

ADVENTURES IN FAMILY LIVING

LEADER'S GUIDE

COOPERATIVE EXTENSION



Washington State University



ADVENTURES IN FAMILY LIVING

This project introduces four phases of family living to 4-Hers: foods and nutrition, clothing, child care, and home environment and furnishings.

Activities suggested are a guide to help you and the members plan meetings that are interesting, fun, and good learning experiences. Use some of your own ideas to teach the materials presented. Also, encourage the members to be creative in developing their projects.

The children are not expected to do all the things suggested in one year. There are choices to be made depending on interest, time available, skills the children have, how many adults are available to help at the meeting, and how much the children can do at home. After completing this year the members may choose to enroll in the project again or go to another project in family living.

GOALS OF THE PROJECT

General objectives or goals of the project follow. More specific objectives are given for each meeting, stated in terms of what members are expected to know or be able to do following the meeting.

- Provide a positive group learning experience in which children acquire information, develop skills, and develop positive attitudes about family living.
- Meet the needs of children for new experiences, recognition, achievement, and acceptance by the group.
- Develop an interest in continuing projects in family living.
- Encourage learning through sharing, working together, and completing individual projects.

WORKING WITH 8- TO 10-YEAR-OLDS

This age group is eager to learn and interesting and fun to work with. Here are some things to remember about them:

- Ability to control small muscles is not as well developed as large muscle control so they may have difficulty with hand sewing. Sewing on the machine is also much more fun and faster. Measuring small amounts and tasks requiring eye-hand coordination may also create some difficulty, so expect that they may need help.
- Are curious, want to know why certain things happen, and like to experiment, so encourage them to try new things.
- Have a short interest span and want to finish projects in a short time.
- Want a challenge, but can also get discouraged if it is too difficult.
- Want to make decisions, but may be limited in knowledge and need help making realistic choices of things to make.
- Want to achieve and may be frustrated by tasks that are difficult; need help to be patient in developing skill and finding satisfaction in learning.
- Need your approval. You can help by being supportive and giving praise.

YOUR JOB

The first important step is to become familiar with the entire project and what is expected of you and the children. You can do this by reading through EM4766, the member manual for this project, and this guide for a general idea of what's suggested. If you are working with other leaders, talk over the project with them and decide how you want to approach it. The guide is written as if you are leading a project or a club enrolled in the project. If your situation is different, you'll need to make adjustments to fit it.

You will need to:

- Determine with the members and parents when they will meet, how often, and where.
- Decide how the supplies for food or other projects prepared at the meetings will be

provided. Members can bring them, or an amount can be charged each member for supplies.

- Help members plan what they will do when several options are given.
- Teach the skills needed to do the project selected.
- Have members practice at the meeting the skills you have demonstrated.
- Encourage the members to practice their skills and use what they have learned at home.
- Encourage each child to share what he or she has learned with others in short talks and demonstrations.
- Provide opportunities to display accomplishments.
- Expect members to do their own work to the best of their ability, but don't set standards so high that they feel only adults can accomplish them.
- Prepare for each meeting in advance so that the supplies and equipment needed are ready and you know what you're going to do and say.

Preparation Before Each Meeting

There are suggested activities for each meeting to accomplish the specific objectives of the meeting. Review these activities and decide how they fit into your situation. Carefully reread the section of the member manual that applies and the meeting outline for the meeting; make your own plan for the meeting, adding your ideas. Then determine what equipment and supplies will be needed and how these will be provided.

The number of people, location, length, and space available are all factors which affect the meeting plan. Many leaders feel more comfortable holding meetings in their own homes.

ORGANIZATION OF THE GUIDE

The introduction has included some general information about the goals of the project, working with the 8- to 10-year-olds and specific things you will need to do. The remainder of the guide is set up in a series of meetings for each of the four areas—foods and nutri-

tion, clothing, child care, and home environment and furnishings.

Goals for each meeting are listed together with suggested preparation before the meeting and activities at the meeting as well as key information to present.

The meetings are planned in a sequence of learning experiences to develop basic information and skills from the simple to the more difficult. For example, in "Starting to Sew," the pull-on shorts or pants require using a simple pattern and stitching a curved seam. If members choose to make the shorts or pants, additional help may be needed at the meeting or at home.

A pillow is suggested as a possible project for "Make It for Your Room," but could be a part of "Starting to Sew," especially if members need more experience with straight stitching. The skills learned in "Starting to Sew" can be used in making something for their room and in making the puppet in "Helping Little Children Learn."

A general meeting to which parents or other adults who might be helping the member are urged to attend is important. It's an opportunity to get acquainted and to explain what's included in the project and what children will be expected to do. This is especially true if the group is new to 4-H or there are new members in an existing club.

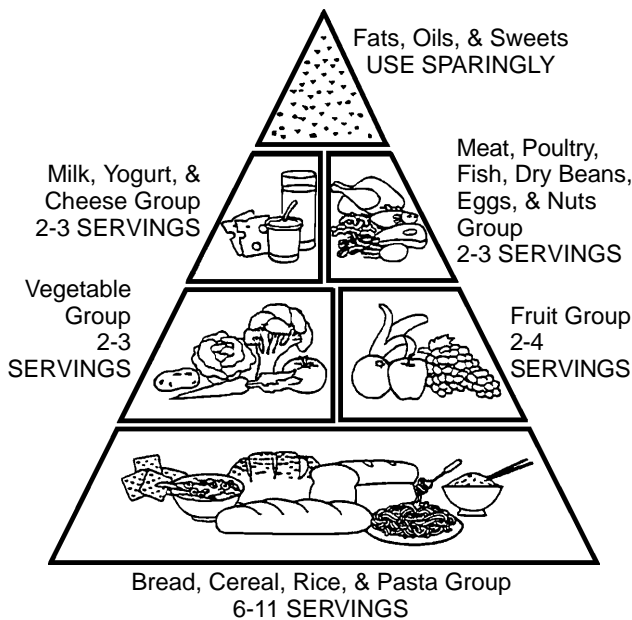
A brief overview of the member manual with emphasis on the first meeting in "What's to Eat?" on the rules for good cooks and the first meeting in "Starting to Sew" on sewing tools will help get members off to a good start and parents familiar with some of the equipment the member will need.

