

Home Design and Decor

Unit 2



Acknowledgements

This manual was adapted from the August, 2004, Colorado State 4-H Home Environment Manual Units 1-7 by the Colorado State 4-H Family and Consumer Science committee.

Members of the November, 2018, Family Consumer Science committee included Shaylen Florez, Arapahoe County Extension Agent, Julia Hurdelbrink, Adams County Extension Agent, Megan Blaser, Larimer County Extension Agent, Kim Sterkel, Weld County Extension Agent, Carla Farrand, County Director Garfield County, Lorri Arnhold, County Director Las Animas County, Nadine Henry, Gunnison County Extension Agent, and Connie Cecil, 4-H Youth Development Specialist, Colorado State University Extension State 4-H.

This manual was reviewed and revised in 2024 by:

Lisa Sholten, 4-H Youth Development Specialist, Civic Engagement and Curriculum, CSU Extension, State 4-H Office

Rachel Juritsch, 4-H Educator, Health and Well-Being, CSU Extension, Adams County
Kim Eastwood, 4-H Youth Development/Horse Specialist, CSU Extension, Weld County
Glenda Wentworth, Director and Family Consumer Science Specialist, CSU Extension, Eagle County



© Colorado State University Extension 2024

Colorado State University, U.S Department of Agriculture and Colorado counties cooperating. To simplify technical terminology, trade names or products and equipment occasionally will be used. No endorsement of product names is intended nor is criticism implied of products not mentioned.

Colorado State University Extension is an equal opportunity provider. Colorado State University does not discriminate on the basis of disability and is committed to providing reasonable accommodations. CSU's Office of Engagement and Extension ensures meaningful access and equal opportunities to participate to individuals whose first language is not English. <https://col.st/0WMJA>

Colorado State University Extension es un proveedor que ofrece igualdad de oportunidades. Colorado State University no discrimina por motivos de discapacidad y se compromete a proporcionar adaptaciones razonables. Office of Engagement and Extension de CSU garantiza acceso significativo e igualdad de oportunidades para participar a las personas quienes su primer idioma no es el inglés. <https://col.st/0WMJA>

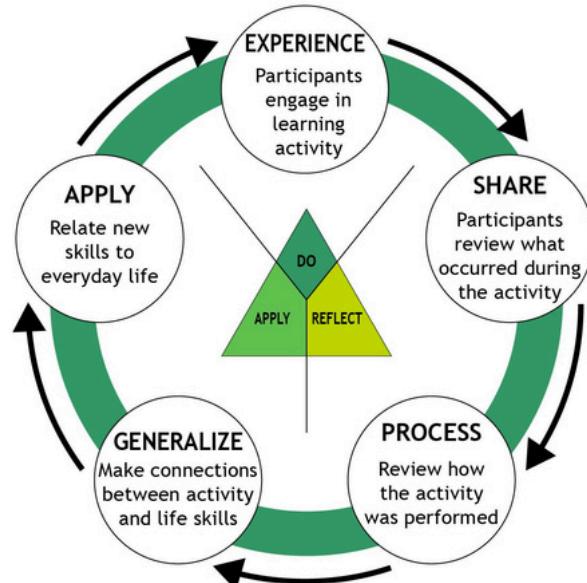
Table of Contents

Experiential Learning Process	1
Targeting Life Skills	2
About the 4-H Thriving Model	3
introduction	4
Exhibit Requirements	4
General Definitions	4
Chapter 1 - Safety	5
Rules at Home	5
Rules While You are at Home Alone	6
Preventing Accidents in the Home	6
Check Your Home for Safety	7
How You feel	7
Emergency Information Sheet	8
Emergency Numbers	8
Information to Give in Case of an Emergency	8
Chapter 2 - Environment	9
Reuse	9
Reusing Activities	9
Recycling	10
Recycling Activity	10
Create A critter!	11
Chapter 3 - Sharing Your Home	12
Sharing Your Home	12
Friendly Faces	13
Organizing Your Space	14
Family/Community Service Activity	14
Respect for Other's Space	15
Home Safety	16
Safety Activity	17
Communication	18
Communication Activities	18

Experiential Learning Process

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfieffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: Do, Reflect, and Apply.

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project or activity is undertaken for individual thought and problem solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.



1) Experience (Doing)

Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

2) Share (Reflecting on what occurred)

Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know? What did you learn? What surprised you? How did you share this project/activity with others?

