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Notes to the Project Helper

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member’s life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member’s life skills and knowledge of the importance of having a clean and organized home and helping others to do the same.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person’s sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of these Eight Essential Elements (also known as the Eight Key Elements):

1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Key Elements, please refer to the Ohio 4-H Volunteer Handbook available online at ohio4h.org. On a practical level, your role as a project helper means you will strive to do the following:

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about keeping and maintaining a home.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are recorded on the accompanying pages. The member then (2) shares what he or she did with the project helper and (3) processes the experience through a series of questions that allow him or her to (4) generalize and (5) applies the new knowledge and skill.

What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for a summary of the learning outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Member Project Guide.
- After each project area is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.

Welcome to It’s My Home! This beginning-level project introduces you to basic design elements, organization, upcycling, and service learning straight from your own home.

The amount of time for each activity varies, but the project is easily completed within one year.

Check your county’s project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

**Project Guidelines**

- **Step 1:** Complete all **nine** activities and all of the Talking It Over questions.
- **Step 2:** Take part in **at least two** learning experiences.
- **Step 3:** Become involved in **at least two** leadership/citizenship activities.
- **Step 4:** Complete a project review.

**Step 1: Project Activities**

Complete **all nine** activities and all of the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.
Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? On the next page are some ideas.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Area: It’s My Style</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Texture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking It Over</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Area: It’s My Stuff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Getting Organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Upcycle Your Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking It Over</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Area: It’s My Turn</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I Can Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Team Clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking It Over</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Area: It’s My Responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The Big Picture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking It Over</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Attend a workshop, demonstration, or speech related to cleaning and maintaining a home.
- Visit a thrift store and look for items to upcycle.
- Make a homemade cleaning product.
- Participate in county judging.
- Create your own learning experience.

Once you have a few ideas, record them here. Complete at least two learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

<table>
<thead>
<tr>
<th>Plan to Do</th>
<th>What I Did</th>
<th>Date Completed</th>
<th>Project Helper</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make “homemade” laundry soap</td>
<td>With the help of an adult I researched recipes and made laundry soap to use at home.</td>
<td>6/12/YR</td>
<td>J.M.</td>
<td></td>
</tr>
</tbody>
</table>
Step 3: Leadership and Citizenship Activities

Choose at least two leadership/citizenship activities from the list below (or create your own) and write them in the table below. Record your progress by asking your project helper to initial next to the date each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about color, texture, and lines.
- Help another member prepare for his or her project judging.
- Demonstrate an upcycling project at a club meeting.
- Help organize a club meeting based on this project.
- Create your own leadership/citizenship activity.

<table>
<thead>
<tr>
<th>Leadership/Citizenship Activity</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained the color wheel, texture, and lines at my local club meeting.</td>
<td>4/12/YR</td>
<td>J.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 4: Project Review

All finished? Congratulations! After you’ve completed the activities in this book you are ready for a project review. This process will help assess your personal growth and evaluate what you have learned.

Use the space on the next page to write a brief summary of your project experience. Be sure to include a statement about the skills you have learned and how they may be valuable to you in the future.

Now, set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county’s project judging.
**Color**

Whatever your style, it shares several basic qualities with other styles: color, texture, and line. Color is everywhere and is a very important element in design. There are three primary colors—red, yellow, and blue. Primary colors are the basis from which all other colors are formed. When mixed, the primary colors create these secondary colors.

**WHAT TO DO**

**Part 1: Color Wheel**

Fill in the color wheel on the next page using crayons, colored pencils, scrap paper, or other material of your choice. Be creative!

Colors next to each other on the color wheel are related. For instance, look at the colors on both sides of blue. Blue is the primary color. Green has blue in it, and so does purple. The color between any two of the primary colors are made up of equal amounts of those primary colors.
Part 2: Color Scheme

A **color scheme** is the collection of colors used in a design. Select a room or space you like, and using the color wheel above, identify and describe the colors there. Wall colors are important, but so are the colors of large furniture and other items in the space. If it helps, visit a paint store and speak to a knowledgeable salesperson about colors. You might want to collect paint samples to represent the colors in your space.

What colors are in this color scheme?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Resources**

Explore various color collections on the Color Palettes website at [colorpalettes.net](http://colorpalettes.net).

Test your color palette savvy with the fabulous and free Blendoku app from wherever you download games.
The color scheme of a room often helps us form our first impression of a space. Colors can be warm or cool. **Warm colors** are the colors of fire and sunshine such as reds, oranges, and yellows, and colors mixed using those hues such as orangey-browns and yellowish-greens. **Cool colors** are the colors of water, forests, and ice such as blues, greens, and purples.

