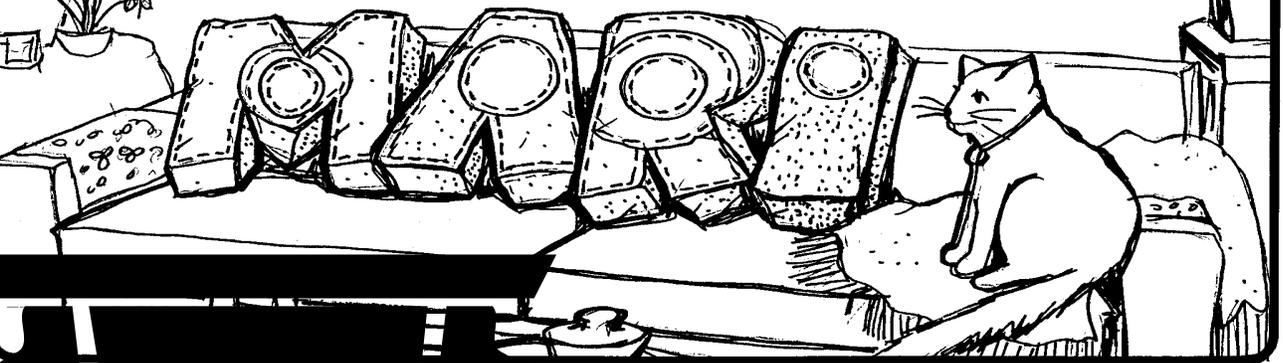
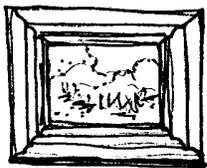
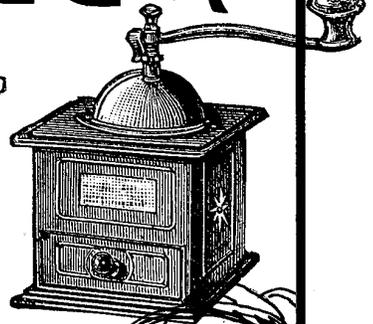
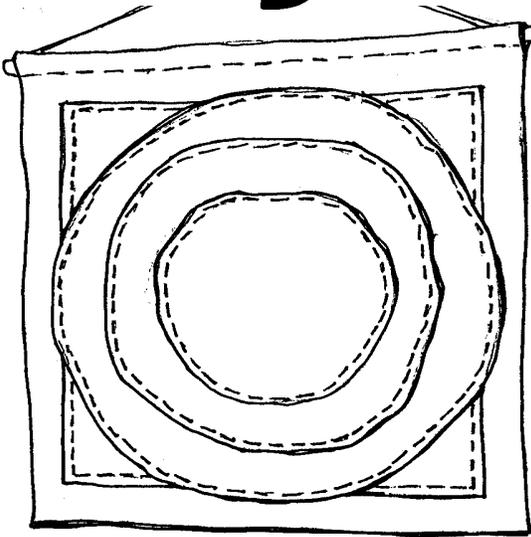
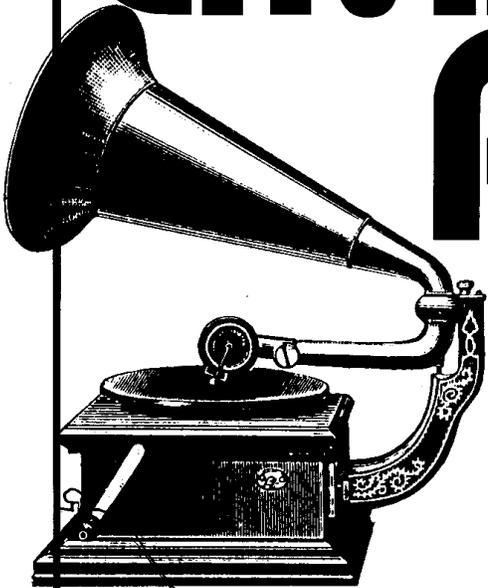




COOPERATIVE EXTENSION SERVICE
UNIVERSITY OF KENTUCKY • COLLEGE OF AGRICULTURE

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Home Environment Project



Unit 4: In My Home

Note to Parents and Leaders— Home Environment IV: *In My Home* builds on the skills and concepts 4-H’ers learned in the previous units, including Unit I: *Exploring Your Home*, Unit II: *Living With Others*, and Unit III: *Where I Live*. Members who have not completed these previous units should review the materials in order to become familiar with the basic concepts presented.

4-H members will need some guidance as they go through this unit. Certain activities can best be learned in a group by sharing ideas and examples on the application of design. Encourage members to try the various learning experiences and expand their project work beyond the item they will make and exhibit. Although exhibiting work can be an important part of the total 4-H experience, the major goal of this project is to encourage members to learn how to make their home environment pleasant for themselves and their families. With this in mind, help 4-H’ers apply the concepts presented in this unit to make items that will be used and enjoyed in their own homes.

After each new experience or when a project is completed, help members evaluate what they have done or learned. Ask them questions and discuss what they have done well and what they need to continue to work on. Encourage them in their learning. Help them see how their efforts are improving their home environment on whatever scale they have been working and how their work has improved since the projects they made during their first years in the program. Activities such as this are similar to school portfolios prepared in the fourth, eighth, and twelfth grades under our KERA guidelines.

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Introduction

In the first three units, you had the opportunity to learn the basics of design. You became more aware of how tools of design — color, texture, line shape or form, and space — can make your home an attractive, convenient place to live. You also learned how to use rhythm, balance, scale and proportion, emphasis, and unity when working with design.

Unit IV: *In My Home* offers more opportunities for you to work with design and find out more about yourself, your home, and your community. You can explore what you like about your home and why it’s a special place to be. You’ll learn how to make things for your home. You can also learn more about your family — where your ancestors lived, how they lived, and what that means to you. And you’ll be able to do things with other 4-H members and friends.

There are many suggested activities in this unit. You may decide to devote more time to one area than another. You may also want to do some things that are not included in this booklet. Your 4-H leader and your parents can help you choose activities that will be challenging to you, but not so difficult that you will become discouraged. They will help you plan your time and stretch your thinking. They want to help you grow as a person while you are having fun.

You don’t need to plan your entire year’s activities at one time. After you complete your first activity, evaluate what you have done. Are you

satisfied with your work and the things you have made? Talk with your parents or leader. They may ask you questions about where you think you could have done better. Evaluating what you have done shows you how you are growing and gives you clues about what you want to learn and do next. Repeat this process of planning and choosing things to do, implementing your plans, and then evaluating your results throughout the year. Share what you learn with your family and friends. Have fun learning more about yourself and your home environment!

What You Will Do in This Project

- Arrange furnishings in your home using principles of design.
- Create an original design or adapt a design for a home accessory.
- Make an attractive home furnishing item from fabric.
- Explore some aspect of the life of your ancestors.
- Learn to make wise home furnishing purchase decisions.
- Evaluate what you have made and learned.
- Plan and give a demonstration on something you have learned this year.
- . . . and many other things.

Your Family, Your Home, and You

Your home is a special place. There are many different parts that make up your home environment. The place where you live — house, apartment, room — is one part of your home environment. Another part is what you do with this space — the kind and amount of furnishings and how they are used and arranged. What you do with your space personalizes your home. Another very important part of your home environment includes the other people in your life — family members, relatives, friends, and ancestors. They all have a part in making your house a home.

Look around your home. Why does it feel special to you? What room do you like the best? Why? What furnishing item or items mean the most

to you? Why? Talk with other family members and ask them these same questions. How do their answers differ from yours? Do their answers make you see some things in a different way than before?

Think about how your home and family members differ from those of your friends. Each family is different, and their homes reflect these differences. This may be seen in the selections of colors and furniture styles, the way furnishings are arranged and how space is used, the activities and interests of the various family members, and heritage items that have been in the family for many years.

Sharing Your Heritage

Get to know the other members of your family better. Learn more about your ancestors. Learning about your family helps you understand why you think and act as you do. Here are some ideas for exploring your family heritage.

■ Investigate your family's history. Make a scrapbook that includes family pictures and information about the family members in the pictures. Find answers to such questions as:

- Where did your ancestors live?
- Do you have a special family name that has been passed on through several generations?
- Are there special stories or anecdotes about



some of these people?

■ What is there about your home that tells other people about your background and heritage?

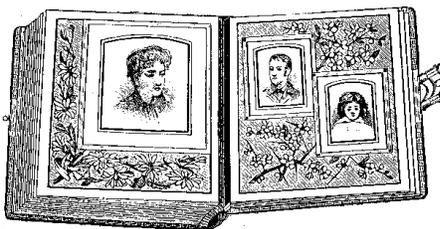
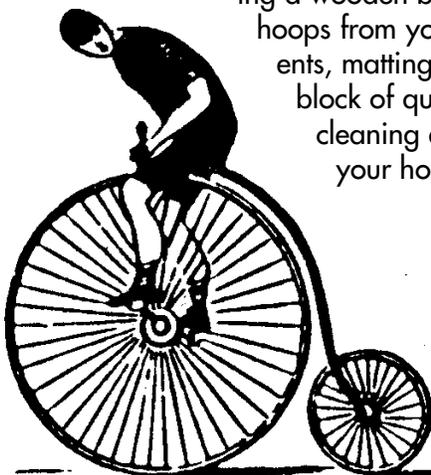
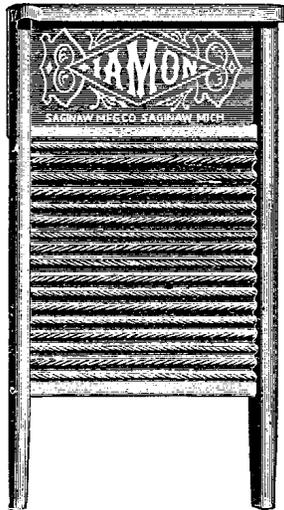
■ Talk with your grandparents or older family members about their childhood. Ask about their early homes and furnishings. Find out all you can about the way they lived. Find answers to such questions as:

- Where were their homes?
- What affected the way they lived?
- What are some of their favorite memories about their home or the furnishings in it?
- How is your home environment different from theirs?