3) Process (Reflecting on what's important)

Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?

4) Generalize (So what?)

Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

5) Apply (Now what?)

Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?



Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>

Targeting Life Skills

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H clover (Head, Heart, Hands, and Health). Under each of these main categories, there are four categories and eight subcategories listing specific skills youth learn in 4-H. The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use 4-H delivery methods to help youth learn these life skills.

Requirements

Introduction

In this unit, you will learn about safety, inside and out, concerning the house and your bedroom.

We all spend time at home by ourselves. Sometimes it is only for an hour while your mom runs to the store. It may be every school day from the time you get home until others come home.

You need to know what you can and cannot do while you are at home alone. What can you cook? Can you watch TV or play video games or not?

Go through the following activities with your parent or guardian. These will help you when you are home alone.

Exhibit Requirements

Exhibit will consist of the following:

1. Completed Home Design and Décor e-Record presented in a sturdy binder/notebook. Include in your project story: why you chose your exhibit, how you plan to use it, and what other items you made.
2. Include the following information on the Home Design and Décor page in the e-Record.
 - a. Two or more exhibit photos showing item in place where it will be used and as a part of the total room design. These photos are in addition to the photos required in the e-Record.
 - b. A statement on how you improved your family's safety placed in the e-Record or a family escape plan placed in the e-Record.
3. One item or set from the following:
 - a. Communication Board (3x2)
 - b. Room or desk organizer
 - c. Wall hanging (3' x 2')
 - d. Decorative accessory
 - e. Household item (see definition)
 - f. Family escape plan
4. Project will be evaluated on the quality of information completed in the e-record (25 percent) and quality of the exhibit (75 percent).

General Definitions:

A decorative accessory is a small decoration piece (not furniture such as end tables, nightstands, sofas, chairs or window and floor coverings) which adds spice to a room.
Examples:

- Lampshades
- Picture frames
- Trays
- Small jewelry boxes
- Small collectibles
- Vases
- Candlesticks
- Pillows, etc.

SAFETY

A household item is a small useable piece (not furniture such as end tables, nightstands, sofas, chairs, or window and floor covering).

Examples:

- Wastebasket
- Canister
- Planters
- Footstools, etc

Chapter 1 - Safety

Rules at home

All families have rules. Sometimes we do not understand why we have rules, but they usually are developed for good reasons. Understanding the reasons helps a lot. Discuss and list some of the general rules that exist in your house.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

RULES

Rules While you are at Home Alone

Discuss additional rules that might help you while you are home alone. Doing homework or chores? Using your cell phone, iPad, video games or TV? Visiting with friends?

Preventing Accidents in the Home

You can prevent accidents by being careful and checking your home for safety. Use the following list to check your safety habits.

1. Pick up toys and other items from the floor when they are not being used.
2. Stay away from matches and fire.
3. Use only the electrical appliances your guardian allow you to use.
4. Walk, do not run, in the house.
5. Keep away from electrical wires.
6. Wipe up spills right away.
7. Stand on something sturdy when reaching for things up high.



Check Your Home for Safety

Do a safety check of your home with your guardian. Use the following:

Satisfactory	Needs work	
		1. All poisonous products are out of reach of young children.
		2. The list of emergency numbers is posted near the computer or refrigerator.
		3. All poisonous plants are out of reach of young children and pets.
		4. All medicines are locked up or out of reach of young children.
		5. All electrical cords are out of traffic areas.
		6. Family fire escape plans are mapped and fire drills are practiced.
		7. Smoke alarms are checked regularly, and everyone knows how they sound.
		8. Everyone knows the safest place to go if there is a severe weather warning. It is _____
		9. All matches are out of reach of young children.
		10. Appropriate precautions are taken for other safety hazards such as guns, sharp knives, straight pins and so forth.

How You Feel

Talk about how you feel when you are home without an adult in the house. Are you happy? Sad? Afraid? Sharing how you feel will help others understand you better.

- While I'm home alone I feel _____
- I would feel better if I could _____
- Ways we can work together to overcome this feeling are _____

EMERGENCY

Emergency Information Sheet

Write down the following information. Post a copy on your refrigerator and by the computer.

Emergency Numbers

Parent/Guardian 1 phone number: _____

Parent/Guardian 2 phone number: _____

Emergency Contact 1 phone number: _____

Emergency Contact 2 phone number: _____

Police: _____

Fire: _____

Poison Control: _____

Ambulance: _____

Information to give in case of emergency.

