



Iowa 4-H After School Program
Citizenship Program, Lesson Plan
Eight, 60 minute sessions

Grades: 4 - 6

Optimum Group Size: 10 youth per volunteer

Supplies Needed: Listed below

Reference Resources:

Exploring Citizenship

- Me, My Family and My Friends Unit 1 4H 282 A
- Exploring Citizenship My Neighborhood Unit 2 4H 282 B
- My Clubs & Groups Unit 3 4H 282 C
- My Community Unit 4 4H 282 D

Physical Setting: Classroom

Life Skills Addressed:

- Teamwork
- Decision-making
- Communication

Indicator (What is the one thing the child should get out of each lesson?):

- The importance of sharing of time and talents with their community as part of the generosity component of Boomerang character education program.

Evaluation: Complete a life skill evaluation

School Standards and Benchmarks:

- Applies decision-making techniques

Working with others

- Contributes to overall effort of a group

Displays effective interpersonal skills

- Seeks information

Civics Standards

- Understands the roles of volunteerism and organized groups
- Understand ideas about civic life, politics, and government

| DAY 1 | Exploring Citizenship Unit 1 Me, My Family & Friends | |
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| 10 minutes | Name and Game: <ul style="list-style-type: none"> • Have everyone sit in a circle and say their name and one thing that they like that begins with the same letter of their first name. Example: I am Cory and I like cake. • The next person tells their name and what they like | Slips of paper that will fit into a balloon. Balloons for the strips. Use the unit 1 |

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| | <p>and then reintroduce the person or persons ahead of them.</p> <p>Popping the Question:</p> <ul style="list-style-type: none"> • Write a variety of getting to know you questions on strips of paper that are put into a balloon that you blow up and tie. Example of questions: What is your favorite activity outside of school? Where would you like to travel? What would you like to do when you grow up? | book and complete pages 5 – 7 |
| 5 – 10 minutes | <p>Exploring Citizenship</p> <ul style="list-style-type: none"> • What is good citizenship? | p. 5 Me, My Family & My Friends |
| 10 – 15 minutes | <p>Getting to Know Myself, Follow-up Questions</p> <ul style="list-style-type: none"> • Who is your best friend? Why are they your best friend? • When is your birthday? • How did you rate your health? • What are some things you like to do? | p. 5 – 8 Unit 1 |
| 10 – 15 minutes | <p>My Favorites, Follow-up Questions:</p> <ul style="list-style-type: none"> • What do you like to do in your free time? • When you are older what do you think you will do? • If you could go anywhere in the world, where would you go? • What is your favorite song? • What is your favorite animal? | Complete p. 11-15 |
| 10 – 15 minutes | <p>My Feelings:</p> <ul style="list-style-type: none"> • What are some things that make you happy? • What are some things that are scary for you? • Share one of the five things you like most about yourself? • What do you do when you are feeling sad? What are things that make you feel better? • Do one of the 5 activities on page 19. | Complete p. 16 – 18 p.19 |
| 5 minutes | <ul style="list-style-type: none"> • Ask the group to complete My family, the people I live with before the next meeting. | p. 20 -27 |
| 5 – 10 minutes | <ul style="list-style-type: none"> • Read the 4-H Citizenship Pledge • Discuss what it means to them | Back of the Unit 1 & 2 |
| DAY 2 | My Family, My Friends | |
| 15 – 20 minutes | <ul style="list-style-type: none"> • Begin with a follow-up of assignment from the first session. • Have them work in groups of 3 – 4 and discuss • What did you learn about your parents? • What did you learn about your brother(s) or sister(s)? • What are some of the important things that you get from your family? • Love, kindness, gifts, values, rules, clothes, trust, support, security, food, protection, home, sharing, | |

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| | <p>standards.</p> <ul style="list-style-type: none"> • Discuss these with the total group. • Is one more important than another? • What responsibilities do you have at home? | |
| 7 – 10 minutes | <ul style="list-style-type: none"> • Checklist for Good Citizenship | p. 29 |
| 10 – 15 minutes | <p>My friends, the other people I like</p> <p>Discuss some of these questions:</p> <ul style="list-style-type: none"> • Who were some of the friends you listed? • Why do you consider them your friends? • Do you have friends of all ages? • Who are some friends that are not people? • Why do you like your friends? • Of the ideas listed... is there one that you think is more important for you? • What are some things you like to do with your friend? • Can you think of any songs about friendship? • What are the most important things to give your friends? (time, listening, help when needed) | <p>p. 31</p> <p>p. 32-33</p> |
| 3 – 5 minutes | <ul style="list-style-type: none"> • What does this mean to you? “No one is a stranger, but just s friend you haven’t met”, Dorothy Emerson | |
| 5 minutes | <p>Review the things to do on p. 35 ask the youth to consider doing one of these before the next meeting.</p> <ul style="list-style-type: none"> • Make a new friend • Do something nice for an elderly friend. • Plan to do something with one or more of your friends. • Make up your own song about a friend or friends. • Draw a picture of something you like to do best with your friends. | p. 35 This is part of the group assignment for the next meeting. |
| 5 minutes | Review the 4-H Citizenship Pledge | On back cover of the 4-H project manual |
| DAY 3 | Exploring Citizenship My Neighborhood | |
| 5 – 10 minutes | <p>I love everybody who but especially like someone who: wears a certain color, likes something, etc.</p> <ul style="list-style-type: none"> • This circle game has a person in the center and everyone else sitting in chairs. • The person in the center states I like everybody but especially those... • Those who have this color, etc. need to move to another chair other than the one to their immediate right or left. • Report back on the assignment from the last meeting. • What did they do? • How did they feel about doing this? | |
| 5 – 10 minutes | Have youth share what they did since the last meeting from the suggested list: | |

