



EXPLORING CITIZENSHIP

UNIT IV

MY COMMUNITY

THIS BOOK BELONGS TO:

NAME: _____

ADDRESS: _____

MY PHONE NO.: _____

TABLE OF CONTENTS

| | Page |
|----------------------------------------------------------|------|
| Introduction - My community | 3 |
| Objectives | 3 |
| Planning My Community Project | 3 |
| Summary of Steps to Follow | 4 |
| Part 1 - Study the Community | 5 |
| Part 2 - Interview People in Community | 5 |
| Interview Sheets | 6 |
| Summary of Interviews | 9 |
| Part 3 - Select Your Community Project or Activity | 10 |
| Part 4 - Make your Plan of Action | 11 |
| Part 5 - Carry Out Your Plan of Action | 12 |
| Appendix | 12 |
| Community Study Guide | 12 |
| Cources of Information | 28 |
| Project Summary | 29 |

ACKNOWLEDGEMENTS

This material was prepared by the Southern Regional 4-H Citizenship Committee through a grant from The Coca-Cola Company.

COMMITTEE: Norma Roberts, Louisiana (Chairman); Treva Sawatski, Arkansas; Ruth Milton, Florida; Maurice Spencer, Georgia; Robert Soileau, Louisiana; and Ben Powell, Tennessee.

The text for this project was developed by Ruth Milton, State 4-H Youth Development Specialist, and Dr. Peter Korsching, Extension Rural Sociologist, University of Florida. Cooperative Extension Service in cooperation with Extension agents, local leaders and 4-H members in Leon County, Florida.

National 4-H Council is a not-for-profit educational organization that uses private resources to help expand and strengthen the 4-H program. 4-H is the youth education program of the Cooperative Extension Service of the State Land-Grant Universities and the U. S. Department of Agriculture.

Programs and educational materials supported by National 4-H Council are available to all persons regardless of race, color, sex, age, religion, national origin or handicap. Council is an equal opportunity employer.

Originally printed and distributed by National 4-H Council,
7100 Connecticut Avenue, Chevy Chase, Maryland 20815



INTRODUCTION

- What is a community?
- What is your role as a *citizen* of a community?
- What *opportunities* are available to you as a citizen of your community?
- What can you do to *improve* your community?

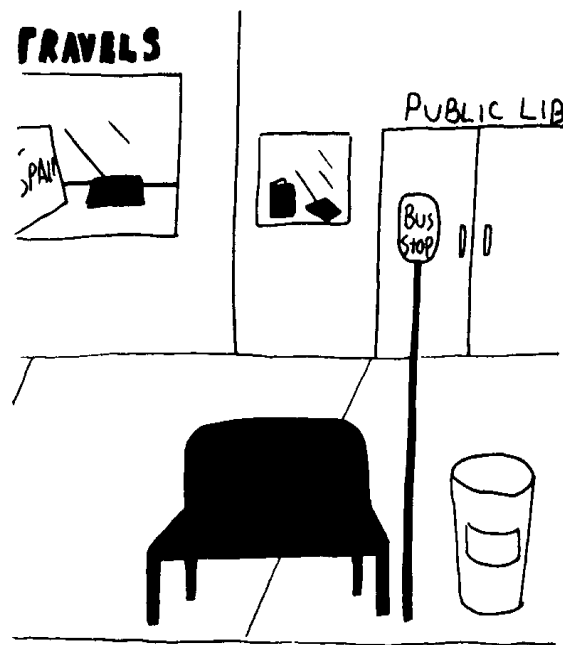
If you are interested in any of these questions, the "My Community" project is for you. This project will help you learn more about your community. You will learn about the many functions of your community and how they relate to each other. You will understand the importance of becoming involved in your community.

Objectives

Specifically, the project is designed to help you:

- develop a greater understanding and appreciation of your community.
- explain the functions and responsibilities of the various components of your community. (Com-po-nent; one part of a whole)
- make a plan of action to improve one component of your community and to carry out your plan.
- find facts, organize ideas and report results.
- share the knowledge gained through this project with others.

This action projects involves real life learning experiences. Your experience in participating more fully in your community will be **FUN - EXCITING - CHALLENGING - REWARDING.**



Planning "My Community" Project

This project may be taken either as an individual or a group project. If taken as an individual project, 4-H members should form a Citizenship project group in order to have more fun and to receive more benefit from your work.

Exploring your community can be exciting. It will help you learn to act with intelligent concern for the good of your whole community, which includes yourself and your friends.

Basically, a community is a group of people who live and work together. They share ideas and feelings about each other, what they do and where they live.

In a way, the community is like a jigsaw puzzle with many different pieces. As long as the pieces of the puzzle are jumbled, it is hard to see what the picture is. Taken by itself, each piece has no meaning. Only when all the pieces are fitted together can we see the complete picture. And it is this way with the parts or components of a community.

What are the major components that make up your community? Here is a list of community components that affect our lives almost every day.

COMMUNITY COMPONENTS

- Government
- Courts and Laws
- Business and Industry (Our Economic System)
- Transportation, Communication & Utilities
- Religion and Churches
- Culture and Heritage
- Natural Resources and Environment
- Education
- Recreation and Hobbies
- Health, Safety and Welfare

Some of these could be broken down further and some could be combined, but the list provides a starting point for you to explore your community.

You may take this project for one or more years, depending on how much you want to learn. Each year in the project, you will study five components of your community.

Begin the project by reading through the entire book. From the list of community components choose five to study. Write your project goals on page 29: (Part A of your project summary.) Your goals should reflect what you plan to do and what you want to learn from this project. Make a plan of action for your study activities and interviews. Keep a record of what you do, what you learn and how you share this knowledge with others. Turn in your project book and summary to your leader when you have completed this project.

Summary of Steps to Follow

- 1) Choose five community components to study. (Example - government)
- 2) Explore your community by:
 - a) Doing one or more study activities from each of the five components chosen.
 - b) Interview at least one person from each of the five community components. Record these interviews on pages 6 to 8.
 - c) Summarize interviews on page 9. Note achievements as well as goals that are still unrealized.
- 3) Select a project to benefit your community that is within your interests and abilities from one of the community components studied. This project should arise from the problems discovered in your interviews.
- 4) Make a plan of action for the community project selected.
- 5) Carry out your plan.
- 6) Keep a record of what you do, what you learn and how you share your knowledge with others.



PART I - STUDY THE COMMUNITY

Write below the five components of your community you choose to visit and study. From each of those chosen select one or more study activities.

Refer to the Community Study Guide (Appendix) on pages 12 to 27 for study activities suggestions.

EXAMPLE

| <u>COMMUNITY COMPONENT</u> | <u>STUDY ACTIVITIES</u> |
|----------------------------|------------------------------------------------------|
| Government | Tour city hall and find out names of city officials. |

List your choices here:

| <u>COMMUNITY COMPONENT</u> | <u>STUDY ACTIVITIES</u> |
|----------------------------|-------------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

Your 4-H leader can guide you in carrying out your study activities. After you complete each one, record it in your project summary.

PART II - INTERVIEW PEOPLE IN YOUR COMMUNITY

Interview at least one person from five different components of your community. Ask each person what some of the problems are in their area of the community and what might be done to correct these problems.

You, your leader or your parent will want to contact the person or their agency to set up your interviews. Let the agency or person know that you are a 4-H member and the purpose of your 4-H project. Ask them for a convenient time for the interview.

Next, practice interviewing your parents or 4-H leader before beginning your community interviews.

After you feel confident, and you have your 4-H leader's permission, you are ready to do your interviews. Unless you have your own questions to ask, use the interview sheets found on pages 6 to 8 to record their answers.

