MANAGE YOUR LIFE

Member's Manual
Unit III

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MANAGE YOUR LIFE

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MANAGE YOUR LIFE

The years you spend as a teenager are among the busiest and most exciting of your life. You'll find this unit of MANAGEMENT a "must" in learning how to get the most from those years.

The basic difference in the success and happiness of people is determined by how well they manage various situations in life. The ability to manage well is acquired through learning and practice. Management consists of a series of decisions through which you plan, control, and evaluate the use of your resources to achieve your goals.

PROJECT SUGGESTIONS

This project is for 4-H'ers 13-18 years of age who have completed Home Management, Unit II, Clues to Management. The project builds on the concepts studied in Unit II and helps you apply the management process to your own life.

The Unit III, Manage Your Life, project is divided into four sections:

Section I  - Manage Yourself
Section II  - Manage Your Time
Section III - Manage Your Space
Section IV  - Manage Your Leisure

It is designed for two years of 4-H work. To complete the first year's work, you will study the section on Manage Yourself and one other section of your choice. You will find it helpful to read through the objectives and contents of the total project before deciding which sections you will choose. In your second year in Unit III, you will take the other two sections. In each you are to complete the activities and the project record.

Additional sections will be developed in the future. If you are interested in management, you might also be interested in taking money mastery, consumer education and/or developing the management aspects of your other 4-H projects.

You can take this as an individual project, but you will have more fun in working with several of your friends and a project leader.
IDEAS FOR ILLUSTRATED TALKS AND DEMONSTRATIONS

Listed below are some ideas for Illustrated Talks or Demonstrations for the Manage Your Life project. This list is just to get you started. You will think of other things you'd like to learn more about and share with others as you read throughout the project book.

1. Compare Personal and Home Management with Business Management. (How are they alike? different?)

2. Making Things Happen - setting and accomplishing your goals.

3. You're the Boss - Making your own decisions and becoming a responsible person.

4. Resource Round-Up (explain different types of resources).

5. Central-Satellite Decisions

6. Make Up Your Mind! (the decision-making process).

7. Time Saving Tips (ideas for better time management).

8. Make and Use a To Do List (example of one time management strategy).

9. First Things first (Set goals and priorities to use time well).

10. Get Rid of Clutter.

11. Store It Efficiently - making storage aids and/or organizing storage areas.

12. What's Your Hobby? Sharing a hobby and telling why hobbies are important to people.


15. Travel Tips (planning ahead for a successful trip).
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IV. MANAGE YOUR LEISURE

INTRODUCTION

PROJECT GOALS

Activity 1 My Favorite Activities

Activity 2 Values, Goals, and Leisure

Activity 3 Community Resources

HOBBIES

Activity 4 What's Your Hobby?

TRAVEL

Activity 5 Share Your Hobby

Activity 6 Compare Two Trips

Activity 7 Plan a Trip

ENTERTAINING

Activity 8 Plan a Party

Activity 9 Give a Party

PROJECT REPORT
MANAGE YOUR SPACE

This section will help you learn to:

1. Distinguish between personal space and shared space in the home and to realize the importance of caring for each type.

2. Identify your own standards for order and cleanliness.

3. Develop and carry out an effective plan or system for daily and weekly care of a room.

4. Use the management process in revising furniture arrangements.

5. Use the management process in developing or improving storage space.

6. Accept responsibility to care for personal and shared space in the home.

MANAGE YOUR LEISURE

This section will help you:

1. Identify the leisure activities you enjoy.

2. Develop an awareness of the importance of balancing leisure time with other activities.

3. Become aware of community resources for low or no cost leisure activities.

4. Undertake a new hobby or renew interest in an old one.

5. Plan and organize a travel adventure.

6. Gain the confidence and skills necessary for planning and conducting a get-together for your friends.
OVERALL GOAL FOR MANAGE YOUR LIFE

To help you manage your life to be more responsible for the direction of your own life and to use basic management techniques to solve problems in daily living.

MANAGE YOURSELF

This section will help you:

1. Better understand the meaning of management, values, goals, resources, standards.
2. Identify values which are the most important to you.
3. Set a short-term goal and list the steps needed to accomplish the goal.
4. Set a standard to help you know when you have reached your goal.
5. Use the resources you have to achieve your goal.
6. Identify the steps in the decision making process.

MANAGE YOUR TIME

This section will help you:

1. Become aware of your feelings toward time and its use.
2. Identify your own "prime time".
3. Keep a time log and identify where you are currently spending your time.
4. Identify common ways of wasting time.
5. Plan a time schedule to improve your use of time.
6. Select and use some tools to improve your time management.
MANAGE YOURSELF
INTRODUCTION

The Management Process consists of a series of decisions through which you plan, control, and evaluate the use of your resources to achieve your goals.

All people learn to manage the resources they have. Some learn to manage well, others not so well. People who become skilled in the process of management have greater control over their lives. Management involves decision-making that leads to action directed toward change. It is making things happen, instead of just letting things happen.

When you think about becoming a manager, you soon see that many different decisions are needed as you try to answer questions like these:

What goals do I choose?
What resources do I have?
What results can I expect?
Which result will be the best for me?
How shall I make a plan?
How can I do better?

This section, Manage Yourself, is the first part of the Manage Your Life project. The project is designed for 4-H club members 13-18 years old, who have already taken at least one management project. Some of the information in this section will be a review of things you already know. Other parts will provide new ideas and suggestions for applying what you have learned to your daily life.
PROJECT CHALLENGES

To complete the Manage Yourself section of the project you will:

1. Answer the question in your project goals.
2. Complete Activities 1 through 13.
3. Share something you have learned with others.
4. Fill out the Project Record at the end of the section to describe what you did and learned about Managing Yourself.

PROJECT GOALS

This section is designed to help you:

1. Better understand the meaning of management, values, goals, resources, standards, decision-making.
2. Identify values which are the most important to you.
3. Set a short-term goal and list the steps needed to accomplish this goal.
4. Set a standard to help you know when you have reached your goal.
5. Use the resources you have to achieve your goal.
6. Identify the steps in the decision-making process.
7. Tell others about the importance of being good managers.

Write your special goals here. (List the special things you want to learn and do in this project)
WHAT'S IMPORTANT TO YOU?

When you manage...or make a decision...you begin with your values, even though you may not actually be aware of it.

Values are those beliefs or feelings which you have that are important to you. They give meaning to your life by providing the basis for deciding what is more worthwhile and what is less so. You make decisions on the basis of your values. Values are the "whys" behind the things you decide to do.

Activity 1...Identify Your Values

Some of the ideas about which many young people have values are listed below. Do these sound like ideas that are important to you? Put a check mark by those you feel are important. Draw a line through the ones that are not important to you. And put a question mark by those you're not certain about. Add others if you wish.

<table>
<thead>
<tr>
<th>Achievement</th>
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<tbody>
<tr>
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<tr>
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<td>Freedom</td>
<td>Physical Fitness</td>
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<td>Ambition</td>
<td>Friendship</td>
<td>Popularity</td>
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<td>Beauty</td>
<td>Fun</td>
<td>Prestige</td>
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<td>Comfort</td>
<td>Happiness</td>
<td>Privacy</td>
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<td>Common Sense</td>
<td>Health</td>
<td>Recognition</td>
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<td>Companionship</td>
<td>Helpfulness</td>
<td>Recreation</td>
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<td>Conformity</td>
<td>Honesty</td>
<td>Religion</td>
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<td>Convenience</td>
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<td>Creativity</td>
<td>Knowledge</td>
<td>Self-Respect</td>
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<td>Ecology</td>
<td>Leisure</td>
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<td>Economy</td>
<td>Love</td>
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<td>Education</td>
<td>New Experiences</td>
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<td>Equality</td>
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<td>Patriotism</td>
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</table>
Activity 2 ... Select Your Most Important Values

Look back at the values you checked in Activity 1. Think about each one carefully. Circle the 10 values which are most important to you at the present time. (They do not have to be in order of importance.)

Did you have a hard time making your choices? Why or why not?


