

Lesson plan

Unit	1 The Leader in You
Lesson	2 Your Leadership Experience - The Best of You
Recommended lang. level	B1+

Outcomes

This session plan encourages young adults to engage in leadership reflection while incorporating practical and interactive activities.

By the end of this session, participants will:

- **reflect** on their personal leadership qualities and values. (CLC - Learning to Learn; CES - Self-Management & Resilience; SPIRE - Inspire)
- **identify** key leadership attributes through well-known role models. (CLC - Critical Thinking; CES - Leadership & Initiative; SPIRE - Inspire)
- **recognise** how their strengths can contribute to teamwork and success. (CLC - Collaboration; CES - Collaboration & Teamwork; SPIRE - Empower)
- **develop** self-awareness and confidence in their leadership potential. (CLC - Learning to Learn; CES - Self-Management & Resilience; SPIRE - Empower)
- **begin** applying structured leadership models in peer coaching contexts. (CLC - Communication; CES - Leadership & Initiative; SPIRE - Perform)

Resources - Action Required: Print out handouts for Stages 3 and 4

- [Slideshow](#) (All slide images taken from Prezi stock)
- Handout 1a: List of Leaders' Qualities (one per participant)
- Handout 1b: Leaders' Qualities Glossary (one per participant)
- Handout 2: The Shield Template (one per participant)
- Large poster paper and markers (for expansion activity)
- [Video](#): Simon Sinek – “What makes a leader great?”
- Profiles of well-known (young) leaders (Prezi Slide 5)

Frameworks connections

- **Cambridge Life Competencies Framework (CLC)**: Self-awareness, Communication, Learning to Learn.
- **SPIRE Framework**: Inspire (Role models), Empower (Confidence-building activities), Perform (Applying leadership in teamwork).

- **Cambridge Employability Skills (CES):** Leadership & Initiative, Self-Management & Resilience.

Duration	60 minutes (expandable to 90 minutes)	
Overview	Stage	Timing
	1. Introduction and Session Objectives	3 mins
	2. Leadership in Action	10 mins
	3. Identifying Leadership Qualities	15 mins
	4. Personal Leadership Shield Activity	15 mins
	5. Leadership in Action – Simon Sinek Video	10 mins
	6. Leadership Role Models Case Study (additional stage if time allows)	30 mins
	7. Let’s Check - Review	3 mins
8. Reflection	4 mins	

Procedure			
Stage	Aim	Duration	Procedure
1. Let’s Get Ready: Introduction and Session Objectives Slide 2	To activate students' prior knowledge regarding personal leadership and set a clear roadmap for the session's goals. <i>(CLC - Learning to Learn; SPIRE - Set Up)</i>	3 mins	Let’s Get Ready! <ul style="list-style-type: none"> • What are your personal leadership qualities and values? • What leadership qualities can we see in some well-known models of leadership? • How can your strengths contribute to teamwork and success? • How can you develop self-awareness and confidence in your leadership potential? Reveal each of these points one by one.
2. Let’s start: Leadership in Action Slides 3 - 5	To define "great leadership" by analysing the impact and qualities of real-world figures (e.g., Malala Yousafzai, David Hogg).	10 mins	Let's Start Ask participants: <i>“What makes a great leader?”</i> <ol style="list-style-type: none"> 1. Facilitate a brief discussion and write responses on the board. 2. Ask participants to think of someone they think is a great leader. It doesn’t

