



4-H Citizenship Project

Learning More About . . .

You and Citizenship



Name _____

Age (on Jan. 1) _____ Date of Birth _____ Month _____ Day _____ Year _____

Address _____

City _____ Zip _____

School or 4-H Club _____

Name of Parents or Guardian _____

4-H Projects:

Livestock (if enrolled):

I have personally prepared this report and believe it to be correct:

Signed _____ Date _____
(Club Member)

We reviewed this report and believe it to be correct:

Signed _____ Date _____
(Parent or Guardian)

Signed _____ Date _____
(Local 4-H Leader)



You and Citizenship

Good citizenship involves more than understanding and taking part 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 groups you belong to. It means understanding and appreciating yourself and your heritage, and having the same respect for other people and their heritages.

Citizenship: Home, School, Community

Every person belongs to several groups: the family, school, community, parish, state and the nation. From each group he receives certain privileges, and to each group he has certain responsibilities. **A privilege** is a right, a benefit or a special favor. **A responsibility** is an obligation or a duty.

From your family you can expect food, clothing, shelter and much more. Your contribution to the family probably involves certain responsibilities such as washing dishes, emptying the trash and performing other jobs to help keep things running smoothly.

As a citizen of your parish, state and country, you receive certain rights and privileges. In turn, you have certain responsibilities to these groups. Citizenship, therefore, is important to the citizen and to the groups to which he belongs. It means the duties, rights and privileges of being a citizen.

Building Relationships

There are many persons with whom you have a relationship. You have relationships with family members and friends. You also have relationships with persons at school and in your community. These relationships can be healthful when you take time to understand your responsibilities in each of them.



Find out what is expected of you.

Follow through with your obligations.

Be cooperative.

Do your best.

Relationships in the Home

The home is like a small community. Like the towns and cities we live in or near, the home is a place where people live together and have certain common problems to solve. Work must be done at home, just as it must be done elsewhere. Your first experience in learning how to get along with others begins at home. If you learn to do your share of the work needed to keep a home going, you develop the kind of abilities a citizen should have. The home is the first testing ground for good citizenship. By learning to live happily with a small group, you will be better prepared to live happily with larger groups, such as your school group.

Relationships in the School

School relationships include school authorities, such as principals and teachers, as well as classmates and friends. What is your role in these relationships? School authorities and teachers have the job of educating students. To accomplish this, they must provide an environment that leads to learning. Rules are established in the best interest of the individual and the entire student body. Know what is expected of you in your school relationships, and obey school rules. Complete your schoolwork to the best of your ability. Make an effort to get along with everyone at school.

Relationships in the Community

You are also building a network of relationships within your community. **A community** is a group of people living together in a particular location. As a community member, you have certain rights and responsibilities. For example, you have the right to live safely within your home, a right to police protection and a right to an education.

You also have many responsibilities in your community. You should not litter. You should dispose of trash properly. You may work with others to promote environmental protection programs. You may volunteer to work with a community committee to conduct a pre-school health clinic or make an exhibit or give a talk on safety hazards found at your school.

Good citizenship is understanding the importance of getting involved in your community. As a responsible citizen, you choose the action. You can do only what the law requires. You can do a little more. Or you can become really involved in projects to improve your community. How much do you want to get involved? How much do you think you should get involved?



Why We Have Rules and Laws

In your home, school and community groups, some person or persons must have the authority (or power) to carry out the purposes of the group, to make decisions for the group and to make rules or laws for the group. It is the duty of every citizen to obey rules and laws made to protect people and property.

Crime is failure to obey the law. It is violation of the law. The person who breaks traffic rules, who drives on the wrong side of the road or fails to obey traffic signals, is violating laws. Those who destroy property by breaking windows, tearing down street signs or throwing litter, such as aluminum cans, into lakes not only violate laws but cause waste. Breaking rules and laws usually indicates that some people do not recognize that others have rights, too. They refuse to be responsible to the community.

Law or Rule?



What is a law? A **law** is an agreement among many people to do certain things which permit everyone to live together peacefully. Laws are usually made by official government lawmakers; for example, city, state and federal officials.

They serve as guidelines for the whole society. Many laws which govern local communities are passed by local lawmaking bodies. These laws are called **ordinances**. They are usually enforced by local government officials.

What is a rule? **Rules** are guidelines for conduct made by persons in authority such as your parents, your teacher or the school principal. When there are rules, each person knows what he must and may not do. Rules usually serve small groups or individuals; for example, you, your family or your school.

Which of these statements are rules and which are laws?

Rule _____
Law _____ 1. Children may not come into the school building until 8 a.m., unless there is bad weather.

Rule _____
Law _____ 2. The speed limit on Highland Road is 25 miles per hour.

Rule _____
Law _____ 3. All children in this house must do their homework right after school and before watching TV.

Rule _____
Law _____ 4. There will be no talking during a test. Raise your hand if you have a question.

Rule _____
Law _____ 5. Children younger than 18 must not be on the city streets after 10:30 p.m., unless they are with their parents.

The answers are on page 6.

