



**Iowa 4-H After School Program**  
*Growing on My Own, Kids on the Grow, Lesson Plan*  
**Eight, 60 minute sessions**

**Grades:** K-2

**Optimum Group Size:** 20

**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 On My Own**, Child Development Youth Activity Guide, 4HCCS BU-7139, 1998

**Physical Setting:** After School program

**Life Skills Addressed:**

- Planning and organizing
- Recognizing differences
- Personal safety
- Critical thinking
- Accepting differences
- Concern for others
- Self-motivation

**Indicator: Practice time management skills, understand roles and responsibilities**

1. Expresses different ways kids develop.
2. Has identified a special learning place.
3. Sees how people express different emotions.
4. Sees how children are different and why this is important.
5. Manages morning routine.
6. Knows how roles affect how we act.
7. Can identify child safety hazards.
8. Can tell if toys are safe for small children.

**Content Objective:**

- Identify four areas of personal growth and development (cognitive, emotional, physical, social)
- Create an environment for learning
- Set boundaries for personal growth and support
- Identify personal roles within their families and among friends
- Express oneself emotionally
- Articulate similarities and differences among people
- Create safety within personal space

**Related School Standards and Benchmarks:**

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

Level I: 1. Understands that people are alike in many ways and different in many ways.

4. Understands that the groups to which a person belongs (e.g. family, friends, team, community) influence in varying degrees how she or he thinks and acts.

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

Level 1: 1. Identifies and shares feelings in appropriate ways.

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

Level I: 2. Identifies the similarities and differences between persons, places, things, events using concrete criteria.

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

Level IV: 2. Displays friendliness with others.

**Evaluation:** Targeting Life Skills questions at end of lesson plan.

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
<b>Ch. 1 Head</b>	<b>1. How youth grow</b>	
10 min.	Nutritious Snack	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music	
5 min.	Movement	
20 min.	Activity 1. Bloomin' Bags! pp. 4-5 1. Select clover or flower and title the petals. 2. Create drawings that show ways you grow	Paper bag with handles or cloth back pack, fabric, crayons or paint
10 min.	Review Activity 1 1. Share what you put on each petal. Why did you select the word or drawing? 2. What happens if one area is slow or missing? 3. What ideas will help you start growing in each area?	
	<b>2. Making learning fun</b>	
10 min.	Nutritious Snack	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music	
5 min.	Movement	
20 min.	Activity 2. My Learning Box pp.6-7 1. Fill the box with things that can help you learn and have fun. 2. Put name on box.	Shoe, cereal or plastic box, markers, stickers, wallpaper, or contact paper
10 min.	Review Activity 2 1. What items did you put into your box? 2. Select one item and tell how you can use it.	

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
	3. How does this item help you think? 4. How can you make learning more fun for your brother, sister or friend?	
<b>Ch. 2 Heart</b>	<b>3. People express emotions</b>	
10 min.	Nutritious Snack	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music - Row, Row, Row Your Boat, p.16 H.G.	
5 min.	Movement - Dance	
20 min.	Activity 3. Story Masks pp.8-9 1. Make masks that show different feelings or emotions. 2. Use masks to tell a story. 3. Read story, "Shanika and the Party." 4. Show feelings expressed in the story.	Paper plates, markers, crayons, yarn, craft items
10 min.	Review Activity 3 1. What emotions did Shanika express for each solution? 2. Why did others show different emotions? 3. How can you see behind the "masks" others wear so you can understand how they feel? 4. How can you help your friends express their real feelings?	
	<b>4. All children are different</b>	
10 min.	Nutritious Snack	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music	
5 min.	Movement	
20 min.	Activity 4. Potato Pals! Pp.10-11 1. Study a potato. 2. Draw a picture. 3. Tell others what makes your potato special. 4. Mix up potatoes and try to find yours.	Box of seed potatoes or sweet potatoes, paper, pencil
10 min.	Review Activity 4 1. What was different about your pet potato? 2. What is different about you and your friends? 3. Why is it okay to be different? 4. What are some times when you would want to be different from your friends?	
<b>Ch. 3 Hands</b>	<b>5. Having support, setting boundaries</b>	
10 min.	Nutritious Snack	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music	
5 min.	Movement	
20 min.	Activity 5. My Morning Routine pp. 12-13	Paper plate, pencil or

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
	<ol style="list-style-type: none"> <li>1. List your major tasks.</li> <li>2. Create a small symbol or use stickers for each task.</li> <li>3. Draw a clock on a paper plate</li> </ol>	marker, Exercise handout
10 min.	Review Activity 5 <ol style="list-style-type: none"> <li>1. Explain how you arranged your tasks on the clock.</li> <li>2. What did you do with the tasks you couldn't fit on the clock?</li> <li>3. How will using this clock help you complete all your tasks?</li> <li>4. Think of times when you rush. How can you help yourself manage your time better?</li> </ol>	
	<b>6. Roles affect how we act</b>	
10 min.	Nutritious Snack	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music	
5 min.	Movement	
20 min.	Activity 6. That Hat's for Me! pp.14-15 <ol style="list-style-type: none"> <li>1. Box 1, circle the roles that apply to you.</li> <li>2. List three of your roles/responsibilities or actions that go with each role.</li> <li>3. Draw a hat for each role.</li> </ol>	Handout, pencil
10 min.	Review Activity 6 <ol style="list-style-type: none"> <li>1. What were some actions or responsibilities that went with your roles?</li> <li>2. Describe the hat that you chose for each role. Why?</li> <li>3. How does knowing your role help motivate you to take action?</li> <li>4. When someone asks you to take a new role, what questions should you ask before you accept the role?</li> </ol>	
<b>Ch. 4 Health</b>	<b>7. Know child safety hazards</b>	
10 min.	Nutritious Snack - Prepared safely	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music	
5 min.	Movement	
20 min.	Activity 7. Home Hazard Hunt pp. 16-17 <ol style="list-style-type: none"> <li>1. Circle the hazards in the picture.</li> <li>2. Redraw the picture with the corrections.</li> </ol>	Handout, pencil
10 min.	Review Activity 7 <ol style="list-style-type: none"> <li>1. Identify the hazards you circled</li> <li>2. Why is each a hazard?</li> <li>3. How did you correct each hazard identified?</li> </ol>	

Time Allotment	Activity	Supplies
	4. How can you take action for your home safety?	
	<b>8. Make toys safe for small children</b>	
10 min.	Nutritious Snack	
5 min.	Get acquainted game	
5 min.	Introduce lesson	
5 min.	Music	
5 min.	Movement	
20 min.	Activity 8. Be a Toy Inspector pp. 18-19 1. Prepare tube to measure 1 ¼" in diameter. 2. Collect small items and toys used by child. 3. Test each item with tube tester. 4. Make safety display or poster of items.	Paper or tissue tube, scissors, ruler, tape, small items, empty film canister, food items, stuffed animals
10 min.	Review: Activity 8 1. What items fit through the choke tube? 2. What could happen if a small child played with these items? 3. What can you do to prevent children from playing with unsafe toys? 4. What do you put in your own mouth that could choke you?	
	<b>TLS Evaluation and Recognition:</b> Do I follow directions? Do I work with others? Do I listen while others speak? Do I try to do my best? Do I use time wisely? Do I try new ideas? I do my best work in _____. I need to try harder in _____. One thing I want I learn more about is _____.	

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