Activity 3 ... Time and Values

The way you use your time, particularly your free time, can reflect what is important to you. Think back over the last 24 hours. List what you did with your time. Then decide what values were indicated by the use of your time. Did your activities reflect what's important to you? If so, put a yes in the third column; if not, then write no.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Values Indicated</th>
<th>Is this Activity Really Important?</th>
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4
Spend Your Time on the Important Things

Usually we are more satisfied with our use of time if we spend it in activities which are important to us. You can learn more about managing your time in Part 2 of this project.

Activity 4...Activities Indicate Values

Choose four values that are important to you. Write a list of three statements of what you frequently do that relates to these values. For example, if you value creativity, you might do such things as design your own holiday greeting cards, make gifts for those on your gift list, or think of amusing stories to tell the children with whom you babysit.

1. __________________________
   __________________________
   __________________________
   __________________________

2. __________________________
   __________________________
   __________________________
   __________________________

3. __________________________
   __________________________
   __________________________
   __________________________

4. __________________________
   __________________________
   __________________________
   __________________________
Activity 5....Resolving Value Conflicts

Sometimes it's not enough just to know which values are important to you. When the different values you hold conflict, you must decide which is the most important to you. For example, you may have to choose between comfort and economy when making a purchase. You may find a conflict between helpfulness and peer friendship when you see the teacher who is most disliked by your friends carrying a heavy load of books. Can you think of times when some of your values have conflicted? In the space below describe a situation where you had to choose between two values.

Value conflicts can be resolved in one of three ways --

-- by ignoring one of the values.
-- by making a compromise between the conflicting values and following one belief part of the time and the other the rest of the time.
-- by thinking through the values and deciding which one comes first.

Which of these three ways did you use to resolve the value conflict you described in the above situation?

Your values are important. You need to be able to identify them, particularly the ones that are the most important to you. Values affect the decisions you make, the goals you set, and the way you use your resources. You'll find that if your decisions are based on what's important to you, you'll be more satisfied.
GO FOR YOUR GOALS

If you have already taken a project in management, you learned about needs, wants, and goals. Let's review these ideas now.

Usually needs and wants are not quite the same. Your needs are things that you, like all people, must have to live -- food, housing and clothing.

Your wants are the things you would like to have, but they may not always be necessary. For example, you may want a room of your own rather than sharing it with your brother or sister or a pair of designer jeans instead of a less expensive plain pocket type.

You have different needs and wants. They depend upon where you live, what kind of person you are, and what sort of school, work, club and social activities you enjoy.

Your goals are the things you work for and try to get. They can be needs or wants. You probably have many different goals. Some are short-term. Others are long-term. A short-term goal is something you want in the near future, such as buying a certain record, giving a demonstration next week, or even cleaning up your room this weekend! How "long" is long? A long-term goal is something you want to do or buy in a few years or even longer.

You may have intermediate goals too. The important thing to remember is that you can accomplish your long-term goals if you work toward them a step at a time.

Example:

Chips would like to learn how to fish. He has decided this will be his long-term goal.

Which of the goals listed would be short-term goals or steps to his long-term goal?

1. _____ Read 5 books about fishing.
2. _____ Get acquainted with someone who is a good fisherman.
3. _____ Go to a movie.
4. _____ Join a sports team.
Activity 6...Sort Out Your Goals

DIRECTIONS: Four categories of goals are listed below. Read each list and check off those goals which you would like to achieve. Then, in each category, write in goals you have that are not listed. Based on the length of time it would take to reach each goal, indicate whether it is a Short-Term (ST), Intermediate (I), or Long-Term (LT) goal, by writing the correct initials next to each goal.

**HOME GOALS**

--- Clean up the mess I made this morning

--- Better organize space within my room

--- Get my brother (sister) to take on some of the household chores

--- Set up a budget and savings plan after the holidays

--- Move into my own apartment


**4-H GOALS**

--- Complete the management project

--- Become a teen leader

--- Give a demonstration or an illustrated talk to my 4-H Club in three weeks

--- Attend 4-H Congress

--- Participate in the Consumer Judging Contest


**SCHOOL GOALS**

--- Pass the next math (biology, English, etc.) test

--- Receive a high school diploma

--- Make honor roll or Dean's list

--- Win a scholarship for college


**LEISURE TIME GOALS**

--- Make a new friend

--- See the latest movie this weekend

--- Get an after school job next semester

--- Read a book each week
Activity 7...Set a Goal For Yourself

Set a realistic, short-term goal for yourself. A realistic goal is something that you really want to do and that can be done with the resources you have or can develop.

Write your goal here. ____________________________________________

List the steps you will take to reach this goal:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

When do you expect to achieve this goal? ____________________________

Now think about some other goals you have (either short, intermediate, or long-term). List at least eight goals in the space below. Keep these goals in mind as you continue the other sections of this project.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
SET YOUR STANDARDS

A standard is something used as a basis of comparison. It's usually a mental picture of what you consider essential. Standards set limits you will accept in working toward a goal. Without standards, it's difficult to tell when goals have been reached. Standards tend to carry with them the feeling of what's right and proper, so we feel good when we meet our standards.

Standards affect what you will choose by influencing that with which you will be satisfied. If you want "only the best", you won't be satisfied with anything less. Of course, what's "best" depends on your own standards. If you prize variety, you may want to try many different things without developing a high level of skill in any of them.

Because your resources (such as time, space, energy, and money) are limited, it is unrealistic to always achieve the highest standard possible. Not everything is of equal importance all the time. For example, do you have different standards for clothes and cleanliness when you are backpacking in the wilderness than you do at home?

Types of Standards

Some standards measure quantity. They tell us how many times we should do something or how much of something is enough.

Some standards measure in terms of quality. They tell us how well something must be done to be satisfactory.

Some standards measure performance —how you will do something.

Some standards measure achievement. They tell you if you met a specific goal.

Let's consider an example, Project Challenge #3, to share something you have learned with others. You might set your standard to give an illustrated talk just once, or six times to different groups. You might make your illustrations free hand with felt pens on newsprint or carefully stenciled on poster board. If you have chosen to speak six times, you might schedule your talks all on one day or once a week for six weeks. You might decide to just give a talk to a small group or polish and practice it for completion at district events.
Activity 8....Select Your Standard

Standards help make your goals clear. Suppose your goal is to write letters. In the example below, circle the standard on the right which you would choose:

<table>
<thead>
<tr>
<th>Type of Standard</th>
<th>My Standard</th>
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</thead>
<tbody>
<tr>
<td>Describe by <strong>Quantity</strong>(number)</td>
<td>Write two letters or five letters</td>
</tr>
<tr>
<td>Describe by <strong>Quality</strong>(the product)</td>
<td>Write a sloppy note or a neat long letter</td>
</tr>
<tr>
<td>Describe by <strong>Performance</strong></td>
<td>The letters are done in one day or written a little bit each day</td>
</tr>
<tr>
<td>(how I do it)</td>
<td></td>
</tr>
<tr>
<td>Describe by <strong>Achievement</strong></td>
<td>A letter that isn't special or a letter that wins a writing contest.</td>
</tr>
<tr>
<td>(recognition)</td>
<td></td>
</tr>
</tbody>
</table>

Find the standard in the right column that goes with the statement in the left column and connect them with a line.

A number                           performance
Type of product                     quality
The recognition wanted             quantity
How to do it                        achievement
Rank the Bedmaking Examples shown above in order of your standards:

1. _______ (highest standard, requires most effort)
2. _______
3. _______
4. _______
1. Which standard would you accept if your great-aunt Pamela Perfectionist were coming to visit? 

2. Which standard would you accept if you overslept and were hurrying to catch the school bus? 

3. Is there a difference in your standards on these two occasions? Why or Why Not?
Who Sets Your Standards?

You set some standards yourself. Other standards are set by your family, your friends, your 4-H club, your school and your community.

For example, after you have listened to a record, what is your standard for replacing the record? Do you leave it on the floor or record player or return it to its folder and place it back in the storage area? Do you set your own standards or does someone else set them with you?

