

4-H

Citizenship Proficiency Program

A Member's Guide

OVERVIEW

The **4-H Citizenship Proficiency program** helps you learn what you need to know to become a citizen of the world. Acquire life skills that are essential for any individual to become an active, responsible citizen. Through the Citizenship project, you will learn to demonstrate social responsibility, and to respect and respond to the needs, rights and responsibilities of others. As you progress from level to level in the proficiencies you will gain insight into the principles, process and structure 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.

There are many resources to help you learn more about your project:

- ◆ You can get information on citizenship from your 4-H office, or groups that deal with legislative action, such as League of Women Voters and potential party offices, as well as from legislators at 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 groups can give you ideas for community service projects. Your schoolteachers and local library can help you find many magazines and books written about citizenship.

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 different aspects of citizenship.
- **Level II – “Producer”**, you learn more about your community and local government.
- **Level III – “Consumer”**, you become 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 citizenship proficiency program, have your leader initial and date each skill item 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.

Citizenship Proficiency

Level I - Explorer

Date _____
Completed _____

- _____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 4H 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 two community service activities and describe to your leader what materials and/or equipment were needed to complete the activities.
- _____12. Name five basic items needed to conduct a meeting using parliamentary procedure.

Member's Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

KEEP IN YOUR RECORD BOOK WITH YOUR PROJECT RECORDS.

Citizenship Proficiency 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 one 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 two houses; compare and contrast your findings.
- _____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 at the county, state and national levels.
- _____10. Visit a governmental 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.

Member's Name: _____

Date: _____

Project Leader's Signature: _____

Date: _____

KEEP IN YOUR RECORD BOOK WITH YOUR PROJECT RECORDS.

Approved by Lake County 4-H Council, June 2003

Citizenship Proficiency

Level III - Consumer

Date _____
Completed _____

- _____ 1. Look at and/or study your community and identify at least three 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 solution.
- _____ 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 governmental 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.

Member's Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

KEEP IN YOUR RECORD BOOK WITH YOUR PROJECT RECORDS.

Approved by Lake County 4-H Council, June 2003

Citizenship Proficiency Level IV - Leader

Date _____
Completed _____

- _____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 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 tacking 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 4H pledge and how to fold and display the American flag.

Member's Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

KEEP IN YOUR RECORD BOOK WITH YOUR PROJECT RECORDS.

Approved by Lake County 4-H Council, June 2003

Citizenship Proficiency 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 subject. Orally summarize report at project meeting or other education 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

Member's Name: _____

Date: _____

Project Leader's Signature: _____

Date: _____

KEEP IN YOUR RECORD BOOK WITH YOUR PROJECT RECORDS.

Approved by Lake County 4-H Council, June 2003

Certificate of Achievement

This certifies that

has completed the _____ Proficiency
in _____ County.

Explorer

Producer

Consumer

Leader

Researcher

Date

Date

Date

Date

Date

Leader's Signature
Signature

Leader's Signature

Leader's Signature

Leader's Signature

Leader's

NOTES

Acknowledgments:

Guidebook Developed by Humboldt County Incentives and Recognition Committee: Paulette Crowell, Elaine Fenton, Tasha Fenton, Janet Foos, 4-H Volunteers; Rose Herrera, 4-H Youth; Teresa McAllister, 4-H Youth Development Advisor.

Support materials received from the following counties: Mendocino, Colusa, Santa Cruz, Stanislaus.

Materials reviewed by: Gary Markegard, Farm Advisor; Deborah Giraud, Farm Advisor, Humboldt County; Susan McBride, Marine Science Advisor, Humboldt/Mendocino Counties; North Region 4-H Youth Development Advisors and Program Representatives.

North Region Review Committee: Yvonne Steinbring, 4-H Youth Advisor, Shasta and Siskiyou Counties; Jeanne George, 4-H Youth Advisor, Glenn, Butte and Tehama Counties; Isela Valdez, 4-H Youth Advisor, Colusa and Sutter/Yuba Counties; Sharon Junge, County Director/4-H Youth Advisor, Placer/Nevada Counties; Valerie Coe, 4-H Youth Advisor, Modoc, Plumas/Sierra and Lassen Counties; Evelyn Conklin-Ginop, 4-H Youth Advisor, Mendocino County.

Local Review Committee: Marion Herrera, Luz "Nellie" Love, Mary Moore, Margaret Sager, Jennifer Stowe, Linda Leonardi, Andrea Molina, Marilyn Renner, Frances Scalvini.

Editing and Layout: Pat Johns, County Director/4-H Youth Development Advisor, North Region 4-H Program Coordinator, Lake County; Kandee Stolesen, Secretary, Lake County.

North Region 6/97

Publication No. NR-PP-008

The University of California prohibits discrimination or harassment of any person on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran (covered veterans are special disabled veterans, recently separated veterans, Vietnam era veterans, or any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized) in any of its programs or activities.

University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University's nondiscrimination policies may be directed to the Affirmative Action/Staff Personnel Services Director, University of California, Agriculture and Natural Resources, 300 Lakeside Drive, 6th Floor, Oakland, CA 94612-3550, (510) 987-0096.
