Spotlight On Management

4-H Home Management Leader's Guide
WHAT IS MANAGEMENT

Management is using the things you have to get the things you want. It helps you think and do things in a logical order. Management has four steps:

1. Setting a goal
2. Planning to reach the goal
3. Acting on the plan
4. Checking up to see if the goal has been reached

When the four steps are followed you are using an effective tool to help you get the things you want.
Spotlight on Management will help 4-H members learn to identify resources, set goals and make decisions.

4-H'ers already are using resources such as energy, time, money and information to get the things they want. Many are setting goals when they plan parties, find ways to get spending money or decide to try for the basketball team. They are making decisions when they buy snacks and use their leisure time. Spotlight On Management will help them learn to do these things more easily and with greater confidence. It will help them acquire and strengthen management skills that will be useful throughout their lives.

This leader's guide should be used with Spotlight On Management members' manual. It will give you clues to understanding the pre-teen and tips for planning successful meetings.

Pages 1 to 3 is a general introduction to the members' manual and tells what the project is all about. Pages 4 to 27 provide specific suggestions for things to do with 4-H members and directions for doing them.

You do not need to be a management expert nor have teaching experience to be a 4-H home management leader. If you like and enjoy working with young people, you are ready for a very satisfying experience.

**USING THE MEMBERS' MANUAL**

Spotlight On Management uses a movie producer's theme. In the beginning 4-H'ers will understudy the star. They will be learning management skills. By the end of the project they can take over the starring role. They will have learned how to set a goal, to make a plan to reach that goal, to carry out their plan and check up to see if the goal was reached.

**MANAGEMENT IDEAS**

The members' manual is divided into nine parts. Each part introduces one or more management ideas. Each idea leads to the next idea in an orderly way. The ideas to be learned, talked about and used are found in the message at the beginning of each part. Members should be involved in learning the meaning of each new idea and its relationship to others.

**EVERYONE ON SET!**

Each part includes a group game that will help members learn and use management ideas. Each game requires little equipment; can be adjusted to fit the size of the group and encourage participation.

**SCREEN TEST**

Each game is followed by a written activity to help members recall the management ideas they are learning. If members misuse management words, review the management ideas introduced earlier. You may wish to plan a special home activity to help reinforce the understanding of management ideas.

**ACTION FEATURE**

The three activities in Action Feature can help members use new management ideas they have learned. Working alone or with a partner, they may wish to do more than one activity. Some members may want to try their own ideas. Help them decide what they will do and explain that in making their selection they are setting a goal. Help members make a plan for reaching their goals. Whether their activities are done at home or during a 4-H meeting, encourage them to report progress at each meeting.

**ACTING CONTRACT**

This special technique is included in each part. It may encourage members
to do an activity involving the four steps of management: setting a goal, planning, acting and checking up.

INSTANT REPLAY

A review is included after Wide Angle Lens, On The Sound Stage and The Starring Role. Each review covers the management ideas learned in the preceding parts.

YOUR PROGRESS ON FILM

Pre-teens like to know how well they are doing. On pages 32 and 33 of the members’ manual is a technique to help you and your 4-H’ers check their progress. As members complete their Acting Contracts help them record their progress by adding a 4-H clover, star or check mark to Your Progress On Film chart.

GETTING TO KNOW YOUR MEMBERS

Helping pre-teens learn about management will be easier if you know what to expect of them. Individuals differ. However, they all may seem very much alike. Here are some clues to their physical, mental and social needs.

Pre-teens are still learning physical skills. Some may be very clumsy, especially those who are growing rapidly. Their interest span may be short. They are developing inquiring minds and will want to know the whys as well as the hows of what they are doing. They want specific instructions and step by step guidance. Most like to work in groups of the same age and sex. They are learning to exchange ideas. They need approval and encouragement.

In planning management activities for pre-teens, consider their physical, mental and social needs. Management activities should:

- Emphasize things members want to learn how to manage.
- Tell the whys as well as the hows.
- Be short enough for easy completion.
- Depend on simple directions.

Pre-teens have lots of energy and like to be active. They want to be “doing” rather than sitting and listening. In working with them on management activities, you should:

- Encourage them to use management words correctly.
- Challenge through management games and fun activities.
- Suggest individual and group activities that encourage acceptance of responsibility.
- Provide opportunities to share what they have learned through demonstrations, talks and exhibits.
- Plan activities in keeping with their abilities.
- Be understanding and encouraging.
- Show members how well they are doing.

PLANNING SPOTLIGHT ON MANAGEMENT MEETINGS

Your Spotlight on Management meetings will be fun and provide for social development. You will stimulate members to learn about resources, setting goals and making decisions. Your members will recognize the group’s accomplishments and share your satisfactions.

- Get started Decide with members and parents how often the group will meet, how long each meeting will last and when and where the meetings will be held. Hold meetings in places where members can be comfortable and relaxed. Be flexible in planning each meeting to suit the needs, interests, and abilities of members. Let members make suggestions and choices of activities.

- Involve Family 4-H is a family oriented program. Therefore, parents and other family members are an important part of all 4-H groups. Involve them in planning activities and meetings. Keep them informed of meeting places, dates and progress of the group.

- Keep Member Interest Members will feel a part of the group if they participate and share responsibilities. Give each member a chance to play the management games, do the written activities and report on individual and group activities.

- Include Surprises For a change of pace, meet in different places. Or take a trip to see management ideas at work in places like a home, post office, public library, bank or fast food drive-in. To pep up meetings, schedule a film, slides or filmstrip to help explain a management idea. Call or visit your county extension office for other ideas.