Activity 10..Setting Standards

List six standards that relate to your appearance, your school work, your job, your room, etc. Check the column to indicate if you set these standards yourself or if they were set by others, or by both you and others.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Set by You</th>
<th>Set by Others</th>
<th>Set by Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean hair. (shampoo every other day)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

1.                                            |
2.                                            |
3.                                            |
4.                                            |
5.                                            |
6.                                            |
REVIEW YOUR RESOURCES

Anything you can use to help you accomplish something can be considered a resource. Resources are all the material and human assets that we use to satisfy our wants. Resources are the tools you use to reach your goals. Some material resources are time, energy, money, materials and equipment, and community facilities. Some human resources are knowledge, skills, interests, and abilities.

Resources can often be substituted for one another to accomplish any particular goal. Suppose that washing the family car is your job. You can use your own time and energy to do the job. If you are feeling lazy, you can spend money to have it done at the Car Wash. If you are both lazy and broke, perhaps you can use skill and imagination to convince your little brother/sister that washing the car is fun. Then you could save your time, energy, and money and still accomplish your goal of a clean car.

More than one resource may be needed to reach a goal. Usually some time and some knowledge or "brain power", some energy or "go power" must be combined with other resources to get things done.

Activity 11......Resource Substitutions

Good managers know how to use the resources they have or can develop to reach their goals.

Suppose you plan to give a party next week for your best friend's birthday. If you don't have enough money to buy food, decorations, and a gift, what resources could you substitute for money? List them below and explain how you would use them.

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Activity 12... Twenty Resources

Look around your home and yard. List below twenty resources which you see and one example of a goal which this resource could help you accomplish. Material resources are the easiest to identify - look for furnishings, tools, and appliances. Financial resources might be actual money or a bank book. Human resources are intangible aids such as time, energy, and abilities.

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<th>RESOURCE</th>
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DECISIONS, DECISIONS

The ability to make decisions can help you solve your own problems and live effectively in a changing world.

Decision-making is the basic part of the management process. Decision-making means evaluating alternatives and making a choice and commitment to a course of action.

You make decisions every day. Some decisions are easier to make than others. What to have for lunch, when to go to bed, are examples. Other decisions involve a large amount of resources and influence other decisions.

Much of your work as a manager is mental work. In making decisions, you have to carefully think through a variety of alternative choices and try to figure out what the consequences of each one would be. You may find that you don't have enough information to make a good decision, so your first step might be to decide to get more information.

Decisions are needed at each stage of the management process...you decide on your goals, you decide what your problems are and what you want to change, you decide on the standards that will tell you when a task is completed or a goal achieved. You have to decide how to use your limited resources and when to substitute one resource for another.

Getting organized to accomplish a goal is another process that is based on decision-making.

Good managers remember that they have to remain flexible. Sometimes conditions change or you get some new information which you use to revise your plans and make them better.

Sometimes it's necessary to make changes in your plans. They can affect your earlier decisions about your goals, values, standards, and resources.

And even after you've achieved a goal, you'll want to check up on how well you succeeded and how efficiently you used your resources. These decisions are evaluation decisions.
THE DECISION-MAKING PROCESS

**Step 1 -- Recognize the Problem**
The first thing you must do is identify the problem that needs to be solved or the situation that needs to be changed.

**Step 2 -- Decide on Your Goals**
Your next step is to decide on your desired outcome. What is it you want to do or change.

**Step 3 -- Identify Your Resources**
You have many resources you can use to help you reach your goal. You need to determine what resources are available that you can use.

**Step 4 -- Consider All Possible Ways to Reach Your Goals**
Most problems have alternative solutions. You need to consider all of the various alternatives available to you. At this point, you may decide that you need more information or knowledge.

**Step 5 -- Predict the Outcome for Each Alternative**
This step involves considering "what might happen if..." for each of the alternatives.

**Step 6 -- Make a Decision**
From among the possible solutions you have been considering, select one. The decision you make should offer you the best course of action for your situation or problem. A step-by-step plan may be needed if it's a complicated decision.

**Step 7 -- Carry Out the Decision**
This is the action step.

**Step 8 -- Accept Responsibility**
Once you make a decision, you are responsible for the outcome. Being able to accept responsibility is a sign of maturity.

**Step 9 -- Evaluate the Results**
Evaluation is an important part of management. It's necessary so you'll have a better basis for making similar decisions in the future. Some questions you might ask yourself include: "Did I reach my goal?" "If not, why?" "Did the plan work well?" "What could I have done differently?" "What other resources could I have used?"
Central decisions are key decisions, which have a significant impact on a situation or even a total lifestyle. Central decisions set a course which is difficult (although not impossible) to change. Some examples are deciding to go to college, choosing a career, getting married, or buying a house.

Satellite decisions are decisions which are related to the central decision. They take place along with the central decision or follow after it. These follow up decisions determine how well the central decision is carried out and how satisfying the results are. If the key decision is to get a part-time job, some of the satellite decisions would include consideration of what types of jobs you're qualified for, how to apply, how to get to the job (bus, car, walk, bike), how many hours you should work, what clothes to wear, etc.
Activity 14...Decision-Making In Action

Select a problem that you want to solve. State the problem below.

Decide on the goal you want to achieve. What is your goal?

How will you determine when your task is completed to your satisfaction? In other words, what is your standard for this goal?

What resources will you need to reach this goal? List below and explain if necessary.

What alternatives do you have to reach your goal?

Which alternative offers you the best course of action?
Activity 13...Central-Satellite Decisions

Have you made a Central Decision recently? (If not, think of one you might need to make in the future.)

Write your central decision in the circle below:

Then think of Satellite Decisions which you made or would need to make. Write them in smaller circles. Draw as many circles as you need.
MANAGE YOUR LIFE: PROJECT REPORT

Section I: MANAGE YOURSELF

Name ________________________________
Address ______________________________
Age _____ Years in 4-H _______

MY PROJECT GOALS:

List the things you wanted to do or learn about in Manage Yourself. (From page 1 of the project book)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

THINGS I LEARNED ABOUT MANAGING MYSELF THIS YEAR:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

THINGS I DID TO MANAGE MYSELF THIS YEAR:

________________________________________________________________________

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In what sequence would it be best to organize your actions?

Do you need to make any revision decisions? If so, explain below.

Carry out your plan. Keep an account below of the decisions needed to keep your plans moving toward your goal.

How would you rate or evaluate your decisions, plans, and actions? Explain in some detail.
MY LEADERSHIP RESPONSIBILITIES WERE:


MY MANAGEMENT ACTIVITIES FOR MY COMMUNITY INCLUDED:


I SHARED INFORMATION THROUGH:
(list talks, demonstrations, exhibits, etc.)


MY FAVORITE PART OF THIS PROJECT WAS:


24
MAKE A TIME PLAN

MANAGE YOUR TIME
INTRODUCTION

Do you ever get a nagging feeling that you have more things to do than you can possibly finish in a day? This makes you wish there were more than 24 hours in each day, doesn't it? But, the same amount of time is allotted to each of us. How you use it is up to you.

Of course, you want to help at home. Each member of a family should do his part or help make family living more pleasant for all. You feel you must take part in all of the exciting school activities. This is part of becoming educated and having fun. Then, you must keep yourself neat and healthy to be acceptable to yourself and others. Some boys and girls seem to do all of these things and more. These same people also seem to be asked very often to lead groups and activities. How do they manage to do it? Good time management is the answer.

PROJECT CHALLENGES

To complete the Manage Your Time section of the project you will:

1. Answer the question on project goals.
2. Complete Activities 1, 2, 3, 4, 5, or 6, 7, and 8.
3. Share what you have learned with others.
4. Fill out the project record at the end of the section to describe what you did and learned about Managing Your Time.

Good managers have a plan. They know the best way to do a job and how to fit the job into their plans. They know what jobs must be done; who will do them; and when each will be done. They also know the quickest, easiest way to do each job. Before they ever begin actual work, they mentally lay out their day's or week's work.

Good managers keep their long-term goals clearly in mind at all times. They invest their time in activities which help them accomplish the things which are most important to them.
PROJECT GOALS

The MANAGE YOUR TIME section of the MANAGE YOUR LIFE project is designed to help you:

1. Become aware of your feelings toward time and its use.
2. Identify your own "prime time."
3. Keep a time log and identify where you are currently spending your time.
4. Identify common ways of wasting time.
5. Plan a time schedule to improve your time use.
6. Select and use some tools to improve your time management.