Sometimes we create strong emotional attachments to colors. Some colors draw us in, some make us uncomfortable, and others have little effect. Color can define our personalities and set the mood in our daily lives starting with the clothing we select to the colors in our environment. Think about the color schemes you like. Can you use them to create spaces that are more attractive to you?

**Did you know?**

Check out these fun facts about color:

- In the U.S., blue is the favorite color for toothbrushes.
- A U.S. law from 1939 states that school buses must be painted “school bus yellow” for safety, so they are easy to see.
- Research shows red and yellow are the most appetizing colors, so food advertisers often use them in packaging and advertisements.
- In 1929, the Bureau of Engraving and Printing chose green for dollar bills because green dye is resistant to chemical and physical changes.

**More Challenges**

Investigate a paint store near you to see if it offers suggested color schemes. Do you like them? Would you consider using one? Share what you find with your parent or guardian.
Texture explains how something looks and feels. Is it shiny or dull, smooth or rough, patterned or plain? All items have texture. For example, a window and table top have smooth surfaces, and concrete and burlap have rough surfaces.

**WHAT TO DO**

Explore texture in four separate places. In each place, find and describe at least two different textures.

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>ITEM</th>
<th>TEXTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: backyard</td>
<td>tree bark</td>
<td>very rough</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEARNING OUTCOMES  
- **Project skill:** Studying differences in various textures  
- **Life skill:** Processing information  
- **Educational standard:** NASAFACS 11.2.1  

Evaluate the use of elements and principle of design in housing and commercial and residential interiors.  
**Success indicator:** Describes differences in various textures.
Did you know?

In music, texture is how melody, rhythm, and harmony work together. If they are combined in a way that makes a high-quality sound, the music is said to have texture.

More Challenges

Capture interesting textures you find by doing rubbings. Place a piece of typing paper over the surface to be rubbed. Rub on the paper with a crayon or soft-lead pencil until the texture shows through. Excellent sources for rubbings are sidewalks, barks of trees, brick walls, flooring, and others. How do the textures in your home make you feel?

SOURCE

Background

Think about walking barefoot on thick carpet, touching granite counter tops, or sinking into a leather chair. Texture contributes to the look and feel of a room. These feelings are “visible” and can create the atmosphere of any space in your home. Texture also delivers “balance.” If all the components in a room are the same, our eyes do not know where to focus and everything becomes a blur. Texture is a handy tool to use to emphasize a piece of furniture, create contrast, and give visual appeal.

Adding texture to a room is easy! Check this list of examples:

• Architectural elements: crown molding or special ceiling treatments made of punched tin or wooden beams
• Furniture: woolen chair, silky drapery, rustic wooden table
• Décor items: oil painting, glass figurine, cloth basket
• Floor and wall coverings: braided rug, wallpaper made with fabric
• Textiles: cotton slip covers on furniture, velvet pillow, knitted afghan
• The use of texture, along with other elements of design, can convey a variety of messages and emotions.
Lines help to create beauty and order. They outline shapes and cause the eye to move from place to place.

Lines can make many shapes:
- vertical
- horizontal
- diagonal
- curved
- zigzag

### WHAT TO DO

Look around and find five different lines. Identify each one and describe it.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Clouds</td>
<td>Curved with a few straight lines in many different shapes</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Lines are everywhere. They are the building block of every design. A talented artist can use just a few lines to draw a face. Yet, the same face could be drawn with many lines to add shade, contour, and detail. In interior design, the shape of the room and placement of furnishings create lines that contribute to the room’s look and feel.

Vertical lines often communicate strength, freedom, and openness. Horizontal lines, like the one created by the actual horizon on a beach, appear calm and restful. Diagonal lines, by comparison, are not at rest. They suggest direction or unbalance. Zigzag lines communicate action.

Design often relies on implied lines, or lines with gaps that are filled in by the viewer. For example, above, these lines, which do not connect, are connected in your mind to make a square. In the same way, a row of pictures hung at the same height create a line across the wall. In interior design, it helps to be aware of the implied lines created by furniture and objects.
More Challenges

Go to a store with home furniture and notice the lines in some of the fabrics used. Look at bed covers, window treatments, furniture, throw pillows, and similar items. How does each contribute to the mood of an area or room? Now look at a room in your home. Could you use the line in a fabric for the same effect there? Share what you learn with your parent or guardian.