"What's to Eat?" is suggested as a natural starting point because most kids like to eat and want to fix things for themselves. Making their own pot holders or placemats might be an introduction to "Starting to Sew."

WHAT'S TO EAT?

The information and activities in this section of the project are built around the food groups—milk and cheese; vegetables and fruits; bread and cereals; meat, poultry, fish and beans; and fats and sweets. The overall goal is to give youth a basic foundation for making good food choices and developing good eating habits that will continue through the teen years and into adulthood.

It's important that young people understand the nutritional facts about food and the effect the food they eat has on their bodies. They need to be able to plan and then to eat a balanced diet.



FOOD GUIDE PYRAMID
A Guide to Daily Food Choices

MEETING 1

Following this meeting members should be able to:

- Practice the rules for good cooks.
- Identify liquid and dry measuring equipment and use it correctly.

- Explain why they need foods from the milk group.
- Prepare a fruit milk drink as a snack or for breakfast.

Before the meeting:

- Read the first section on snacks in the member manual.
- Decide how you will introduce or review, if discussed at the general meeting, the rules for good cooks.
- Make or borrow a poster showing foods in the milk group and the words “calcium, vitamin D.” Use pictures from magazines or ask your county Extension family living agent, local home economics teacher, or the Washington State Dairy Council, 3830 Stone Way N. Seattle, WA 98103 for illustrative material.
- Collect supplies and equipment needed.

Key information:

Cleanliness is important in handling food to prevent illness.

For a consistently good product, ingredients need to be measured accurately.

Milk group provides nutrients for growth and strong bones and teeth. Nine- to 12-year-olds need 3 servings from the milk group daily.

Snacks are an important part of daily food needs and can contribute to good nutrition.

Suggested activities:

1. Wash hands as one of the first rules of a good cook. As everyone is doing this, ask members for other rules.
2. Have display of dry measuring cups and spoons and liquid measuring cups.
3. Demonstrate how to measure dry ingredients. Powdered milk might be measured and mixed for Orange Dairy Delight, or use flour as a common example. Have members suggest other ingredients measured this way.

4. Demonstrate measuring liquid ingredients, using part of the milk for Orange Dairy Delight or water.
5. Have the group read the recipe for Orange Dairy Delight with you.
6. Make a recipe as a group by dividing tasks for reading recipe, measuring ingredients, adding ingredients, mixing, and serving in small cups or divide into two or more groups using the variations suggested.
7. As members are sampling, talk about snacks as part of the daily food needs. Questions for the discussion:
 - When do people eat snacks?
 - What snack foods are advertised?
 - Are these nutritious?
 - What foods should you not eat for snacks?
8. Use posters to discuss foods in the milk group and how many servings we need each day. Ask members if they know what other food group was in today's snack. Many may have had some nutrition in school and will quickly recognize the orange as in the vegetable and fruit group.

After-the-meeting member activities:

1. Make Orange Dairy Delight and share with someone.
2. Start an experiment to take calcium out of a bone to illustrate what happens when there is not enough calcium to keep bones strong. Soak a small, clean cooked chicken leg bone in vinegar to take out calcium. This may take 2 weeks or more.

MEETING 2

Following this meeting members should be able to:

- Identify a variety of vegetables to serve as snacks.
- Prepare vegetable snacks and a dip.
- Use a knife and peeler safely.
- Recognize the importance of vegetables in the diet.

Before the meeting:

- Read the section in the member manual on vegetables as snacks.

- Determine the supplies needed, how provided, and plan for equipment needed.
- Prepare "Name That Vegetable" game.

Key Information:

Deep yellow and dark green vegetables and deep yellow fruits (apricots and mangoes) are rich in vitamin A which is important for healthy eyes and skin.

Dark green leafy vegetables are rich in iron for healthy blood and vitamin C to help protect against colds and infection. They also contain fiber and other minerals.

Citrus fruits (oranges, lemons, and limes), melons, berries, and tomatoes are good sources of vitamin C, too.

Raw vegetables stimulate the gums, clean the teeth, and promote good dental health.

Raw vegetables add crisp texture to our meals and make them more interesting.

Eight- to 10-year-olds need four servings of vegetables and three of fruit per day.

Suggested Activities:

1. "Name That Vegetable"—write the names of vegetables on slips of paper. As members arrive pin one of the slips on the back of each player. Have players try to find out which vegetable they are by asking questions of other players, which can be answered "yes" or "no." For example, Am I yellow? Do I grow underground? As soon as the player can name the vegetable, the slip of paper can be moved to the front. Use both common vegetables and some not so familiar to introduce ones they will be tasting later.
2. Everyone wash hands—check to see that hair is pinned or tied back.
3. Demonstrate how to use a cutting board, a sharp knife, and peeler safely.
4. Divide into small preparation groups to prepare vegetables and dip. Try broccoli, zucchini, cauliflower, or rutabagas for a new vegetable for some.
5. Encourage each person to taste each vegetable.

6. Talk about which of the vegetables they are sampling are good sources of vitamin A, C, iron, and fiber and why these are important.
7. Clean up.

After-the-meeting member activities:

1. Share what they have learned with someone.
2. Serve a vegetable snack to family or friends.
3. Start growing bean sprouts.
4. The next two meetings will be on breads and cereals. Suggest members visit the grocery store and count the number of different kinds of dry cereal and varieties of bread they found and report at the next meeting.

MEETING 3

Following this meeting members should be able to:

- Prepare a cereal snack.
- Use the oven safely.
- Identify foods in the bread and cereal groups.

Before the meeting:

- Read through the member manual on cereal snacks.
- List supplies and equipment needed.
- Plan preparation activities.
- Make Nutri-Twist game.
- Have a dry cereal box.

Key information:

Breads and cereals group provides B vitamins, iron, and some fiber.

Eight- to 10-year-olds need 9 servings from the bread and cereal group daily.

