



Agency for International
Programs for Youth
Republic of Latvia



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MOPYL

Mobile Program for Youth Learners



LESSON PLAN 36 FOLLOW THE LEADER

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.



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<p>GENERAL DESCRIPTION OF THE LESSON</p>	<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>
<p>AIMS OF THE LESSON</p>	<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>
<p>NON FORMAL EDUCATION METHODS OF THE LESSON</p>	<p>1) theoretical training, 2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.</p>
<p>AGE GROUP</p>	<p>13-15 years old</p>
<p>EXPECTED OUTCOMES OF THE LESSON</p>	<p>1) positive features of leadership, such as confidence, courage, humility. 2) learn about the traits of leadership through the game ‘Follow the Leader’. 3) students learn about how important it is for the leader to take conscience of their actions because the other people follow the leader’s actions.</p>
<p>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p style="text-align: center;">Leadership and learning are indispensable to each other. <i>John F. Kennedy</i></p>



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<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>MATERIALS NECESSARY FOR THE LESSON</p>	<p>No materials needed for the game</p>		
<p>LESSON LENGTH</p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><u>INTRODUCTORY PART</u></p>	<p>Anticipatory set</p>	<p>3 minutes</p>	<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



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	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> ● direct instructions of the content ● modeling of new skills – leadership ● checking of students’ understanding
<u>MAIN PART</u>	Guided practice	30 minutes	TITLE: Follow the Leader
	<p>In order to stimulate debates and knowledge about leadership and help young students identify the traits of leadership, the importance of having a motivating leader that can be trusted, the game 'Follow the Leader' will be employed. This is a game that can be played in a group of 8 to 16 people. This ice-breaking activity can be played either indoors or outdoors.</p> <p>The teacher starts with the slogan of the day: "<i>Leadership and learning are indispensable to each other</i>" by <i>John F. Kennedy</i> and asks if someone has heard this slogan or a similar quote.</p> <p>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.</p>		
GROUP PRACTICE	<p>The teacher tells the students about the game ‘Follow the Leader’ and explains how to play the game and the rules.</p> <p>Description: ‘Follow the Leader’ is a hilarious copycat game in which people try to imitate one leader’s actions, and the person in the center attempts to identify who is the originator of the actions (the leader).</p> <p>How to play:</p> <ol style="list-style-type: none"> 1. The teacher asks everyone to stand and arrange the group into a circle, facing inwards. 2. The teacher asks one person to leave the room for a minute. This person will be the guesser for the round. While he or she is gone, the group decides who should be the “leader.” The leader will be the one who sets the movements 		



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	<p>for that round. When this person is chosen, invite the guesser to come back. The guesser stands in the very center of the circle and tries to guess who the leader is.</p> <ol style="list-style-type: none"> 3. When the round begins, everyone starts swinging their arms up and down. The leader will eventually begin to do other movements, and everyone else mimics the leader's actions, without being too obvious to reveal who the leader is. The leader can do just about anything he or she wants, such as: <ul style="list-style-type: none"> • clapping • making a kicking motion with his or her leg • jumping up and down • singing a line from a song • patting his or her own head • a dance move 4. The teacher explains that Everyone in the circle should be careful to avoid prolonged eye contact with the leader, so the leader's identity is not given away. 5. The guesser must keep turning his or her head to try to figure out which person is the leader (the person who is starting off all the group's movements). The guesser is allowed to make up to three guesses. If the guess is incorrect, the round continues. If the guess is correct, the leader becomes the new guesser for the next round. If all three guesses are exhausted and the leader is not correctly guessed, the round ends and you can either keep the same guesser or switch it up. <p>At the end of the game and during the debriefing, the teacher has the chance to explain the students that this icebreaking activity shows how most of the time the leader gives the tone to their people, because the people working with the leader, try to follow the moves and attitudes of the leader most of the time. The teacher asks the students how important it is that important?</p>
<p>MORAL</p>	<p><i>The leader shapes the way a team is formed and how it acts, following the attitude of the leader.</i></p>



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<u>FINAL PART</u>	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	<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: 21.11.2022. https://en.wikipedia.org/wiki/Leadership.	