INTERVIEWING TIPS

- 1) Go with one other club member, if possible.
- 2) Prepare some questions ahead of time.
- 3) Be courteous, well-groomed and tactful.
- 4) Even though you may know the person you will interview, introduce yourself this way - "Hello, we are doing an interview for our 4-H Citizenship project on the Community. We would like to ask a few questions in the area of (government, education, etc.)"
- 5) End the interview when the questions have been answered. Community leaders are busy people, so be brief.

INTERVIEW SHEET

1.

Community component studied: _____

Person interviewed: _____ Position: _____

1. What do you like best about our community? _____

2. In your area of work, what are some of the problems in our community? _____

3. How do these problems affect other parts of the community? _____

4. What could youth like myself do to help solve these problems? _____

INTERVIEW SHEET

2.

Community component studied: _____

Person interviewed: _____ Position: _____

1. What do you like best about our community? _____

2. In your area of work, what are some of the problems in our community? _____

3. How do these problems affect other parts of the community? _____

4. What could youth like myself do to help solve these problems? _____

*Note: If you take this project a second year, make your own form for your interviews.

INTERVIEW SHEET

3.

Community component studied: _____

Person interviewed: _____ Position: _____

1. What do you like best about our community? _____

2. In your area of work, what are some of the problems in our community?

3. How do these problems affect other parts of the community? _____

4. What could youth like myself do to help solve these problems? _____

INTERVIEW SHEET

4.

Community component studied: _____

Person interviewed: _____ Position: _____

1. What do you like best about our community? _____

2. In your area of work, what are some of the problems in our community?

3. How do these problems affect other parts of the community? _____

4. What could youth like myself do to help solve these problems? _____

INTERVIEW SHEET

5.

Community component studied: _____

Person interviewed: _____ Position _____

1. What do you like best about our community? _____

2. In your area of work, what are some of the problems in our community?

3. How do these problems affect other parts of the community? _____

4. What could youth like myself do to help solve these problems? _____

You should now have some idea about the problems and needs in each of the five components of the community you selected. However, just as it is hard to see the picture that pieces of a puzzle form by looking at each piece by itself, so is it hard to see and understand the community by looking at each part by itself. Only after the components are joined to see how they work together can we really understand the community. Therefore, after you have finished your interviews, summarize on the next page what you learned. This will give you some idea about projects you and/or your citizenship project group can do.

PART III - SELECT YOUR COMMUNITY PROJECT OR ACTIVITY

Look at your summary list of problems on page 9. Which problems are mentioned most often? What is suggested about how youth might solve them?

Next, take these steps:

1) Select one of these problems that you and/or your citizenship group can help solve. Describe this problem below:

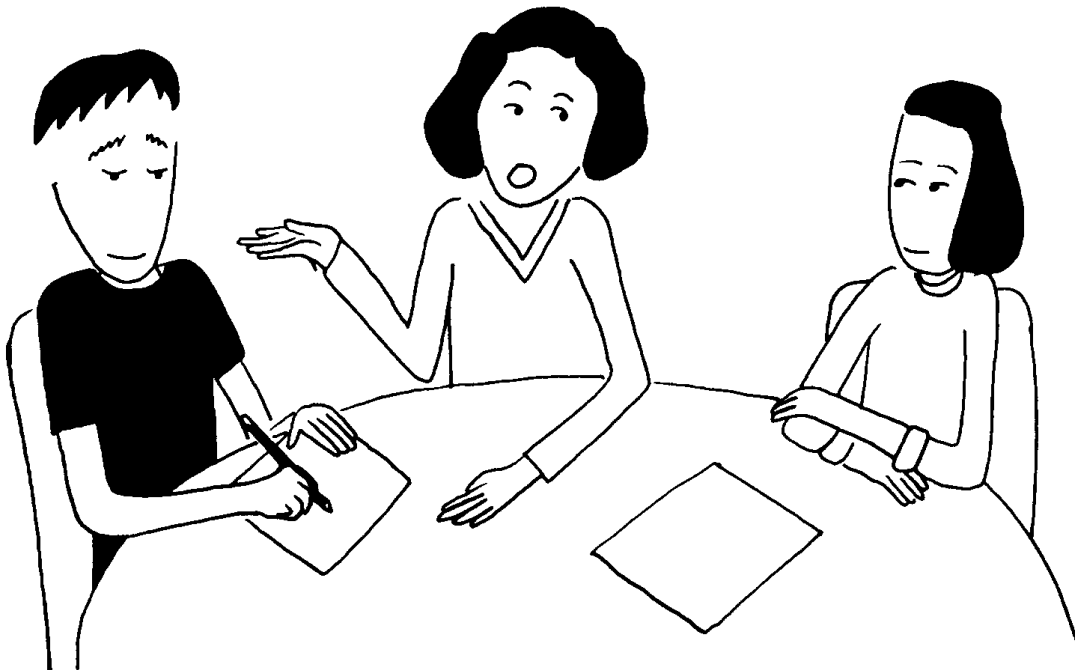
2) Think about ways you or your group can improve or remedy the problem described. Set a goal. Write this goal in "Make Your Plan of Action"

3) Decide on what you and/or your group members will do, the dates each thing will be done and the location for the work.

4) Plan how you can use community resources to get what you and others want for your community.

5) Find people or agencies to work with you to get the action started.

Your 4-H leader will help you and your group plan your project, secure support for the project and carry it out.



PART IV - MAKE YOUR PLAN OF ACTION

MY PLAN OF ACTION WORKSHEET

MY GOAL: _____

PLAN OF ACTION: (What will be done
 to reach the goal? Methods
 to use? When to do?)

| WHAT WILL BE DONE (Describe in detail) | DATE TO BE DONE | WHERE | RESOURCES NEEDED (People, film, supplies) |
|-------------------------------------------|--------------------|-------|----------------------------------------------|
| | | | |

PART V - CARRY OUT YOUR PLAN OF ACTION

Carry out your planned activities to help make your community what you want it to be.

- Put your plan into action
- Make changes in your plan as necessary
- Inform others of what you are doing (This should be done throughout the project)
- Evaluate your plan in view of your original goals

APPENDIX

COMMUNITY STUDY GUIDE

(To be used with Part I)

Your community may or may not have all of the following components. Study the five components in which you have the greatest interest.

The left-hand column briefly describes a particular component of a community. The right hand column gives study activity suggestions for participation. You and/or your group should select one or more of the study activities to carry out for each of the five community components chosen. If you wish, select your own study activity to do.

