



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

Grades: 4-6

Optimum Group Size: 20

Supplies Needed: See Various Lessons

Reference Resources:

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

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

Indicators:

1. Youth experience a disability.
2. Use verbal communication
3. Manages space wisely
4. Completes and implements an action plan
5. Works together in a group
6. Shows responsibility in completing a task

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

- Gain an understanding of what it is like to live with a disability.
- Understands the importance of careful listening.
- Use space wisely.
- Identify steps and resources needed to complete a project.
- List reasons why it is important to follow through when given a responsibility.

Related School Standards and Benchmarks:

- Develop empathy for others
- Communicates effectively
- Manages resources wisely
- Sets goals
- Works cooperatively with others
- Makes decisions with input from others
- Demonstrates responsibility

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

| Time Allotment | Activity | Supplies |
|-----------------------|--|--|
| DAY 1 | | |
| 10 minutes | Snack as youth arrive. | |
| 10 minutes | Get Acquainted: Group Juggling 1. Have everyone stand in a circle. 2. Start by tossing a ball or other small object to another person saying their name as the ball is tossed. 3. That person will then toss the ball to someone else saying their name. 4. Continue until everyone has had the ball/object. 5. Repeat the process making sure they toss the ball to the same person they did in the first round. 6. This time after the a few tosses add another ball/object. 7. Add a third ball/object always keeping the same pattern. | 3 small balls or objects to toss |
| 5 minutes | Introduce the word “Leadership” 1. What does leadership mean? 2. Can you think of someone that is a leader? 3. What are of the qualities of these individuals? | “Leadership” poster |
| 20 minutes | 1. Divide the youth into groups of 3. 2. Give each group a large piece of newsprint and some markers. 3. Ask them to draw a person and give them characteristics of a good leader. For example: if they are good listener they might give the person big ears, caring-a heart, etc. 4. When everyone is finished have each group share their picture and characteristics. 5. As characteristics are said write them on a list. 6. Ask the youth to look at these characteristics. 7. Discuss: <ul style="list-style-type: none"> • Do you have all of these characteristics? • Why are these characteristics important? • How might you gain these skills or characteristics? | Newsprint Markers Tape |
| 25 minutes | “Put Yourself in Someone Else’s Shoes” Leadership Mentor Guide 1 , page 42 | Blindfolds Rope Tape Earplugs Eyeglasses covered with tape Wheelchair |
| DAY 2 | | |
| 10 minutes | Snack as youth arrive. | |
| 5 minutes | Review previous lesson 1. Who remembers what we did last time? 2. How does experiencing a disability make you a more effective leader? | |
| 10 minutes | Play “Undercover Leader” 1. Have the group stand in a circle with one person in the | |

| Time Allotment | Activity | Supplies |
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| | 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. | |
| 5 minutes | Introduce the word “Communication” 1. What does communication mean? 2. How do we communicate? (verbally, written, body language) | Poster of word “Communication” |
| 20 minutes | Step by Step” Leadership Mentor Guide 1 , page 46 | Amelia Bedilia book Index Cards |
| 15 minutes | “I Thought You Said” Leadership Mentor Guide 1 , page 50 | Paper and pencil |
| 15 minutes | 1. On index cards write down the following feelings, one feeling per card: <ul style="list-style-type: none"> • Happy • Tired • Confused • Surprised • Angry • Sad • Jealous • Anxious • Bored • Scared • Disappointed • Excited 2. Have each youth select a card. 3. Give them a few minutes to decide how they would act out that feeling without talking or any verbal sounds. 4. One at a time have them come to the front of the group to act out the feeling they drew. 5. Let the group try to guess the feeling. 6. Discussion: <ul style="list-style-type: none"> • What part of the body did most of us use to show the feeling? • What other parts of the body might show people’s feelings. • Do all people show feelings the same way? • Why is important to know how a person feels? • What are some places that we see lost of different feelings happen? | Note cards with feelings written on them |
| DAY 3 | | |
| 10 minutes | Snack as youth arrive | |
| 5 minutes | Review previous lesson 1. What did we do last time? 2. Why is communication important? | |
| 10 minutes | Play “Simon Says” as a way to review the importance of good communication and listening skills. | |
| 40 minutes | “Gathering Up Loose Ends” Leadership Mentor Guide 1 , | Graph paper |

| Time Allotment | Activity | Supplies |
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| | page 52 | Pencils Misc. boxes Markers Colored paper, fabric, etc. to cover boxes Glue or tape |
| 15 minutes | Untangle the Knot” Leadership Mentor Guide 1 , page 54 | |
| DAY 4 | | |
| 10 minutes | Snack as youth arrive | |
| 5 minutes | Review previous lesson: 1. Last time we drew the floor plan of our rooms-why did we do that activity? 2. Have you had the chance to organize or manage your personal things since we last met? | |
| 45 minutes | “Mapping our Plan” Leadership Mentor Guide 1 , page 57 1. Have the youth select a project that can be done at the site of your program, possible ideas include cleaning up outside, painting, cleaning indoors, planting flowers, etc. | Maps Large sheets of paper Sticky notes Markers Tape |
| 15 minutes | “Three Position” 1. Divide the youth into 3 groups. 2. The youth should stand in a line with the other members of their group and position themselves so they can see other two groups. 3. This will put them in a big triangle. 4. Participants should start with their hands to their side. 5. This is called the “neutral position”. 6. Three additional positions will need to be created. 7. Ask someone in the group to demonstrate another possible position and label that as “position # 1”. 8. Continue the process until two additional positions are determined. 9. Review the positions. 10. The object of this game is for all three teams to be doing the same position at the same time, without ever talking to each other. 11. The directions for the game are that each group will huddle together to decide on one of the three positions. 12. After making a decision, groups will return to their line and stand in the neutral position. 13. On a given count, the group reveals their position. 14. Continue having the groups huddle together and revealing their positions until all three groups reveal the | |

