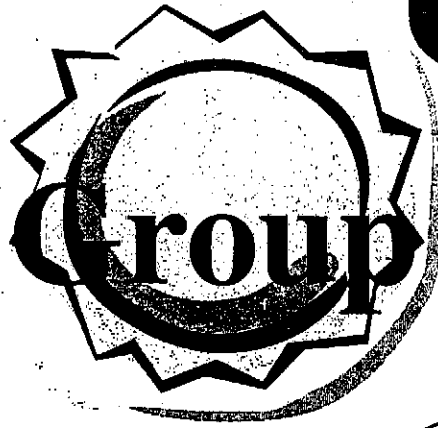
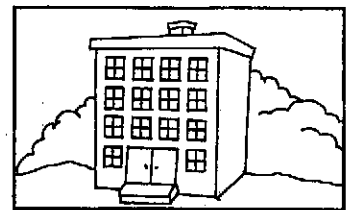
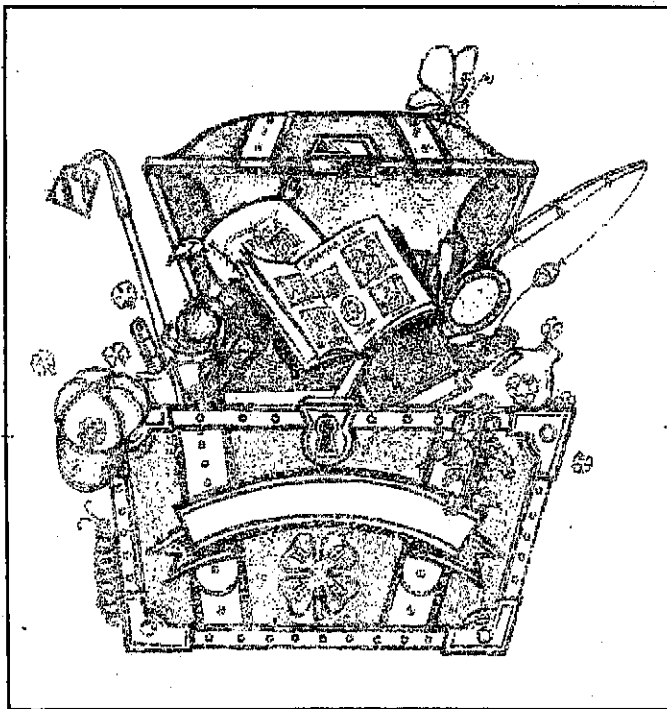
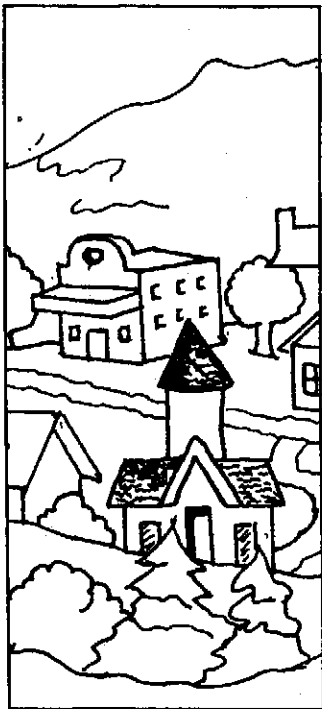
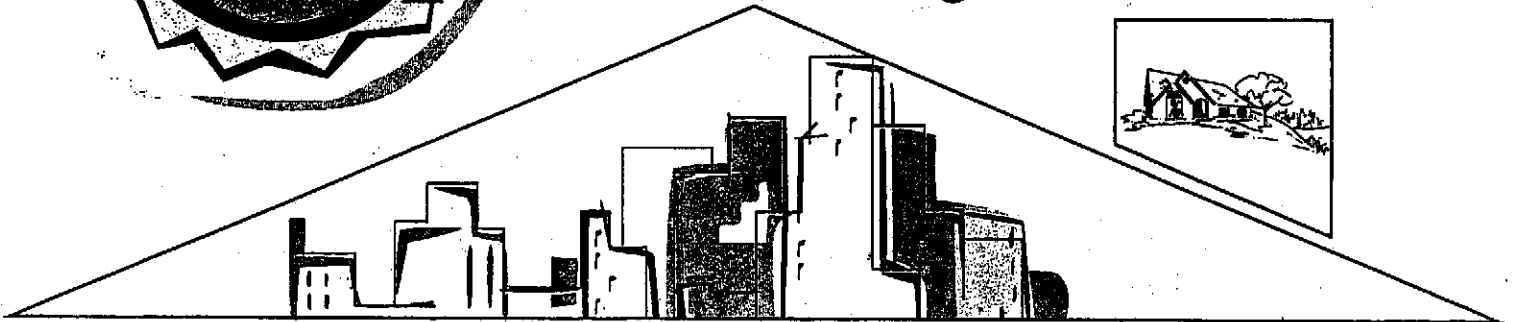


# Community Unity



## Activity Guide



### K-3RD GRADE PROGRAM

North Carolina Cooperative Extension  
North Carolina A&T State University  
North Carolina State University

Dear Parent or Partner,

The activities in this guide are group activities, and all are designed with a special emphasis on experiential learning. Many of the activities are self-contained: you will need nothing more than this guidebook and common household items to lead 4-H'ers through them. Some activities require handouts, and originals of these handouts, which you can trace or photocopy, have been provided. Another source for these handouts is the North Carolina A&T Cooperative Extension Program's World Wide Web page (<http://www.ag.ncat.edu/extension/programs/community>). All these activities are readily adaptable to a variety of conditions, and large as well as small groups of children.

