

Lesson plan

Unit	0 Introductory unit
Lesson	Many Ways to Lead: Starting your Journey
Recommended lang. level	B1+

<p>Outcomes</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> ● Identify personal leadership traits by reflecting on past actions and symbols of strength. (SPIRE- Empower) ● Analyse leadership scenarios and propose collaborative solutions. (CLC/CES - Critical Thinking, Collaboration) ● Communicate a personal vision for their future leadership journey. (CES - Self-management, CLC - Learning to Learn) ● Articulate the connection between abstract metaphors (e.g., a backpack or path) and practical leadership themes like <i>Empathy</i> and <i>Taking Action</i>. (CLC/CES - Critical Thinking)
<p>Resources – Action required: hands-on materials for Stage 4 and handout for Stage 6 to be printed out beforehand</p> <ul style="list-style-type: none"> ● Slideshow ● Hands on materials: Cards with different leadership moments (stage 4) ● Handout 1: (optional) Outline drawing of person (stage 6) ● Cards / post-it notes / Padlet (stage 7) <p>Pictures</p> <p><u>Slide 2</u> Picture 1, Picture 2, Picture 3 (Pixabay)</p> <p><u>Slide 5</u> People</p> <p><u>Slide 8</u> All images from Prezi stock</p> <p><u>Slide 9</u> Person (Pixabay), all other images from Prezi stock</p>
<p>Frameworks connections</p> <p><u>Cambridge Life Competencies Framework:</u> Critical thinking, Communication, Collaboration, Learning to Learn, Social Responsibilities</p> <p><u>Cambridge Employability Skills Framework:</u> Leadership and initiative, Self-management and resilience</p>

SPIRE Framework:

Empower (personal reflection) and **Perform** (starting a journey)

Duration	60 minutes	
Overview	Stage	Timing
	1. Introduction	3 mins
	2. Session Objectives	2 mins
	3. Leaders Among Us	10 mins
	4. Leadership Scenarios: Many Paths to Leadership	10 mins
	5. What's this Course About?	7 mins
	6. The Leader in Me	10 mins
	7. Future Glimpse Wall	10 mins
	8. Let's Check	5 mins
9. Reflection	3 mins	

Procedure			
Stage	Aim	Duration	Procedure
<p>1. Welcome and Let's Look Ahead:</p> <p>Many Ways to Lead: Starting Your Journey</p> <p>Slides 1-2</p>	<p>To greet the participants and give them a brief overview of the outcomes of the course.</p> <p>To establish a supportive environment and introduce the SPIRE journey towards self-improvement (SPIRE - Set Up)</p>	3 mins	<p>1. Welcome</p> <ul style="list-style-type: none"> ● Greet the students warmly and briefly introduce the course title. ● Keep it light, friendly, and energetic. ● Reassure them there are no wrong answers today. <p>2. Let's look ahead</p> <p>Reveal the pictures on the slide (one by one) and tell the participants that:</p> <ul style="list-style-type: none"> ● This course is about becoming the best version of you. (man with trophy) ● It'll help you understand your strengths, explore your ideas, and work well with others. (people and cogs) ● You'll do real tasks and learn to think, speak up, listen, and lead in your own way. (man with arrows)

<p>2. Let's get ready: Session Objectives</p> <p>Slide 3</p>	<p>To provide a roadmap for the session, fostering Learning to Learn through clear goal setting. (CLC - Learning to Learn)</p>	<p>2 mins</p>	<p>1. Tell the participants what they will look at during the session by revealing the following points one by one.</p> <ul style="list-style-type: none"> ● discover what leadership might look like in you ● try out different ways to think like a leader ● meet the other people in your group and learn through action
<p>3. Let's Start: Leaders among us</p> <p>Slide 4</p>	<p>To start exploring, considering and discussing different leader types (CLC - Social Responsibilities)</p>	<p>10 mins</p>	<p>1. Ensure there is a large space in the middle or front of the classroom that students can walk around in.</p> <p>2. Get students to stand up and move into the open space.</p> <p>3. Select from the following below and call out different "leader types": Someone who ...</p> <ul style="list-style-type: none"> ● helps a friend, ● shares ideas, ● speaks up, ● supports others, ● brings people together when there's conflict ● listens and makes others feel heard ● keeps the group motivated during tough moments ● notices when someone is left out and includes them ● quietly leads by example ● comes up with creative ways to solve problems ● gives honest feedback in a kind way ● volunteers to take the first step when no one else will ● helps others feel confident in their ideas ● explains things clearly so others understand <p>4. Students walk around and freeze when a description feels true to them. Then turn to the person nearest them and answer in turn this</p>