- The group includes foods made from all grains such as wheat, rice, cornmeal, oats, and whole grains or enriched flours.
- Whole grains use the entire grain, a good source of fiber, B vitamins, and trace minerals.
- Enriched bread or cereals have some of the B vitamins and iron restored or added.
- Dry cereals have different nutritive value. Look for the nutrition label on the box to compare values.

Suggested activities:

1. Wash hands and start the meeting with preparation of cereal crunch or pretzels or both. Review briefly how to measure dry and liquid ingredients.
2. If you use both recipes, divide into two teams and assign tasks for each team. Everyone should have a brief experience kneading and shaping the pretzel dough.
3. Demonstrate testing temperature of water for yeast. Have members feel water and check thermometer if available.
4. Demonstrate kneading and let members try it.
5. Demonstrate shaping and let members shape their own pretzels.
6. Refer to rules for good cooks on oven safety.
7. While granola or pretzels are baking, show cereal box and how to find nutrition information.
8. Have members report on number of kinds of dry cereal and bread they found at the grocery store.
9. Introduce the Nutri-Twist game.
10. Sample products and talk about how granola could be used.
11. Clean up.

After-the-meeting member activities:

1. Watch TV 1 hour Saturday morning. Count the number of advertisements for breakfast cereals.
2. Make granola at home.

Nutri-Twist

Equipment

Game board made from heavy plastic and contact paper—4 colors (heavy plastic can be purchased inexpensively at most fabric stores).

Spinning board made from heavy cardboard with right and left foot area, right and left hand area.

Purpose

For the youth to recognize the Basic Food Groups and to identify some foods within each group.

How to Play

This is played like the game Twister. A spin determines both the food group and the extremity that must be placed on the appropriate circle

on the game board. Up to four players can play the game at one time.

Player One selects an unoccupied site in the column representing the food group determined by the spin and places the appropriate hand or foot on it.

A player who makes an incorrect selection for a food group forfeits his or her turn. Only one person can occupy each space on the game board. If all the spaces representing the food group indicated by the dial are taken, the player also forfeits a turn.

Play continues until each child has one food that represents each of the basic food groups. If a player falls while attempting to do this that player is eliminated from the game.

See the Nutri-Twist illustration on page 8.

MEETING 4

Following this meeting members should be able to:

- Prepare a variety of sandwich fillings using different kinds of bread in sandwiches.
- Wrap sandwiches to retain freshness.
- Recognize importance of food safety, and store sandwiches properly.

Before the meeting:

- Review the member manual.
- Determine the supplies and equipment needed.
- Plan activities.
- Plan a beverage to be served with sandwiches.

Key information:

Stress the importance of keeping sandwiches and sandwich fillings cold to prevent bacteria-caused illness.

Talk about cleanliness in relation to members, equipment, and ingredients in food preparation. Sandwiches can be made more interesting by using a variety of breads and fillings.

Suggested activities:

1. Seat members in a circle. Start with one of the members who says, "I went to the store and bought white bread." The next person says, "I went to the store and bought white bread and English muffins." Each person around the circle must repeat each kind and add a different one until they can't think of another, but can repeat the list.
2. Have members report on how many advertisements for cereals they saw on TV. What did they advertise?
3. Have members name their favorite sandwich and talk about the qualities of a good sandwich, such as fresh, filled to the edge of the bread, easy to eat, tastes good.
4. Wash hands—divide the group into preparation teams to prepare fillings and make sandwiches.
5. Demonstrate how to wrap a sandwich to freeze and talk about freezing, as a safety measure, for a packed lunch.
6. Show different ways to cut a sandwich.
7. Have members cut sandwiches into small pieces for sampling.
8. Eat and clean up.
9. Play Nutri-Twist.

After-the-meeting member activities:

1. Make a sandwich or sandwiches for someone else using the bean sprouts they have grown.
2. Try a different kind of sandwich (bread or filling) for themselves.

MEETING 5

Following this meeting members should be able to:

- Identify several foods for breakfast that add variety and interest and are easy to prepare.
- Recognize the importance of breakfast.
- Prepare eggs in one or more ways.
- Use the top of the stove safely.

Before the meeting:

- Re-read the section in the member's manual on breakfast.
- Make a plan for the activities selected.
- List and arrange for supplies and equipment needed.

Key information:

The time between the last meal of the day and morning is the longest without food. A good breakfast is an important part of a nutritious diet. It gives us energy for the day ahead.

- Young people do better in school if they have something for breakfast.
- A favorite food can be eaten for breakfast whether it is macaroni and cheese, an apple, or peanut butter on toast.
- A good breakfast doesn't have to take a lot of time and can be easy to prepare.
- The meat group is an important source of protein.

Suggested activities:

1. Have members name one thing they would like for breakfast if it could be anything they wanted. Discuss how these suggestions would fit in with the day's food needs. Not all breakfasts need be the same, it is more important to eat something.
2. Wash hands and have one member show how to break an egg into a small bowl rather than into a bowl with other ingredients to avoid possible pieces of shell in batter.
3. Divide into preparation groups with assigned tasks.
4. If preparing pancakes or French toast, try to arrange for all members to observe or to cook at least one.
5. Discuss alternate toppings to high sugar syrup or jam.
6. Eat and clean up.
7. Talk about what they would serve with the foods prepared if they were going to prepare breakfast for their family.

After-the-meeting member activities:

1. Make pancakes or French toast at home at least once.

MEETING 6

Following this meeting members should be able to:

- Name a variety of foods in the meat group.
- Prepare a main dish.
- Tell why protein is needed each day and the number of servings needed.

Before the meeting:

- Review the member manual on main dishes.
- Select a recipe or recipes to make at the meeting and arrange for ingredients and equipment needed.
- Plan meeting activities.
- Make or borrow a poster of the food groups including examples of fats and sweet group.

Key information:

Protein is a part of each cell in our bodies. These cells are constantly being repaired and replaced so protein is essential for growth and maintenance.

Eight- to 10-year-olds need two servings from the meat group each day.

Foods in this group include meat, poultry, fish, dry peas or beans, lentils, eggs, peanut butter, nuts, milk and yogurt.