Write your special goals here. (list the special things you want to learn and do in this project?)
TIME MANAGEMENT PROCESS

How often do you say, "I need to do that, but I just don't have the time?" Learning to manage time is a problem for many people, both young and old. We all complain that there are never enough hours in the day to get everything done that we'd like to. But did you ever stop to think that everybody has the same amount of time? We have sixty seconds every minute, sixty minutes every hour, 24 hours every day. People who get a lot done, whether at home, at school, or on the job, have the same amount of time that you do. People who manage their time well accomplish more and have more time left for family, recreation and other activities which they enjoy.

Good time management means "putting first things first." Teach yourself to spend the time you do have on things which are the most important to you. Set goals and priorities, develop a time plan and carry out your plan in order to make the most of your time.

Time management is not a device to make you work harder and longer. It is a tool to help you "work smarter" to accomplish your work more easily and rapidly. A good time plan is flexible. It can be adapted to meet changes and interruptions. It will not make you a robot who must fill every minute with planned activities.

Check up frequently to see how you are doing. Learning to manage time means learning to manage yourself.

Time is a Valuable Resource

Everyone has 24 hours a day. That is the fundamental limitation of time as a resource. What we accomplish during these hours depends on our motivation, our energy, our skills and abilities, and our other resources.

People vary widely in their awareness of time. Some teenagers seem to be born with a good sense of time. They know how to set goals and make plans and estimate how much time it will take to do something. Others find the hours pass by, without much to show for where the time went.

The Passing of Time

What you are doing influences your feelings about time. Psychological time is the awareness of the passage of time. Time seems to go by fast when we enjoy what we are doing. It seems to drag when we are waiting for something or working on an unpleasant task. How long is a minute when you're winning a video game? Would it seem longer or shorter if you're sitting on a hot stove? Or sitting in the dentist's waiting room?
Activity 1...How Do You Feel About Time?

There are times when minutes seem to go by very fast. At other times you'll find time passing very slowly. How quickly or slowly time seems to pass depends on what you're doing -- write down what you are doing when time goes slowest and when it passes quickest...

BE TRUTHFUL

Time seems to go quickest when

In my work or at school

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In my home or leisure hours

________________________________________________________________________
________________________________________________________________________
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Time seems to go slowest when

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When Is Your "Prime Time"?

In television schedules, "prime time" is the time period when the most people are watching, usually between 7 and 11 p.m.

In thinking about Time Management, think of prime time as the time when you have the most energy and ambition. Some people are "larks"; some are "owls".

Your prime time is the time during which you are most energetic and efficient. We all function on different "biological clocks." Some people feel most energetic and do their best work early in the morning. Others wake up and get moving slowly, with top efficiency in the late afternoon. Still others are "night owls" who accomplish their work more easily in the middle of the night. Plan to do your most difficult jobs and thinking during your prime time whenever it is possible.

Activity 2....Owl or lark?

Is your prime time in the morning, afternoon, or the evening?

List four things you often during your prime time?

List four things you often do during the time you feel energetic:

Which ones would you consider changing? Why?
Where Does Your Time Go Now?

Using the form on the following page, keep a time log for a week to find out exactly where your time goes. This time log will provide a record of both jobs and leisure activities that should be considered in planning how to use your time more efficiently. Most people are surprised at how much time they spend doing trivial things.

Weekly Time Log

Example

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>6:00 - 7:00 a.m.</td>
<td>Get ready for school</td>
<td>Get ready for school</td>
<td>Get ready for school</td>
<td>Sleep</td>
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<tr>
<td>7:00 - 8:00</td>
<td>Go to school</td>
<td>Go to school</td>
<td>Go to school</td>
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<td>8:00 - 9:00</td>
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<td>12:00 - 1:00 p.m.</td>
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<td>Television</td>
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<td>1:00 - 2:00</td>
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<td>Chores</td>
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<td>2:00 - 3:00</td>
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<td>Television</td>
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<td>4:00 - 5:00</td>
<td>Do homework</td>
<td>Do homework</td>
<td>Do homework</td>
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<tr>
<td>5:00 - 6:00</td>
<td>Clean Room &amp; Chores</td>
<td>Chores</td>
<td>Chores</td>
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<tr>
<td>6:00 - 7:00</td>
<td>Dinner</td>
<td>Dinner dishes</td>
<td>Dinner</td>
<td>Get ready for party</td>
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<td>7:00 - 8:00</td>
<td>Go to clogging</td>
<td>Work on 4H project</td>
<td>Watch TV</td>
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<td>8:00 - 9:00</td>
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<td>Watch TV</td>
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<td>9:00 - 10:00</td>
<td>Take shower</td>
<td>Bed</td>
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<td>10:00 - 11:00</td>
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Don't Let Time Run Out on You!

Good time managers make time for the things they really want to do and need to do. They manage their time, instead of letting time manage them.

The wise investment of time can pay tremendous dividends. Don't let precious minutes and hours run by with nothing to show for it.

All of you need time for yourselves, for your home, for your family, for your friends, for your community, your 4-H Club, and your school, and perhaps for a job, church, and special leisure interests. It's not surprising that you feel you have too much to do! You must decide how much of your time you will devote to each.

Your personal time plan should provide for self-care and personality development, fun, sleep, rest, and hobbies. You need time for yourself, your home, your family, and your community. Consider the importance of balancing time for work, rest, and leisure.

In order to manage your time efficiently, you must first decide on your goals. Otherwise, time will manage you. Write them down. There are, of course, many goals. Most of us want to work toward more than one goal. The essential requirement is that you think through and decide what it is that you wish to accomplish. Otherwise, you'll never know if you've achieved it!

Since no one can do everything all at once, you have to set priorities. That means you have to decide which things are the most important ones on which to spend your time and where is the best place to begin.

Decide which people, organizations and personal interests are more important to you than others. When your time for social and personal activities is limited, you may choose to spend time with family and close friends, rather than casual acquaintances.

Select the activities which will help you accomplish your goals. You can't do everything all at one time. Divide large, long-term projects into a series of short-term projects that can be completed in manageable time periods.
Study Your Time Log

You will probably find that you are very busy at certain times of the day and certain days of the week. These busy periods or "peak loads" can be managed by temporarily reducing time on other activities and by advance planning.

You will also find that you have a number of routine tasks that must be done at times dictated by conditions beyond your control. You must meet certain "deadlines", such as the time school or work begins and ends, time for meetings, times when you must coordinate your activities with those of others.

You will also probably find unexpectedly large amounts of time which you may schedule as you wish. These flexible time periods are those which you must utilize efficiently in order to make time work for you.

Some common time wasters will also show up in your time log. In both the home and school and business world, common time wasters are the:

* Telephone
* Unexpected visitors
* Television
* Lack of planning
* Lack of priorities
* Procrastination
* Not having supplies or information or tools when you need them.

Analyze Your Time Problems

It's easy to say there isn't enough time to get your work done, but it's harder to figure out why you are having difficulty. Ask yourself these questions to help identify your time management problems.

Do you need to learn to balance the use of your time? Some young people have so much that they want to do that they skip necessities such as meals and sleep. Others find it hard to divide time between the "fun things" and "work things".

One way to find more time to do everything you would like to do is to become more efficient, so you can get the essential work done in less time. You must also learn to omit the less important activities in order to free time for those which are essential.
What is Time Management?

Time Management really means managing yourself, so that you use your time well instead of letting it go by:

The Time Management Process has four stages:

Identifying the problem
Making a plan
Taking action
Checking up on your efforts

Plan for Success

The secret of successful time management is making a daily list of things to do, and then doing them! Sound easy? Let's try it.

Learning to budget time is similar to learning to budget money. You have to learn the skills of deciding "how much"—whether minutes or money—is required to get something done. Start with these steps on a work sheet.

Steps In Making A Plan

1. List all the activities you'd like to include, both those which can be done at different times or in different order and those which must be done at specific times.

2. Write down as accurately as you can an estimate of the time it will take for each. Add up the total time. How many hours do you need?

3. Compare the time needed with the time available. Decide where changes can be made. If necessary, coordinate your plans with those of others. Eliminate or postpone the less important activities. Remember to stick with your priorities.