	<p>(CLC - Social Responsibilities; CES - Leadership & Initiative, SPIRE - Inspire)</p>		<p>need to be someone famous, and should NOT be anyone political. Give them an example from your own experience or use the example given here. As you tell them about your example, ask them to listen for the answers to questions a) and b) below.</p> <p><u>Example:</u> When I was at school, I used to hang out with a group of friends and X was our leader, not because she decided to be or because we chose her to be. She was just our leader. She was confident and decisive - a quality I really admired because I'm not. Another thing I admired about her was her motivation and doing things together with her made me more motivated.</p> <p>a) <i>What qualities do these leaders have?</i></p> <p>b) <i>What impact have they made?</i></p> <p>3. Relate the discussion to the Cambridge Life Competencies Framework (CLC) and Cambridge Employability Skills (CES) on leadership and initiative.</p> <p>Suggested answer:</p> <p>a) A great leader possesses a combination of personal attributes, values, and skills that enable them to inspire, guide, and support others.</p> <p>b) Two well-known leaders from different fields:</p> <p>Malala Yousafzai (Pakistan) Qualities: Courageous, Determined, Resilient Impact: Advocated for girls' education globally, influencing policies and inspiring young leaders. CLC & CES Alignment: Communication (CLC) – effectively uses her voice for change; Leadership & Initiative (CES) – demonstrated initiative in challenging unjust systems.</p>
--	--	--	---

			<p>David Hogg (USA) Qualities: Courageous, Articulate, Determined, Collaborative Impact: Co-founded March for Our Lives after surviving the Parkland school shooting, becoming a leading youth voice in the U.S. gun control movement. CLC & CES Alignment: Communication (CLC) – uses powerful, persuasive public speaking to advocate for change; Leadership & Initiative (CES) – took action to form a national movement and empower youth political engagement.</p>
<p>3. Let's explore: Identifying Leadership Qualities</p> <p>Slide 6 Handout 1a Handout 1b</p>	<p>To expand students' leadership vocabulary and utilise critical thinking to select and prioritize the specific values they admire. (CLC - Critical Thinking; CES - Self-Management; SPIRE - Set Up)</p>	15 mins	<p>Let's Explore</p> <ol style="list-style-type: none"> 1. Distribute Handout 1a (List of Leaders' Qualities). 2. Ask participants to think about a leader they admire (real or fictional, and it could be the one they thought about in the previous stage) and underline the top ten qualities they believe this person embodies. 3. Have them narrow it down to four key qualities. Get them also to think about reasons for their choice. <p>(See end of Session notes for glossary of this language. There is also a handout of this glossary - Handout 1b).</p>
<p>4. Personal Leadership Shield Activity</p> <p>Slide 7 Handout 2</p>	<p>To visualise personal leadership identity and publicly commit to specific behaviours that contribute to the group's success. (CLC - Creative Thinking; CES - Collaboration & Teamwork; SPIRE - Empower)</p>	20 mins	<ol style="list-style-type: none"> 1. Distribute Handout 2 (Shield Template). 2. Ask participants to write the four leadership qualities they identified onto the shield. 3. Each participant selects one quality they will commit to using in the program to support their team. 4. One student is chosen to write their four qualities on a communal shield, signed by the whole class and displayed on the board.

<p>5. Leadership in Action – Simon Sinek Video</p> <p>Slides 8 - 9</p>	<p>To deepen the understanding of leadership influence by analysing expert theory and connecting it back to the students' personal "Shields." (CLC - Communication; CES - Critical Thinking; SPIRE - Inspire)</p>	<p>10 mins</p>	<p>1. Show the video “What makes a leader great?” by Simon Sinek, and as they watch the participants consider these questions:</p> <ul style="list-style-type: none"> o <i>What leadership lessons stand out to you?</i> o <i>How does this connect to the qualities you have chosen for your Leadership Shield?</i>
<p>6. Leadership Role Models Case Study</p>	<p>To practice collaboration and research skills by investigating a leader's challenges and presenting actionable lessons to peers. (CLC - Collaboration; CES - Communication; SPIRE - Perform)</p>	<p>Additional 30 mins</p>	<p>1. Divide participants into small groups, assigning each a well-known young leader. You can use the following: Malala Yousafzai, David Hogg, Gitanjali Rao, Boyan Slat or use people from your own context.</p> <p>2. Groups research for 10 minutes and prepare a group presentation on:</p> <ul style="list-style-type: none"> o key leadership qualities of their assigned leader. o challenges the leader faced and overcame. o lessons applicable to their own leadership journeys. <ul style="list-style-type: none"> ● <i>Debrief: How can you apply these lessons in peer coaching or teamwork</i>
<p>7. Let's check</p> <p>Slides 10</p>		<p>5 mins</p>	<p>Let's Check - What did I learn today?</p> <p>1. Refer back to the session objectives slide and elicit answers to the questions:</p> <ul style="list-style-type: none"> ● What are your personal leadership qualities and values? ● What leadership qualities can we see in some well-known models of leadership? ● How can your strengths contribute to teamwork and success? ● How can you develop self-awareness and confidence in your leadership potential?

