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.

Experiential Learning Model

1 Experience

2 Share

3 Process

4 Generalize

5 Apply

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.
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: __________________________________________________
________________________________________________________________
________________________________________________________________

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.

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
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.
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.
### Summary of Learning Outcomes

#### Activity 6

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<td>Processing information</td>
<td>NS-VA 5-8, 1: Understanding and applying media, techniques, and processes</td>
<td>Identifies a collection</td>
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<td>Exploring, identifying, and selecting related objects</td>
<td>Thinking critically</td>
<td>NS-VA 5-8, 2: Using knowledge of structures and functions</td>
<td>Creates a practice collection</td>
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<td>Being responsible</td>
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<td>Maintains and updates an accurate inventory that accounts for all collected items</td>
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<td>Planning a collection display</td>
<td>Planning and organizing</td>
<td>NS-VA 5-8, 2: Using Knowledge of Structures and Functions</td>
<td>Chooses a display and demonstrates understanding of the multiple ways to house a collection by completing the chart</td>
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<td>Organizes a collection in multiple ways</td>
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<td>Creates a presentation and shares it with others</td>
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* 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](http://www.educationworld.com).