

*How do you practice good leadership?*

I use my powerful example to  
show others what is right.

*What does God say?*

“Follow my example just as I  
follow the example of Christ.”

1 Corinthians 1:11

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## Teaching Objectives

for use in evaluations

This season will focus primarily on applying these four characteristics of a good leader *in the gym setting*, though other applications are welcome! If a student can demonstrate awareness and growth in even one quality - consider that a success!

1. Say the declaration and bible verse from memory.
2. Be a good example by demonstrating one or more of these leadership qualities:
  - **A Humble Leader:** speaks encouraging words and helps others whenever possible.
  - **A Hard-working Leader:** takes lots of turns, puts in effort, and stays focused (is not distracted). Inspires others to improve!
  - **A Courageous Leader:** does what is right, especially when it is hard. They recognize bad examples and do not follow them.
  - **A Wise Leader (older Juniors\*):** thinks ahead about how a choice they make now will affect them or others later.

*\*Wisdom is a difficult concept to teach at this age! Getting them to think ahead by asking IF questions is a good place to start: “What might happen IF you run across the floor before looking around?” “IF you get a lot of turns in every class, do you think you’ll get better faster?” “What will happen IF you don’t listen to and obey your coach?”*

# Spring 2022 CT Jr Version: Leadership: My Powerful Example

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## What does God say?

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### 2022 Spring

#### LEADERSHIP

March 7 - May 28

Closed:

\*Mar. 1st, Spring Staff Training

Sunday, May 22: Starwatch Student Show

May 30th, Memorial Day

\*May 31st, Summer Staff Training

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## Story: Mona Is a Leader

### Main Points Each Week:

All points are preceded by: ***I am a leader.***

Week 1 Intro: My example is so powerful it can change other people's lives!

Weeks 2 -3: I choose to do what is right even if no one else does.

Weeks 4-6: I care for others and find good ways to help them.

Weeks 7-9: I choose good examples to follow and work hard to become a good example.

Weeks 10-11: I think about what will happen *later* if I say or do something *now*.

Week 12: My example is so powerful it can change other people's lives!

### Mona Shows Courage

Week 1: Supplement 1:a-d

Week 2: Add pics #1 - 3 to wall / Supplement 1

Week 3: Introduce the "I Am a Leader" song.

### Mona Shows Humility

Week 4: Add pics #1-3 to wall

Week 5: Handout: Supplement 4 Maze

Week 6: Handout: Supplement 5 Coloring Page

### Mona Works Hard

Week 7: Add pics #1-3 to wall Handout: Supplement 7 Homework

Week 8: Supplement 8

Week 9: Handout: Supplement 9 Coloring

### Mona Shows Wisdom

Week 10: Add pics #1-3 to wall

Week 11: Handout: Supplement 10

Week 12: Review week. Have visuals separated and ready to play ***Who Remembers***. Phones ready for pics and videos!

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## **Week 1: March 7-12 (Week 1 has no story)**

- 1. Teach and repeat the declaration, verse, and sign language several times.**
- 2. Intro:** This season we're studying what it means to be a good leader. A good leader is someone who shows courage, humility, wisdom, and is a hard worker. A good leader is a good example to others. Did you know that your example is very powerful and can change other people's lives? It can!
- 3. Lesson 1: I am a leader. My example is so powerful it can change other people's lives!**
- 4. Declaration:** I use my powerful example to show others what is right. (Supplement 1:a-d)
  - What is an example?
    - A picture or demonstration of how to do something. Here is an example of a good split leap [1a].*
  - What does powerful mean?
    - Strong, big, forceful like a waterfall or bulldozer [1b].*
    - It can also be something tiny that produces a big effect like a mosquito [1c] or seed [1d].*
    - A powerful thing can change things around it.*
  - What might a powerful example look like?
    - We are always watching other people, and every one of them is saying or doing something that shows us what they are like. A girl on the playground who helps a little boy up after he falls shows us she is kind. Her powerful example made that boy feel cared for. A person who pushes an elderly woman out of the way shows us he is uncaring and cruel. His powerful example made that lady feel worthless. Whether you are young or old, you ARE being an example. Do you want to be like a mosquito or a seed?*
  - Repeat together: ***I am a leader. My example is so powerful it can change other people's lives!***
- 5. Dismissal:** Practice declaration and verse once more.