GOVERNMENT

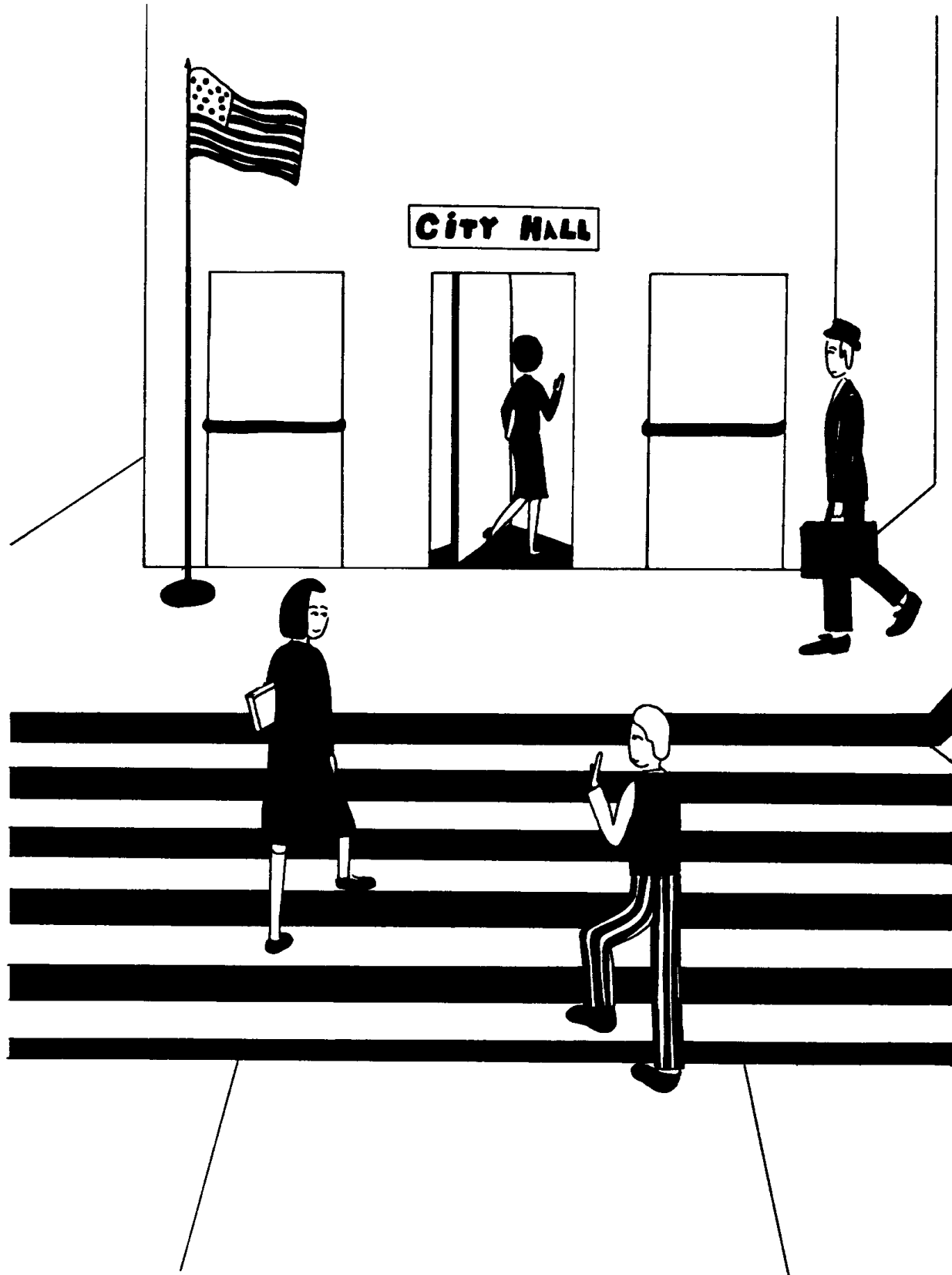
Description

Our leaders are elected by the people. This means that we the people are responsible for what happens in our community. To exercise that responsibility with "justice for all" requires people to be informed. The people need to be interested in and to know what their elected representatives are doing. You can cultivate this habit, thereby making our government better and better.

As you study local government you will find there are three basic forms: council form, the commission form and the city manager form. Which type of government does your town have?

Study Activities

- Tour your city hall, and/or courthouse. Find out the names of your city or county officials.
- Attend a city and/or county council meeting.
- Take a specific issue and become informed about this issue. Compile a scrapbook of newspaper articles and pictures on this issue. Share your scrapbook with others.
- Write an explanation of how your city government functions and how it is financed.
- Find out what services are offered by your city government
- Make posters encouraging people to register and vote.





COURTS AND LAWS

Description

Although we live in a democracy, we need a certain amount of rules and regulations. These rules and regulations are laws which help the community run smoothly and protect the lives, property and rights of the citizen. It is the job of the court to make sure the laws are justly applied. The court must not only punish those who break laws, but must also protect good citizens.

Study Activities

- Attend several of your city or county courts.
- Have a mock trial complete with judge, jury, defendant and witnesses.
- Contact local attorneys and offer to assist in publicizing "Law Day".
- Find out how many different courts there are in your county and list the different responsibilities of each court.
- Interview a lawyer to learn what he or she does to help people with legal problems or needs.

BUSINESS AND INDUSTRY (Our Economic System)

Description

People depend upon each other for their needs. This interdependence makes trading necessary, and has led to a complicated production and marketing system in America.

Industry has the responsibility for turning raw materials (such as iron, coal, sand or wood) into products people can use. These products include not only such things as cars, appliances and furniture, but also food, clothing and electricity. Business in turn sells the products that industry makes. Business also includes the selling of services, such as laundries, restaurants, auto repair shops and banks.

Private businesses depend upon profits from the sale of goods and services for stability and expansion. Successful, progressive businesses benefit the community by providing jobs and increasing family incomes.

The United States economy is sometimes called a "mixed economy" since both private enterprise (individual, partnerships, corporations and cooperatives), as well as the government own and operate businesses.

The economic system of the U.S., based on specialized jobs and goods produced all over the world, requires that people trade with each other since no person can produce all that he needs himself. Most goods must be sold before they are used.

The consumer has a say in what kind and quality of goods will be produced through what he chooses to buy. His choices influence producers, processors, the middleman and the retailer.

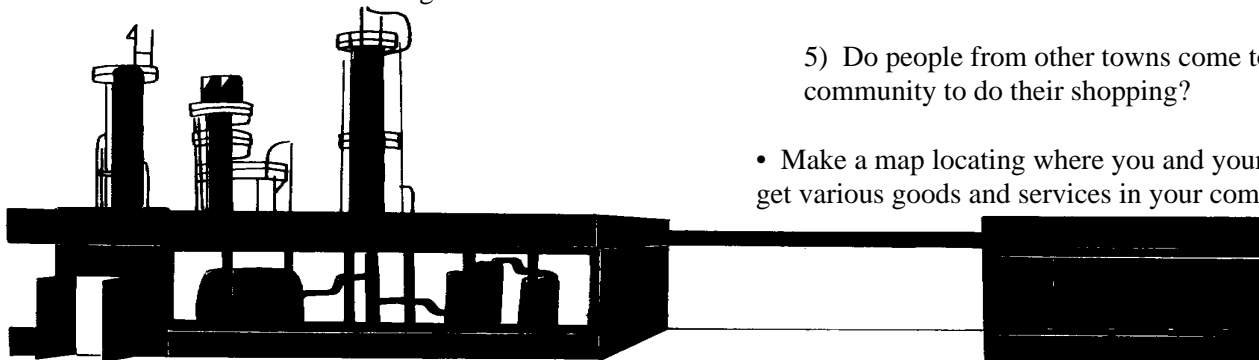
People all wish for more things than they can afford and this means that they have to make choices. Acquiring the ability to make good choices is part of the whole business of growing up. Young people need to learn how to make intelligent choices.

Study Activities

- Visit a store in your community and pick out four different products for study. Find out where the raw materials for the products come from and where each of the raw materials was processed or manufactured into the finished products.
- Make a list of the main industries in your community and locate them on a map. Visit one of these industries. Discuss with a company official why the industry operates the way it does.
- Visit a producer's cooperative. Discuss members' roles and responsibilities, how the business is managed and principles on which the cooperative operates.
- Visit a labor union office. See the building and office procedures. Talk with a union official about labor's relationships with industry, business and government. Discuss philosophy of labor organization.
- Discuss with a member of the Chamber of Commerce the future plans for business and industry in your community.
- Answer the following questions on a piece of paper and attach it to this project book:

- 1) Do these industries get the raw materials for their products from within the community or from somewhere else?
- 2) Are the products from the industries sold in local stores or are they shipped to other places?
- 3) Are the shopping areas mainly downtown or are they spread out?
- 4) Do the people in your community do most of their shopping in the community or do they go to another town?
- 5) Do people from other towns come to your community to do their shopping?

- Make a map locating where you and your family get various goods and services in your community.



TRANSPORTATION, COMMUNICATIONS & UTILITIES

A. Transportation

Description

Transportation is used to move people and merchandise around in the community and from one community to another. Most often when we think of transportation we think of cars, buses, trucks, trains, ships and airplanes. However, there are other forms as well, such as bicycles, mopeds, motorcycles and rapid transit systems.

It is important to remember those things that are necessary for transportation, such as roads, bridges, airports, railroad tracks, warehouses, bus terminals, harbors and bikepaths.