■ Identify an object (furniture, glassware, accessory, kitchen or farm tool) that was used in homes many years ago. Learn how it was used then. How might it be used today? Where is the object now?

■ Learn how to do something from your grandparents or an older adult. Examples include quilting, embroidery, tatting, wood carving, rosemaling, (painting or carving colorful decorations on walls, furniture, or wooden dinnerware), flower arranging, and stamp or coin collecting. While you are with them, ask them questions about their school or a favorite interest they have.

■ Make, repair, or restore something for your home that shows your heritage. Examples include refinishing a wooden bowl or quilting hoops from your grandparents, matting and framing a block of quilted fabric, cleaning a metal tool for your home, or



restoring a family heirloom such as a trunk or rocker. Check with your leader or county Extension agent for information on making, repairing, and restoring antiques and heritage items. If there is more than one way to finish an item, consider where it will be used in your home. Think through the alternatives and select the best method for your particular item.

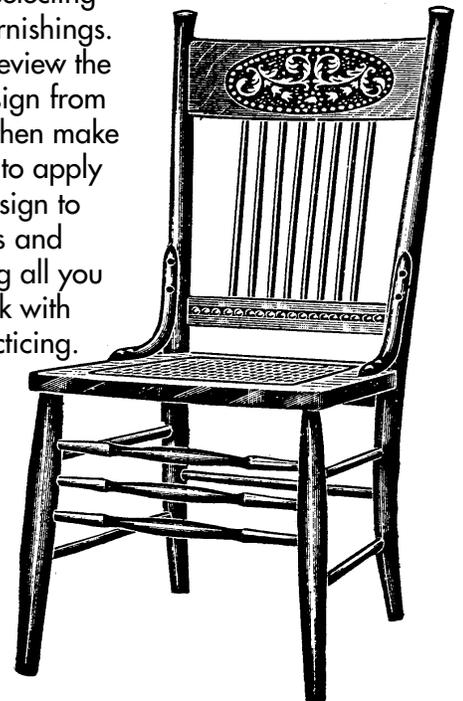
You Can Be a Designer

We are all designers. When we put food on plates, select clothes, rearrange furniture, or style our hair, we're designing. Design plays a big part in our everyday lives, yet many of us lack confidence in our talents as designers.

When shopping, we may ask the salesclerk if "this" paint color goes with "that" wallpaper, or we may copy a needlepoint pattern in a magazine because we think we could never design our own. Some people even hire an interior design expert to redecorate a room.

Getting help from the experts is fun, but you can be a designer, too! You can create your own designs for home furnishing items, such as wall hangings, rugs, pillows, and many others. You can also apply what you know about design in creating room arrangements and wall groupings or even in selecting fabrics for different furnishings.

First you need to review the basic principles of design from Units I, II, and III and then make a serious commitment to apply these basic tools of design to your learning activities and projects. Keep learning all you can about how to work with design, and keep practicing.



Rearranging Your Room

You may want to apply what you have learned about elements and principles of design by rearranging the furniture in your room. The furnishings serve a very special purpose. They help you store the things you like and provide you with a comfortable place to do activities that interest you. You may also wish to create a different look when you add a new item to your room. Use what you have learned about design to arrange your furnishings in the most comfortable and convenient way.

It's a good idea to plan on paper where the furniture will go before you actually move it. This is similar to making a map to show a friend how to get from your school to your home, except that on this map you draw the outline of your room, including the doors and windows. Here's how you do it:

Items you will need:

- Yardstick or tape measure
- Pencil
- 1/4 " graph paper

1. Measure the room. Have a parent, friend, or older brother or sister help you **measure the length of each wall in your room.**

Write the measurements in feet and inches below.

Wall Length in Feet & inches

■ North Wall _____

■ East Wall _____

■ South Wall _____

■ West Wall _____

2. Next, **measure the width of each window and door.** Include the distance to the nearest corner. The woodwork on the window should be included in the window width measurement. Record the information for all the windows in your room on the chart below.

Window

Location (North, South, East or West Wall)	Width	Distance from corner	Corner Location

Now record the same kind of information for **all the doors in your room.**

Door

(Wall Location)	Width	Distance from Corner	Corner Location

3. Measure any other details in the structure of your room, such as **built-in bookshelves, closets, or dormers.** Record the information on the chart below. (Depth is the measurement from the front to the back.)

Structural Detail

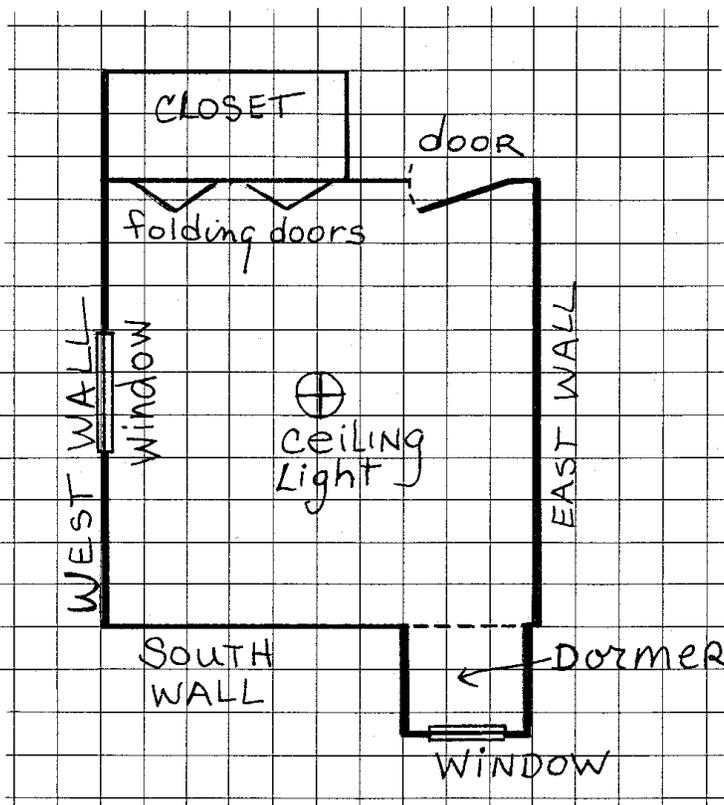
Item (Closet, dormer etc.)	Wall	Width	Depth	Distance to Corner	Corner Location

4. Now that you have everything in the structure of your room measured, you can draw your map or floor plan. Designers use graph paper, allowing one square to represent one foot. This makes it easier to locate windows, doors, and closets exactly where they actually are.

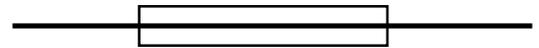
The example shown here shows a room plan on paper. The north and south walls are 10 feet 6 inches long. The east and west walls are 10 feet long. The doors, windows, closet, and dormer are drawn to indicate their actual length.

The doors and windows on this room plan are drawn the same way an architect or interior designer would draw them. Some of the other symbols they often use are shown below.

Use the measurements of your room (recorded on the charts) to map out your room plan on the graph paper on the next page. Remember that one foot of space in your room equals one square on the graph paper.



Architectural Symbols



WINDOW



SLANTING CEILING



HINGED DOOR
(Drawn in the direction door swings)



FOLDING DOORS



SLIDING DOORS



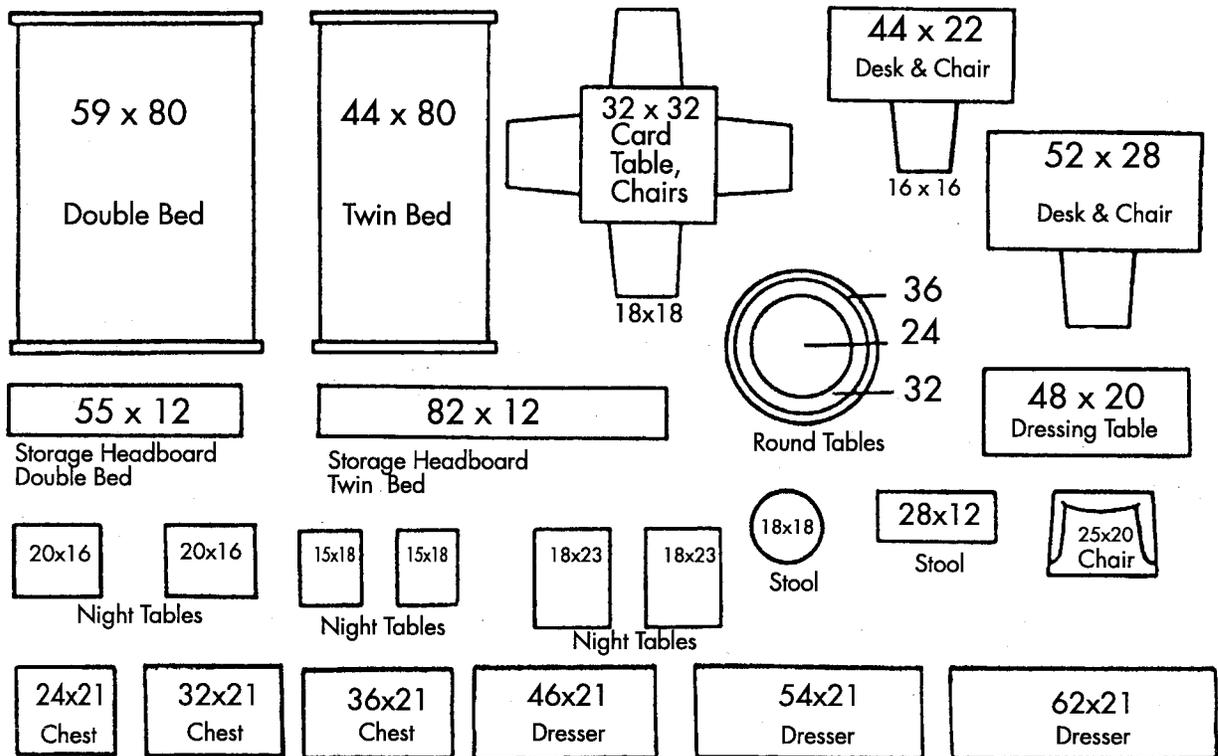
RADIATORS



WATER PIPES



LIGHTS



5. From the drawings above circle the furniture pieces that are most like yours. Then trace those furniture pieces on typing paper and cut them out. If you have a piece that is not shown here, measure it and make your own drawing on the graph paper.

