LESSON PLAN 34
THE LEADERSHIP RACE

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 of his family and all the living creatures, Daniel who stayed alive into the den of lions, David who beat Goliath and others.** **What is leadership then? According to Oxford dictionary it is the following:** *Leadership has been described as "the action of leading a group of people or an organization, typically towards 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 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; 2) to put into practice the positive leadership qualities through simulation of situations.
NON FORMAL EDUCATION METHODS OF THE LESSON	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	1) positive features of leadership, such as patience, courage, humility. 2) learn about the traits of leadership through the simulation game 'The Leadership Race'. 3) students learn about the leadership traits that they need to have or train in order to apply for leadership skills.
PART B: LESSON DESCRIPTION	
SLOGAN	Leadership and learning are indispensable to each other. *John F. Kennedy*

DILEMMA	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.		
	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).		
MATERIALS NECESSARY FOR THE LESSON	A rope to draw the start line or anything else that could be used to draw the start up line		
LESSON LENGTH	1 learning hour, i.e. 45 minutes		
INTRODUCTORY PART	Anticipatory set	3 minutes	- 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	**direct instructions of the content** **modelling of new skills – leadership** **checking of students' understanding**
MAIN PART	**Guided practice**	**30 minutes**	**TITLE:** **THE LEADERSHIP RACE**

	In order to stimulate debates and knowledge about leadership and help young students identify the traits of leadership, the game 'The Leadership Race' will be employed. All participants get the chance to put themselves into the shoes of a leader, think of themselves as being a leader and make an introspective into what their traits as leaders are. **The teacher starts with the slogan of the day: "*Leadership and learning are indispensable to each other''* by John F. Kennedy and asks if someone has heard this slogan or a similar quote.** **The teacher mentions the author of the slogan and asks whether students know who John F. Kennedy is. John F. Kennedy was an American politician who served as the 35th president of the United States from 1961 until his assassination near the end of his third year in office.**
GROUP PRACTICE	**The teacher tells the students about the game 'The Leadership Race' and explains the rules.** **Description:** **The Leadership Race is a game constructed as a race, as the name suggests, that promotes raising awareness about certain leadership qualities. The participants are involved in a race that uses certain leadership qualities to advance and win. The traits selected for the purpose of the game are: Reliable, Confident, Focused, Vision, Resilient, Honest, Positive, Decision-maker, Inspirational, Effective communicator, Accountable, Empathic, Humble, Creative, Competitive.** **Tasks and rules of the game:** **The teacher divides the students into Participants and Jury Members.**

		● The teacher adds a sign on the floor which is the start line. ● The teacher organizes the students at the start line. ● The teacher acts as the referee. ● The teacher calls a trait, such as Reliable. ● When the participants hear the trait, they can choose to step forward if they identify/ satisfy this specific leadership trait. ● The participants that took a step forward and think they are reliable, can openly justify their action/ answer. ● The participants need to take turns when speaking and need to show respects towards one another. ● For every reason that the participant gives, they can back it up with an example. ● If the jury with the referee finds the explanation plausible, then the players can proceed. ● The participant who takes the most steps at the end, they win. After the end of the game, the teacher could launch a short open discussion within the group to debate about the game and leadership qualities. The teacher asks the students what their thoughts are with regard to training these traits.
MORAL		*"In essence, leadership is the sense of calling to a higher purpose." — Amit Ray*
FINAL PART	12 minutes	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.
REFERENCES	1. **Erasmus+ Project**. 2022. *Mobile Program for Youth Learners. MoPYL Research Report*. Available at: www.mopyl.eu. 2. **Wikipedia**. *Leadership*. Accessed: 07.11.2022. https://en.wikipedia.org/wiki/Leadership.	