



Agency for International  
Programs for Youth  
Republic of Latvia



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# MOPYL

Mobile Program for Youth Learners



## LESSON PLAN 38 THE INSPIRING JOURNEY OF LEADERSHIP

### PART A: LESSON METHODOLOGY

QUALITY	Leadership
<p><b>GENERAL DESCRIPTION OF THE QUALITY</b></p>	<p>According to <a href="#">Wikipedia</a> dictionary leadership involves:</p> <ul style="list-style-type: none"> <li>● establishing a clear vision,</li> <li>● sharing that vision with others so that they will follow willingly,</li> <li>● providing the information, knowledge and methods to realize that vision, and</li> <li>● coordinating and balancing the conflicting interests of all members and stakeholders.</li> </ul> <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 of his family and all the living creatures, Daniel who stayed alive into the den of lions, David who beat Goliath and others.</p> <p>What is leadership then? According to Oxford dictionary it is the following: <i>Leadership has been described as “the action of leading a group of people or an organization, typically towards a common goal. ”</i></p> <p>Regarding <b>youth leadership</b>, in accordance with <a href="#">Wikipedia</a>, 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>

<p><b>GENERAL DESCRIPTION OF THE LESSON</b></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><b>AIMS OF THE LESSON</b></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><b>NON FORMAL EDUCATION METHODS OF THE LESSON</b></p>	<p>1) theoretical training, 2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.</p>
<p><b>AGE GROUP</b></p>	<p>13-15 years old</p>
<p><b>EXPECTED OUTCOMES OF THE LESSON</b></p>	<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>
<p><b>PART B: LESSON DESCRIPTION</b></p>	
<p><b>SLOGAN</b></p>	<p><i>A real leader uses every issue, no matter how serious and sensitive, to ensure that at the end of the debate we should emerge stronger</i></p>

	<p><b>and more united than ever before.</b></p> <p style="text-align: right;"><i>Nelson Mandela</i></p>		
<b>DILEMMA</b>	<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>		
<b>MATERIALS NECESSARY FOR THE LESSON</b>	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		
<b>LESSON LENGTH</b>	1 learning hour, i.e. 45 minutes		
<b><u>INTRODUCTORY PART</u></b>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> <li>● greeting and engaging students</li> <li>● connection with prior learning on the topic</li> <li>● explanation of the current lesson’s material</li> </ul>



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			<ul style="list-style-type: none"> <li>● explanation of tasks for the students</li> <li>● connection to the future learning</li> </ul>
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> <li>● direct instructions of the content</li> <li>● modelling of new skills – leadership</li> <li>● checking of students’ understanding</li> </ul>
<u>MAIN PART</u>	Guided practice	30 minutes	<p><b>TITLE:</b></p> <p>The inspiring journey of leadership</p>
	<p>Youtube link to the movie trailer: <a href="https://www.youtube.com/watch?v=RZY8c_a_dIQ">https://www.youtube.com/watch?v=RZY8c_a_dIQ</a> (2:30)</p> <p>Invictus is an inspirational movie based on the true story of Nelson Mandela and his attempts to unify the people of South Africa. As newly elected President of the nation, Mandela’s vision of eliminating racism and uniting his nation is faced with a lot of challenges. He believes that he can unite the people of South Africa through the sport of Rugby, as South Africa sets to host the Rugby World Cup in the year 1995. The Springboks (South Africa’s Rugby team) was formed by the Afrikaners and is dominated by the White players. It is seen as a symbol of Apartheid and is therefore disliked by the black community. Mandela tries to bridge the gap between the two groups of society by putting forward initiatives to bring them together. Being the first black President of the nation, he must balance the aspirations of the Black people who had been oppressed in the face of racism with that of the White people’s fears. He inspires Springboks’ captain Francois Pienaar to lead his team to win the Rugby World Championship against all odds. Eventually, everyone joins hands and cheers for the Springboks during their world cup run. With the support of the entire nation, their team beats the ‘All Blacks’ in the finals. This victory also bonds the two communities as they celebrate the win together. Only a transformational leader as Mandela can bring about a transformational change in the mindset of the people by believing in his vision.</p>		

	<p>Firstly, the teacher plays the movie trailer to the students. Afterwards, it provides the students with some details about the movie and main character in real life.</p>
<p><b>GROUP PRACTICE –</b> 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 Nelson Mandela and Invictus. The teacher takes up all questions and provides answers. Afterwards, in order to encourage leadership, the teacher invites the students to name other leaders that they know.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is leadership?</li> <li>2. Why do you think Nelson Mandela is portrayed as a great leader?</li> <li>3. What are the common traits between the leader you named and Mandela?</li> <li>4. Do leaders need a great vision?</li> <li>5. Should a leader be loved or feared by his people?</li> <li>6. How important is it for a leader to align the words with the actions?</li> </ol>
<p><b>SITUATION</b></p>	<p>The teacher divides learners into 3 groups. Each group receives one type of leadership style and a situation portraying the type of leadership. Each group receives a flipchart having the title of the type of leadership given.</p> <ol style="list-style-type: none"> <li>1. <b>Coaching Leadership:</b> The project manager gathers their team for a meeting in order to discuss the learnings from the previous project. They first start open discussion, debating about the strengths, weaknesses of the team throughout the project and what can be improved in the future for the team's performance. The manager also congratulates the team for their hard work. <b>Task:</b> identify the traits (positive and challenging) of the leader as according to the situation given.</li> <li>2. <b>Autocratic/ Authoritarian Leadership:</b> The team is confused on how to act on the fact that one of the partners for</li> </ol>

	<p>a project left the partnership and now they need to deliver an intellectual output that the partner that left had to deliver. They do not know whom to appoint and call for a meeting with the leader of the team, John. John takes into account all the rules and processes that they need to follow to replace the partner. Then, he delegates a person from the team to contact a couple of organizations in the next 3 days, meet with them, present the situation and expectations and move forward to selecting the partner in maximum one week. John let the team know that he expects to be informed about the progress.</p> <p>3.</p> <p><b>Task:</b> identify the traits (positive and challenging) of the leader as according to the situation given.</p> <p>4. <b>Laissez-faire Leadership:</b> Maria is the leader of the team. She is about to welcome the new employees in the company. In the meantime, she delegated the tasks to other employees and expected them to work according to the schedule and reach their goals/ target tasks as discussed. When the employees reach the company, Maria explains to them that they can be flexible in their work as long as they hit the goals that they set together as a team. They are also welcomed and free to take part in other learning activities or projects outside their team in order to develop their skills.</p> <p><b>Task:</b> identify the traits of the leader(positive and challenging) as according to the situation given.</p> <p><b>Task for all:</b> each group comes in the front and presents their situation, type of leadership and the positive and challenges traits that they spotted.</p>	
<b>MORAL</b>	<i>A good head and a good heart are always a formidable combination for a leader.</i>	
<b><u>FINAL PART</u></b>	12 minutes	<p><b>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues.</b></p> <p><b>Feedback of learners for the best practices to be applied for future.</b></p>



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