4. Use the List on the following page to help you think through all the things you do which require time.
Many of the activities listed below are things we all do. Add others which are important for you.

TIME FOR YOURSELF

To:  
* Eat without having to hurry  
* Get enough rest  
* Keep neat and clean -- (bath, hair, nails, shoes, clothes, mending)  
* Study and learn  
* Read books and magazines  
* Have a hobby  
* Improve your physical fitness and personal appearance  
* Participate in and enjoy sports  
* Enjoy friends  
* Work at a job  
*  

TIME FOR YOUR HOME

To:  
* Help with cooking and serving meals  
* Help with canning and freezing  
* Help keep the yard neat and trim  
* Wash and polish car  
* Help wash, iron and fold clothes  
* Help with gardening  
* Help with home improvements (repairs, sewing, slipcovers)  
* Help with house cleaning and care  
*  

TIME FOR YOUR FAMILY

To:  
* Help with family-group plans  
* Plan and take part in family recreation -- (picnics, vacations)  
* Care for younger brothers and sisters  
* Help entertain guests at home  
* Run errands for family members  
* Help with sewing  
*  

TIME FOR YOUR COMMUNITY

To:  
* Take part in church activities  
* Be an active 4-H member  
* Take part in community activities--(such as, clean-up campaigns, safety drives, beautification projects, money-making drives for worthy causes)  
*  

35
Activity 4....Make A Time Plan

Make a time plan for a week, using your time log (Activity 3) and the chart on the preceding page to help in your planning. (Note: you'll probably find it's a difficult task. Estimate time requirements as well as you can.)

Keep track of how you actually spent your time for a week.

Compare your plan with your actual time use. Did you follow your plan closely or were there some big differences? Give the reasons for any differences. How would you change your plan or your time use in the future?

Use a calendar or make yourself a form similar to the Time Log in Activity 3.

Write the answers to the questions above in the space here.

Set Aside a Time and a Place for Thinking and Planning

Habits are reinforced by regular action, repeated in certain ways. Having a special place...a desk in your bedroom, a corner of the kitchen...set up as a planning area makes good time management.
Use a Calendar for Help

Using a calendar stops that nagging feeling that you've forgotten something. Calendars help you concentrate on one thing at a time and avoid worrying about others. Calendars help you plan ahead for school, work, or leisure activities.

Most people like a personal calendar they can easily carry with them. It's always handy, so you can check on work hours or dates or other plans. If you keep an appointment calendar, you won't schedule a shopping trip with one friend and a picnic with another on the same afternoon.

Families may also benefit from a large family calendar to help eliminate family conflicts on various schedules. Each family can write in important events—games, dates, chores, any time when transportation is needed or other family members are involved in one's personal activities.

Develop the habit of looking at your calendar regularly to stay up to date on your commitments. It also helps you give yourself time for yourself, to relax and attend to personal needs.

Activity 5....Plan With a Calendar

Buy or make a calendar to use in planning your time. Write down things you need to do or to remember on the calendar for at least 2 months.

Activity 6....Use an Appointment Calendar

OR

Make or purchase a personal appointment calendar. Keep track of your plans on your calendar for at least two weeks.

Evaluate. Did using the calendar help you manage your time better? Why? What changes would you make to make it more useful?
Activity 7...Use A Family Calendar

Make or purchase a large calendar for family use. Put it in a place convenient to all family members. Ask the other people in your family to help you by planning together and writing in important events which affect the whole family. Keep the calendar for at least two weeks.

Activity 8...Make and Use a To Do List

Write out a daily list of things you might do. Then rank these activities on the basis of priorities. Give the most important ones an A priority, the other "sort of" important ones a B rating, the non-essential things a C.

Give your To do list a fancy title if you wish. Action Plan or Potential Accomplishments Program.

Start with the high priority A actions.

Follow your list for at least two weeks.

Record the date you started here __________

and the date completed here __________.

Evaluation

Lots of time is wasted working on the wrong problems. Frequent evaluation helps you keep your problems and priorities from getting off the track.

Evaluation is the final step in the management process. This doesn't have to be a frightening experience. Look on evaluation as a chance to stop and see if you are moving in the right direction. If not, you have the opportunity to change your plan and your action in order to get your problem solved.

Each of us has a limited amount of time to spend on this earth. We all have 24 hours a day, no more and no less. Time is perishable...when it's gone, it can't be brought back. You can't really save time. What you can do is decide how you will use the time you have. You can spend it or invest it or waste it. You can use it productively or fritter it away on nothing.
MANAGE YOUR LIFE: PROJECT REPORT

SECTION II: MANAGE YOUR TIME

Name ____________________________
Address ____________________________
Age _______ Years in 4-H ________

MY PROJECT GOALS:

List the things you wanted to do or learn about managing your time.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

THINGS I LEARNED ABOUT MANAGING MY TIME THIS YEAR:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

THINGS I DID TO MANAGE MY TIME THIS YEAR:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
MY LEADERSHIP RESPONSIBILITIES WERE:


MY HOME MANAGEMENT ACTIVITIES FOR MY COMMUNITY INCLUDED:


I SHARED INFORMATION THROUGH:
(List talks, demonstrations, exhibits, etc.)


MY FAVORITE PART OF THIS PROJECT WAS:
MANAGE YOUR SPACE
INTRODUCTION

If you've been putting up with a messy room, inconvenient furniture arrangements, and too little storage space, this project is for you!

Rooms which are neat and uncluttered are more pleasant to live in than dirty or messy ones. You can manage your time and energy more efficiently when you know where everything is.

Personal space is important to you because it gives you a feeling of belonging; it gives you a "home base". It provides a place to store your things, and this helps you keep track of them. Personal space can satisfy your need for privacy. Your room, even if you share it, is a place where you can be by yourself part of the time. It can also be a meeting place for you and your friends.

All of us live, work, eat, study, and play in spaces with other people. Shared space may include other rooms in the house - kitchen, dining room, living room, bathrooms. All family members may use the same room for reading, working or watching television. By sharing space, people share experiences. Sharing space is an important part of being a family. At times, sharing may be difficult. You have to think about the needs and wants of other people. Cleaning up after yourself and helping with general clean up are important responsibilities of a family member.

You do not need to have a room of your own to do this project. Even a bedroom you share with someone else can be your own special place. However, you will want to discuss work plans and standards with the person who shares your room. How clean is "clean"? Do you like a comfortable, cluttered, lived-in look, or do you prefer a smooth, uncluttered appearance? If your standards are different from your roommate's, try to agree on the most important things you'll try to do.
PROJECT CHALLENGES

To complete this manage your space project, you should:

1. Answer the question on your project goals.
2. Complete Activities 1 through 5.
3. Develop and carry out a plan or system for daily and weekly cleaning and care of your room for a month. Evaluate your cleaning plan and make any needed changes to improve it.
4. Share what you have learned with others.
5. Complete the project summary at the end of the section to describe what you did and learned about Managing Your Space.

PROJECT GOALS

This section is designed to help you to learn to:

1. Distinguish between personal space and shared space in the home and to realize the importance of caring for each type.
2. Identify your own goals and standards for order and cleanliness.
3. Use the management process to organize your furniture to make your room comfortable and convenient.
4. Use the management process to develop or rearrange your storage space.
5. Develop and carry out an efficient plan or system for regular care of your personal space and belongings.
6. Accept responsibility to care for personal space in the home.
Write your special goals here. (List the special things you want to learn and do in this project.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Activity 1...Personal and Shared Space

1. In what parts of your home do you have your own personal spaces?

   Own room _____

   Part of a room _____

   (Who shares your room with you?) ______________________

   List other personal spaces you have: ______________________

   ______________________

   ______________________

   ______________________

2. Which parts of your home are shared by other family members?

   ______________________

   ______________________

   ______________________
Activity 2....Your Space Shows Your Values

Look at each picture. What can you tell about the people who use these rooms? In particular, what can you tell about their:

- hobbies
- interests
- habits
- career plans
- achievements
- summer vacation

Discuss the answers in your club or project group if you have one. If you are doing the project alone, write your answers here:
BED-MAKING THE EASY WAY

One of the first things others see as they go into your room is your bed.

Does it look like this? Or like this?