## **Planning Notes:**

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## **Week 2: March 14-19**

- 1. Practice declaration & verse along with sign language.**
- 2. Lead-in:**
  - a. Who remembers what we're learning about this season? (*Review declaration + Supplement 1*)
  - b. Today we're going to meet Mona and learn how she is a good example of courage.
- 3. Lesson 2: I am a leader. I choose to do what is right even if no one else does.**
- 4. Listen to Chapter 1 of story and show pictures: *Mona Shows Courage***
- 5. Questions (Choose one or more that best fits your class)**
  - a. (*Show picture #1*) What is Peter like?
    - i. *Bigger and older than others. Mean and bossy.*
  - b. What did he tell everyone when he knocked the water over?
    - i. *If anyone told on him, they would be sorry!*
  - c. What did everyone do when Peter blamed Jimmy?
    - i. *No one said anything because they were afraid.*
  - d. Was it easy for Mona to stand up and tell the truth?
    - i. *No! She was scared, but she knew that the right thing to do was to tell the truth, otherwise Jimmy would get in trouble.*
- 6. What do you think?**
  - a. Do you think you would be as brave as Mona if this happened in your class?
    - i. (*NOTE: This scene happened with a responsible adult present. If the discussion goes outside the classroom setting, emphasize the need to get an adult involved to help so no one gets hurt.*)
- 7. Dismissal:** review the verse and say the main point together:  
***I am a leader. I choose to do what is right even if no one else does.***

## **Planning Notes:**

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## **Week 3: March 21-26**

### **1. Practice declaration & verse together**

### **2. Lead-in: Introduce the “I Am a Leader” song.**

a. *Decide whether to just play it or begin teaching motions.*

### **3. Lesson 3: I am a leader. I choose to do what is right even if no one else does.**

### **4. Review the chapter using pictures: *Mona Shows Courage***

### **5. Questions (Choose one or more that best fits your class)**

a. (*Show pic #3*) What happened right after Mona told the truth?

i. *Several others became brave enough to tell the truth also.*

b. How would you feel if you were Jimmy and everyone was siding with Peter even though they knew you didn't do it?

i. *You might feel like you had no friends; maybe angry; very hurt; scared.*

c. What good things happened because of Mona's courage?

i. *Jimmy didn't get blamed.*

ii. *The teacher was able to talk to Peter about being honest.*

iii. *Peter apologized to Jimmy.*

iv. *Mona's courage was a powerful example for others to follow.*

### **6. What do you think?**

a. Do you think Mona's example was powerful enough to change someone's life?

b. If your coach tells the class to walk over and get and drink, and everyone starts to run, what will you do?

### **7. Dismissal: review the verse and say the main point together:**

***I am a leader. I choose to do what is right even if no one else does.***

## **Planning Notes:**

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## ***What does God say?***

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## **Week 4: March 28-April 2**

### **1. Practice declaration & verse together**

### **2. Lead-in: (*Show supplement 1c and d*)**

- a. Who remembers what this picture is about? [1c]
- b. And what is this one about? [1d]
- c. Were any of you like a seed this past week? (*Did you help anyone or say something that made them happy?*)

### **3. Lesson 4: I am a leader. I care for others and find good ways to help them.**

### **4. Listen to Chapter 2 of story and show pictures: *Mona Shows Humility***

### **5. Questions (Choose one or more that best fits your class)**

- a. What did Mona do when Stewart tripped in front of her?
  - i. *Asked if he was ok and helped him up.*
  - ii. *Gave his basket to him; put some of her own eggs in it.*
- b. What did some of the other kids do?
  - i. *Some picked the eggs up and kept them.*
  - ii. *Others noticed what happened and saw Mona sharing and they followed her example.*

### **6. What do you think?**

- a. If a new student comes into your class and sits alone, what can you do to help them?
  - i. *Say hello, tell them your name, ask their name, ask them if they want to sit by you...*

### **7. “I Am a Leader” song**

- a. Listen and begin teaching if you haven't already.