<p>8. Let's Reflect Reflection & Takeaways</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>To consolidate learning by setting specific, actionable leadership goals for the immediate future. (CLC - Learning to Learn; CES - Self-Management & Resilience; SPIRE - Review)</p>	<p>4 mins</p>	<p>1. 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> <p>2. Ask participants to write down:</p> <ul style="list-style-type: none"> a) <i>one leadership quality they will work on strengthening.</i> b) <i>one leadership action they will take this week.</i> <ul style="list-style-type: none"> ● Reinforce how leadership is about continuous growth and self-reflection. ● Encourage participants to revisit their shields throughout the course as a reminder of their leadership values. <p>Framework Connections:</p> <ul style="list-style-type: none"> ● Cambridge Life Competencies Framework (CLC): Self-awareness, Communication, Learning to Learn. ● SPIRE Framework: Inspire (Role models), Empower (Confidence-building activities), Perform (Applying leadership in teamwork). ● Cambridge Employability Skills (CES): Leadership & Initiative, Self-Management & Resilience.

Glossary of Leadership Qualities

- ambitious – wants to achieve big goals
- articulate – communicates her message powerfully and clearly.
- brave – not afraid to do difficult things
- caring – shows kindness and concern for others
- clear communicator – explains ideas well
- compassionate – deeply empathetic toward others' struggles.
- confident – believes in themselves and their ideas

- creative – has new and interesting ideas
- decisive – makes choices quickly and clearly
- determined – unwavering in her pursuit of equality and justice.
- fair – treats everyone equally
- flexible – can change and adapt easily
- friendly – easy to talk to and nice to be around
- good at listening – listens carefully to others
- hard-working – puts in a lot of effort
- helpful – ready to give support or assistance
- honest – tells the truth and is fair
- inspiring – makes others feel excited and motivated
- inspiring – motivates others globally through her story and actions.
- learns from mistakes – improves after doing something wrong
- motivated – has energy and drive to reach goals
- open-minded – listens to different ideas and opinions
- organised – plans well and manages time
- patient – stays calm when things are slow or difficult
- positive – stays hopeful and encouraging
- purposeful – driven by a clear mission: education for all girls.
- reliable – people can count on them
- resilient – keeps going even after failure or difficulty
- respectful – treats everyone politely and fairly
- responsible – takes care of tasks and people
- supportive – helps and encourages others
- takes initiative – starts things without being told
- team player – works well with others
- thoughtful – thinks carefully and considers others
- visionary – sees education as the key to global change

Additional considerations

Anticipated Problems and Solutions

- **Overwhelming Vocabulary in Handout 1a.** The "List of Leaders' Qualities" contains abstract adjectives (e.g., "articulate," "compassionate," "resilient") which may be difficult for B1+ learners to differentiate or define quickly.

Solution: Utilise the provided "Glossary of Leadership Qualities". Before the activity, conduct a quick matching exercise where students match the adjective to its definition (e.g., "not afraid to do difficult things" matches with "brave").

- **Reticence during the "Personal Leadership Shield" Activity.** Some participants may feel uncomfortable or "boastful" writing positive qualities about themselves on the shield, or may struggle to identify their own strengths.

