



# **EXPLORING CITIZENSHIP**

## **UNIT II**

### **MY NEIGHBORHOOD**

THIS BOOK BELONGS TO:

MY NAME: \_\_\_\_\_

MY ADDRESS: \_\_\_\_\_

MY PHONE NO.: \_\_\_\_\_

## TABLE OF CONTENTS

	PAGE
INTRODUCTION .....	3
PART 1 - WHO ARE MY NEIGHBOORS? .....	3
PART 2 - BEING A GOOD NEIGHBOR .....	5
PART 3 - HELPING OTHERS TO BE GOOD NEIGHBORS .....	8
PART 4 - BEING A GOOD CITIZEN AT SCHOOL .....	9
PROJECT SUMMARY .....	11

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COMMITTEE: Norma Roberts, Louisiana; Ruth Milton, Florida; Maurice Spencer, Georgia; Robert Soileau, Louisiana; and Ben Powell, Tennessee

The text for this project was developed by Norma O. Roberts, 4-H Specialist, Louisiana State University Cooperative Extension Service.



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## INTRODUCTION

You are about to begin the second unit in the 4-H Citizenship Project, entitled "My Neighborhood."

In this unit you will:

1. Get to know your neighborhood and your neighbors.
2. Practice being a "good neighbor."
3. Help others learn to be good neighbors.
4. Practice good citizenship in your school.

This unit should be completed in one year. Review this Project Book and decide what you would like to do. List your goals on the 4-H Project Summary in the back of this book. Turn in your completed Project Book and Summary to your leader when you have completed this unit.

In this unit you will learn that being a "good citizen" is also important outside your family and friends. Let's take a look at citizenship in your neighborhood.

## PART I - WHO ARE MY NEIGHBORS?

People who live in the same area are called neighbors. They see one another often. They live next door, in the same apartment unit, or down the street or road. The place where they live is called the neighborhood. A neighborhood can offer the protection, security and companionship of neighbors.

How well do you know your neighbors? Some of your neighbors may be "friends you haven't met." Some people have never met the people who live next door, much less those down the block or across the hall. Friendships can only happen when people meet each other. Complete strangers can't be friends so it's important to meet your neighbors. This unit will help you get to know your neighbors.

### Neighborhood Map

Make a neighborhood map in the space on page 4. You can decide on your own how big an area you want to call your neighborhood, but for this map include about 5 to 10 neighborhood families.

Directions: On your map show the houses or apartments of the 6 to 10 neighborhood families. Place them as they are in your neighborhood. Try to go in all directions around your home. If you live in a rural area, your neighbors may be farther away but they are still your neighbors. Label each with the names of all their family members. You may need to number the homes and list the names on another sheet of paper.

## **Meet Your Neighbors**

Do you know all of your neighbors on your map? If not, try to meet those you don't know. Ask your parents to help you. Explain to your neighbors that you are doing this for your 4-H Citizens project.

Tell about the new neighbors you meet and how you met them in your Citizens project report.

## PART II - BEING A GOOD NEIGHBOR

A neighborhood is made up of other people who are affected by you and what you do just as you are affected by them. It is important that each person in the neighborhood acts in a way that does not take away the rights of the other people there. This is what being a good citizen in the neighborhood is all about.

Neighborhoods often have rules or even laws that protect the rights of those who live there. These are different in different kinds of neighborhoods but some might be like these:

Property laws that protect the things people own.

Pet laws that say pets must be kept on the owner's property or on a leash. Noise laws that say you should not disturb others with loud noise.

Pollution laws that state no burning trash.

Litter laws that say people should keep another's property clean and free of trash.

