


Lesson plan

Unit	1 The Leader in You
Lesson	1 From Followers to Leaders – Are you a Leader?
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"> • Understand what leadership is and recognise that leadership goes beyond authority or position. (CLS – Competence; SPIRE – Inspiration) • Reflect on their own potential as leaders and how they already show leadership qualities in different contexts. (CES – Self-awareness; SPIRE – Reflection) • Identify key characteristics, skills, and qualities that leaders share, drawing from real-life examples and quotes. (CLS – Skills; CES – Exploration) • Engage in meaningful discussions, exchanging personal insights and interpretations of leadership. (SPIRE – Participation; CES – Collaboration) • Develop a simple personal action plan to take small steps towards showing leadership in their daily lives. (CLS – Action; CES – Responsibility) • <i>(Optional)</i> Evaluate the perspectives "leaders are born" vs. "leaders are made," through structured debate and reflection. (CLS – Critical thinking; CES – Debate; SPIRE – Imagination)
<p>Resources – Action Required: Cards for Stage 3 to be printed out beforehand</p> <ul style="list-style-type: none"> • Slideshow • Video: Are You a Leader? • Whiteboard • Hands-on materials: Quotes on Leadership (Stage 3) - 1 set of cards needed • All slide images from Prezi stock
<p>Frameworks connections</p> <p>Cambridge Life Competencies Framework: Collaboration & Critical Thinking - Challenging assumptions about leadership</p> <p>Cambridge Employability Skills Framework: Employability – Leadership, Communication, & Innovation</p> <p>SPIRE Framework: Empower Encouraging initiative & responsibility</p>

Duration	60 minutes (expandable to 90 minutes)	
Overview	Stage	Timing
	1. Introduction and Session Objectives	2 mins
	2. Are You a Leader? Video & Reflection	10 mins
	3. What Makes a Leader? Quotes & Pair Work	20 mins
	4. Moving from Follower to Leader Active Mindset Shift	20 mins
	5. Debate: "Are Leaders Born or Made?"	30 mins (optional)
	6. Let's Check - What did I learn today?	5 mins
7. Let's Reflect - Can do statements	3 mins	

Procedure			
Stage	Aim	Duration	Procedure
1. Let's Get Ready: What Are We Doing Today? Slides 1 - 2	<p>To activate prior knowledge about leadership (CLS – Knowledge).</p> <p>To raise curiosity about the theme by reflecting on initial questions: qualities, definitions, and personal connections (SPIRE – Inspiration).</p>	3 mins	<p>Show students the questions and ask them to think about their answers and share with their colleagues.</p> <p>Do not provide any feedback at this stage (you'll be returning to these questions in the Let's Check stage at the end of the lesson).</p>
2. Let's start: Are You a Leader? Video & Reflection Slides 3 - 4	<p>To understand different perspectives on leadership through a short video (CLS – Competence).</p> <p>To reflect on personal reactions and sense of identity as a leader (CES – Self-awareness).</p> <p>To discuss and exchange interpretations with</p>	10 mins	<p>1. Watch the video (3 min) Encourage students to take notes on key words and messages.</p> <p>2. Individual Reflection (2 min) Ask: Did anything surprise you? Do you see yourself as a leader? Why or why not?</p> <p>3. Class Discussion (5 min)</p> <ul style="list-style-type: none"> Write leadership-related words from the video on the board. Discuss: What does this tell us about leadership? Are leaders always in charge, or can leadership be about influence?

	peers, recognising that leadership can mean influence as well as authority (SPIRE – Participation).		<ul style="list-style-type: none"> • Think-Pair-Share - let them compare ideas with a partner before the full discussion
<p>3. Let's Explore: What Makes a Leader? Quotes & Pair Work</p> <p>Slides 5-7</p> <p>Leadership quotes (Hands-on materials)</p>	<p>To interpret inspirational quotes about leadership and connect them to real-life examples (CLS – Critical thinking).</p> <p>To compare and contrast ideas about leadership across peers (CES – Exploration).  To analyse characteristics of effective leaders and compile a group list of essential qualities (SPIRE – Collaboration, Inspiration).</p>	20 mins	<p>1. Quotes on Leadership by famous leaders (5 min)</p> <ul style="list-style-type: none"> • Hand out one quote per pair (from Handout 1). • Ask them to discuss what it means and give a real-life example of someone who fits the description. <p>2. Whole Class Discussion (10 min)</p> <ul style="list-style-type: none"> • Each pair shares their interpretation with the class. • As each quote is discussed, ask: Do you agree? Does this match your idea of leadership? <p>3. Final Quote (5 min)</p> <ul style="list-style-type: none"> • Introduce: “A leader must be ... a visionary, an educator, an innovator, a motivator, a communicator, a facilitator, an advisor...” • Get the class to discuss what each of these mean in the context of a leader and why these characteristics are important. • Ask the class: Would you add anything? • Get students to complete the following with adjectives and nouns: A leader should be (eg) courageous ... A leader should have (eg) grit, stamina ... • Option: students in groups produce posters of quotes, characteristics, adjectives and nouns relating to leaders, which they stick somewhere visible for the rest of the course.
<p>4. Moving from Follower to Leader Active Mindset Shift</p> <p>Slides 8-9</p>	<p>To recognise that leadership can be demonstrated in small actions, not only in formal roles (CLS – Competence).</p> <p>To reflect on past leadership</p>	20 mins	<p>1. Discussion</p> <p>Ask students to discuss the questions below, revealing each one by one.</p> <ul style="list-style-type: none"> • Can you think of a time when you were a leader? • Have you ever taken initiative in a situation (big or small)? • Does leadership have to mean being in charge?