Study Activities

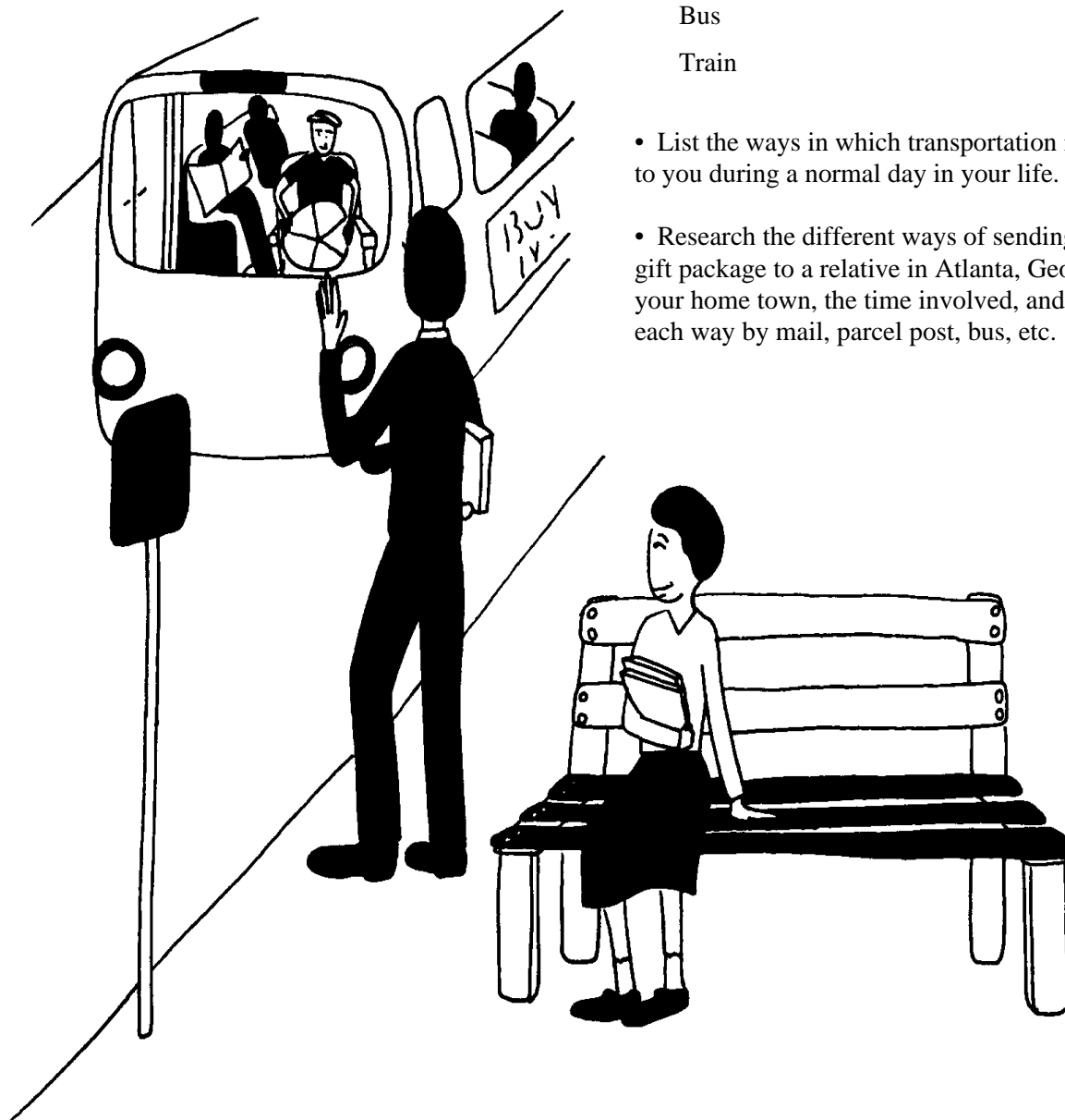
- Make a list of all the different types of transportation found in your community.
- On a map, draw the route that you take to go to school (Transportation route)
- If your community has bus service, draw (on another map) the bus routes:- List bus schedules.
- If your community doesn't have air, bus or train service, list below the nearest places you would go to secure these services:

Air _____

Bus _____

Train _____

- List the ways in which transportation is important to you during a normal day in your life.
- Research the different ways of sending a 10 pound gift package to a relative in Atlanta, Georgia from your home town, the time involved, and the cost of each way by mail, parcel post, bus, etc.





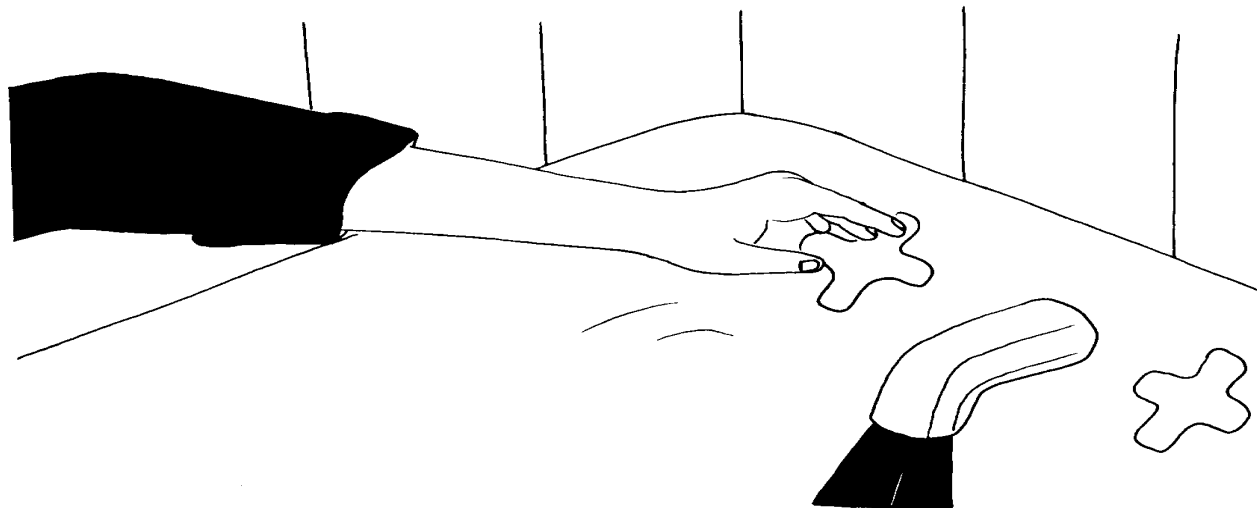
B. Communications

Description

Can you imagine what life would be like if you did not have a telephone, television or radio, received no newspaper or magazines, had no postman or mail delivery? How would you know what was going on in the world? In America we are very fortunate to have all these forms of communication available to us at a price most of us can afford. Take a little time to learn more about how these types of communication work.

Study Activities

- Tour your local newspaper office, television station, telephone company, post office, telegraph office and/or radio station.
- Write a report on four of your club's activities and submit these to your 4-H county newsletter.
- Read the "Letters to the Editor" in your local newspaper for one week. Compile a list of issues mentioned in this section.
- Participate in a radio or TV program. Your 4-H Agent can help you with this.
- Write a letter to the editor of your newspaper. (Attach a copy of the letter to your 4-H record.)
- Watch local news on television for a week. Keep track of main issues mentioned.
- Determine how one of the communication systems functions and how it is financed.



C. Utilities

Description

Many communities have businesses which are owned by the public and are run by local government for the benefit of all the community members. Other businesses serving the community are operated for profit.

Whether owned by the public or by private corporations, these businesses charge a fee for their services. These businesses are called public utilities. They exist to serve everyone and offer useful services at uniform prices. If you live in a city, your water and sewer systems are public utilities. Some communities own their electric power and gas systems, but most are privately owned.

