scoresheet.
4. After both teams have determined their strategies for reaching their goals, the competition between the 2 teams should begin.
5. The teacher should (secretly) select a number from 1-10 and instruct the two team leaders to do the same. The team which selects the number closest to the one the teacher picked becomes team 1 and goes first.
6. Team 1 begins by allowing one representative to roll the dice. The team's scorekeeper records the number of the roll. (These are called points.) After the roll, the team can elect to buy one of the squares on the "Goal" row which they have enough points for. (For example, if the team rolled a "7", they could buy any square up to and including square number 7, but not numbers 8 and 9.) This team could also elect to not buy a square on this turn, but accumulate the points to be used in the next turn.
7. If team 1 uses their points to buy a square, then they must subtract the number of points they have used from their total. (For example, if the team rolled a "7" and decided to buy square number 4, they would have 3 points left.)
8. When a team buys a square, it means they get a chance to look at the colored circle in the pocket. If the circle is the same color as the one which goes with their goal, then the team gets to keep the circle. If the circle is another color, it is pulled up and exposed for the rest of the game unless it is the other team's goal color. In this case, it is put back in the pocket.
9. After team exposes their color (which may happen on the first turn), they must name their goal out loud.
10. Team 2 repeats this same process of rolling the dice and selecting any of the remaining squares on the "Goal" row. If they locate their color, then they must name their goal.
11. Once a team has located their color and named their goal, they move on to the "Plan" row on their next turn. The same process of accumulating points, buying squares and looking for the correct color continues on the plan row. Once a team finds their color, they can name their plan. On the next turn they can work on the next row, etc.
12. The process continues until one team names their example of judging results. They become the winner.

To the Teacher:

1. Let it be understood that the two teams will not progress at the same rate through the game.
2. If a team picks a " 😞 ," it means the team must miss their next turn.
3. The teacher should remove the circles from the pockets as they are named.
4. When the students name their plans, etc., the teacher should discuss them with the team and with the rest of the class. If the team is unable to come up with any examples, the teacher can help them, but the team loses one turn.

GAME SCORE SHEET FOR MANAGEMENT SEARCH

Purple	To Start a Savings Account
Green	To Read a Book
Yellow	To Buy a Skateboard
Red	To Learn to Ride a Bike
Blue	To Clean Your Room
Black	To Grow a Garden
Orange	To Sew a Book Bag
Lt.Blue	To Go to Camp

PLAN:

ACTING, CHECKING AND ADJUSTING:

JUDGING RESULTS:



---

Your Name

USING MANAGEMENT  
Worksheet Lesson 5

Complete in class:

1. What is your goal?
  
2. What is your plan?
  
3. Explain the action that is necessary to carry out the plan.
  
4. How are you going to check your plan as you are carrying it out?

Complete at home:

5. What adjustments did you have to make in your plan?
  
6. Judge the results of your plan. Were you happy with your results or would you do something differently next time?

MANAGEMENT WRAP-UP

Lesson 6

Generalizations

All which have been used in previous lessons.

Objectives

The youngster will be able to:

1. Demonstrate comprehension of basic techniques in using the management process.

Materials and Equipment Needed

Questions for "Management Squares" game

Copies for each youngster of the worksheet for Lesson 6, 392-106

Advanced Preparation

Cut out "Management Squares" questions.

Suggested Activities (Listed in sequence)

1. Set a goal as a whole class and then plan to reach this goal. After the plan is completed, think of ways to act, check, adjust, and judge the results of the plan.

Some goals could be:

Having a party, picnic, etc.

Making a bulletin board

Writing a short play (skit)

Being more orderly in the lunch line.

The youngsters should be allowed to have input into the development of the class goal.

2. Play tic-tac-toe ("Management Squares") based on questions from Lessons 1-5.
3. The youngster should complete a worksheet containing review material from the previous 5 lessons.

This handout sheet can be graded as a quiz if the youngsters were alerted before the class.

