



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

Grades: K-3

Optimum Group Size: 6 – 8 youth per volunteer

Supplies Needed: Listed below

Reference Resources:

- Ohio Cloverbud Curriculum I (Citizenship emphasis) 4-H 900
- Ohio Cloverbud Curriculum II (Citizenship emphasis) 4H-904
- Minnesota Cloverbuds 4H-MI-5560-S

Physical Setting: Classroom

Life Skills Addressed:

- Teamwork, Decision-making, large motor skills and fine motor skills

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

- The importance of rules in every day life.
- Learning about the flag and citizenship.
- Learning the little things that make our country great.
- How they might be involved in community service.

Evaluation: Use Life Skills Clover Kids Evaluation

Related School Standards & Benchmarks

Working with others:

- Contributes to overall effort of the group

Civics Standards

- Understands the role of volunteerism in organized groups
- Understands the meaning of citizenship
- Understands certain character traits enhance ability to fulfill individual goals.

Time Allotment	Activity	Supplies
DAY 1	Rules and Reasons for all Seasons	
5 minutes	<u>Get Acquainted Gam</u> <ul style="list-style-type: none"> • Tell their name and something they like to eat that begins with the first letter of their first name. Example: Teresa likes tacos, Sandra likes spaghetti and Carol likes cucumbers. • After you have said yours the next youth says theirs and repeats yours. • Go around the room until the last youth is to try to repeat all or have the whole group say 	None

Time Allotment	Activity	Supplies
	together.	
5 – 10 minutes	<ul style="list-style-type: none"> • What are rules? • Why do we need rules? • What are some rules you have in your school classroom or at home? • (will get a variety of answers) 	None
10 minutes	Signs of the times: <ul style="list-style-type: none"> • Make traffic signals with construction paper and tongue depressors or craft sticks. • This activity helps to show community involvement as a part of citizenship. • What can we do with your 	Red, Yellow and Green construction paper & craft sticks
5 minutes	Identification: <ul style="list-style-type: none"> • Identify signs and rules 	Pictures of signs from the D.O.T.
5 minutes	Game Simon Says: <ul style="list-style-type: none"> • Emphasize the need for rules with a game and a leader 	None
5 –15 minutes	Who Helps? <ul style="list-style-type: none"> • Ask the youth for ideas of who helps them in their town or community? Example: policeman, firemen, mayor, etc. • Ask youth to share who they feel are people that help their community through their job or position. 	Try to get pictures of people in the community such as policeman, referee, fireman, etc.
5 minutes	Sharing Circle: <ul style="list-style-type: none"> • Youth sit or stand in a circle and each tells and shares what they learned today at the program. 	Check Clover Kids Resource for questions
5 – 10 minutes	Responsibility: <ul style="list-style-type: none"> • What does this mean? • What are some things that they are responsible for doing at home? • Does it change from week to week or does it change day to day? • Make a calendar or discuss making at home with their parents. 	
5 minutes	<ul style="list-style-type: none"> • Clean Up Time 	
If time	Read a book from this list: <ul style="list-style-type: none"> • <u>I see a sign</u> by Lars Klove • <u>Puff, Flash, Bang A Book about Signals</u> by Gail Gibbons • <u>Jobs People Do</u> By Christopher Maynard 	Check with your local librarian
DAY 2	Our Country-- Ohio Cloverbuds Materials	
5 – 10 minutes	Country Cut Out	Construction Paper, markers, glue and pencils
5 minutes	Sing “My Country ‘Tis of Thee“	Words in the booklet