Public utilities play an important part in the community by insuring that everyone has an equal right to enjoy the benefits of these basic community services. Without them, each family might have to get its own water, dispose of its own garbage, generate its own electricity and carry its own messages.

Study Activities

- Research answers to these questions concerning water. Attach your answers to this record book.
 - 1) Where do you get the water you use in your home?
 - 2) How is water pumped from its supply source to homes and businesses?
 - 3) How is your community water system financed?
 - 4) How often are water samples tested by public health officials?
 - 5) Is water treated to guard against the spreading of diseases? What method is used?
- Research answers to the questions below concerning electricity and gas. Attach your answers to this record book.
 - 1) From where does your electricity come and how is this utility financed?
 - 2) From where does your gas come and how is this utility financed?

RELIGION

Description

Religion is the spiritual center of the community. It is found in all communities and is exemplified in 4-H through the activities inspired by the "Heart H".

The major religious faith in America is Christianity. Some of the other religions and faiths in this country include Judaism, Hinduism, Buddhism, Unitarianism and several new Eastern religions which have appeared in recent years.

Most religious groups have a place where the members meet. Some of the names used for this place are church, synagogue, mosque or temple.

In many cases, the local churches or other places of worship serve as the center for many community activities. Many religious groups do much work in helping the poor and the elderly.

Study Activities

- Interview a leader or member of a religious denomination that is unfamiliar to you.
- Make a toy for the nursery in your place of worship.
- Write a poem or short story for your worship bulletin.
- Sing in a youth choir.
- List and define the religious organizations that are active in your community.
- Write one page about what would happen if all religious groups and their influences were suddenly removed from your community.
- Locate on a map all the places of worship in your community. Indicate the denominations they represent.
- Chart the history of a religious organization in your community. Make an exhibit of your findings.



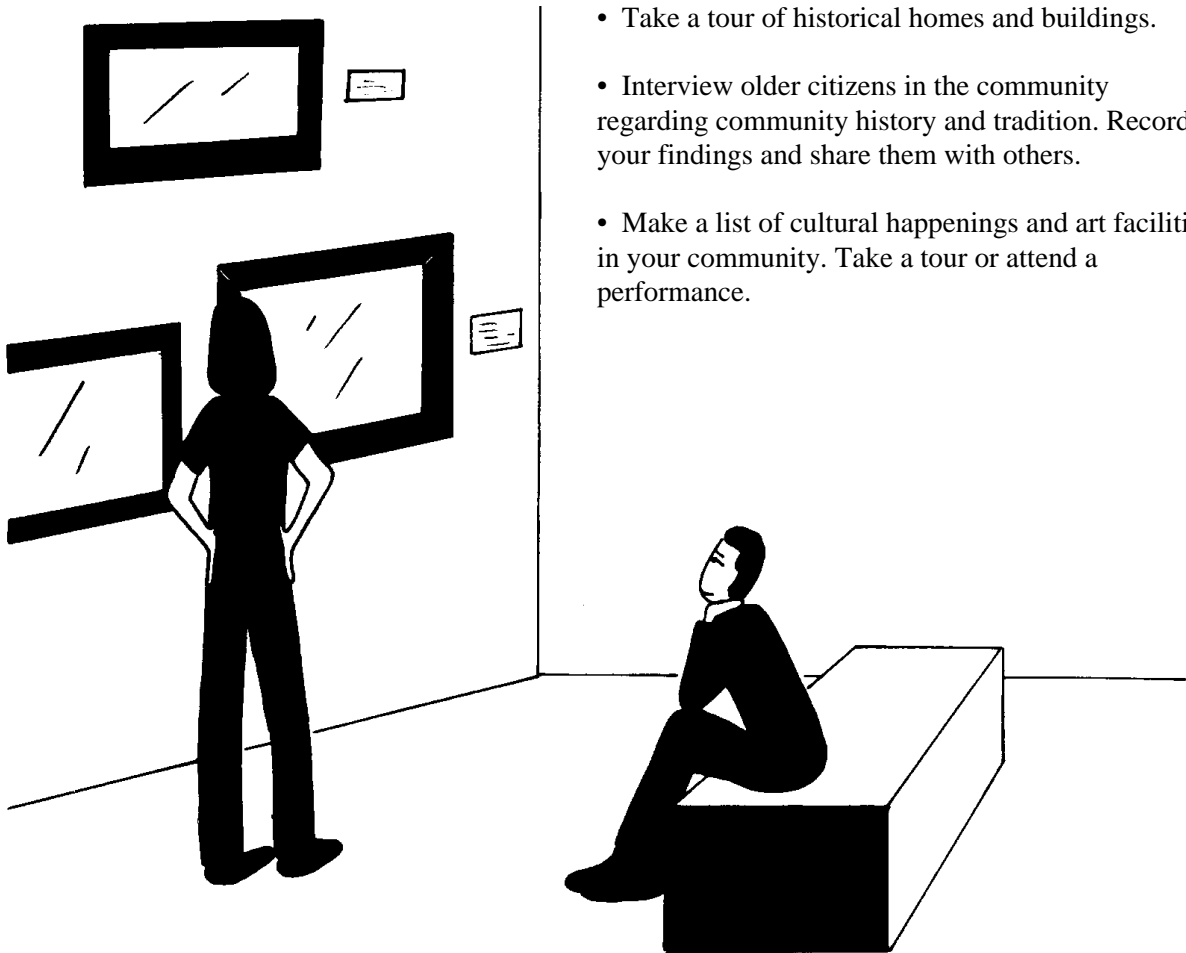
HERITAGE AND CULTURE

Description

Every community has its own history, traditions and folklore which make it different from other communities. This can be seen in such things as houses, buildings, cemeteries and other historical landmarks. Also important are museums, libraries, theaters and art galleries which show the culture of the community, as well as the crafts and skills that are a part of the past.

Study Activities

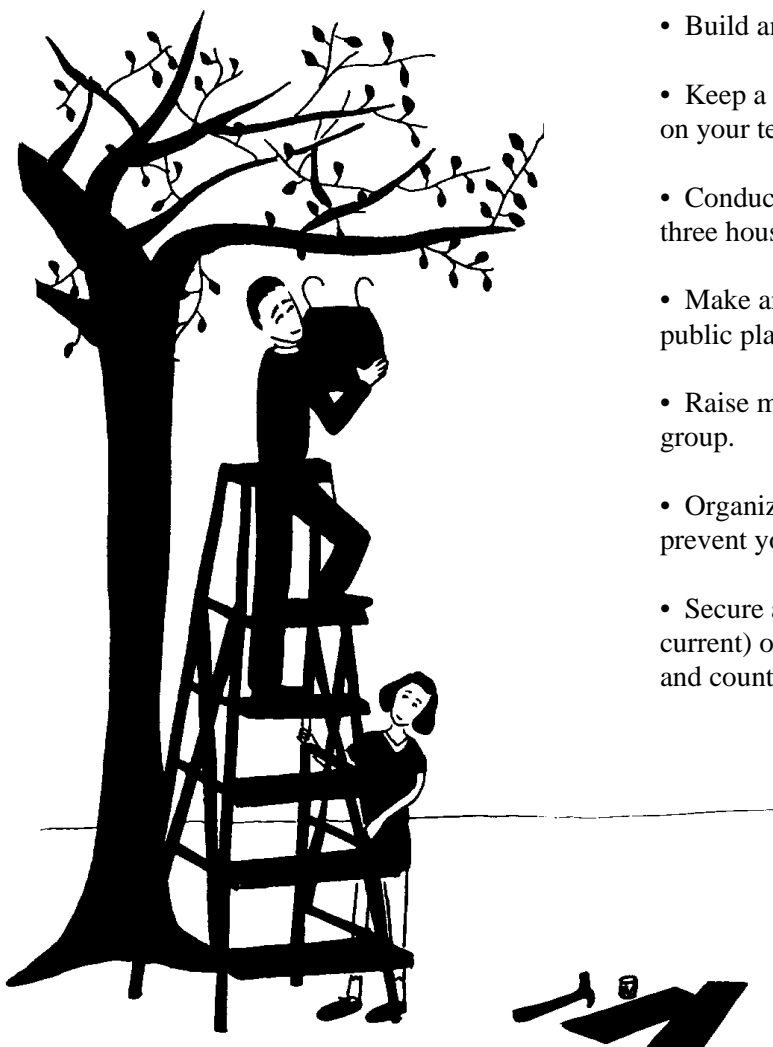
- Research information on folklore, history and crafts skills in your community. Send information to newspaper or use as public service announcements on radio and television.
- Visit several historical landmarks in or near your community. Report the significance of what happened there.
- Help clean, repair or paint a historic building.
- Serve as a tour guide on a historical walking tour in the community.
- Research community landmarks and help to maintain them.
- Take a tour of historical homes and buildings.
- Interview older citizens in the community regarding community history and tradition. Record your findings and share them with others.
- Make a list of cultural happenings and art facilities in your community. Take a tour or attend a performance.