6. Now that you have your room plan drawn to scale (1 ft. = 1 sq.), you can more easily plan your furniture arrangement. You may find that you already have the most comfortable arrangement. Or, you may be able to make some improvements. It's much easier to make several plans on paper than to move all the furniture many times!

7. Experiment with different furniture arrangements using your floor plan and furniture cut-outs. To do this, lay the furniture pieces on the room plan and arrange them in groups according to the way they will be used. Consider your activities in the room: studying, eating, sleeping, or listening to music.

Review the elements and principles of design as you work with your arrangement. Think about a

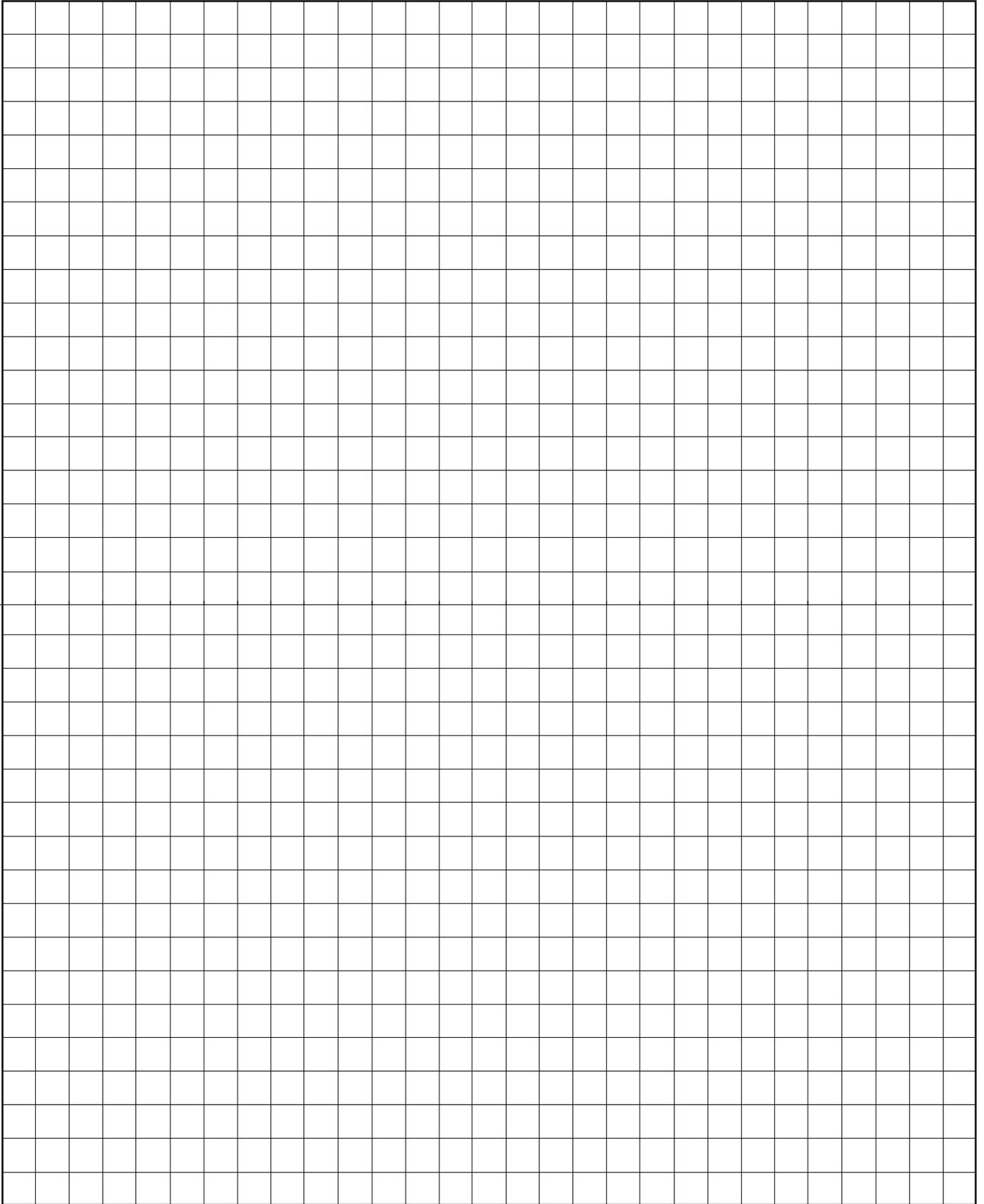
point of emphasis in the room?

Balance is an important consideration. You will be more successful if you place the largest pieces of furniture first and then place the smaller pieces. Don't place the large pieces all on one side of the room. They will also look better if placed parallel or at right angles to the wall. Furniture that is angled across corners wastes space.

Avoid putting too much furniture in a room. You do not want a cluttered look.

Allow adequate space for movement within the room. Pathways from one door to another are traffic patterns and should be kept free of furniture. Remember that heat and ventilation sources must not be covered by furniture.

Keep in mind how you will take care of the room; for example, vacuuming, dusting, or making the bed. Can you move around easily without bumping into furniture? If you have trouble "seeing" this on paper, actually measure out the space on the floor. Mark the measurements with yarn or string if that will help. Then try moving as you normally



1 square = 1 foot

would. After some practice, you will be able to “see” the amount of space needed without actually having to measure it out to test it.

Lighting should vary in each room according to the activities that will take place there. Reading, studying, or sewing requires more light than conversation and watching television. Plan lighting placement based on activities (or you may have to plan activities based on available light sources — such as a sewing machine near a window).

Try several arrangements. Which one do you like best? After you have an arrangement you like, roll a little piece of sticky tape and place it on the plan under each furniture cut-out to keep your arrangement in place. Then discuss ideas with your club leader or a parent.

With your parents’ help, you might arrange the furniture in your room to fit your plan. If you think you like it, try the arrangement for a few weeks. Maybe you’ll want to go back to your present room arrangement or start planning a different arrangement.

If You Share a Room

If you share a room with another family member, involve them in your room plan. How much space is needed for the activities of each person? Is there enough appropriate furniture for the activities that take place in the room? A chest and mirror may be shared. A desk, chair, and lamp can make a study area. Shelves might be needed for games and collections.

Try to arrange the furniture to give each person some private space. Single beds and dividers can help provide this privacy. One idea is to divide areas within your room by hanging a sheet, quilt, or fabric from the ceiling. Furniture can then be placed along this temporary wall to help make the divider blend in to the arrangement.

Fabric Furnishings

Design elements and principles can also be applied when you purchase or make an item from fabric for your home. Fabric furnishings have many uses. Some fabric furnishings, such as draperies and bedspreads, are major features of a room. Others are smaller and more easily changed. All of them

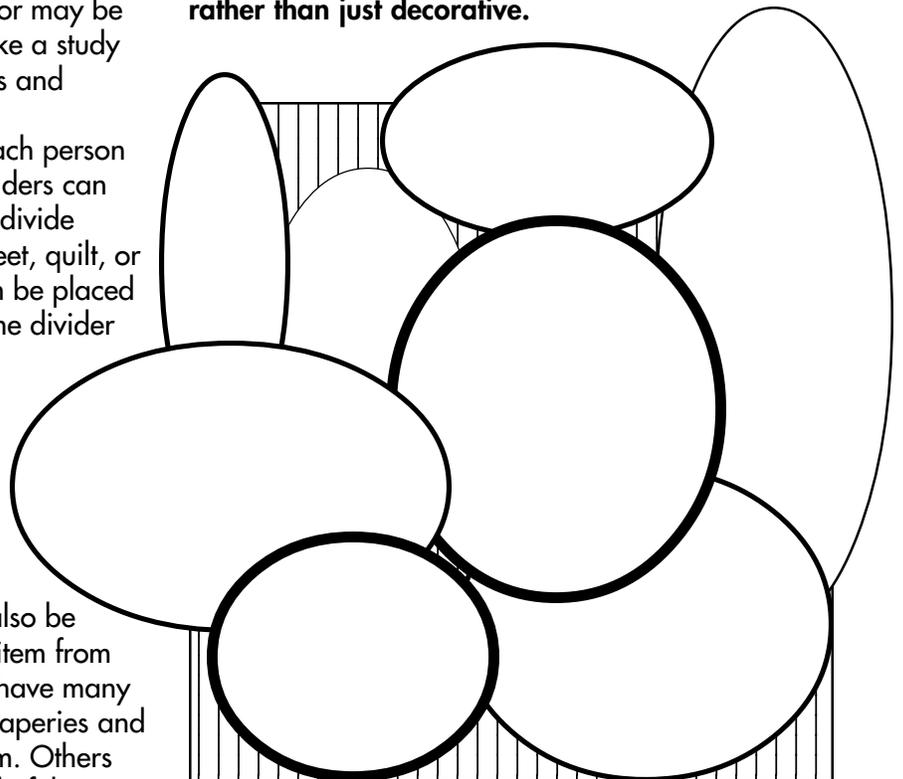
help to create a certain mood, add large areas or small sparks of color, and communicate the personalities of family members. And they’re fun to plan and make!