My name: _____

Names of my siblings: _____

Parent's/Guardians' names: _____

My address: _____

My phone number: _____

If rural address, this is how to get to my house: _____

Chapter 2 - Environment

As a nation, we have more waste materials than we know what to do with. If we do not dispose of waste correctly, we can harm our environment.

Waste can be recycled or reused. Both help reduce the amount of waste at the dump.

Reuse

Many of us throw things away because we do not know what to do with them. We are conditioned to think of things as old, empty, worn, or ugly. Therefore, we throw them away without much thought. When we reuse something, we think of a way to use it again. We do not throw it away.

Reusing Activity

Think of ways to reuse each of the following:

- Glass jar with lid: _____
- Wrapping paper or brown paper bag: _____
- Aluminum can: _____
- Old towel: _____
- Newspaper: _____
- Old kitchen pots and pans: _____
- Old unbroken toys: _____
- Plastic bags: _____
- Old clothes: _____



Recycling

Recycling is the term for collecting, separating or processing raw materials so they can be reused.

- Saves energy
- Puts less trash in the dump
- Saves trees and minerals



All communities are not the same. Check with your leader, guardian, or teacher and find out about recycling programs in your area.

List available recycling programs below:

Recycling Activity

Try one of the following:

- Go with others and pick up cans at the park or fairgrounds. Turn them in for money to put in your club treasury.
- Have someone come to your club and talk about recycling.
- Visit a local recycling center, if possible.
- Talk with your family about recycling.
- Create a recycling area for your home.
- Can you think of others?

What recycling activity did you do this year? _____

What did you learn from this activity? _____





Create A Critter!

Suggested Supplies

- Foam Cups
- Pipe Cleaners
- Tape
- Thumb tacks
- Color paper
- Glue
- Straws
- Markers
- Other Reusable items found in your home

Using the supplies, make an animal. Be creative! The animal, “critter”, you create is your very own! Don’t worry about those created by your friends. Yours is uniquely yours!

When done, name your animal. Share with others what you have done, and why you named your animal the way you did.

What was the most fun part of this activity? _____

Were you able to create freely? _____

What other supplies did you use that weren’t on the list? _____

What new ideas did you get from your friends? _____

What other ways can you think of to reuse things?

Can reuse this

To make this

1. _____

2. _____

3. _____

4. _____

Why do you think reusing things is good for the earth? _____

How can reusing items save time and money? _____

How can you use your time and money more wisely? _____

SHARE

Chapter 3 - Sharing Your Home

Sharing Your Home

You are growing up! Your interests, responsibilities and activities are growing too. You are accepting more responsibilities at home. You are meeting new friends through school, 4-H, religious organizations and other groups. And you are becoming more aware of what is going on in your community. Activities with your friends and family mean you need to learn some grown-up social responsibilities.

Learning how to live with others is important---especially those people you live with every day. How you are treated by others, and how you treat them, can make days seem good or bad. When you are thoughtful of others, it helps them feel good. When others do nice things for you, it gives you a good feeling. Thinking of others important. It shows them you care. What are some ways you can show others you care? Here are some ideas to get you started.

What are some ways you can show others you care? Here are some ideas to get you started.

- Do you do some things in your home without being asked or reminded?
- Do you say, “thank you” to the person who prepared your meals?
- Do you wait until everyone is seated for a meal before starting to eat?
- Do you show other family members you are interested in what they are doing?
- Do you listen when others are talking without interrupting?
- Do you let others in your family know some of the exciting things that happen to you?
- Do you say, “thank you” when?
 - Someone irons a shirt for you?
 - You receive an allowance?
 - Little sister or brother helps you clean your room?
 - Someone finds your school books for you when you are in a hurry?

Can you think of other ways you can show others you care about them? If so, write them here.



COMMUNITY

Friendly Faces

Look around your community. Who is there to help you in case of emergency? There are many people who can help in case of fire, accident, illness, or when someone is breaking the law.

Interview someone from either the fire or police department, or an EMT. Learn about their job. What do they do? What do they like most about their job? What don't they like? What kind of tools do they need?

Who did you interview?

What did you learn about their job? _____

How can what they do help you? Does knowing about their job make you feel safer?

What can you do to be safe when you are at home? At school?

Do you know what to do in an emergency? Who do you call and what is their phone number?