NATURAL RESOURCES & ENVIRONMENT

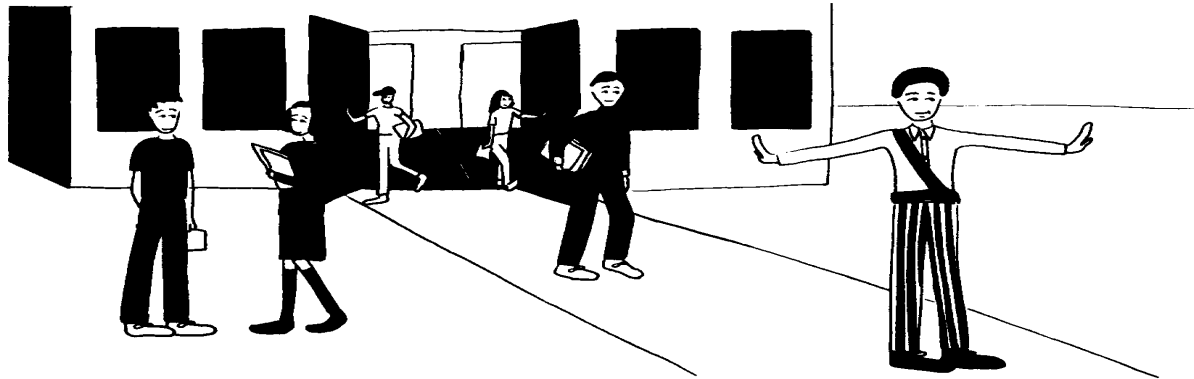
Description

The environment is everything that surrounds us. It consists of the earth's natural resources: land, water, metals, minerals, trees and air. It also consists of man-made things such as houses, roads, factories and shopping centers. Each one of us has a responsibility to conserve and preserve the environment in order that future generations might enjoy the world in which we live. Citizenship as it relates to the conservation of the environment means using things wisely. It means being careful with our energy, water and other resources, and not littering or polluting the environment.



Study Activities

- Obtain and paint roadside trash receptacles. Arrange for regular cleaning.
- Help to plant or care for trees, shrubbery, flowers and/or grass around churches, community building or street intersections.
- Make an exhibit on conservation of energy in the home, soil and water conservation or wildlife conservation.
- Find out whose responsibility it is to take care of cemeteries and ask how 4-H'ers such as yourself might help.
- Build and place birdhouses and/or feeders.
- Keep a chart on air pollution for one week based on your television news.
- Conduct a home energy conservation survey on three houses.
- Make anti-litter posters and display them in a public place.
- Raise money for an endangered species protection group.
- Organize a program to encourage others to help prevent your school ground from becoming littered.
- Secure and evaluate data (both historical and current) on the population trends of your community and county.



EDUCATION

Description

Education is the knowledge and skills a person needs to be able to live and work in his or her own society. Much of the knowledge and many of the skills come from those around us every day, such as parents, friends and neighbors. However, in a large and complex society, such as the one in which we live, the knowledge and skills needed are also very complex and specialized. Therefore, we have special programs for education.

Most communities have both public and private schools at the grade school and high school levels. Many communities also have colleges and universities, as well as trade and vocational schools, for those who want to continue their formal education.

Communities are offering more and more opportunities for informal education. Extension Service groups, short courses, museums, churches, newspaper, libraries, radio and television are all examples of places, experiences and people that help in providing informal education.

Study Activities

- Visit a school board meeting. Summarize what is discussed.
- Give an illustrated talk to your classmates on school facilities or the functions of your school board.
- Determine how your local school board is financed. What percentage of financing is federal, state, county and local?
- Make a list of informal educational facilities in your community. Tour one or more of these.
- Find out the cost of education per student in your community.
- Make a list of schools in your community. (Private and public)
- Volunteer five afternoons to help at a Head Start school
- Tutor one elementary student for five weeks after school.
- Become a school safety guard.
- Raise money for the school library.
- Volunteer to work in your school library after school for two weeks.

RECREATION & HOBBIES

Description

Recreation and hobbies are important for the physical and mental well-being of all people. They may be something as simple as reading a book or collecting coins, or more involved such as a camping trip or hunting for Indian artifacts. Recreation may be done alone or with others. This may be at home, in a park or in a wilderness area. As people have more and more free time, finding ways to spend that free time becomes very important. Most communities try to provide some recreation for their citizens. This includes not only facilities such as parks, playgrounds, theaters and bowling alleys, but also activities such as little league baseball and swimming teams.

Study Activities

- Visit one of the public recreation facilities in your area. Find out who operates it, who provides the money and why we need such facilities.
- Assist with a Day Camp for children who would not otherwise experience a camp situation.
- Make a map of bike paths and publicize it in some manner.
- Assist with a youth handicrafts center in the community.
- Participate in an arts and crafts sale or show, a summer theater or a talent show for youth.
- Assist in beautifying a 4-H camp or a park.
- Make a scrapbook of pictures of recreational activities available in the community. Share your scrapbook with others.
- Assist in constructing a nature trail in a park or forest preserve in your community.
- Assist in planning and carrying out a recreational activity for handicapped, and/or elderly persons (ex. Special Olympics).



PUBLIC WELFARE

Description

Welfare means being able to care for one's own needs. Many people are unable to care for themselves at times. People may need help because of sickness, injury, fire, family problems, being out of work or other difficulties. Public welfare helps persons and families in time of need. Government agencies have specially trained workers to find out the best way to help people in need. This may be by means of money, food, medical treatment, job training, job referral or some other type of help.

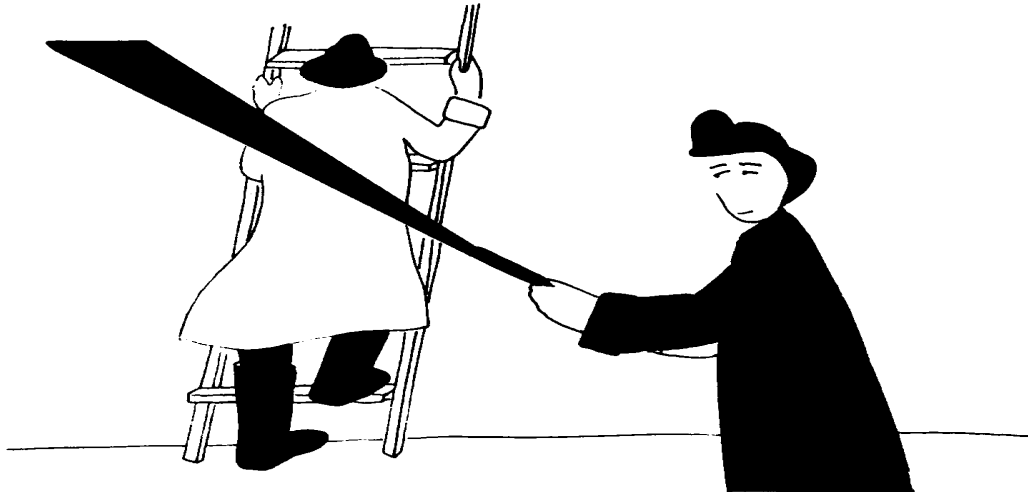
In many emergency situations churches are the first to offer help. They have traditionally provided such help for their own members and for other people, too.