Fabrics play a very important role in rooms. Just like accessories, they can be decorative, useful, or both. Carefully choose fabrics to go with furniture styles and the size, shape, and use of the room. Fabrics can help unify the color scheme of a room, too.

You have probably noticed several types of fabrics used in home furnishings — quilted, lightweight, slippery, heavy, smooth, and others. A variety of textures makes a room more interesting. If you are making a fabric furnishing item for your room, consider sturdy fabrics as well as those whose colors will not soil too easily.

There are many sources of ideas for fabric furnishing projects. Sewing books and magazines from libraries, newsstands, and your county Extension office will have many ideas. Your parent or leader can help you plan your project to fit some of your family’s needs. It’s fun to involve others in your plans and to share ideas.

Look at the fabric furnishings in your room. Label each balloon in the drawing below with a fabric furnishing you have, such as the bedspread or curtains. Then underline each item that is useful, rather than just decorative.



Fabric Furnishings Needs Survey

Now make a survey of fabric furnishings you or your family needs or wants that you could make to brighten your home. List possibilities for each room in the home diagram on page 11.

After completing your fabric furnishings needs survey, discuss your ideas with a parent or leader. Agree on one or two fabric furnishings you might make for which you have the supplies, skills, and money. The following questions will help you think through the process of deciding what could be done.

1. Which fabric furnishing project is really needed most in our home?
2. What would I enjoy making the most?
3. What skills and abilities do I need to select materials and make each of these items?
4. How do my skills and abilities match with those needed?
5. What would I learn by doing each project?
6. How does the time, money, and equipment we have match with those needed for each project idea?

Answers to these questions should help you decide on one or two items to make. Now you need to decide where the items would be most useful. For instance, a pillow could be used in several different rooms. Since this decision affects the choice of fabric and color, think through the following questions before shopping.

1. Where would this fabric item be most useful?
2. Where would it be most attractive?
3. What would other members of my family think about this new fabric furnishing?
4. In what room(s) would it provide the best use of my time and money?

Can you identify these cotton or cotton blend fabrics often used in home furnishings by providing the missing letters?

C o r _ u r o y
T e r _ y C l o t h
D e _ i _
S p _ r t C _ o t h
C h _ n t z

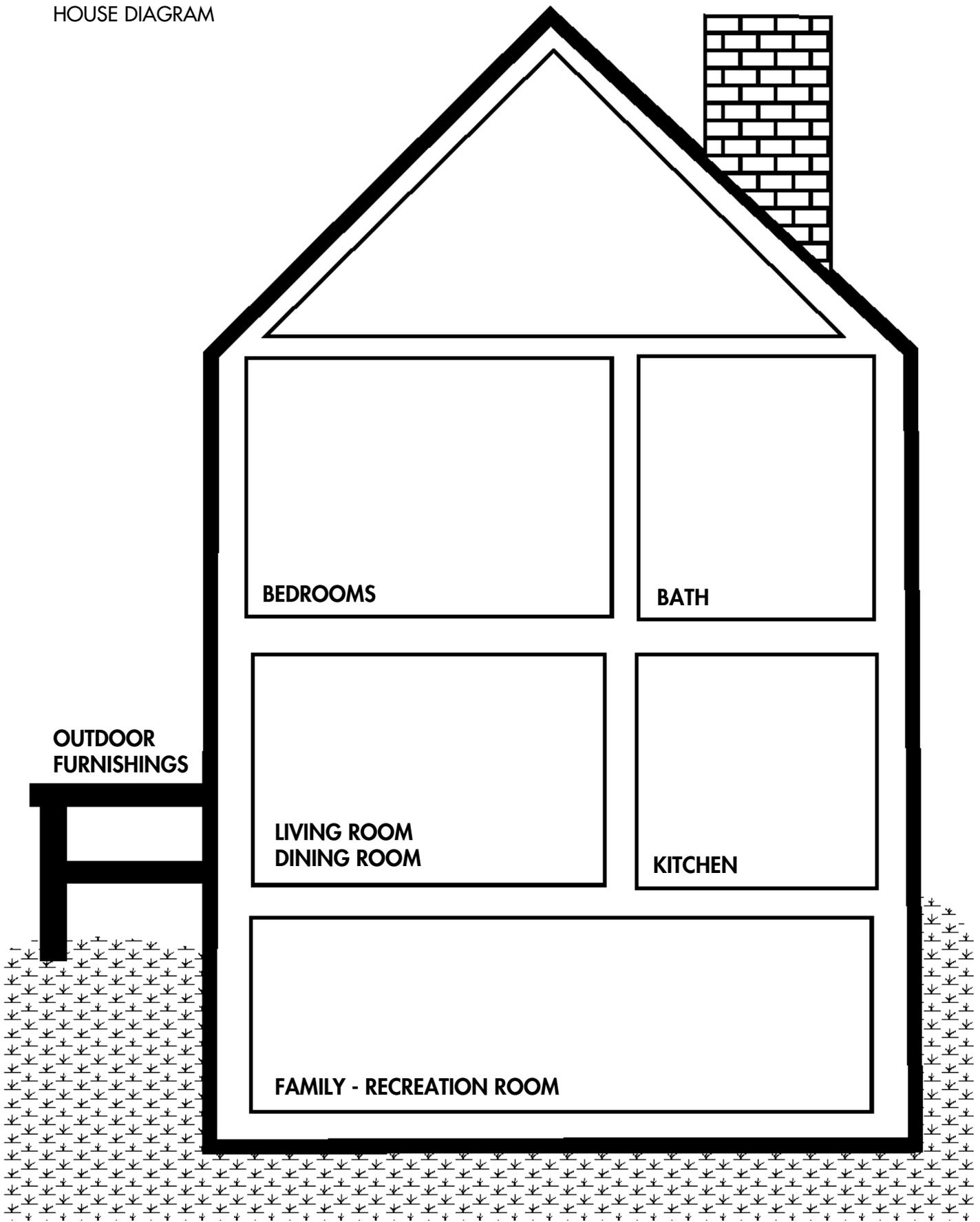
Answers on page 22.

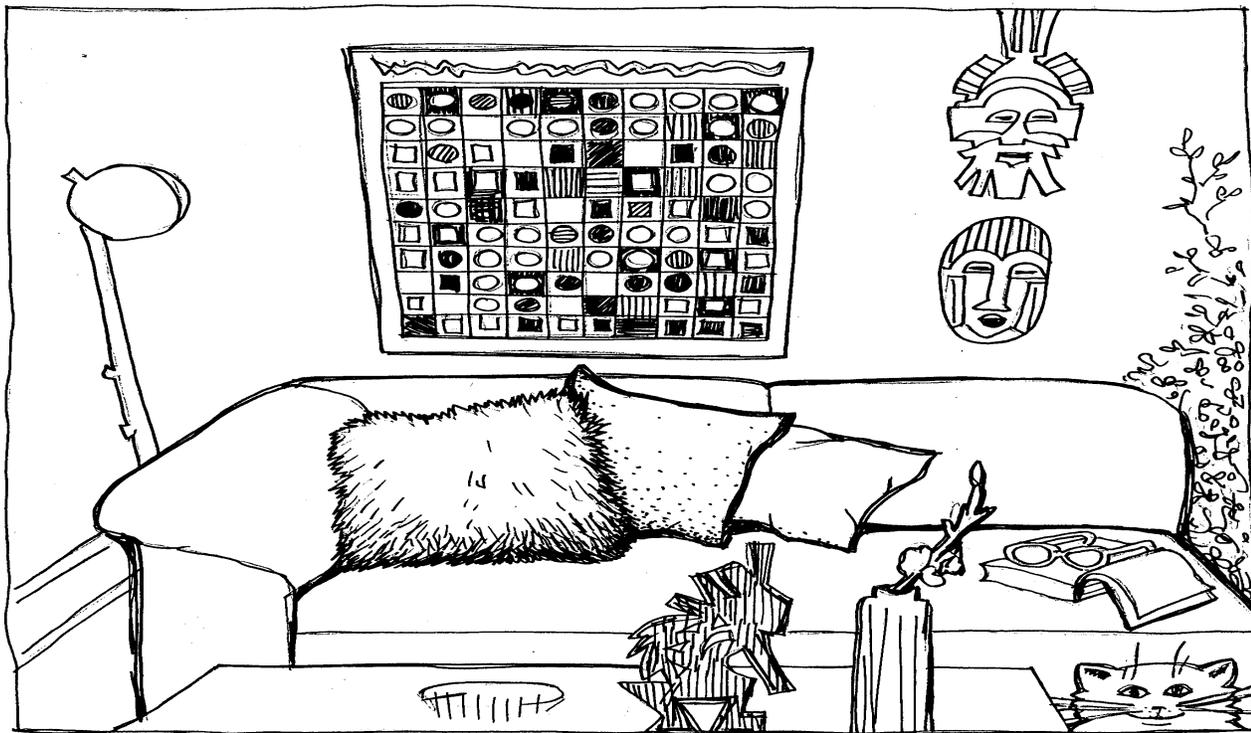
Fabrics come in many different patterns or designs. **Unscramble the following letters** to find some examples.

t b a r a t c s
_ _ _ _ _
p d l a i
_ _ _ _ _
r i p e s t
_ _ _ _ _
s c h e k c
_ _ _ _ _

Answers on page 22.