Activity 3....Bed-Making Standards

A well-made bed is smooth, has square corners, and has the bedding well tucked in at the foot. Daily bedmaking is easy if you do it well once a week when you change the sheets. A well-made bed makes sleeping more comfortable, makes daily care of your room easier, and makes your room more attractive.

Describe your standards for bed making below:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What values or goals helped determine your standards?

________________________________________________________________________
ORGANIZE YOUR SPACE

Good organization and furniture arrangement make a room more convenient. Life is easier when you have enough space to store all your personal belongings. Having the things you use close at hand will make your day go more smoothly.

By reorganizing space, you often can make better use of storage facilities. Sometimes you can even create more storage space. You can also try new ways to store things so that you will able to find them more easily.

People sometimes reorganize space to make it easier to move around. Rearranging the furnishing often allows more room for walking and more room for relaxing too.

Space may also be organized to give the people sharing a room more privacy. A room can be divided so that each of the room's occupants has a private area. Redesigning a shared room for privacy can make life more comfortable for the people who live in it.

**Arrange your Furnishings**

Depending on how furnishings are placed, a room can look cramped or spacious, neat or cluttered. Think about your own personal space. How are the furnishings arranged?

Can you move freely from one area of your space to another without tripping over things? If you have to squeeze past a chest every time you walk into the room, try to find another place for the chest. Whenever possible, furnishings should be placed so they don't get in the way.

Does your space seem cramped? Sometimes you can make a room more spacious simply by moving the furnishings. Suppose your bed is right in the center of the room, cutting the room space in two. If you move the bed against the wall, you will have more open space area. This will make the room look larger.
Group by Activity

Organize the areas within your space according to what you do in them. Group together furnishings and other items you use for certain activities.

For instance, your study area might include a desk, chair, a bookcase, and a desk lamp. Then everything you need to study will be together. You can store all your records near the record player and make this area a music center. The dresser where you keep your sweaters should be placed near the closet where you hang your pants or skirts.

Arrange all your belongings according to how you use them. This will save you steps and make your life easier.

Create Privacy

When people share space, the way furnishings are arranged is especially important. In some bedrooms, the beds make a natural division and each person takes one side of the room. In others, the space division is not so clear. If a bedroom is clearly not divided, the people who use it must work out space arrangement.

Each person sharing a bedroom needs a place to keep his or her things, a place to study and as much privacy as possible. If there is just one dresser, the drawers must be divided between the people who use them. If there is only one desk or table, a card table might be set up so that each person can have a place to study.

Sometimes a curtain or free-standing bookcase can act as a room divider, giving a feeling of privacy. Privacy can also be increased by placing chairs and desks so that the people using them can face away from each other. When privacy is important in a shared room, furniture arrangement can help.

Express Yourself

Most people find that a room is nicer to look at when everything is in order. Furniture that has been thoughtfully arranged is pleasing to the eye. By reorganizing your space, you can make it more attractive as well as more convenient.

Everyone has a need for self-expression. One way to express yourself is by personalizing your space. This means making changes and adding objects to reflect your interests and personality. Your personal space is an extension of you. It tells the world a great deal about you.
Activity 4...Organize Your Space

Sketch a floor plan of your room and the furniture you now have.*

Sketch one (or more) different furniture arrangements.

Compare your alternative plans with the way you have your room arranged now.

Would you new plan:

<table>
<thead>
<tr>
<th>Make it easier to move around?</th>
<th>Yes</th>
<th>No</th>
<th>Sure</th>
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<tbody>
<tr>
<td>Make the room less cramped and crowded?</td>
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<tr>
<td>Make the room more comfortable and convenient?</td>
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<td></td>
</tr>
<tr>
<td>Allow for more storage areas?</td>
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</table>

List any other advantages:

________________________________________________________________________

________________________________________________________________________

List any disadvantages:

________________________________________________________________________

________________________________________________________________________

Try your new plan for a month. Evaluate the new arrangement. Are you going to keep this new arrangement? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

*Make and use a floor plan as described on the following page.
Before designers place furnishings in a room, they make a floor plan. The room is first measured, then sketched "to scale" on graph paper. In a floor plan drawn to scale, a certain number of squares is allowed for each foot of floor space.

For example, if the scale you choose allows two squares per foot, a room measuring 8 by 12 ft would be drawn as a rectangle 16 squares wide and 24 squares long. Furnishings are also measured and drawn, allowing the same number of squares per foot. Features such as doors and windows are also shown on the plan.

Make a floor plan to see how your furnishings will look in a particular arrangement. You can either draw your furniture to scale on the graph paper or you can make paper models of your furniture and move them around. This can save you the trouble of moving furnishings around, deciding they don't look good, and then moving them back again. If you are buying furnishings, a floor plan can help you make sure that your choices are the right sizes and shapes. By planning first, you can avoid costly mistakes. If you like the plan, move the furniture and try it out for a month.
FIND MORE STORAGE SPACE

Getting organized means making sure that your things are where you can find them. Your clothes stay fresher when they are stored neatly. Studying is easier when your work area is in order. Besides making life more convenient good organization can help keep your space looking neat.

Start getting organized by taking a good look at the obvious storage space you have—for example, a closet and dresser. Making the best use of this space is a key part of solving storage problems.

The next step is to divide your belongings into two groups: items you are using right now and those that you use during a different season. Store the things you're currently using in front of your closet. The others can be put in the back of the closet, in boxes on a shelf, or in the attic. This way it will be easy to find the objects you use the most.

Use the Wall

Wall shelves are good for storing all sorts of things besides books. Suppose you do a lot of needlework. You could put your yarn fabrics and trimmings in baskets on a shelf. If painting pictures is your hobby, you might keep your supplies on a shelf in colorfully painted boxes. Shelf storage space can be attractive as well as useful.

Shelves can be easily made from boards of wood or pressboard, mounted on the wall with brackets. You might want to paint them, stain them, or cover them with adhesive-backed paper.
Your walls can be used for storage in other ways. Install hooks or pegs and use them to hang jewelry, handbags, articles of clothing, or other possessions. Sporting goods such as baseball bats, fishing poles, and hockey sticks look good stored on the wall with brackets or a pegboard. Baskets of all types can be hung from the wall and used to hold anything from tennis balls to school supplies.

Organizing your storage space can make life more convenient for you. It also makes your space look neater and keeps your belongings in good condition. Thinking of ways to store things can be challenging.

Use the Door

You can put the back of your closet door to good use by hanging a shoe holder or a laundry bag there. You can also install hooks to hang jewelry or articles of clothing. By using the door for storage, you will free more space in your closet or dresser. Add "over the door" hooks or hangers to quickly expand your storage space.
CHECK OUT YOUR CLOSET

Find out if you are using your closet space to the best advantage by taking a good look at everything stored in it. Sort things out and discard items you do not use. Then plan how you will store the items you need to keep.

Revise Your Closet Arrangement

A good arrangement makes use of all space in the closet. Your blouses or shirts can be hung over your skirts or pants. Spaces above and below your clothes should be used. You can put the boxes with your shoes and hats on shelves above your clothes rod. Place heavy equipment such as traveling bags, typewriters, portable sewing machines, or sports equipment, on or near floor level.
Use Your Imagination

Don't limit your storage space to your dresser and closets. With a little effort and imagination, many other spaces can be used for storage.

Under your bed there is space just waiting to be used. Cut off the upper sections of cardboard boxes so they'll fit under the bed. These boxes can be used to store your sweaters, old magazines, or just about anything you wish.

Bookcases can be used to store other things besides books. If there are books in your bookcase you seldom look at anymore, store them elsewhere or give them away. Then you can use the shelf space for frequently used items.

Activity 5....Solve a Storage Problem

Study one of the spaces you now use for storage.

What is your biggest storage problem?

What are some ways you might solve this problem? (Look through catalogs, magazines, newspapers, pamphlets or books to find ideas to solve storage problems.) List 3 alternatives below:

1. __________________

2. __________________

3. __________________

Which alternative would best solve your problem? (Consider your values, goals, standards, and resources as you make this decision).

Why?