### **8. Dismissal: review the verse and sign language; say the main point together:**

***I am a leader. I care for others and find good ways to help them.***

## **Planning Notes:**

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# Spring 2022 CT Jr Version: Leadership: My Powerful Example

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## **What does God say?**

“Follow my example, just as I follow the example of Christ.” 1 Corinthians 1:11

## Week 5: April 4-9

### 1. Practice declaration & verse together

### 2. Lead-in:

- Have any of you ever helped someone you *didn't* know, like a new person in a class or a little child who couldn't do something?
- Have any of you been helped by someone who didn't know you?
- How did that make you feel?

### 3. Lesson 5: I am a leader. I care for others and find good ways to help them.

### 4. Review the chapter using pictures: *Mona Shows Humility*

### 5. Questions (Choose one or more that best fits your class)

- Did Mona know Stewart? (*no*)
- Would you stop collecting eggs to help somebody you didn't know?
- What does our bible verse tell us? (*recite*)
  - If we want to follow the example of Christ, He tells us this: "Treat others just as you want to be treated."*
- (*Show pics 1 & 2*) Who is a good example of treating others like Christ would? Who is **not** a good example?
  - Bad example: boys holding the eggs Stewart dropped*
- (*Show pic #3*) What good things happened because Mona cared about Stewart and wanted to help him?
  - Stewart had fun at his first Easter egg hunt.*
  - Stewart and Mona became friends.*
  - The moms met and became friends.*
  - Mona was a powerful example of caring for others and inspired others to be the same.*

### 6. What do you think?

- One easy and helpful way to show others you care about them is through your words. Words are powerful! They help others or hurt them. What words do you think would be helpful if:
  - Bobby is afraid to jump over the beanie on the low beam?
  - Jenny tells you she's never going to be able to do a good handstand?
  - Your friend keeps poking you while you're trying to listen to your coach give directions?

### 7. Dismissal: review the verse and sign language; say the main point together:

***I am a leader. I care for others and find good ways to help them.***

**Handout: Supplement 4 Maze**

## Planning Notes:

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## **Week 6: April 11-14 (No classes Fri or Sat)**

### **1. Practice declaration & verse together**

### **2. Lead-in:**

- a. Are any of you going on an Easter egg hunt this weekend?
- b. How can you (or *could* you if no one is going) be like Mona while you're there?
  - i. *Watch out for younger kids. Help them collect enough eggs.*

### **3. Lesson 6: I am a leader. I care for others and find good ways to help them.**

### **4. Review the chapter using pictures: *Mona Shows Humility***

### **5. Questions (Choose one or more that best fits your class)**

- a. How did Mona “save the day” for Stewart’s Easter egg hunt?
  - i. *Stewart would have had a terrible time and probably wouldn’t want to come again.*
  - ii. *It was more important to her to make sure Stewart was okay than it was to collect eggs for herself.*
  - iii. *Mona’s kindness made Stewart feel loved and cared for.*
- b. What did Stewart’s mom tell Mona’s mom as they were talking afterward?
  - i. *“Mona will always be welcome in our home!”*
- c. Why did she say that when she didn’t even know Mona?
  - i. *Mona’s powerful example of kindness toward Stewart showed her what Mona was like. She had proven she was a caring person.*

### **6. What do you think?**

- a. A good leader is always thinking about others, not just themselves. Do you think you are an example of a good leader when:
  - i. You race to be first in line, but then let your classmate who got there second go ahead of you?
  - ii. Your coach is helping another student, but you keep yelling for her to come help you?
  - iii. You see your classmate struggling to pull the block closer to the bar so you help her?

### **7. “I Am a Leader” song**

### **8. Dismissal:** review the verse and sign language; say the main point together:

***I am a leader. I care for others and find good ways to help them.***

**Handout: Supplement 5 Coloring Page**

## **Planning Notes:**

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## **Week 7: April 18-23**

### **1. Practice declaration & verse together**

### **2. Lead-in:**

- a. If you really want to get better at gymnastics, what can you do every time you come to class?
  - i. *Take lots of turns; listen to your coach; try to do your skills exactly as the coach explained.*
- b. Today we have a new story about Mona in her gymnastics class. Something happens that changes her into a hard worker. Let's listen!

