

4-H Citizenship Proficiency Program A Members Guide

Overview

Citizenship is an interesting 4-H Project. Through this project, you become aware of your relationship to others – family, peers, state, nation and the world. You acquire life skills that are essential for any individual to become an active, responsible citizen. Through the Citizenship project, you have the opportunity to demonstrate social responsibility, and learn to respect and respond to the needs, rights, and responsibilities of others. As you progress from level to level in the proficiencies, you gain insight into the principles, process and structures of democracy. You learn how issues affect the people of the world, affect us as a nation, and how you, the individual, can become involved in addressing those issues.

You can get more information on the many areas of citizenship from your 4-H office, from groups that deal with legislative action, such as League of Women Voters and political party offices, as well as from your legislators on the city, county, state or national level. You can take field trips to see government in action from the local school board to a 4-H Citizenship Focus trip. Local service clubs and social advocacy groups can give you ideas for community service projects. Your school teachers and local library can help you find many magazines and books written about citizenship.

The Citizenship Proficiency program helps you learn what you need to know to become a citizen of the world. There are five levels you may participate in – or you may choose to complete only one or two. The first level is “Explorer” in which you begin to learn about many different aspects of citizenship. In the second level, “Producer”, you practice learning about your community and your local government. In the “Consumer” level (third) you become more involved in social responsibility and your community. The fourth level, “Leader”, allows you to show your own leadership potential. The last level, “Researcher”, gives you the opportunity to carry out a demonstration or experiment on some aspect of citizenship, and to prepare a paper on a fascinating subject area of citizenship.

As you work through your citizenship project, have your leader initial and date each skill item in a proficiency leave when you have completed it. When you have finished all items in a proficiency level, have your leader sign the Certificate of Achievement and order a medal for you from the 4-H office. Congratulations – you have learned a great deal!

Colusa County 4-H Youth Development Program
Citizenship Level 1

Name _____

Level 1, Explorer

Guidelines for Project Proficiency Award – Citizenship

- _____ 1. Explain these terms: citizenship, neighborhood, democracy, community, responsibility.
- _____ 2. Describe one organized activity that you participated in that shows you care about your community.
- _____ 3. Give examples of rules or laws that relate to safety in each of the following areas: your home, your school, and your neighborhood/community.
- _____ 4. Tell 10 different ways that you show courtesy to your neighbors or people in your community.
- _____ 5. What is meant by good citizenship or being a good citizen?
- _____ 6. Demonstrate the proper way to make a motion and address the chairperson/president.
- _____ 7. Recite the 4-H pledge for your leader and lead your group in the pledge.
- _____ 8. Make a collage of traditions or holidays of a different culture and share it with your group.
- _____ 9. Make lists of things you like to do and things your friends like to do and tell your leader how these compare.
- _____ 10. Create a family tree of at least 3 generations and display it at your project or club meeting.
- _____ 11. Participate in at least 2 community service activities and describe to your leader what materials and/or equipment were needed to complete the activities.
- _____ 12. Name 5 basic items needed to conduct a meeting using parliamentary procedure.

Colusa County 4-H Youth Development Program
Citizenship Level 2

Name _____

Level 2, Producer

Guidelines for Project Proficiency Award – Citizenship

- _____ 1. Participate on a committee in your group, club or county and make a committee report to your leader and/or group.
- _____ 2. List at least 10 safety hazards you found in your home and/or community and describe how to change or eliminate them.
- _____ 3. Pick a different culture or ethnic group, explore its uniqueness and present on activity (custom, food, clothing, dance, music, art, government, etc.) to your group.
- _____ 4. Demonstrate how to properly fold the U.S. flag.
- _____ 5. Demonstrate how to properly display the U.S. and 4-H flags.
- _____ 6. Explain the meaning of the four components of the 4-H pledge.
- _____ 7. Conduct a home energy conservation survey on at least 2 houses; compare and contrast your findings and report them to your leader.
- _____ 8. Identify two services provided in each of the following areas of government responsibility: public safety, health, utilities, education, welfare, service, planning and zoning, financing and report them to your leader and/or group.
- _____ 9. Identify who your current legislators are in the county, state, and national levels.
- _____ 10. Visit a government board meeting such as school board, city council, community services (water, sewage, garbage, fire, police, etc.), neighborhood crime prevention, or other group and identify the major issues discussed.

Colusa County 4-H Youth Development Program
Citizenship Level 3

Name _____

Level 3, Consumer

Guidelines for Project Proficiency Award – Citizenship

- _____ 1. Look at and/or study your community and identify at least 3 things that please you and 3 things that displease you.
- _____ 2. Research ways to correct one of the things that displeased you (in #1). Plan and carry out one of the ways.
- _____ 3. Name and describe the functions of at least 2 organized groups in your community who's primary concern is safety.
- _____ 4. Invite a person to your group to speak on parliamentary procedure.
- _____ 5. Visit a community organization/group that deals with social responsibility issues (such as animal rights, environmental concerns, civil rights, etc.) and report on what you learned.
- _____ 6. Identify an issue under consideration by a local or state government body which is of interest to your group. Discuss the issue and debate it informally. Take a poll/vote of the group following the discussion.
- _____ 7. Identify 10 barriers that can arise between groups in your community due to culture, language, or other diversity, and participate in a group discussion on how to minimize these.
- _____ 8. Identify five uses each that people make of trees, plants and flowers.
- _____ 9. Find 3 examples of animals that contribute and 3 that are detrimental to the economy of our community. Explain your choices.
- _____ 10. Interview a family member regarding at least one grandparent, to explore his/her career or how they made a living.

Colusa County 4-H Youth Development Program
Citizenship Level 4

Name _____

Level 4, Leader

Guidelines for Project Proficiency Award – Citizenship

- _____ 1. Complete one year as Junior or Teen Leader in this project.
- _____ 2. Explain what is meant by social responsibility. Give one example each for socially responsible behavior as it relates to family, friends, school, and local community.
- _____ 3. Prepare an agenda for a meeting. Conduct a real or mock meeting using the agenda following parliamentary procedure.
- _____ 4. Invite a guest speaker, like a builder, farmer, hunter, fisherman, etc., to discuss how his/her trade has changed over the past 20 years, and what some predictions for the future might be, and why and discuss how these changes are related to natural resources and conservation.
- _____ 5. Find an eyesore in your community. Organize, and implement a plan to improve it. Keep a record of the steps and progress made; analyze success and problems, and report your findings.
- _____ 6. Organize younger members in planning and completing a community service activity including preparing a budget and tracking expenses.
- _____ 7. Prepare teaching materials for use at project meetings.
- _____ 8. Speak on a project-based subject to an organization other than 4-H.
- _____ 9. Offer your services to assist at a community event related to government.
- _____ 10. Assist younger members in learning the 4-H pledge and how to fold and display the American flag.

Colusa County 4-H Youth Development Program
Citizenship Level 5

Name _____

Level 5, Researcher

Guidelines for Project Proficiency Award – Citizenship

- _____ 1. Carry through and report on the results of a demonstration comparing measurable differences in some aspect of citizenship (experiment).

- _____ 2. Prepare a paper of 300 words or more on one of the following subjects. Orally summarize report at project meeting or other educational event.
 - Health and welfare entitlement
 - Separation of church and state
 - Ethical issues in 4-H
 - Death penalty
 - Who are the taxpayers?
 - Computers and privacy issues
 - Importance of heritage or cultural diversity
 - Jobs versus nature
 - Resource allocation and/or use
 - The merit of incentives and recognition
 - Accountability of public education
 - Changing of leisure time/recreation
 - Generational differences of opinion
 - Other