Exploring Citizenship
Leader’s Guide

Introduction
The 4-H citizenship project offers you the opportunity to help 4-H’ers relate the experiences of their 4-H projects to the world around them. Learning about citizenship will help them learn to care for others and share with them the skills and talents they have developed.

The 4-H citizenship manuals will serve as a guide to 4-H experiences in citizenship, but for the project to be truly meaningful to the real life needs and interests of your group, your contribution is essential. Each person, neighborhood, and community has individual needs. These can best be determined with your guidance. Your challenge is to make citizenship a real life experience for your group. There are no limits to what you and your group can do with a citizenship project.

Overview of the Citizenship Program
The committee that cooperated on the development of the 4-H citizenship program based the need for this educational program on the following rationale:

1. The 4-H mission is to help young people become self-directing, productive, and contributing members of society. The various 4-H projects and activities leading to the development of life skills all contribute to this 4-H mission.
2. Specific training in the area of citizenship rights and responsibilities is sorely needed by the public in general as evidenced by:
   • Voter apathy
   • Lack of community concern and involvement
   • Lack of skill in group procedures
   • Lack of understanding of government and how it functions
   • Deterioration of cohesive family units.

Objectives
Because good citizenship doesn’t just happen but must be learned and practiced, the committee developed the following objectives for 4-H Citizenship materials. Members will:

1. Develop the skills necessary for intelligent participation in group decision making.
2. Understand the rights and responsibilities of membership within the family, neighborhood, community, state, nation, and world and develop a willingness to assume them.
3. Develop an appreciation for their family, community, state, and national heritage.
4. Develop an appreciation for other cultures.
5. Develop insight into the principles, processes, and structures of government.
6. Demonstrate respect for the rights of others through responsible action.

The Citizenship Curriculum
The 4-H Citizenship curriculum is composed of a series of units that will help 4-H’ers learn about themselves and their families, friends, neighbors, communities, state, country, and world. The curriculum emphasis helps 4-H’ers broaden their view of their place in the world around them and to recognize the responsibility they have to that world. The units are written for individual 4-H’ers as they work with others to become better citizens. There are seven units in the citizenship project. A brief description of each unit follows, including its objective and activities to supplement those suggested in the units.
Unit I - 4th Grade Level

Me, My Family, and My Friends

This unit focuses on self-identity, self-acceptance, and relationships with family and friends. It says, “Good citizenship is knowing who I am and being able to relate responsibly to others.”

Objectives:
1. Define good citizenship.
2. Learn more about self, family, and friends and how to be responsible for self and to family and friends.

Supplemental Activities
• Select a disabled or elderly person and visit with him or her on a regular basis—going to the store, putting away the groceries, or just being around to visit or call.
• Write a relative not frequently seen and keep him or her informed as to family activities, etc.

Unit II - 5th Grade Level

My Neighborhood

Unit II takes the 4-H’ers beyond the family and close friends into the neighborhood and school. It says, “Good citizenship is knowing and sharing with neighbors.”

Objectives:
1. Learn about neighborhoods and neighbors.
2. Practice being a “good neighbor.”
3. Help others learn to be good neighbors.
4. Practice good citizenship in school.

Supplemental Activities:
• Work with others in the community, both adult and youth, to improve an area of the community.
• Have an open house at school and show the community what the 4-H group has done to improve the school. Ask those attending for suggestions and help in making additional programs.
• Recognize a leader in the community or school for his or her work in the community.
• Do a news article about school and its importance in the community.
Unit III - 6th Grade Level

My Clubs and Groups

This unit helps 4-H’ers learn to function in organized groups so they can be more effective participants. It says, “Good citizenship involves participating in group decision making.”

Objectives:
1. Become active members of the 4-H group.
2. Learn to elect club officers.
3. Learn to plan and conduct 4-H club meetings.
4. Serve on committees and learn how committees work together.

Supplemental Activities:
• Work with others in the community to display the American Flag on special days, such as Flag Day or Veterans Day.
• Do a demonstration at your school or at 4-H officer training to teach others how to properly conduct a meeting.
• Appoint a committee to develop an evaluation form for the club’s meetings, evaluate each meeting, and report to the group improvements that can be made.
• Develop an annual plan for the club’s work.
• Assist the 4-H club leaders in training officers of new 4-H clubs, especially the “Exploring 4-H” clubs.
• Write a constitution for the club.