- Make Plans Read appropriate parts of the members’ manual in advance of each meeting. Make notes
of things that should happen at each meeting. You may help your members learn management ideas, play a management game or do a written activity. Or you might select an individual or group activity to do, fill in an Acting Contract and make plans for a special treat at the next meeting. You may encourage members to report on the activities they have completed and help them update their progress records. You need not do all of these at each meeting. Some activities may take more than one meeting.

Before beginning the activities in each part of the manual, make a master plan for your guidance. Decide what things need to be done, who will do them, the dates they should be done and the resources needed. Some plans may change as you learn more about the program and the individuals within your group. Make adjustments accordingly. The following planning guide will help you organize the things to be done in each part. You will find a similar planning guide at the end of the notes for each part.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>September 24</th>
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<tbody>
<tr>
<td>Where</td>
<td>School Cafeteria</td>
</tr>
<tr>
<td>Things To Be Done</td>
<td>Who</td>
</tr>
<tr>
<td>Make resource treasure box</td>
<td>Leader</td>
</tr>
<tr>
<td>Contact Junior Leader to give demonstration on making a mobile</td>
<td>Leader</td>
</tr>
<tr>
<td>Discuss kinds of resources</td>
<td>Leader, members</td>
</tr>
<tr>
<td>Play Management Rhythm</td>
<td>Leader, members</td>
</tr>
<tr>
<td>Do Screen Test</td>
<td>Leader, members</td>
</tr>
<tr>
<td>Discuss Action Features</td>
<td>Leader, members, Jr. Leader</td>
</tr>
<tr>
<td>Complete Acting Contracts</td>
<td>Leader, members</td>
</tr>
<tr>
<td>Hold extra meeting to work on Action Feature activities</td>
<td>Leader, members, parents</td>
</tr>
<tr>
<td>Use Other Things To Try</td>
<td>Leader, members</td>
</tr>
<tr>
<td>Display or present members’ completed activities</td>
<td>Members</td>
</tr>
<tr>
<td>Check members’ progress</td>
<td>Leader, members, parents</td>
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</table>
Your Props

The first meeting is important to spark interest and enthusiasm. Plan carefully so you can enjoy the meeting and keep it moving in a relaxed manner.

Management Ideas to Be Learned
- Resources help you get the things you want
- There are two kinds of resources: those within you and those around you

Resources are called props in the members' manual. Start a resource treasure box to help 4-H'ers identify resources. Collect pictures which show resources within you such as go power or energy, physical skills, attitudes, talents, brain power or knowledge. Include pictures or objects to show resources around you — money, material things, time, information, community services, natural resources and space.

As you remove a picture or object from the box ask members to tell if it is a resource that comes from around you or a resource that comes from within you. It may be easier for members to name resources around you such as a table, chairs, trees, a book, a quarter, 30 minutes, a telephone or a post office. They may need some help in identifying resources within you, such as energy to run, knowledge to read a book, ability to talk, skill to play baseball, good feelings and ability to play a musical instrument.

Everyone on Set! Rhythm is a spin off of the game enjoyed by many youngsters. It can help 4-H'ers become familiar with the two types of resources: those within you and those around you. The game can also help members discover new resources.

Start the game by mastering the rhythm pattern. Then add the resources. You can give variety to the game by naming only those resources that are community resources around you such as city park, highways and public drinking fountain, or physical skills within you such as ability to walk, use a needle or climb a tree.

Listen carefully to resource examples given by members. Offer suggestions when examples are incorrect. To get things off to a good start, you may wish to be the first leader.

Screen Test Members will be eager to show they are learning different kinds of resources. The written activity will give them such an opportunity. There are many examples of resources they can name:

A pair of worn out jeans
A seed
Ability to read
A place to play
A back pack
A friend

After members have completed the activity check to see if they listed any of the same resources. Ask members to identify the resources which come from within you and those which come from around you.

Action Feature Members are ready to apply what they have learned about resources. Encourage them to choose one Action Feature to do by themselves or with a partner. Some members may wish to do more than one activity. To help members understand the different activities in the Action Feature:

a. Invite an older 4-H'er or adult to present ideas for a poster, mobile or bulletin board.
b. Explain how to organize a resource treasure hunt and give some examples of resources that may be used.
c. Demonstrate how to do a resource show and tell.

Help members complete the Acting Contract in their manuals. You may wish to plan a work meeting so members can work on their activities.

Other Things To Try The following activity will help members talk about what they have learned. There are no right or wrong answers. Begin by writing the following statements on a poster, chalkboard or individual sheets of paper:
Today I learned
Today I found
Today I used
Today I was surprised
Today I enjoyed

Invite members to share their feelings about the above statements. Encourage a free exchange of ideas. Help them identify the resources they used in each statement. Members may wish to make up other statements.

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<th>Meeting Date</th>
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<tr>
<td>Things To Be Done</td>
<td>Who</td>
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Management Ideas To Be Learned

There are five resources within you that help you get the things you want: go power, brain power, physical skills, attitudes and talents.

Resources within you are what make you YOU. Each person has different amounts of these resources. That is what makes each person unique. It also makes each person want different things.

Go power is physical energy. Brain power is one’s ability to think, remember, read, listen, learn and talk. Physical skills are the abilities to do things that require body movement such as swimming, basketball and embroidering. Attitudes reflect how one feels about people and things. For example, one may like swimming and not tennis. Talents are things one does well such as repairing bicycles or working with small children. A talent may be used in more than one way. For example, a person may repair a bicycle to earn money and do a friend a favor by repairing his bike at no cost.