List three rules you have at home:

1.

2.

3.

Who makes the rules you have at home? _____

Who enforces the rules at your house? _____

Why do you think rules are made at your house? _____

List three rules you have at school:

1.

2.

3.

Who makes the rules at your school? _____

Who enforces the school rules? _____

Why do you think school rules are needed? _____

Can you think of some laws you have in your parish?

1.

2.

3.

Who makes the laws in your parish? _____

Who enforces the laws in your parish? _____

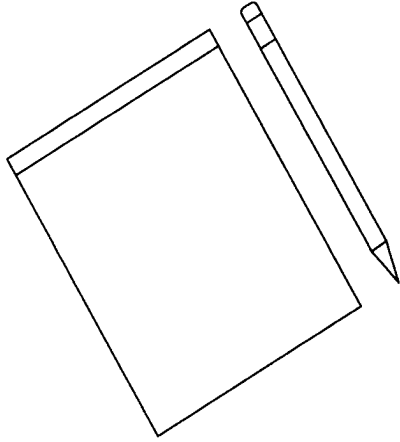
Why are laws necessary in a parish? _____

(Think about what life would be like without any laws.)

Answers:

Law or Rule?

1. Rule
2. Law
3. Rule
4. Rule
5. Law

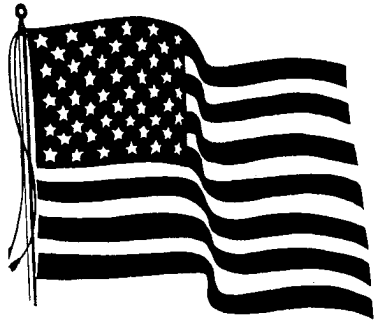


American Democracy

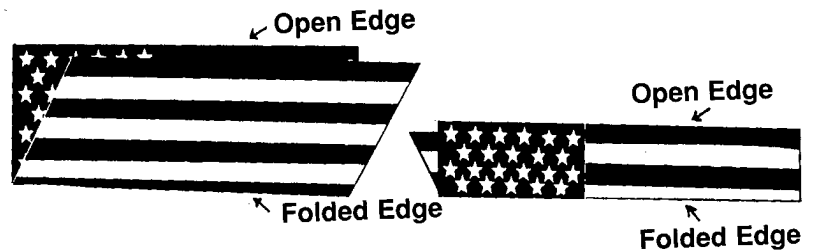
Have you thought of a 4-H club or group as a small democracy? **A democracy** is a form of government where the people themselves help to make the decisions that affect them. In your club you can have a part in decision making in the same way decisions are made in a democracy.

Everyone has a part to play in the club or group. As a member, you can be on a committee. You can run for office. You can make a motion, and do countless other things as well. Good citizenship is learning how to work with others and learning to make decisions. Clubs or groups that get things done plan what they will do. The members exchange ideas and plan with one another. The meeting room should be arranged so that the members sit in such a way that everyone can see and hear. Chairs arranged in a circle or semi-circle work well for small groups.

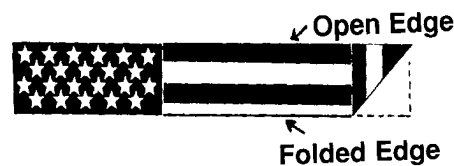
When arranging a room for a meeting, you will want to display the American flag properly. When the American flag is displayed from a staff in an auditorium, meeting hall or chapel, whether on the same floor level or on a platform, it should be in the position of prominence. The United States flag should be in front of the audience, and in the position of honor at the speaker's or chaplain's right facing the audience or congregation. Other flags, including the Louisiana or 4-H flag, should be placed on the left of the speaker or chaplain (to the right of the audience). After a meeting or ceremony you may need to fold the American flag. Here is how to fold the flag properly:



1. Hold the flag lengthwise, and fold it in half. Next, continue to hold the flag lengthwise, and fold it once more so that it is 1/4 the original width.



2. Starting at the end with the stripes, fold the flag over into a small triangle.



3. Continue to fold the flag into triangles.



4. Complete the folding with the blue and stars on top.



Suggested Activities (These activities can be used to learn more about the American flag and will give you opportunities to share what you learn with others.)



Research the history of the American flag. Give a report at your 4-H club meeting.

Plan a club or group project on flags. Locate a book on flags, and teach your club or group how to display the flags in the right way. Give a demonstration on the use and care of the American flag at 4-H meetings, school assemblies and adult meetings.

Learn and teach others the proper ways to salute the flag.

Research and share information with others on the proper way to dispose of a flag after it is no longer a fitting emblem to display.

Understanding Government

Good citizenship is understanding your government. It means getting involved to see that your government represents you and other citizens. Government is set up to make laws for a group of people and to see that the laws are obeyed. It is the authority or power that rules on behalf of a group of people.

In the United States, we have a democratic form of government in which the people rule themselves. Citizens' involvement in government is the only way to keep government responsible.

Louisiana's state government is headed by a governor. It also has many smaller governments for each part of the state. These are called local governments. Local governments are needed to: (1) carry out state laws, (2) to allow people in different areas of the state to provide services not provided by the state and (3) to pass local laws, called ordinances.