Unit IV - 7th Grade Level

My Community

Unit IV opens the doors for community understanding and involvement. It is a multi-year unit and may be continued as long as a 4-H’er wishes. The possibilities are limitless. (This unit will be helpful to any group planning a Community Pride project.)

Objectives:
1. Develop a greater understanding and appreciation of the community.
2. Explain the functions and responsibilities of the various components of the community.
3. Make a plan of action to improve one component of the community and to carry out the plan.
4. Find facts, organize ideas, and report results of the plan of action.
5. Share the knowledge gained through this project with others.

Supplemental Activities:
• Have the club as a group follow the steps of this project booklet for a Community Pride project.
• Decide on one or more components of the community and gather as much information as possible about it from the library and the city and county government offices.
• List all the different community groups that each club member belongs to.
• Take local field trips to various points of interest as a way of learning about and taking pride in the community.
Unit V - 8th Grade Level

My Heritage

In Unit V, 4-H’ers learn about family heritage through developing a family tree. Also, they study their heritage from other selected areas of interest.

Objectives:
1. Become more familiar with family history and tradition.
2. Learn more about ancestors and develop a greater appreciation for them.
3. Become interested in the history of the community, county, and state.
4. Get involved in the discovery, restoration, and preservation of valuable things from the past.
5. Find opportunities to share discoveries with others.
6. Become aware of some of the career opportunities related to history and heritage.
7. See the need for and become involved in improving the quality of life now to pass on to future generations.

My Heritage Leader Guide, 4FB-#1LO, outlines additional activities for heritage educational experiences to involve youth in a variety of settings.

Supplemental Activities:
• Give a copy of the family history and family tree to every member of the family.
• Do a community heritage activity for a Community Pride project.
• Visit as many places as possible where parents and grandparents have lived.
• Find out from the County Extension Agent for 4-H Youth Development about participating in the American Heritage Conference.

Unit VI - 9th Grade Level

My Government

Included in this unit are discussions and activities relating to governmental systems, laws, and voting.

Objectives:
1. Understand how local, state, and national governments are organized and operated.
2. Become aware of career possibilities related to government.
3. Plan and carry out projects that will increase knowledge of and involvement in government.
4. Keep a written record of activities undertaken and what was learned from each activity.
5. Share the knowledge gained through this project with others.
6. Function as an involved and informed citizen to see that government operates for the people.

Supplemental Activities:
• Become involved in 4-H careers projects and activities to learn more about public service and government-related careers.
• Compare and contrast the Kentucky state government and the United States (federal) government.
• Attend speeches and debates between candidates during an election campaign. Follow the outcome and the public career of the winner.
• Run for an office at school or in a club.
Unit VII - 10th Grade Level

My World

This unit will help 4-H’ers who are interested in international study and experiences to explore their areas of interest.

Objectives:
1. Develop skills in relating to youth and adults from varied backgrounds.
2. Learn about self and people throughout the world,
3. Learn to appreciate the different but equally rich ideas, living patterns, and values of people from other countries.

Supplemental Activities:
• As a family serve as a LABO Host Family for a Japanese youth. Explore with the County Extension Agent for 4-H Youth Development the possibilities of becoming a LABO participant to visit Japan.
• Find out from the 4-H leader or County Extension Agent for 4-H Youth Development about the IFYE program.
• Study the news for a month and keep a record of the most important international issues. Consider how different cultures influence these issues.
• Become involved in 4-H career exploration to learn about careers in foreign countries.

You As the 4-H Citizenship Project Leader

The 4-H citizenship project is designed to guide 4-H’ers through a series of citizenship experiences. The project begins with the family and expands to national and international programs as the 4-H’ers broaden their range of interest and knowledge of citizenship. Keep the following in mind as you work with your club or project group:
1. The project manuals have several suggested citizenship activities. You and the members will have additional activities the group should be interested in doing. The project manual may be only the beginning of many beneficial experiences for 4-H’ers.
2. Use community resources. Most communities have a wealth of people who can assist with 4-H programs. Use business, government, and civic groups; this in itself will demonstrate citizenship in action.
3. Give the members of the group as much responsibility for carrying out the project as they are capable of assuming. Younger groups will need more guidance, but teenage groups may plan and carry out their projects as you serve only in an advisory role.
4. Encourage members to do citizenship activities in their other 4-H projects and vice versa.
5. Use teens as leaders. Teens and adults working together as a leadership team can complement each other’s efforts. It can also provide additional leadership and citizenship experiences for teens.
6. Any group can do a Community Pride project. You can use Unit IV to help the group plan one or more activities.
7. Try to involve the parents of 4-H’ers. Working with parents can help you recruit leaders and get support for at-home activities.