**Did you know?**

Sometimes a line is defined as a series of very close points.

**SOURCES**


Style

What is style? In this case, it doesn’t mean “in style,” or fashionable. According to businessdictionary.com, it means having certain characteristics or elements combined in a particular and consistent way. Clothing styles, for example, might be casual, professional, or formal. Interior design has its own styles too. See if you can define yours.

WHAT TO DO

What items in your home belong only to you? Do you love some of them? If so, make a list of those items you cannot live without. Are there items you could do without or replace with something else? Make a list of these items too.

ITEMS I LOVE

NOT SO MUCH

LEARNING OUTCOMES  Project skill: Gathering possessions member loves and dislikes  Life skill: Thinking critically  Educational standard: NASAFACS 11.2.1 Analyze the psychological impact that the principles and elements of design have on the individual.  Success indicator: Determines own style
Study the lists you made. Discover anything? Do you like older items or newer things? Is your taste traditional or avant-garde? Take a few moments and really think about your outcome. Use this space to make a general statement about your likes and dislikes.

__________________________________________________________________

__________________________________________________________________

Put some of the items you cherish together. Include clothing, photos, paintings, knick-knacks—whichever items you love. Why do these things make you feel good?

What do these items have in common? Are they the same color, texture, design, or shape?

Jot some notes here as you find similarities that help you define your style:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

More Challenges

Research different types of style in the design and fashion world. What styles do you like and why? Share what you learn with a friend and see if he or she has the same style sense.
Background

When entering a room for the first time, how it makes you feel is just as important as how it looks.

Everything about a room—its colors, textures, and lines—contribute to its overall feel. Everything from the doors and windows to the fabrics and lighting, affect the mood. When everything works together, these items can bring in light and provide warmth and comfort. When they do not work together, a room can be uncomfortable and unpleasant.

Discovering your style helps you make decisions when making or choosing items for your home. You can have fun experimenting and finding combinations of things that appeal to you. When you make decisions with your style in mind, your space feels like home.

Did you know?

An **eclectic** style combines the look and feel of multiple established styles.
SHARE  What is your favorite color scheme? Does it have warm or cool colors, or both?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

REFLECT  Did you select a color scheme and texture that appeals to you? How do these elements make you feel?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

GENERALIZE  Look around your surroundings right now and name three types of lines that create visual order.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

APPLY  What textures would you like to use in a future project?

_______________________________________________________________________
_______________________________________________________________________

TALKING IT OVER
The goal of organization is being able to find what you need when you need it. Everything in your home can be organized in some way—books, clothes, athletic gear—you name it. How you organize is not so important. Any system that makes sense to you is valid.

WHAT TO DO

Step 1. Choose a Space
Choose a space in your home you would like to organize. It might be your closet, a dresser, a desk, a bookshelf, or an area where you store craft or hobby supplies. Ask yourself how the space will be used. Make sure it is an area you can manage but still presents a challenge—not too big and not too small. Take a “before” photo of the space you have selected and attach it to page 22.

Step 2. Give Your Space a Purpose
What space have you selected? ________________________________

What kinds of items are there now?

____________________________________________________________________

____________________________________________________________________

Does it make sense to put some items somewhere else?
Why or why not? ____________________________________________________

____________________________________________________________________

LEARNING OUTCOMES
Project skill: Choosing a space to organize in own home
Life skill: Making decisions
Educational standard: NASAFACS 11.3.3: Demonstrating measuring, estimating, ordering, purchasing, pricing, and repurposing skills
Success indicator: Organizes an area at home
Step 3: Decide on Storage

How will you store or arrange the items in this space?

_____________________________________________________________
_____________________________________________________________

You don’t have to buy new storage containers in order to create an organized, useful space. Can you use something you already have? Consider these possibilities:

• Personalize a jar, box, or flower pot using paint, decorative paper, stickers, vinyl decals, or fabric.
• Sew a fabric basket.
• Repurpose something you already own, like a decorative box, to create an organizer or container.

Step 4: Sort All Items

This is the most important step. Now that you’ve collected baskets and containers, remove everything from the space and sort into three piles:

• Keep
• Donate
• Throw away

Anything you keep should be clean and useable. Follow through with your plan and take the materials to donate to Goodwill, the Salvation Army, or another collection center. Discard the items to be thrown away.

Step 5: Put It All Away!