___________________________________________

___________________________________________

___________________________________________
ORGANIZE YOUR CLEANING

To do the weekly cleaning of your room quickly and easily, follow these simple guidelines. First, get organized:

1. Change the sheets and pillowcases and make the bed.

2. Assemble your equipment and supplies. Before you start, get together all the equipment and supplies to your room. (It wastes time to have to stop in the middle of a job to locate the vacuum cleaner's dust brush or the dust cloth you need.)

3. Put everything in its place.
   - Throw away old papers, withered flowers, and any other litter.
   - Pick up clothes that need washing and put them in a hamper, laundry bag, or basket.
   - Put everything else where it belongs.
     - Books on the shelves
     - Clothes in closet or drawers
     - Cosmetics in drawers or cabinets
     - Sports equipment, games, etc. in their storage areas (If you do not have storage areas for all your things, you may want to buy or make some shelves, racks, or other facilities.)

4. Sweep or vacuum, dust, remove finger marks and any other sports, clean mirrors and picture frames.
   - If you need more information about cleaning methods, ask your leader or Extension agent.
   - Keep things picked up and put away where they belong on a daily basis.
   - Work quickly and efficiently; you'll get the job done and be ready for all the other things you want to do.
MANAGE YOUR LIFE: PROJECT REPORT

SECTION III: MANAGE YOUR SPACE

Name ____________________________
Address __________________________
Age _____ Years in 4-H _____

MY PROJECT GOALS:
List the things you wanted to do or learn about managing your space.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THINGS I LEARNED ABOUT MANAGING MY SPACE THIS YEAR:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THINGS I DID TO MANAGE MY SPACE THIS YEAR:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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MY LEADERSHIP RESPONSIBILITIES WERE:


MY HOME MANAGEMENT ACTIVITIES FOR MY COMMUNITY INCLUDED:


I SHARED INFORMATION THROUGH:
List talks, demonstrations, exhibits, etc.


MY FAVORITE PART OF THIS PROJECT WAS:
MANAGE YOUR LEISURE
INTRODUCTION

Almost everyone enjoys having periods of time in which to relax, work on a hobby, read, watch TV or daydream. For both physical and mental health it is essential to have some way of changing activities so that our minds and bodies can rest and recuperate from the strains and stresses of our very busy lives. Making good use of your leisure time is a very important part of learning to manage yourself. Often other activities such as school, church and 4-H can demand so much of your time that leisure time activities are temporarily forgotten OR you can pursue too many leisure activities and not spend enough time with other activities. The challenge is to find a balance between the two.

It may seem strange to you to think about leisure in terms of the management process. One reason why it's important to manage your leisure time is that it's so easy to just waste those valuable minutes and hours. Leisure activities should be fun, of course, but they can also contribute toward accomplishing your goals and toward getting a good balance among the different activities of your life. Another reason is that the teen years offer a great opportunity to explore different hobbies, to travel, and to entertain, and to decide which of these many activities you wish to continue as an adult.

PROJECT CHALLENGES

In this section of the project you will:

1. Answer the questions on project goals.

2. Complete Activities 1, 2, 3, and any 5 of the other Activities (4 through 9).

3. Complete the project record at the end of the section to describe what you did and learned about MANAGING YOUR LEISURE.

What Do We Mean By Leisure?

Each person has a different idea of what leisure means. For this project LEISURE is defined as: TIME NOT SPENT IN REQUIRED ACTIVITY. With this broad definition, many things you do could be classified as leisure - even some school work.
PROJECT GOALS:

This section will help you:

1. Identify the leisure activities you enjoy.

2. Develop an awareness of the importance of balancing leisure time with other activities.

3. Become aware of community resources for low or no cost leisure activities.

4. Undertake a new hobby or renew interest in an old one.

5. Plan and organize a travel adventure.

6. Gain the confidence and skills necessary for planning and conducting a get-together for your friends.

Write your special goals here. List the special things you want to learn and do in this project.

Activity I... My Favorite Activities

During your leisure time, what activities do you particularly enjoy? (List 5 or 6 types of activities below).

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Learning to manage your leisure gives you the opportunity to use all the other management tools you learned in the preceding sections of this project. You are probably already aware that smart use of TIME is very important. Working smarter means more time available for leisure activities.

What you do for leisure reflects what you think is important (your VALUES) and should be related to your GOALS (where you are going). Leisure activities should be fun and contribute to a person's life. You may want to review the Manage Yourself section on values and goals.

Activity 2....Values, Goals, and Leisure

Look at your list of favorite leisure activities. Do they relate to your VALUES (page 3) and GOALS (page 9).

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>VALUE</th>
<th>GOAL</th>
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Select one set of activities, values, and goals and explain how they are related. For example, if you work on 4H conservation projects and bird watching is your favorite activity, you value ecology, and might decide on becoming a Forest Ranger as your career goal because you like to work outdoors and to protect living things. In the space below describe one set of your activities, values, and goals and tell how they are related.

Creative, meaningful leisure activities don't just happen; you have to plan and prepare for them. Each activity on your list of favorites requires at least one resource (recall that a resource is anything you can use to help you accomplish something). It may be money, a special skill, special equipment or a place to work on a project. For example, swimming may be a favorite leisure activity, but if there is no swimming pool or lake close by, you might have a problem. OR you may like to collect and study coins, but lack the necessary money to buy a particular one to complete a set.
You learned in earlier management projects that resources can often be substituted for one another. You may find this necessary for many of your leisure activities - buying already-made munchies for entertaining rather than making them yourself (save time, but probably spend more money); OR using public tennis courts and swimming pools rather than belonging to a private club (which will cost less but may not be as convenient).

Very valuable resources that are often forgotten are those found within your community: library, swimming pool, tennis and raquetball courts, bike paths, parks, museums, people with special knowledge and/or skills. These are usually available at low or no cost and can increase the number of ways you can spend your leisure time.

Activity 3...Community Resources

Make a list of your community's resources for leisure activities. Share the list with all your club members or with some other group.

Managing Leisure Time: Hobbies, Travel, and Entertaining

Three leisure activities many teens enjoy are the pursuit of a hobby, traveling and entertaining. A look at each one will show you how your newly acquired managerial knowledge and skills apply to them. You will be able to think of many other ways to use your managerial abilities.
HOBBIES

People take up hobbies because they offer enjoyment, friendship, knowledge and relaxation. They can provide a balance between work and play. If you are active most of the day, a quiet hobby such as shell collecting or wood carving may appeal to you. If you study or work alone a lot you may be interested in a group hobby such as playing volleyball or belonging to a model train club.

Hobbies fall into four general classes:

1. Collecting

2. Do-it-yourself activities and crafts (including 4-H projects).

3. The arts

4. Games and sports

Collections: Stamp collecting has traditionally been one of the most popular collections for both adults and young people. Some hobbyists collect things that have value only as novelties (such as matchbook covers or statues of owls or mushrooms). Others collect things of beauty such as porcelain figurines or shells. Some collect small common and useful items such as buttons or thimbles.

Do-it-yourself activities and crafts: These activities offer fun and relaxation through working with your hands. You can start on a very small scale and progress to building your own stereo system or computer.

The arts provide outlets for creative interests and artistic talents. You can paint or draw, dance or act, sing or play an instrument, write or read.

Games and sports appeal to those who want action or recreation. Of course there are choices between those that require active participation or passive observation. Cards, chess and checkers appeal to many. For some, video games are a passion.
Whatever you choose as a hobby must be your choice. No one can choose one for you. In order for it to provide the rewards a hobby should provide, you must 1) be genuinely interested in it, 2) have the skills necessary to complete it (or be willing to acquire them), 3) space to work on your hobby and/or display the results, 4) money to buy the necessary materials and equipment and 5) of course be willing and able to spend the time necessary to carry out the project. Start small and make sure you're really interested before you invest a lot of time and money in it.

Activity 4...What's Your Hobby?

Answer Part A if you don't already have a hobby. Answer Part B if you do.

A. I would like to __________________________ as a hobby.

   Resources required: ________________________________________

B. My hobby is ________________________________________________.

   Resources necessary: ________________________________________

Activity 5...Share Your Hobby

Share your hobby with your family, other 4-H members, or another group. Tell below how you shared.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

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TRAVEL

Traveling is a very popular leisure activity for many people. Whether it's a year-long trek around the world or a day-long excursion to the nearest city, careful planning is necessary if the trip is to be successful.