Before beginning work with the group, read through the leader’s guide and the member’s manual your group will use. Think about the amount of time you will spend with the group, the kinds of schedules the 4-H’ers are likely to have, and over what period of time you plan to work with the group. This will help you get a framework in mind before you approach the members for their suggestions. The manuals are designed so the project can be divided into activities for each group meeting.

Get the group together and discuss the overall ideas for the project. Decide on the number of meetings and the program for each meeting. As the project progresses, changes can be made in the plan, but a plan will help keep the group on target and give everyone a general time schedule. Meeting times and frequency are flexible, but if members are very young, meetings need to be often enough to maintain their interest.
Managing the Project Meetings

Include the following in each group meeting:

1. Check attendance by letting the members tell what they have been doing in their projects.
2. Present project information or conduct a work session. This may be done by an outside resource person, member or leader demonstration, film, slides, exhibits, or a combination of methods. Techniques that involve members in teaching and discussion are usually more successful than those which simply present information. Make use of the 4-H technique “learning by doing.”
3. Schedule special presentations by one or more members at each meeting. This will add to the learning experience and will give the members some recognition as they develop their speaking skills.
4. Update 4-H project records.
5. Make plans for the next project meeting and help members decide what they will work on between meetings.
6. Schedule any special activities such as tours, and remind 4-H’ers about upcoming 4-H activities such as variety show, talk meet, fair, etc.
7. Have recreation and refreshments.

Between meetings, check on any members who were absent at the last meeting. Visit with 4-H’ers who may be working on special projects. This will also give you an opportunity to involve parents in learning more about the citizenship project and maybe becoming involved as a leader.

As the project progresses, encourage 4-H’ers to become involved in other projects and activities in 4-H. Inform them of exhibits, awards, and programs related to citizenship that they may want to participate in after this project is completed. Help members complete their 4-H citizenship project records and enter them in county competition.

Supplemental Citizenship Activities

There are many, many citizenship activities in which 4-H’ers can participate in addition to the seven citizenship projects. Possibilities range from simple activities that already occur in a club meeting such as the Pledge of Allegiance to formal 4-H activities such as Community Pride or American Heritage Conference. In fact, to make full use of the citizenship project books, other citizenship activities should be stressed. The remainder of this leader’s guide gives some suggestions for citizenship activities that can be used to complement the seven citizenship projects.

Citizenship in the 4-H Club Meeting

As a 4-H club leader, you are in a position to give leadership to 4-H’er participation in citizenship activities both in the club and in the broader community. Most important, perhaps, is your influence on the 4-H’ers in terms of their values and standards and their attitude toward self and others.

Before you think in terms of new programs, consider the fact that citizenship emphasis depends largely on you, the leader. Have you taken the time to put into words some of your basic beliefs about 4-H—specifically, how 4-H encourages citizenship? If not, that is the first step. Write down these beliefs. It may be difficult, but it will be helpful.

As a leader, you may also want to review other information available from your county Extension office such as 4-H in Century 111 and the 4-H Club Leader’s Handbook. These will help you gain a broad understanding of the 4-H program and the emphasis on the development of youth. A deep understanding of 4-H is basic and vital to intelligent citizenship emphasis in 4-H.

Take a look at your list of beliefs about 4-H. Do you have items which show a basic concern for and belief in the worth of all individuals and their right to an opportunity to attain their fullest potential?

If you have this basic ingredient, then you are ready for the next step. We all need to remind ourselves continually that we aren’t working just with numbers in 4-H. We are working with human beings, and the skills and attitudes they are developing will shape their lives and in turn affect the future of our society.

From experience, we know that we can’t trust to chance that our program activities will automatically result in situations favorable to citizenship growth. Planning is needed. Look at each 4-H club program to see that it is providing an opportunity for each person to participate. This will help the 4-H’ers develop an appreciation for their abilities and the contributions they can make as citizens.

You may find that activities need to be added or additional emphasis given to certain phases of a program to give the desired priority to citizenship. To support this emphasis, you may want to involve club members in the planning. This can be included in the responsibilities of the committee that plans the annual programs. For younger members, you will need to give more ideas for community programs and projects. For older members, you may need to give only guidance in planning and doing the project to be sure that some essential steps aren’t overlooked.

As a club leader and a leader in your community, you can help the members become involved in community activities and help the community see 4-H as a part of their community’s educational program. If your club meets at school, there may be programs the club can support with the school that would teach citizenship responsibilities. The community projects the club develops can include activities around the school grounds and facilities. See Unit IV of the citizenship member literature for school-related citizenship.