How much do you know about your government? Are you involved in seeing that your government operates for you and other citizens?

In Louisiana, local government is operated by parishes, special districts and municipalities. Louisiana has three types of municipalities: **villages** (population between 150 and 999), **towns** (population between 1,000 and 4,999) and **cities** (population more than 5,000).

Special districts are usually created by police juries to carry out certain functions on the local level. They are a form of local government that handles fire protection, hospital services, road upkeep and other local concerns. Their powers are limited to the purposes for which they were created. The parish is the local governing system that

operates along with some municipalities and under state government. Therefore, parishes and municipalities carry out state laws on the local level. As a unit of local government, parishes and municipalities collect taxes and supervise elections. Local governments also have the power to make and enforce laws, but they cannot make rules that oppose a state law. Local government affects your everyday life, as do other levels of government. Important local issues are the primary concern of parishes and municipalities, and usually these are the things that are most important to you. Are the streets in your parish safe to drive on? Is there a fire department in your community? Are there police officers you can call in emergencies? Your local government handles these things and many more.

The activities of local governments center in the courthouse or in the government building located in an important town or city of the parish. This town or city is called the **parish seat**. It is usually near the geographic center of the parish.

Louisiana Parishes

Since 1845, the subdivisions of Louisiana have been known as parishes. Prior to this time, the divisions were called counties. During one period of time, both the term county and parish were used. Study the map. It shows Louisiana as it is divided into 64 parishes. Answer the questions. (You can find answers in a reference book from your school or public library.)

The Largest Parishes

1. What parish has the largest total area?

2. What parish has the largest population?

The Smallest Parishes

3. What parish has the smallest total area?

4. What parish has the smallest population?



Know Your Parish

Every parish has its own history, culture and traditions. Learn more about your parish by making a parish profile. Get help from your parents, teachers and 4-H leaders to do this activity. In gathering information, you will sometimes find it necessary to set up interviews. Let the agency or person know that you are a 4-H member, and tell the purpose of your 4-H project. Ask for a convenient time for the interview.

Next, practice interviewing your parents or 4-H leader before beginning. After you feel confident, and you have a parent's and 4-H leader's permission, you are ready to interview.

Interviewing Tips

1. Always call for an appointment. At the same time, ask if you can get the information over the telephone. This could save time and energy.
2. If you wish to record the interview or take pictures, get approval when you call for the appointment.
3. Be on time for the appointment.
4. Go with one other club member, if possible.
5. Prepare some questions ahead of time.
6. Be courteous, well-groomed and tactful.
7. 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 parish. We would like to ask a few questions about (the history of the parish, your occupation, etc)."
8. End the interview when the questions have been answered. Parish leaders are busy, so be brief.
9. You may like to follow up with a thank-you note. Some information may also be found in encyclopedias and references from your school or public library.



Parish Profile Project

1. Name of your parish _____
2. Population _____
3. Square mile area _____
4. Number of schools: Pre-school through High School
 Public _____ Private _____
- Colleges _____ Universities _____

Vocational Institutions _____ Professional Institutions _____

Others (Name kinds) _____

5. Number of churches _____

6. Agricultural products produced _____

7. Industry _____

8. Parks, recreational facilities and tourist attractions _____

9. Occupations or jobs available.

Identify an occupation or job available in your parish. Interview someone in the selected career, and write a report of the interview on a separate sheet of paper. Example: 4-H agent, farmer, teacher, lawyer, factory worker or industrial worker, doctor, sheriff or chief of police, judge, etc. Research information such as duties and responsibilities, education and training needed, job openings (now and in the future) and rewards such as pay and promotions, etc.

10. Write a brief history of your parish on a separate sheet of paper. Include when your parish was established, historic landmarks, traditions, festivals, fairs and other important information.



The Organization of Local Governments

Some parishes and municipalities operate under charters granted by the state. A charter tells what kind of government a city may have and what things it may do. It is a kind of constitution, which is a set of rules, laws and customs that tell how a government is organized and operated. Parishes and municipalities have the right to make and change their own charters, but all actions must conform to the state constitution and state laws. This power is called **home rule**. Under such charters, local governments may regulate local affairs without getting permission from the state for making changes in government organization or for starting new projects. To understand the organiza-

tion and operation of your local government, conduct a local government survey. To carry out the survey, you will need to call or visit your parish officials. Follow the same tips as given for interviewing. See page 10. Remember to explain that you are trying to learn about parish government and would appreciate any material or information. A copy of the state constitution is helpful, since this document spells out the powers granted to local government. You may also find some answers in your school or public library. Below is a list of questions your study should answer.

Local Government Survey

How is your local government organized? One way to show that organization is with an organization chart. First read and answer the questions below. Then design a chart to show how your local government is organized. An example is on page 14.