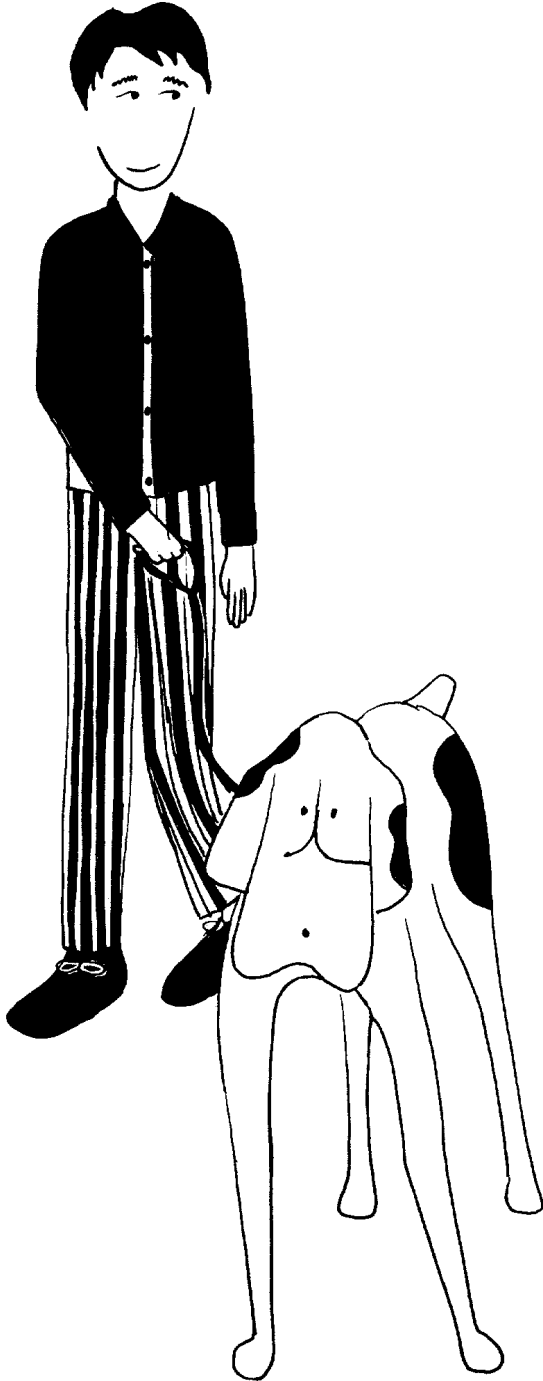
Let's take a look around a neighborhood and see if there are any signs of people's rights being abused. How many can you find?



Things To Do

**Neighborhood Rights and Responsibilities**

What are some rules or laws that you think would be good for your neighborhood? List them here.



"Neighborhood Rules or Laws"

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_

Obeying neighborhood rules or laws shows that you care about the rights of other people and that you are a good neighborhood citizen. This is your responsibility in return for the right to have good neighbors.

Ask an adult about the rules and laws in your neighborhood that protect the rights of you and your neighbors. Are they some of the same ones you listed? Place a check (✓) by those that are really rules or laws in your neighborhood.

## "Being a Good Neighbor"

Being a good neighborhood citizen is more than just meeting your neighbors. It means showing your neighbors that you care about them.

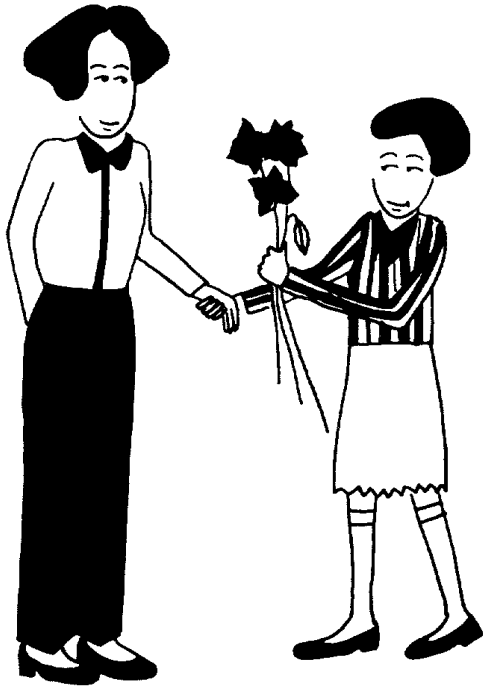
Some ways to do this are:

1. Protect a neighbor's newspaper when it's about to rain.
2. Keep your pets and toys out of your neighbor's yard.
3. Take a neighbor a gift of flowers you picked or food you prepared.
4. Help your neighbors cut their grass, or cut it for them when they are away or ill.
5. Buy or make a birthday or holiday card for a neighbor.
6. Give a neighbor something from your garden.
7. Run an errand for a neighbor.
8. Take the time to visit with a neighbor who lives alone.
9. Respect your neighbor's property and privacy. Play in your own yard unless your neighbor has invited you to play in his or hers.
10. Clean up around the outside of where you live to make your neighborhood look better.

These are all simple ways to show your neighbors that you care about them. Choose three or more of these ideas and list what you did.

### Things I Did to be A Good Neighbor

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





























## PART IV - BEING A GOOD CITIZEN AT SCHOOL

Your schoolmates and teachers are your school neighbors. They are affected by you and your actions just as much as neighbors living near you.

What kind of a school neighbor or citizen are you? The way you answer these questions will give you some idea.

Circle Your Answer		Yes	No
1.	Do you study your lessons regularly?		
2.	Do you take an active part in class?		
3.	Do you serve on a committee when asked?		
4.	Do you vote in school elections?		
5.	Is your school desk free from any marks that you put there?		
6.	Do you show respect for your teacher and classmates by paying attention when they are talking?		
7.	Do you get to school on time?		
8.	Are you friendly toward each of your classmates?		
9.	Do you use good table manners in the school cafeteria?		
10.	Are you careful not to throw trash on the floor or playground at school?		
11.	Do you complete your lessons on time?		
12.	Do you take care of your school books?		

How did you do? Each item is important for good school citizenship. If some sad faces are circled, you

have some idea of what you need to work on in this project.

It's important for you to be a good school citizen. It's important not only while you're in school, but for the future of our country, too. Records have shown that students who are good school citizens usually turn out to be good all-around citizens when they leave school to take their place in adult community life. So you can see why schools consider it a very important part of their job to help boys and girls be good school citizens.

Nearly everything in school helps you in some way to be a good citizen. The subjects taught in your

regular classes help. Extra class activities, such as after school sports, clubs and school parties help. Student government, school assemblies and homeroom meetings all help you to think through and solve common problems.

**Things To Do:** (be sure to check with your teacher or school principal before starting any projects at your school.)

Choose one or more

1. Find an area of your school that is littered, unsafe or unattractive and improve it.
2. Choose a "secret pal" for a week. Do nice things for him or her.
3. Make a poster about a school problem such as litter, noise, respect for property or school spirit and display it at school.
4. Organize a clean-up committee for helping to keep your school and school ground clean.
5. Interview your principal about some of the needs of your school that your 4-H group can help with. Present these to your group and help them to decide on what they'd like to do. Help them to organize committees to get everyone involved in the project(s) chosen.
6. Find out about the history of your school and present a program on this at a school assembly.
7. Start a big brother or big sister program at your school to help the younger children get the most out of school clubs and class work. This could range from tutoring to inviting them to 4-H programs or sports events.
8. Make a new student feel welcome by introducing them to your friends. Invite them to be a 4-H member.



Date \_\_\_\_\_

**UNIT 2**

**Citizenship Project Summary**

**MY NEIGHBORHOOD**

Name \_\_\_\_\_

Address \_\_\_\_\_

Age \_\_\_\_\_ Grade in School \_\_\_\_\_ Years in 4-H \_\_\_\_\_

Years in Citizen Project \_\_\_\_\_

Name of 4-H Group or Club \_\_\_\_\_

My Neighborhood Project, Goals: (Tell the things you want to do or learn in the project this year)

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**PART 1 - Who Are My Neighbors?**

What I Did: \_\_\_\_\_

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## 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 our nation.

We will never allow tyranny and injustice to become enthroned 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 public 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 4HCIM11, one of a series of the 4-H Youth Development Program, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. Printed 1979. 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.



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