Make a display using pictures of people using resources from within you. Help your members prepare labels for each picture that tell the resources being used. For example, show a boy running. The caption might read: The running boy is using go power or energy.

Everyone On Set! Management May I is a fun game to help 4-H’ers learn about resources from within you and how they are used. You will need a large paper or plastic bag and some May I messages. May I messages can be written on small pieces of paper or note cards. Here are two examples: “You did your homework right after school. Go forward one giant step” or “You forgot to take out the garbage. Go backward one frog leap.”

Members will give second chance answers based on their personal experiences. For example, some members will wash dishes by hand and others will put them in the dishwasher. Offer suggestions if an answer is incorrect.

Screen Test Help members get started with the written activity by using these examples:

I used brain power to read a book
I used energy to clean my room
I used talent to build a model airplane

After all have completed their statements, ask them to tell about the activities they have listed. Explore why two members may list the same activity but use different resources.

Action Feature Members are ready to apply what they have learned about resources from within you. To help members understand the different activities in the Action Feature:

a. Show how to observe someone and identify the resources they are using.

b. Discuss how to take photographs that show resources from within you being used.

c. Invite two older 4-H members to demonstrate how to interview someone about resources within you.

Encourage each member to choose one Action Feature to do by himself or with a partner. Members may wish to do activity a. during the meeting. Help each member fill in the contract in the members’ manual.

Other Things To Try Continue the discussion of resources from within you by doing an activity called the Baker’s Half Dozen of Favorites. Each member will need a sheet of paper and a pencil.

Ask members to list seven favorite resources from within you. Next ask them to draw a line through the two resources they could do without. Of those remaining ask them to circle the two that mean the most to them. Discuss why different resources are important to different people.
PLANNING GUIDE FOR CAMERA CLOSE-UP

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<th>Things To Be Done</th>
<th>Who</th>
<th>When</th>
<th>Resources Needed</th>
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</table>
Wide Angle Lens

Management Ideas To Be Learned

- There are seven resources around you that help you get the things you want: money, material things, time, information, community services, natural resources and space.

Take 4-H’ers on a tour of the community to see how many of these resources around you they can find. Some resources around you are easy to touch and see. Others are more difficult to identify. Some resources around you are available only to one person or family. Others may be shared by all people in the community. Some resources around you are available to each person in like amounts, others in different quantities or not at all.

One resource around you is money. It is a medium of exchange. You give money and usually you get something in return. It is nickels, dimes, quarters, dollars, checks and credit cards. Money can be spent, saved or shared. Material things are items one can see and use such as clothing, a book, a desk. Individuals have different material resources and some have more than others. Time is a resource too. One cannot see or touch it, but everyone has the same amount of it to use each day. Information is a resource obtained by looking, listening, reading, touching, tasting and smelling. A person gives and receives information. Community services are those things such as streets and highways, schools and playgrounds that are owned and shared by everyone in the community. Natural resources are found in the air, ground and sea. These resources are provided by nature and include soil, oxygen, water and trees. Another resource around you is space. It is the area in which you live, work and play.

Everyone On Set! Resource Concentration is a game that uses memory recall to focus attention on resources around you. Plan your meeting in a room that has several examples of resources around you. For greater variety, add some things to those in the room. Ten items that might be easily available are a wrist watch, dime, comb, telephone directory, a book, pencil, plant, Spotlight On Management members’ manual, framed picture and chair.

Resources such as time, community services, natural resources and space can be included in the game by using pictures or by writing examples on note cards. Playing the game outdoors may add variety to a meeting.

“IT” can encourage more group participation by asking players to contribute items from their pocket or purse to include in the display. For an additional challenge, ask the members with the most points to name the type of each resource on display. For example, a wrist watch is a material resource.

Screen Test This quiz gives members a chance to see how well they have learned their lines about resources around you. There are no right or wrong answers. Here are some answers members may give:

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>EXAMPLE</th>
<th>HOW YOU USED IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONEY</td>
<td>$2.00</td>
<td>Went to the movies</td>
</tr>
<tr>
<td>MATERIAL THINGS</td>
<td>Radio</td>
<td>Listened to music</td>
</tr>
<tr>
<td>TIME</td>
<td>After school</td>
<td>Played football</td>
</tr>
<tr>
<td>INFORMATION</td>
<td>Cookbook</td>
<td>Recipe for cookies</td>
</tr>
<tr>
<td>COMMUNITY SERVICES</td>
<td>Library</td>
<td>Checked out a book</td>
</tr>
<tr>
<td>NATURAL RESOURCES</td>
<td>Apple tree</td>
<td>Picked and ate an apple</td>
</tr>
<tr>
<td>SPACE AROUND YOU</td>
<td>Living room</td>
<td>Watched TV</td>
</tr>
</tbody>
</table>

After members have completed the screen test, ask each to read his list. Ask the group to note different ways the same resource may be used.

Action Feature Members are ready to apply what they have learned about resources around you. To help them understand the different activities in the Action Feature:

a. Invite a senior citizen to suggest things 4-H’ers can do for an elderly person using resources around you.

b. Invite an older 4-H member to demonstrate how to make a collage showing community services.
c. Show examples of several things 4-H members can do for a family member using each of the seven resources around you.

Your members may want to choose partners and make resource collages during the meeting. They will need old magazines for pictures, scissors, glue and poster paper. Help each member fill in the Acting Contract in the members’ manual.