Each of these activities is designed to help children develop one or more "lifeskills." Lifeskills are abilities, knowledge, attitudes or behaviors that enable people to manage real-life situations and transitions, and live comfortably with others. This curriculum is designed to help children develop competencies in social interaction, decision-making, health and physical fitness, self-understanding and self-education.

In the Step 1 Community Unity, children learn what makes communities similar and how they differ. The Step 2 Community Unity project book exposes children to how communities function and the importance of community services. This group activity is designed to extend the learning experiences and activities children gain in their Step 1 and Step 2 Community Unity Mini Project Books. These activities, designed for parents or partners to use with groups of 4-H'ers, will expose children to a variety of learning experiences which will help them understand what communities are, and how to become responsible citizens. At several points in each activity, questions are provided for parents or partners to ask 4-H'ers. To help children develop critical thinking skills, most questions are open-ended, without right or wrong answers.

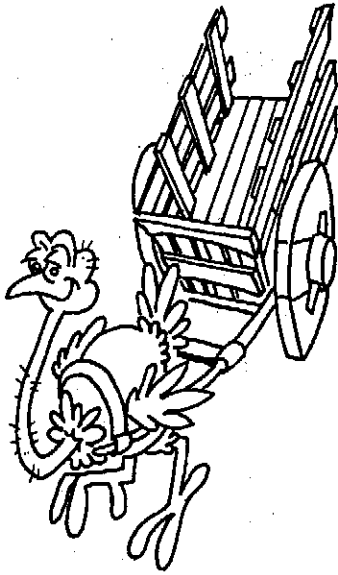
Each activity contains eight sections. The first three sections are the learning objectives, materials needed and background information. The fourth section has detailed instructions for the activity, and it is at this point that the "Experiential Learning Process" begins. In the Experiential Learning Process, the activity is an experience for 4-H'ers. Experiential Learning does not stop with experience alone, and the final four sections — sharing, processing, generalizing and applying — are equally important. These final four sections provide questions which the 4-H'ers should be asked, to help them think through the experience and evaluate it.

For additional information on the Experiential Learning Process, see the diagram inside the back cover of this group activity guide.

With your assistance, encouragement and guidance, your child and other members of the 4-H club will learn much and develop a positive attitude toward group dynamics and the learning process. Feel free to contact the 4-H Extension agent at your local Cooperative Extension Center for more information.

# Activity 1

## Getting Around



### Objective

4-H'ers will learn about different forms of transportation, and construct one form of transportation.

### Materials Needed

- One empty cereal box for each 4-H'er
- Paste or glue
- Crayons, magic markers or colored pencils
- Yarn
- Scissors
- A copy of the handout on page 5 for each 4-H'er

### Background

Whether they live in cities, on farms, suburbs or small towns, most people use some form of transportation. Sometimes it is possible for us to walk to places we want to go; however, the further we live away from a place the more likely we will need transportation. Transportation is a way of moving people and products from one place to another. Cars, buses, trains, trucks, skates, bikes, and trolleys are all types of land transportation.

To get to a friend's house or other places in their community 4-H'ers transportation methods are probably bicycles, roller skates, or skateboards. Adults use cars, taxis, buses or other forms of public transportation to get around. In large cities, there are usually several forms of public transportation: buses, underground trains called subways, or trolleys.

Many 4-H'ers and their families have used airplanes to travel long distances in a short period of time. Ships are used to transport oil, materials, and supplies. There are occasions when there is a need to cross water, and a ferry or another form of water transportation is used.

### EXPERIENCE

Tell the 4-H'ers:

1. Today we're going to make a train, and each of you will get to make one of the cars for it. On the drawing you've been given, there is a place for you to draw a person who is riding in your train car. There is also a second place for a drawing on your train car, and in that place you should draw another type of transportation. You can draw a bicycle, a car, roller skates, an airplane, or any type of transportation people use to get from one place to another. However, before you draw anything, you should think up a story of how the person riding the train is going to use that transportation once they get off the train. If someone draws a boy in one space and a canoe in the other, they need to have a story about how the boy is going to use the canoe — where he is going to go, and why he wants to go there — once he gets off the train.

2. Once the 4-H'ers have finished their drawings, give them a chance to share the story of whom they have drawn, and how the person in the drawing is going to use the second form of transportation when he or she gets off the train.

3. After all the 4-H'ers have explained their drawings, help them glue them to the side of a cereal box, and then connect all the train cars together with yarn or string.

### LET'S TALK

Ask the 4-H'ers

1. Why did you chose the person you did for your drawing?
2. When was the last time you saw the person you drew?
3. Is the person part of your family? Does he or she live in the same community that you do?

### PROCESSING

Ask the 4-H'ers:

1. What was your favorite part in making the train?
2. What could we use to make wheels for our train?
3. If the train was real, where could it transport you?

