



LESSON PLAN 1 LEADERSHIP AND ABRAHAM

PART A: LESSON METHODOLOGY

QUALITY

Leadership

GENERAL DESCRIPTION OF THE QUALITY

According to [Wikipedia](#) dictionary leadership involves:

- establishing a clear vision,
- sharing that vision with others so that they will follow willingly,
- providing the information, knowledge and methods to realize that vision, and
- coordinating and balancing the conflicting interests of all members and stakeholders.

A leader steps up in times of crisis, and is able to think and act creatively in difficult situations. Unlike management, leadership cannot be taught, although it may be learned and enhanced through coaching or mentoring. Someone with great leadership skills in the Scripture are Noah who led to salvation his family and all the living creature, Daniel who stayed alive into the den of lions, David who beat Goliath and others.

What is leadership then? According to [Wikipedia](#) it is the following:

Leadership has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task". Other in-depth definitions of leadership have also emerged. Leadership is "organizing a group of people to achieve a common goal".

Regarding **youth leadership**, in accordance with [Wikipedia](#), it is the practice of teens exercising authority over themselves or others. Youth leadership has been elaborated upon as a theory of youth development in which young people gain skills

	<p>and knowledge necessary to lead civic engagement, education reform and community organizing activities.</p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the leadership below in the chapter of “Dilemma”.</p>
GENERAL DESCRIPTION OF THE LESSON	The lesson consists of three parts - introductory part (~ 10% of the time), main part (~ 75% of the time), final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.
AIMS OF THE LESSON	<ol style="list-style-type: none"> 1) to learn positive features of leadership, such as patience, courage, humility, peaceful salvation of conflicts, thankfulness; 2) to put into practice the positive leadership qualities through simulation of situations.
NON FORMAL EDUCATION METHODS OF THE LESSON	<ol style="list-style-type: none"> 1) theoretical training, 2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.
AGE GROUP	13-15 years old
EXPECTED OUTCOMES OF THE LESSON	<ol style="list-style-type: none"> 1) positive features of leadership, such as patience, courage, humility, peaceful salvation of conflicts, thankfulness learned; 2) positive leadership features through simulation of situations put into practice.
PART B: LESSON DESCRIPTION	

<p>SLOGAN</p>	<p>Leadership is not about being the best. Leadership is about making everyone else better.</p> <p><i>Brigette Hyacinth, Raelene Campbell</i></p>
<p>DILEMMA</p>	<p>Leadership was selected as one of the top 4 project values along with responsibility, sense of belonging and self-motivation. Within the project life-time, 305 young people of age 14 – 15 years were questioned regarding the thirteen values promoted by the project MoPYL, which helped to see the focus of the young people and develop lesson plans taking into account needs and expectations of youth. In accordance with the MoPYL research report, leadership turned out to be the fourth important value (after – responsibility, love and joy) sharing its rank with self-motivation.</p> <p>Within the research report, leadership was analysed in a sense of independence, autonomy, tolerance and respect for others, courage, ability to take risks, leadership itself.</p> <p>The project research group also analysed if young people add value to their community, are concerned about their future and can be role models for younger generations. According to the research report, all three statements are highly valued (in the average 70% of the respondents).</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of faithfulness to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project’s homepage www.mopyl.eu.</p>
<p>MATERIALS NECESSARY FOR THE LESSON</p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet</p>



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LESSON LENGTH	1 learning hour, i.e. 45 minutes		
<u>INTRODUCTORY PART</u>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> • greeting, blessing and engaging students • connection with prior learning – reflections, feedback, discussions • explanation of the current lesson’s material • explanation of tasks for the students • connection to the future learning
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> • direct instructions of the content • modelling of new skills – leadership • checking of students’ understanding
<u>MAIN PART</u>	Guided practice	28 minutes	<p>TITLE LEADERSHIP AND ABRAHAM</p>
	<p>Glen Raiger – a president of Sovren Group, says that the depth of character within the people of the Biblical stories is astounding. They faced great challenges and overcame them with faith and endurance. For leaders in business today, there is much to learn from these ordinary people who made decisions that transformed them into extraordinary legends. Organizational leadership is in dire need of that level of conviction and determination. The characters of the Bible, for example Abraham, can teach us a great deal.</p> <p>God approaches Abraham in Genesis 12 and tells him to “Go forth from your country, and from your relatives and from your father’s house, to the land which I will show you.” In other words, Abraham was instructed to leave his comfort zone and march onward into uncertainty. Abraham was to embrace the unknown even more when God told him to sacrifice his only son. For leaders of nowadays it is a hot topic: managing risk and uncertainty. Great leaders embrace that uncertainty, because they know the truth: the Promised Land awaits them on the other side.</p>		