**Other Things To Try** 4-H’ers will enjoy making paper bag puppets and using them in skits about resources around you. Each member will need a paper bag at least four inches across the bottom, scissors, glue, string and supplies for making the puppet’s face. Tempera paints, felt tip pens, colored paper, yarn, buttons and scraps of fabric can be used. Members may be as creative as they like. Some may draw the face on the upper one-third of the bag, some may cut holes so fingers can be used for eyes or arms. Others may make part of the face on the bottom of the bag using the fold for the mouth. You can stimulate interest by having some examples to show. Members may divide into groups and plan a skit as they work. Their puppets should fit the characters in the skit about using resources around you. Prizes may be given.

<table>
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<tr>
<th>Meeting Date</th>
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<tr>
<td>Things To Be Done</td>
<td>Who</td>
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PLANNING GUIDE FOR WIDE ANGLE LENS
Instant Replay is a review of the first three parts. Members using Spotlight On Management for a two or three year project may wish to end the first year with Instant Replay. Members using Spotlight On Management as a one year project may use Instant Replay to review what they have learned so far.

Review Management Ideas Learned

- Resources help you get the things you want
- There are two kinds of resources: those within you and those around you
- There are five resources within you: go power, brain power, physical skills, attitudes and talents
- There are seven resources around you: money, material things, time, information, community services, natural resources and space

Review what members have learned about resources by encouraging them to display or report on the Action Feature activities they have completed. See how many community services can be identified from posters, lists and photographs that are displayed. Members also may want to play Rhythm, Management May I or Resource Concentration again. If parents or others attend the meetings, invite them to participate too.

Ask each member to complete the review quiz in the members’ manual. Discuss quiz answers and the Action Features each has completed. This will help you see how much individuals have learned about resources. Note member’s progress on page 32 in the members’ manual.

ANSWERS TO INSTANT REPLAY

1. Name two kinds of resources that help you get what you want.

   Resources within you

   Resources around you

2. Name some resources that are within you.

   Go power
   Brain power
   Physical skills
   Attitudes
   Talents

3. Name some of the resources that surround you.

   Money
   Material things
   Time
   Information
   Community services
   Natural resources
   Space

4. Arrange the scrambled letters in each row to make a word.

   a. Money
   b. Time
   c. Space
   d. Talents
   e. Community services
   f. Information
   g. Material things
   h. Skills
   i. Attitudes
   j. Brain power
   k. Go power
   l. Natural resources
<table>
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<th>Meeting Date</th>
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<td>Things To Be Done</td>
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<td>When</td>
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<td>Resources Needed</td>
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Reading
The Script

Management Ideas To Be Learned

☐ Needs are things that all people must have to live
☐ Wants are things you would like to have but may not always be necessary
☐ Goals are the things you work for and try to get
☐ Goals may be short or long term

People must have some things to live. These include air to breathe, sleep, food and clothing. These things are called needs. People may desire other things such as a motor bike, a new t-shirt or a radio. These are called wants, and usually a person may live without them. People usually have more wants than needs. A want or a need becomes a goal when they decide to work and try to get it. Some goals can be reached quickly – short term goals. Others take longer and are called long term goals.

Help members identify their wants and their needs. Discuss how a want can become a need or a need can become a want. For example, they may want ice cream cones because their friends are having cones. But if they haven’t eaten for some time and are hungry, ice cream cones can satisfy their hunger. A special pair of new jeans with a special design on the pocket is a want if several pairs hang in the closet.

Have each member write a goal on a slip of paper. Exchange goals and see if the group can determine if the goal is a want or a need. Save the goals to use in playing Charades.

Everyone On Set! Charades can help members think about goals and determine if a goal is a want or a need. The game encourages team spirit and gives each member a chance to participate.

Review the goals members have written on slips of paper. Check to see if these goals can easily be acted out. Some may need to be revised. Make sure there is a goal for each member. Some examples of goals are to get my hair cut, to take a picture and to go skating.

Before starting to play, discuss sign language for common nouns and verbs. You will need a watch or clock with a second hand. Select a time keeper and a score keeper. After each goal has been guessed or the time has run out, talk about why the goal is a want or a need. Add variety to the game by giving one bonus point if a team starts the questioning of an actor from the opposing team with “Is it a want?” or “Is it a need.”

Screen Test Evaluate each member’s understanding of wants and needs by asking them to complete the written activity in his manual. Each member may have a different set of answers.

<table>
<thead>
<tr>
<th>NEEDS</th>
<th>WANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place to sleep</td>
<td>To have a party</td>
</tr>
<tr>
<td>Clothes</td>
<td>To learn to sew</td>
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<tr>
<td>Food</td>
<td>To watch TV</td>
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</table>

GOAL I want to have a party for my very best friend.

Members may have some difficulty determining the difference between wants and needs. Discuss why a want for one person may be a need for another.

Action Feature Members are ready to apply what they have learned about wants, needs and goals. To help members understand the different activities in the Action Feature:

a. Help members role play as they interview people of different ages about their goals.

b. Show how a goal can be either a want or a need.

c. Invite an older 4-H member to play a favorite record that tells a story and explain how to find the wants, needs and goals in the song.

Encourage each member to choose an activity to do by himself or with a partner, then complete the Acting Contract.

Other Things To Try Another way to think about wants, needs and goals is to play Management Match. Try to match eight pairs of related management words by guessing the right numbers under which the words are written.
To play Management Match you will need a piece of poster board about 18 inches by 22 inches. Cut eight letter size envelopes in half and number them one through sixteen. Glue envelopes to poster board, placing four rows across and four rows down with open side up. Write sixteen management words on note cards or slips of paper. The words should be matched by pairs. The following examples will help to get you started.

