



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MOPYL

Mobile Program for Youth Learners



LESSON PLAN 26 LEADERSHIP AND THE GLADIATOR

PART A: LESSON METHODOLOGY

QUALITY	Leadership
<p>GENERAL DESCRIPTION OF THE QUALITY</p>	<p>According to Wikipedia dictionary leadership involves:</p> <ul style="list-style-type: none"> ● 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. <p>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.</p> <p>What is leadership then? According to Wikipedia it is the following: <i>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".</i></p> <p>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 and knowledge necessary to lead civic engagement, education reform and community organizing activities.</p>



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MoPYL

Mobile Program for Youth Learners

	<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	<p>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.</p>
AIMS OF THE LESSON	<p>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.</p>
NON FORMAL EDUCATION METHODS OF THE LESSON	<p>1) theoretical training, 2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.</p>
AGE GROUP	<p>13-15 years old</p>
EXPECTED OUTCOMES OF THE LESSON	<p>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.</p>

PART B: LESSON DESCRIPTION

<p>SLOGAN</p>	<p>A competent leader can get efficient service from poor troops, while on the contrary an incapable leader can demoralize the best of troops.</p> <p><i>John J Pershing</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 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> <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>



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MOPYL

Mobile Program for Youth Learners

MATERIALS NECESSARY FOR THE LESSON	Projector, screen, computer, access to Wi-Fi or mobile internet, 6 Flipchart Pieces of Paper, 6 cards with the story of the Gladiator printed on (6 paragraphs = 6 cards), pens		
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 on the topic ● 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	30 minutes	TITLE: Leadership and The Gladiator
	<p>Youtube link to the trailer of the movie 'Gladiator': https://www.youtube.com/watch?v=P5ielbInFpg (1'35min).</p> <p>General details about the movie (2000):</p> <ul style="list-style-type: none"> - directed by Ridley Scott - inspired by Daniel P. Mannix's 1958 book 'Those About to Die' - Gladiator – Russell Crowe - Commodus – Joaquin Phoenix 		



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MOPYL

Mobile Program for Youth Learners

Story:

1. *In Gladiator, Maximus is the leader of Rome's armies and the favourite of Emperor Marcus Aurelius. He is a man of courage and honour and is revered by all who know him. Commodus is the conniving son and heir to the throne of his aging and sick father. When Commodus learns his father intends to appoint Maximus as emperor after his death instead of him, Commodus murders his father, has Maximus' wife and son murdered, and nearly succeeds in having Maximus killed. Maximus survives but becomes a slave and gladiator who will most likely die in the Colosseum to the amusement of the bloodthirsty crowds of Rome.*
2. Maximus reluctantly fights in local tournaments, his combat skills helping him win matches and gain popularity. He befriends two other gladiators: Hagen, a German; and Juba, a Numidian. Hagen related he fought with Maximus in Germania, while Juba encouraged him that he will meet his wife and daughter in the afterlife. Proximo reveals to Maximus that he was once a gladiator who was freed by Marcus Aurelius, and advises him to "win the crowd" to win his freedom.
3. When Commodus organizes 150 days of games to commemorate his father's death, Proximo takes his gladiators to Rome to fight in the Colosseum. Disguised in a masked helmet, Maximus debuts in the Colosseum as a Carthaginian in a re-enactment of the Battle of Zama. Unexpectedly, he leads his side to victory, and Commodus enters the Colosseum to offer his congratulations. He orders the disguised Maximus, as leader of the gladiators, to reveal his true identity; Maximus removes his helmet and declares vengeance. Commodus is compelled by the crowd to let the gladiators live, and his guards are held back from striking them down.
4. Maximus's next fight is against a legendary undefeated gladiator, Tigris of Gaul. Commodus has arranged for several tigers to be set upon Maximus during the duel; Maximus, however, prevails. Commodus orders Maximus to kill Tigris, but Maximus spares his opponent's life; to that crowd chanted "Maximus the Merciful". Angered at this outcome, Commodus taunts Maximus about his family's deaths, but the latter turns and walks away.
5. Maximus discovers from Cicero, his ex-orderly, that his former legions remain loyal. He meets in secret with Lucilla, Commodus's sister; and Gracchus, an influential senator. They agree to have Maximus escape Rome to join his legions, topple Commodus by force, and hand power back to the Roman Senate. Commodus learns of the plot when Lucilla's son, Lucius, innocently hints at the conspiracy. Commodus threatens Lucilla and Lucius, and has the Praetorian Guard arrest Gracchus and attack the gladiators' barracks. Proximo and his men, including