Solution: Scaffold the activity by asking students to interview a partner first: "What do you think is my strongest quality from this list?" This provides external validation. Remind them of the "Communal Shield" goal—they are contributing a strength to the team, not just bragging.

- **Complexity of the Simon Sinek Video.** Simon Sinek's speech can be fast-paced and conceptual. B1+ students might struggle to catch the specific answers to "What leadership lessons stand out?" while listening.
Solution: Play the video twice. On the first viewing, ask for the general gist. On the second, provide a checklist of potential lessons for them to tick off, rather than asking open-ended questions. Turn on English subtitles if available.
- **Time Management in the Case Study Phase.** The "Leadership Role Models Case Study" allocates 30 minutes but involves research, preparation, and presentation. Students might spend 25 minutes reading/browsing and run out of time to prepare the presentation.
Solution: Assign a "Timekeeper" role within each group. Provide printed "Profiles of well-known (young) leaders" (Resource list) instead of allowing open internet research to limit the amount of reading material.

Differentiation Strategies

- **For Stronger Learners (Challenge):**
 - **Activity:** During the "Identifying Leadership Qualities" stage, ask these students to not only select four qualities but to rank them in order of importance for a *specific* context (e.g., "Which is most important for a crisis situation vs. everyday management?").
 - **Output:** In the "Shield" activity, ask them to write a "STAR" (Situation, Task, Action, Result) statement on the back of their shield that proves one of their chosen qualities.
- **For Lower-Level Learners (Support):**
 - **Activity:** Reduce the cognitive load in the "List of Leaders' Qualities" activity by highlighting the top 10 most common adjectives (e.g., friendly, hard-working, honest) and asking them to choose from that smaller pool.
 - **Output:** Provide sentence stems for the reflection stage: "One quality I want to improve is _____ because _____".
- **By Interaction Patterns:**
 - **Activity:** During the "Leadership Role Models Case Study", create mixed-ability groups. Assign the role of "Scribe" (writing the presentation points) to a lower-level learner to ensure they engage with the key vocabulary, while stronger learners facilitate the discussion.

Adaptations for Specific Groups

- **Teenagers / Younger Adults (16–20)**
 - **Hook:** Relate the "Shield" concept to social media profiles or video game avatars.
 - **Role Models:** Ensure the "Profiles of well-known leaders" include relevant figures like David Hogg (already included) or content creators/tech influencers, rather than traditional corporate CEOs.
 - **Activity:** For the "Communal Shield", encourage them to create a "Class Motto" or hashtag based on the selected qualities to build group identity.
- **Older Students / AdultsContext**
 - **Rebranding:** Rename the "Personal Leadership Shield" to "Personal Brand Canvas" or "Leadership USP (Unique Selling Proposition)."
 - **Focus:** Instead of "imagining a future," ask them to reflect on a *current* workplace challenge. "Which quality from Handout 1a do you need to solve a problem you are facing right now?"

- **Discussion:** Shift the Simon Sinek discussion to focus on management styles they have experienced (good vs. bad bosses).

- **Students with Dyslexia or Literacy Challenges**

- **Materials:** Reformat Handout 1a (Qualities). Use a sans-serif font (like Arial or Comic Sans), increase spacing (1.5), and use **bolding** for the main adjectives. Add icons/images next to key words (e.g., a heart for "caring").
- **Input:** Read the list of qualities aloud to the class before they select them.
- **Case Study:** Use video profiles or audio clips for the research phase instead of text-based profiles. Allow them to record their "Reflection" points as a voice note instead of writing them down.

- **Multilingual Groups**

- **Vocabulary:** Allow time for students to use translation tools to understand the nuance of words like "compassionate" vs. "caring".
- **Cultural Exchange:** In the "Leadership in Action" stage, explicitly ask: "Is a 'decisive' leader viewed positively or negatively in your culture?" (Some cultures value consensus over speed).
- **Grouping:** Ensure groups are mixed nationalities during the "Case Study" to force English as the lingua franca and to encourage diverse perspectives on what makes a leader "successful."