



Iowa 4-H After School Program
Growing in Communities, Kids on the Grow Lesson Plan
Eight, 60 minute sessions or Four, 90 minute sessions

Grades: 7-10

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 In Communities, Child Development Youth Activity Guide, 4HCCS BU-7141, 2000

Physical Setting: After School program

Life Skills Addressed:

- Planning and organizing
- Critical thinking
- Concern for others
- Recognizing differences
- Accepting differences
- Leadership/mentoring
- Self-responsibility
- Personal safety

Indicator:

1. Learn about child development careers
2. How to observe and learn from children,
3. How children with different abilities have different needs,
4. Why we celebrate the diversity in our communities,
5. Know more about your community,
6. Teaching children and modeling guidance and discipline,
7. Put on a neighborhood Olympics,
8. Make local playgrounds safe.

Content Objectives:

- Identify careers in the area of child development
- Gain skills in young child observation
- Understand the differences in children's development
- Identify role that community plays in child development
- Learn teaching skills to use with children
- Learn skills to guide children's behavior
- Articulate the importance of exercise for healthy growth and development
- Identify ways to improve community playground safety

Related School Standards and Benchmarks:

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

Level III 1. Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it.

5. Understands that various factors (e.g., wants and needs, talents, interests, influence of family and peers and media) affect decisions that individuals make.

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

Standard 5. Knows essential concepts and practices concerning injury prevention and safety.

Standard 6. Understands essential concepts about nutrition and diet.

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

Standard 10. Understands the fundamental concepts of growth and development.

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

Level III 1. Compares consumer products on the basis of features, performance, durability, and cost, and considers personal tradeoffs.

Standard 6. Applies decision-making techniques

Level III 1. Identifies situations in the community and in one's personal life in which a decision is required.

2. Secures factual information needed to evaluate alternatives.

4. Predicts the consequences of selecting each alternative.

5. Makes decisions based on the data obtained and the criteria identified.

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

Level III: 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. Preparation for careers related to child development
3. Understanding of self, values, and critical issues related to developing healthy relationships

Evaluation (Targeted Life Skill evaluation is attached):

| Time Allotment | Activity | Supplies |
|-------------------|--|--|
| Ch. 1 Head | 1. Child development careers | |
| 10 min. | Nutritious Snack | |
| 5 min. | Get acquainted game | |
| 5 min. | Introduce lesson | |
| 5 min. | Music | |
| 5 min. | Movement | |
| 20 min. | Activity 23. A-B-C Career Watch pp. 6-7 Brainstorm about jobs that involve working with | Index cards, pencils, newsprint, markers |

| Time Allotment | Activity | Supplies |
|-----------------------|---|--|
| | children. Create a game to teach others about the variety of Child Development careers on the list you brainstormed. Make a card for each career with career title on one side and information about the career on the other. | |
| 10 min. | Review Activity 23. 1. How many different careers were discovered? 2. Describe how you planned and organized your game. 3. Summarize skills needed in careers that work with children. | |
| | 2. Observe child behaviors | |
| 10 min. | Nutritious Snack | |
| 5 min. | Get acquainted game | |
| 5 min. | Introduce lesson | |
| 5 min. | Music | |
| 5 min. | Movement | |
| 20 min. | Activity 24. See How They Grow, pp.8-9 Field Trip to Child Care Center. Interact with 5 and 6 year olds. Pick one youth for observation. Compare to developmental characteristics of youth ages 5-8 (p.9). | Child Development Observation Record Sheet |
| 10 min. | Review Activity 24 1. Summarize your observations. How did children behave differently? 2. How did provided activities and toys meet the needs of an age group? 3. What changes or activities would you suggest for youth to help them grow and develop? | |
| Ch. 2 Heart | 3. Differences in a child's development | |
| 10 min. | Nutritious Snack | |
| 5 min. | Get acquainted game | |
| 5 min. | Introduce lesson | |
| 5 min. | Music | |
| 5 min. | Movement | |
| 20 min. | Activity 26. Obstacles and Assessments, pp.12-13. Partner with preschooler to do this activity. Set up five stations. Navigate stations with younger partner. Record results and observations | |
| 10 min. | Review Activity 26 1. What happened at each station? How did you and your partner feel? 2. What station was easy or hard for you and your partner? Why? | |