### **3. Lesson 7: *I am a leader. I choose good examples to follow and work hard to become a good example.***

### **4. Listen to the chapter and show pictures: *Mona Works Hard***

### **5. Questions (Choose one or more that best fits your class)**

- a. What was Mona doing when the coach was explaining each station?
  - i. *Talking and giggling with her friend, Tara.*
- b. What happened when she was told to go start at beam?
  - i. *She didn't know what to do. Wilbur had to take time away from Tara to come help her.*
- c. What changed Mona from a distracted student to a hard worker?
  - i. *She watched Jenna who was such a good example of a hard worker that Mona wanted to be like her.*

### **6. What do you think?**

- a. Do you think other students or parents ever watch you?
- b. What do you think they might be saying about you as they watch?

### **7. “I Am a Leader” song**

**Dismissal:** review the verse and sign language; say the main point together

***I am a leader. I choose good examples to follow and work hard to become a good example.***

### **Handout: Supplement 7 homework**

**List any outward signs you have observed in your students that indicate progress in any of the objectives.**

**How will you encourage more growth?**

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## Week 8: April 25-30

### 1. Practice declaration & verse together

### 2. Lead-in: *(Supplement 8)*

- a. Do any of you have a cool treehouse like this?
- b. How did the kids get up there?
  - i. *They had to climb the rope. It's the only way up!*
- c. What will the boy pointing at the treehouse have to do if he wants to join the fun?
  - i. *Climb the rope!*
- d. What if he can't? What will he have to do?
  - i. *If he really wants to play up there, he'll have to keep working hard until he gets strong enough.*

### 3. Lesson 8: ***I am a leader. I choose good examples to follow and work hard to become a good example.***

### 4. Review the chapter using pictures: ***Mona Works Hard***

### 5. Questions (Choose one or more that best fits your class)

- a. What did Mona have to do if she wanted to pass her evaluation next time?
  - i. *She had to listen to her coach, focus and take lots of turns, not get distracted.*
- b. (Show pic #2) Why is Mona so happy in this picture?
  - i. *She watched Jenna work really, really hard and was excited when she finally got her cartwheel.*
- c. After watching Jenna, what did Mona decide she would do?
  - i. *Try to take 20 turns just like Jenna did.*
- d. What else did Mona do?
  - i. *She did extra work at home. Who did extra work at home this week?*

### 6. What do you think?

- a. What do you think might happen if you do extra work at home every week PLUS work hard in class?
  - i. *Not only will you get stronger and learn more quickly, you'll inspire others to follow your good example!*

**Dismissal:** review the verse and sign language; say the main point together:

***I am a leader. I choose good examples to follow and work hard to become a good example.***

## Planning Notes:

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## Week 9: May 2-7

1. Practice declaration & verse together
2. Lead-in: “I Am a Leader” song
3. Lesson 9: *I am a leader. I choose good examples to follow and work hard to become a good example.*
4. Review the chapter using pictures: *Mona Works Hard*
5. Questions (Choose one or more that best fits your class)
  - a. Our song says “I work hard at every task.” Do you know what a task is?
    - i. A task can be a job, chore, assignment, or exercise.
    - ii. Here in the gym, your task is what the coach tells you to do on each station.
  - b. What does it mean to stay focused and do your best?
    - i. You try to do your skills exactly like the coach told you to do without letting other noises or people take your attention away.
  - c. What was the reward for Mona’s hard work?
    - i. She got all 4s and 5s on her next evaluation!
    - ii. Coach Wilbur was very happy and told her what a good example she had become to others.
  - d. What did Jenna’s powerful example do for Mona?
    - i. Her example was so powerful it changed Mona from a distracted, lazy-worker into a focused, motivated, hard-working student!
6. What do you think?
  - a. Do you think Jenna knew she was being watched by Mona and that she was a big inspiration to her?
  - b. YOU can be a powerful example that can change lives, too! You never know who’s watching you!

**Dismissal:** review the verse and sign language; say the main point together:

*I am a leader. I choose good examples to follow and work hard to become a good example.*

Handout: Supplement 9 Coloring

## Planning Notes:

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## Week 10: May 9-14

### 1. Practice declaration & verse together

2. **Lead-in:** A good leader is wise and will think ahead about what might happen **before** they decide to do something or not. What might happen if you do the things shown in these pictures? (*Supplement 6a-c*) In our new story today, Mona is thinking about how to solve two problems. Let's find out what they are and see what happens!