- A Want: New Bike
- A Want: Chocolate milk shake
- A Need: Food
- A Need: A place to sleep

<table>
<thead>
<tr>
<th>Goals</th>
<th>Long term</th>
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<tbody>
<tr>
<td>Goals</td>
<td>Short term</td>
</tr>
<tr>
<td>Goals</td>
<td>Things you are willing to work for</td>
</tr>
</tbody>
</table>

Start the game by reviewing the rules and select a moderator. Each member should have a chance to call out two numbers. As the numbers are called, the moderator lifts the messages out of the envelope pocket to see if they match. If not, the messages go back into the same envelope pockets and the next member takes a turn. When a player matches two terms he becomes the new moderator. When two terms are matched they are removed from the envelope pockets.

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**PLANNING GUIDE FOR READING THE SCRIPT**

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<th>Meeting Date</th>
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<th>Things To Be Done</th>
<th>Who</th>
<th>When</th>
<th>Resources Needed</th>
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the list of goals and resources prepared during the discussion period. Questions should give the resource and ask for the goal. Example:

**QUESTION:** You have salt, ice, sugar, cream and eggs. What is your goal?
**ANSWER:** Ice cream.

The game leader will draw a question from the container for each round. Add variety to the game by having some questions that give the goal and ask for resources. Example:

**QUESTION:** I want to study for a history test. What resources do I need?
**ANSWER:** History text book, history workbook, paper and pencil.

Members will give answers based on their personal experiences. Some answers may need to be explained. After each round, ask the team that won the point to tell if the goal is long or short term and why. If it is a long term goal, ask the other team if any short term goals need to be completed before the long term goal is reached.

**Screen Test** This activity shows how well members can match resources and goals. The following are examples of answers that might be given.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money, time, go power</td>
<td>To see a movie</td>
</tr>
<tr>
<td>Attitudes, interests, go power</td>
<td>To make a new friend</td>
</tr>
<tr>
<td>Go power, talent, time, hammer, nails and some lumber</td>
<td>To make a book shelf</td>
</tr>
<tr>
<td>Go power, time, baby sitting experience</td>
<td>To earn some money</td>
</tr>
<tr>
<td>Talents, time, go power, attitudes and brain power</td>
<td>To get a part in the school play</td>
</tr>
<tr>
<td>Brain power, time, interest and attitude</td>
<td>To get a good grade in English</td>
</tr>
</tbody>
</table>

After members complete screen tests, ask them to read their answers and tell if the goals are long or short term. Discuss resources used to reach the goal. Did the goal require many resources or just a few?

**Action Feature** Members are ready to apply what they have learned about using resources to reach goals. To help members understand the different activities in the Action Feature:

a. Invite an older 4-H’er to do a show and tell illustrating how resources are used to reach a goal.

b. Invite a parent to talk about some of his long
range goals and resources needed to reach them.
c. Show how to make a poster illustrating a long
term goal and the resources used to reach the
goal.
Help each member outline an activity and fill in
the Acting Contract in the members' manual.

Other Things To Try Members can make a coat
hanger mobile to show resources needed to reach a
goal they are working on. A mobile can also help
them remember management words.
Each member will need a coat hanger; assorted
construction paper to be cut into circles, squares,
triangles and other odd shapes; scissors; string;
markers or crayons; and old magazines. It will
take patience to balance the different sizes and
shapes.
Each member will need to set a goal. Use the
goal as the major part of the mobile. Write the
goal on one side of the paper and the word "goal"
on the back. In parenthesis under the goal
indicate if the goal is a need or a want. Now
identify the resources needed to reach the goal.
Make a small mobile piece for each resource.
Some resources can be illustrated by pictures cut
from magazines. Others by writing the word for
the resource. On the back of each resource write
the kind of resource. If the goal is to bake a cake,
one resource needed will be a recipe illustrated by
a cookbook picture. On the back, write the word
information.

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PLANNING GUIDE FOR MORE DIALOGUE

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<td>Things To Be Done</td>
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15
Management Ideas To Be Learned

- One or more resources may be needed to reach a goal.
- One resource may sometimes be substituted for another resource in reaching a goal.

Goals are reached by using resources. Several resources are required to reach most goals. Suppose your goal is to see a movie, you will need transportation, money and time. Sometimes you will not have all the resources needed to get the things you want. At such times, you may be able to use a resource you have in place of one you do not have. For example, you do not have money to pay to see a movie so you stay home and watch one on TV. You use a TV set instead of money to see a movie. Using one resource in place of another is called resource substitution.

On a chalkboard or large sheet of paper, write several goals and ask members to suggest resources needed to reach each goal. Next, together think of resources that can be substituted for others and still reach the same goals.

Everyone On Set! The Top Secret game helps members think about different resources needed to reach a goal. Encourage members to listen closely and think about three resources needed to reach that goal.

This game may reveal interesting things about the members and some of their goals.

Screen Test This written activity helps members think about how one resource can be substituted for another and still reach the same goal. The members will give many different answers. The following are some examples:

You take your lunch to school instead of eating in the cafeteria. You substitute:

\[ \text{time} \quad \text{for} \quad \text{money} \]

You buy your own record instead of going to the library to listen to it. You substitute:

\[ \text{money} \quad \text{for} \quad \text{community resources} \]

You take care of your younger sister while your mother cooks refreshments for your party. You substitute:

\[ \text{talents} \quad \text{for} \quad \text{physical skills} \]

You make a picture using shells instead of a picture from paint. You substitute:

\[ \text{shells} \quad \text{for} \quad \text{paint} \]

You visit a sick friend instead of buying a get well card. You substitute:

\[ \text{time} \quad \text{for} \quad \text{money} \]

Ask members to read their answers and tell why they substituted one resource for another.