	<p>experiences and discuss them with peers (CES – Self-awareness, Exploration).</p> <p>To plan one small, practical leadership action to take in the coming week (SPIRE – Action, Purpose).</p>		<p>2. Personal Action Plan</p> <p>Ask them to think of one small action they could take to lead this week. It could be helping someone, speaking up in a discussion, or trying something new.</p> <p>Write it down and share in pairs.</p>
<p>5. Debate: "Are Leaders Born or Made?"</p>	<p>To develop critical thinking by exploring opposing viewpoints (CLS – Reasoning).</p> <p>To collaborate and communicate effectively in a team setting (CES – Communication).</p> <p>To evaluate and reframe personal beliefs about leadership after considering both sides (SPIRE – Reflection, Imagination).</p>	<p>30 mins (optional)</p>	<p>If more time is available</p> <ul style="list-style-type: none"> • Split the group into two teams. • One group argues that leaders are born; the other group argues that leaders are made. • After 15 minutes, let them switch sides and argue the opposite. <p>Wrap-up: What do they believe now?</p>
<p>6. Let's Check - What did I learn today</p> <p>Slide 10</p>	<p>To revisit initial guiding questions and consolidate learning (CLS – Knowledge).</p> <p>To articulate a more nuanced personal view of leadership (CES – Self-awareness).</p> <p>To recognise that leadership is a journey and a set of skills that everyone can develop (SPIRE – Purpose, Inspiration).</p>	<p>5 mins</p>	<p>1. Show students the same questions from the start of the session:</p> <ul style="list-style-type: none"> • What are the qualities of a leader? • What makes a leader? • How are you a leader? <p>2. Get them to answer them again, eliciting that ...</p> <ul style="list-style-type: none"> • leadership is about action, not authority or position • leaders inspire and influence in different ways • everyone can develop leadership skills.

<p>7. Let's Reflect</p> <p>Slides 11-12</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 ● Show the final thoughts slide as a way to wrap up the session
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Additional considerations

Anticipated Problems and Solutions

- **Low engagement in discussion/reflection:** Some students may be reluctant to share personal ideas about leadership.
Solution: Use think-pair-share before whole-class discussion; provide sentence starters and prompts.
- **Abstract nature of “leadership”:** Participants might find the concept too vague.
Solution: Ground abstract qualities in concrete examples (e.g., classmates, community leaders, sports figures).
- **Uneven participation in debate (optional stage):** More confident students may dominate.
Solution: Assign rotating roles (speaker, note-taker, summariser) and enforce time limits for turns.

Differentiation Strategies

- **Mixed ability in language use:** Encourage students to note ideas in L1 first if needed, then share in English with support. Provide key vocabulary lists (e.g., qualities of leaders).
- **Varied confidence levels:** Allow options for contributing—verbally, in writing, or through poster creation.
- **Learning preferences:** Use a mix of input modes—video, quotes, discussion, action-planning—to cater to visual, auditory, and kinaesthetic learners.
- **Choice:** In the reflection/action plan, students can choose between small, personal leadership actions or larger group-oriented examples.

Adaptations for Specific Groups

- **Teenagers/Younger adults (16-20):** Shorten discussion phases; use simpler language; add more interactive tasks (e.g., role-play leadership scenarios).
- **Older students/adults:** Allow more abstract debate and deeper personal reflection; connect to real-world leadership contexts (workplace, community).
- **Students with dyslexia or literacy challenges:** Provide handouts in clear fonts, larger print, with key words highlighted. Use visuals to represent quotes/qualities of leadership.
- **Multilingual groups:** Encourage cross-cultural comparisons of leadership figures; provide scaffolding for less proficient English users with sentence frames.