Time Allotment	Activity	Supplies
10 – 15 minutes	Where are we located in the world? <ul style="list-style-type: none"> • We are hearing a lot about Iraq. • Can the group find this country? • Have youth share states or countries where they have traveled. • How are those places different from where you live? 	Globe or World Map for the youth to view. (some classrooms may have this or check with your contact)
5 – 10 minutes	The A, B, C's of States	An alphabetical listing of states for your reference. Check the web
5 minutes	Word Search	Copies of the word search need to be duplicated
10 minutes	USA Collage	magazines construction paper scissors glue
5-10 minutes	The Bald Eagle Info in pamphlet for your use.	Duplicate Copies for each youth Markers crayons
If time	Consider one of these books: <ul style="list-style-type: none"> • <u>The Presidency of the United States</u> by David Heath • <u>I Pledge Allegiance</u> by June Swanson • <u>U.S. A.</u> by Daphne Butler • The United States by Pam Cary 	Check with your local librarian for these of other possible books.
5 minutes	<ul style="list-style-type: none"> • Clean Up time 	
DAY 3	Heart to Heart (Consider doing in February)	
10 – 15 minutes	Valentine Favors <ul style="list-style-type: none"> • Make these for residents of a local nursing home or Hospital, etc. • Ask youth how making favors for others makes them feel? • How would it make the elderly feel? 	milk chocolate candy Kisses red or pink tissue paper cut into 8” squares white curling ribbon 18” lengths
15 – 20 minutes	Making Pop Up Valentines	construction paper scissors valentine stickers markers valentine pattern
5 – 10 minutes	Valentine Songs	Run copies for the youth or put on poster board.
15 minutes	Valentine Games <ul style="list-style-type: none"> • Hearts Relay: Divide into two teams. Use 	4 large hearts made

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	four large hearts made out of posterboard or construction paper. Youth put the heart down, step on it and then put the other heart down and move around the area. <ul style="list-style-type: none"> Stacking candy hearts 	out of poster board conversation hearts 12 per youth
If time	<ul style="list-style-type: none"> Consider adding a book to today's program 	Check with your local librarian
DAY 4	Flag Ideas	
10 – 15 minutes	<ul style="list-style-type: none"> Invite someone from the local American Legion to talk to youth about their role in serving their country and ask to talk about the American flag. 	Contact local American Legion to find someone willing to talk with youth.
10 minutes	<ul style="list-style-type: none"> Review the Flag of Iowa as well as flags from other countries 	Check the library or web for resources
10 minutes	<ul style="list-style-type: none"> Discuss the state birds and flowers 	Check the library or web for resources
25 minutes	<ul style="list-style-type: none"> Have the youth design their own flag, give it a name, and come up with a bird and flower for their country flag. 	construction paper markers glue scissors
10 minutes	<ul style="list-style-type: none"> Have the youth share their flag design and explain their bird and flower 	None
5 minutes	<ul style="list-style-type: none"> Discuss some of the similar things about their flags? What are some of the differences? 	
5 minutes	<ul style="list-style-type: none"> Clean Up 	
Day 5	Our Flag Ohio Cloverbuds Materials	
7 – 9 minutes	“Patriotic I Spy”	A small flag placed in the room inconspicuously
7 - 9 minutes	The Pledge of Allegiance <ul style="list-style-type: none"> Why do we say the Pledge of Allegiance? When are times that we say the Pledge of Allegiance? 	Words on posterboard
3 - 5 minutes	The 4-H Pledge <ul style="list-style-type: none"> What does this mean? 	Check Iowa Youth Development web page
5 – 7 minutes	Make your own “Old Glory”	Red, white and blue construction paper, scissors, glue and white chalk
5 – 7 minutes	Let's sing “Yankee Doodle”	None
10 – 12 minutes	Making Kazoos	Empty toilet paper rolls rubber bands

