



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

Grades: K-3

Optimum Group Size: 15

Supplies Needed: See Various Lessons

Reference Resources:

Leadership Mentor Guide 1, National 4-H Cooperative Curriculum System, BU-07903,
Grades K-5

Physical Setting: Classroom

Life Skills Addressed:

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

Indicator:

1. List their good qualities and qualities of a good leader.
2. Share how they care for a pet.
3. Learn that caring for an animal is a form of leadership.
4. Identify leaders in the community.
5. Follow leaders.
6. Identify when they can be leaders.
7. Verbalize ideas while working in a group.
8. Manages conflict in a safe environment.

Content Objective: (at the conclusion of this program youth will be able to...)

- Identify good qualities of a leader.
- List leaders in the community.
- Identify times when they can be a leader.
- Show self-responsibility and empathy.
- Demonstrate non-verbal communication.
- Follow through on decisions.

Related School Standards and Benchmarks:

- Works cooperatively in a group
- Understands self
- Communicates clearly with others
- Lists characteristics of a leader
- Manages conflict

Evaluation: Evaluation is found at end of lessons.

| Time Allotment | Activity | Supplies |
|----------------|--|--|
| DAY 1 | | |
| 15 minutes | <p>Get Acquainted</p> <ol style="list-style-type: none"> 1. As the youth arrive have them make a name tag that shows something they like to do or are good at. For example if they like to skate they could draw a skate or cut out a skate from paper. Write the child's name on the name tag. 2. When finished have the youth sit in a circle and have each youth share their name and what their name tag is. | Construction Paper Scissors Glue Markers or crayons |
| 5 minutes | <p>Introduce the word "Leadership".</p> <ol style="list-style-type: none"> 1. Hold up a sheet of paper with the word "Leadership" on it. 2. Does anyone know what this word is? 3. Leadership is being able to influence and support others to achieve a common goal. 4. Can you think of someone that is a leader? 5. We will be doing activities together to help you learn what a good leader is and help you become good leaders. | "Leadership" poster |
| 15 minutes | "Good Things About Me" from Leadership Mentor Guide 1 , page 18 | Long sheets of paper Markers or crayons Ribbon Masking Tape |
| 10 minutes | "Follow the Leader" from Leadership Mentor Guide 1 , page 24 | |
| 15 minutes | Play additional games letting youth explain the rules and give leadership. Possible games: Simon Says and Duck Duck, Goose | |
| 15 minutes | <p>Prepare a snack: Gorp</p> <ol style="list-style-type: none"> 1. Put out a bowl of several of the following items: cereal, raisins, M&M candies, peanuts, pretzels. 2. Have the group think of a leadership quality that each food item would remind them of and place a sign by each, for example: pretzels-funny (since they have a funny shape); cereal-dependable (can always count on having cereal for breakfast), etc. | Bowls Napkins Selected Gorp items Paper for signs Paper Markers |
| DAY 2 | | |
| 10 minutes | Snack | |
| 5 minutes | <p>Review previous lesson.</p> <p>Can they remember what the part of "Gorp" represented for leadership qualities?</p> | |
| 15 minutes | "I Spy A Leader" from Leadership Mentor Guide 1 , page 22 | Newspapers Magazine s Scissors Glue Butcher paper |

| Time Allotment | Activity | Supplies |
|-----------------------|---|--|
| 10 minutes | Read one of these stories: 1. Minty, a Story of Young Harriet Tubman 2. Martin's Big Words, the Life of Martin Luther King 3. 50 American Heroes Every Kid Should Meet (Leadership Mentor Guide 1 , page 23) | Selected Book |
| 15 minutes | "My Pet and Me" Leadership Mentor Guide 1 page 20 | Stuffed Animals |
| 15 minutes | "Tell Me a Story" Leadership Mentor Guide 1 , page 26. You can modify the activity by placing a number of items in a sack and the youth draws out an item and must use its name when adding to the story. | Sack of items such as: stuffed animal, hat, cup, jump rope, ball, etc. (Need 1 for each youth). |
| 10 minutes | Play "Under Cover Leader" game. 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. | |
| DAY 3 | | |
| 5 minutes | Review previous lesson. 1. How is caring for a pet leadership? 2. Why did we tell a story? | |
| 15 minutes | "Oh My! I Lost My Voice" Leadership Mentor Guide 1 , page 28 | Soft object Coin |
| 50 minutes | "Let's Have Breakfast" Leadership Mentor Guide 1 , page 30 | Breakfast supplies |
| 10 minutes | Read one of the following the books: 1. "If You Give A Pig a Pancake" by Numerof 2. "If You Give a Moose a Muffin" | Book |
| DAY 4 | | |
| 10 minutes | Snack | |
| 5 minutes | Review previous lesson: 1. What were some ways we can communicate without talking? 2. What were some of the activities we had to do to prepare a breakfast? | |
| 15 minutes | Play "Machines". 1. Have the youth work in groups of 3-4. 2. Let them draw a name of a machine out of a hat. 3. The group needs to work together to act out the machine while others try to guess what it is. 4. Discuss: • How would the machine work if a part was missing? | Cards with names of machines, possible ideas: TV, washing machine, lawn mower, vacuum cleaner, toaster |

| Time Allotment | Activity | Supplies |
|-----------------------|---|---|
| | <ul style="list-style-type: none"> • How is your machine like a group working together? | |
| 45 minutes | “Peace Puppets” Leadership Mentor Guide 1 , page 34 | Supplies for puppets |
| DAY 5 | | |
| 10 minutes | Snack | |
| 10 minutes | Play “Person to Person” <ol style="list-style-type: none"> 1. Each person selects a partner while one person remains free to be the caller. 2. The caller names two body parts such as toe to toe and the partners must find a new partner to touch toe to toe. 3. The caller must try to get a partner. 4. The person left will call out two more body parts. | |
| 5 minutes | Review previous lesson: <ol style="list-style-type: none"> 1. Why did we make the puppets? 2. What were some of the problems our puppets solved? | |
| 30 minutes | “Choices, Choices”, Leadership Mentor Guide 1 , page 36 | Paper Paints or crayons Black Construction Paper Glue |
| 15 minutes | Leadership Review <ol style="list-style-type: none"> 1. Divide the youth into groups of 3. 2. Give each group a piece of paper that is large enough for one person to lie down on and be traced around. 3. Have the group draw on their body characteristics of what makes a person a good leader. For example; big ears for a good listener 4. Have each group share their drawing and characteristics | Large pieces of paper Tape Markers |
| 10 minutes | Complete the Evaluation Present each youth with a “Leadership” certificate for completing the program | Evaluation Certificates |

IOWA STATE UNIVERSITY

Extension and Outreach

Iowa State University Extension programs are available to all without regard to race, color, age, religion, national origin, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Inquiries can be directed to the Director of Equal Opportunity and Compliance, 3280 Beardshear Hall, (515) 294-7612.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



4-H After-School Leadership Program Evaluation

Please read each question and check the box that best answers the question:
In the 4-H After-School Leadership program did you learn...

| | | Yes | Sometimes | No |
|----|--|-----|-----------|----|
| 1. | what the qualities of a good leader are? | | | |
| 2. | when you can be a leader? | | | |
| 3. | how to communicate non-verbally? | | | |
| 4. | to follow through on decisions? | | | |
| 5. | the importance of caring about others? | | | |

- What did you like best about this leadership program?

- What did you like least about this leadership program?