Action Feature Members are ready to apply what they have learned about combining resources and substituting one resource for another. To help them understand the different activities in the Action Feature:

a. Give an example of a family goal and the resources needed to reach the goal. Discuss resource substitution.

b. Show comics that illustrate goals and the resources needed to reach them.

c. Invite an older 4-H member or adult to demonstrate how to make several items using talent, go power and material things. Discuss how items may be designed for a particular person.

Help each member choose an activity and fill in the contract in the members’ manual.

Other Things To Try Another way to learn about choosing resources to reach a goal and substituting one resource for another is to play Human Tic Tac Know.

Draw a Tic Tac board large enough to stand on. If your group is small, make it a nine square board. If the group is larger make one with sixteen squares. Write some management questions. The following are examples:

QUESTION: What are you doing when you use skills instead of money to reach a goal?
ANSWER: Substituting one resource for another.

QUESTION: What are three resources you use in getting ready for school each morning?

ANSWER: Water to take a bath, food for breakfast, and school bus for transportation.

QUESTION: If your goal is to buy a kite, what resources might you need?

ANSWER: Money, go power, store, ability to read instructions and price tags.

QUESTION: What resource can be substituted for money?

ANSWER: Go power.

Some questions may have more than one answer.

Divide group into two teams. Each team should have a captain who will answer the questions after the group decides on the answer. Read a question and the team with the first correct answer may place a team member on the Tic Tac board. If you do not have enough members to use people as playing pieces, use circles and squares to represent the two teams. If neither team answers the question correctly, no one takes a place on the Tic Tac board. Stop playing and discuss the question so all members will know the answer. The first team to place three (or four) members in a row across, down or diagonally on the Tic Tac board wins.
Instant Replay is a review of the first six parts. Members using Spotlight On Management for a multi-year project, may wish to end the first year with Instant Replay. Members using Spotlight On Management as a one year project may use Instant Replay to review what they have learned so far.

Review of Management Ideas Learned

- Resources help you get the things you want
- There are two kinds of resources: those within you and those around you
- There are five resources within you: go power, brain power, physical skills, attitudes and talents
- There are seven resources around you: money, material things, time, information, community services, natural resources and space
- Needs are things that all people must have to live
- Wants are the things you would like to have but may not always be necessary
- Goals are the things you work for and try to get
- Goals may be short term or long term
- Resources are used to reach goals
- Some goals are easy to reach and use only a few resources
- Some goals are harder to reach and use many resources
- Sometimes short term goals must be reached before long term goals can be reached
- One or more resources may be necessary to reach a goal
- One resource may sometimes be substituted for another resource in reaching a goal

Plan a management idea hunt to review what members have learned about resources, wants, needs and goals. Use posters, mobiles, lists and photo stories that members have on display to make the list of things to look for. The list might include: a long term goal, short term goal, poster showing the most resources around you and a goal that is a need.

Members may want to play one of the management games they have learned. Ask for volunteers to explain the rules. If the group is large, divide into smaller groups and play more than one game at a time. If parents or others attend the meeting, invite them to participate too.

Ask members to complete the review quiz in the members’ manual. Talk about the Action Features they have completed and what they have learned. Note each member's progress on page 32 of the members’ manual.

ANSWERS TO INSTANT REPLAY  Each member will have a different answer for the Instant Replay quiz. Note these examples:

List one of your short term goals

_I want a blue denim carryall_

Explain the resources you might use to reach this goal

_A pair of old blue jeans_
_Free time on Saturday morning_
_Ability to sew_
_Energy_

What resources might you substitute for the resources that you listed above

_Money to buy new fabric_
_Money to purchase carryall_
_Department store with carryall_
PLANNING GUIDE FOR INSTANT REPLAY

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<td>Resources Needed</td>
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Meet The Director

Management Ideas To Be Learned
☐ Decision making is used in reaching goals
☐ Decision making is thinking about different ways to do something and making a choice

Decision making is involved in everything one does. Some decisions are made from habit such as picking up the telephone receiver when the phone rings. Other decisions are studied carefully and require more thought. For example, you may spend a lot of time deciding how to use the money you received for your birthday. In making decisions a person thinks about ways things can be done and then chooses the way that will best help him reach his goal. For example, he may want to go to a friend’s house to play basketball. He can walk, ride his bicycle, or ride in a car with his brother. He decides to ride his bicycle because he can go and come as he pleases.

Help members start thinking about decision making by writing a goal on poster paper or chalkboard. Let them suggest ways to reach the goal. Then together choose the best way to reach the goal. Discuss why the selection was made.

Everyone On Set! What Would You Do encourages members to consider alternatives and make decisions quickly. You will need a large soft ball such as a basketball or volleyball to play the game. Or the player who is the leader can just point a finger at a player in the circle.

Before beginning the game, discuss some questions that may have several possible answers. For example:

- What would you do if -- you were hungry?
- What would you do if -- you were cold?
- What would you do if -- you wanted a new dress?
- What would you do if -- you were late for school?
- What would you do if -- you were having a spelling test?

Stop the game after a question is answered the third time and discuss the answers that were given and the alternatives that were considered.