Suggested activities:

1. Have each member name a family favorite main dish. Discuss variety of ways to get protein in the diet and its importance.
2. Wash hands—divide the responsibilities for preparing a main dish casserole(s).
3. While casserole is baking, review the rules for good cooks to see if during the year they have observed them all.
4. Have members suggest what to serve with the casserole to provide good nutrition, variety in texture, color, and flavor. This might be done in small groups and then compare menus. Have food group poster where all can see as they plan.
5. Have members check "Putting It All Together" chart.
6. Taste the casserole and clean up.

MEETING 7

Following this meeting members should be able to:

- Measure accurately the ingredients used in baking.
- Define common cooking terms.
- Identify the five food groups and examples of food included in each.

Before the meeting:

- Review the information in the member manual.
- Plan the activities for the meeting.
- Prepare the game “Name That Group.”
- List ingredients and equipment needed and arrange to have them on hand.

Key information:

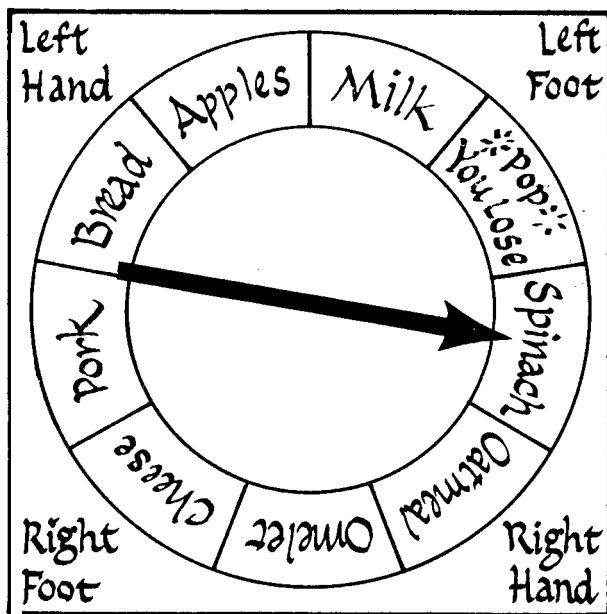
Many desserts, including pies, cakes, and cookies, contain large amounts of fat or sugar or both. These are high in calories but low in the nutrients needed for good health. We should use these foods with caution, but need not cut them out entirely. Desserts which contain foods from the other four food groups with small amounts of fats or sugar are best. Fresh or canned or frozen fruit, custard, fruit cobbler, puddings, and low-calorie gelatin desserts and sherbets are better choices than desserts high in sugar or fat.

Suggested activities:

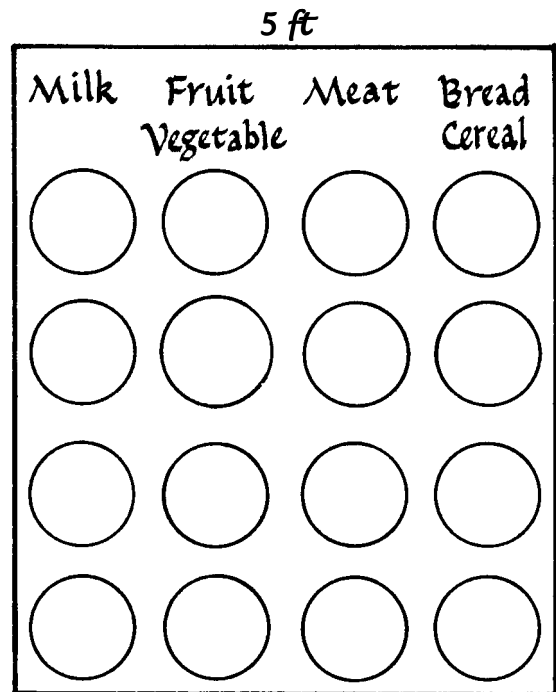
1. Everyone wash hands and be sure hair is controlled.
2. Have members demonstrate how to measure dry and liquid ingredients used in the recipe(s).
3. Show how to measure shortening two ways—packed in a cup or measure 1/2 cup

- by putting 1/2 cup water in glass and adding shortening until water level rises to 1 cup.
4. Divide into teams to prepare apple crisp and cookies or both.
 5. While dessert is baking play the Match Game, which is in the member manual. After everyone is finished have members help give correct answers.
 6. Taste the desserts and then clean up.
 7. Close with the “Name That Group” game. Give each member five 1-inch squares of colored construction paper, red, green, blue, yellow, and brown. Assign a color to each of the five food groups. Hold up a picture or name of a food. Have members tell you what food group it is in by placing the appropriate color out in front of them. If a food contains more than one group, then more than one color should be out. The first one to get all appropriate colors out gets two points. Everyone else who is correct gets one point.

The next meeting will begin the sewing phase of the project. One way to begin might be a picnic followed by a tour of a fabric shop or department or a tour followed by a snack at a favorite spot.



Nutri-Twist



STARTING TO SEW

This part of the project introduces the member to sewing. The emphasis is on learning about and using sewing tools and the sewing machine to make simple projects.

A firm, woven, medium-weight-fabric of cotton or cotton blend in a solid color or print is best for the articles in this project.

A tour of a fabric shop or fabric department planned in advance with the store could be very valuable. It would be a good way to show fabrics suitable for their projects and learn about care labels.

MEETING 1

Following this meeting members should be able to:

- Identify basic sewing equipment needed for their sewing box.
- Start, stop, and begin to control the speed and direction of the sewing machine.
- Stitch on straight and curved lines marked on paper without thread.

Before the meeting:

- Review the first part of the section “Starting to Sew” in the member project book.
- Collect equipment for a sewing box.
- Prepare paper for practice stitching on straight and curved lines and turning corners.

Key information:

Good sewing tools help members do good work. It is important to take care of sewing tools and keep them together in one place.

Controlling the speed of the sewing machine is a key to straight stitching for beginners.

Suggested activities:

1. Show the equipment needed for a sewing box. This is a review of information given at the meeting for parents and other adults.