From the above explanation, you can see that health, safety, police and fire protection and welfare are all closely related. All of these have to do with being well and safe.

Study Activities

- Work with an organization, such as Toys for Tots, to collect, repair, paint, make and distribute toys for needy families at Christmas.
- Adopt a grandparent, either in or out of a nursing home: run errands, do letter writing and reading for them, clean up, talk to them, bring small gifts, learn crafts or other skills from them.
- Visit an orphanage, a school for the handicapped or a home for the aged and learn about its operation. What can you do to help with the welfare of the group you visited?
- Collect clothing, canned goods, extra vegetables from gardens, old toys, etc. for the needy.
- Become involved on a regular basis with a service organization.
- Visit a public welfare agency in your city or county. Learn (a) the needs of the people they serve, (b) how the programs are financed, (c) what the social workers do as they work with families and individuals and (d) why it is necessary to provide these programs from public funds.





POLICE AND FIRE PROTECTION

Description

Police and fire departments provide safety for the citizens of the community. With the help of citizens the police work on crime prevention, traffic control and give assistance in all types of community emergencies such as floods, hurricanes and tornadoes. Firemen serve mainly in fighting fires, but also have strong fire prevention and safety programs. Like the police, they also help out during community emergencies, and in many communities provide emergency ambulance service.

Study Activities

- Make an appointment and visit the police department. Determine the type of training policemen receive for their jobs.
- Find out if your police department has any special programs to help citizens protect their property. List and explain these programs.
- Find out if your police department has any special plans for emergencies such as tornadoes or hurricanes.
- Write a report on these plans.
- Make an appointment to visit your fire department. Witness a fire drill.
- Write a brief report on how your fire department investigates fires. Attach your report to this record.
- List and explain your fire department's fire prevention programs. Attach your report to this record.
- Plan and practice a fire drill for your family.
- Make a list of things you can do to strengthen the police and fire laws in your city.

HEALTH, SAFETY AND WELFARE

A. Health and Sanitation

Description

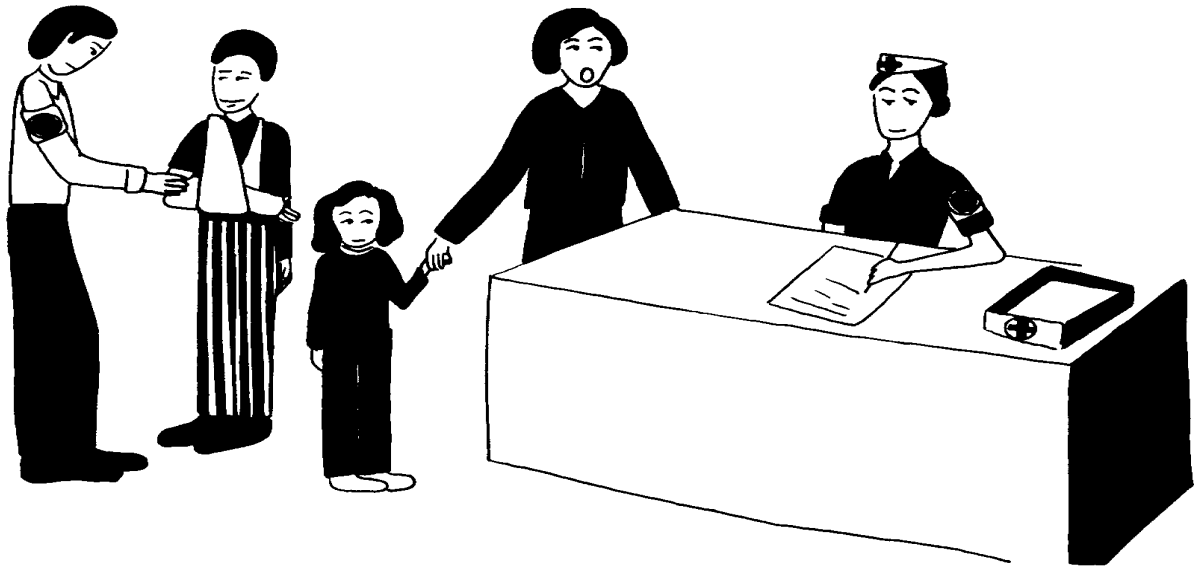
All people need to consider if their community is a healthy place to live. There are many ways in which the community helps to keep its citizens healthy. There are hospitals, clinics, doctors, nurses, druggists, nursing homes, ambulances and public health inspectors, to name but a few. Large cities have all these to help people stay healthy, while many small communities in rural areas may lack some important services.

A part of keeping the community clean and healthy is disposing of trash, garbage, sewage and other waste materials. Most communities have regular trash and garbage pick-up and special disposal facilities.

Study Activities

- Take one food product, such as milk, and note all the checks or inspections that are made on it as it goes from the producer to the consumer.
- Make an appointment to visit the head of your community health department. Learn about its primary functions and the duties of the personnel.
- Visit a hospital, clinic or nursing home. Give a summary report to your 4-H club.
- Find out how mosquitoes are controlled in your community.
- Visit a city garbage dump. Write a report on how the garbage is disposed.
- Visit a sewage treatment plant and write a report on treatment and disposal of sewage.
- Volunteer to help with a health drive.
- Participate in a walk-a-thon for a health drive.