A. What form of local government do you have? _____

B. What is the title and name of the highest governmental official in your local government?

C. Was this official elected? _____ If so, by whom? _____

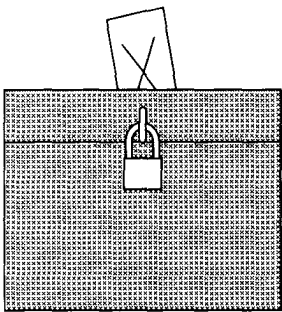
Or was the official appointed? _____ If so, by whom? _____

D. What are the principal duties of this governmental official?

E. What is the exact name of your local governing body?

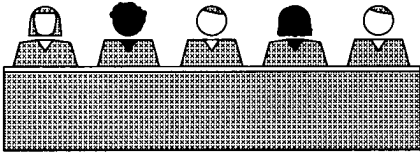
F. How many members does it have? _____

G. What are the qualifications for office? _____



H. How are members of the parish governing body selected?

I. What are their names? _____



J. What are the principal duties of the governing body?

K. Does it have power to make laws? _____

L. Any appointing powers? _____

M. If so, who does it appoint? _____

N. Suppose you have a problem or a question involving your local government. Which department would you contact?

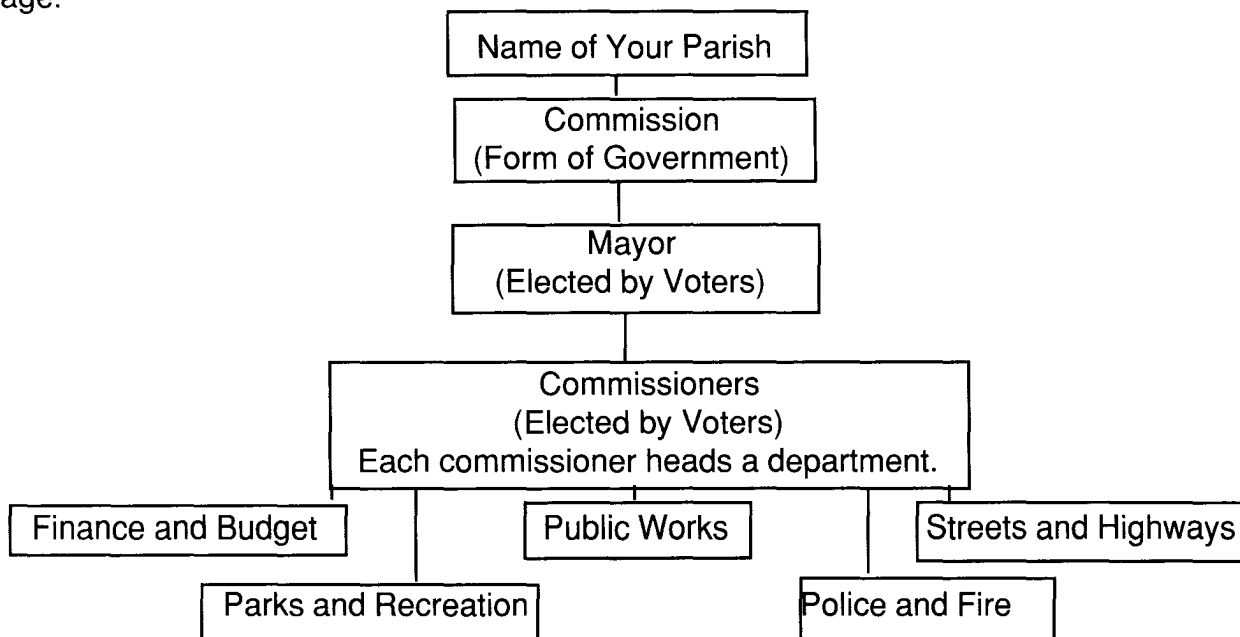
Different departments have different areas of responsibility. Do you know the name of the person in charge of each department?

Local Government Departments

To find out more about your local government fill in the chart.

Department	Head of Department (Name)	Elected or Appointed	Responsibilities

Now use the information you have gathered to design an organization chart. Study the example for ideas of how you might design your chart. Draw your chart on the next page.