Refer members to the information in their project book.

2. Demonstrate how to start, stop, and control the speed of the sewing machine.
3. Have members practice starting and stopping the machine and stitching on paper. Have them practice this at home, if possible.
4. Talk about the items they can make in this project. Samples of the duffel bag and either the pull-over shirt or pop-on skirt which you have made would be helpful.
5. Show a pin cushion stitched ready to turn and stuff.
6. Remind members to bring sewing tools to the next meeting.
7. Ask members to bring some scraps of cotton or cotton blend fabric from home, if someone at home sews. These scraps will be used to practice stitching with thread.

MEETING 2

Following this meeting members should be able to:

- Start and stop the sewing machine smoothly and stitch on straight and curved lines on paper.
- Thread the sewing machine with adult help.
- Decide what they will make as a first project and list supplies to bring to the next meeting.

Before the meeting:

- Have a supply of paper on which are drawn straight and curved lines with some straight ones at right angles to practice turning corners.
- Have some scraps of cotton or cotton blend fabric for practice sewing on fabric with thread.
- Have a new needle(s) for machine(s) to change before stitching on fabric.

Key information:

Machines differ in appearance, but all have the same basic parts and thread in a similar way.

Sewing on paper dulls a needle and it should be changed before sewing on fabric.

Suggested activities:

1. Have each member show how to start and stop the machine, stitch on straight and curved lines on paper, and turn corners.
2. Show the members how to thread the machine, naming the parts as you do so. Show how to wind the bobbin.
3. Have members trace the steps in threading the machine on the diagram in their project book.
4. Show how to change the needle to stitch on fabric.
5. Show how to put the fabric in the machine and how to begin stitching and how to back stitch.
6. Have some members thread the machine with adult supervision and practice stitching on fabric scraps while others list supplies for their first project.
7. Have the members decide what their first project will be (suggest either the pin cushion or carryall bag). List amounts of fabric needed and other supplies to bring to the next meeting.

MEETING 3**Following this meeting members should be able to:**

- Begin a pin cushion or carryall (bag).
- Thread a needle, make a knot, use a thimble, and sew by hand.

Before the meeting:

- Plan activities according to projects members will be working on and the demonstrations you will give.
- Have scraps of fabric available for members to practice hand sewing.
- Have a pin cushion ready to stuff and close.

Key information:

Backstitch at the beginning and end of each line of stitching to keep threads from pulling loose.

Use a seam guide to keep seams even in width and stitching straight. Press as you sew. It makes the next step easier.

Suggested activities:

1. Demonstrate and have members follow the

- steps with you: thread a needle, tie a knot, use a thimble, overhand and whip stitch.
2. Demonstrate backstitching and how to use a seam guide.
3. Review the steps in making a pin cushion and show how to stuff and close the pin cushion. Members making pin cushions measure and cut fabric, pin, and stitch; then it's ready to turn and stuff. Some could practice hand stitches while others are using machine(s).
4. If some members are making duffel or carryalls, measure and cut fabric and do edge stitching.
5. Demonstrate folding, pressing, and turning hem for heading of duffel or carryall.

MEETING 4**Following this meeting members should be able to:**

- Complete their first project.
- Decide on a second project.
- Select appropriate fabric for the next project.
- Personalize their second projects using iron-on fabric, decorative stitching, or appliqué.

Before the meeting:

- Have suggestions and pictures or samples of ways to personalize projects.
- Have sample fabric care labels.
- Make samples of good and poor machine and hand stitching, seams, and hems to show standards.

Key information:

Fabric for the projects should be firmly woven, solid colors or overall prints and of medium weight.

Care labels must be affixed to the bolt end of over-the-counter fabrics. Look for how to care for the fabric you purchase.

There are several ways to personalize the projects.

Recognized and accepted standards for seams, machine stitching, hand sewing and hems will give a finished, professional look.

Suggested activities:

1. Talk about fabrics for their second projects.
2. Show examples or pictures of ways to personalize projects.
3. Explain and show samples of care labels.
4. Show examples of good and poor standards of work so members recognize how each looks and begin to develop good standards for themselves.
5. Members complete unfinished first projects.
6. Members list supplies needed for the next project.
7. If members are making an item that requires measurements, demonstrate how to take measurements.

MEETING 5

Following this meeting members should be able to:

- Cut out, pin, and stitch a second project.
- Determine, with adult guidance, their skill level and decide if they want to make an article to wear.
- Distinguish between woven and knit fabrics.
- Identify basic fabric terms: selvage, grain, bias, woven, and knitted.

Before the meeting:

- Plan the activities according to the projects selected by the members.
- Have samples of woven and knitted fabrics.

Key Information:

Define the following terms:

Woven fabric—yarns go over and under one another.

Knitted fabric—yarns interlock in a series of loops. This is why knits stretch.

Selvage—the narrow, tightly woven strip along the length of the fabric.

Grain—the direction in which fabric yarns are placed.

Lengthwise grain—the yarns that run in the same direction as the selvage.

Crosswise grain—the yarns that run crosswise to the selvage.

Bias—the diagonal direction of the fabric.

Body measurements should be snug, but not tight.

Suggested activities:

1. Members begin or continue to work on this second project and complete this at home.
2. Show examples of woven and knitted fabric.
3. Define and illustrate selvage, grain, and bias.
4. Demonstrate how to take body measurements.
5. If members are making a pull-over shirt, pop-on skirt, or pull-on shorts, have them help each other take the necessary measurements.

MEETING 6

Following this meeting members should be able to:

- Read and follow simple directions for a project.
- Begin something to wear.

Before the meeting:

If members are making the shirt, make one or two paper patterns that would fit the majority of members.

Suggested activities:

Demonstrations at this meeting would need to be determined by the articles the members are making.

MEETING 7

Following this meeting members should be able to:

- Complete the projects at the meeting or at home.
- Recognize the standard for good construction and begin to evaluate their own work.
- Plan an exhibit of their projects.