Screen Test This activity will help you see how well members understand decision making. There are eleven decisions made in the story. These include:

You decide to go to the library.
Your friend decides to go to the library.
You decide to ask your friend to go to the library with you.
Your friend decides to go to the library with you.
Together you decide that the library is too far away to walk or ride a bike.
Together you decide that you need a ride to the library.
You decide to ask your father to drive both of you to the library.
Your father decides he will drive you and your friend to the library.
Because your father’s car will not start, your friend decides to call his mother.
Your friend decides to ask his mother to drive you both to the library.
Your friend’s mother decides that she can drive you both to the library.

Discuss the decisions made in the paragraph. Were all of the decisions necessary? What other alternatives could have been considered when making each decision?

Action Feature Members are ready to apply what they have learned about decision making. To help them understand different activities in Action Feature:

a. Invite a representative from a local newspaper to demonstrate how a news reporter prepares for and conducts an interview.
b. Display some cartoons that show people making decisions. Discuss the decisions being made in each.
c. Use hand puppets to illustrate situations that require decision making.

**Other Things To Try** Members can learn more about decision making by playing Management Tell Me. Write several Tell Me statements about decision making on pieces of paper or note cards. For example:

**QUESTION:** Tell me a decision you must make when you do your homework.

**ANSWER:** What to study first.

**QUESTION:** Tell me how decision making helps you reach a goal.

**ANSWER:** It helps make choices between resources.

**QUESTION:** Tell me a decision you would make if your mother asked you to clean your room.

**ANSWER:** Where to start cleaning.

Randomly write a 1, 2 or 3 on each card. These are the points members will receive if the Tell Me statement is answered satisfactorily. Name a score keeper or ask each member to keep his own score. Place cards in a stack face down on a table. Give each member a chance to draw a statement from the stack and give an answer. Statements may have more than one correct answer. Members will score the points on the card if a satisfactory answer is given. After each member has had a turn, shuffle the cards for the next round. Members with the most points at the end of three rounds win.

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**PLANNING GUIDE FOR MEET THE DIRECTOR**

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21
Lights, Camera, Action

Management Ideas To Be Learned

- Planning includes thinking about all the things to be done to reach a goal and organizing a way to get them done.
- Planning includes choosing the resources to help reach a goal.
- Checking up is finding out if you have reached your goal.

Planning is a way of organizing to get things done. It includes thinking about alternatives and making choices. For example, if your goal is to have clean hair, your plan may include combing your hair, arranging supplies for shampooing hair, shampooing hair, and drying hair. At each step in the plan, you will be making decisions and choosing resources to be used in reaching your goal.

When you have carried out plans to reach your goal it is time to check up or evaluate how well you have done. This is the point at which you determine if your goal was accomplished, and if your plan for reaching the goal worked. You also can decide what you would do differently the next time you have a similar goal to work for.

On a chalkboard or sheet of paper, list several goals members can accomplish in a 4-H meeting. Help them list the things that will need to be done to reach each goal. Divide members into teams or small groups. Have each group select a goal and use the plan to reach it. Help members check up to see how well the plan worked.

Everyone On Set! Pass it On is a form of story writing. It encourages creativity and teamwork. It is a test to see how well members understand planning and checking up. Listen carefully as the stories are read aloud. Discuss each story as it is read. Correct any misunderstanding that may be revealed.

Screen Test The screen test will help you see how well members understand management. Each member will have different answers. However, the following are some examples:

List one of your short term goals here.

I want to make a model airplane.

List your resources that will help you reach this goal.

Time, go power, brain power, talents, interest, space to work, directions for making airplane and airplane kit.

<table>
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<tr>
<th>WHAT WILL BE DONE</th>
<th>WHO WILL DO IT</th>
<th>WHEN IT WILL BE DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read directions</td>
<td>I will</td>
<td>Saturday morning</td>
</tr>
<tr>
<td>Separate the pieces</td>
<td>I will</td>
<td>Saturday morning</td>
</tr>
<tr>
<td>Paint pieces</td>
<td>I will</td>
<td>Saturday morning</td>
</tr>
<tr>
<td>Let pieces dry</td>
<td>I will</td>
<td>Over night</td>
</tr>
<tr>
<td>Assemble pieces</td>
<td>I will</td>
<td>Sunday afternoon</td>
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<tr>
<td>Glue pieces together</td>
<td>I will</td>
<td>Sunday afternoon</td>
</tr>
<tr>
<td>Let plane dry</td>
<td>I will</td>
<td>Over night</td>
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Check up on how well you managed. Explain here.

The plane looked great after I finished with it.

But the next time I will read the directions the night before, so I will have all my supplies ready when I start to build the model. I had to ask my dad to drive me to the hobby shop to buy airplane glue and paint.

Ask each member to read their plan. Are the things to be done organized in a logical order? What was learned in the check up?

Action Feature Members are ready to apply what they have learned about planning to reach goals and checking up. To help them understand the activities in the Action Feature:

a. Demonstrate how to make cue cards to show steps in setting a goal, planning and checking up.

b. Invite an older 4-H member to make a photo display showing steps used in planning and completing a 4-H project.

c. Role play how to explain a goal to someone.

Discuss how members have been making plans when they have organized the things to do in...
completing an Action Feature. Help each member fill in a contract to complete an activity.

**Other Things To Try** Organize a game of Management Football to help members review what they are learning about management. To start, you will need a football field playing board. This can be sketched on paper. You also will need a button to serve as a football and about twenty management questions. Members can help prepare the questions. The following will help you think of other questions:

- What are needs? Needs are the things all people must have to live.
- What are three resources within you? Brain power, go power and physical skills.
- Divide the group into two teams. Toss a coin to see which team answers the question first. Teams then alternate questions. When a team answers a question correctly, the football is moved ten yards toward the opponent's goal. If a team answers a question incorrectly, the team is penalized ten yards and the football is moved toward that team's goal.