HOUSE DIAGRAM





5. How does the cost of the item and the time to make it compare with the cost of purchasing a similar item?

Similar questions should be considered when shopping for non-fabric furnishings, such as lamps, clocks, or a chair.

Finalizing Your Plan

Now you're ready to think about the design details for your project. Think of both the item you will make and the room where it will be placed. What is the room like in size, pattern, and color? Are textures mainly fine, medium, or coarse? Is the mood formal or informal? Look for fabric colors and patterns that will harmonize with the other things in the room. Before making the final decision on fabric, also ask yourself whether the fabric will fit the intended purpose and what care the item will require.

Test Your Fabric-ology!

As you shop, you will notice various terms on labels and used by sales people. Test your knowledge by matching the terms below with the correct definitions.

Terms

- ___ A. Upholstery
- ___ B. Preshrunk
- ___ C. Sheeting
- ___ D. Selvage
- ___ E. Bias
- ___ F. Yardage
- ___ G. Colorfast

Definitions

1. Diagonal with the grain or straight of the fabric
2. Finished edge of a woven fabric
3. Extra wide fabric purchased by the yard
4. Heavier fabric for furniture
5. Fabric washed before cutting and construction
6. Length of fabric needed
7. Stable or permanently set color

Answers on page 22.

The word search puzzle

shown below includes different fabric furnishings and terms to help you think about various project possibilities. Try to find the hidden fabric furnishings in this grid and circle them as you find them. Here are the words to look for in the puzzle:

bean bag chair
bedspread
curtains
lamp shade
placemats
wall hanging
sleeping bag
valance

energy liners
canopy
cushion
napkins
coverlet
shower curtain
tablecloth
yardage

garment bag
cording
divider
pillows
roller shade
draperies
table skirt

shade
quilt
swag
pad
screen
shams
tiebacks

F	O	M	L	U	G	Y	B	T	Q	L	R	G	F	Y	G	K	S	C	R	E	E	N	I	S
S	U	S	S	O	F	Z	C	I	V	A	E	A	R	A	A	S	L	V	O	N	C	O	M	E
R	T	V	M	T	E	U	O	E	O	M	S	R	T	R	R	I	E	S	O	O	E	T	P	S
S	N	I	K	P	A	N	R	B	E	P	S	M	K	D	S	A	E	J	P	S	E	O	P	N
O	M	C	E	A	R	S	Y	A	I	S	D	E	N	A	O	T	P	I	L	L	O	W	S	R
H	W	O	E	D	P	C	K	C	O	H	D	N	A	G	Y	F	I	E	M	M	R	B	A	W
J	U	S	K	Z	M	A	M	K	R	A	S	T	T	E	U	R	N	A	D	A	L	E	L	I
C	U	S	H	I	O	N	T	S	E	D	D	B	A	F	R	I	G	T	E	S	E	M	A	H
U	V	H	R	W	R	O	U	W	V	E	V	A	B	E	A	N	B	A	G	C	H	A	I	R
R	R	A	Y	C	P	P	R	P	R	J	K	G	L	T	O	S	A	U	E	B	R	N	I	G
T	A	D	A	H	N	Y	V	D	I	V	I	D	E	R	F	S	G	I	N	M	P	Q	A	C
A	F	E	N	E	R	G	Y	L	I	N	E	R	S	Z	C	O	V	E	R	L	E	T	X	T
I	N	C	E	P	O	U	S	W	A	G	Z	X	K	I	J	K	L	M	N	O	P	T	U	V
N	D	C	W	Q	L	P	A	L	N	J	M	K	I	T	P	L	A	C	E	M	A	T	S	F
S	L	W	A	L	L	H	A	N	G	I	N	G	R	K	R	W	X	P	O	S	K	I	U	B
M	C	M	A	E	E	O	X	U	Y	V	Z	W	T	Q	R	U	N	N	E	R	S	Z	E	P
Q	E	T	H	L	R	J	O	K	B	E	D	S	P	R	E	A	D	Z	I	P	Q	U	S	T
O	U	E	A	L	S	H	O	W	E	R	C	U	R	T	A	I	N	R	E	W	B	L	M	J
U	E	I	M	N	H	H	C	K	U	D	V	A	O	E	F	B	S	V	A	L	A	N	C	E
S	P	K	L	A	A	M	H	T	A	B	L	E	C	L	O	T	H	V	C	P	A	R	S	Q
J	A	I	E	T	D	R	A	P	E	R	I	E	S	E	P	C	O	R	D	I	N	G	V	E
E	U	D	I	S	E	F	R	A	B	C	S	H	A	M	S	E	Q	M	A	S	P	I	T	Z

If You Buy

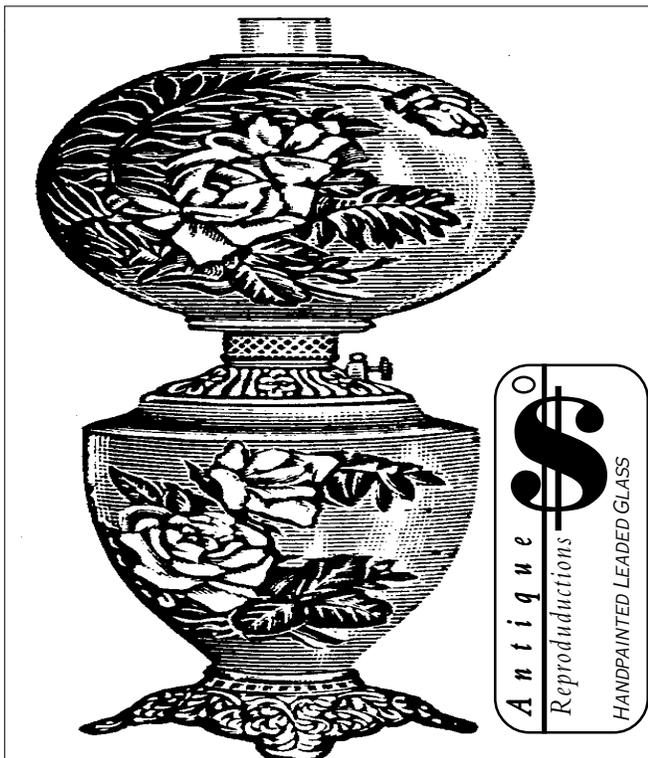
Instead of Make ...

What are some of the furnishings you anticipate needing in your home? Some of these items you will make, recycle, finish, or refinish. Other items may have to be purchased. In deciding how much to spend on an item, consider its function, aesthetic qualities, and how often and for how long you will use it.

Some purchased furnishings will be major cost items, but won't need to be replaced for years. What are some items you may need to purchase? How much do these items currently cost? How would you plan the cost into your budget?

Shop . . . and then Shop Some More

After you know what you need—but before you start shopping—collect and study information about the item. Stores and catalogs are so full of merchandise that it is almost impossible to make a wise choice without researching the choices of color, style, cost, care recommendations, warranty, and other facts about the item. Hang tags and labels are attached to most merchandise and will give you basic information about the product. You may also



want to check consumer buying guides or reports, commercial educational materials, advertisements, and publications from your county Extension office. Friends and relatives also may have had experiences with various products and will tell you what they liked or disliked about them. Don't forget to ask specific questions of sales people.

Shop several places to find the item that best satisfies your needs and your budget. Compare the quality and price of each product before you make your final choice. Comparison shopping will help you make the best buy.

If you are interested in buying a home furnishings item, it may be a good idea to wait until the item is on sale. This is especially true if you are buying furniture, bed and bath linens, or accessories. However, never buy a major item on impulse, even if it is on sale.

Here is a list of steps you should follow when shopping for a home furnishings item to be sure you make a good purchasing decision:

1. Identify the need.

2. Analyze the problem. What factors are important in making a decision (price, quality, style, care requirements, design elements)?

3. Research the alternatives. Check hang tags, labels, design magazines and books, and home furnishings stores. Also ask friends about their experiences.

4. Weigh the alternatives. Contrast and compare price, quality, and other important factors. It may be helpful to make a chart.

5. Implement your plan and make a purchase.

6. Evaluate your decision. Interpret comments from others and analyze your own observations.

7. Share what you have learned with others and apply it to your next purchasing decision.

As you shop, you will probably hear some new terms used. Can you **explain what each of the following words mean?** Find out the definitions of those terms you don't know from your parents, Extension agent, home economics teacher, local furniture dealer, or library.

1. Budget _____

2. Consumer _____

3. Credit _____

4. Interest _____

5. Credit Card _____

6. Special Purchase _____

7. Irregulars, seconds _____

You are becoming an informed shopper. Often we think of many things after we've spent our money. We learn through experience that planning ahead keeps us from making mistakes. Eventually, you'll learn that the consumer has some rights and responsibilities in the marketplace.

Consumers (that includes you!)

have the right to:

- **Information** — hang tags and labels help tell you about a product.
- **Safety** — the product should be safe for your use.
- **Choose** — you, not the salesperson, decide which product you will buy.
- **Performance** — you can expect certain performance standards from the item.
- **Recourse** — you have the opportunity to let the manufacturer or store know if the item is not satisfactory.

Being a Good Consumer means being well informed.

Before purchasing any item, be sure to think about:

1. **your values** (what do you believe in? beauty? nature?),
2. **your needs** (is this purchase a need, a want, or a wish?) and
3. **your budget** (can my family or I afford it?) Your family works hard for its money; spend it wisely!

If You Make Instead of Buy ...