### GENERALIZING

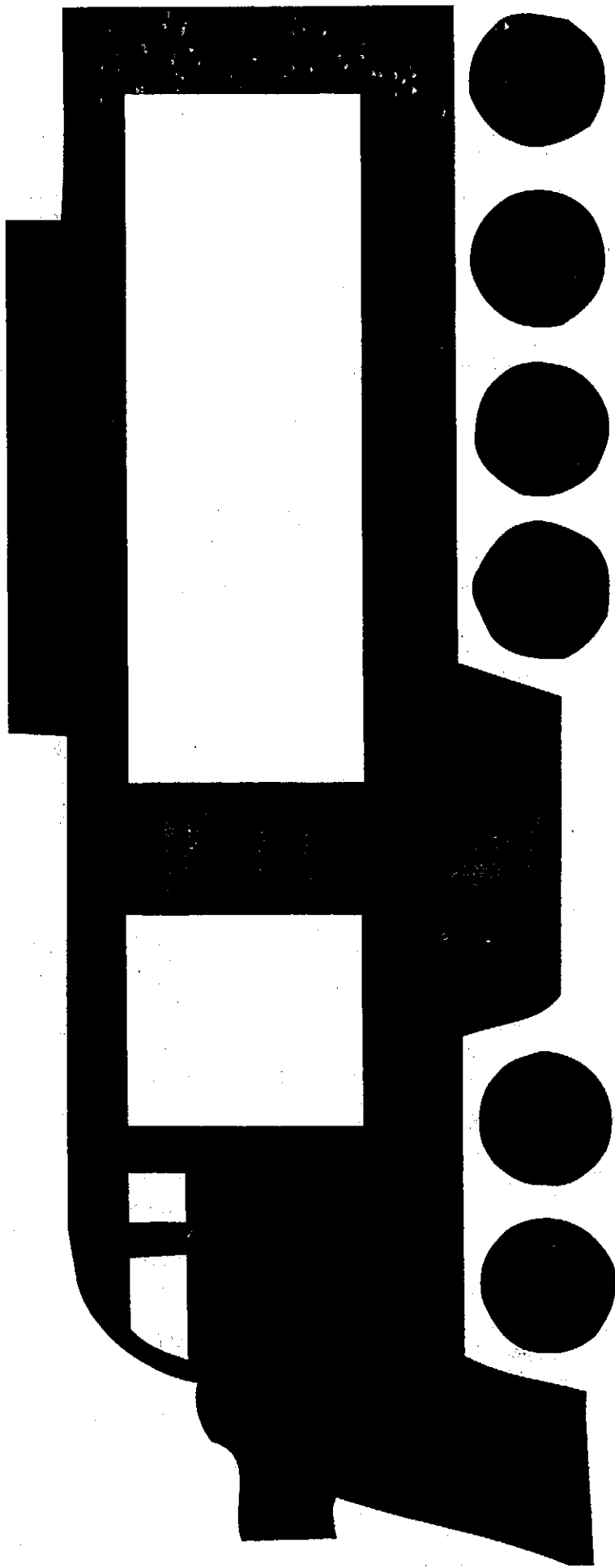
Ask the 4-H'ers:

1. What did you learn from making the train?
2. Can this train make the "choo-choo" sounds like a real train?
3. What are the differences between a real train and the train we made?

### APPLYING

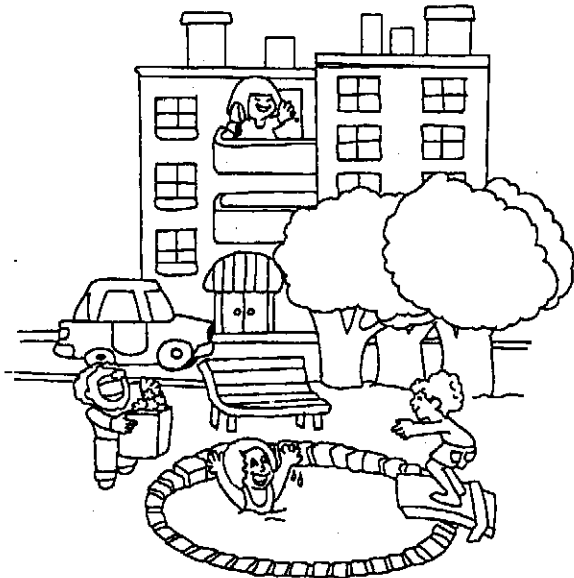
Ask the 4-H'ers:

1. If you made another train, how would you make it different?
2. How is a real train similar to the train you made?
3. How can you use the skills learned in making the train when making a trolley?



## Activity 2

# Hello Neighbor



### Objective

4-H'ers will take a close look at a neighborhood.

### Materials Needed

- A copy of the handout on page 4 for each 4-H'er
- Pencils
- Clipboards to support the handouts  
(these can be made from sturdy cardboard and large paper clips)

### Background

While some communities have many neighborhoods, other communities are composed of only one or two neighborhoods. There are even communities which consist of a single neighborhood, and in rural areas where homes are far apart, the "neighborhood" may consist of only one family's home and farm buildings. Most neighborhoods, however, include several homes, many families, people of all ages, and schools, churches, stores and businesses, and recreational facilities.

Regardless what type of neighborhood 4-H'ers live in, there are ways they can be a good neighbor. In city neighborhoods, good neighbors refrain from dropping trash on lawns or the sidewalks in front of apartment buildings. Good neighbors are considerate about noise. They don't shout or play music which might disturb other people. In neighborhoods with large lawns, good neighbors don't ride their bicycles across lawns or through flower beds. In neighborhoods with businesses or industries, good neighbors

don't play with (or on) equipment which is stored outside. When a neighborhood has stores or other retail businesses, good neighbors are careful not to play in areas which will cause inconvenience to customers.

### EXPERIENCE

1. Distribute copies of the handout to the 4-H'ers and instruct them that today everyone is going to become a "community detective" and explore the neighborhood for people, plants, animals, schools, churches and other items which make communities distinctive.
2. Lead the 4-H'ers on a walk through the neighborhood, and help them correlate what they see and hear to the entries on their checklists.
3. At one point in the walk, pause and ask them to close their eyes and listen for sounds as a part of the experience.

### LET'S TALK

Ask the 4-H'ers:

1. Did you like taking a walk in the neighborhood?
2. What was your favorite part of the walk?
3. Did the handout cause you to notice things you would have overlooked if you weren't paying attention?

### PROCESSING

Ask the 4-H'ers:

1. What were some of the things you saw on our walk?
2. What were some of the sounds you heard while on your walk?
3. Did you notice sights and sounds you had never seen before in this neighborhood?