B. Safety

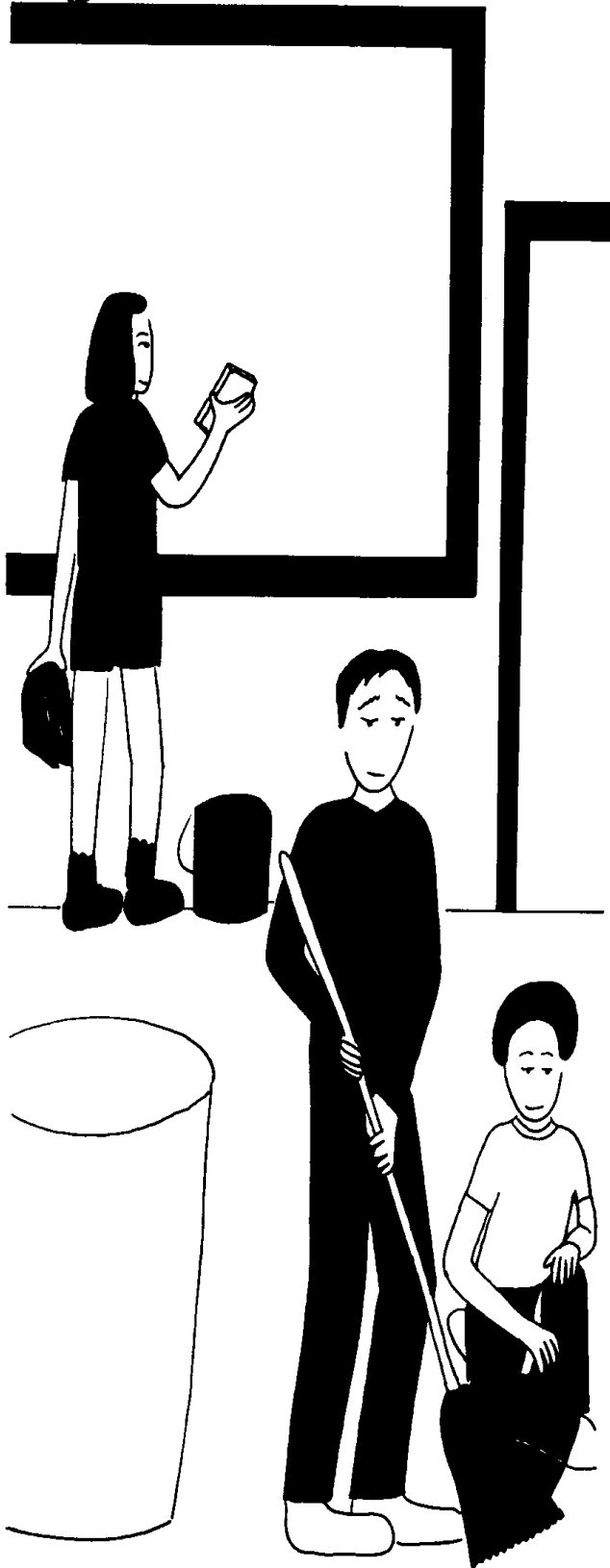
Description

Safety is a concern of people every day of their lives. Community safety programs are aimed at protecting people from having accidents, illnesses and injuries. Many groups both in and out of government are involved in community safety. Some examples are the Red Cross, the fire and police departments, the auto inspection center and the driver's license office. As a young community citizen you will want to take an active part in preventing accidents by your own actions and by educating others.

Study Activities

- Survey the people in your neighborhood to determine what types and how many home accidents have occurred within the past year.
- List the safety hazards you see in your neighborhood.
- List the organized groups in your community whose primary concern is safety. Name them and describe the function of each.
- Map a safe bicycle trail from your home to your school.
- Distribute "hot dots" or fluorescent tape strips to your school class or club for use on their coats.
- Help serve free coffee to drivers at rest stop locations during holiday periods.
- Design an escape plan for the members of your family in case your house should catch on fire.
- Make a poison safety check on your own home.

COMMUNITY



SOURCES OF INFORMATION

Chamber of Commerce

City and County Officials

Libraries

Local newspapers

PUBLICATIONS - several low-cost publications are available from various groups. Write to request cost information from the various organizations below:

"Community Pride Makes Things Happen", State 4-H Office, 2039 McCarty Hall, University of Florida, Gainesville, Florida 32611

"The 4-H Sunshine Brigade", State 4-H Office; Georgia Cooperative Extension Service; University of Georgia, Athens, Georgia 30602. (Excellent guide for teen and adult leaders.)

"Youth In Action Improving Their Communities"; Dyer, Del and Gene McMurty, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

LEAGUE OF WOMEN'S VOTERS OF THE UNITED STATES, 1730 "M" St., N. W.; Washington, D. C. 20036

"Know Your Community". An outline for making a survey of your local government.

PUBLIC AFFAIRS PAMPHLETS, 381 Park Avenue, South; New York, New York 10016.

"New Ways to Better Communities", by Elizabeth Ogg.

“MY COMMUNITY” PROJECT SUMMARY

Name _____ Address _____

Age _____ Grade in School _____ Years in 4-H _____

Years in Citizenship Project _____ Name of 4-H Club or Group _____

“My Community” Project Goals:

Example: City Government - Tour city hall and interview mayor to learn more about the way our city is governed.

Define

1 - Citizen: _____

2 - Community: _____

Five community components studied

Five study activities worked on

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____

- _____
- _____
- _____
- _____
- _____

What I learned from my study activities

How I shared this knowledge with others

People Interviewed

1. _____
2. _____
3. _____
4. _____
5. _____

What I learned from the interviews

How I shared my knowledge

Summary of the citizenship project in my community

What I learned by doing the citizenship project in my community

How I shared this knowledge with others

Additional community activities in which I have been involved

Citizenship in other 4-H Projects

Citizenship responsibilities in earning and spending, and in many other areas of life, are practiced through 4-H projects. These are a central part of your 4-H experience. Learning to sew or build a birdhouse is not citizenship education in itself, but there are citizenship responsibilities that go along with learning such skills. These skills can be used to help you and others. You can help yourself by:

- Broadening your interests and knowledge.
- Developing self-confidence and self-discipline.
- Developing an awareness of job opportunities.
- Learning how to make intelligent decisions.
- Getting pleasure from interesting activities.

At the same time, you can help others by:

- Standing on your own feet and being less dependent.
- Serving family and friends through project skills.
- Helping younger members learn.

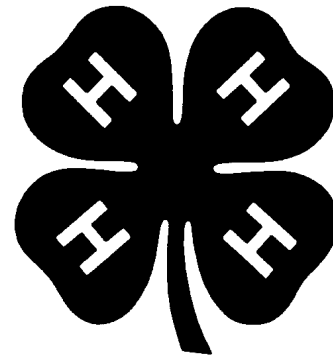
Additional Citizenship Units

Good citizenship involves more than understanding and participating in government. Good citizenship is important in relationships with your family, friends, and neighbors. Good citizenship is important to your 4-H Club and other organizations you belong to. It means understanding and appreciating yourself and your heritage, and having the same respect for other people and their heritages.

The citizenship project is made up of a series of seven units. You have probably used some of these units in previous years and you may take the other units in the future.

The citizenship project consists of the following units:

- Unit 1 Me, My Family and My Friends
- Unit 2 My Neighborhood
- Unit 3 My Clubs and Groups
- Unit 4 My Community
- Unit 5 My Heritage
- Unit 6 My Government
- Unit 7 My World



4-H PLEDGE

The 4-H Pledge is an outline for the 4-H Citizenship Project. Citizenship education through 4-H should provide three-fold learning - knowing, feeling, acting.

I Pledge

My Head to clearer thinking

Understanding - using our heads for clearer thinking, getting information and understanding issues.

My Heart to greater loyalty

Attitudes - using our hearts to appreciate our rights and feel our responsibilities.

My Hands to larger service, and

My Health to better living for my Club, my Community, my Country, and my World.

Skills - using our hands and healthy bodies and minds to put into practice what we understand and feel we should do.

4-H CITIZENSHIP PLEDGE

We individually and collectively pledge our efforts from day to day to fight for the ideals of this nation.

We will never allow tyranny and injustice to become enthroned in this, our country, through indifference to our duties as citizens.

We will strive for intellectual honesty and exercise it through our power of franchise.

We will obey the laws of our land and endeavor increasingly to quicken the sense of public duty among our fellowmen.

We will strive for individual improvement and for social betterment.

We will devote our talents to the enrichment of our homes and our communities in relation to their material, social and spiritual needs.

We will endeavor to transmit to posterity this nation, not merely as we found it, but freer, and more beautiful than it was transmitted to us.

1. This document is 4HCIM13, one of a series of the 4-H Youth and Development Program, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. Printed October 1986. Please visit the FAIRS Website at <http://hammock.ifas.ufl.edu>.
2. John Rutledge, professor, Youth Development Specialist, Department of Family, Youth and Community Sciences, Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, Gainesville, 32611.



**UNIVERSITY OF
FLORIDA**

Cooperative Extension Service
Institute of Food and Agricultural Sciences

COOPERATIVE EXTENSION SERVICE, UNIVERSITY OF FLORIDA, INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES, Christine Taylor Waddill, Director, in cooperation with the United States Department of Agriculture, publishes this information to further the purpose of the May 8 and June 30, 1914 Acts of Congress; and is authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, age, sex, handicap or national origin. The information in this publication is available in alternate formats. Single copies of extension publications (excluding 4-H and youth publications) are available free to Florida residents from county extension offices. Information on copies for out-of-state purchase is available from Publications Distribution Center, University of Florida, PO Box 110011, Gainesville, FL 32611-0011. Information about alternate formats is available from Educational Media and Services, University of Florida, PO Box 110810, Gainesville, FL 32611-0810. This information was published October 1986 as 4H CIM 13, Florida Cooperative Extension Service.