The winning team is the first team to make a touchdown, or the team with the greatest number of yards toward its goal after a predetermined length of playing time. Stop play when questions and answers need to be discussed.

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**PLANNING GUIDE FOR LIGHTS, CAMERA, ACTION**

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<th>Meeting Date</th>
<th>Where</th>
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<td>Things To Be Done</td>
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<td>Resources Needed</td>
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23
Management Ideas To Be Learned

- Management is using the things you have to get the things you want.
- Management has four steps: set a goal, plan, act and check up.

Management is using available resources to get the things one wants and needs. Management has four steps: setting a goal, planning, acting and checking up. Setting a goal identifies what one wants to work for. Planning is identifying and selecting resources to reach the goal and deciding how they will be used. Acting is carrying out the plan to reach the goal. Checking up is evaluating how well the plan was carried out and deciding what changes to make next time.

Turn to page one in the members’ manual and review the management chart with members. Have members make a poster showing the four steps of management.

**Starring Role 1** A group goal can be fun for everyone, and a way of demonstrating what has been learned about management. Explain the need for careful planning and the need to include all four management steps. Include all members in the planning process and encourage them to assume responsibilities willingly and cheerfully.

Members will learn more from their group planning experiences if they plan an activity that can be completed in a short time. Before the meeting check resources and be prepared to offer guidance in setting a goal that can be reached. For example, enlist the cooperation of parents in planning a member-parent picnic. Keep plans simple and of manageable size. Members will need help in several areas, such as locating a place for the picnic.

**Starring Role 2** The crossword puzzle activity will help members review management words and definitions. The following is a key to the puzzle.

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1  S  E  T  A  G  O  A  L
2  I  N  F  O  R  M  A  T  I  O  N
5  S
6  R
8  A  T  T  I  T  U  D  E  S
9  S  K  I  L  L  S
10  P  L  A  N  A  S
12  D
11  B
13  M  O  N  E  Y
16  E  C  K  U  P
17  N  T  A  C
18  C
19  C  O  M  M  U  N  I  T  Y
20  M
21  E  G  A  L  S
22  M  A  T  E  R  I  A  L
24  M  A  N  A  G  E  M  E  N  T
25  N  E  E  D  S
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This is a very special meeting for members. Now they are management stars. They have mastered the steps in management and are ready to use them. This meeting will need your special guidance so members feel free to make decisions for themselves.
**Action Feature** Members are ready to apply what they have learned about management and the four steps to use in getting the things they want. To help them understand the different activities in the Action Feature:

a. Demonstrate how to make cookies using management. Share the cookies with members.

b. Discuss how members can use management to help reach a family goal. Have each member contribute one idea to the discussion.

c. Ask an older 4-H member to report on how they are using management in another 4-H project.

When members have completed this activity they will have completed Spotlight On Management.

They will know how to use the four steps of management to get the things they want.

**Other Things To Try** Plan a newspaper editing activity with members. The newspaper will be one edition with limited circulation. It will feature what members have learned about management. Members will serve as reporters. You may serve as editor. Together decide on a name for the paper. Then help members prepare stories about what they have learned in Spotlight On Management. Arrange the stories in newspaper style. Use photographs and illustrations where appropriate. If making copies is not possible, pass the original around for all members and their families to read.

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**PLANNING GUIDE FOR STARRING ROLE**

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<th>Things To Be Done</th>
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Instant Replay is a time for reviewing all the things members have learned in Spotlight On Management.

Review of Management Ideas Learned

- Resources help you get the things you want
- There are two kinds of resources: those within you and those around you
- There are five resources within you: go power, brain power, physical skills, attitudes and talents
- There are seven resources around you: money, material things, time, information, community services, natural resources and space
- Needs are things that all people must have to live
- Wants are the things you would like to have but may not always be necessary
- Goals are the things you work for and try to get
- Goals may be short term or long term
- Resources are used to reach goals
- Some goals are easy to reach and use only a few resources
- Some goals are harder to reach and use many resources
- Sometimes short term goals must be reached before long term goals can be reached

One or more resources may be needed to reach a goal

- One resource may sometimes be substituted for another resource in reaching a goal
- Decision making is used in reaching goals
- Decision making is thinking about different ways to do something and making a choice
- Planning includes thinking about all the things to be done to reach a goal and organizing a way to get them done
- Planning includes choosing the resources to help reach a goal
- Checking up is finding out if you have reached your goal
- Management is using the things you have to get the things you want
- Management has four steps: set a goal, plan, act and check up

As a final activity help each member make a management mobile to hang in a special place at home. The support of the mobile should read: Management Is . . . The pieces of the mobile should read: set a goal, plan, act and check up.

Complete the evaluation of members' progress. Talk about the Action Features they have completed and what they have learned from these experiences. Discuss how they are using management in their daily lives. Sign the film can label on the last page of each members' manual.
PLANNING GUIDE FOR INSTANT REPLAY

<table>
<thead>
<tr>
<th>Meeting Date</th>
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<td>Things To Be Done</td>
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INTRODUCING... Management

Management is using the things you have to get the things you want. It has four steps.

1. Set a Goal
   A goal is the thing you want. It might be getting a new bike, going to camp, getting a pet or learning to sew.

2. Plan
   A plan is a way to use things you have to get what you want. The things you have are called resources.

3. Act
   Acting is following your plan to reach your goal.

4. Check Up
   Checking up is seeing if you reached your goal. And seeing what could be done better next time.