

# 4-H Citizenship Proficiency Program A Member's Guide

## OVERVIEW

The 4-H Citizenship Proficiency program is an interesting 4-H project. Through this project you become aware of your relationship to other – 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 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 legislatures on the city, county, state and 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 in the Project Proficiency Program. You may choose how many levels you wish to complete:

- ◆ Level I – “Explorer”, you begin to learn about many aspects of citizenship.
- ◆ Level II – “Producer”, you practice learning about your community and your local government.
- ◆ Level III – “Consumer”, you become more involved in social responsibility and your community.
- ◆ Level IV – “Leader”, allows you to show your own leadership potential.
- ◆ Level V – “Researcher”, you carry out a demonstration or experiment on some aspect of citizenship, and prepare a paper or portfolio.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement.

# CITIZENSHIP

## Level I - Explorer

Date  
Completed

1. Explain the following terms:
  - Citizenship
  - Neighborhood
  - Responsibility
  - Democracy
  - Community
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                      Your neighborhood
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.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CITIZENSHIP**  
**Level II - Producer**

Date  
Completed

- \_\_\_\_\_ 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                      • Utilities                      • Welfare
  - Health                                • Education                    • Service
  - Planning & zoning                • financing
- \_\_\_\_\_ 9. Identify who your current legislators are in the county, state, and national levels.
- \_\_\_\_\_ 10. Visit a government board meeting such as a school board, city council, community services (water, sewage, garbage, fire, police, etc.), neighborhood crime prevention, or other group and identify the major issues discussed.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CITIZENSHIP**  
**Level III - Consumer**

Date  
Completed

- \_\_\_\_\_ 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 whose 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 why people: make trees, plants and flowers
- \_\_\_\_\_ 9. Find 3 examples of animals that contribute and 3 that are detrimental to the economy of your 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.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CITIZENSHIP**  
**Level IV - Leader**

Date  
Completed

- \_\_\_\_\_ 1. Serve as Junior or Teen leader in this project for one year.
- \_\_\_\_\_ 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 a project meeting.
- \_\_\_\_\_ 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.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CITIZENSHIP

## Level V - Researcher

Date  
Completed

- \_\_\_\_\_ 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 a project meeting or other educational event.
- Health and welfare reform
  - Separation of church and state
  - Ethical issues in 4-H
  - Death penalty
  - Who are 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

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Certificate of Achievement

*This certifies that*

---

*has completed the Citizenship Proficiency*

*in Tehama County.*

*Explorer*

*Producer*

*Consumer*

*Leader*

*Researcher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Initials*

\_\_\_\_\_  
*Initials*

\_\_\_\_\_  
*Initials*

\_\_\_\_\_  
*Initials*

\_\_\_\_\_  
*Initials*

