



Iowa 4-H After School Program
Leadership, Lesson Plan
Five, 75 minute sessions

Grades: 7-8

Optimum Group Size: 15-20

Supplies Needed: See Various Lessons

Reference Resources: **Leadership Mentor Guide 2**, National 4-H Cooperative Curriculum System, BU-07904, Grades 6-12

Physical Setting: Classroom

Life Skills Addressed:

- Leadership
- Relationship Building
- Planning & Organizing
- Communication
- Group Process
- Teamwork

Indicators:

1. Learn to trust others
2. Identifies differences and commonalities in groups
3. Delivers a speech
4. Works as a team member
5. Learns how to achieve a goal

Content Objectives: (At the conclusion of this program youth will be able to...)

- Know what it takes to be trustworthy.
- List effects of similarities and differences in a group.
- Understand the parts of a speech and able to present a speech in front of the group.
- List two examples of challenges and opportunities when working in a group.
- Know what is needed in order to achieve a goal.

Related School Standards and Benchmarks: Working cooperatively in a group
Builds trust with others
Communicates effectively
Learns to set goals
Makes decisions with input from others

Evaluation: Evaluation form is found at the end of the lessons.

Time Allotment	Activity	Supplies
DAY 1		
10 minutes	Snack as the youth arrive	
10 minutes	Get Acquainted 1. Have everyone sit in a circle and go around having each person share their name and something that they enjoy doing or are good at.	
25 minutes	“I’d Like to Introduce You to My Buddy” Leadership Mentor Guide 2 , page 22	Potato for each youth Construction Paper Pins Tape Ribbon or other misc. items to decorate with
15 minutes	“Trust Goes Hand in Hand” Leadership Mentor Guide 2 , page 24	Blindfolds
15 minutes	“You Catch My Back, I’ll Catch Yours” Leadership Mentor Guide 2 , page 46	
DAY 2		
10 minutes	Snack for the youth as they arrive.	
5 minutes	Review previous lesson: 1. What were some of the leadership traits we identified? 2. Why is it important to be trustworthy?	
10 minutes	“Circle of Support” Leadership Mentor Guide 2 , page 48	Index cards Pencils
40 minutes	“Bridging to Partnership” Leadership Mentor Guide 2 , page 52	Straws String Paper Clips Tape
15 minutes	“Don’t Drop It” Leadership Mentor Guide 2 , page 26	Balloons Markers
DAY 3		
10 minutes	Snack for youth as they arrive	
5 minutes	Review previous lesson: 1. Do you remember any of the differences or similarities within our group? 2. What can happen when someone doesn’t follow through on a responsibility?	
45 minutes	“One Minute Magic” Leadership Mentor Guide 2 , page 28	Video tape of a good speech Paper Markers Tape Sheets of paper with the words

Time Allotment	Activity	Supplies
		<ul style="list-style-type: none"> • Attention Getter • Introduction • Body • Conclusion
20 minutes	<p>“Communication for a Safe Landing”</p> <ol style="list-style-type: none"> 1. Select two volunteers and take them out into the hallway. 2. Blindfold one of the volunteers. 3. Ask them to wait in the hall until you come and get them. 4. Return to the room and say to the group, <ul style="list-style-type: none"> • “I need your help to make a 3 foot by 12 foot airport runway. There has been a terrible storm at the airport. We have a large jet that is coming in for a landing and the video equipment is down. The only communication available to help the pilot land safely is the voice of the air traffic controller. The storm caused a lot of debris to fly onto the runway, so it’s going to be tricky landing for the pilot.” (Have the group line up chairs to make the sides of the runway and then spread out the bag of props as obstacles on the runway.) 5. Bring the two volunteers into the room. 6. Explain to the blindfolded person that they are the pilot of a large jumbo jet. There has been a terrible storm at the airport. You are coming in for a landing. Your video equipment is out and you only have the voice of the air traffic controller to help you land safely. 7. Say to the other volunteer that they are the air traffic controller. The storm causes a lot of debris to fly onto the runway. You can see there are telephone lines down, equipment is on the runway, lights are out and there are emergency vehicles waiting in case the worst happens. It is your job to talk the pilot down safely. 8. Tell the rest of the youth that they are the audience. The pilot has only the voice of the air traffic controller to help them land. Quietly listen as the air traffic controller works to guide the large jet in. 9. Discussion: <ul style="list-style-type: none"> • Was this activity difficult for either of you? Why or why not? (<i>When giving directions, you need to take the listeners point of view and think about what they may or may not understand; messages may need to be complete and specific; messages may need to be</i> 	<p>Blindfolds</p> <p>Bag with props: play phone, videotape, small stick, flashlight, toy ambulance or fire truck, etc.</p>