Key information:

The standards for good construction in these beginning projects could include:

- thread matches fabric.
- machine stitching
 - is all the same length.
 - looks the same on both sides (balanced tension).
 - starts and finishes at the ends of the seam.
- is backstitched or knotted at the ends.
- has thread ends clipped.

- hand stitching
 - stitches are even in length.
 - stitches are small and regularly spaced.
 - secure.
- seams
 - are even in width.
 - are flat and smooth.
 - are finished, if necessary, to prevent raveling.
- hems
 - are inconspicuous, flat, smooth, uniform in width, and secure.

Suggested activities:

1. Members complete the projects at this meeting or work with members so they know how to complete them at home.
2. Discuss standards for good construction.
3. Have members evaluate one of their own projects that they have completed.
4. Plan an exhibit for the club of articles made.
5. Introduce the next section of the project which is “Helping Little Children Learn” with a brief review of things to do and an action song or finger game.

HELPING LITTLE CHILDREN LEARN

The overall goal of this section of the project is to have members enjoy being with children from 2 to 5 years old and recognize that play is an important way young children learn.

Encourage each member to spend time playing with a pre-school child to try the activities they have done at the meetings.

MEETING 1

Following this meeting members should be able to:

- Understand the importance of play to young children.
- Play a finger game with a child.
- Select stories for young children.

Before the meeting:

- Review the section in the member project book on finger games, and choosing stories and picture books.
- Select a story to read to the group.
- Have a few children's books on hand.

Key information:

Play helps children grow physically, mentally, socially, and emotionally. Play is one of the ways children learn about themselves and their world. Play is learning.

Finger games can help children learn new words or learn about numbers and colors. They can help develop small muscles and coordination.

Stories for children about families, everyday subjects, that are short, have action, are written in language suitable for young children and have colorful illustrations are the most desirable for children.

Suggested activities:

1. Talk about importance of play. Ask members to share a favorite play activity when they

were younger and why they enjoyed it and what they learned.

2. Play a finger game with the group that is suitable for 2- to 3-year-olds such as "Here's a Ball" or "Bee Hive" and one suitable for older children such as "Right Hand, Left Hand," or "Itty Bitty Spider."
3. Divide the group into pairs and have each person practice a finger game with their partner. They could choose one from their project book or another one they know.
4. Choose and read a story to the group and tell why you chose the one you did and why you read it as you did.
5. Discuss the kinds of stories children like and if possible show some examples for members to look at.
6. Have members select a story to read to the group at the next meeting.

MEETING 2

Following this meeting members should be able to:

- Read a story to a child slowly, distinctly, and with expression.
- Sing an action song with a child.
- Choose pictures that are appropriate for a child's book.

Before the meeting:

- Review the section on action songs in the member's project book.
- Select an action song to teach the group or ask a member to be prepared to teach the group a song.
- Have some examples of pictures for a child's book and a sample of cardboard and of cloth that could be used for pages.

Key information:

Stories are a good quiet time activity that can reinforce what children are learning about themselves and their world, or they can be read for

enjoyment and to help foster feeling good. Action songs can teach concepts of right and left, numbers and meaning of words, and coordination.

Suggested activities:

1. Have each member tell what story they selected and give one reason why they chose it.
2. Ask for volunteers to read their story to the group or divide into groups and have everyone read to a small group.
3. Demonstrate or have a member demonstrate an action song.
4. Have members share an action song or singing game they enjoy.
5. Talk about picture books for children and show some examples of books or examples of pictures that would be suitable for different ages.
6. Review the section in the member project book on picture books. Have each member make a list of material to bring to the next meeting to make a cardboard or cloth book for a child they know. Some items like a paper punch and acrylic spray coating could be shared.

MEETING 3

Following this meeting members should be able to:

- Make a picture book for a child they know and that's appropriate for the age of the child.
- Identify safety features to look for in children's toys.

Before the meeting:

- Plan space for making picture books and how to give instructions and help.
- Have large sheets of paper and crayons to list safety features of toys as the group discusses them.
- Collect a few toys around home or borrow some to illustrate good and poor safety features.

Key information:

Picture books for 2-to 3-year-olds need to be small enough for them to handle, sturdy and not tear easily, attractive, on familiar subjects and help the child learn.

Safety is a major consideration when selecting toys for young children.

Suggested activities:

1. Each member make a picture book.
2. Ask members to suggest safety features to look for when selecting toys. List on paper. Look at several toys and discuss how safe they are. Are there sharp edges that could cut a child? Are there small detachable parts? Could eyes of stuffed toys be pulled off?
3. Have each member bring a toy to the next meeting they played with at four or five, or a younger brother's or sister's toy or a borrowed one.

MEETING 4

Following this meeting members should be able to:

- Identify a variety of toys suitable for infants, toddlers, and pre-school children.
- Make modeling dough.

Before the meeting:

- Review the section on making toys in the member's project book.
- Have ingredients and equipment needed to demonstrate modeling dough.
- Plan an active game.

Key information:

Toys should be safe. Children like bright colors, toys that can be used in several ways, and ones that are small enough and light-weight enough for them to use. Toys should be durable, interest the child, and offer opportunity to involve others and be fun.

For Active Play and Physical Development

For Dramatic and Imaginative Play

For Creative and Constructive Play

2-YEAR-OLDS LIKE

Large hollow blocks
Good-sized wagon
Interlocking blocks
Balls
Push and pull toys:
 automobiles
 trains
 trucks
Small metal airplanes
 and automobiles

Doll corner materials:
 bed, chairs
 tables, bureaus
 unbreakable dishes
Dolls, unbreakable and
 washable
Children's house play
materials:
 tables, chairs
 broom, dustpans
Animals: small wooden
 and cuddly ones
Noah's ark

Clay or plasticine
Easel
Painting materials:
 brushes
 poster paints
Blunt scissors
Large wooden beads
Large crayons
Rings pyramided on
 wooden pegs

3-YEAR-OLDS LIKE

Assorted blocks
Large hollow blocks
Big wagon
Push and pull toys:
 airplanes, automo-
 biles, fire engines,
 trucks
Parallel bars
Hammer and nail sets
Trains
Balls
Junior indoor gym sets