			<p>question: <i>“When was the last time you did that?”</i> Continue this procedure with another 5 or 6 examples.</p> <p>NB: These initial ideas will be explored in more detail in Unit 1 Session 1 “The Best of You.”</p>
<p>4. Let’s Explore: Leadership Scenarios: Many Paths to Leadership</p> <p>Slide 5</p> <p>Hands-on materials</p>	<p>To explore what a good leader would do in a variety of leadership scenarios (CES - Critical Thinking, Collaboration)</p>	<p>10 mins</p>	<ol style="list-style-type: none"> 1. Put students in groups of three or four. 2. Distribute cards with different leadership moments – 1 per group. 3. Get students to discuss and decide together what a good leader could do in this instance. 4. Get one group to report back to the rest of the class and get others to add extra observations as necessary, mentioning the different ways leadership was apparent. 5. Repeat with the other groups. <p><u>Leadership moments cards</u></p> <ul style="list-style-type: none"> ● You’re in a group and no one is taking the lead. ● Someone in your class is being left out. ● Your team is feeling frustrated after a failed attempt. ● A classmate is struggling to understand the task. ● A conflict breaks out between two friends. ● A great idea isn’t being heard in a group discussion. ● The group is stuck and needs a fresh perspective. ● You see someone feeling nervous before a presentation. ● A group member isn’t contributing — and no one’s asking why. ● A school event needs someone to help organize last-minute details. ● Your team has lots of ideas but can’t decide what to do. ● The teacher is away, and the class is getting distracted.

			<ul style="list-style-type: none"> You've learned something new and want to share it with others. You notice someone doing a great job and want to encourage them. A plan you helped create isn't working and needs to change. <p><i>NB: This stage connects to CES (Leadership & Initiative, Collaboration), and previews teamwork/problem-solving in Unit 3. It encourages an open definition of leadership beyond commanding or being "in charge."</i></p>
<p>5. What's this course about? The Big Reveal</p> <p>Slides 6-7</p>	<p>To provide the opportunity for participants to discover the main themes of the course using visual metaphors (CLC - Communication)</p>	7 mins	<ol style="list-style-type: none"> 1. Reveal the following images: a backpack, a group high-five, a brain with gears, a path through a forest, a lightbulb over a heart, a microphone. 2. For each, ask: "What do you think this image might have to do with leadership?" 3. Reveal each represents a unit (e.g., Working in Teams, Learning to Learn, Vision & Values, Communication, Empathy, Taking Action) <p><i>NB: This replaces metalanguage with metaphor and image and connects to the Unit names without overloading students and builds conceptual scaffolding.</i></p> <p>Future Link: Reinforces alignment with CLCF, CESF, and SPIRE which continue across all units.</p>
<p>6. The Leader in Me Who am I right now?</p> <p>Slide 8 Handout 1 (optional)</p>	<p>To empower participants through personal reflection on current skills and areas for growth. (SPIRE - Empower)</p>	10 mins	<ol style="list-style-type: none"> 1. Ask students to draw themselves (or provide an outline drawing of a person) as they are now with symbols or objects that show how they feel about leading, communicating, and helping others. Examples could include: <ul style="list-style-type: none"> an item in a backpack (what skills they already carry) a question mark or thought bubble (what they're unsure about) a compass or light (what guides them)

			<p>Get them to include images or objects of strengths they already have that could help them lead. Give them a time limit of 5 minutes.</p> <p>2. Pair up and explain the significance and meaning of at least one of their symbols and objects.</p> <p><i>NB: This is a diagnostic and motivational tool and contrasts with the forward-looking activity of Session 1b “From Intangible to Tangible Creating your Mission”. These drawings can optionally be revisited in the final unit as a reflection activity.</i></p>
<p>7. Let’s look ahead: Future Glimpse Wall</p> <p>Slide 9</p>	<p>To visualise how they might be leaders in the future (SPIRE - Perform, CES - Self-management)</p>	10 mins	<p>What could leadership look like in your future? Image: A road, mountain, or horizon</p> <ol style="list-style-type: none"> 1. Give students small cards/post-its to draw or write their vision of themselves leading in 2 years. Alternatively, they could use Padlet. 2. Stick on the wall or a board titled "Future Glimpse Wall" 3. Explain this wall will be revisited throughout the course <p><i>NB: This reconnects in later units, especially in "Initiating Projects". This links with SPIRE "Perform" (vision setting), CLCF "Learning to Learn," and Unit 5 (Initiating Projects). This also subtly introduces goal-setting and the idea that reflection will be part of their journey.</i></p>
<p>8. Let’s Check: Reflection What did I learn today?</p> <p>Slide 10</p>	<p>To consolidate and synthesise learning (SPIRE - Review)</p> <p>To reflect on their takeaways from the session and identify future learning goals (CLC - Learning to Learn)</p>	5 mins	<p>Reflect and Celebrate Image: Celebration or group high-five</p> <ol style="list-style-type: none"> 1. Get students to recap on the different activities they did and the different things they discussed in this session. 2. Ask them to consider one new idea they’re taking away from this session and one word to describe how they feel.