### GENERALIZING

Ask the 4-H'ers:

1. Did you learn anything new about the neighborhood where you live as a result of the walk?
2. What things did you see in this neighborhood that other neighborhoods may not have?
3. What things did you see that all neighborhoods have?

### APPLYING

Ask the 4-H'ers:

1. When you go to another neighborhood, will you be more observant?
2. What will you look for in another neighborhood?
3. What can your family do to improve the appearance of your neighborhood?

4-H'ers name: \_\_\_\_\_

Date of investigation: \_\_\_\_\_

Community investigated: \_\_\_\_\_

### Public Services

- Fire station
- Police car
- Truck collecting trash
- Red light
- Stop sign

### Housing

- Apartment
- Mobile Home
- House in which family lives

### Business and Industry

- Office building
- Factory

### Did you hear ...

- A train whistle?
- A car horn?

### Stores

- Yes
- No
- If yes, how many? \_\_\_\_\_

### Education and recreation

- School
- Library
- Park
- Bowling alley
- Golf course

### Churches

- Yes
- No
- If yes, how many? \_\_\_\_\_

### Did you see ...

- Animals?
- A bus?
- Cars?
- Flowers?
- People?
- Trucks?

## Activity 3

# Community Helpers



### Objective

4-H'ers will learn about the services that are important to the functioning of the community.

### Materials Needed

- One copy of "The Farmer in the Dell" handout (page 6) for each 4-H'er

### Background

Communities help the people who live in them by providing services. Many times, jobs which people perform to help others are a reflection of community services. Teachers, doctors, postal employees, librarians, utility workers, and many other people have jobs which provide necessary services for communities.

Different jobs in a community are necessary for the community to function smoothly. Teachers educate children to prepare them for adulthood, sanitation workers pick up discarded materials, maintenance crews keep parks and recreation centers clean and safe, and health care providers at hospitals and clinics work to prevent the spread of disease and to take care of people who are already sick. Police and fire protection are essential services everywhere, and in towns, cities and suburbs, water and sewage are community services. Electrical and telephone service are public services which few American homes could get along without.

Many of the people whose jobs are to provide public services are employed by state, federal or local governments. Some public service providers are employed by nongovernmental firms and agencies, but when nongovernmental agencies provide essential services there is almost always a close working relationship with government officials, to ensure that people get the services they need at a reasonable cost.

### EXPERIENCE

Pass out copies of "The Farmer in the Dell's Public Services" to the 4-H'ers. Help them learn the song by going through it several times.

### LET'S TALK

Ask the 4-H'ers:

1. How many different public services are mentioned in the song?
2. Can you think of other public services which the Farmer in the Dell needs and uses which aren't mentioned in the song?
3. Did you know this song before we practiced it? Where did you learn it?

### PROCESSING

Ask the 4-H'ers:

1. Have you ever used any of the services the Farmer in the Dell used?
2. Have you ever thought you would like to be a fireman, police officer or another kind of public service provider when you grow up?
3. If you could provide a product or service, which one would you provide?

### GENERALIZING

Ask the 4-H'ers:

1. Can you name all the community services you used today?
2. Can you think of other services that are important to the community?
3. Do all communities in the United States have the same public services?

### APPLYING

Ask the 4-H'ers:

1. What would have happened to the Farmer in the Dell if workers weren't doing their jobs when he called them?
2. What would happen if you had to do these jobs?
3. Does any member of your family work to provide a community service?

## (More about) The Farmer in the Dell



The farmer in the dell,  
the farmer in the dell,  
Hi-Ho, but then oh-no,  
The farmer's house caught fire.

The farmer called for help,  
the farmer called for help,  
Hi-ho the derry-o,  
The bookmobile stopped by.

The farmer called for help,  
The farmer called for help,  
Hi-ho the derry-o  
A firetruck came soon.

The farmer in the dell,  
the farmer in the dell,  
Hi-ho, but then oh-no,  
His farm became a mess.

The farmer in the dell,  
the farmer in the dell,  
Hi-ho, but then oh-no,  
The farmer got real sick.

The farmer called for help,  
the farmer called for help,  
Hi-ho the derry-o  
A garbage truck arrived.

The farmer called for help,  
The farmer called for help,  
Hi-ho the derry-o  
An ambulance came quick.

The farmer in the dell,  
the farmer in the dell,  
Hi-ho, but then oh-no,  
The farmer had no water.

The farmer in the dell,  
the farmer in the dell,  
Hi-ho, but then oh-no,  
The farmer had no lights.

The farmer called for help,  
the farmer called for help,  
Hi-ho the derry-o,  
A broken pipe was fixed.

The farmer called for help,  
the farmer called for help,  
Hi-ho the derry-o  
Men came and worked all night.

The farmer in the dell,  
the farmer in the dell,  
Hi-ho, but then oh-no,  
His daughter couldn't spell.

The farmer in the dell,  
the farmer in the dell,  
Hi-ho, but then oh-no,  
The farmer had no books.

The farmer called for help,  
the farmer called for help,  
Hi-ho the derry-o,  
His daughter went to school.



## Activity 4

# Family Fun



### Objective

4-H'ers will learn about the importance of family chores and responsibilities.

### Materials Needed

- Old magazines with photos of people performing common household tasks: washing dishes, ironing clothes, lawn work, etc.
- Large sheets of sturdy cardboard from boxes
- Glue or paste
- Scissors

### Background

There are many different kinds of families. Some families include a mother, a father and children who live in the same home. In other families, children live with only one parent. There are also extended and intergenerational families, in which grandparents, aunts, uncles and cousins live together with children and their parents. All families play an important role in building communities and shaping the lives of individuals, and one type of family is not better than another type.