Doll corner materials
 (above)
Children's house play
 material (above)
Dolls
Dolls' accessories
 dresses, combs
 brushes, bedclothes
Animals (above)

Plasticine or clay
Easel, paints, paper,
 brushes
Blunt scissors
Colored cubes
Large crayons
Large wooden beads
Large pegboards
Paste
Rings pyramided on
 wooden pegs

4-YEAR-OLDS LIKE

Assorted blocks
Push and pull toys
Balls and bean bags
Dump truck
Hollow blocks
Workbench and tools
Balls; also of the
 blow-up balloon type
Junior indoor gym sets
Wheelbarrow

Doll corner materials
 (above)
Children's house play
materials:
 small suitcases
 laundry toys
Animals and farmyards:
 collections of small
 toys, copying
 farm or community
 life
Costumes
Telephones

Clay
Painting materials
Scissors
Large wooden beads
Crayons
Colored cubes
Simple puzzles
Hammer and nails
Soft wood
Easel and paints, brushes
Paper, news and wrapping

For Active Play and Physical Development

For Dramatic and Imaginative Play

For Creative and Constructive Play

5-YEAR-OLDS LIKE

Assorted blocks
Balls and bean bags
Push and pull toys
(above)
Hollow blocks
Carpenter s bench
Tools
Wheelbarrow

Doll corner materials
(above)
Costumes
Children's house play
materials (above)
Telephone

Crayons and paper
Clay
Blunt scissors
Colored cubes
Simple puzzles
Large wooden beads
Easel, paints, paper, brushes
Scrapbooks and pictures
for pasting
Simple paper dolls
Materials for dressing dolls
Knitting spool
Simple cut-outs

Suggested activities:

1. Talk about the toys members brought and the age group they are most suitable for. Ask each member to tell why he or she selected the toy brought.
2. Discuss what toys for active play help children develop physically; what toys for dramatic and imaginative play promote social and emotional growth; which toys for creative and constructive play stimulate creativity and mental growth.
3. Demonstrate how to make modeling dough. Have member help mix and knead it. Give each member a small piece to play with.
4. Refer to member project book for suggestions for toys to make. Ask members to think about which one or ones they would like to make and begin to gather supplies needed.

Before the meeting:

- Make a nest of cans to display at the meeting.
- Arrange for someone from a day care center, pre-school, or nursery school to visit the group to help them plan activities they could do with the children on a visit to the center or school.
- Have supplies to demonstrate how to make a sock puppet.

Key information:

Toys like the modeling dough, nest of cans, and the puppets encourage creative and imaginative play. They can be made from things found at home and are inexpensive.

Suggested activities:

1. Plan a visit to a day care center, nursery school, or pre-school program. What will they share with the children? Who will play a finger game, sing an action song or lead a game, read a story or show a picture book. Find out what toys are there and how members can play with the children or observe the children at play with the toys. Set a date for the visit.
2. Demonstrate how to make a sock puppet. Have it partially completed, for example, one eye on, the mouth ready to sew on, etc., so it can be completed quickly.
3. Ask members which toy they plan to make. Some supplies can be shared.

MEETING 5

Following this meeting members should be able to:

- Decide on a toy to make for a child.
- List supplies needed to make the toy.
- Plan activities for a visit to a day care center, day camp, nursery school, or pre-school.

MEETING 6

Visit the day care center, day camp or nursery school, or pre-school program as planned.

During the visit members should be able to:

- Share what they have learned with the children.
- Observe the kinds of toys available and which age children play with the different toys.
- Learn more about what activities are planned for the children.

Remind members to bring materials to make a toy at the next meeting.

MEETING 7

Following this meeting members should be able to:

1. Make a toy for a specific child or as a gift to a day care center or a pre-school group.
2. Evaluate their own toy on qualities of a good toy such as safety, durability, appropriate to age group, fun, and stimulates creative activity.

Before the meeting:

- Plan space to make toys and decide how best to organize the meeting.
- Prepare information on qualities of a good toy and introduce the concept of evaluating or judging the work they have done.

Key information:

Characteristics of a good toy:

Safe, durable, appropriate to the age of the child, stimulates creative activity, involves interaction with others, works, captures child's interest, is fun, contributes to the parent's goals for the child and makes for a balanced set of toys.

Suggested activities:

1. Each member makes a toy.
2. Discuss characteristics of a good toy and have each member judge his or her own toy.
3. Introduce the next section "Make It For Your Room." There will be an opportunity to use some sewing skills and learn about using color and different designs to make attractive and decorative things that are fun and challenging.

MAKE IT FOR YOUR ROOM

This section of the project introduces the concepts of color and design related to the home. Several suggestions are given for things to make that are useful or decorative.

The members may find other ideas in magazines they want to try. Other sources of ideas are craft shows or fairs, art galleries, gift or home furnishings stores, or these sections in department stores.

The member should make at least one article for his or her room or another room at home. The variety of projects offered may mean that there will be several different projects being done at the same time. Most of the projects are simple enough that a limited number of demonstrations will be needed. Members can work on their own with opportunities to ask for specific help. If they have completed the sewing section, the pillow and wall hanging will not be difficult.

MEETING 1

Following this meeting members should be able to:

- Begin to understand and to visualize the effects of color, different color combinations, and patterns in rooms.
- Think about what they want to make after discussing some possible projects.

Before the meeting:

- Collect a variety of color samples from magazines or paint stores. Try to find warm and cool, light and dark, bright and soft (or grayed) colors. Find or make a color wheel to use.
- Look for color and pattern combinations in pictures of rooms in magazines to illustrate the use of color and pattern in current decorating ideas. The paint samples, crayon, fabrics, or the colors you collected from magazine pages can also be used to illustrate color combinations.

Key information:

Color affects how people feel. The warm colors—red, orange, and yellow — are stimulating, cheerful, and lively. The cool colors—blue, green, and purple—are more restful, calming, and relaxing.

Color also affects the apparent size of objects. The warm colors tend to advance and make objects appear larger or nearer to us. The cool colors tend to recede and make objects appear smaller or farther away.