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| | <p>same position.</p> <p>15. Discussion: A game like ‘Three Positions’ can help us examine the way we cooperate with others. Ask the group the following questions:</p> <ul style="list-style-type: none"> • What methods did your group use to reach its decision each time? • Using a scale from one to ten (ten being the most influential), rate your own personal influence on the group’s decision making. • How many leaders were in your group? How were they chosen? What characteristics of these individuals enabled them to gain leadership in the group? • Were there any specific instances in which you disagreed with the group’s choice of position? Did you vocalize your objection? Why or why not? <p>16. Application:</p> <ul style="list-style-type: none"> • Was the behavior during this game typical of your leadership style in other situations? • How can the individuals who took on leadership roles involve individuals who did not voice their opinion? • How can individuals who don’t take on leadership roles become more involved? • How does cooperation with group members assist in completing tasks of our group? | |
| DAY 5 | | |
| 10 minutes | Snack as the youth arrive | |
| 5 minutes | Review previous lesson: <ul style="list-style-type: none"> • What were the steps we had to do to complete our plan? | |
| 15 minutes | Play “Islands” <ol style="list-style-type: none"> 1. Tape several different shapes of poster board to the floor randomly around the room. Be sure each “island” has room for at least two players. 2. Say to the group: <ul style="list-style-type: none"> • We are going to play a game called “Islands”. • We have placed several different “islands” around the room. • We are going to play music like musical chairs. • When the music stops you must immediately get onto an island-the more crowded the better. • Pull as many people onto the island with you as possible. • The object is to get everyone pulled out of the water and onto an island in 3 seconds. • We are going to repeat this activity moving around to as many islands and getting close to as many people as | Poster Board cut into different sizes but big enough to hold at least two people. Tape Tape recorder/CD player with music |

| Time Allotment | Activity | Supplies |
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| | <p>possible.</p> <p>3. Play the game for about 5 minutes. If you can think of creative twists to add to the game, all the better (i.e. after you have played make some island with active volcanoes so no one can go there).</p> <p>4. Discussion:</p> <ul style="list-style-type: none"> • What was it like to play a game where you have to help each other instead of playing against each other? <i>(Everyone got to play, no one was ever "out", sometimes it was hard to save everybody, we depend on each other in order to get everyone out of the water)</i> • Can you think of any other games or activities that you play where you have to work with others, instead of against them? <i>(Team sports like basketball, baseball and football-these sill have some people sitting on the bench and not getting to play; school play/musical; band/choir)</i> • Is it more fun to play a competitive game and have only one winner, or to play a cooperative game where everyone wins? Why? <i>(most of the time there is only one winner or one winning team, Isn't it nice to play when everyone wins? Sometimes it's fun to challenge yourself to be the winner. It feels good; It doesn't always feel as good if you are the loser, there always seems to be more losers than winner)</i> • How did it feel to belong to a group and then have to change during the game? <i>(It was hard at first; It didn't matter. We just had to help everyone.)</i> • Is cooperation important to group success? Why or why not? <i>(Learning to work together is a challenge, but some things we will always have to do. Everyone needs to be involved in order to get things done. Everyone has to complete his or her responsibilities.)</i> <p>5. Application:</p> <ul style="list-style-type: none"> • What other situations might you be in when cooperation will be needed? <i>(group projects, working with family, chores around the house)</i> • Can you think of a project/activity a group accomplished because you worked together? • Can you think of a project/activity your group would like to do together that you couldn't do alone? <i>(community service project, fund raising, plays, band/choir)</i> <p>6. Learning to cooperate with others is a skill that we all need to develop. When everyone has a responsibility to a group and completed his or her tasks, projects can be</p> | |

| Time Allotment | Activity | Supplies |
|--|--|---|
| | completed more quickly and everyone will feel good about the accomplishments. Youth and adults can learn to work cooperatively in order to get a job done. | |
| 60 minutes (May vary depending on activity) | Complete the project selected in previous session. When finished discuss: 1. How do you feel the group did doing the project? 2. Did you follow the steps in your mapping plan? 3. Did everyone get involved? If not, what could you have done to get them involved? 4. What other activities do you get involved with that it would be helpful to map out a plan? | Will vary depending on project selected |
| 5 minutes | Snack | |
| DAY 6 | | |
| 10 minutes | Snack as the youth arrive | |
| 5 minutes | Review previous lesson: 1. How did it feel to complete the project? 2. Did the group work well together? | |
| 30 minutes | Many Hands Make Light Work” Leadership Mentor Guide 1 , page 58 | Yarn, string Spools, Paper plates, small boxes, buttons, pompoms colored paper, clothes pins, brass clips, safety pins, tape, glue, markers, stickers, glitter, etc. |
| 15 minutes | “Don’t Drop It” Leadership Mentor Guide 2 , page 26 | Balloons Markers |
| 15 minutes | 1. Complete evaluation 2. Present youth with Completion Certificate. Sample on page 6 of Leadership Workbook, 3-5 | Evaluation copies Certificates |

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 it's like to have a disability? | | | |
| 2. | the importance of listening carefully? | | | |
| 3. | how to use space wisely? | | | |
| 4. | the steps needed to complete a project? | | | |
| 5. | the importance of following through when given a responsibility? | | | |

- What did you like best about this leadership program?

- What did you like least about this leadership program?