In families of all kinds and sizes, there are jobs and chores for which individual family members have responsibility. There are major family responsibilities such as providing income for food, housing and transportation. In every family there are also routine responsibilities, such as washing dishes, carrying out trash, mowing the lawn and feeding pets. For families to function as

they should, the little chores are just as important as the big jobs. And when families are functioning smoothly -- with family members assigned the little jobs attending to them with the same sense of responsibility as family members attending to major necessities -- families are tremendous resources for communities as well as individual members. Strong families can lend their strength to community projects, and come to the assistance of neighbors when needs arise.

### EXPERIENCE

1. Pass out magazines and instruct the 4-H'ers to cut pictures from them to make a family collage, which show people doing family chores.
2. Once each 4-H'er has a stack of photos to choose from, show them how to mount them on the cardboard using glue or paste.
3. After 4-H'ers have completed their collages, give them a chance to assign titles to their collages, and explain where the title came from.

### LET'S TALK

Ask the 4-H'ers:

1. What did you like about making the collage?
2. What would you name your collage?
3. How many different family jobs does your collage show?

### PROCESSING

Ask the 4-H'ers:

1. What problems did you have in making your collage?
2. What things are different in your collage from other 4-H'ers collages?
3. What are some things you would like for your family to do in your community?

### GENERALIZING

Ask the 4-H'ers:

1. Do the families in your collage all have the same number of people in them?
2. Do other families in other communities do the same activities shown in your collage?
3. Did you learn anything about yourself when you were making the collage?

### APPLYING

Ask the 4-H'ers:

1. What will you do with your collage?
2. What would you change if you were to make another collage?
3. Are there skills you learned or practiced while making the collage which you use in other projects?

## Activity 5

# My Home or Yours?



### Objective

4-H'ers will practice identifying how communities are alike and different.

### Materials Needed

- A copy of the handout on page 9 for each 4-H'er

### Background

Many factors make communities different and give them their individual identities. While some communities consist of several neighborhoods where people live, there are communities which consist of a single neighborhood, and there are also communities where people live so far apart that there are no neighborhoods at all.

There are communities in which people not only live together but also work together, with a single business or industry providing a large number of jobs. On the other extreme are "bedroom communities," where it's not unusual to find next-door neighbors who work in different cities.

There are communities in which many residents have the same religious, cultural or ethnic heritage. There are also communities in the United States in which several different languages are spoken.

A community may be "close knit," and this means that the people who live in it are good neighbors and more: they come together frequently for celebrations, or to work on community improvement projects. There are also communities in which most residents are newcomers to the area, and neighbors are just getting to know each other.

### EXPERIENCE

1. Distribute copies of the handout to the 4-H'ers, and instruct them to pick either Drawing A or Drawing B, and make up a short story which includes or explains all four elements in the drawing. For example: The boy with the dog lives in the apartment building, and he is taking his dog to the bus stop to meet his mother, who rides the bus home from the office building where she works.
2. Let the 4-H'ers take turns telling their stories.
3. After the 4-H'ers have told their stories, distribute crayons and ask them to draw lines between the drawings connecting similar elements.

### LET'S TALK

Ask the 4-Hers:

1. What did you tell about the places in the community?
2. What did you tell about the people in the community?
3. Which of these two communities is most like the one you live in?

### PROCESSING

Ask the 4-H'ers:

1. Have you ever looked at communities to see how they are alike and different?
2. Have you seen a community like the community in the picture?
3. What is your favorite thing about one of the communities on the picture?

