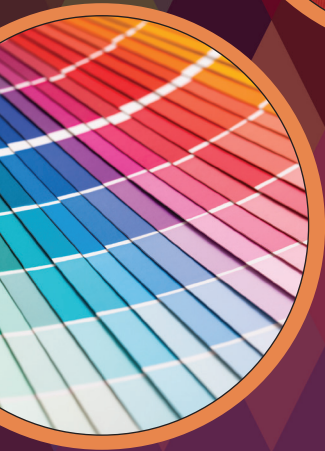


It's My Home



Name _____

County _____

Age _____
(as of January 1 of the current program year)

Club name _____

Advisor _____



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
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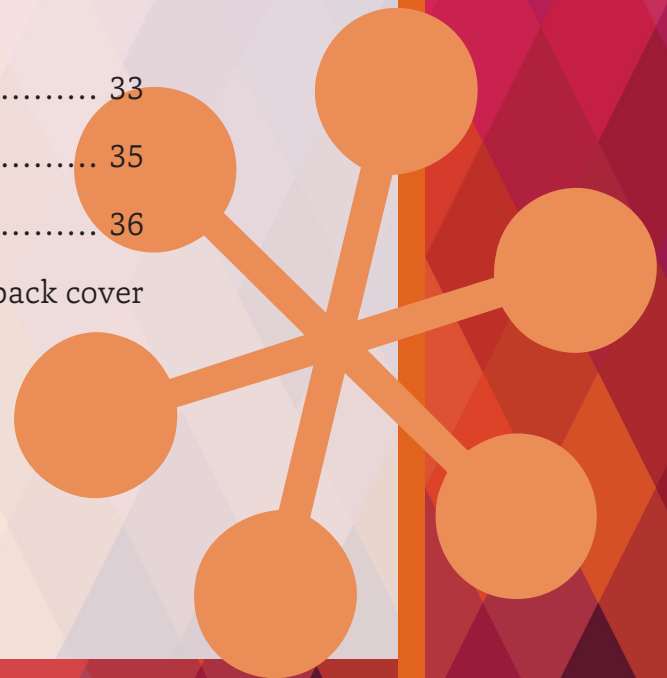
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Note to the Project Helper

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 Essential 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.

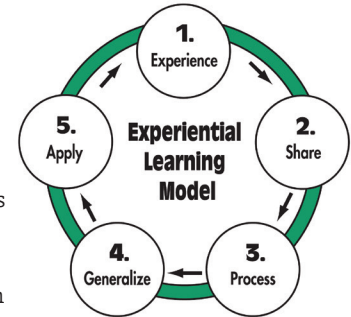
What You Should Know About Experiential Learning

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.



Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

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.



Member Project Guide



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.

Ohio 4-H offers other home living and fine arts project books. If you want to do more projects like this one, check the Family Guide or visit Project Central at projectcentral.ohio4h.org.

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.



Activity	Date Completed	Project Helper Initials
Project Area: It's My Style		
1. Color		
2. Texture		
3. Line		
4. Style		
Talking It Over		
Project Area: It's My Stuff		
5. Getting Organized		
6. Upcycle Your Style		
Talking It Over		
Project Area: It's My Turn		
7. I Can Help		
8. Team Clean		
Talking It Over		
Project Area: It's My Responsibility		
9. The Big Picture		
Talking It Over		

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.





- 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.

Plan to Do	What I Did	Date Completed	Project Helper Initials
<i>Make "homemade" laundry soap</i>	<i>With the help of an adult I researched recipes and made laundry soap to use at home.</i>	6/12/YR	J.M.





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.

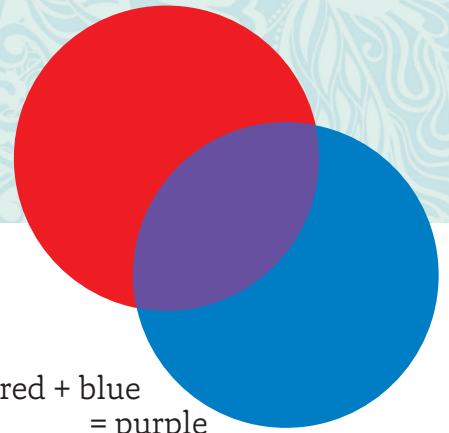
Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Explained the color wheel, texture, and lines at my local club meeting.</i>	<i>4/12/YR</i>	<i>J.M.</i>



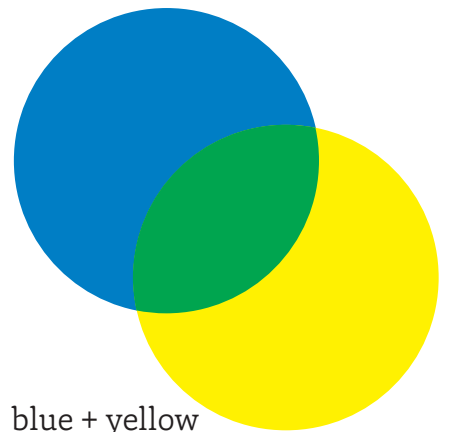
Color

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.

