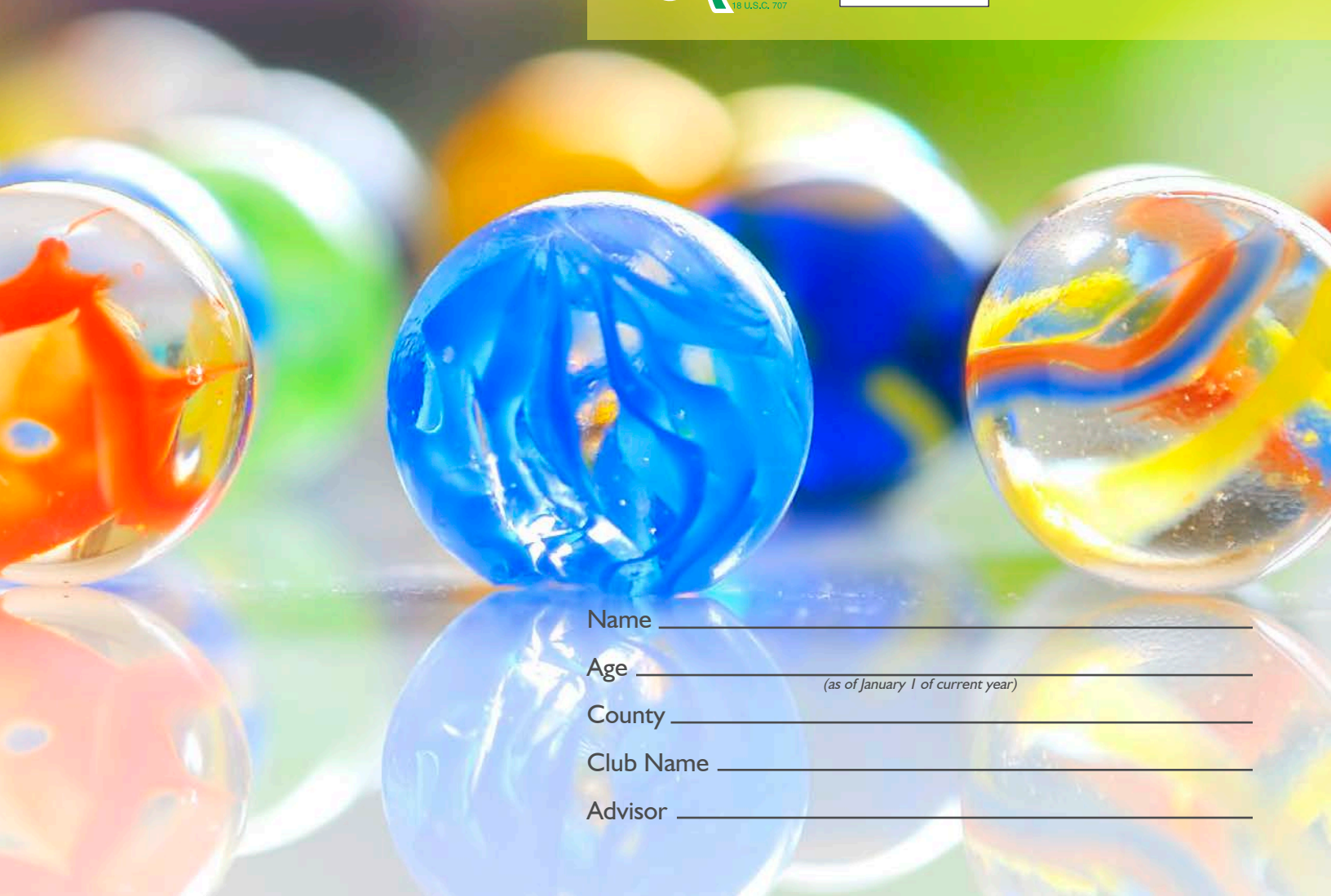


MY FAVORITE THINGS



Name _____

Age _____
(as of January 1 of current year)

County _____

Club Name _____

Advisor _____

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NOTE TO THE PROJECT HELPER

Congratulations!