### GENERALIZING

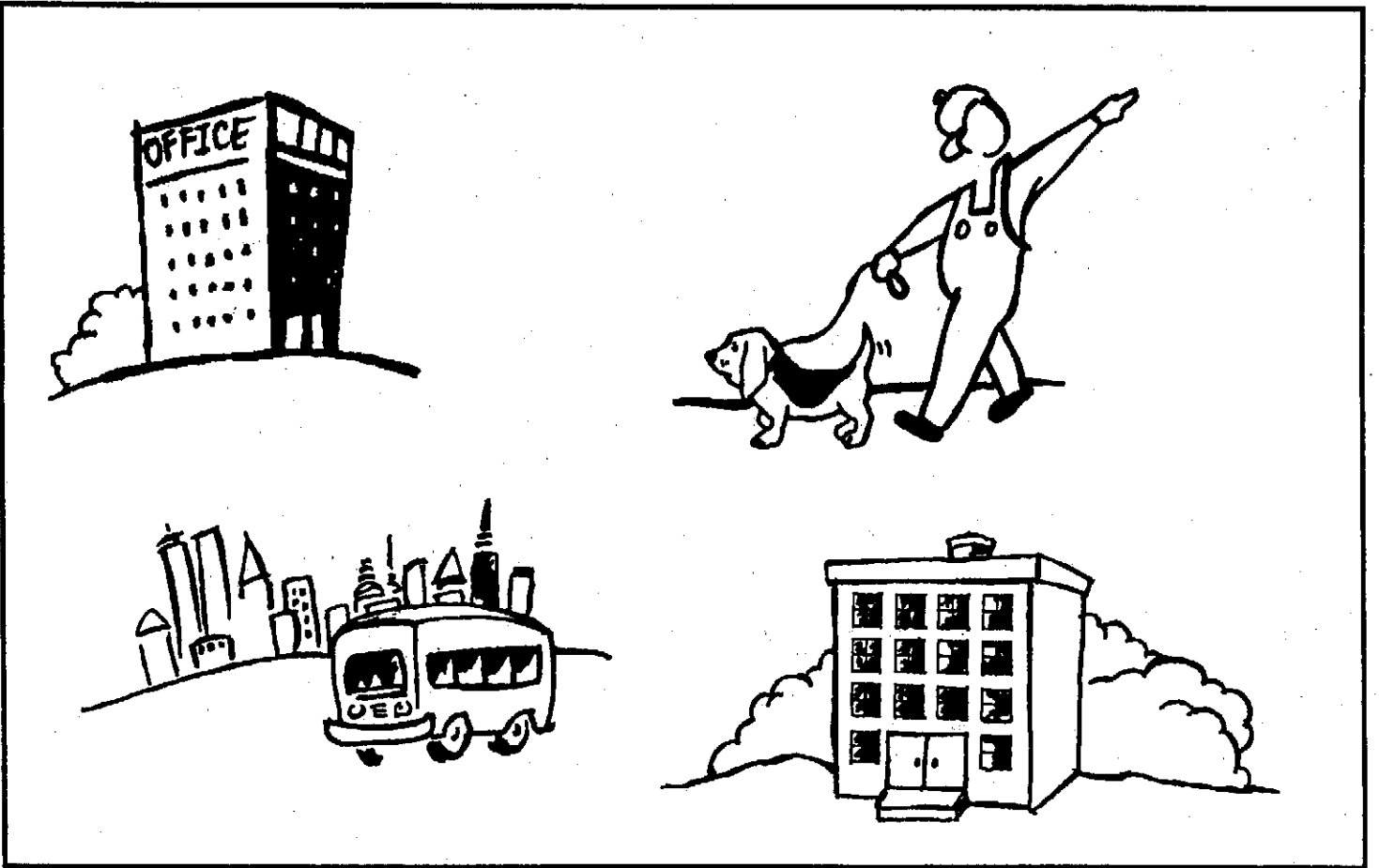
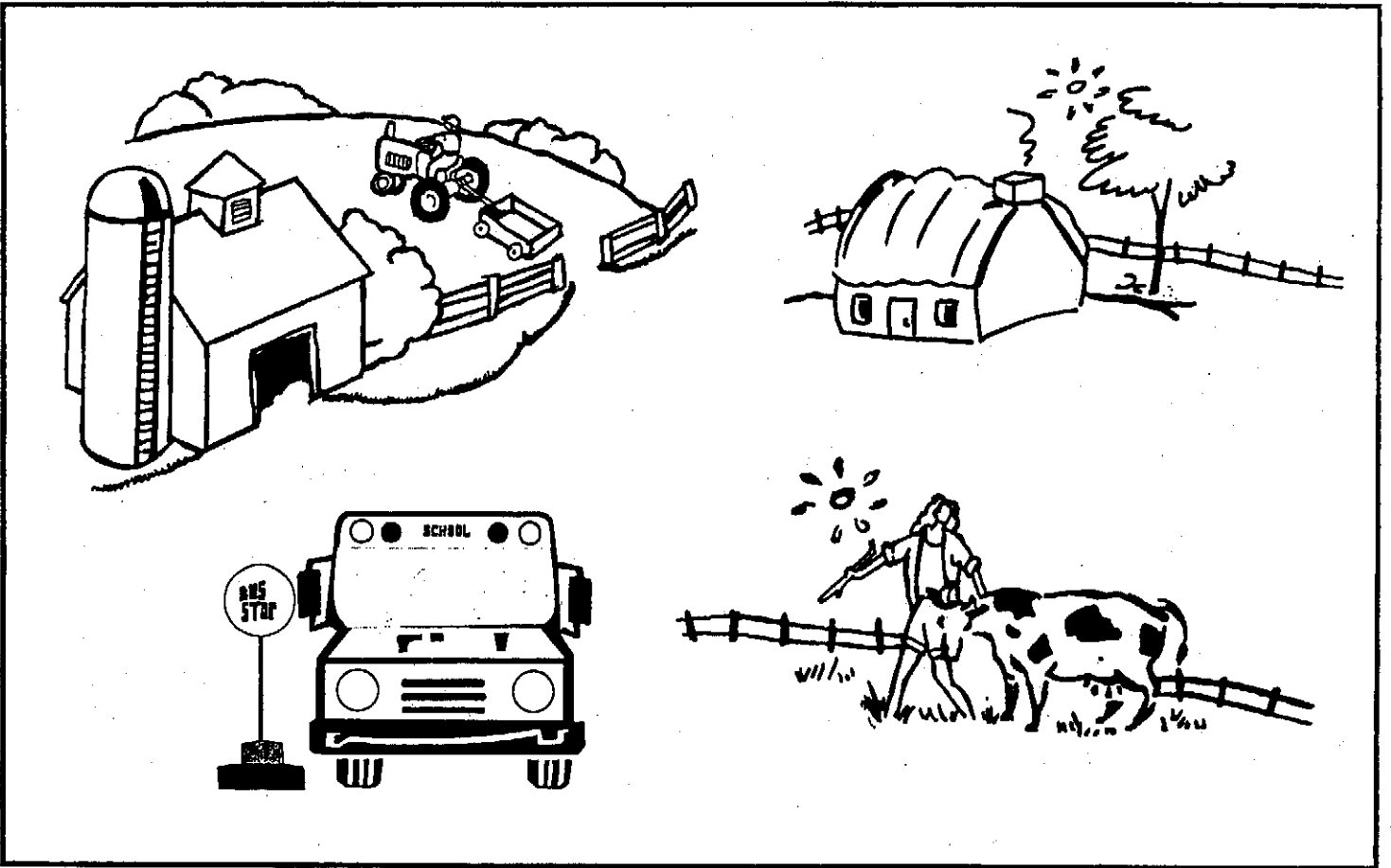
Ask the 4-H'ers:

1. What did you learn by finding the differences and similarities in communities?
2. Did you learn anything about your community by comparing other communities?
3. How can comparing communities help you in school?

### APPLYING

Ask the 4-H'ers:

1. How will you use the skills learned in describing similarities and differences in a favorite game?
2. How would you describe your community?
3. Describe the community where a friend or a relative lives.