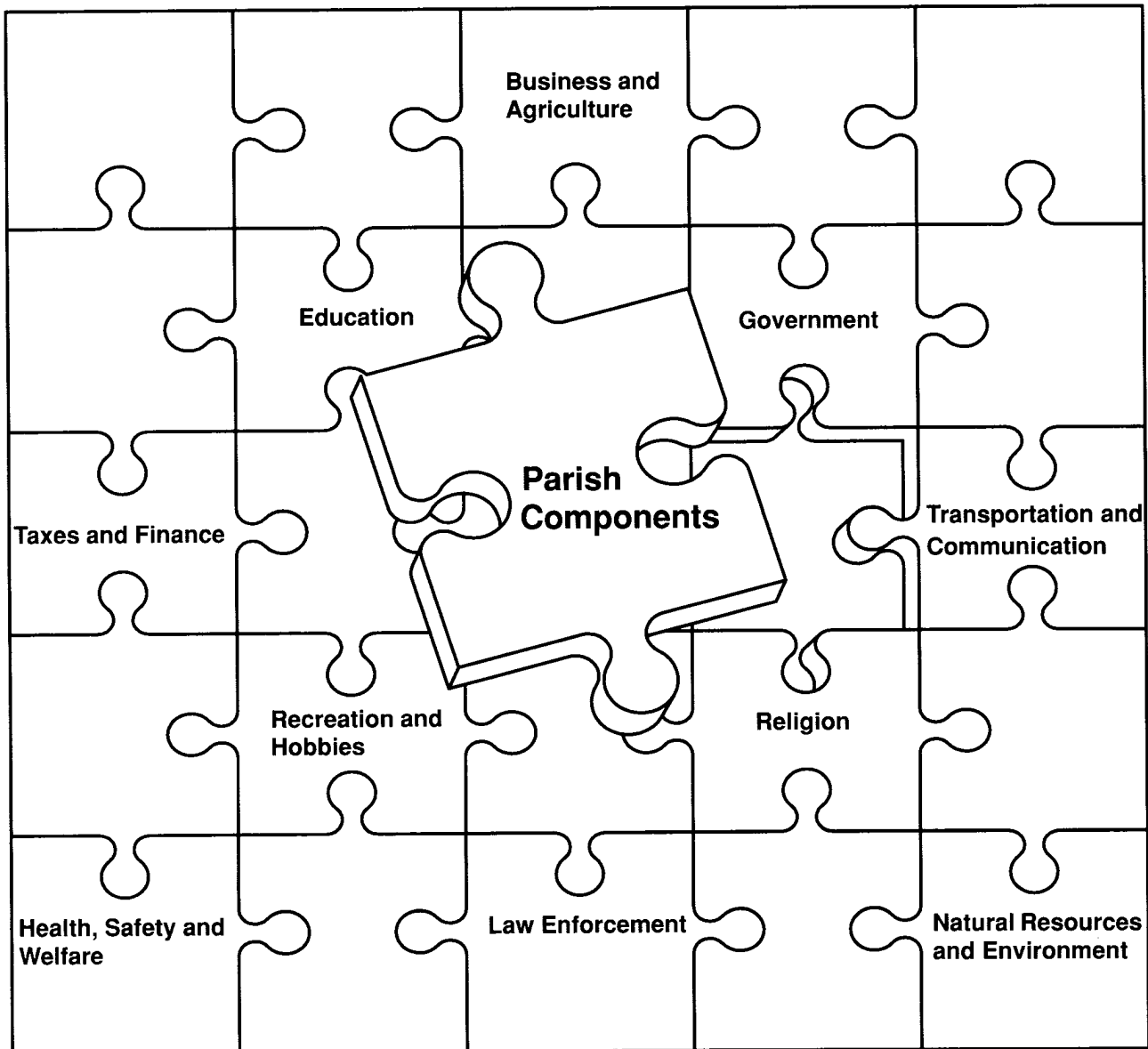


How My Local Government is Organized

Exploring Your Parish

Exploring your parish can be exciting. It will help you learn to act with intelligent concern for the good of your community and the whole parish. In a way, the parish 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. It is this way with the parts or components of a parish, too. What are the major components that make up your parish?

Parish components that affect your life almost every day are listed on the puzzle.



Some of these could be broken down further, and some could be combined, but the list provides a starting point for exploring your parish. Begin exploring your parish by reading through this book. From the list of parish components choose five to study. Write your project plans on pages 19 to 23 (plan of action sheets). Your plans should include some service and some study activities. 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 4-H leader when you have completed this project.

Summary of Steps to Follow

1. Choose five parish components to study.
(Example-government)
2. Explore your parish by doing one or more services and study activities from each of the five components chosen.
3. Make a plan of action for the activities selected.
4. Carry out the plan.
5. Keep a record of what you do, what you learn and how you share your knowledge with others.

Make Your Plan of Action

Fill out a separate plan of action worksheet for the five components of your parish you choose to study or to conduct a service activity. From each of those chosen, select one or more activities. Think of some activities related to the parish components chosen or refer to the Parish Study and Service Guide (Appendix) on pages 24 to 32 for activity suggestions. Your 4-H leader can help you think of some activities and help you make plans to carry out your activities.



EXAMPLE of how to fill out "My Plan of Action Worksheet."

My Plan of Action Worksheet

Parish Component
Natural Resources
and Environment

Service or Study Activities

1. School Recycling Project
2. To find out what kind of materials are recycled in Louisiana.

Plan of Action: (What will be done to reach the goal? Methods to use? When to do?)