When everything is put away, take a picture and attach it to the next page.
Photos of Your Space

More Challenges
Select another space in your home that everyone in the family uses. Call a meeting and discuss your plans to reorganize this space, ask for ideas, and decide how to best complete your design to improve everyday life in this room.
Background

Sorting and organizing can be done many ways. Some items are best organized by color, while others are sorted best by use or purpose. For example, it makes sense to sort clothes by size or by season.

The items you are organizing determine the containers and supplies you need. To figure out what goes where, consider these guidelines:

- Large items, such as stuffed animals or sports equipment, might require large baskets or storage totes.
- Medium-sized objects, such as art supplies or hobby tools, fit in plastic shoe boxes or decorative bins.
- Small items, such as office supplies or small toys require special containers, such as pill boxes, small zip-close bags, or organizers with small drawers.

No matter what you decide, helpful supplies include labels, permanent markers, and zip-close bags.

Did you know?

According to the National Organization of Professional Organizers, the average American spends one year of life looking for lost or misplaced at home and in the office.
Upcycling means taking something old, unwanted, or worn and giving it a new life. Making something old into something useful is great for the environment! Turning empty cans and bottles into decorative vases is upcycling. Creating pillows out of old clothing is upcycling. Using a six-pack cardboard carton to store cleaning supplies under the kitchen sink is upcycling. When you upcycle you get to use your imagination and creativity to create something brand new.

WHAT TO DO
Create an upcycled product for your home. It can be a decorative object, a storage solution, or even a piece of furniture. Start by gathering images that inspire your project and place them in the box below. Need some ideas? Check out giddyupcycled.com or recyclart.org.

What I’m thinking of doing:
Once you have decided on a project, describe it here. Include your goal, what you started with, the materials you used, your method, and your results.

__________________________________________________________________  
__________________________________________________________________  
__________________________________________________________________  
__________________________________________________________________  
__________________________________________________________________

Attach a photo of your completed project here:

More Challenges
Plan an “upcycle” event with your 4-H club. Ask members to take photos before and after they create a new usable item. Consider donating the newly purposed items to a charity. For example, upcycle gently used clothes into pillows for senior citizens, or design a game with bottle caps, jar lids, and other trinkets for a daycare facility.
Background

Upcycling is a great way to use what you already have around your house to solve a design challenge. When you upcycle you have to use creativity and problem solving skills to find a new use for a product—a use not originally intended for the item.

You might have an empty wall that needs artwork, what can you upcycle into a wall hanging? You may need an end table, is there something around your house that would make an interesting one? You might need a storage solution for all of the pens and pencils cluttering your desk, what could you use to hold them? These are just a few examples of solving issues with a little creativity.

Upcycling is also great for the Earth. When you upcycle, you are reusing materials that might otherwise end up in a landfill. They say one person’s trash is another’s treasure; this is certainly true in the case of upcycling.

Did you know?

According to Conserve Energy Future’s website, 60 percent of garbage that is thrown away could have been recycled. The most thrown-away products in America include diapers, pens, razor blades, tires, and aluminum—all of which can be recycled into other products.
Talking It Over

SHARE  What space did you organize in your home? Would you arrange it differently next time? Why or why not?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

REFLECT  Why is upcycling important?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

GENERALIZE  What skill could you improve to become better at upcycling?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

APPLY  What other area of your home could be better organized? What are the first few things you would do to start this project?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

TALKING IT OVER
Knowing how to keep your home clean and organized is an important life skill. It takes all the members of a family to ensure the upkeep and cleanliness of a home. Now it is time to discover the ways you can help.

WHAT TO DO

With an adult, select four activities you can do to help keep your home clean and organized. Before doing these activities, write how long you expect each one to take. After you complete each one, record how much time it actually took.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EXPECTED TIME</th>
<th>ACTUAL TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage family members and guests to leave their shoes at the door to help keep floors clean.</td>
<td>5 min.</td>
<td>5 min.</td>
</tr>
</tbody>
</table>

1.

2.

3.

4.
Background

When you put on your shoes, do you ever pause for a moment to think about where those shoes have been? Every time you walk, your shoes pick up a wide variety of unwanted substances. A recent study found nine different species of bacteria on the bottom of people's shoes!

To reduce the risk of bringing contaminants into the house, the best thing to do is to ask everyone to remove their shoes before entering. Clean the bottoms of shoes by using a sanitizing spray or a sanitizing shoe mat. Most importantly, leave your shoes at the door!

Did you know?