| Time Allotment | Activity | Supplies |
|-----------------------|--|--|
| | 3. What can you do to become more sensitive to needs of people with disabilities? 4. What can you do to ensure places are more accessible to people with disabilities? | |
| | 4. Children grow and develop in neighborhoods | |
| 10 min. | Nutritious Snack | |
| 5 min. | Get acquainted game | |
| 5 min. | Introduce lesson | |
| 5 min. | Music | |
| 5 min. | Movement | |
| 20 min. | Activity 28. Community Profile, pp.16-17 Partner with a younger child. Create a cross-section of the family cultures, nationalities, religions and traditions existing in your community. Pick out some families and interview them using the Family Profile Record Sheet to collect information. Create a display to celebrate the diversity of families in your community. | Family Profile Record Sheets, pencil |
| 10 min. | Review Activity 28 1. Summarize your community's profile. 2. Identify similarities and differences in families. What did you learn? 3. How does family diversity strengthen a community? 4. What are some ways to celebrate the diversity in your community? | |
| Ch. 3 Hands | 5. Teaching skills to children | |
| 10 min. | Nutritious Snack | |
| 5 min. | Get acquainted game | |
| 5 min. | Introduce lesson | |
| 5 min. | Music | |
| 5 min | Movement | |
| 20 min. | Activity 32. Put Me in, Coach! pp.24-25 Explore community for volunteer opportunities to teach youth. Assess your own skills, talents, and interests. Use the chart to set goals, make a plan, and record experiences. | My Teaching Experience worksheet, pencil |
| 10 min. | Review Activity 32 1. How did you decide what and whom to teach? Summarize your experiences. 2. What did you learn about children? 3. When you teach again, what will you do differently? What will you do the same? 4. Describe career interests that are starting to emerge. | |

| Time Allotment | Activity | Supplies |
|------------------------|--|-------------------------------------|
| | 6. Child guidance and discipline | |
| 10 min. | Nutritious Snack | |
| 5 min. | Get acquainted game | |
| 5 min. | Introduce lesson | |
| 5 min. | Music | |
| 5 min. | Movement | |
| 20 min. | Activity 33. Going Our Way, pp. 26-27 Create a puppet show on discipline to present to toddlers and preschoolers. Select a story that emphasizes positive children's behavior. Create a puppet for each character, write a script, practice and put on a puppet show at a child care center. Record reactions of children. | Story books, puppet making supplies |
| 10 min. | Review Activity 33 1. Describe your puppet show. 2. What did you want children to learn? How did they react to your show? 3. How does discipline guide behavior? How can discipline motivate a child to behave appropriately or inappropriately? 4. Why should we model good behavior when working with children? | |
| Chap. 4. Health | 7. Fitness choices for health | |
| 10 min. | Nutritious Snack | |
| 5 min. | Get acquainted game | |
| 5 min. | Introduce lesson | |
| 5 min. | Music | |
| 5 min. | Movement | |
| 20 min. | Activity 34. Movin' & Shakin' Olympics pp.28-29 Plan a neighborhood Olympics with 8-10 fitness stations that emphasize different physical challenges. Inspect each station for safety hazards. Compete in teams/alone. Record scores. Celebrate with recognitions. | Supplies as needed. |
| 10 min. | Review Activity 34 1. What muscle groups were used at each station? How effective was each station? 2. What types of exercises do you need to work on for your own health? 3. What can you do to include exercise in your daily schedule? | |
| | 8. Playground safety | |
| 10 min. | Nutritious Snack | |
| 5 min. | Get acquainted game | |
| 5 min. | Introduce lesson | |

| Time Allotment | Activity | Supplies |
|-----------------------|---|---|
| 5 min. | Music | |
| 5 min. | Movement | |
| 20 min. | Activity 35. Let's Play It Safe pp. 30-31 Make the playgrounds in your neighborhood safe places to play for toddlers and preschoolers. Use the Playground Safety Planning Sheet to assess the safety of a neighborhood playground. Schedule a Safety Meeting for concerned parents. Conduct an information campaign. Work with public officials to fix any problems. Evaluate and celebrate your success. | Playground Safety Planning Sheet, pencils |
| 10 min. | Review Activity 35 1. Describe your project and outcomes. 2. How did you inform local parents and public about playground safety? 3. What responsibilities do citizens have for public safety? How will you inform others of these responsibilities? | |
| | TLS Evaluation and Recognition | |

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