3. **Lesson 10:** *I am a leader. I think about what will happen later if I say or do something now.*

4. Listen to the chapter and show pictures: *Mona Shows Wisdom*

### 5. Questions (Choose one or more that best fits your class)

- a. What is Mona's first problem?
  - i. *She wants to do more than just give some toys for the big sale.*
- b. How does she solve it?
  - i. *She decides to plant her own garden. She realized she could sell her vegetables at the sale in three months. She was thinking ahead!*
- c. What is Mona's second problem?
  - i. *What would she do with the rest of the vegetables still coming?*
- d. How did she solve it?
  - i. *She realized she could keep making money if she kept selling, so she continued to bring her produce to the church every week.*

### 6. What do you think?

- a. If you are wise, you'll think ahead before you make choices.
- b. What might happen if you run across the vault runway to get to your class?
- c. What might happen if you shout someone's name while they're jumping down the beam?

**Dismissal: review the verse and sign language; say the main point together:**  
*I am a leader. I think about what will happen later if I say or do something now.*

## Planning Notes:

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## **What does God say?**

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**Week 11: May 16-21 (This is the last full lesson. Week 12 will be for quotes of what kids learned, videos, pictures.)**

1. Practice declaration & verse together
2. Lead-in: “I Am a Leader” song
3. Lesson 11: *I am a leader. I think about what will happen later if I say or do something now.*
4. Review the chapter using pictures: *Mona Shows Wisdom*
5. Questions (Choose one or more that best fits your class)
  - a. Who was helped because of Mona’s powerful example of making wise choices?
    - i. *Those who were raising money for the teen center.*
    - ii. *The teens who would eventually go there.*
    - iii. *All the people who bought her good home-grown vegetables.*
    - iv. *Other sellers who also decided to come every week so they could give more money to the project too and so their produce wouldn’t go to waste either.*
  - b. Who was a good example to Mona that inspired her to come up with her garden idea?
    - i. *Her grandma. She was following the example of Christ who tells us to care for the poor and needy.*
    - ii. *Her grandma’s good example was passed onto Mona. And now Mona also has become a good example worth following.*
6. What do you think?
  - a. Can you think of some things you can do to be a good example in the gym? In school? With your friends?
    - i. *(gym) Listen to your coach; work hard at your station*
    - ii. *(school) Help your teacher clean up; include others during your recess time;*
    - iii. *(friends) Only say kind things about others, even if your friends are saying unkind things; let others go first at games; be polite and say thank you and please*

**Dismissal:** review the verse and sign language; say the main point together:  
*I am a leader. I think about what will happen later if I say or do something now.*

Handout: Supplement 10

**Planning Notes:**

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## **What does God say?**

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## Week 12: May 23-28

1. Practice declaration & verse together
2. Today's main point: *I am a leader. My example is so powerful it can change other people's lives!*
3. Lead-in: It's our last week learning about being a good leader so we're going to play a game called *Who Remembers!*

### Coaches: How to play:

1. Turn all visuals (except supplements) face down on the floor.
2. Lean the supplements with lesson points written on them in a line up against the wall.
3. Have kids sit in a circle around the visuals and let a student pick one up and show it to everyone.
4. Coach asks: “Who remembers what this picture is about?” Or ask a more specific question like, “Who remembers why (*character's*) face is so sad in this picture?”
5. Ask which lesson point it is connected to.
6. Set that visual under the correct lesson point.
7. Go around the circle until everyone has picked one up. Do more than one if time.

### 4. Finish with “I Am a Leader” song

- If possible, take videos and pictures, some having students' faces and holding visuals.
  - Pick students to hold up supplements
- Questions you can ask and record:
  - How can you be a good example of caring for others?
  - What was your favorite story?
  - How can you be a good example of a hard-worker in gymnastics (*ninja*) or at home?
  - How can you be a good example to a new student who comes to class?

**Dismissal:** review the verse and sign language; say the main point together:  
*I am a leader. My example is so powerful it can change other people's lives!*

Name \_\_\_\_\_ On a scale of 1 - 5, rate how well your students did in general in reaching the objectives and explain why you chose that number. Add any other feedback that might make CT better. Give this to Rebecca before week 1 of next season. Thank you!

1 2 3 4 5

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