	<p>Some of the leadership traits of Abraham that we can point out and learn from are care for others and ability to solve conflicts (chapter 13), humility (regarding Hagher), patience (regarding the promised seed of Abraham), contentment (chapter 14) and courage among others (of course, making decision about Isaac).</p> <p>Abraham's story either told by the teacher itself following chapters 12 – 50 in the Book of Genesis of the Scripture, or displayed in a Superbook episode 2 of season 1 HERE (episode 102) once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes. Free online registration to watch Superbook episodes throughout all seasons HERE.</p>
<p>GROUP PRACTICE</p>	<p>10 minutes</p> <p>At first, the teacher asks if there are any questions related to the story Abraham. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply thus promoting leadership among the group.</p> <p>The teacher asks if the class can name a similar leader of our time. Can they link Abraham's actions to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., with a definite occasion, when they have shown a bravery and devotedness.</p> <p>If no one can mention anyone, the teacher relates to the story of Abraham and emphasizes that God promised to Abraham that Isaac will be the promised child and that through Isaac Abraham's ancestors will be as many as the stars in the sky. The Bible reveals that Abraham loved God, trusted Him and obeyed. And even though the Bible says that Abraham grow sad when God said to sacrifice his only offspring, he trusted God and God's promise. God's promise persuaded Abraham that Isaac would live anyhow. Therefore, we can compare Abraham to any person of nowadays that loves God truly. One of such persons can be Mother Teresa, another one – the Pope, or any other missionary or evangelist of learners' nearby.</p>

	<p>The teacher divides learners into groups of ~ 5. The teacher gives description of the same situation to each group.</p>
<p>SITUATION</p>	<p>A group of seven schoolchildren of grade 5 are going home from school along a lake that is close to the school. It is early spring, and the weather is rather cold. The lake has just begun to melt, and there is already open water a few meters from the shoreline. The children suddenly see that a small dog has fallen into the lake and is desperately struggling to get on the ice between the shore and the open water. However, the dog fails every time it tries. The children can see that the dog becomes weaker and makes new attempts more seldom. The children are around 200 metres away from the place of the little dog. The dog's owner is an old woman that is not able to pull the dog out of the water.</p> <p>The task: imagine you are those children. Discuss in your group – what would you do? How would each one of you act? When you are ready, tell it to the others. If you feel comfortable, play the situation by simulating it.</p> <p>The teacher observes the answers and/or the simulations and puts down the observations to discern the next youth leaders.</p> <p>End of the story: All the children, except for one, were worried about the dog's situation and one by one cried out that it needs to be helped and that that its owner is too old to be able to pull the dog out of the water, even the dog seemed to be between small and middle-sized. A child that was taller than others and was the only one out of the 5-children group to attend local sports school playing basketball, was laughing at its schoolmates. This child was against helping the dog, said that there is the dog's owner, and let the owner help its dog. Not listening to the opposing child, all the 4 children began running to the dog, which was on the opposite side of the lake. The lake was not big, therefore it was possible to reach a dog in a few minutes. The opposing child just by inertia joined its schoolmates and in the first meters overrun all the four children because of its athletic features. Having reached the nearest place to the dog quite a while before others, the opposing child immediately stepped on the edge of the ice and stretched its hands to reach the dog simultaneously calling and encouraging the dog approach. The dog was swimming closer. Meanwhile all the rest of the children had also come running to the spot, but cleverly did not step on the ice not to break it and so that the child trying to get the dog out does not fall into the freezing water.</p>



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	<p>Even though the dog really was small, to lift it out of the “heavy” water was not easy, especially for a fifth-grader. The first try was unsuccessful. The dog immediately swam away as if disappointed and sad, and saying: I knew it won’t work out. Even on the shore of the lake, children could feel the desperate mood of the poor, frozen dog. However, the child did not give up. The child softly encouraging kept calling the dog closer to the edge of the ice. And the little dog, tried once more. Perhaps it was its last attempt, before giving up forever, because all the children saw that the dog is rapidly losing its strength and swims ever slower and slower. Luckily, now the child understood that it must grab the dog’s head stronger and add more strength to pull it out of the water. And having put its mind on the proper channel, the child and the little Striver succeeded! Only when the little dog was put on a safe surface, the children could see how exhausted the dog was. They felt sorry for the dog – all of them, even the opposing child, when eventually it turned out to be the bravest and a real leader. This is a true story. What happened to the little dog? The children do not know. Having helped the dog, they went home. Did the owner help its dog? Hopefully. Why the owner – an elderly lady, did nothing, is not known. But the most important is that the children did not stay indifferent, they helped. And a very important factor is that this situation clearly shows that the good multiplies the good, because the 4 children immediately wanted to help. The one – did not. But seeing the good intentions of the others, the one also involved. Remember this and be too multiplier of the good!</p>		
<p>MORAL</p>	<p><i>The good multiplies the good just as leaders multiply leaders.</i></p>		
<p><u>FINAL PART</u></p>	<p>12 minutes</p>	<p>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues</p>	<p>Feedback of learners for the best practices to be applied for future</p>



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