## Activity 6

# Home Sweet Home



### Objective

4-H'ers will learn to identify four basic types of communities.

### Materials Needed

- Scissors
- One copy of the handout on page 11, cut along the dotted lines for each 4-H'er

### Background

Although there are many types of communities in the United States, most people in this country live in:

**A. A large city**, which has many businesses and industries, many types of residential housing, and a wide variety of recreational, educational and cultural resources

**B. A suburb**, which usually has several types of residential housing, but not nearly the recreational, educational or cultural resources of cities, nor the extensive variety of business and industry which cities have. (Suburbs are located near cities, and they are often dependent on the nearby city for jobs, cultural activities and some public services.)

**C. Small and medium size towns**, which don't have the community resources of cities, but do have schools and public services to meet the needs of people who live in them.

**D. Rural areas** in which people live far apart, and homeowners take care of some of their own basic services.

Communities of all kinds still have basic functions. Schools, transportation infrastructure, parks and other recreational facilities, hospitals, electrical, and telephone lines are usually available in all four of the primary types of communities. Most communities also have churches and stores, and at least a few businesses and industries where people work.

### EXPERIENCE

1. After the 4-H'ers have cut their handouts as indicated, they will have 10 "community services" rectangles and four "types of communities" squares.
2. Let one of the 4-H'ers select two types of communities, place the two "community type" rectangles on the places for them (the two rectangular blanks) on their game boards, and tell the other 4-H'ers what types of communities they placed above the black and white areas.
3. Instruct the other 4-H'ers to place the 10 community services" squares in the black area if the service is only found in the type of community in the space at the top of the black area; or to place the "community service" square in the white area if it is a service only found in that type of community; or in the gray area if the service is found in both types of communities.
4. Once all the 4-H'ers have placed their squares in the gray, white or black areas, let another 4-H'er pick two other types of communities to compare, and proceed through the exercise again.
5. Continue until all the 4-H'ers have had a chance to select two types of communities to compare.

### LET'S TALK

Ask the 4-H'ers:

1. Which of the four types of communities is most like the community you live in?
2. Do you have relatives who live in other types of communities?
3. Do you know another community which is the same type of community you live in, but has a different name?

### PROCESSING

Ask the 4-H'ers:

1. Can people in small communities have as much fun as people who live in large communities?
2. Can there be fun in different kinds of communities?
3. If you could choose where you lived, would you live on a farm, in a city, suburb, or town?

### GENERALIZING

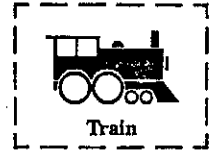
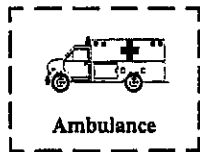
Ask the 4-H'ers:

1. What makes your community special to you?
2. Did you learn what type of community you live in?
3. Have you ever lived in a different type of community than the one you live in now?

### APPLYING

Ask the 4-H'ers:

1. Can you use the information you learned about communities to better describe where you live?
2. When your family takes trips, what types of communities do you see?
3. How many of the 10 "community service" squares does your community have?



Type of Community				Type of Community

## Activity 7

## Community Volunteers



## Objective

4-H'ers will learn about community volunteering.

## Materials Needed

- Plastic grocery bags for all the 4-H'ers
- A small section of a school yard, a playground or a privately owned vacant lot which is in need of a cleanup
- Heavy rubber gloves or thick work gloves for the adult leader

## Background

Volunteers are people who do not earn money for the jobs they do. Volunteers work without pay because they want to help others, and make their communities better places to live in. Hospitals and museums depend heavily on volunteers. At hospitals, Candy Strippers and Pink Ladies deliver flowers to patient rooms, and help visitors at information desks. At many museums, docents give visitors tours. Volunteers are also integral to many youth development programs. Boy Scout leaders, Girl Scout leaders and 4-H leaders are people who want to donate their time and talents to help children and teenagers learn and have fun.

Most people will offer volunteer service to their community at some point in their lives. Teenagers and retirees often find it easier to donate their time than middle-age adults whose time is consumed by work and parenting. But sometimes, even the busiest people will make time to volunteer their time and skills: especially when they are parents interested in their children's development and activities, or concerned about a political or social issue.

Opportunities for volunteer work are as varied as career opportunities. The type of volunteer work people do depends on the skills they have to donate, how much time they can spare, their physical strength, and their hobbies and interests.

There are many volunteer activities for 4-H'ers. In addition to performing volunteer work through clubs and organizations, 4-H'ers can also help out in the community by cleaning up public

areas. It is also community service to help neighbors in the community with yard work, pet care, and other household chores.

## EXPERIENCE

Tell the 4-H'ers:

1. Today we're going to learn what it's like to be part of a group of volunteers cleaning up the community. You will all be given bags to put trash in, and we'll go out to an area where we'll pick up the litter and see what a difference a group of volunteers can make. But before we start, we all have to memorize rule number one which is this: No one is to pick up glass, metal or any sharp-looking object other than the person with the heavy gloves, which will be me. If you come across any trash other than paper or plastic, please raise your hand and I will come get it.
2. Lead the 4-H'ers to the lot selected for cleanup, and have them line up and spread out along one boundary. Instruct them on how they should move slowly and look for trash to the left and right, in addition to litter directly in their paths.
3. Before the 4-H'ers start to move across the lot and pick up trash, remind them once again that they are not to touch glass, sharp-looking objects or anything suspicious.
4. Proceed with the cleanup, collect the grocery bags and deposit them in a dumpster or trash can.

## LET'S TALK

Ask the 4-H'ers:

1. What was the best part of being a volunteer?
2. Did it make you feel good, after we were done, to see how much we had improved the area we cleaned up?
3. How much time do you think it would take one person all alone to pick up as much trash as we picked up today?