Housecleaning is big business! In 2016, household products such as laundry detergents, lime/rust removers, and other all-purpose cleaners generated about $61 billion.

More Challenges

Help at home by organizing the cleaning supplies. Start with the materials needed for the activities you identified at left. Do you have what you need? If not, make the shopping list and speak to your parent or guardian about purchasing them.

SOURCES


The age, ability, and maturity of each family member are important when determining appropriate tasks. Everyone can help in his or her own way. Even children as young as two years of age can help with some tasks.

**WHAT TO DO**

Conduct research on which of these activities are appropriate for each age group and place a check in that column. Your research can be based on your experience, observations, or conversations with others.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>AGE 2-3</th>
<th>AGE 4-5</th>
<th>AGE 6-7</th>
<th>AGE 8-9</th>
<th>AGE 10+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hang up coat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron laundry</td>
<td></td>
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<tr>
<td>Clean bathroom</td>
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<tr>
<td>Organize closet</td>
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<tr>
<td>Make bed each day</td>
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<tr>
<td>Unload dishwasher</td>
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<tr>
<td>Put toys away</td>
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<tr>
<td>Babysit</td>
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<tr>
<td>Sort laundry</td>
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<tr>
<td>Dust furniture</td>
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<tr>
<td>Sweep floor</td>
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<tr>
<td>Cook a meal</td>
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<tr>
<td>Take trash out</td>
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</tbody>
</table>

LEARNING OUTCOMES  
Project skill: Evaluate suitability of household tasks for each family member  
Life skill: Planning and organizing  
Educational standard: NASAPACS 13.5.5: Apply time management, organizational, and process skills to prioritize tasks and achieve goals  
Success indicator: Determines best family member for household tasks
More Challenges

Meet with an adult in your family and make a “cleaning and organizing plan” for your home. Assign tasks to everyone and think about possible rewards for completion. Assignments can be daily, weekly, monthly, or whatever fits into your family’s schedule. Make assignments fun and consider rotating jobs.

Did you know?

According to The Vinegar Institute, vinegar can be used safely and effectively for many cleaning jobs around the home. It kills bacteria, is inexpensive, and is often viewed as a “green” alternative to commercial cleaners.

Background

Keeping a home clean and organized is a much easier task when everyone does his or her part. Do your part, and then some. Help out family members who are busy and don’t hesitate to step up when an extra hand is needed. Your family really is a team.

Another key element to keeping a home clean is having the appropriate supplies on hand. If the supplies for a cleaning job are not available, the job is not going to get done. Basic supplies like soap, buckets, rags, and mops are essential. If you use the last of something, be sure to add it to the shopping list so there is a fresh supply for next time.
Talking It Over

SHARE  How did the activities you completed in Activity 7 contribute to the household?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

REFLECT  What happens if family members do not work together?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

GENERALIZE  What “rule to live by” would you write about Activities 7 and 8? Is it “clean up your own mess,” “put things back where you found them,” or something else?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

APPLY  What is one way you cannot contribute to the household now, but look forward to doing in the future?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Now it’s time to look beyond your own home to the larger community; to your “hometown.” You can help there too, by donating your skills, time, and energy to a good cause.

**WHAT TO DO**

Look into groups and organizations that accept donations, products, and services in your area. Can you add a few more to the table below? Examples include your library, hospital, or church. Also consider visiting a senior citizen’s center to see if you can help residents organize their spaces or help clean up an area needing attention.

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>ITEMS AND SERVICES NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: fire and police</td>
<td>Donate gently-used stuffed animals for children in emergencies.</td>
</tr>
<tr>
<td>departments</td>
<td></td>
</tr>
<tr>
<td>Example: doctors’ offices</td>
<td>Books, magazines, and gently-used toys.</td>
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<tr>
<td>Example: neighbor</td>
<td>Help organize a neighbor’s garage.</td>
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</tbody>
</table>
Pick at least one activity from your list on the previous page and do it! Write a short summary describing your experience.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

More Challenges
Make a long-term plan to organize and clean more areas of your home. Invite your entire family to help, and include plans for responsibly donating, recycling, or discarding unwanted items.

Did you know?
According to the National Corporation for Community Service, Ohio had 2,501,440 volunteers in 2015.

Background
One of the H’s in 4-H is hands. You remember—it is part of the pledge: “I pledge my hands to larger service.” Committing to this “H” has many advantages for you as well as the person(s) or organization(s) you are helping.

