



LESSON PLAN 21

LEADERSHIP (and belonging) AND ARREST THE LAW BREAKERS

PART A: LESSON METHODOLOGY

QUALITY

Leadership and belonging

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



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| | people gain skills and knowledge necessary to lead civic engagement, education reform and community organizing activities. |
| 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 | 1) to learn positive features of leadership, such as patience, courage, humility, peaceful salvation of conflicts, thankfulness, and also of belonging – sense of purpose and meaning, satisfaction, happiness, mental and physical health and even longevity; 2) to put into practice the positive leadership qualities through simulation of situations. |
| NON FORMAL EDUCATION METHODS OF THE LESSON | 1) theoretical training, 2) simulation, observing, feedback, discussions, debates, questions and answers, etc. |
| AGE GROUP | 13-15 years old |
| EXPECTED OUTCOMES OF THE LESSON | 1) positive features of leadership, such as patience, courage, humility, peaceful salvation of conflicts, thankfulness learned, and also of belonging – sense of purpose and meaning, satisfaction, happiness, mental and physical health and even longevity learned and perceived; 2) positive leadership features through a simulation within the a ‘Mafia’ as the leader of the game and positive belonging features through the simulation of the game ‘Mafia’ as a team participant fitting in the role of silent Mafioso or Policeman put into practice. |
| PART B: LESSON DESCRIPTION | |

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| SLOGAN | <p>A leader knows the way, goes the way, and shows the way.</p> <p><i>John Maxwell</i></p> | | |
| DILEMMA | <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. Within the research report leadership was analyzed 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 analyzed 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> | | |
| MATERIALS NECESSARY FOR THE LESSON | Projector, screen, computer, access to Wi-Fi or mobile internet | | |
| LESSON LENGTH | 1 learning hour, i.e. 45 minutes | | |
| <u>INTRODUCTORY PART</u> | Anticipatory set | 3 minutes | <ul style="list-style-type: none"> • greeting 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 |



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| | 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 | 30 minutes | <p>TITLE LEADERSHIP AND THE LAW BREAKERS</p> <p>In order better to discern the next leaders and also help those young people who have not noticed the traits of leadership and also belonging in themselves, a game “Mafia” can be a good support. This is a game that can be played several times and all participants can put themselves in the shoes of either the mafioso leader or the chief policeman thus promoting a skill of leadership. Or just on the opposite – in the role of either mafia or police team, thus promoting sense of belonging, because as a team member the participants would have to fit in the role and learn to belong to the group.</p> <p>Within this game both qualities – leadership and belonging, supplement each other, and in this way can promote very encouraging next leaders because these leaders, being forced also to fit in others’s shoes (people they usually guide), would not only lead their teams to the stated aim but also encourage the team members, help them and support.</p> <p>The teacher starts with the slogan of the day: “A leader knows the way, goes the way, and shows the way” by John Maxwell and asks if someone has heard this slogan or similar quote?</p> <p>The teacher also mentions the author of the slogan and tells that John Maxwell is an American author, speaker, and pastor who has written many books, primarily focusing on leadership.</p> |
| GROUP PRACTICE | <p>The teacher tells about the game “Mafia” and explains the rules.</p> <p>DESCRIPTION and RULES of the game:</p> <ul style="list-style-type: none"> • The best to play this game is to have at least 10 participants. But the more, the better, but not not more than | | |



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20, otherwise the crowd may become uncontrollable.

- **The teacher is the leader of the game in the first time in order to show the rules of the game in practice.**
- **All participants sit down on chairs that are located in a circle.**
- **The leader says “night”. Whenever the leader says the “night”, every participant has to bend their heads and close their eyes.**
- **The leader explains that the ones whom it touches, are to raise their heads.**
- **Once all participants have bended their heads, the leader chooses the “Mafioso” participants. If there are 10 participants in total, then the leader appoints 2 – 3 Mafioso. The leader goes around the circle and touches those that are selected. They raise their heads. The leader announces the number of Mafiosi chosen.**
- **Once their heads are raised, the leader asks aloud: “Whom are you going to kill tonight?”**
- **Mafiosi do not speak, but they communicate non-verbally through pointing with hands and shaking in agreement or disagreement with their heads. Their task is to choose the one that they are going to eliminate that night.**
- **Having agreed on the victim, Mafiosi let the leader know whom they chose by appointing the victim in silence.**
- **The leader says aloud: “Mafiosi go to sleep”. And the Mafiosi bend their heads just like all the others.**
- **After the leader has reassured that no one is snitching, the leader says “It’s morning”.**
- **Everyone raises their heads and the leader announces the killed victim. The victim gets out of the circle by taking its chair with itself.**
- **Then the discussions begin. All participants are allowed to speak.**
- **The task of the participants during the daylight is split in two different tasks as if one:**
 - ✓ **The task of Mafiosi is to pretend to be regular citizens and try to persuade in discussions that the regular citizens are the Mafiosi. IT is the wisest if t Mafiosi can agree on one “peaceful” citizen and try to persuade the others this is the one of Mafia for sure. If worst comes to worst, Mafiosi are allowed to vote out their teammates in order to save the rest of Mafia.**
 - ✓ **The task of the peaceful citizens is to find the Mafia members and vote them out.**
- **The leader defines the time for discussion of finding the guilty Mafioso. It could be suggested that it is 2 minutes.**

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| | <ul style="list-style-type: none"> • During the discussion the leader is carefully listening to the names of the possible Mafiosi mentioned the most frequently. • The leader announces those names that were mentioned the most one by one and asks the participants to vote by raising their hands. • The one that gets the most votes is eliminated. • After voting the leader reveals if it really was a Mafioso or the peaceful citizen. • The eliminated participant leaves the circle and takes out its chair. • The leader starts the whole process again by saying “night” again and the cycles repeat again. • The game continues as long as all the Mafiosi have been voted out or when the peaceful citizens stay less than the Mafiosi. <p>This is also an opportunity for the teacher to open a discussion on the roles covered within this game. The teacher can ask if it was easier to be the peaceful citizen and do the right things or Mafioso and do the bad things? This is also an opportunity to mention that Mafia has done painful and harmful things and it is vitally necessary to discern good and evil.</p> | |
| MORAL | <p><i>Good always wins and good is always stronger than bad, even if it sometimes takes the time. And leaders promoting good values (e.g. policemen) will be stronger than leaders promoting bad values.</i></p> | |
| <u>FINAL PART</u> | 10 minutes | <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> |
| REFERENCES | <ol style="list-style-type: none"> 1. Erasmus+ Project. 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report.</i> Available at: www.mopyl.eu. 2. Wikipedia. <i>Leadership.</i> Accessed: 18.07.2022. https://en.wikipedia.org/wiki/Leadership. | |