



Iowa 4-H After School Program
Growing With Others, Kids on the Grow! Lesson Plan
Seven, 60 minute sessions

Grades: 3-6

Optimum Group Size: 25

Supplies Needed: See Lesson plan

Reference Resources: 4-H Skills for Life **KIDS on the Grow!** Series:

Growing All Together, Child Development Helper's Guide, 4-H Cooperative Curriculum System, 4HCCS BU-7142, 1998

Growing With Others, Child Development Youth Activity Guide, 4HCCS BU-7140 1999

Physical Setting: After School program

Life Skills Addressed:

- Planning and organizing
- Critical thinking
- Concern for others
- Accepting differences
- Self-motivation
- Teamwork
- Leadership/Role Identification
- Leadership/Setting boundaries
- Personal safety
- Self-responsibility

Indicators:

1. Knows skills for taking care of self
2. Can make a plan for when taking care of self
3. Can take responsibility for own actions
4. Can identify developmental and age appropriate toys for kids
5. Knows the importance of friends and what they share together
6. Can identify characteristics of friendships
7. Knows how people see things differently
8. Can display characteristics of relationships with family and peers
9. Knows special contributions that can be made to family
10. Can help set family rules for personal growth
11. Can make healthy food choices for growth
12. Can discover hazards for children in the home
13. Can identify safe toys for babies
14. Can find neighborhood hazards and be street smart

Content Objective: How youth grow, Making learning fun, People express emotions, All children are different, Having support, Setting boundaries, Roles affect how we act, Know child safety hazards, Make toys safe for small children

- Make a self-care plan
- Take responsibility for their actions
- Identify developmental and age-appropriate youth toys
- Articulate the characteristics and importance of friends and family
- Identify how people see and respond differently

- Establish rules for family members
- Make healthy food choices
- Articulate personal and home safety rules
- List personal street smart rules

Related School Standards and Benchmarks:

Behavior Studies Standard 1. Understands that group and cultural influences contribute to human development, identity, and behavior.

Level II 1. Understand that people can learn about others in many different ways (e.g., direct experience, mass communications media, conversations with others about their work and lives).

5. Understands that various factors (e.g., interests, capabilities, values) contribute to the shaping of a person's identity.

Health Standard 4. Knows how to maintain mental and emotional health.

Level II 2. Knows common sources of stress for children and ways to manage stress.

4. Knows behaviors that communicate care, consideration, and respect of self and other (including those with disabilities or handicapping conditions).

Standard 6. Understands essential concepts about nutrition and diet.

Level II 2. Knows healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs).

Standard 7. Knows how to maintain and promote personal health.

Level II 3. Knows behaviors that are safe, risky, or harmful to self and others.

Thinking and Reasoning Standard 3. Effectively uses mental processes that are based on identifying similarities and differences.

Level II 1. Understands that one way to make sense of something is to think how it is like something more familiar.

Standard 6. Applies decision-making techniques.

Level II 1. Studies decisions that were made in the community interims of the alternatives that were considered.

Working With Others Standard 4. Displays effective interpersonal communication skills.

Level II: 2. Displays friendliness with others

Youth Development Outcomes

1. Educational commitment and achievement
2. Responsive and caring relationships
3. Civic and social responsibility
4. Healthy lifestyle

Child Development Outcomes

1. Knowledge and understanding of human development and how to relate to others.
2. Self-care and sibling care skills.
3. Basic job skills needed for baby-sitting

Evaluation: Targeting Life Skills Evaluation included.

Time Allotment	Activity	Supplies
Chap. 1 Head	1. Self-care and plan	
10 min.	Nutritious Snack	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music	
5 min.	Movement	
20 min.	Activity 9. Home Alone Game pp. 6-7 Make Home Alone Box Activity 10. My Plan for Me, pp.8-9 Role play ways to handle emergencies.	Coin, game board, buttons (markers), handout, pencil
10 min.	Review Activity 9 & 10 1. What did you learn from playing the game? 2. What is most important to remember whenever you are home alone? 3. What are some skills needed when planning/preparing to take care of yourself? 4. What will you do to help other youth plan for times alone? 5. How did you decide what to put in your plan?	
Ch. 1 Head Ch. 2 Heart	Take responsibility for your actions Developmental & age appropriate toys	
	Nutritious Snack	
	Get acquainted game- Play 20 Questions	List of 20 items.
	Introduce lesson	
	Music	
	Movement	
	Activity 11. Picture This, pp.10-11 Discuss problems in three pictures. Role play solutions to the problem. Activity 12. Toys as Tools, pp.12-13 Sort toys by stage of development. Check toys for safety.	Activity book, pencil Toys or cards to sort Toy chart Pictures of different ages of children.
	Review Activity 11. 1. Describe problems. 2. How did discussing possible solutions help? 3. How does observing and questioning help you take responsibility for your actions? 4. Think of new responsibilities to tackle. Review Activity 12 5. How did you make decisions for sorting? 6. Why have appropriate toys for children of specific stages or ages.	
Ch. 2 Heart	Developing friends, Characteristics of friendship	