The regular 4-H club meeting should provide an opportunity for every member to develop citizenship skills and attitudes. This will include learning parliamentary procedure, committee functions, respect for and display of the flag, and a feeling for the democratic process of operating as a group. Listed below are ideas for incorporating citizenship into specific areas of the 4-H club program.
The 4-H Club Annual Program Plan

Be sure the committee planning the club’s programs considers bringing in people from the community as well as having members present citizenship programs. Consider having government officials discuss their duties and responsibilities and having representatives from voluntary organizations explain their organizations’ roles and accomplishments in the community or how community organizations can work together to help the community grow and improve. Also consider ceremonies showing the history, care, meaning and uses of the American flag to help members develop an appreciation for being an American citizen. By saying the pledge at each club meeting, all members have a citizenship experience. Additional information concerning the flag can be presented when the pledge is done. Such programs help clarify the meaning of the pledge and emphasize the importance of our citizenship. Plays or skits can be fun for the members as well as a way to teach ideas about our heritage and our responsibilities as citizens. The club might also plan a citizenship act for the variety show.

When the program planning committee develops the annual plan, they may want to include a community activity that can be done each month. These should be simple enough for the club to plan and conduct with a minimum of time involved. Some examples include visiting a nursing home and making favors for meal trays, sewing, planting a tree at home for Arbor Day, cleaning the school grounds, or presenting a school program on the flag and how to display it. These kinds of activities can be incorporated into a Community Pride project, which is discussed in a later section.

The 4-H club meeting should serve as an example of how a democracy operates. By teaching parliamentary procedure and using committees to design programs to involve all 4-H’ers, the members will develop basic skills useful throughout life as they work with groups or serve as government officials.

Citizenship Activities Related to 4-H Projects

Opportunities for 4-H’ers to develop citizenship skills can be designed by the leader as a part of any project group work. Accepting responsibilities, working cooperatively in the group, assisting other members, and caring for equipment and meeting facilities are attitudes and values you can help the members develop as they work together on their projects.

Encourage the members to select citizenship activities related to their project that might be done alone or cooperatively with individuals or groups in the community. A list of suggested citizenship activities for different projects is available from the county Extension office. Project groups may plan activities to do as a group. Examples include a clothing group doing a fashion revue at a nursing home or a safety group setting up a rest stop for travelers on a holiday.

4-H’ers planning to enter project achievement records should be made aware that citizenship activities related to the project entered and other citizenship activities account for 25% of the possible record score. Achievement records are addressed further in a following section.

Citizenship and Community Pride

Many of the citizenship activities would also be excellent Community Pride projects as well. The major difference between a citizenship project and a Community Pride project is that citizenship is often carried out by an individual 4-H’er, while Community Pride is a club or group activity. There is no reason, however, that a Community Pride activity that is planned and carried out by a group could not also serve as a citizenship activity. An individual 4-H’er could focus on his or her individual role in the group activity and make it a citizenship activity as well.

Sections of the citizenship units that are particularly relevant to Community Pride include:

Unit II - My Neighborhood
• Part II—Being a Good Neighbor
• Part III—Helping Others to Be Good Neighbors
• Part IV—Being a Good Citizen at School

Unit III - My Clubs and Groups
• Part V—Committees and Committee Assignments

Unit IV - My Community (the total unit)

Unit V - My Heritage
• Part II—My Community
• Part III—My County
• Part IV—My State

Unit VI - My Government
• Part I—American Democracy
• Part II—Division of Power in a Democracy
• Part IV—The Voter in a Democracy

Unit VII - My World
• Part I—Search for Brotherhood
• Part V—The Individual in Society, the Society in the World

Camping

The camping program can provide an excellent setting for 4-H citizenship activities. Citizenship can be applied as the overall theme or for particular activities for either a day or overnight camp. The following suggestions for citizenship programs and activities could be conducted at a 4-H camp.

Heritage programs, group activities, instructional events, and crafts relating to citizenship can be used for special programs, games, skits, or rainy-day activities. Skits can be developed on any aspect of our culture, heritage, or ancestry. Examples of skits which 4-H’ers might develop are “I Am the Flag,” “A Day in the President’s Office,” “I Am Congress,” “Judge for a Day,” or “How 4-H Club Work Began.” Skits could also focus on health awareness or helping the disabled.