Used together, colors may be related and harmonious or contrasting. Typical related color combinations are:

- **Monochromatic or one-hue**—a combination of several values and/or intensities of the same hue. Example: light blue, dark blue.
- **Analogous**—a combination of hues next to each other on the color wheel or that contain some degree of one hue. Example: green, blue-green, blue.

Typical contrasting color combinations are:

- **Complementary**—a combination of any two hues directly opposite each other on the color wheel. Example: orange and blue.
- **Double complementary**—a combination of two hues which are near each other on the color wheel, and their complements directly opposite. Example: orange, red-orange, blue, blue-green.
- **Split-complementary**—a combination of any hue and the two hues at each side of its complement directly opposite. Example: yellow, blue-purple, red-purple.
- **Triad**—a combination of any three hues equidistant (that are equal distance) from each other on the color wheel. Example: yellow, blue, red.
- **Tetrad**—a combination of any four hues that are an equal distance from each other on the color wheel. Example: yellow-orange, green, blue-purple, red.

The standard or typical color combinations described are just basic recipes which may be a helpful guide for the beginner. They should never be presented in such a way as to stifle creativity and innovation.

There are three dimensions of color: hue, the name of the color; value, the lightness or darkness of color; and intensity, its degree of purity or strength. Each hue, value, and intensity seem different to one's eyes when set in a different background. Colors and patterns in room decoration change just as fashions in clothing change. Floral prints, plaids, prints, or stripes are popular at different times. An overall harmony can be achieved when one or more of the design elements—space, form, line, texture, ornaments, and color are held constant and one or more are changed.

Suggested activities:

1. Talk about the different things members can make for their rooms. Pictures or the actual examples of things to make will help the members decide what to do.
2. Discuss color and color combinations using pictures, paint color samples, or a color wheel.
3. Have each member name a favorite color or colors and tell different ways that color might be used in a room (red on walls, red in furniture, red as an accent). Discuss the results of the way each used the color or colors each chose.
4. Have members select a color or colors that enhance the colors already in their rooms and would make their present rooms more attractive.

MEETING 2

Following this meeting members should be able to:

- Choose a color or colors for their room.
- Make a string mobile.

Before the meeting:

- Have on hand or ask members to bring different colors of construction paper, heavy aluminum foil, felt tip pens, nylon thread, or string and needles to make string mobiles.
- Look for examples of designs for pillows and wall hangings to show at the meeting.

Key information:

Intense colors are often used in small amounts in room decoration for contrast and interest.

Balance is the key to a mobile. A variety of shapes or small objects can be used for attractive mobiles. Except for regular shapes, such as squares and other geometric shapes with the balance point at the center top, balance is achieved through trial and error.

Suggested activities:

1. Have members design and make a string mobile in a color or colors that they would enjoy in their room.
2. Show ideas for pillows and wall hangings and talk about choosing fabrics for these projects.

MEETING 3

Following this meeting members should be able to:

- Design and make an Eye of God Christmas ornament.
- Decide which project or projects they want to make.

Before the meeting:

- Collect supplies needed for each member to make a small Eye of God as a Christmas ornament. Popsicle sticks and knitting yarn in shades and tints of red and green and white might be used as traditional Christmas colors. This size can be made quickly and members will learn the technique.
- Think about ideas that might be used for bulletin boards and waste paper baskets and pencil holders.

Key information:

The number of patterns to choose for their rooms may be limited by what is already there or may add a different pattern for interest.

A wall hanging, a mobile, or a pillow can repeat a pattern or colors already in the room or be something which will be a contrast.

Suggested activities:

1. Members draw a design as one way to determine the placement of colors for an Eye of God.
2. Demonstrate how to start an Eye of God and how to change color.
3. Have members make an Eye of God.
4. Talk about what each member will make as a project. Have members select a project and check their project books for supplies needed and make a list of the supplies they will bring to the next meeting.

MEETING 4**Following this meeting members should be able to:**

- Begin a project for their room.

Before the meeting:

- Following the previous meeting, determine what kinds of space will be needed to work on projects planned.
- Plan how work groups will be organized and what demonstrations might be needed.

Suggested activities:

1. Members start individual projects.
2. If some are working on pillows or wall hangings, demonstrate how to iron on designs. Talk about other ways to add decorative touches to personalize their projects.

MEETING 5**Following this meeting members should be able to:**

- Continue to work on individual projects.

Before the meeting:

- Plan activities around the projects members are working on.

Suggested activities:

1. Members work on individual projects.
2. Demonstrations or individual help as needed.
3. Have members check progress chart to bring it up-to-date.
4. Talk about a group achievement program for friends and family.

MEETING 6**Following this meeting members should be able to:**

- Complete one or more projects for their room using their knowledge of color and design.
- Take pride in their accomplishments.
- Share what they have learned with others.
- Plan a program of activities and exhibits which show what they have achieved in the project.

Before the meeting:

- Determine some alternative plans for an achievement program for the year including possible dates, time, places.
- Check with members to see if all can complete their project(s) for their room before or at the sixth meeting.
- Prepare some suggestions for demonstrations or talks members might give at the achievement program.

Suggested activities:

1. Complete the "Make It For Your Room" section of the project.
2. Plan the achievement program.
3. Talk about evaluating their project and have each member evaluate one of his or her own projects.
4. Complete their progress chart.

MEETING 7**Following this meeting members should be able to:**

- Receive recognition for their accomplishments.
- Give a short talk or demonstration before a group to share what they have learned.

Before the meeting:

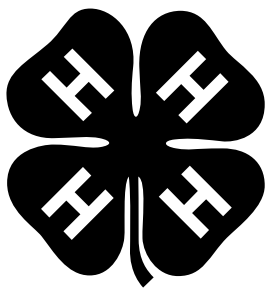
- Provide help to those members who want it to prepare for their part in the achievement program.

Suggested activities:

1. Exhibit of articles made.
2. Style show.
3. Demonstrations and talks.
4. Nutri-Twist game.
5. Snacks.

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More boys and girls belong to 4-H than any other youth group.