A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

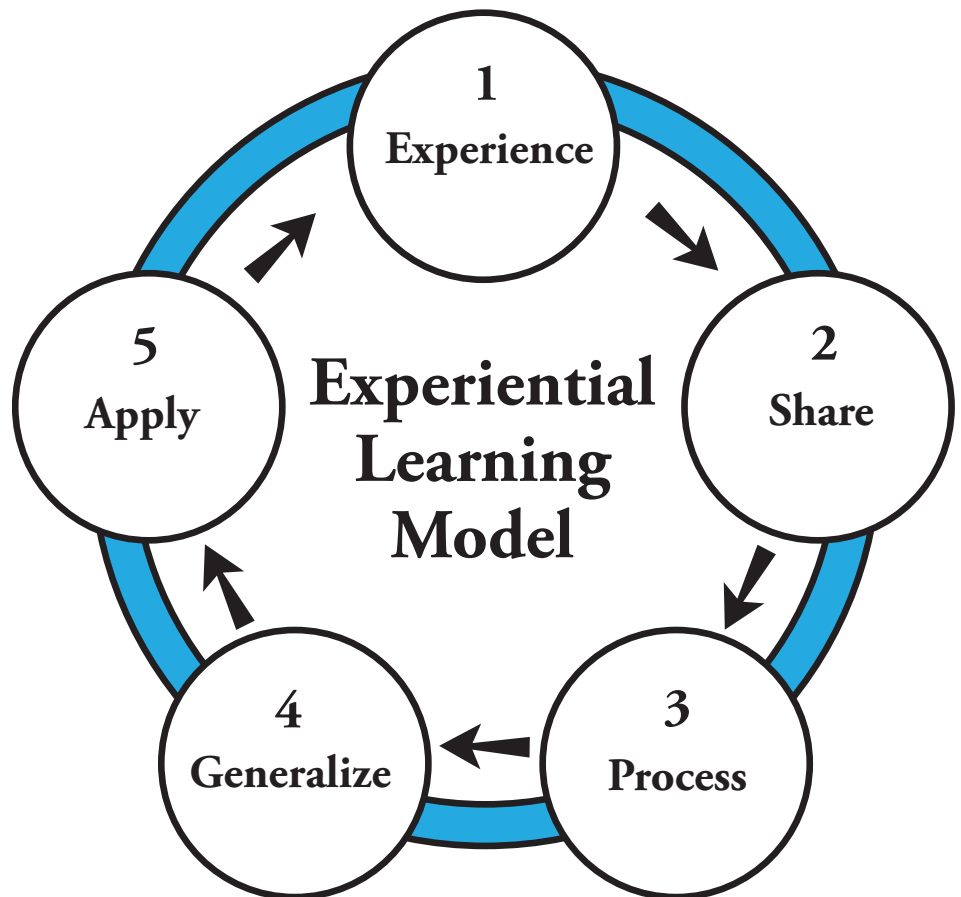
As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the art and science of collecting.

Your Role as Project Helper

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about collecting.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to (2) **share** what they did with their project helper, (3) **process** the experience through a series of questions that allow the learner to (4) **generalize** and (5) **apply** the new knowledge and skill.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"

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What You Can Do

- Review the learning outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning that is taking place. See the inside back cover for a summary of the learning outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is accomplished by reviewing the Member Project Guide.
- After each activity, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.

ACTIVITY 7: ARRANGING your COLLECTION
Project Area: Showcasing Your Collection

Arranging your items is just as important as choosing a pleasing display. The way you arrange your objects allows you to highlight certain items or characteristics. You can also position items to hide flaws. The arrangement style is a way to visually represent how you see your collection and what it means to you.

What to Do
Organize your items in three different ways. For example, three ways might be by alphabetical order, by object age, or by color. Use the space on the next page to sketch (use color if you organize your items by colors) or attach photographs of each organization style. Decide which style you like best and use that style to arrange your collection.