Time Allotment	Activity	Supplies
	Nutritious Snack	
	Get acquainted game	
	Introduce lesson	
	Music	
	Movement	
	<p>Activity 13. Circle of Friends, pp.14-15 Draw outlines of bodies, hands touching. Fill in shape with symbols of favorite foods, hobbies, etc.</p> <p>Activity 14. Friendly fringed flyer, pp. 16-17 Complete Best Friend Diagram. Make a kite that displays common traits. Fly your kite with your friend. Discuss safe kite flying tips.</p>	<p>Chalk or newsprint, markers or crayons Handout-2 circles Large white plastic liner, clear tape, colored tape, 3 30” dowels, 1 36” dowel, white glue, string, nylon fishing line</p>
	<p>Review Activity 13</p> <ol style="list-style-type: none"> 1. Identify three unique things about each person. 2. What were common things? 3. Identify traits you want in a friend. 4. How can you show these traits to others? <p>Review Activity 14</p> <ol style="list-style-type: none"> 5. What characteristics did you and your friend share? How did you feel when flying the kite? 5. Why is it important to display those traits? 6. How do you show concern for friends? 7. What are some characteristics that you will look for in your future friends? 	
Ch. 2 Heart Ch. 3 Hands	Different people see things differently Relationships and peers	
	Nutritious Snack	
	Get acquainted game – Jigsaw puzzle	Jigsaw puzzles
	Introduce lesson	
	Music	
	Movement - Make large jigsaw puzzle	
	<p>Activity 15 How I See It, pp.18-19 Draw an object like a shoe, a doll or toy animal. Compare drawings.</p> <p>Activity 16 Putting Pieces Together, pp. 20-21 Draw creative puzzle-like shapes. Cut out shapes. Draw a single child development theme on each piece. Put puzzle back together. Share a story about each drawing.</p>	<p>Objects to draw, pencil, Visual Perspective Pictures Newsprint, pencil, colors/markers</p>
	<p>Review Activity 15</p> <ol style="list-style-type: none"> 1. Describe challenge of drawing the object. 2. How did others see the object? How were drawings different? 3. Why do people see things differently? 4. How do you appreciate different viewpoints? 	

Time Allotment	Activity	Supplies
	Review Activity 16 5. Describe each piece of puzzle's contribution to total look. 6. Define teamwork as it relates to the activity, 7. When will you next work with a team? How can you do it better?	
Ch. 3 Hands	Contributions to my family	
	Family boundaries for growth	
	Nutritious Snack	
	Get acquainted game	
	Introduce lesson	
	Music	
	Movement	
	Activity 17 Family Connections, pp 22-23 Make a family tree or mobile using clay symbols for things that make your family special. Cut heavy string to push into the ends of each object. Activity 18 Family Rules pp 24-25 Do Family Rules Worksheet	4 c. un-sifted flour 1 c. salt, bowl, tooth picks, cookie cutters, string, cookie sheet, aluminum foil, paint Handout, posters
	Review Activity 17 1. Describe objects and what they represent. 2. What did you discover about your family? 3. What symbols are your roles in the family? Review Activity 18 4. What did you discover from the worksheet? 5. How did you come up with family rules that would apply to all ages? 6. Why do we have family rules? 7. Why should all family members make and enforce family rules?	
Ch. 4 Health	Healthy food choices for growth	
	Hazards for children in the home	
	Nutritious Snack	
	Get acquainted game	
	Introduce lesson	
	Music	
	Movement	
	Activity 19 Family, Food & Fotos, pp26-27 Make a photo story of preparing and eating a family meal, record everyone's comments. Plan a family meal. Prepare. Serve. Record. Activity 20 Safety Inspector, pp 28-30 Give your home a safety checkup	Camera & film, food guide pyramid. Checklist, badge, cardboard
	Review Activity 19 1. How did you decide on the menu? What would you	

Time Allotment	Activity	Supplies
	do differently next time? 2. Why are healthy food choices important? Why should you check with everyone? 3. How did you balance everyone's wants and needs when planning the meal? 4. Describe how you can make sure individual's have their needs met? Review Activity 20 5. How safe was your home? 6. What was the most serious hazard found? What was your solution? 7. Why should you be responsible for your personal safety? 8. How can you make your school safe or hazard free?	
Ch. 4 Health	Toy safety for babies Neighborhood hazards	
	Nutritious Snack	
	Get acquainted game – Play a word game to identify safe toys for babies.	Toy Word Find
	Introduce lesson	
	Music	
	Movement	
	Activity 21 Toy Box, p. 31 Select five toys for three different age groups – toddler, preschool and school-aged. Evaluate safety of toys? Activity 22 Street Smart, pp 32-34 Play Street Smart Game and solve Secret Code.	Toy catalogue Game and markers, handout, pencils
	Review Activity 21 1. What toys and games on the list surprised you? 2. Why were these toys safe or unsafe? 3. Why is it important to which toys are appropriate and safe for babies? 4. What toys are safe for preschoolers (age 3-5)? Review Activity 22 5. What safety rules have you learned? 6. Summarize all the rules into four rules. 7. How can personal rules keep you safe? 8. What rule can you practice this week?	
	TLS Evaluation and Recognition	