## PROCESSING

Ask the 4-H'ers:

1. Have you ever done anything similar to volunteering before today?
2. Would you like to continue to volunteer?
3. If you were to volunteer to do a job every week, what would it be?

## GENERALIZING

Ask the 4-H'ers:

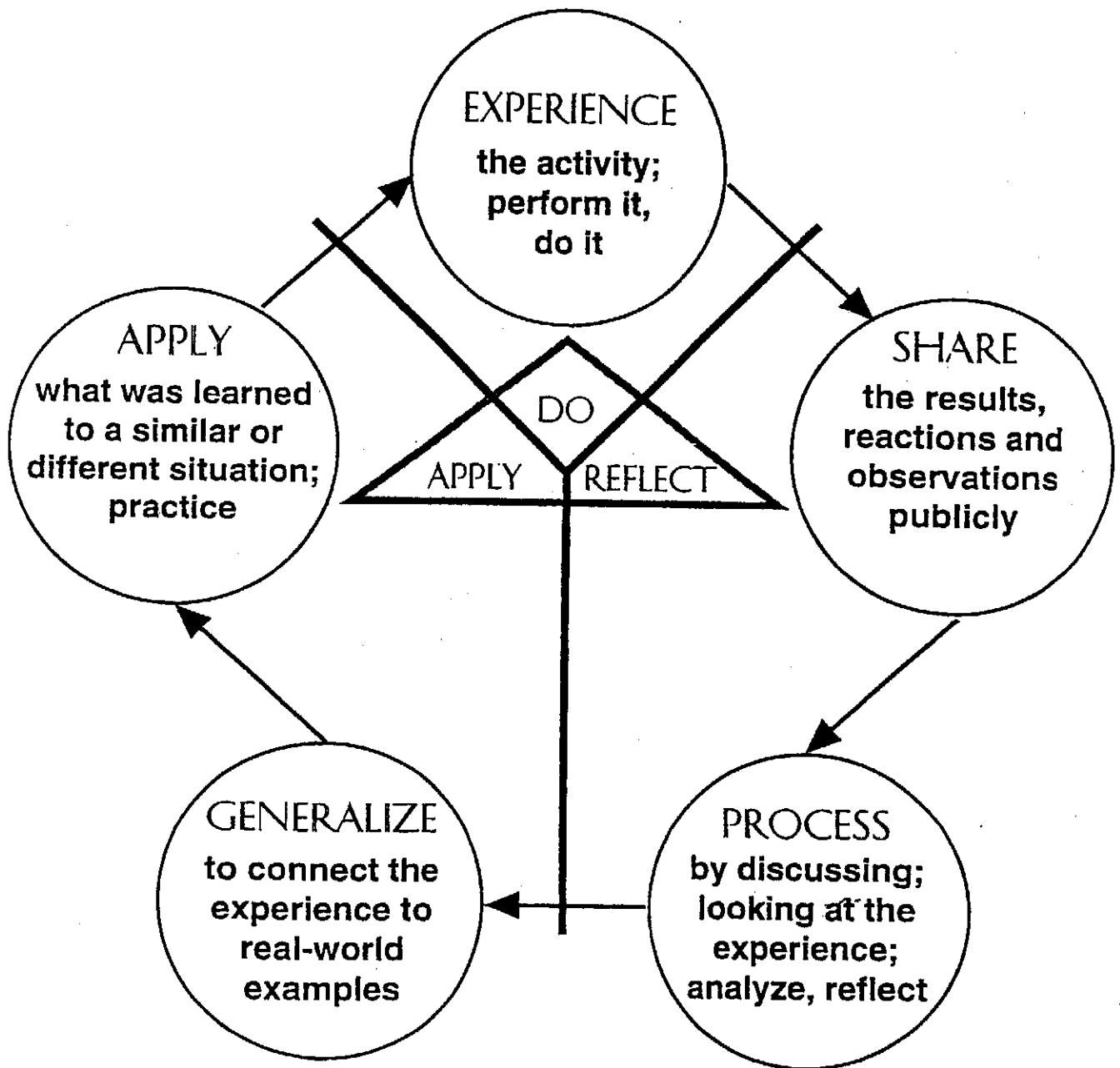
1. What did you learn about volunteering?
2. Do you have volunteers at your school?
3. Where else have you seen people working as volunteers?

## APPLYING

Ask the 4-H'ers:

1. Do you think that you will become a volunteer when you become older?
2. What are some of the jobs you can do as a volunteer which you think you would like the best?
3. Are firemen everywhere paid for the work they do, or are there communities which depend on volunteer firemen?

# EXPERIENTIAL LEARNING MODEL



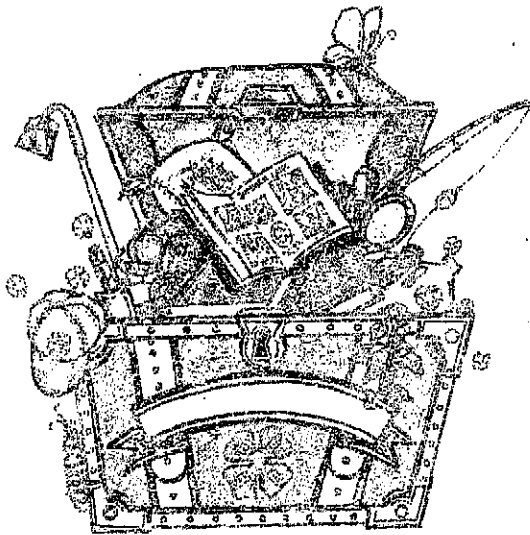
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# North Carolina Cooperative Extension Program

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## Community Unity



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