Did you know?
Cabinet of curiosities (also known as curio cabinets or wunderkammern (German for "cabinets of wonder") emerged in the 1500s and were used to display curios, objects that are unusual, rare, or of curiosity. These cabinets were usually kept in the living room with the purpose of showcasing the "curiosities" to friends and guests. Today they are considered the precursor to the modern day museum.

More Challenges
The concepts and principles of art and design are the building blocks of art. Knowing these can help you make aesthetically pleasing decisions as you arrange your collection. Choose three elements or principals of design—unity/harmony, balance, contrast, repetition, rhythm, movement, line, shape, color, value, texture, and space. Look up their definitions and use your collection to create a different arrangement for each one. Sketch or a picture of each arrangement and attach it to this page.

Background
Handling refers to any special care an item might need when it is being touched or moved. Some items are delicate and can be easily damaged and therefore require special handling. Keep this in mind as you set up and arrange your display. Here are some examples of special handling:

- Vintage posters and photographs can fade from overexposure to sunlight.
- Leaves and other natural collections become brittle with age and easily crumble or tear.
- Oils from your fingertips can damage books and significantly affect the value of coins.

Find out if your items require special attention or equipment when they are moved, touched, or displayed. Knowing whether or not you need gloves, UV glass, or other special tools to care for your collectibles ensures your collection is protected and will last.

LEARNING OUTCOMES
Project Skill: Organizing collectibles items in a display.
Life Skill: Planning, Creativity
Educational Standard: NG-MS.5.8.3: Choosing and exhibiting a range of subject matter, systems, and ideas.
Success Indicator: Organizes a collection in a unique way.

(attach or draw three organizational styles)

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MEMBER PROJECT GUIDE

Thank you for taking the *My Favorite Things* project! Collecting something—ANYthing—is a very human activity. You are about to learn how to start and design a collection, create a budget, use an inventory, and present your collection to others. Collecting is fun of course, and it can be rewarding too.

My Favorite Things is designed for 4-H members of all ages who are interested in creating personal collections. Among the topics in this book are types of collections, the ins and outs of the collecting process, and how to best display your collection. You may repeat this project as long as new skills and a new collection are developed each time.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

Project Guidelines

Step 1: Complete **all eight** activities and the Talking It Over pages.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.



ACTIVITY 1: WHAT IS A COLLECTION?



Project Area: Collect What You Love

Look around your room. What catches your eye? Do you see anything you have more than one of? That could be the start of a collection!

What to Do

Find a collection you like. It could be your own or belong to a friend or family member. Look in your home, online, in magazines, or in your town or neighborhood. Take a photo, make a sketch, or cut out an image of the collection and attach it in the space on the next page. In the space below, describe the collection and the reason you like it. If you repeat this project, use a different collection each time.

Name of collection: _____

Location: _____

Owner: _____

Why I like it: _____

LEARNING OUTCOMES

Project skill: Identifying and exploring different types of collections

Life skill: Processing information

Educational standard: NS-VA 5-8, 1: Understanding and applying media, techniques, and processes

Success indicator: Identifies a collection

More Challenges

Visit a museum or a **collectibles** convention with family or friends. Pay attention to the different ways items are organized. If you are allowed, take pictures of what you find.

Did you know?

Not all collections are made up of fine art. A museum in Georgia houses a collection of lunchboxes.

Suggested Resource

The Smithsonian Center for Education and Museum Studies has a website called Smithsonian Kids Collecting that features videos of “Reel People” talking about their collections. Check it out at www.smithsonianeducation.org/students/smithsonian_kids_collecting/main.html.



Background

Collecting involves finding, organizing, displaying, and caring for objects. A collector may be interested in a particular topic such as stamps, or a more specific version of a topic, such as stamps from a certain place or time.

The practice of collecting has existed since ancient times, and each collection tells us about the people and society that created it. For example, ancient Egyptians collected books from all around the world. The book collection became the Library of Alexandria, one of the most famous collections in history, and shows that Egyptians cared about words and education. Another example of an early group of collectors is the Medici family. Art used to be made only for the church, but the Medici family loved art so much that they paid artists for pieces to hang in the family home. They were some of the first art collectors. Most of today's famous museums were once wealthy peoples' private collections.