Police: _____

Fire Department: _____

Ambulance: _____



Organizing Your Space

In Unit 1 you were given some suggestions for organizing your space. This made it easier for you to find the things you need. Another way to get organized is to look at what you have and decide if you need it.

Look through your dresser drawers and closet. Ask yourself the following questions.

- Do you have room for all your clothes?
- Do you need everything you have?
- Do all the clothes still fit?
- Do you enjoy wearing them?
- Do they still look good on you?
- Did you answer no to any of these questions? If so, you need to give away those clothing items you longer wear.

Family/Community Service Activity

Discuss with your family what you need to give away. Ask them to look through their clothes.

Ask the same questions you did when you organized your drawers and closet.

Collect the clothes that family members are no longer wearing. Find a non-profit agency in your community which provides clothing to those in need. Call them and ask how you can donate and take your usable items to them.

Are there other items in your home that you family is no longer using?

NOTE: You can record this activity under community service in your record book.

Respect for Other's Space

We all have space we can call our own within our home. You have learned about your personal space and how to share space with others.

Everyone in your home has their own personal space. It is important for us to respect their space as we would want them to respect ours. That means not taking other's belongings without first asking permission. It also means not being "nosy" and going through their things to find secrets. When someone invades our personal space, we may feel hurt and violated. It often makes us angry. Therefore, we should remember others may feel the same way if we invade their personal space.

It is important for us to know where these personal spaces are and to respect each family member's need for privacy.

Action Step

With other family members, identify where each individual's personal space is located. Why it is important for each person to have their space?

Which spaces are to be off limits (i.e., your top dresser drawer)?

Which spaces can you use in that person's absence (i.e., dad's favorite chair)?

SAFETY FIRST

Home Safety

Your home may be comfortable and full of handy helpers. But unless it is safe, accidents or injury can strike. Learn to recognize danger spots.

Accidents can happen in every room. Here are some danger spots that can cause injury to your family. Check those you find in your house.



- Slippery Floors
- Rugs that slip and slide
- Dark hallways
- Toys and other items on the floors and stairways
- Medicines, household cleaners, laundry supplies left within children's reach
- Worn electrical cords

- Sharp knives loose in drawers
- Soap in the bottom of tub or shower
- Unmarked cans or jars or dangerous materials (gasoline, poison, etc.)
- Radio or other electrical appliances near sink or bath tub
- List others on the lines below:

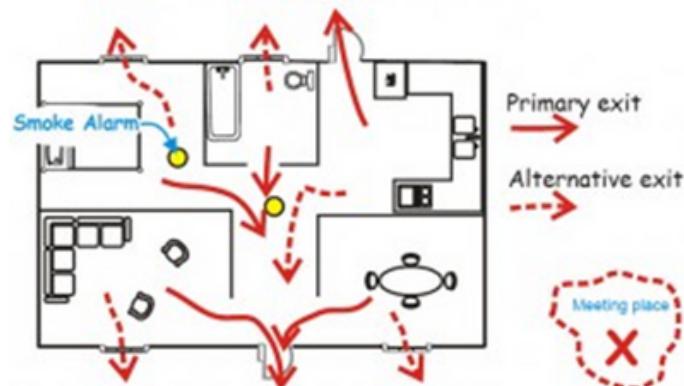
How many danger spots did you find in your house? Talk with your parents about the hazards you found. Think about what you might do to make your home a safer place to live.

Safety Activities

The activities below are ways to make your home safer.

1. Safety check. Correct any of the danger spots you checked above. You may need to ask for help on some of them. Some ideas:
 - a. Pick up toys from floor or stairs.
 - b. Ask an adult to move medicines that children could reach.
 - c. Cover a box in the drawer to use for sharp knives.
 - d. Report worn electrical cords to an adult.
 - e. Put soap in a soap dish.
 - f. Help a friend. Ask a grandparent or older friend if you could “safety check” their home. Help them correct danger spots.

2. Fire escape plan. Make a family escape plan to use in case of fire. Make sure everyone in the house knows at least two ways to get from their bedroom to the outside. Talk about who will help small children or other family members needing assistance. Decide on one place outside the house to meet.



3. Test your smoke detector. Ask an adult member of the household to help you. Make sure everyone knows what the smoke detector sounds like. If your smoke detector uses batteries, they must be replaced with new ones each year.

