



4-H Shooting Sports Exhibit Preparation Guidelines Leaders and Members Guide

Oklahoma Cooperative Extension Service – Division of Agricultural Sciences and Natural Resources

The value of any exhibit is in the educational experience of preparing for and making the exhibit. Members should be encouraged to understand what and why they are doing not just “how to put it together” for the fair. The underlying purpose of each exhibit is to present an opportunity for the member to be challenged to learn something new in order to prepare the exhibit.

4-H members enrolled in Shooting Sports projects have many options for fair exhibits in the discipline in which they are enrolled. There are two separate age divisions. Juniors: ages 9-13; and Seniors: ages 14-18. This publication is intended to outline some of the methods which may be used to prepare the pre-determined classes.

These guidelines should not be seen as the only way to prepare specific exhibits. With the exception of overall size limitations, members are encouraged to use their imagination and creativity. Individual members may come up with new and better ways to prepare some exhibits. However, size limitations must be followed to accommodate the display of exhibits at the fairs. If members choose to complete projects which do not fit the guidelines or classes as outlined, they may want to prepare their exhibit for a 4-H project workshop or working display; school science fair; or another community event rather than for a competitive exhibit at a fair.

Judging Standards

Standards will naturally vary from one judge to another, but all exhibits should be judged on the basis of the quality of workmanship and the amount of effort put forth by the member. In some cases originality and creativity may be determining factors while in other cases accuracy of information may be the key factor. Some of the criteria that will be applied to all exhibits include: neatness, quality of construction, attention to details, appropriateness for classes entered, and whether or not the exhibit is within the size guidelines. Other criteria may be applied to specific classes as outlined in project literature or class guidelines.

General Guidelines

All exhibits should be prepared as a result of 4-H project experiences related to the Shooting Sports project.

All 4-H exhibits should be the original work of the 4-H member. When information is taken from books, publications, magazines, or from the internet it should be expressed in the 4-H members own words. The 4-H member must reference the source of the information by using an

asterisk (*) or a number (if more than one) and name the actual source at the end or bottom of paper, poster or educational display following an asterisk or corresponding number in text.

No copyrighted or trademark protected written or visual material (pictures, photos, drawings, illustrations, etc.) should be used from books, magazines, publications or from the internet without permission from the original creator. If 4-H'er applies for and is granted permission to use a copyrighted or trademark protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk (*) or number. If an item (picture, photo drawing, illustration, etc.) that is not protected is used, its source must be cited and referenced by using an asterisk (*) or number and the source information placed at the end or bottom of paper, poster, or educational display, following an asterisk or corresponding number.

Because of the number of classes now offered in the 4-H Shooting Sports area, specific requirements for each class will not be given in this guide. Several categories of classes such as posters, notebooks, collections, etc. will be covered in groups. Only those classes with special considerations will be covered individually.

For specific details about the numbers of items in collections; sizes of displays; and other specifics, please refer to the current year's state fair catalog. Changes for the next year are usually available by January of the calendar year prior to the fall fairs.

Posters

All posters should be 14"x 22". Poster classes should be displayed on poster board, or card stock weight material. Please do not use foam board, mat board, plywood, or masonite for the poster classes. Poster board may be of any color that suits the design of the display. Posters are intended to be one dimensional, and should be designed to be mounted or hung on the wall for display. Text of posters should be readable from at least 10 feet away. For display purposes, exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Posters must be permanently signed and dated on the back. If not marked the judging committee may mark or punch. Posters may be horizontal or vertical.

Educational Displays

If the display is three dimensional, it should be mounted on a freestanding display board not to exceed 36" x 36" (width x depth) when the sides are extended. Commercially available "Science Fair Presentation Boards" are recommended. Keeping within the size limitation is one of the factors that members need to consider when designing their project activities. This is similar to the time limits put on speeches, as it is just one more factor that must be taken into consideration as members develop their exhibits.

Notebooks, Reports, Collections

Several different types of exhibits are displayed in notebook form. Some of these include the collections of wildflower cards, wildlife food and cover cards, animal observation reports, and collections of pictures or drawings.

Notebooks may be hard or soft cover three ring binders, clasp folders, record type covers, or other binders suitable for 8 ½ x 11 papers. When a ring binder is used for multiple copies, the

binder should be large enough to hold all the cards without difficulty in turning the pages or reviewing materials.