What will be done (Describe in detail)	Resources needed (People, supplies)	Date Completed
<p>Hold club meeting to discuss recycling project.</p> <p>Get approval from 4-H leader and school principal.</p> <p>Decide which material the club will collect for recycling.</p> <p>Obtain names of recycling centers nearest your school.</p> <p>Select a storage site for your recyclables. Check for safety hazards.</p> <p>Decide how to collect recyclables from people in the community.</p> <p>Decide how the recyclables will be transported to the recycler.</p> <p>Assign responsibilities to club members and other school representatives for: letting people know about the project, collecting and storing the recyclables, transporting materials to recycler and keeping records</p> <p>Let people know about the project by sponsoring a recycling poster or slogan contest. Display posters in a public building. Use slogan on all project news releases. Send news releases to local newspaper and TV or radio stations.</p> <p>Send school announcements to parents.</p>	<p>Participation of club members, other school groups and parish citizens</p> <p>Project announcement sheets</p> <p>Storage containers for recyclables</p> <p>Transportation for materials to recycling center</p>	

Project or Activity 1 My Plan of Action Worksheet

Parish Component

Service or Study Activities

**Plan of Action: (What will be done to reach the goal? Methods to use?
When to do?)**

What will be done (Describe in detail)	Resources Needed (People, supplies)	Date Completed

Project or Activity 2 My Plan of Action Worksheet

Parish Component

Service or Study Activities

**Plan of Action: (What will be done to reach the goal? Methods to use?
When to do?)**

What will be done (Describe in detail)	Resources Needed (People, supplies)	Date Completed

Project or Activity 3 My Plan of Action Worksheet

Parish Component

Service or Study Activities

**Plan of Action: (What will be done to reach the goal? Methods to use?
When to do?)**

What will be done (Describe in detail)	Resources Needed (People, supplies)	Date Completed

Project or Activity 4 My Plan of Action Worksheet

Parish Component

Service or Study Activities

_____	_____
_____	_____
_____	_____

**Plan of Action: (What will be done to reach the goal? Methods to use?
When to do?)**

What will be done (Describe in detail)	Resources Needed (People, supplies)	Date Completed

Project or Activity 5 My Plan of Action Worksheet

Parish Component

Service or Study Activities

**Plan of Action: (What will be done to reach the goal? Methods to use?
When to do?)**

What will be done (Describe in detail)	Resources Needed (People, supplies)	Date Completed

Carry out your Plan of Action

Carry out your planned activities to help make your parish 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.

APPENDIX Parish Service and Study Guide

(To be used with your plan of action)

Your parish may or may not have all of the following components. Study the five components in which you have the most interest. Each parish component is described. A list of service and study activity suggestions is also given. Select one or more of the activities, or think of some activities on your own, to carry out for the five parish components chosen. If you wish, you and your 4-H club group can work on some activities together.

Business and Agriculture

Description

The economic system of the United States, 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. Most goods must be sold before they are used.

Private businesses depend on 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.

Communities depend on taxes paid by businesses to support many community services. A progressive, growing community has an increasing tax base from which it can draw money to operate expanding school systems, new streets, etc. Economic growth generally takes place where good business exists and resources are favorable.



Service and 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.
- Discuss with a member of the Chamber of Commerce or parish planning group the future plans for business and industry in your parish.
- Work with your 4-H club to develop a brochure describing possible sites for location of new businesses or expansion of existing businesses in your parish.
- Write a report on "Why Farmers are Important to Our Country." Present it at a 4-H club meeting.

Answer these questions and attach your answers to this project book:

- What industries operate in your area? What products do they manufacture? How many people do they employ? How do they benefit the parish? Do they harm the parish or the environment in any way? If so, how?



Description

Most communities have both public and private schools from preschool to high school levels. Many parishes also have colleges and universities, as well as trade and vocational schools, for those who want to continue their formal education. Parishes are offering more and more opportunities for informal education. Extension Service groups, short courses, museums, churches, newspapers, libraries, radio and TV are examples of opportunities for informal education.



Service and Study Activities

- Find out about the history of your school, and present a program on it at a school assembly.
- Become a school safety guard.
- Tutor one elementary student for five weeks after school.
- Teach reading to an adult who does not know how to read.
- Find out the cost of education per student in your parish. Give an illustrated talk to your club on the functions of your school board.
- Make a poster about a school problem such as litter, noise, respect for property or school spirit. Display it at your school.

Answer these questions: What is the name of the public education group in your parish? How many members does it have? Are the members appointed or elected? By whom? Who is the highest executive of this group? What are the duties of the group? Attend or read about a school board meeting. Summarize the discussion.



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. We need to be interested in and know what our elected representatives are doing. You can develop this habit and help make government better.



Service and Study Activities

- Tour your local government building. Find out names of your city or parish officials.
- Attend a city or parish government meeting, or read details of a meeting in your newspaper.
- Take a specific problem or concern and become informed about this issue. Compile a scrapbook of newspaper articles and pictures on this issue. Share your scrapbook with others.
- Find out what services are offered by your government. Find out the percentage of eligible voters in your community who voted in a recent election. Also find out what proportion of citizens in your community are usually registered to vote.
- Make posters encouraging people to vote.



Health, Safety and Welfare

Description - Health

All people need to consider whether or not their parish is a healthy place to live. A part of keeping the parish clean and healthy is disposing of trash, garbage, sewage and other waste materials. Also hospitals, clinics, doctors, nurses, druggists, nursing homes, ambulance services and public health inspectors help people to stay healthy.