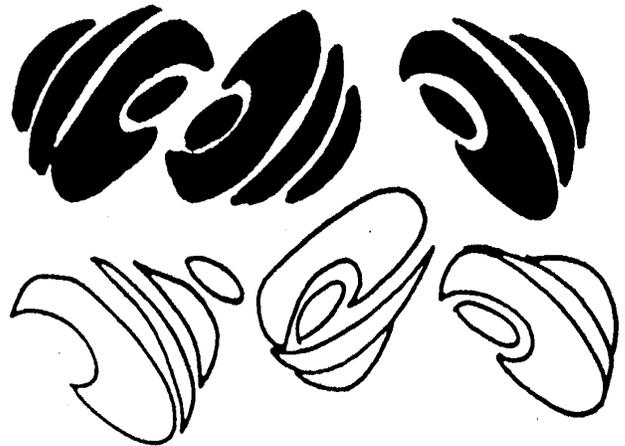
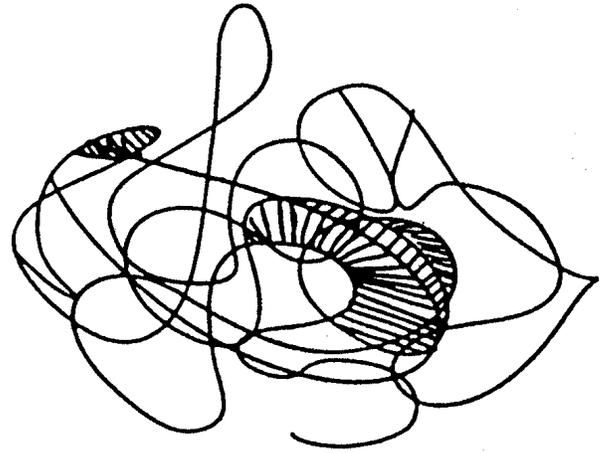
There are many kinds of items that can be made for your home. Many of the same kinds of design decisions must be made when selecting the materials as when you purchase the furnishing. Think of color, texture, line, and space as well as balance, scale, proportion, rhythm, emphasis, and harmony in the selection and use of each item.

You can personalize your furnishing by adding a design to the surface of fabric, wood, paper, or other material. You will have the satisfaction of creating or adapting your own design and also of creating a one-of-a-kind item.

Getting Started on Paper

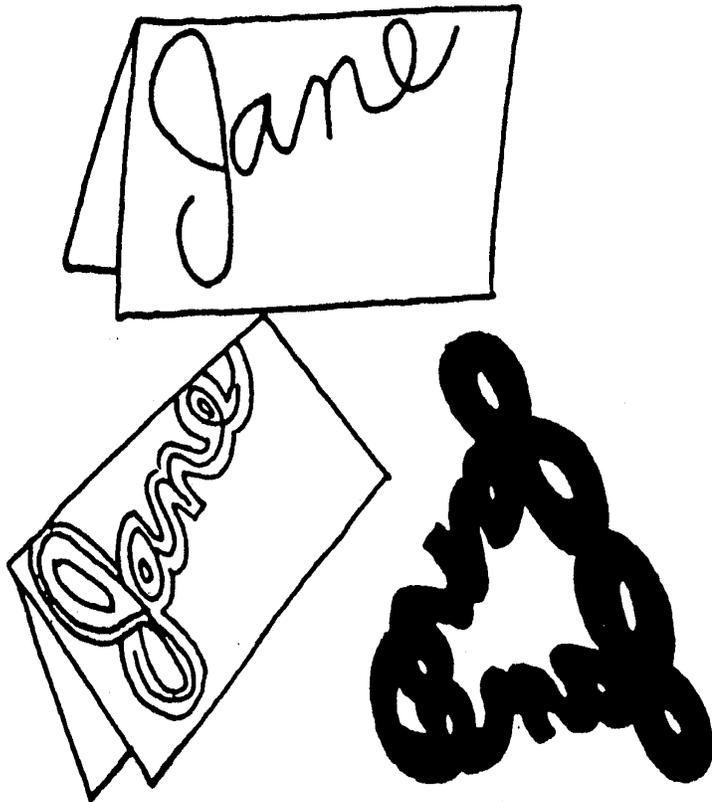
Start your project by creating a design on paper. The hardest part of creating a design is simply getting started. The trick is to get something— anything— on paper and to go from there.

Here are some ideas that may help you. These exercises probably won't result in a finished design. They're mainly strategies to get your pencil and your imagination working. Doodlings, a magazine photo, or an unusual cutout may be just the spark you need to come up with your own original design.



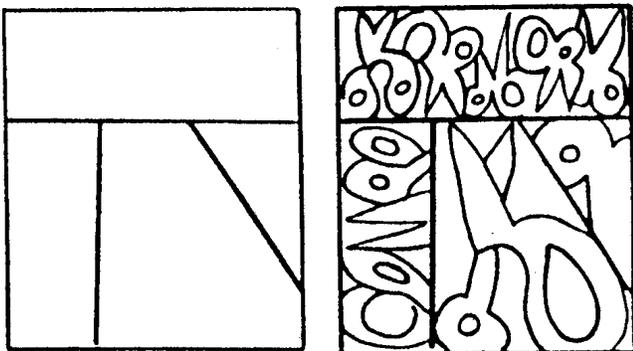
Idea 1: **Accidental design.** Use a soft lead pencil or a felt tip pen to scribble on paper. Then examine the doodles to find some shapes that interest you. Fill in some shapes and trace them using tracing paper. Take advantage of the way the shapes fit together like a jigsaw puzzle. An interesting design may result if you slightly separate several connecting shapes.

Idea 2: **Cut paper design.** Fold a sheet of paper in half and cut on the fold. Try straight cuts, curved cuts, and combinations of both. Unfold the cutouts and study the symmetrical shapes you've created. Try varying the shape of the paper you start with. Fold a sheet that's square, rectangular, circular, or any other shape.



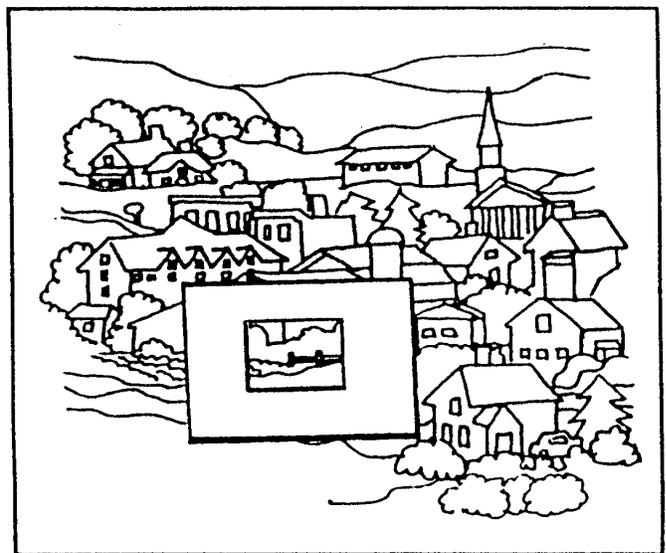
Idea 3: **Word design.** Fold a sheet of paper. Print or write initials, a name, or a word on the paper. At least part of the word must touch the fold. Thicken the letters so they create a shape instead of a line. With the paper still folded, cut out the shape of the word. When you open the cutout, you'll have a rough mirror image of the word and perhaps an interesting design.

Idea 4: **Box design.** Use a ruler to draw a large box shape. Then partition the box by drawing several lines through it. An odd number of lines (like three, five, or seven lines) tends to work better than an even number. Next, pick out something simple that you'd like to draw. Scissors, a shoe, any easy-to-draw object will do. Now fill each of the sections



with drawings of your chosen object. You may fill a section with one object or several, but crowd your drawings into the sections, and use as much space as possible. You may have to distort your drawings to fill a section, but that's the idea behind this exercise. It gives you a variety of shapes to consider.

Idea 5: **Picture or "frame" design.** Look through magazines and books for interesting lines and shapes. You're not necessarily looking for an entire scene or even an entire object, just an interesting segment. An index card with a small window cut from the center makes a good view finder to help you zero in on a small segment of the picture. After you've found a shape that's interesting, trace it. Don't trace all the details, just the outline or main shapes.



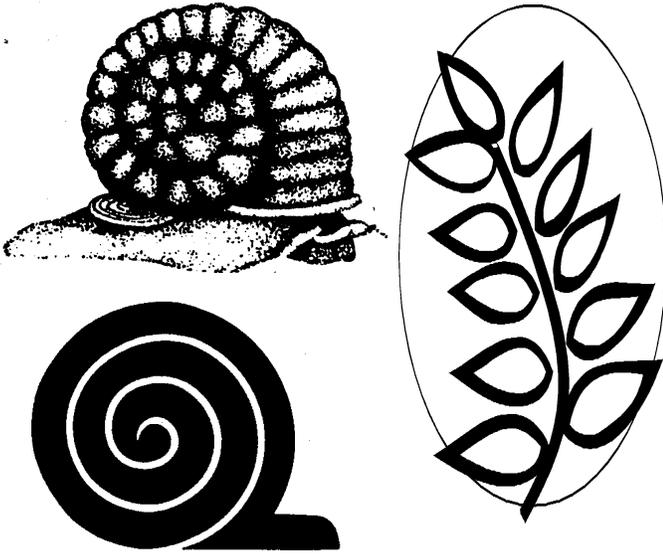
Idea 6: **Nature design.** Study the shapes in nature. Look closely. The shape of a tiny seed, the lines on a rock or any natural object may spark ideas for interesting designs. Use the index card frame described in Idea 5 to help you focus on details in nature. If you can't draw, photograph the scene or object. Then trace over the photograph.

Idea 7: **Draw your own.** You probably have more drawing talent than you think. Try drawing your own design or adapting a design from a pattern or drawing in a magazine or coloring book.

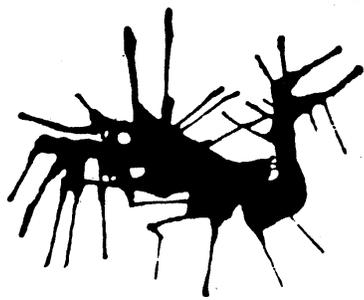
If you decide to adapt a design, use your own color combinations or change the design enough to make it distinctly your own.

Express Your Style

As you practice creating your own designs, you'll probably begin to develop your own special style.



Designs that look like recognizable things are called representational designs. Representational



designs may be realistic or stylized. Stylized designs are based on real subjects. However, they are simplified with some details eliminated. Designs that don't look like real

things and aren't derived from realistic subject matter are called non-objective or abstract. Abstract designs have parts that are exaggerated or arranged in a different manner. They attempt to show the feeling or main features of the object without actually showing it the way we see it.

Another design style is created by using geometric shapes. A triangle placed on top of a rectangle is easily recognized as a house. A car or truck can be made from a combination of rectangles, triangles, and circles. All you need to make simple drawings is the ability to view objects as geometric shapes and perhaps the ability to handle a ruler. Simple drawings are ideal for designs.

Keep these different styles in mind as you plan and practice drawing the design for your project. What style are you most comfortable working with? What style fits into your home best? Will this style fit the type of project you wish to do? Can it be easily duplicated in the medium with which you want to work (fabric, wood, paint, canvas, etc.)?

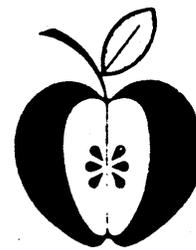
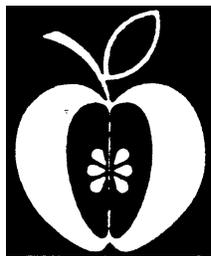
Polish Your Design

Once you have a few design ideas that interest you, play around with them. Change them slightly. Repeat them. Vary the sizes. Add color. Arrange and rearrange. Study the elements of your design — line, shape, color, texture, and space. Keep working until you have a design that pleases you.

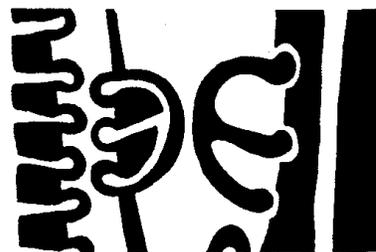
Helpful Guidelines for Working with Designs

As you finalize your design, keep in mind what you have learned about design in Units I, II, and III. Here are some additional guidelines to consider:

1. Different shapes and amounts of space are more interesting than uniformity. For example, stripes of the same thickness aren't as interesting as stripes of varying thicknesses.
2. When repeating objects, keep the design interesting. If repeated dots or dashes are close enough together, they can help lead the eye through a picture. Also, avoid repeating a shape or form that is not interesting.



3. Uneven numbers of items are more interesting than even numbers. Three objects in a design are preferable to two; five objects are preferable to four.



4. Every design needs some accent or point of interest. You can create this emphasis by:

- repeating a design element or idea. For example, use a series of dashes to lead the eye through the design to a point of emphasis;
- leaving space around the point of interest to allow it to stand out;
- using details to hold the viewer’s interest longer.
- using contrast in size, color, or shape. For example, there are several ways you might add contrast to a design that consists of a series of black squares. You might add one red square. Or you might make one black square larger than the others. Or you might change the texture of some of the squares.
- using lines radiating outward from a central point to lead the eye to the point of interest.

5. Certain proportions in designs are usually considered more pleasing and challenging than others. Things that are out of proportion in a design shock the viewer. This change in size isn’t necessarily good or bad, but it does call attention or create a focal point.

6. Usually designs are more interesting if spaces are arranged informally rather than symmetrically. Here are some “rules of thumb” to help you plan spaces in a design. These rules may not always apply, but until you have more experience and know when to break the rules, they will be good to follow.

- **The Rule of Thirds.** Divide the design into nine equal parts by drawing (or imagining) two vertical lines and two horizontal lines. Notice the four points where the lines cross. These are generally considered the most interesting spots in the design. Any of these four spots is a good location for something you want to emphasize.

- **The Horizon Rule.** When your design contains a landscape, don’t locate the horizon in the exact middle of the picture. An off-center horizon is more informal and more interesting than one that divides the picture into two equal parts.

- **Three-Corners-Against One Rule.**

Whatever you do in three corners of your design, do something different in the fourth. For example, fill the fourth corner with a different color, texture, or shape than you have in the other three.

- **Speaking-Distance Rule.** If your design contains a person or animal facing sideways, leave more space in front of the face than behind the head. This rule also holds for other items that appear to be moving in one direction. For example, a painting of a moving car tends to be better balanced if there’s more space in front of the car than behind it.

As with all so-called rules of design, these are only suggestions. After practice, you may have a design in which you break the rules and still produce a good design.

Evaluating Your Design

Now step back from your work and honestly look at it. Discuss with your parent or a leader what you particularly like about your design. Then ask yourself, “What would I do differently next time?” Remember to use what you have learned about design to analyze your work. There are many ways that you can use the design you have created.

Here are some ideas. Add others to the list as you think of them.

Things To Make	Media	Methods
Wall Hanging	Yarn	Hand Stitchery
Rug	Fabric	Latch Hook
Table Linens	Wood	Applique
Pillow	Paper	Glue
Bedspread/Quilt	Paint	Fuse
Curtain		Sew by machine
Box		Rya/hook
Mobile		Stencil
Tray		Paint
Book Cover		Draw
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Enlarging or Reducing a Design

Once you decide how you are going to use your design you may have to enlarge or reduce it. This doesn't require much drawing skill. Just make a grid to break up the picture into a series of small squares. To do this, use a ruler and hard lead pencil to lightly draw a grid over the design you want to copy. All the squares in the grid should be the same size.

Next, draw a second grid on a blank sheet of paper. The squares in this grid should be proportionately larger or smaller than the squares in the first grid. Be sure the second grid will fit the size of the design you need. If your design is to be half the size of the original picture, make the squares in the second grid half the size of the those in the first grid. If your design is to be twice as big as the original picture, double the size of the squares in the second grid.

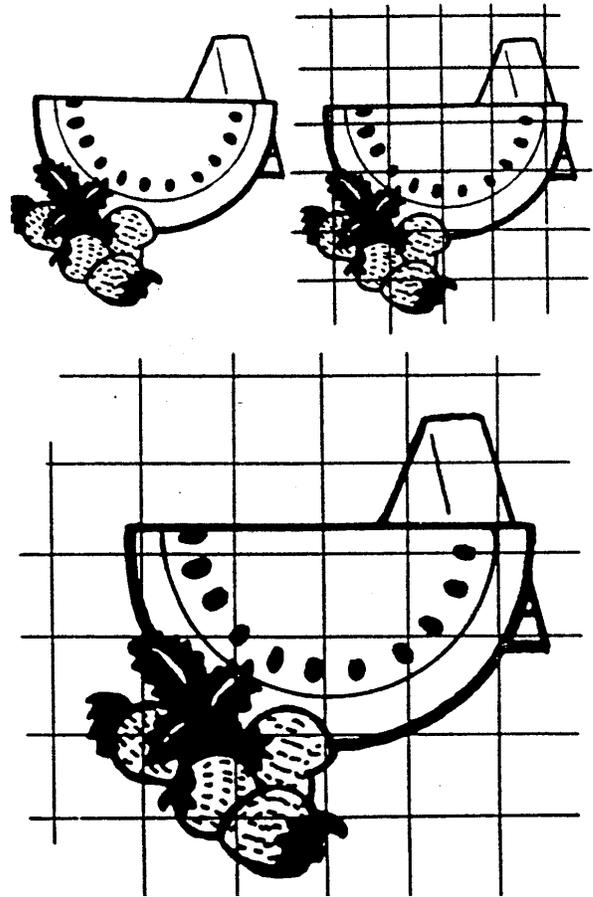
Now transfer your design to the second grid, copying one square at a time. Leave out any detail in the original that isn't necessary for your design. After you've reproduced the design, either erase the grid on your drawing or use tracing paper to make a clean drawing.

There are several variations of the grid technique. A grid made on tracing paper or clear acetate can be placed over original designs or pictures. Then you don't have to draw grid lines each time you want to copy something.

Graph paper may be substituted for homemade grids, especially when you're transferring a cutout design. Lay the original cutout on a sheet of graph paper and trace around it. Enlarge the design by copying it on graph paper with larger squares. Reduce the design by using graph paper with small squares.

Your design can now be transferred to the project material (paper, fabric, wood, etc.) by drawing, tracing, or using cutout shapes as patterns. If you are drawing on fabric, use chalk or a mark that can be easily removed or covered up. If you are working with needlepoint or latch hook canvas, use waterproof markers so the ink colors don't bleed onto the yarn when wet.

It's also possible to use an enlarger option on a copy machine if your finished design will be a small size.



Using Your Original Design

Once you have completed your design and decided how you will use it, you need to finish your project. There are many books and magazines that tell how to finish pillows, bedspreads, table linens, rugs, wall hangings, and just about any other home furnishing you can think of. Your leader, the county Extension agent, and your local library will also have lots of good information that will help you finish your project. Look for ideas and then talk about the different alternatives with your leader.

Ideas for Project Activities

Plan to make or purchase something for your home that will give you the opportunity to show what you have learned about design in Unit IV. You may decide to create your own design to be used in an accessory item, applied to a fabric furnishing, or stenciled or glued onto another surface to personalize your home. Or you may wish to learn more about your ancestors and restore an antique, make

a quilt, do rosemaling, or use another heritage skill. If you like to sew, there are many types of fabric furnishings you can make. Or you may need to purchase a home furnishing item. If so, apply what you have learned about design and about being a responsible consumer.

Whatever you choose, keep in mind what you have learned about design in Units I, II, III, and IV. Think about both the item you are working with and where it will be used. Whenever you are working with space, furniture, and accessories or selecting fabric and wallcoverings, be sure to use good design techniques. Also keep in mind whether the item and materials used are appropriate for the intended purpose, the cost of the item, and how you will care for it. If you exhibit a project at the fair, consider including a color photograph with your project to show how the item is used in your home.

Evaluate your projects and activities as you go along and after you finish. What did you do that particularly pleased you? What would you like to improve? Select projects and activities that will be challenging and build on what you have learned, but will not be overwhelming.

Articles You Will Make and Exhibit

You will need to select an item for an exhibit. Look around your home. Choose something you need and will enjoy doing. Talk over your ideas with your parent or leader. Remember there are certain rules on items to be exhibited at the State Fair. Be sure you know what these are before you decide on your exhibit. Check with your 4-H/ Youth Development Agent. Select from one of the following categories for a fair exhibit:

1. An accessory for the home with an original or adapted design or other design experience. Examples include a latch hook item with an original or adapted design, pillow with an original stitchery or applique design, wall hanging ready to hang, wood collage for use as a wall hanging, box with original design stenciled on the lid, or a drawing or painting. Be sure to include information on how and where the item is used in the home. A color photo is great! It shows the use of space and other colors used in the room. Include one if possible.
2. Heritage item that has been refinished, restored, or made by you. Examples include antique or collectible furniture (perhaps your grandfather made a table that needs to be refinished), memory box, scrapbook of family history, a quilt with a design of historical significance, or a wall hanging showing your family tree. Be sure to include information on the history or special meaning of the item and how you are using it in your home.
3. Purchased article, such as a home accessory, or cloth item, that you have selected to solve a decorating problem in your home. Examples of accessories include a wall decoration, lamp, vase, storage item, or desk accessory. Examples of cloth items include a bedspread, rug, table linens, pillow, or draperies. The exhibit should consist of the item purchased along with a folder containing the following information:
 - a. Description of situation or problem solved
 - b. Various alternatives considered for solution of problem
 - c. How the plan was carried out
 - d. Resources involved (time, money, etc.)
 - e. An evaluation of the results, including your satisfaction with the purchase and how it is used in the home. Here again, a photo of the item being used in the home is a real asset!
4. Cloth article you have made for a major home improvement. Examples include a bedspread, window treatment, or boxed bench pad. Your exhibit must include a description and/or photo to show how the item is used in your home, other colors in the room, time and cost involved, and care required.

Ask your leader or Extension agent for instructions on other projects that you may wish to make. Also check decorating books and magazines for more ideas. Be sure to start your project early enough to allow time to complete it before the fair.

Citizenship/ Leadership Ideas:

Sharing

What You Have Learned

Remember, learning something new is only a small part of the fun you can have with 4-H projects. Now that you're gaining more skills in selecting and constructing home furnishings and improving your home environment, decide how you can share your skills and knowledge with others, especially with youth ages 9-13. Think about:

1. Becoming a teen leader
2. Organizing a workshop for younger members to make home environment projects
3. Planning a work session with your friends to help them make gifts for family members, neighbors, or residents with special needs (such as living in a nursing home)
4. Presenting a working exhibit at the fair
5. Volunteering to help the county Extension staff with related programs
6. Setting up a display in a shopping mall, city hall, or retail store illustrating the steps involved in making your 4-H project
7. Volunteering to teach a community workshop at your local library, community center, or community education program.
8. Helping plan and organize a club tour. Ideas include craft shows, model homes, furniture stores, fabric shops, picture frame shops, interior design studios, and lighting shops. Make all arrangements in advance, prepare younger 4-H members, arrive at each tour stop on time, and write thank-you notes to speakers and tour leaders
9. Presenting a demonstration at the county fair. Ideas for talks and demonstrations include:
 - how to mat and frame pictures
 - hints on designing your own accessory for the home (rug, wall hanging, pillow, etc.)
 - how to make a home furnishings item using heritage skills (quilting, stenciling, restoring a trunk)
 - how to upholster a slip seat
 - how to make continuous bias cording
 - how to clean and restore metal home furnishing items
 - how to make a fabric covered screen

Many other activities and ideas are open for you to do. Talk to your leader, parents, and Extension agent about ways you can share what you have learned and be more active in 4-H home environment projects.

Your 4-H Project Record

It's important to write down all of your activities during the year on the attached record sheet. It's best to write them down as soon as you do them because you may forget what you did by the end of the year. Be sure to keep track of not only the things you have made, but also the experiences you have had and how you feel about them. Keep pictures, newspaper articles, and other mementos in a scrapbook along with your record book.

Be proud of what you have done. You have learned many things each year you have been enrolled in this program, and these accomplishments allow you to try more difficult projects each year. These experiences help you become more adept at designing and planning your home environment and making it a happier, more attractive place to live.

Congratulations on completing your fourth year in the 4-H home environment project! You are now ready to start the senior units for more in-depth study in the areas of special interest to you.

Answers

Missing Letters Puzzle
(page 10):
Corduroy
Terry Cloth
Denim
Sport Cloth
Chintz

Scrambled Letters Puzzle
(page 10):
abstract
plaid
stripe
checks

Fabric-ology Quiz (page 12):
A—4 D—2
B—5 E—1
C—3 F—6
G—7

Word Search Puzzle (page 13):

F	O	M	L	U	G	Y	B	T	Q	L	R	G	F	Y	G	K	S	C	R	E	E	N	I	S
S	U	S	S	O	F	Z	C	I	V	A	E	A	R	A	A	S	L	V	O	N	C	O	M	E
R	T	V	M	T	E	U	O	E	O	M	S	R	T	R	R	I	E	S	O	O	E	T	P	S
S	N	I	K	P	A	N	R	B	E	P	S	M	K	D	S	A	E	J	P	S	E	O	P	N
O	M	C	E	A	R	S	Y	A	I	S	D	E	N	A	O	T	P	I	L	L	O	W	S	R
H	W	O	E	D	P	C	K	C	O	H	D	N	A	G	Y	F	I	E	M	M	R	B	A	W
J	U	S	K	Z	M	A	M	K	R	A	S	T	T	E	U	R	N	A	D	A	L	E	L	I
C	U	S	H	I	O	N	T	S	E	D	D	B	A	F	R	I	G	T	E	S	E	M	A	H
U	V	H	R	W	R	O	U	W	V	E	V	A	B	E	A	N	B	A	G	C	H	A	I	R
R	R	A	Y	C	P	P	R	P	R	J	K	G	L	T	O	S	A	U	E	B	R	N	I	G
T	A	D	A	H	N	Y	V	D	I	V	I	D	E	R	F	S	G	I	N	M	P	Q	A	C
A	F	E	N	E	R	G	Y	L	I	N	E	R	S	Z	C	O	V	E	R	L	E	T	X	T
I	N	C	E	P	O	U	S	W	A	G	Z	X	K	I	J	K	L	M	N	O	P	T	U	V
N	D	C	W	Q	L	P	A	L	N	J	M	K	I	T	P	L	A	C	E	M	A	T	S	F
S	L	W	A	L	L	H	A	N	G	I	N	G	R	K	R	W	X	P	O	S	K	I	U	B
M	C	M	A	E	E	O	X	U	Y	V	Z	W	T	Q	R	U	N	N	E	R	S	Z	E	P
Q	E	T	H	L	R	J	O	K	B	E	D	S	P	R	E	A	D	Z	I	P	Q	U	S	T
O	U	E	A	L	S	H	O	W	E	R	C	U	R	T	A	I	N	R	E	W	B	L	M	J
U	E	I	M	N	H	H	C	K	U	D	V	A	O	E	F	B	S	V	A	L	A	N	C	E
S	P	K	L	A	A	M	H	T	A	B	L	E	C	L	O	T	H	V	C	P	A	R	S	Q
J	A	I	E	T	D	R	A	P	E	R	I	E	S	E	P	C	O	R	D	I	N	G	V	E
E	U	D	I	S	E	F	R	A	B	C	S	H	A	M	S	E	Q	M	A	S	P	I	T	Z

Home Environment IV



4-H Project Record Sheet

Date _____

Name _____ Birthdate _____

Address _____

County _____ Name of Club _____

Number of Years in 4-H _____

I. Project:

A. This is what I made:

This is about how much it **cost**:

This is **how much I saved** by making (or refinishing) instead of buying the item:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Items purchased: Describe any comparison shopping and savings realized.

C. List any project activities, such as rooms arranged.

D. These are some special things I learned:

E. I enjoyed this project because:

F. Include pictures of your project activities or samples of fabrics or other materials used on a separate sheet of paper.

II. Learning Experiences:

A. Demonstrations:

Topic or Title:	Place Given (club, fair, etc.):	Date Given:

B. List other learning experiences such as workshops that you attended. _____

C. Exhibits: Local 4-H Activities ____ County 4-H Activities ____ County Fair ____ Area Events ____ State Fair ____

Other Events _____

III. Awards: _____

IV. Leadership and Citizenship:

This is how I helped others through this project:

What I Did:	Number I reached:

Home Environment Project Story -- Write your home environment project story on a separate sheet of paper and attach it to your record.

Leader's opinion of participant's progress:

Excellent ____ **Good** ____ *Would have been better if* _____

Approved:

Project Leader

Parent



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