Reports should be neatly written or typed on 8 ½ x 11 pages. Typed materials are easier to read if they are double spaced. If field or observation reports are made it might be appropriate to include both the field/scratch copy and the typed or handwritten final copy if redone. Reports should be clearly labeled with the members name, project, age, and class title. Reports on field trips or other activities should include such information as: why the trip was taken, how it related to the project, what was seen, what was learned, interesting or unusual facts, and pictures or news clippings about the trip.

Scrapbooks may be developed in several different ways. The intent is for members to learn about the shooting sports discipline they are including in their collection. The actual collections may be pictures clipped or taken, or drawings made by the member from books, encyclopedias, etc. The main value of the collection is in what the member learns, not in the quality of the picture or drawing. Scrapbook collections should include information about each species that is included.

Collections

When putting together a collection, members should be encouraged to collect only what they need to complete the collection.

Additional Project Ideas:

Fletch and arrow, make a quiver, make a finger tab or arm guard, make a target, construct a quiz board, make a ground quiver with a bow support, compare trajectories of several bows with equal draw weights but different designs, carve a decoy, tan a hide, make a gun rest, develop a board game on identification of firearm parts or functions, make a rifle sling, make a target stand, make a bench rest, make a shooting stick, illustrate how sight adjustments are made, make a gun sleeve, make a shell box with a lid and lock, make a choke tube pouch.

Specific Class Considerations

No live ammunition, actual firearms or parts of firearm that could be reassembled should be included. Any manufactured part of a sporting arm may not be displayed. An explanation must be attached to or included on each exhibit describing the subject and what is being illustrated.

4-H Shooting Sports Paintball gun Policy

The purpose of the 4-H Shooting Sports Program is to promote youth development through the safe and responsible use of Archery equipment and firearms. Pointing any type of firearm including air guns, laser guns or laser sighting devices at any person or any humanoid or tombstone target is inappropriate and dangerous. Therefore the National 4-H Shooting Sports Committee and the Oklahoma State University 4-H Shooting Sports Committee are unequivocally opposed to such use in the 4-H program. **No exhibits that include paintball as a topic will be allowed.**

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Adapted from 4-H Wildlife Project Exhibit Preparation Guidelines Leaders/Members Guide, Lit No. 720.

USEFUL REFERENCES FOR SHOOTING SPORTS PROJECTS

Check with your Shooting Sports leader for possible project ideas.

4-H Shooting Sports Education Project. 4-H Lit. No. 696

Bidwell, T. G., R. E. Masters, and M. Sams. Bobwhite quail habitat evaluation and management guide. E-904. Oklahoma Cooperative Extension Service.
<http://pods.dasnr.okstate.edu/docushare/dsweb/View/Collection-12>.

Bidwell, T. G., R. E. Masters, and R. J. Tyrl. A checklist of prairie, shrubland, and forest understory plants of Oklahoma. F-2872. Oklahoma Cooperative Extension Service.
<http://pods.dasnr.okstate.edu/docushare/dsweb/View/Collection-12>.

Crawford, H. S., Kucera C. L., and Ehrenreich J. H. 1969. Ozark Range and Wildlife Plants. U. S. Department of Agriculture Forest Service Agricultural Handbook No. 356. Washington D. C.

Little, E. L., Jr. 1981. Forest Trees of Oklahoma. Publication No. 1, Revised Ed. No. 12, Oklahoma City, Oklahoma, USA.

Masters, R. E., T. G. Bidwell, and M. G. Shaw. White-tailed deer evaluation and management guide. E-979. Oklahoma Cooperative Extension Service.
<http://pods.dasnr.okstate.edu/docushare/dsweb/View/Collection-12>.

McCoy, D. 1987. Oklahoma Wildflowers. Doyle McCoy, Oklahoma City, Oklahoma, USA.

Oklahoma 4-H Shooting Sports. Lit. No. 697. Oklahoma Cooperative Extension Service,
<http://oklahoma4h.okstate.edu/events/shoot.htm>

Petrides, G. A. 1972. A Field Guide to Trees and Shrubs. Second Edition. Houghton Mifflin Co., Boston, Massachusetts, USA.

Tyrl, R. J., T. G. Bidwell, and R. E. Masters. 2002. Field Guide to Oklahoma Plants: commonly encountered prairie, shrubland, and forest species. Oklahoma State University, Department of Plant and Soil Sciences, Stillwater, Oklahoma, USA.