	<p>Hagen, sacrifice themselves to enable Maximus to escape. Maximus is captured at the rendezvous with Cicero, where the latter is killed.</p> <p>6. In an effort to win back public approval, Commodus challenges Maximus to a duel in the Colosseum. He stabs Maximus in the lung before the match to gain an advantage. Despite his injuries, Maximus disarms Commodus, who demands a sword. Disgusted by his cowardly demeanor, the Praetorian Guard refuses to aid him. Commodus produces a hidden knife, but Maximus overpowers him and drives that same knife into Commodus's throat, killing him. Before Maximus succumbs to his wounds, he asks for political reforms, for his gladiator allies to be freed, and for Senator Gracchus to be reinstated. As he dies, he has a vision where he reunites with his wife and son. His friends and allies honour him as "a soldier of Rome", at Lucilla's behest, and carry his body out of the arena, leaving the dead Commodus behind.</p> <p>That night, Juba visits the Colosseum and buries figurines of Maximus's wife and son at the spot where he died. He echoes Maximus' words that they will see each other again, "but not yet", as he leaves to reunite with his family.</p> <p>Firstly, the teacher plays the movie trailer to the students. Afterwards, the Gladiator's story will be written paragraph by paragraph on cards. First paragraph on the card will be read by the teacher and then the other 5 will be read by students that offer themselves volunteers.</p>
<p>GROUP PRACTICE – What makes the Gladiator a great leader?</p>	<p>10 minutes</p> <p>At first, the teacher asks if there are any questions related to the story of the Gladiator. The teacher takes up all questions and provides answers.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is leadership? 2. What makes the Gladiator a great leader? 3. Provide examples of leaders that you admire.



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MOPYL

Mobile Program for Youth Learners

	<p>4. Could you name other leaders similar to the Gladiator?</p>	
<p>SITUATION</p>	<p>The teacher divides learners into 6 groups. The teacher prepares 6 flipchart pieces of papers. The teacher asks one student from each group to pick up one little note from a bowl (there are 6 little notes inside the bowl). Each note coincides with the titles on the flipcharts.</p> <ol style="list-style-type: none"> 1. Flipchart 1: Lead by example 2. Flipchart 2: Be a leader that people trust and respect 3. Flipchart 3: Maximize performance by honoring the individual 4. Flipchart 4: There is no losing, only winning or learning 5. Flipchart 5: Leadership Opportunities will find true leaders 6. Flipchart 6: Create an environment for others to succeed. <p>The task: reflect together how the character and story of the Gladiator is an example for each statement of the flipchart. Students are free to write down their ideas on the flipchart, draw, discuss and then present in front of everyone. There will be 6 groups presenting.</p> <p>The teacher acts as an observer to monitorize the flow of the group. The teacher is always at the disposal of the students in case any questions arise.</p> <p>Presentation: after finishing the task, all groups are invited in the order of the flipchart to come in front and present what they've discussed and present their flipchart and how the Gladiator represent the traits written on the Flipchart.</p>	
<p>MORAL</p>	<p><i>A leader should have clear values, and they should be shared and repeated.</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. Feedback of learners for the best practices to be applied for future.</p>



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MoPYL

Mobile Program for Youth Learners

REFERENCES

1. **Erasmus+ Project.** 2022. *Mobile Program for Youth Learners. MoPYL Research Report.* Available at: www.mopyl.eu.
2. **Wikipedia.** *Leadership.* Accessed: 29.08.2022. <https://en.wikipedia.org/wiki/Leadership>.
3. **YouTube.** 2021. *GLADIATOR | Official Trailer | Paramount Movies.* Accessed: 29.08.2022. <https://www.youtube.com/watch?v=P5ieIbInFpg>.