Activity 6....Compare Two Trips

Think of a trip you have taken that was particularly enjoyable. What made it so much fun?

Now think of one that wasn't so successful. What were the differences between the two?

Decision-making is the major management tool necessary for planning a trip. Many decisions have to be made before you move an inch: Where are you going? When? How? How much will it cost? How long will you stay? How long will it take to get there and back? Who is going? Refer back to the DECISION-MAKING process on page 19 of Section 1 - Manage Yourself. Each decision you make won't require thinking through each step, but it may make the more difficult ones easier to decide.
One of the biggest concerns to most travelers is "What do I take with me?" It isn't always possible to know exactly what activities you'll be doing or what the weather will be like. Good managers, however, think ahead and plan to take clothes and accessories suitable for the things they will most likely be doing, plus an outfit for the unexpected. It is helpful to read books or magazine articles about your destination and to talk with people who have been there. If you're going on a 4-H trip, try to talk with someone who went last year. However, MOST novice travelers take entirely too much! The seasoned traveler has learned to pack right and travel light.

1. Make a list of everything you would like to take with you.

2. Go over the list and eliminate AT LEAST 1/3 of the listed items (preferably 1/2). You shouldn't take any more luggage than you can reasonably carry yourself.

3. Make sure the clothes you take can serve double duty - shirts or blouses that go with more than one skirt or pair of pants. Jacket that doubles as a light-weight coat; raincoat that can also be a bathrobe; shoes that can be worn with several outfits. Easy care, no wrinkle clothes are best.

4. Hair dryers, curling irons, irons, etc take up lots of space. Take only those that are necessary. If traveling with friends, each one take one then share after you arrive.

5. You may want to include a small alarm clock, a mini-medicine chest (antiseptic, bandages, aspirin, etc) and a sewing kit.
6. Cosmetics and other liquids should be packed in plastic or other unbreakable containers. If you're traveling by air, aerosols are best left at home (besides, they take up too much space). Sample-sizes of shampoo, lotions, deodorants and toothpaste are ideal. Those who travel frequently keep an already-packed kit of these items ready to go - that way, nothing is forgotten.

7. Always include a pair of comfortable walking shoes. Aching feet can spoil an otherwise exciting day of sightseeing.

8. Take along some portable entertainment - to make unexpected (and expected) waits go by faster: book or magazine, small puzzles, stitchery.

9. Much luggage looks alike. Give yourself special stickers, ribbons, or tags for quick and easy identification.

10. Read as much as you can about your destination and/or talk to people who have been there to help get ideas on what to wear and what to take.

Hints on Packing

Packing your suitcase can be done in several ways. Try this method. Tape your list to the lid of the suitcase on the inside to be sure you don't forget anything.

Large items go on the bottom

Clothes you'll need soonest on top

Shoes go on the bottom, hinge side. Stuff with socks, underwear or other small items.

Fill corners with rolled-up nightwear or underwear

Leave a little space for purchases you make on the trip.

Use lots of plastic bags - individual items such as shirts, blouses, sweaters can be rolled and slipped into a plastic bag - this helps eliminate wrinkles as well as giving protection. Take extras for dirty and/or wet clothing.

Many experienced travelers take only a garment bag and a tote bag. You might consider this, particularly for travel by plane.
Activity 7: Plan a Trip

Imagine that your 4-H club has decided to take part in an exchange with a 4-H club in Tennessee. You have been put in charge of making the travel plans for the Florida group to visit Tennessee. Using the Central-Satellite decision model (page 19) list the satellite decisions you must make in order to complete the club's travel plans. Draw and label a diagram in the space below.
Another leisure activity that can be lots of fun is entertaining family, friends, and clubs. It, too, requires careful planning in order for it to be a success for you and a pleasure for your guests. Entertaining a few friends doesn't have to be an elaborate formal sit-down dinner complete with linen napkins and crystal goblets. It can be as simple as offering a friend a beverage and a few cookies.

The whole point of entertaining is sharing friendship, food and fun with people you like. It doesn't require a lot of money or time, a big, luxurious house or fancy food. Haven't some of the parties you've enjoyed most been the casual kind - a potluck dinner, a spur-of-the-moment picnic or an evening of games and records?

Like traveling, successful entertaining requires careful planning. The best way to start is with pencil and paper.

But before you can make a plan, a few decisions must be made:

1. What kind of get-together do you want to have?
2. When?
3. How much money can you spend for food and decorations?
4. How many guests do you want to invite? And how will you invite them - phone? written invitation?
5. Where will you have the party?
6. What food will you serve?
These decisions need to be made with other members of your family. Get-togethers involve the family's time and money as well as changes in routines. Of course you will be assuming most of the responsibility for carrying out the plans, but you do want (and need) your family's support.

The less experience you have, the more important it is to write down your plans in great detail so you don't forget anything. As you have more entertaining experience, the plans don't have to be so specific, but making a detailed list is always a good idea. Even the most experienced hosts/hostesses do.

What do you write down?

Foods you will need to buy

Dishes, linens and other items needed for serving refreshments

Equipment you will need for entertaining - games, records, or tapes, stereo

Preparations that can be completed a day or two before the party

Things that must be done the day of the party

In the space below, draw the satellite decisions you might make if your central decision is to give a picnic lunch for some of your friends.
Now it's time to ACT. The major decisions about your "event" have been made and the planning is done.

**Before the party:**
Shop for foods for refreshments and other party needs
Prepare refreshments which can be made ahead of time
Clean the room or place where the party is to be
Collect games, records, etc. which you plan to use
Get out dishes, silver and linens you plan to use (or organize the paper plates and plastic forks!)

**The day of the party:**
Set the table and put up decorations.
Finish preparing the food and arrange it for serving.

As you put your plan into action, don't forget that CONTROL is very important. One way to do this is to keep referring to that list you made. If you've thought of everything, it should help you keep within the limits of your time and money.

**During the "event"**

As the host/hostess, one of your most important jobs is making sure all your guests have a good time. You can do this by having the occasion planned so that you can be with them and not off in the kitchen tending to last minute details.
After the Guests Have Gone

Although clean-up hardly ever ranks very high in popularity, it doesn't have to be a grim, monotonous task. Organize your clean-up to save time and energy. Collect all the food and dishes and put them on a tray or cart to carry to the kitchen in one or two trips. Ask a friend or two to stay and help — as you clean up you can talk over the party. A pleasant way to end a enjoyable project.

To sum up: To have a successful party, be a good manager by:

1. Talking it over with your family
2. Planning ahead of time
3. Put your plan in action which means getting everything ready before the party; keep plenty of fun going during the party and clean up after the guests have gone
4. Evaluate the results and think about what you will do differently next time as well as which things you'll repeat
Activity 8... Plan a Party

Plan a party for your best friend or some other special person. Start by answering the questions on page 67. Then follow through by writing down detailed lists as suggested above.

Hint: Read Activity 9 before you do your planning. Be realistic!
Activity 9....Give a Party

Now that you have planned the party, go ahead and have it. (If for some reason you can't have the party you originally planned in Activity 9, you may plan and carry out another - and possible simpler - event) to conclude your work in the Manage Your Leisure project.

After you have held the party, write a brief description below. Include a check-up and suggestions for improving your skills for the future.
MANAGE YOUR LEISURE: PROJECT REPORT

Section IV: MANAGE YOUR LEISURE

Name ________________________________
Address ________________________________
Age _____ Years in 4-H ________

MY PROJECT GOALS:

List the things you wanted to do or learn about in Manage Your Leisure. (From page 58 this project section.)

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

THINGS I LEARNED ABOUT MANAGING MY LEISURE THIS YEAR:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

THINGS I DID TO MANAGE MY LEISURE THIS YEAR:

_________________________________________________________________________________

_________________________________________________________________________________
MY LEADERSHIP RESPONSIBILITIES WERE:


MY MANAGEMENT ACTIVITIES FOR MY COMMUNITY INCLUDED:


I SHARED INFORMATION THROUGH:
(List talks, demonstrations, exhibits, etc.)


MY FAVORITE PART OF THIS PROJECT WAS: