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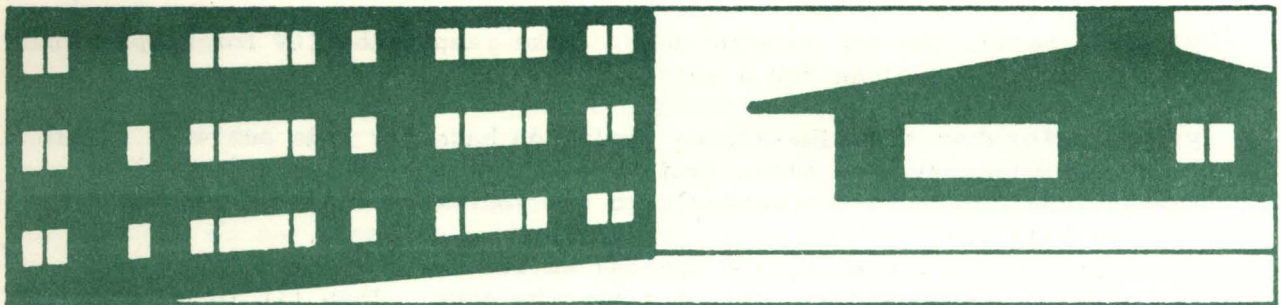
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You in your home

home environment -- unit II



AGRICULTURAL EXTENSION SERVICE UNIVERSITY OF MINNESOTA

--A SCHEDULE HELPS YOU USE YOUR TIME WISELY.

A plan for using time, energy, and abilities is called a schedule. The schedule you plan should include time for fun, sleep, personal development, self care, and hobbies. You need to plan time for yourself, your home, your family, and your outside activities. Before planning a schedule, it's a good idea to write down your time-saving goals. For instance, some time-saving goals you may have as a student are:

- a) Prepare and turn in assignments on time.
- b) Plan and prepare assignments neatly.
- c) Don't waste home study time and use school study periods.

Plan a schedule for use in your home. Take responsibility for keeping one room in your home clean for a month.

First, write down any time-saving goals you have for this activity. Talk over your plans with an older family member or your project leader for suggestions. Then make a schedule to use your time well. Here are some tips to help you.

1. List everyday, weekly, and special activities.
2. Schedule the everyday jobs that must be done. Then fit in other things you'd like to do.
3. Be sure to include time for work, rest, and leisure.
4. Allow enough time for important tasks.
5. Decide on the best order.
6. Alternate heavy and light jobs, standing and sitting jobs.
7. Allow for interruptions.
8. Try to improve your working skills to get the job done in less time.
9. Some jobs can be simplified. See how much easier, quicker, and better you can do each job.
10. Use good posture. (This saves energy as well as time.)

Review these tips after a week's trial with your schedule. Then ask yourself these questions:

1. Did you try to keep on schedule?
2. Was it workable?
3. Did it meet your needs?
4. Did it help you do a better job?
5. If not, where did it fail?

Make any changes needed in your schedule. Remember, the more you use a schedule, the fewer the changes needed and the more time you'll have for other things. How did your schedule work? Were you satisfied with the results? Why or why not? _____

Which of the jobs on your schedule made you feel the best? _____

Which did you least like? _____

Can you think of any ways to make these tasks seem more enjoyable? If so, how? _____

--STANDARDS FOR CLEANLINESS MUST BE REASONABLE AND ACCEPTED AND SHARED BY THE WHOLE FAMILY.

Cleanliness standards in a home vary with each family, depending upon family and individual values, the age and health of family members, type of housing and equipment, amount of participation in school and community activities, and job demands on family members. (Review Unit I questions on: "How clean is 'clean' to you? To other family members?")

Look in and around your home to see the different types of household items and surfaces that must be cleaned. Some of these items require little time and care; some require more. Some things you don't want to spend much time on; yet there are probably some things about your home that you like so well you do not care how much time they take. Write down some items you found that require different amounts of care.

Little care	Some care	Much care
Examples: kitchen counter poster on wall roof	wood furniture workshop tools windows	plants aquarium yard

--USE THE RECOMMENDED CARE FOR EACH TYPE OF SURFACE OR HOUSEHOLD ITEM IN YOUR HOME.

There are many different types of surfaces in and around your home. For example, you will find several kinds of metal used in dishes, pans, furniture, appliances, and even household tools.

Metal	Recommended Care	Source of Information

Use the household cleaner that is most effective considering results, ease of use, and cost. Experiment with several cleaners used in household maintenance. Examples could include cleaners used in washing windows, cleaning bathroom fixtures, floor cleaners or waxes, furniture polish, laundry detergents, or bleaches. Compare the ease of cleaning, ease of use, results of cleaning, and the cost of the cleaners. Include at least one homemade cleaner and one purchased from a store. What were the results of your experiments? What cleaner did you feel was the best? Give your reasons for choosing it.

Number of cleaners tested: _____

Cleaner chosen: _____

Reasons why chosen: _____

--PROPER MAINTENANCE AND REPAIR OF THE HOME AND FURNISHINGS IS IMPORTANT TO THE BEAUTY, SAFETY, AND ECONOMIC VALUE OF THE HOME.