			<p>Alternatively, you could ask the students to complete these statements:</p> <ul style="list-style-type: none"> • One thing I learned today about leadership is... • One thing I want to work on is... • One question I still have is... <p>End on an energetic note, encouraging students to think about how they want to grow during this course.</p>
<p>9. Let's Reflect</p> <p>Slide 11</p>	<p>To evaluate and reflect on key learning points from the session (CES – Self-awareness), (SPIRE – Reflection)</p>	<p>3 mins</p>	<ul style="list-style-type: none"> • Show the Can Do statements on the slide and ask participants to identify if they can do the things or not / how confident they feel about them
<p>10. Wrap up</p> <p>Slide 12</p>	<p>To close the session</p>		<p>Thank You and See You Next Time!</p> <p>Get ready for your leadership journey! Image: Road or open door</p>

<p>Additional considerations</p> <p>Anticipated Problems and Solutions</p> <ul style="list-style-type: none"> • Low engagement in the <i>Leaders among us</i> stage: Some students may feel that they don't/can't identify with any of the leader types and/or remember a time when they displayed one of the types or they may struggle to identify with the "Leader" label if they view leadership only as a formal role like "Manager" or "Captain". <i>Solution:</i> Use this stage to highlight leadership as a series of small, everyday actions like "listening" or "sharing ideas" to broaden their definition. • Difficulty in recalling: Some students may find it difficult to remember specific past examples of leadership during the "freeze" activity. <i>Solution:</i> Provide the "Leadership Moments" cards earlier as prompts, or allow students to describe a time they witnessed leadership rather than performed it. • Making connections: The transition from abstract images (backpack, gears) to unit themes might be confusing for some learners. <i>Solution:</i> Use the CLC "Critical Thinking" approach by asking guided questions for each image, such as "What do you carry in a backpack that helps you on a journey?" before revealing the link to skill. • Hesitancy: Students may be hesitant to share personal reflections on the "Future Glimpse Wall" or "The Leader in Me" drawing. <i>Solution:</i> Model the activity first by sharing your own drawing or post-it, ensuring a "no wrong answers" atmosphere as suggested in the intro. <p>Differentiation Strategies</p>
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- **Tiered Task Complexity:** For Stage 4 (Scenarios), give groups different cards based on their level. Some scenarios can be simple interpersonal conflicts, while others require more complex Critical Thinking & Problem-Solving.
- **Flexible Output (Multimodal):** In Stage 6 (The Leader in Me), allow students to choose between drawing symbols, writing keywords, or using a digital tool like Padlet to express their strengths.
- **Role Assignments:** During group discussions, assign roles (Timekeeper, Reporter, Scribe) to ensure Collaboration and that everyone has a specific way to contribute.
- **Scaffolded Language Support:** Provide a "word bank" of leadership adjectives (e.g., *resilient, empathetic, decisive*) for the B1+ learners to use during the reflection and feedback stages.

Adaptations for Specific Groups

- **Teenagers/Younger adults (16-20):** *Gamify the Scenarios:* Turn Stage 4 into a "What would you do?" competition or role-play. Focus on "Leadership & Initiative" in social and school contexts to make it relatable.
- **Older students/adults:** *Professional Contexts:* Replace school-based scenarios with workplace or community challenges. Emphasize the CES "Self-management & Resilience" competencies relevant to their careers.
- **Students with dyslexia or literacy challenges:** *Visual Scaffolding:* Use more images. In Stage 7, encourage drawing or recording a short audio clip instead of writing on post-it notes.
- **Multilingual groups:** *Translanguaging:* Allow students to discuss the "Leadership Moments" in their home language first before reporting back in English to ensure deep collaboration and understanding.