Service and Study Activities

- Participate in a walk-a-thon for a health drive.
- Volunteer to help with a health drive.
- Visit or call and talk with the head of your parish health department. Learn about its primary functions and the duties of the personnel.
- Visit a hospital, clinic or nursing home. Give a report to your 4-H club.
- Find out how mosquitoes are controlled in your parish. Report findings to your club.

Description - Safety

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

Service and Study Activities

- List the safety hazards you see in your neighborhood.
- List the organized groups in your parish whose primary concern is safety. Describe the function of each. Report safety hazards in your neighborhood to them.
- Distribute "hot dots" or strips of tape that can be seen in the dark to your school class or club for use on their coats.
- Design an escape plan for the members of your family in case your house should catch fire. Practice the fire drill with your family.
- Find out if your police department has any special plans for emergencies such as tornadoes or hurricanes. Write a report on these plans.
- Have your family buy and install the number of smoke detectors and fire extinguishers needed in your home. Teach family members how to use and care for each properly.



Description - Welfare

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, losing a job or other difficulties. Public welfare helps people and families in time of need. Government agencies have specially trained workers to find out the best way to help people in need.

Service and 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, write letters and read to them, clean up, talk to them, give small gifts, or learn crafts and other skills from them.
- Visit an orphanage, a school for the handicapped or a home for the aged. Learn about its operation and what you can do to help with the welfare of the group visited.
- Collect clothing, canned goods, old toys, etc. for the needy.
- Become involved on a regular basis with a service organization.
- Visit or talk with an official at a public welfare agency in your city or parish.

Learn: (a) the needs of the people they serve, (b) how programs are financed, (c) what social workers do as they work with families and individuals and (d) why it is necessary to provide these programs from public funds.



Law Enforcement

Description

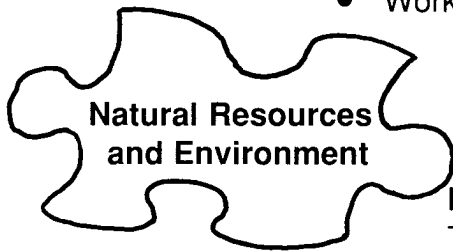
Although we live in a democracy, we need rules and regulations. These rules and regulations are laws which help the community to run smoothly and to help protect the lives, properties and rights of citizens. Law enforcement officials make sure the laws are justly applied.

Service and Study Activities

- Visit your parish government building. Tour law offices and court rooms. Find out what provisions are made for jailing law offenders.
- Attend several sessions of your city or parish courts.
- Publicize "Law Day" at your school by displaying a poster telling why laws are important.
- Find out how many different courts there are in your parish, list the different courts, and find out the responsibilities of each court.
- Interview a lawyer to learn more about the law profession.
- Find out more about the law enforcement system in your parish.

Name the positions, and give the duties of each law enforcement official. Explain how the local departments work with state and federal agencies. Attach this information to your project summary.

- Work with your club to sponsor a career exploration project using law enforcement personnel and attorneys.



Natural Resources and 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.

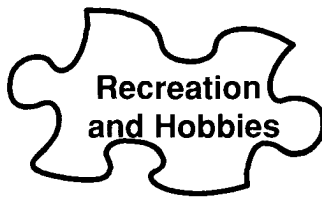
Citizenship as it relates to the conservation of the environment means using things wisely. It means being careful to preserve and conserve our energy, water and other resources, and not littering or polluting the environment.

Service and Study Activities

- Help to plant or care for trees, shrubbery, flowers and grass around churches, community buildings or street intersections.
- Make and display an exhibit on land or wildlife conservation.
- Build and place birdhouses and feeders.
- Make anti-litter posters and display them in a public place.



- Help your family to recycle aluminum cans, newspapers or other items that can be recycled in your area.
- Work with your club to organize a program to encourage others to help prevent your school ground from becoming littered.
- Find out how the disposal of solid waste is handled in your community. Ask these questions: How often is the garbage picked up? Where is the garbage taken? (To a sanitary landfill? an incinerator? recycled? somewhere else?) How far is it taken? How heavy are the trucks? You might discuss the effect of these heavy vehicles on residential streets and on highways. What might happen in the future as the nearby dumping sites are closed? How do people feel about living near a landfill or incinerator? Report findings to your club.
- Research answers to these questions concerning water. Attach your answers to this project book.
- Where do you get the water you use in your home?
- How is water pumped from its supply source to homes and businesses?
- How is your parish water system financed?
- How often are water samples tested by public health officials?
- Is water treated to guard against the spread of diseases? What method is used?



Description

Recreation and hobbies are important for the physical and mental well-being of all people. Most communities try to provide some recreation for citizens. This includes not only facilities such as parks, playgrounds, theaters and art galleries, but also activities such as baseball and swimming teams.

Service and Study Activities

- Take a tour of historical homes and buildings.
- Make a list of cultural happenings and special events in your parish. Take a tour, or attend a performance.
- Assist in beautifying a 4-H camp or a park.
- Visit one of the public recreation facilities in your area. Find out who operates it, who provides the money and why such facilities are needed.
- Assist with a day camp for children in your community or parish. Make a scrapbook of pictures and information on recreational activities available in the parish. Share your scrapbook with others.
- Help plan and conduct a recreational activity for handicapped, or elderly persons.