Others are grateful when you and your friends donate your time and skills. They also appreciate the new energy and creative ideas you share. Volunteering helps strengthen the connectedness among individuals. It also allows communities to see youth as positive, energetic, and creative resources.

Volunteering your time and skills gives you a sense of pride and satisfaction from helping others. You learn to set and achieve goals, learn valuable life skills, and develop a sense of accomplishment. It can relieve stress and help you feel valued by others. Most importantly, it helps you realize that YOU can make a difference!
Talking It Over

SHARE  What organization did you contribute to? What did you contribute?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

REFLECT  What does “I pledge my hands to larger service” mean to you?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

GENERALIZE  When you contribute something, do you get anything in return? Explain.
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

APPLY  What kind of volunteer will you be in the future?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Glossary

avant-garde. A style that is unconventional or experimental.

color scheme. A specific combination of colors.

color wheel. A round diagram showing the relationships between the primary, secondary, and sometimes, tertiary colors.

cool colors. Colors in the blue, green, and violet family.

dialectic. A collection gathered from various sources.

life skills. A skill necessary or desirable for full participation in everyday life.

lines. Continuous mark made by a moving point.

organize. Arrange into a structured whole.

primary colors. Three basic colors from which all other colors are made—red, yellow, and blue.

rubbings. The result of paper placed over an object and using a writing tool with back and forth motion until a texture shows through.

secondary colors. Colors derived by mixing equal amounts of the primary colors.

texture. The feel or appearance of a substance or surface.

upcycle. Reuse in such a way as to create a product of higher quality or value than the original.

warm colors. Colors in the red, yellow, and orange family, including browns and tans.
# Summary of Learning Outcomes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Project Skill</th>
<th>Life Skill</th>
<th>Educational Standard*</th>
<th>Success Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Area: It’s My Style</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Color</td>
<td>Exploring color</td>
<td>Processing information</td>
<td>NASAFACS 11.2.1 Evaluate the use of elements and principle of design in housing and commercial and residential interiors.</td>
<td>Completes a color wheel and identifies a color scheme</td>
</tr>
<tr>
<td>2. Texture</td>
<td>Studying differences in various textures</td>
<td>Processing information</td>
<td>NASAFACS 11.2.1 Evaluate the use of elements and principle of design in housing and commercial and residential interiors.</td>
<td>Describes differences in various textures</td>
</tr>
<tr>
<td>3. Line</td>
<td>Recognizing different kinds of lines</td>
<td>Processing information</td>
<td>NASAFACS 11.2.1 Evaluate the use of elements and principle of design in housing and commercial and residential interiors.</td>
<td>Finds and describes different kinds of lines</td>
</tr>
<tr>
<td>4. Style</td>
<td>Gathering possessions member loves and dislikes</td>
<td>Thinking critically</td>
<td>NASAFACS 11.2.1 Analyze the psychological impact that the principles and elements of design have on the individual.</td>
<td>Determines own style</td>
</tr>
</tbody>
</table>

| **Project Area: It’s My Stuff** | | | | |
| 5. Getting Organized | Choosing a space to organize in own home | Making decisions | NASAFACS 11.3.3: Demonstrating measuring, estimating, ordering, purchasing, pricing, and repurposing skills. | Organizes an area at home |
| 6. Upcycle Your Style | Looking for an item to repurpose | Practicing creativity | NASAFACS 11.9.1: Demonstrate knowledge and skills to incorporate recycle and redesign principles | Upcycles an item |

| **Project Area: It’s My Turn** | | | | |
| 7. I Can Help | Assessing upkeep and cleanliness of the home | Planning and organizing | NASAFACS 2.1.1: Apply time management, organizational, and process skills to prioritize tasks and achieve goals. | Determines which household tasks need completed and the amount of time needed |
| 8. Team Clean | Evaluating suitability of household tasks for each family member | Planning and organizing | NASAFACS 13.5.5: Apply time management, organizational, and process skills to prioritize tasks and achieve goals. | Determines best family member for household tasks |

| **Project Area: It’s My Responsibility** | | | | |
| 9. The Big Picture | Making a useful contribution to a local group or organization | Volunteering | NASAFACS 1.3.2: Demonstrate skills that individuals and families can utilize to support civic engagement in community activities. | Contributes time and skills to a community organization |

* The educational standards cited here are from the National Association of State Administrators of Family and Consumer Sciences. These are available in their entirety at nasafacs.org/national-standards-and-competencies.html.
The 4-H Pledge

I pledge
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service, and
My health to better living,
For my club, my community,
my country, and my world.