REMINDER: Use this worksheet as the record sheet for this project.

Key to Management Puzzle in Worksheet

Down

1. energy
2. time
3. resources
4. material goods
5. natural resources
6. think
8. plan
9. attitude
10. judge
11. information
13. adjust
15. interest
17. check

Across

4. management
7. happen
12. decision making
14. space
16. act
18. knowledge
19. skill

4. If time allows: Other activities which have been omitted in previous lessons can be used at this time.

### Management Squares

How to play:

1. The teacher draws a tic-tac-toe grid on the blackboard.
2. The class is divided into two teams.
3. Each youngster on the two teams randomly selects a piece of paper containing a management question.
4. The teacher secretly chooses a number between 1-10. A member of each team guesses at the teacher's number. The team of the student whose number is closest to that of the teacher becomes team 1. They have the option of asking or being asked the first question. They can also choose between using an "X" or an "O" in the grid. (Team 2 will use the letter not selected by team 1.)
5. If Team 1 chooses to be asked the first question, then Team 2 discusses and selects one team member's question to ask Team 1. If Team 1 chooses to ask the first question, then they select a team member's question to ask Team 2.
6. After a team has been asked a question, at least one team member must answer correctly or the team loses their chance to place a mark in the tic-tac-toe grid.
7. Members of both teams alternate asking questions until one team gets "tic-tac-toe," thereby winning the game. The winning team receives 1 point and has the option of asking or being asked the first question in the next game.
8. The teams continue playing until the teacher stops the game.
9. The teacher referees the game if there is any question about the validity of an answer.

QUESTIONS FOR MANAGEMENT SQUARES

Complete the statement.

1. Management is using (what you have) to (get what you want.)
2. Are goals "what you want" or "what you have"?  
Answer: what you want.
3. Are resources "what you want" or "what you have"?  
Answer: what you have.
4. True or False: Management can be used by everyone throughout life.
5. Name one reason why management is an important skill. (It helps individuals reach desired goals or it helps individuals make things happen instead of let things happen).
6. True or False: Management doesn't require any thinking, just doing.
7. True or False: Management never requires making decisions.
8. True or False: Goals give you a sense of direction.
9. True or False: Everyone has the same goals.
10. True or False: Goals never conflict so decisions never need to be made.
11. True or False: Everyone has resources to be used.
12. Name two resources. (Write them on the board so they will not be repeated when this same question is asked again.)
13. Name two resources
14. Name two resources
15. Name two resources
16. True or False: Decisions must be made about the use of resources.
17. Name the first step in management. (setting a goal).
18. Name the second step in management. (planning)
19. Name the third step in management. (acting, checking and adjusting)
20. Name the fourth step in management. (judging results)
21. What does planning involve? (deciding how you are going to reach your goal and what resources you will use.)
22. What is a plan? (A method outlined ahead of time for action)

23. What does acting--in management - mean? (carrying out the plan)
24. What does checking involve? (examining the action to see how well the plan is working)
25. What does adjusting involve? (making changes when necessary so the plan can be carried out)
26. What does judging results mean? (seeing if you reached your goal and thinking about improvements for next time)
27. Name two goals.
28. True or False: Skills, energy and knowledge are resources
29. True or False: Money, material things and community services are resources.
30. True or False: Attitudes, space and the ability to think are resources.

Note: Answers are written in or underlined. Only the team asking the questions will know the answers prior to the start of this game.



\_\_\_\_\_

Name

\_\_\_\_\_

County or City

MANAGEMENT WRAP-UP

Worksheet Lesson 6

1. Write a short story telling about a goal you have selected and how you plan to use management to reach that goal.

2. Complete the Management Crossword Puzzle using words from all the previous lessons.

Words to Choose From

decision-making  
resources  
interest  
skill  
energy  
check

management  
act  
material goods  
think  
knowledge  
natural resources  
information

space  
time  
plan  
adjust  
happen  
attitude

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