Time Allotment	Activity	Supplies
	<p><i>repeated</i>)</p> <ul style="list-style-type: none"> • How complete were directions? • Were you understanding the directions? Was enough information given? Was the information correct? • Did either of you ask questions? How did this help? <i>(If you are giving instructions, asking questions can help you make sure you are being understood. If you are receiving instructions, asking questions can ensure you are getting the right information)</i> <p>10. Application:</p> <ul style="list-style-type: none"> • When you are planning an activity, what should you keep in mind the next time you prepare to give instructions or clear directions? <i>(Give complete and specific instructions, ask all involved if they understand what it is you are explaining, ask them to repeat your instructions back to you; repeat instructions and directions; make the message appropriate to the persons frame of mind)</i> • What activities or events do the youth and adults in your group plan in which communicating more clearly, asking for clarification, repeating instructions, and taking other's point of view might be helpful? <i>(Any activity in which group decisions-making and planning are occurring)</i> 	
DAY 4		
10 minutes	Snack for the youth as they arrive	
5 minutes	Review previous lesson: <ol style="list-style-type: none"> 1. What were the 3 parts of a presentation? 2. Why are clear instructions important? 	
20 minutes	"The Team Work Tightrope" Leadership Mentor Guide 2 , page 36	2 ½ bull ring Tennis ball Bowl 6 pieces of nylon cord or heavy string each 20 feet long
15 minutes	"Keep it on the Level" Leadership Mentor Guide 2 , page 62	½ inch dowel that is 4 feet long or broom handle (one for every 12 youth)
25 minutes	"Blockers and Builders" <ol style="list-style-type: none"> 1. Explain to the group: that they will be working in 3 groups of 7-8 people each. 2. Each of you will receive a card. It is important that you do not tell anyone else what your card says. You are the only one who can know what your card says. 	Blocker and Builder Statements

Time Allotment	Activity	Supplies
	<ol style="list-style-type: none"> 3. We are going to give each group 10 minutes to discuss a topic that I will be giving you. 4. Your group has to come up with a decision on the topic. 5. You must act according to the description on your card. 6. Are there any questions? 7. One person in each group is to be designated as the group leader. Their job is to observe what happens in the group. 8. Pass out the Blocker or Builder statements: <ul style="list-style-type: none"> • You are negative about any and all ideas. • You want your idea to be the idea. You won't listen to any others or change your idea. • You are positive about all ideas. • You are the negotiator-try to get everyone to agree by compromise. • You put down any ideas. • You don't want to get involved. • Be yourself. • Be yourself. 9. Ask the group if anyone has questions about how they are to participate in regards to their card. Remember you are to act like your card says. 10. Each group gets ten minutes to come up with a decision for the following situation: <ul style="list-style-type: none"> • You get to spend a day together doing whatever your group wants to do. How will you spend your day? 11. Discussion: <ul style="list-style-type: none"> • Ask group leaders: What happened in your group? • Ask each group: Were there any other things that happened in your group discussion? • Were all group members trying to reach a decision? • <i>(some people were trying but others weren't much help; some people didn't want to do anything)</i> • What types of behavior were blocking the group's ability to make a decision? • How did it feel when your efforts to reach a group decision were blocked? <i>(I didn't think we would ever reach a decisions; it was frustrating; it made me mad)</i> • What were the results of the blocking behavior? <i>(some groups may not have come to a decision)</i> • How did it feel to be a blocker? <i>(felt like no one listened to me; felt like people were getting mad at</i> 	

Time Allotment	Activity	Supplies
	<p><i>me)</i></p> <ul style="list-style-type: none"> • Who were the builders? How did it feel to be a builder? (<i>it felt good but it was hard to go up against the blockers</i>) • Who were the negotiators? Was it hard? What happened? (<i>no one wanted to give in</i>) <p>12. Application:</p> <ul style="list-style-type: none"> • If you were playing yourself, did you see yourself as a blocker, builder, negotiator or something else? • What did you learn about each role in this activity that would help in other decision-making situations? (<i>group decisions are not always easy; be patient; sometimes people want to block your ideas; negotiate; your ideas may not be the one agreed upon by the group; it is hard to get people involved who do not want to be involved</i>) 	
DAY 5		
10 minutes	Snack for the youth as they arrive	
5 minutes	Review previous lesson: 1. Why is teamwork important?	
10 minutes	<p>“Untying Knots”</p> <ol style="list-style-type: none"> 1. Have the youth get into circles of 10-15 people. 2. Have everyone reach out with their right hand and clasp somebody else’s hand. 3. Next reach out with your left hand and clasp someone else’s hand. 4. Make sure you do not have the hand of the same person or the hand of the person next to you. 5. Your task as a group is to get untangled without letting go of each other’s hand. 6. You will need to bend, twist, pivot or turn to get the knot untied. 7. Although people can not break their handhold, they can unlock fingers and pivot palms of their hands to make it easier to change positions and then return to a firm hand clasp. 8. Discussion: <ul style="list-style-type: none"> • How did your group figure out how to untie our knot? • Did someone in the group become the leader? If so, how was this leader chosen? • Did you agree with the strategy that was used? If not, did you voice your opinion? Why or why not? 9. Application: <ul style="list-style-type: none"> • Getting along with people means working things out when there is a problem to be solved. 	None needed

Time Allotment	Activity	Supplies
	<ul style="list-style-type: none"> • When people help each other, solutions to problems usually can be found. 	
30 minutes	“The End is in Sight” Leadership Mentor Guide 2 , page 32	Construction Paper Markers Tape
10 minutes	Play “Undercover Leader” <ol style="list-style-type: none"> 1. Have the group stand in a circle with one person in the center. 2. The center person will close their eyes while a leader is selected. 3. The leader then must start an action such as clapping their hands, tapping their nose, etc. 4. The person in the center will open their eyes and gets 3 chances to guess who is leading the actions. 5. The leader needs to keep changing action. 6. Reflection: <ul style="list-style-type: none"> • When you were in the center how did you figure out who was leading the actions? • What things did you do as the leader so that the person in the center didn’t catch you? • How did you feel when you were in the center? • How did you feel when you were the leader? 7. Apply: <ul style="list-style-type: none"> • How is this game like leading a group? • What groups are you involved in that have leaders? • What role does the leader play in these groups? 	
10 minutes	Complete evaluation	Evaluation copies
5 minutes	Present each youth with a certificate of completion	Certificates