Any cooperative task at camp can be used to illustrate the individual or small group role in a total effort. Examples of other group activities that can emphasize heritage are square or folk dancing, singing ballads, mountain songs, spirituals, or western songs, telling “tall tales,” and making musical instru-
ments for a rainy-day band. Instructional activities for citizenship might include spelling bees, making butter, making mulligan stew, or making homemade soup. Crafts may also be used to illustrate heritage-related skills. Such crafts could be lap quilting, pine cone crafts, candle-making, “Paul Revere’s Lantern” (tinware), or basket-making.

The daily flag-raising at camp is a focal point for learning citizenship. Different groups or cabins can be responsible for the flag-raising, as well as programs about what the flag stands for, care of the flag, how the flag is to be displayed, and how to salute the flag. On one day, a special flag ceremony might be conducted by a veterans’ group or special honor guard.

4-H camp citizenship awards can also be included as part of the end-of-camp awards. Awards might be given to the group showing the best citizenship or to the most cooperative cabin. A personal citizenship award can also be given to the counselor who best displayed camp citizenship.

**American Heritage Conference**

The American Heritage Conference is one of the best 4-H citizenship learning experiences. This conference provides firsthand instruction in the structure and operations of our federal government. For further requirements and instructions for participation in the American Heritage Conference, contact your County Extension Agent for 4-H Youth Development.

Exploring Citizenship Unit VI, My Government, provides background that a 4-H’er needs to participate effectively in the American Heritage Conference. For this background of learning about citizenship, the 4-H’ers should refer to the following in Unit VI:

- **Part I—American Democracy**, completing #2 in “Things to Do.” Report back home after trip.

**Citizenship Achievement Records**

4-H’ers can receive recognition for their citizenship accomplishments by entering the 4-H citizenship achievement program. Members also receive credit in other project achievement records for citizenship activities related to the project as well as other citizenship work. 4-H’ers interested in entering a citizenship achievement record should review objectives established at the national level. These are listed along with project ideas in the program flyer available from the National 4-H Council or from your County Extension Agent for 4-H Youth Development.

The objectives will help the 4-H’er develop a project plan. Accurate details of accomplishments should be recorded throughout the year as the plan is carried out. This will make completing the achievement record less time-consuming, and the record for the project will be more accurate. As a leader, you are vitally important in helping the 4-H’er understand the procedures and objectives for achievement records and helping create opportunities for the 4-H’er to carry out his or her plan.

**International and Cultural Exchanges**

Various international and cultural exchange programs are available to 4-H’ers. The international program mainly involves 4-H’ers in the 4-H LABO Exchange, a program in which Japanese youth live with a host family in this country for a month and 4-H’ers in the family (or other 4-H’ers) visit Japan for a similar experience. The program objective is to promote international friendship and help young people know and appreciate other persons and their cultures. Other international programs include IFYE Ambassador and IFYE Representative. For IFYE Ambassadors, ages 15 to 19, these experiences are usually from five to six weeks and are generally limited to Europe, Canada, and some of the Caribbean Islands. IFYE representatives, ages 19 to 25, have a three- to six-month living experience in certain European, Asian, and African countries, as well as Australia.

With the variety of life styles, geography, and climate in the United States, interstate exchanges are important in acquainting 4-H’ers with their country and in building lasting friendships. Exchanges are planned on a county or multi-county level with the counties involved selecting the state to visit, developing plans and financing the trip. Stays are about a week long. A county usually hosts and visits the other state on alternating years. In addition to the cultural experiences, the 4-H’ers involved gain from planning and conducting the fund-raising activities to finance the trip.

**Resources**

Many additional resources may be used for activities relating to citizenship. For additional references, check libraries, government offices, civic and service organizations, and veterans groups. You might obtain materials from state or national congressional leaders and senators. For additional ideas, check with your County Extension Agent for 4-H Youth Development.

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This leader’s guide was developed for use with the project manuals by these former Extension professionals:

- Karen Hicks, Extension Program Specialist for 4-H
- Dennis Goodman, Extension Program Specialist for 4-H
- Anna Lucas, Extension Program Specialist for 4-H
- Nickey Durham, Area Development Specialist, Lincoln Trail
- Richard Maurer, Extension 4-H Sociology Specialist
- Allen Montgomery, 4-H Agent
- Jan Head, 4-H Agent, Perry County
- Rose Swope, 4-H Agent, Clark County
- Patricia P. Schrader, Extension Communication Specialist—4-H Publications
- Annette Meyers, Graphic Artist—Publications

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