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		wax paper markers gummed stars
7 – 9 minutes	Patriotic Marching Band	tape recorder marches kazoos American Flag
5 minutes	American Flag Seek and Find	Reproduce the Seek & Find Puzzle
7 – 9 minutes	Flag Etiquette	Check with American Legion staff and/or an American Flag
5 minutes	<ul style="list-style-type: none"> • Clean Up time 	
DAY 6	Democracy, Voting and You (this could take two meetings)	
5 – 10 minutes	Start with reading a book. Suggestions: <ul style="list-style-type: none"> • <u>The Congress of the United States</u> by David Heath • <u>The Voice of the People: American Democracy in Action</u> by Betsy Maestro • <u>A New True Book: Voting and Elections</u> by Dennis B. Fradin • <u>The United States</u> by Pam Cary 	Check with your local librarian for some ideas.
7 – 10 minutes	Democracy	None
5 – 10 minutes	“The Statue of Liberty”	Copy of the Statue of Liberty from the resource for each child, markers, and crayons
5 – 10 minutes	Voting	Newsprint Markers Treat (optional)
10 – 15 minutes	Campaigning—Why elect me?	Posterboard construction paper markers crayons
10 minutes	The Constitution	Materials to help the presenter understand the constitution to be able to answer questions
10 – 12 minutes	“Elected Officials in Our Community”	newsprint paper markers pencils.
15 – 20 minutes	Courthouse visit or bring in an elected official to talk to the youth. Be sure to get their input on who to have as the speaker.	Plan ahead and contact one of the elected officials in your community to come to

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		Speak to your group or if possible go to the Courthouse for a tour.
5 minutes	<ul style="list-style-type: none"> Clean Up 	
DAY 7	Building Character Ohio Cloverbuds	
5 – 10 minutes	<p>I'm A Good Listener:</p> <ul style="list-style-type: none"> Do a telephone game and use this idea. It was Monday, March 3 and a second grader Tom Jones was late for school. He came at recess time and then the class had physical education or P.E. but he forgot his P.E. Clothes so had to sit and watch. For lunch he at school lunch and they had vegetable soup, fruit salad, bread, and chocolate milk. 	None
5- 10 Minutes	Everybody Makes Mistakes	None
10 – 15 minutes	R-E-S-P-E-C-T	Blackboard
10 minutes	Everybody's Different	
10 minutes	People I Can Trust	Crepe Paper or Poster Board
10 minutes	Making Decisions	
5 minutes	Good People are Good Citizens	None
10 minutes	Responsibility	Paper & Pencils
5 minutes	Clean Up	
DAY 8	A Walk In My Neighborhood Minnesota Cloverbuds	
10 minutes	<ul style="list-style-type: none"> Talk about your local community. What do the names of your community or communities mean? How did it get its name? How old is the town or city? What type of things are found your community? (farms, factories, schools, etc.) 	History of the community or communities of the youth in your group. Old photographs
10 minutes	<p>Discuss ways people show they care about their neighbors and their property.</p> <ul style="list-style-type: none"> Keep animal on leash and out of neighbor's yard. Taking time to visit with a neighbor Run an errand for someone. Clean trash up in your neighborhood. Visit someone who lives alone. Take a neighbor some food. Don't damage other's property. 	None
10 minutes	<p>Discuss how the community keeps its citizens safe. (Police and fire protection, perhaps a local crime watch program)</p> <ul style="list-style-type: none"> What special things does the community have for children to do? 	None

Time Allotment	Activity	Supplies
	<ul style="list-style-type: none"> • What could our group do for the community? (This could be a community service opportunity. 	
10 minutes	<p>A Walk in Our School Community:</p> <ul style="list-style-type: none"> • Make a list of the things you see. • Growing things as trees, flowers, grass, animals, vegetables, etc. • People • Wheel things • Flying things • Beautiful things • Ugly things as broken glass, trash, graffiti • What are the youth's favorite things about their school? • How can we make 	A paper for each of the youth that has some of the things listed under A Walk in My Neighborhood.
15 – 20 minutes	A guest speaker to talk about the community, their job, and what youth can do for their community.	Plan ahead
3 – 5 minutes	<p>Autograph Fun:</p> <ul style="list-style-type: none"> • Have youth get signatures from community members as part of the autograph fun. • Possible autographs grocer, teacher, police officer, someone over 6 ft. tall, a favorite neighbor, • A senior citizen, a mail carrier, etc. 	Prepare a form for the youth to get their autographs
3-5 minutes	<ul style="list-style-type: none"> • Is there a school project that we might do as a service project? • Clean Up project or food drive for the family or group. 	
5 minutes	<ul style="list-style-type: none"> • Clean Up 	

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