Learn to make some simple household repairs. Read "how to" books and magazines, and talk to an adult or your project leader for information on tools, supplies, and ways of making the repair. Here are some ideas for different household repairs. Check any that you have learned this year and add to the list.

- _____ repair window or door screens
- _____ repair an electric cord
- _____ repair shaky furniture legs
- _____ treat marks and scratches on woodwork and furniture
- _____ fix a door that squeaks or does not close
- _____ repair drawers that stick
- _____ repair or replace handles or knobs on furniture
- _____ other repairs you have done _____
- _____
- _____
- _____

What new skills with tools did you learn as you made these repairs?

What advice would you give to someone else if they were learning to do the same repairs?

--STORAGE SPACE MUST BE PLANNED FOR ARTICLES AND POSSESSIONS THAT ARE KEPT IN THE HOME. HAVING A DEFINITE PLACE TO KEEP THESE THINGS WHEN THEY ARE NOT IN USE IS THE FIRST STEP TO KEEPING A HOME CLEAN, ORDERLY, AND ATTRACTIVE.

We all have a lot of things, whether it is books, records, stamps, models, clothes, or sports equipment. To get the most use and enjoyment from the items we own, it is necessary to have adequate storage space for them. This may mean designing storage space to suit your needs. This calls for decision making!

Look at your storage needs and decide how you can take care of the things you would like to have in your room or other parts of the home.
What types of things need better storage? _____

Where do you need this storage? _____

How much space will you need to store these items? _____

What are some of the ways (alternatives) you might solve this storage problem? You may want to look for ideas in popular magazines and library books. Check with your project leader and your industrial arts teacher, too. Here are some ideas to get you started:

- | | |
|---|-------------------------|
| Boards and bricks or concrete blocks | . File cabinet/table |
| | . Bulletin boards |
| | . Rods |
| | . Peg board |
| | . Laundry or Duffel bag |
| Plastic dishpans, baskets, or painted
boxes in plywood frame | . Wall shelves |
| | . Trunk |
| | . Garment bags |

YOUR IDEAS

APPROXIMATE COST

1. _____
2. _____
3. _____
4. _____

Include approximate cost of each alternative or idea.

Which alternative did you select? Why? _____

Did it work out the way you thought it would? Why or why not? _____

Are you satisfied with your choice? _____

--MANY ITEMS FOR THE HOME CAN BE MADE FROM NEW OR RECYCLED MATERIALS. THE COST OF THE ITEM SHOULD BE CONSIDERED IN RELATION TO ITS FUNCTION, ITS FREQUENCY OF USE, ITS EXPECTED PERIOD OF USEFULNESS, AND ITS DESIGN QUALITIES.

Make something for your home. This could be from new material, or you could use your creativity to make something for your home from recycled materials or materials used in a different way than originally intended. Keep a record of the amount of time needed to make the item and the cost of the materials.

Item made:

Materials used or reused:

Amount of time needed to complete project:

Total cost of project:

Approximate cost of similar item in store:

How is the item suitable for the intended use?

What new skills did you learn?

In what ways does the item show good design?

--SKILLS MAY BE DEVELOPED TO REMAKE, REFINISH, OR RESTORE FURNISHINGS FOR THE HOME. DECISIONS DEPEND UPON ONE'S INTEREST, SKILLS, AND MATERIAL RESOURCES.

Refinish or restore an article for your home. This may be refinishing a piece of wood furniture, fixing up an old truck, or restoring another item for your home.

Item refinished or restored:

Total cost:

Amount of time needed to complete project:

Method used in refinishing or restoring your item:

What new skills did you learn?

Are you satisfied with the results? Why or why not?

--FURNISHINGS ADAPT OUR HOME LIVING SPACES TO OUR SATISFACTION AND USE. WELL-BASED DECISIONS IN THE SELECTION, USE, AND CARE OF FURNISHINGS DEPEND UPON ONE'S KNOWLEDGE OF PRODUCTS, DESIGN, MATERIALS, AND CONSTRUCTION SKILLS.

Sew an article for your home. Decide what you would like to have in your home and plan how you will make it. Ideas on things to make include curtains, draperies, sheets, bedspreads, duffel bag for camping or carrying sports equipment, sleeping bag, new cover for lawn chair, floor pillow, table linens, room divider, bean bag chair, etc. Consider the cost of materials, the kind of skills needed to make it, and the color, size, shape, fabric, type of care, and other factors. Make the article, keeping a record of the cost and the time needed to make it. Compare your article with a similar one in a store.

Item made:

Total cost:

Amount of time needed:

Approximate cost of similar item in store:

Care needed for article:

What new skills did you learn?

How is the item suitable for the intended use?

In what ways does the item show good design?

--CONDITIONS IN SOCIETY INFLUENCE INDIVIDUAL AND FAMILY CHOICES IN HOUSING AND FURNISHINGS.

What do you think your home will be like in the year 2000?

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