(draw or attach a picture in the space above)

ACTIVITY 2: LOOKING for THEMES

Project Area: Collect What You Love

Collections can be anywhere, not just on shelves or in display cases. Anything can become part of a collection. You can collect one kind of item, such as thimbles or leaves, or you can collect many different items based on a theme. For example, a person with a baseball themed collection might have ticket stubs, trading cards, signed baseballs, and other memorabilia.

What to Do

Make a mini collection. Gather three to five objects from around your house that have something in common. You can choose different types of the same item (such as shells), or you can choose items that share a common theme, such as beach glass, seashells, and postcards for making a beach collection. Draw the items you gathered or take a picture and attach it in the space on the next page. **Underneath the image, write about how the items are similar, how they are different, and why you think they make a collection.**

More Challenges

Memorabilia are objects that are connected with historical events, culture, or entertainment. The objects include a variety of items. Make a collection of memorabilia and share it with your club or your friends.

Did you know?

According to the *Guinness Book of World Records 2013: Gamer's Edition*, the biggest collection of video game memorabilia belongs to a Colorado man named Brett Martin. Brett's collection contains over 8,000 video game items!



LEARNING OUTCOMES

Project skill: Exploring, identifying, and selecting related objects

Life skill: Thinking critically

Educational standard: NS-VA 5-8, 2: Using knowledge of structures and functions

Success indicator: Creates a practice collection

Background

The relationships, or similarities and differences, between objects are at the heart of a collection. Sometimes the relationship may be that all collectibles are the same type of item. You can collect one item, like spoons or cups, and still have variety in your collection by focusing on characteristics such as size or design. For example, you can find old spoons, new spoons, soup spoons, iced-tea spoons, plain spoons, and fancy spoons. Each item is different, but each is part of the same category.

Other relationships can be caused by a theme. A collection with the theme “historic kitchen items” could include an apple corer, biscuit cutter, and cast iron pan. All of the items were used in kitchens in the past. Even though the items are different, they are joined by their age and use.

Not every collection has an obvious theme. A collection could consist of items connected by source, such as all being made by the same company. These types of collections can be interesting because they create strange and sometimes surprising relationships between items.



(draw or attach a picture in the space above)

Summary of Learning Outcomes

Activity 6

Activity	Project Skill	Life Skill	Educational Standard*	Success Indicator
Collect What You Love				
1. What Is a Collection?	Identifying and exploring different types of collections	Processing information	NS-VA 5-8, 1: Understanding and applying media, techniques, and processes	Identifies a collection
2. Looking for Themes	Exploring, identifying, and selecting related objects	Thinking critically	NS-VA 5-8, 2: Using knowledge of structures and functions	Creates a practice collection
3. Getting Started	Researching and planning for your collection	Making decisions	NS-VA 5-8, 3: Choosing and evaluating a range of subject matter, symbols, and ideas	Selects an item to collect
Collection Records				
4. How Much Can I Spend?	Researching and planning for your collection	Managing resources	NS-VA 5-8, 3: Choosing and evaluating a range of subject matter, symbols, and ideas	Creates and sticks to a budget
5. Keeping Track	Keeping an inventory	Being responsible	NS-VA 5-8, 6: Making connections between visual arts and other disciplines	Maintains and updates an accurate inventory that accounts for all collected items
Showcasing Your Collection				
6. Housing Your Collection	Planning a collection display	Planning and organizing	NS-VA 5-8, 2: Using Knowledge of Structures and Functions	Chooses a display and demonstrates understanding of the multiple ways to house a collection by completing the chart
7. Arranging Your Collection	Organizing collection items in a display	Practicing creativity	NS-VA 5-8, 3: Choosing and evaluating a range of subject matter, symbols, and ideas	Organizes a collection in multiple ways
8. Presenting Your Work	Presenting information to a group	Communication	NS-VA 5-8, 2: Using knowledge of structures and functions	Creates a presentation and shares it with others

* The visual arts standards cited here are part of the *National Standards for Art Education* developed by the Consortium of National Arts Education Associations. They are available in their entirety at www.educationworld.com.