



4-H Youth Development

**Share a talent . . .
Show off a skill . . .
Do a working exhibit.**

If you have a talent, share it with others. If you know a subject well, tell others about it. If you have a skill, teach it to others. A 4-H working exhibit gives you a chance to present a topic informally.

Your working exhibit should be a “teaching” or “showing” presentation. If it is limited to “talking” and does not involve the listener in any other way, the talk would better fit the Educational Presentation section.

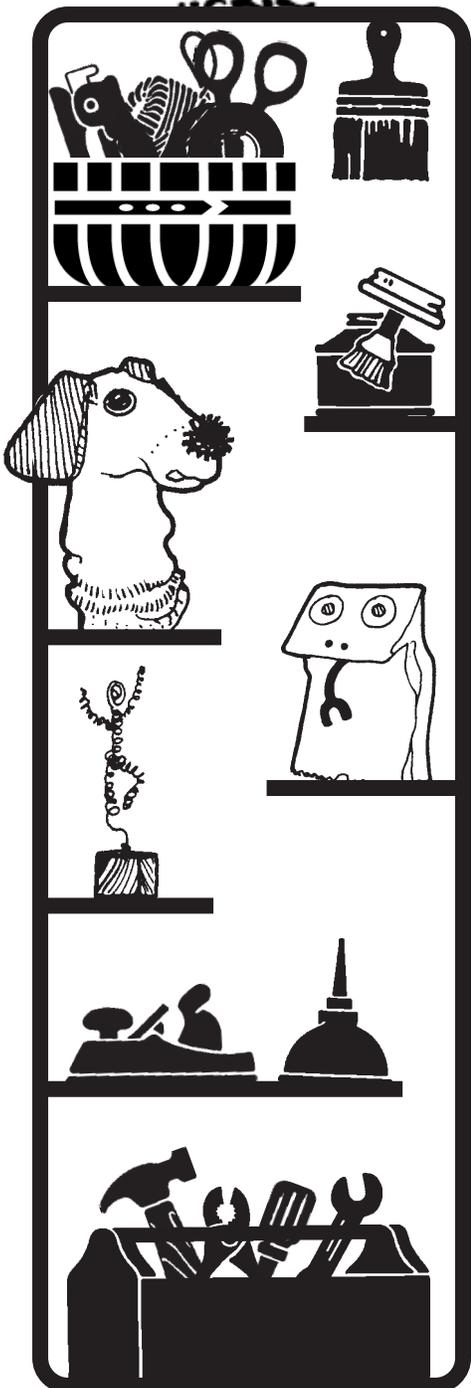
Here are some topics that adapt well to working exhibits.

- Art—origami, potato prints, seed mosaics
- Cake decorating
- Dog grooming
- Puppet making
- Small engine repair
- Woodcarving

Choose a topic that interests you. That way you’ll enjoy sharing your knowledge about it and you’ll be more able to answer questions.

Choose a topic that has steps or procedures. You will want steps that can be easily shown and broken down.

Make these steps and/or procedures in some way involve the audience. Visitors to your exhibit like to make something, learn a new skill, taste or smell something, or pick up some literature or information to take home.



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Be prepared to stop during your teaching of steps. People might want you to repeat a step, ask questions, or ask for extra help with a new or different procedure.

Be prepared to have people stay awhile, then walk away. Your visitors are not a captive audience. They may decide they don't want to learn about your topic or they may have limited time. Don't feel hurt or become discouraged. Proceed with whomever is present at your exhibit.

Use ways to draw people into a conversation so that they stop at your exhibit. Sometimes just being friendly will draw people to you. Other times people will need a little encouragement. You might say, "Would you like to try to _____?" "How about learning _____?" "Would you like to try a sample of _____?" "Would you be interested in saving money, energy, or time by doing _____?"

Explain your topic briefly when visitors stop. Encourage questions from people; that way you are involving your audience. Using the senses of smell, taste, and touch is a good way to get people involved.



Continue working on the exhibit activity, even when no one is at your table. People will notice that you like the activity; your enthusiasm and their curiosity will draw them in. Leaving your exhibit or stopping work are not ways to attract visitors.

Comparison shop for materials. Knowing the market enables you to answer questions about prices and availability. Keep the price of items in mind when picking a topic.

Practice presenting your working exhibit. Present to your club, family, or school classmates. Let them proceed through the steps with you. You may use some notes if you need them.



Setting up the exhibit

Plan to set up your exhibit in a small area. Typical arrangements include a table in front and a divider/screen behind. Ask about arrangements in advance.

Make the area attractive. Consider props, posters, and examples of your work. Use color – it not only attracts, but provides order (e.g., first the red, next the blue, then the green).

Consider safety. Some working exhibits have visitors from pre-school through adults. If you have pre-schoolers in the audience, you will need to have tools they can handle and activities they can do.

Arrange your materials to follow the steps or stages of the process or activity. Set up the exhibit in parts or stages. You might want to display a completed product separately, so visitors get an overall picture of what your exhibit is all about.

Make up samples to show. Samples work especially well if you are demonstrating a basic item that can have a variety of



examples. Foods, stationery, latch hooking, electricity, fishing lures, art ideas lend themselves to several examples.

Benefits for you

By teaching others you also learn. You will discover what it takes to share knowledge.

You also will:

- learn how to get people involved
- gain self confidence
- know the satisfaction that comes from doing your best
- have fun



Evaluate your working exhibit

Here's an evaluation checklist to use after working your exhibit.

	Yes	No
1. Was your exhibit attractive?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was your exhibit safe?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did many people stop at your exhibit?	<input type="checkbox"/>	<input type="checkbox"/>
4. Were you enthusiastic about your topic?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you involve the audience?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did you keep your visitors' attention?	<input type="checkbox"/>	<input type="checkbox"/>
7. Did you speak loudly enough for everyone to hear?	<input type="checkbox"/>	<input type="checkbox"/>
8. Did you present your topic logically?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did you have fun?	<input type="checkbox"/>	<input type="checkbox"/>

For each no, ask yourself WHY.

Prepared by Mitch Hoyer, 4-H and youth development specialist, and Carol Ouverson, communication specialist, Iowa State University Extension, Ames, Iowa 50011.

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