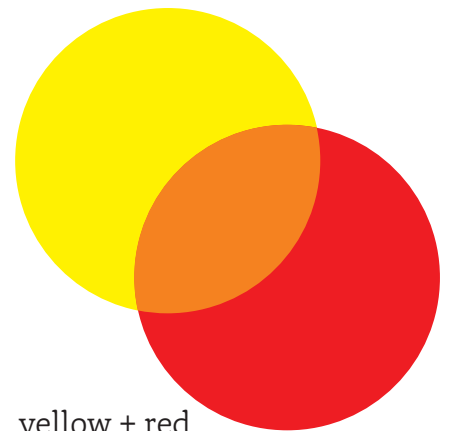
Primary colors are the basis from which all other colors are formed. When mixed, the primary colors create these **secondary colors**.



red + blue
= purple



blue + yellow
= green



yellow + red
= orange

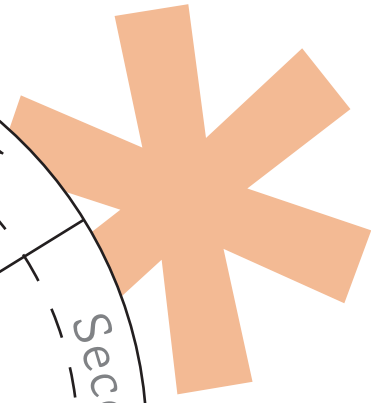
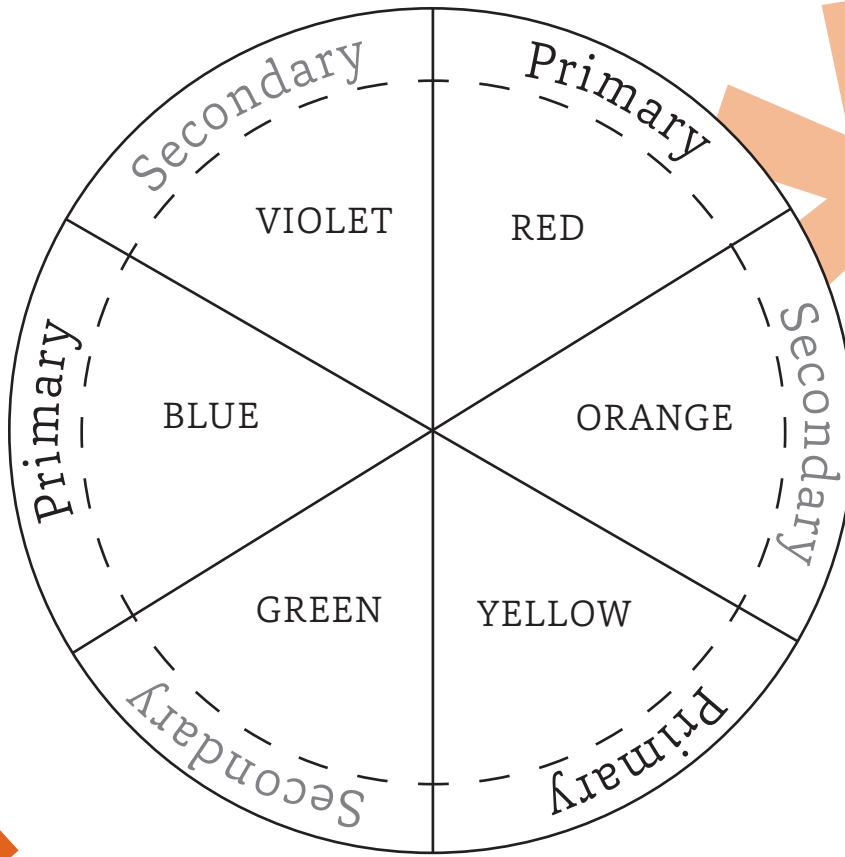
Words in **bold** throughout this book are defined in the glossary.

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.

Test your color palette savvy with the fabulous and free Blendoku app from wherever you download games.



Background

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.

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?



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.

Summary of Learning Outcomes

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