Religion

Description

Religion is the spiritual center of the parish. In many cases, the local churches or other places of worship are the center for many parish activities. Many religious groups help the poor and the elderly.

Service and Study Activities



- Work with your club to prepare a panel discussion, an exhibit, demonstration or talk on the values of the church in your parish.
- Chart the history of the churches in your community--when first established, changes in location or buildings, consolidations and mergers and major church programs or functions today. Make a public exhibit of your findings.
- 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.
- 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.
- Discuss with your religious leader the main points of progress and problems or needs of the community as he or she sees it. Plan and conduct a community service project in cooperation with the church as a result of these discussions.



Taxes and Finance

Description

Parish government officials collect, safeguard and handle large sums of money. Usually the main sources of parish funds are taxes and money received from the state. Money received is used to pay for parish programs and services such as education and public welfare, police and fire protection, libraries and highways.

Other ways parishes make money are by operating utility companies, selling fishing licenses and through fines, such as library fines.

Service and Study Activities



- Find out how your local government is financed and how funds are allocated to different departments.
- Find out whether your local government receives income from sources other than taxes. If so, what are these sources? How are they managed? How much income do they provide?
- Draw a design to show how your parish's income is divided among the various parish departments and agencies. Attach the information to this record book.
- Clip newspaper articles dealing with local, state and national projects which will require the use of tax money. Make a bulletin board or display at school titled, "Where Our Tax Dollars Go."

- Find out if your parish has an assessor. If not, who is responsible for assessing property for tax purposes? Who collects the property tax? When must property taxes be paid?
- Interview several adults for their views on sales tax.
- List the most important services provided by your local government such as education, police protection, etc. Find out the cost of those services last year. How much was spent on those services 10 years ago? Are any services provided today which were not in the budget 10 years ago? Attach a report to this project book.
- Survey the tax-exempt properties in your community or parish. Do you think it is fair for taxes not to be collected on these properties? Why or why not?
- Discuss views on the tax situation in your parish with a local government finance official. Find out what is being done to improve the tax system or to inform citizens of the major issues on taxation in your area.
- List specific items taxed by your local government and the type of licenses for which fees must be paid.



Transportation and Communication

Description - Transportation

Transportation is used to move people and merchandise around in the parish and from one parish 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 and motorcycles.

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.



Service and Study Activities

- Study the functions and duties of the local highway department.
- Work with your club and the highway department to place 4-H welcome signs at the entrance to your parish. Identify major transportation routes on a parish map. What types of service areas are located on these roads and why? Example: industrial parks, shopping centers, parks or cultural centers, etc. Work with club members to take pictures of these areas and discuss the good and bad points of the areas, and how any needed improvements might be made. Report your findings to the local transportation department.
- Study the transportation system in your community and parish. Propose methods to improve the system to better serve the needs of the elderly, the handicapped or other citizens. Give your suggestions to your transportation department.
- Research the different types of transportation available in your parish today, 20 years ago and 50 years ago. Collect pictures.

Description - Communications

Can you imagine what life would be like if there were no telephones, TVs or radios, newspapers, magazines or mail delivery? How would you know what was going on? Take time to learn more about how these types of communication work.

Service and Study Activities

- Study the communication system in your community and parish. Tour a local newspaper office, TV station, telephone company, post office, radio station or other communication center.
- Propose methods to improve the communication systems in your community or parish to better serve the needs of the elderly, the handicapped or other citizens. Report your findings to the appropriate communication office.
- Participate in a radio or TV program. Your 4-H agent or leader can help you.
- Watch local news programs on TV for a week. Keep track of the main issues mentioned.
- Write a report on four of your club's activities. Submit these to your 4-H agent for the parish 4-H newsletter.

4-H Record

Name: _____

Address: _____

Club: _____ Parish: _____

A. What one responsibility is the most important to you as a citizen in a democracy such as ours? Write a brief paragraph that tells why you chose that responsibility.

B. Check the activities you completed in this project. Then, write a short report about one activity you did.

- ___ 1. Made a profile of my parish
- ___ 2. Collected information in a survey of my local government
- ___ 3. Identified local government departments in my parish
- ___ 4. Designed a chart to show how my local government is organized

Report:

C. List a new method you learned in this project. Write a short report on what you learned.

Example:

I did my first interview.

I learned how to:

- 1. prepare for an interview
- 2. dress for an interview
- 3. make a written report from notes taken

Other examples : (a) How to organize, plan and carry out a community study activity, (b) How to make oral and written reports, (c) How to research a topic.

Report:

D. Select one of the areas of citizenship where you made the greatest improvement. Write a short report on the improvements you made. (Examples: citizenship in my home, school, community or parish)

Report:

E. Check the parish components you studied. Write a short report about one activity you did in studying one of the components

Business and Agriculture

Recreation and Hobbies

Education

Religion

Health, Safety and Welfare

Taxes and Finance

Law Enforcement

Transportation and Communication



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