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| | <ul style="list-style-type: none"> • Make a new friend • Do something nice for an elderly friend. • Plan to do something with one or more of your friends. • Make up your own song about a friend or friends. • Draw a picture of something you like to do best with your friends. | |
| 20 – 25 minutes | <p>Meet your Neighbors:</p> <ul style="list-style-type: none"> • Short discussion on what is a neighborhood from p. 5 • Who is in your neighborhood? • Draw a picture...Do you know everyone in your neighborhood? If not, why not? • What type of businesses are in your neighborhood? • Have the youth share their neighborhood pictures with the total group. | p. 4 Give each child a piece of paper to draw their neighborhood. |
| 10 – 15 minutes | <p>Neighborhood Rights & Responsibilities:</p> <ul style="list-style-type: none"> • Write down the things the youth come up with and then try to have the youth select which is the most important in their neighborhood and why? | p. 6 Use newsprint or blackboard |
| 5 – 10 minutes | <ul style="list-style-type: none"> • Review the 4-H Citizenship Pledge • Is this starting to mean a bit more to you? | Back page of Unit 1 & 2 |
| DAY 4 | Being a Good Neighbor | |
| 10 – 15 minutes | <p>Being a good neighbor:</p> <ul style="list-style-type: none"> • How do you show your neighbors that you care about them? • List and discuss... • Have each child share a way that they can be “a Good Neighbor” | p.7 List on blackboard or newsprint |
| 10 – 15 minutes | <p>Helping Others to Be Good Neighbors:</p> <p>Note: this could be a family activity or be sure to let your parent(s) know what you are doing.</p> <ul style="list-style-type: none"> • Review the ideas shared and have the youth come up with their ideas of what to do individually or as a group. • Start a list of what you need to do to complete your Working with Others. | p. 8 |
| 10 minutes | <p>Being a Good Citizenship at School:</p> <ul style="list-style-type: none"> • Review the questions with the group. • Discuss their answers. • If they answer “no” perhaps as a group one can come up with ideas of what to do to improve on their citizenship at school. | p. 9 Run copies p. 10 discussion ideas for the group leader. |
| 15 – 20 minutes | <p>What can you do as a project for your school?:</p> <ul style="list-style-type: none"> • Consider asking the school principal to come to the group and share their reaction to the group’s ideas. • You might use a vote to come up with the one idea for the group to work on at a future meeting. | p. 10 |

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| 10 minutes | Make plans for doing a group service project: <ul style="list-style-type: none"> • Set date • Supplies needed • Who will do what? • Deadlines? • Other | |
| 3 – 5 minutes | <ul style="list-style-type: none"> • Read the 4-H Citizenship Pledge • Is this meaning more to you and the group? | Back of 4-H manual |
| DAY 5 | Possible Community Service Project | |
| 30 – 45 minutes | <ul style="list-style-type: none"> • Community Service Activity & clean up | |
| 10 – 15 minutes | <ul style="list-style-type: none"> • Snack and discussion of the service project. • How did it go? • Did you have enough helpers, supplies, etc? • If you were to do it again, what would you do differently? • Any additional follow-up Examples: thank you notes for sponsors, etc. | |
| 3 – 5 minutes | <ul style="list-style-type: none"> • 4-H Citizenship Pledge • What new ideas have you gained about your citizenship in your community? | Back of Citizenship booklet |
| DAY 6 | Exploring Citizenship, My Clubs & Groups | |
| 7 – 10 minutes | Being A Member: <ul style="list-style-type: none"> • Make a list of all the ways that group can think to be better members. • Try to come up with the top three roles of club members. | Newsprint or Blackboard |
| 7-10 minutes | <ul style="list-style-type: none"> • Write a member’s pledge and use it for 4-H Officer Installation | Paper & pencil |
| 10 – 15 minutes | Preparing for Meetings: <ul style="list-style-type: none"> • understanding the importance of group member participation in their club with sharing ideas and suggestions as well as the meeting outline. | p. 5 |
| 10 - 15 minutes | Conducting Meetings: <ul style="list-style-type: none"> • what does it mean to preside at meetings, direct meetings, and making motions. • Consider inviting someone to speak on parliamentary procedure. | p. 8 & 9 |
| 10 – 15 minutes | <ul style="list-style-type: none"> • Plan a mock meeting to practice parliamentary procedure. | p. 10 & 11 |
| 3 – 5 minutes | <ul style="list-style-type: none"> • 4-H Citizenship Pledge • Any comments. | Back of Citizenship booklet |
| DAY 7 | Exploring Citizenship—My Community Unit 4 | |
| 30 + minutes | Interviewing Community People: <ul style="list-style-type: none"> • Work in pairs or teams to complete this part of the citizenship learning. | p. 5 - 9 |

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| 20 – 30 minutes | <ul style="list-style-type: none"> • Share information learned about the community and discuss the Plan of Action for your group. • Decide what you will go to learn more about your community. • Example would be to invite guest speakers to learn more about your community. | p. 11 Ideas p. 12-28 |
| 3-5 minutes | <ul style="list-style-type: none"> • 4-H Citizenship Pledge • What did you learn about your community? | Back page of Citizenship booklet |
| DAY 8 | Continue My Community | |
| 30 + minutes | <ul style="list-style-type: none"> • Work on the group plan of action. • Important for all to be involved and share ideas that are of interest to the group. | As needed by the group |
| 20 – 30 minutes | <ul style="list-style-type: none"> • Celebrate the completion of the citizenship plan of action and learning about citizenship in my family, neighborhood, clubs and groups and community. | |
| 3- 5 minutes | <ul style="list-style-type: none"> • 4-H Citizenship Pledge • How have you benefited from this community project? | Back page of Citizenship booklet |

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