4. Hold a family fire drill at least once a year. Have everyone go into their bedrooms. Wait a few minutes, and then yell “FIRE!” Everyone should leave the house according to the plan. Meet outside at the chosen spot. Now, try the drill again. This time, keep track of how long it takes everyone to meet outside. Post your family’s time where everyone can see it. Repeat the fire drill several times over the next month. Can you improve? A fast escape can mean a safe family.

5. Draw a simple plan of your home. Draw lines from each bedroom to the outside meeting place. Have each person initial the plan after they have practiced their escape routes. Post your escape plan in an area where all family members can it easily.



COMMUNICATION

COMMUNICATION

Busy families are involved in lots of meetings and activities outside the home. In addition, friends, relatives, teachers, doctors and others have a role in the family's well-being. To keep things running smoothly, it helps to have a system for keeping track of who is doing what. One way to do this is to have a bulletin board by your phone. Another way is to use magnets to hold messages on the refrigerator. You and your family need to choose a system that works best.

COMMUNICATION ACTIVITIES

- Communication Board
- What do you need?
- Bulletin board
- Thumb tacks or push pins
- Notepaper
- String
- Pencil or pen
- Calendar with large squares for writing schedules

What do you do?

Assemble materials. Divide bulletin board into three sections as illustrated on the next page.

1. Message Section. Attach the notepaper firmly to bulletin board. Wrap or tape string around one end of pen or pencil. Attach another end permanently to bulletin board. Paper and pencil will now be handy for jotting down messages. Discuss how to take cell phone messages and how important it is to attach them to the bulletin board. Talk about what to do if you get crank calls or phone salespersons.

2. Number Section. Make a list of important cell numbers and post it on the bulletin board. Include:

- Emergency numbers (police, fire, ambulance, poison center),
- Doctors and dentists
- Parents' work numbers
- Names and phone numbers of persons to call in an emergency
- Names and cell numbers of friends,
- Names and cell numbers of relatives in other towns,
- School office, and
- Other people or places



3. Reminders Section. Attach a calendar to the bulletin board. Make sure family members write down meetings, appointments and other important scheduling information.

- Use remaining space to attach notes and reminders to alert family members about tasks or errands that need to be done.
- Do not remove calendar, cell phone list, pencil and note tablet from message center!

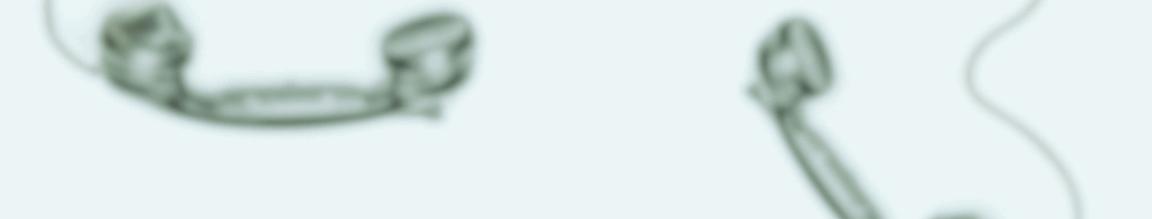
I Can't Believe I Said That!

When we talk with others, we think they know what we mean when we say something. They hear what we say but may not clearly understand what we are trying to say. Let's try a test. With ten others, stand in a circle. You whisper to the person on your right a short story. You may use this one, or make up one of your own!

"Marla and Sarah went to the Martin Smith Junior High School basketball game Friday night. On the way home, they stopped by Fred's for peppermint ice cream with chocolate syrup. On their way home they walked by the jail. They got home at 9:20 pm.

Each person whispers what they learned to the person on their right, until it goes all the way around the circle. It stops at the person to your left. He/she shares what they were told.

1. How did the story change? How did you feel when you heard it?



2. Why do you think the story changed? What could you have done to stop that from happening?

3. Why is it important to clearly say what we mean? _____

4. How could a story with wrong information affect you? _____

5. What changes will you make in the way you talk with others in the future?

Colorado 4-H Mission

4-H empowers youth to reach their full potential by working and learning in partnership with caring adults.

Colorado 4-H Vision

A world in which youth and adults learn, grow and work together

4-H Pledge

I pledge.....

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

Promesa 4-H

Prometo usar mi mente para pensar con más claridad,
 mi corazón para ser más leal,
 mis manos para ser más servicial,
 mi salud para cuidarme más,
por mi club, mi comunidad, mi país y mi mundo.

4-H Motto

“To Make the Best Better.”

