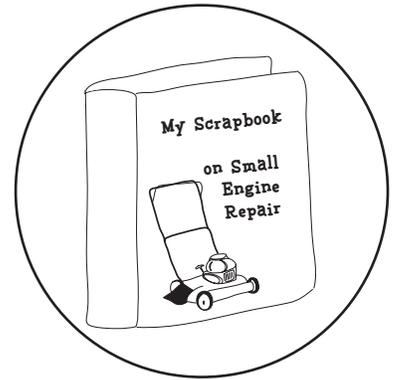
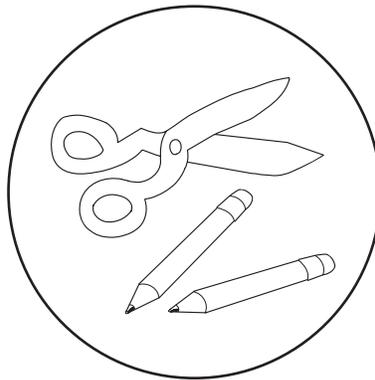


# Learning Through



# EXHIBITING

*by Barbara Abo, UI Extension Educator, Ada County*

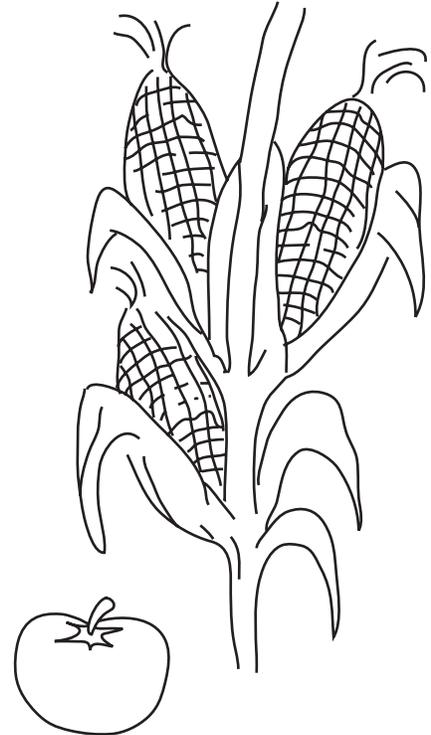


**University of Idaho**  
Extension

# INTRODUCTION

**4-H** members have been exhibiting projects since the corn and tomato projects at the turn of the 20th century. Preparing and selecting an exhibit reinforces life skills such as decision making, learning to learn, critical thinking, problem solving, self-motivation, self-responsibility, keeping records, and goal setting, to name a few.

This publication provides information for making sound choices for exhibiting the learning outcomes of a 4-H project or activity. Exhibiting within the 4-H program helps 4-H members grow in their abilities to think, to reason, and to make logical judgments. A well-presented exhibit will allow members to complete the experiential learning process used in 4-H (see page 10).

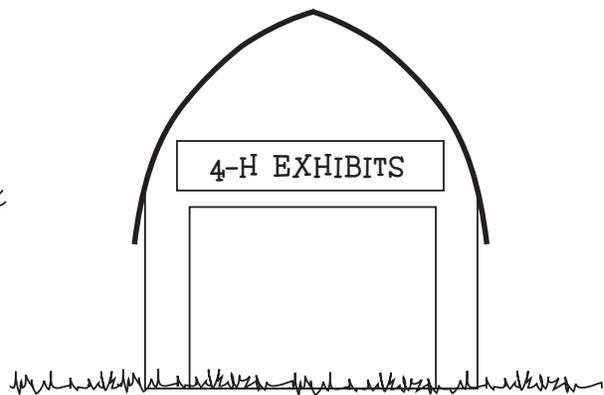
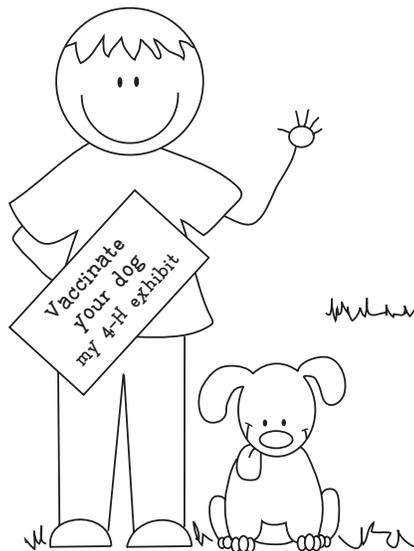


## Four steps in exhibiting

- 1 Focus on goals you set while completing the project
- 2 Decide how best to display what you learned
- 3 Record your thoughts, expenses, and results in your record book
- 4 Explain your exhibit to the judge or evaluator

## What is a 4-H exhibit?

Displayed item that illustrates a goal you reached or skill you mastered while completing a 4-H project. 4-H exhibits can be displayed at a county fair, school, business or restaurant, library, or show such as a dog or rabbit show.



# TYPES OF EXHIBITS

## Word-based exhibits

These are exhibits in which words are the primary element. Examples include accounts, observations, records, reports, and stories. The exhibit should have a clear beginning, middle, and end. It should include information about any instruments you used to gather or measure observations.

**Checklists and guidelines** provide descriptions of things that are needed to do something, such as ride a bicycle, bake a cake, or groom an animal. An inventory simply lists things within a given area.

**Exhibits that contrast or compare** show how two or more things are alike or different, such as breeds of dogs or cats.

**Diaries, journals, or logbooks** are records of your activities, observations, or thoughts and are kept on a regular basis over a period of time.

**Examinations, reports, and studies** are detailed accounts or summaries based on your investigation, explaining what you experienced.

**Histories or chronological records of events** are arranged in time order, starting with the oldest first. You should explain or comment on any major event in these histories.

### **General criteria and standards for judging word-based exhibits**

- The exhibit has a cover page, a clear beginning, middle, and end, and a list of information sources.
- The exhibit includes a statement of purpose or the goal you set for yourself. Judges in an interview evaluation will help you determine goal completion.
- Your exhibit is readable. Type or use neat and legible handwriting, with correct spelling and grammar.
- The exhibit is labeled with clear title, subtitles, introduction, and summary.
- The exhibit lists your sources of information such as your 4-H project leader, 4-H project manual, or a web site.



## Picture-based exhibits

These include all exhibits in which pictures are the main element. A “picture” is a visual representation or image that is painted, drawn, photographed, or otherwise rendered on a flat surface. Pictures are portrayals or reproductions that help explain, clarify, or show something such as an animal, machine, or product.

A picture can be created by hand or through another medium, such as a camera or computer. Some common picture-based exhibits are drawings, illustrations, and sketches. A sketch is a hasty or rough drawing made as a preliminary study, while the others are more finished.

This category can also include leaf prints, bark rubbings, and similar art.

**Cutouts** are pictures and articles that have been cut out of newspapers or magazines. Cutouts are often used in conjunction with other exhibits, such as reports or scrapbooks.

**Diagrams and schematics** show structure or process such as the layout of the electrical system of an automobile. These are useful for showing how things work and how things are connected.

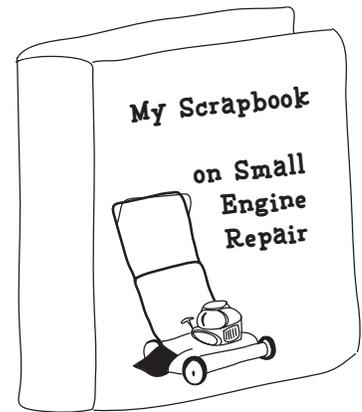
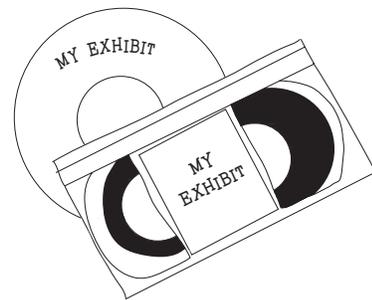
**Maps** represent or show areas or regions, such as a contour map of the watershed where you live.

**Photographs, videotapes, or CDs** are options for this type of exhibit.

**Scrapbooks** are bound books in which pictures or other mementos are mounted and preserved.

### **General criteria and standards for judging picture-based exhibits**

- The story told in pictures has a clear beginning, middle, and end arranged in logical order.
- The main exhibit title attracts your attention and tells what the exhibit is about.
- Lettering is neat and large enough to be seen.
- Captions, if used, say something extra and do not repeat what is obvious in the picture.
- Photographs, sketches, or videos have good composition.
- The background is simple and uncluttered and does not distract from the subject.
- The exhibit tells a story in which each picture has a central idea or a simple, clear theme. If you are using multiple pictures, the group tells a single story.
- The pictures show only the things that are necessary to tell the story.



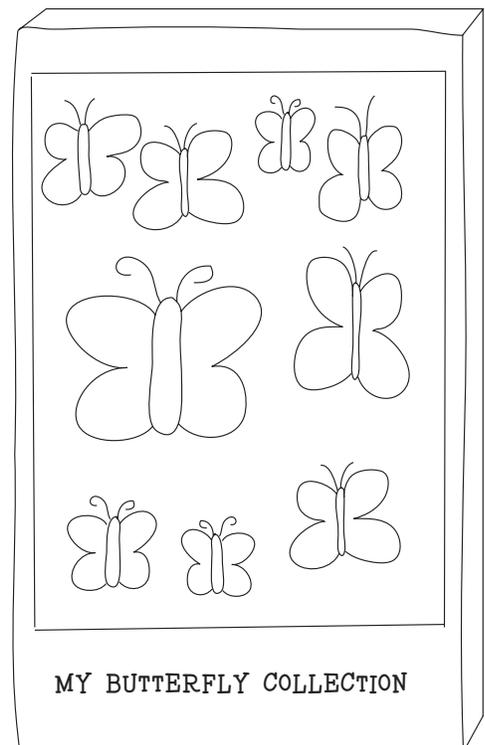
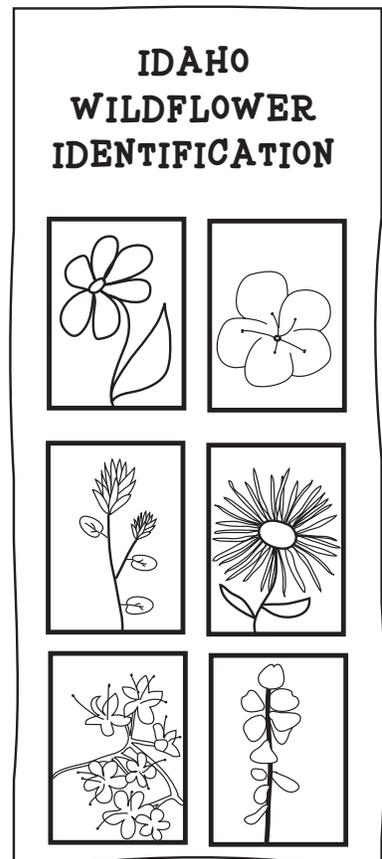
- Each picture shows satisfactory detail in areas important to the message.
- Each picture is in sharp focus, unless the subject is meant to show action.
- The subject is easy to see against its background.
- Each picture is free of faults, extraneous marks, smudges, stains, creases, irregular edges, or poor color balance.
- The entire exhibit is well designed, clean, simple, structurally sound, and pleasing to look at.
- Pictures are mounted and matted neatly according to the requirements of the fair or show. Pictures are mounted in a pleasing arrangement, making no distracting angles on the page or board.
- Layout is balanced on the board, with an adequate border.
- Pictures are arranged from left to right and top to bottom.

## Collections

These exhibits consist of identified specimens or samples, which can vary from fishing lures to dried plants to insects.

### **General criteria and standards for judging collections**

- Specimens or samples are correctly identified.
- Specimens such as insects, wildflowers, trees, fish, birds, etc., are labeled and properly mounted. Mounted specimens or samples follow the fair/show book for required mounting size or material.
- Collections are consistent throughout: all specimens or photographs or drawings, not a mixture.
- Presentation of the collection is neat, with no fingerprints, rubber cement spots, or pencil marks.
- Exhibit contents are simple, clear, logical, and easy to follow.
- Collections of natural science specimens do not include plants that are protected or any animal species that is endangered or threatened.

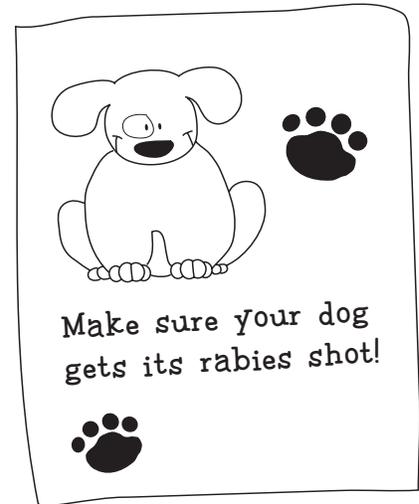


## Posters

Posters combine words and pictures to give people important information or convince them to take action.

### **General criteria and standards for judging posters**

- A neat, clean exhibit is placed on the size and color of poster board the fair/show requires.
- The poster board color does not detract from or overpower the words and pictures.
- A single, clearly expressed idea urges people to take some action.
- At least 50 percent of the poster has original work, not just cutouts or popular cartoon characters.
- No pencil marks, excess rubber cement, fingerprints, or dirt appear on the poster.
- Words are kept to a minimum and spelled correctly. Titles or words attract attention to what the exhibit is about.



## Construction projects

These three-dimensional exhibits use materials that vary with the class or lot entered.

**Cutaways** are objects that have been cut into so observers can see their contents. Cutaways of small engines, for example, expose their inner workings.

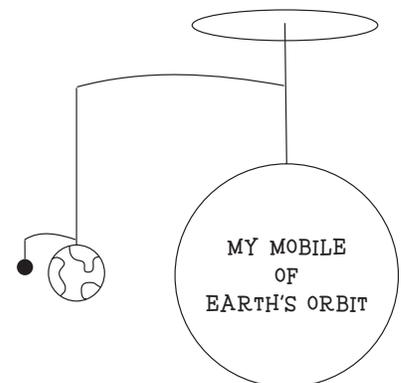
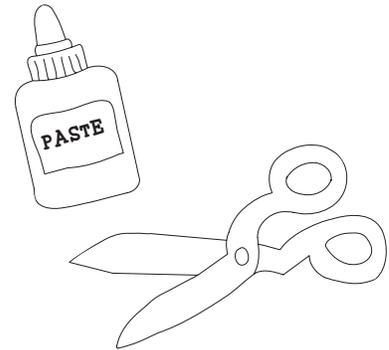
**Dioramas** are three-dimensional miniature scenes with painted model figures and backgrounds.

**Mobiles** are hanging sculptures with parts that move in air currents.

**Models and mockups** are objects that represent the actual object. These exhibits can be smaller than the object or the actual size.

### **General criteria and standard for judging construction projects**

- Quality of construction is appropriate for the exhibitor's age and development and in proportion to the amount of help he or she received.
- The item is made of appropriate materials, never of toxic or hazardous materials, and is durable.
- The project has a clear description of what it is and directions on how to use it. If the item is meant to work, it works when judges evaluate it.



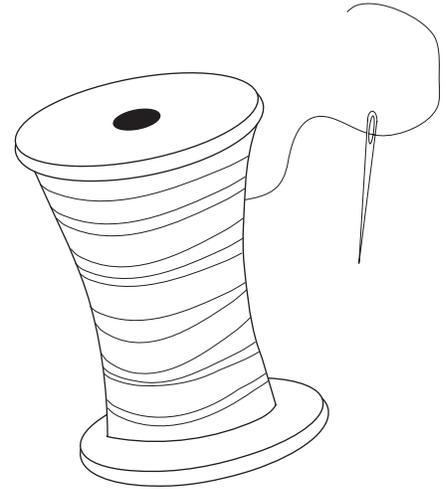
- The display has no unsafe items; sharp arrow points or fish-hooks are covered or protected.
- If the item is built for an animal species, it is appropriate to the species.

## Clothing projects

These displays are garments you constructed, anything from a hat to a fully tailored suit.

### General criteria and standards for judging clothing projects

- The clothing appears clean, pressed, and mended.
- Design, color, and fit are appropriate for the age and size of the person who will wear the garment.
- The design and weave of the fabric enhance a well-designed garment.
- The trim and fabric complement each other in style, texture, and care.
- The garment is suitable for the intended purpose.
- The materials used are appropriate.
- Interfacing is the correct weight and color to support the outer fabric.
- The color, type, and size of thread blend with the fabric.
- The type, color, and size of the fasteners are correct for their placement and use.
- All fabrics, interfacings, and trims require the same laundry procedures.
- Suits and coats have a well-tailored look.



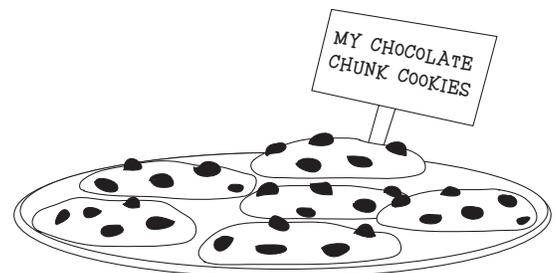
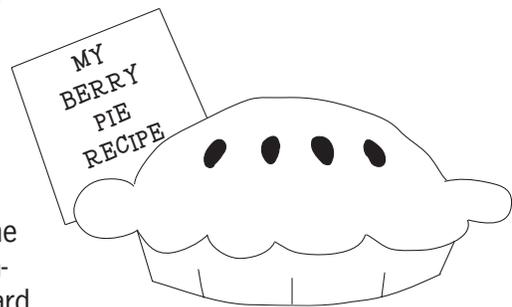
## Foods projects

These are actual food items that are exhibited and tasted by the judge. For fairs/shows without refrigeration select a non-perishable food. The selected food must not pose a food safety hazard if left at room temperature for several days.

Select a food item that you studied during the 4-H project. Including the recipe will help the judge determine why the food tastes or looks a certain way. The judge will cut or break open baked goods (biscuits, muffins, rolls, loaves of bread, and cookies) and check them for tenderness, texture, and taste. Cakes and pies will be cut in the center section.

### General criteria and standards for judging foods projects

These are found on scorecards that evaluate the food against a standard. Score cards are on the Idaho state 4-H web site, <http://www.4h.uidaho.edu/>. Look in the section Project Information.



## Action demonstrations

This kind of exhibit allows you to demonstrate a skill or method. This is a fun way to share what you have learned with others. The key is getting the audience involved in doing the action, not just showing them. You can give an action demonstration anywhere there are a lot of people, like a county fair or shopping mall.

Almost any topic can be presented this way. These questions can guide you when choosing a topic:

- Is it something I can demonstrate in 3 to 5 minutes?
- Is it something that would interest the general public?
- Is there some “hands-on” activity for the audience to do?
- Can the supplies for the activity be used over and over or will they have to be replaced every time? (If they have to be replaced, this will add to the cost.)

A demonstration should last about 3 to 5 minutes and be repeated over and over again with many different people. You have no prepared speech in an action demo; you hold a two-way conversation. Your goal is to involve the audience, and you can do this by having them

- Do what you are doing
- Answer questions
- Play a game
- Do a hands-on activity

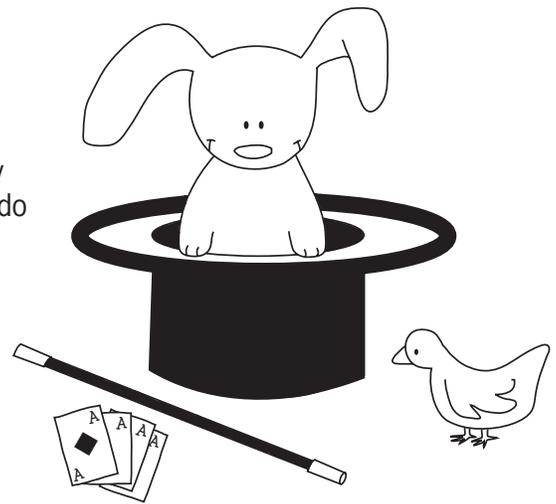
### **General criteria and standards for judging action demonstrations**

- Directions are clear and easy to follow.
- Others become involved in the demonstration.
- The demonstration takes a short time.

## ROLE OF PARENTS

Parents should support the 4-H member’s performance. Work closely with your child before exhibit time to ensure the exhibit comes from what your child learned during 4-H project activities.

Preparing the exhibit will help your child fully understand the final step of the experiential learning model (see page 10), applying knowledge. Do not write or do the project for your child.



# EXHIBITING ETIQUETTE

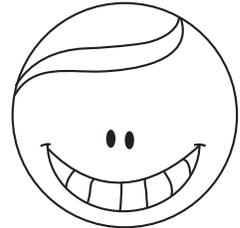
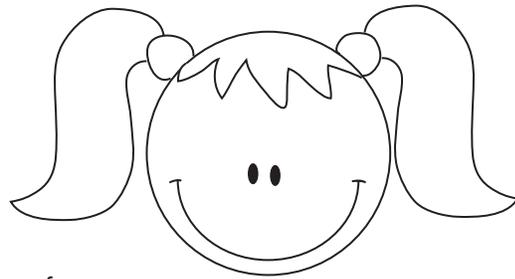
Personal appearance counts! Be certain that you have

- Clean hands
- Tidy hair
- Clean clothing

Interview judging allows the judge to meet with you. Dress for success and present yourself as you would for a job interview.

Good manners are good for you! There are lots of good reasons to use good manners:

- Practicing good manners puts other at ease.
- Good manners impress people, and they are more likely to treat you with respect.
- Good manners build self-esteem, and you are more likely to get what you want out of life.
- Good manners are attractive. Kids with the ability to say and do the right thing are more likely to have the friends and relationships they want.
- Good manners make you and others feel good. They help you create a world where people treat one another with care, respect, and compassion.
- Good manners do not cost anything. You can have the best for free.



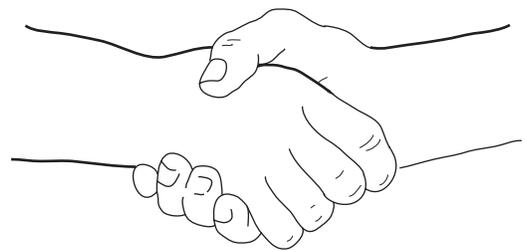
# SPORTSMANSHIP

*"Keep your head when you win and your heart when you lose."*

Sometimes leaders, members, or parents disagree with a judge's decision. It is important to try to be fair and reasonable in these instances. See if you can state reasons why you disagree. Keep in mind judging is not like scientific testing. Even experts disagree and standards change as research helps us get improved practices and products.

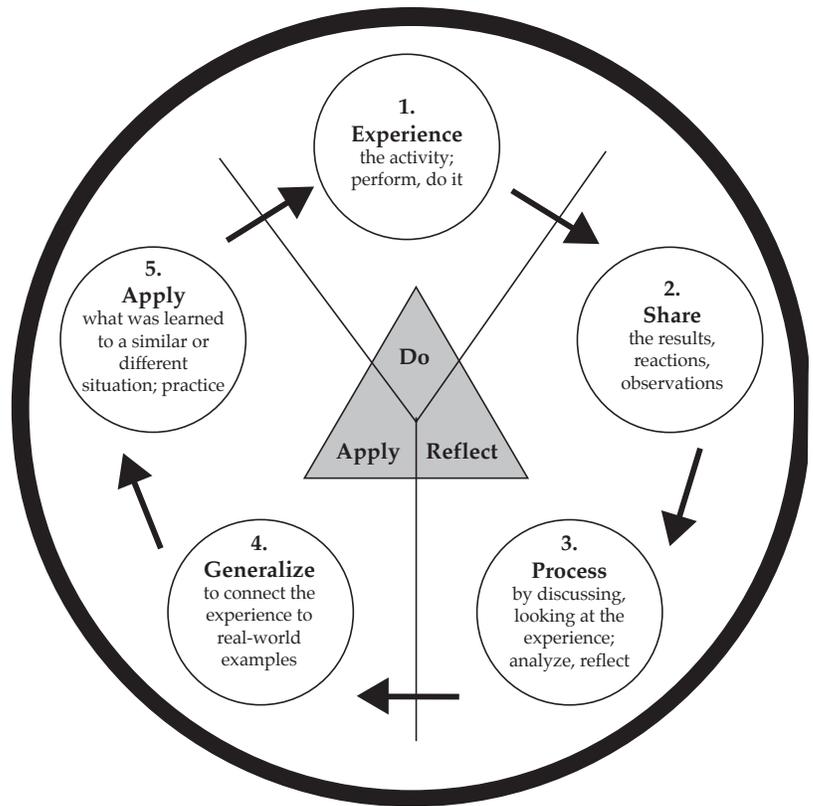
- Play fair.
- Respect others' rights to their opinions.
- Keep an open mind.
- Be willing to try again.

We have high standards for 4-H products and exhibits. As you take part in exhibiting your project, work for high standards in how you get along with others.



# EXPERIENTIAL LEARNING MODEL

The experiential learning model illustrates a process that allows youth to experience activities with minimal guidance from adults. Instead of being told “the answers,” youth are presented with a question, problem, situation, or activity that they must make sense of for themselves.



## FINAL THOUGHTS

### Exhibiting

is completing goals you set at the beginning of your project.

### Exhibiting

is selecting an exhibit type to best display what you learned in the 4-H project or activity.

### Exhibiting

is meeting deadlines and completing records.

### Exhibiting

“makes the best better” in striving for good manners and good sportsmanship in your personal conduct.

## EXHIBITING TERMS

**Entry form**—form provided by the event organizer that includes a description of items to be entered, entry dates, and release dates.

**American system of judging**—a method of judging that places each entry in rank order starting with first place.

**Modified Danish system of judging**—a method of judging that awards each exhibitor some type of premium or ribbon. In Idaho 4-H, exhibits are evaluated against a recognized standard.

**Interview or conference judging**—a method of judging in which a judge reviews the record; in some projects, the judge also reviews the exhibit and then talks to the participant about his or her experience with the project. The judge gains a better understanding of how much the member learned and offers suggestions for changes or improvements.

**Written comments**—the judges write comments for youth to use later to improve their performance for the next competition.

**Class sheets**—the list of participants that show organizers use to record ribbons or prizes received.

**Lot**—a listing found in most fair or show handbooks that includes the items that may be entered in the show.

**Display**—a three-dimensional object that is exhibited.

**Exhibit**—an item placed in public view; it can be two- or three-dimensional, a poster, or a picture.

**Premium**—cash paid by the fair for a ribbon award on an exhibit.

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