

# Lesson plan

<b>Unit</b>	<b>1 The Leader in You</b>
<b>Lesson</b>	<b>1.3 From Intangible to Tangible - Creating Your Mission in Life</b>
<b>Recommended lang. level</b>	<b>B1+</b>

<p><b>Outcomes</b></p> <p>This session plan encourages young adults to consider leadership values, vision, communication and motivation, and explore their own future leadership vision. They'll bring their vision to life using storytelling and emotional engagement.</p> <p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>● <b>explore</b> leadership values and ethics in decision-making. (CLC - Social Responsibilities; CES - Leadership and Initiative; SPIRE - Inspire)</li> <li>● <b>connect</b> personal motivation to their leadership vision. (CLC - Learning to Learn; CES - Self-Management &amp; Resilience; SPIRE - Empower)</li> <li>● <b>use</b> the "Golden Circle" framework (Why → How → What) to inspire others. (CLC - Communication; CES - Communication; SPIRE - Perform)</li> <li>● <b>apply</b> creative and critical thinking to communicate leadership effectively. (CLC - Creative Thinking, Critical Thinking; CES - Creativity &amp; Innovation; SPIRE - Review)</li> </ul>
<p><b>Resources - Action taken: Print handouts for Stages 3 and hands-on materials and handout for Stage 4</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Slideshow</a> (All images from Prezi stock)</li> <li>● Blank sheets, markers/pens</li> <li>● <a href="#">Video link</a> Simon Sinek – Start with Why</li> <li>● Handout 1a: Video viewing Comprehension Questions (one per participant)</li> <li>● Handout 1b: Video viewing Answer Key (one per participant)</li> <li>● Hands-on materials 1: cards of famous public leaders who exemplify the Why → How → What model eg Malala Yousafzai and corresponding Golden Circles (1 set of cards per group)</li> <li>● Handout 2: (Golden Circle template) (one per participant)</li> </ul> <p><b>Pictures</b> (for Hands-on materials 1)</p> <ul style="list-style-type: none"> <li>● Malala Yousafzai - Source: <a href="#">Wikimedia Commons - Simon Davis/DFID</a> - <a href="https://creativecommons.org/licenses/by/2.0">https://creativecommons.org/licenses/by/2.0</a></li> <li>● David Hogg - Source: <a href="#">Wikimedia Commons - Lorie Shaul</a> - <a href="https://creativecommons.org/licenses/by-sa/2.0">https://creativecommons.org/licenses/by-sa/2.0</a></li> <li>● Reshma Saujani - Source: <a href="#">Wikimedia Commons</a> - <a href="https://creativecommons.org/licenses/by/2.0">https://creativecommons.org/licenses/by/2.0</a></li> <li>● Gitanjali Rao - Source: <a href="#">Wikimedia Commons</a> - <a href="https://creativecommons.org/licenses/by-sa/4.0">https://creativecommons.org/licenses/by-sa/4.0</a></li> <li>● Anita Roddick - <a href="#">The Guardian</a> - Photograph: Johnny Green/PA, 2001</li> <li>● Wangari Maathai - Source: <a href="#">Wikimedia Commons</a> - <a href="https://creativecommons.org/licenses/by-sa/3.0/igo/deed.en">https://creativecommons.org/licenses/by-sa/3.0/igo/deed.en</a></li> </ul>

<ul style="list-style-type: none"> <li>• Muhammad Yunus - Source: <a href="https://creativecommons.org/licenses/by/2.0">Wikimedia Commons - https://creativecommons.org/licenses/by/2.0</a></li> <li>• Boyan Slat - Source: <a href="https://creativecommons.org/licenses/by/3.0">Wikimedia Commons - https://creativecommons.org/licenses/by/3.0</a></li> </ul>
<b>Frameworks connections</b> <ul style="list-style-type: none"> <li>• <b>Cambridge Life Competencies Framework (CLC):</b> Social Responsibilities, Self-awareness, Communication, Creative Thinking, Critical Thinking, Learning to Learn.</li> <li>• <b>SPIRE Framework:</b> Inspire (Role models), Empower (Confidence-building activities), Perform (Applying leadership in teamwork). <i>Inspiration &amp; Meaning</i> – Connecting leadership to purpose <i>Strength &amp; Engagement</i> – Using passion to inspire others.</li> <li>• <b>Cambridge Employability Skills (CES):</b> Leadership &amp; Initiative, Self-Management &amp; Resilience, Emotional Intelligence, Innovation &amp; Problem Solving.</li> </ul>

<b>Duration</b>	70 mins (expandable to 90 mins)	
<b>Overview</b>	<b>Stage</b>	<b>Timing</b>
	1. Introduction and Session Objectives	2 mins
	2. Vision Exercise: Leadership Starts with a Dream	20 mins
	3. From What to Why: The Golden Circle - video	20 mins
	4. Post viewing Activity	20 mins
	5. Let's check	5 mins
	6. Reflection	3 mins

<b>Procedure</b>			
Stage	Aim	Duration	Procedure
<b>1. Let's Get Ready: Introduction and Session Objectives</b>  Slide 2	To set a clear context for the session and activate students' prior knowledge regarding leadership and the "Golden Circle" concept. (CLC - Learning to Learn; SPIRE - Set Up)	2 mins	<b>Let's Get Ready:</b> What are we doing today? <ul style="list-style-type: none"> <li>• Leadership starts with a dream!</li> <li>• From What to Why: The 'Golden Circle'</li> <li>• Making your own 'Golden Circle'</li> </ul> Reveal each of these points in turn.
<b>2. Let's start: Vision Exercise: Leadership Starts with a Dream</b>	To enable learners to explore personal values, motivations, and aspirations through guided reflection and creative	20 mins	<b>Let's start</b> <ol style="list-style-type: none"> <li><b>Guided Visualization (5 min)</b></li> </ol>

<p>Slides 3-5</p>	<p>representation, developing self-awareness and ethical understanding of leadership. <i>(CLC - Creative Thinking; CES - Creativity &amp; Innovation; SPIRE - Inspire)</i></p>		<ul style="list-style-type: none"> <li>● Ask participants to close their eyes and imagine a future where they are inspiring others.</li> <li>● Encourage them to focus on what they are doing, who they are helping, and why it matters.</li> <li>● Emphasize that feasibility is not a concern—just dream big.</li> </ul> <p>b. <b>Vision Representation</b> (10 min)</p> <ul style="list-style-type: none"> <li>● Ask them to draw or write a representation of their vision.</li> <li>● Remind them that this is just for them, so clarity matters more than artistic skill.</li> </ul> <p>c. <b>Reflection &amp; Sharing</b> (5 min)</p> <ul style="list-style-type: none"> <li>● How did it feel to bring your vision to paper?</li> <li>● What was the most powerful image or idea that came to mind?</li> <li>● Does this vision connect to your values?</li> </ul>
<p><b>3. Let's Explore: From What to Why: The Golden Circle – Video viewing</b></p> <p>Slides 6-8 Handout 1a Handout 1b</p>	<p>To analyse a leadership model, distinguishing between "What," "How," and "Why," and to critically evaluate how successful leaders communicate. <i>(CLC - Critical Thinking; CES - Critical Thinking &amp; Problem Solving; SPIRE - Set up)</i></p>	<p>20 mins</p>	<p><b>Let's Explore</b></p> <p>Distribute the following Viewing Comprehension Questions. (Handout 1a)</p> <p>Watch the video (5 min) – Short version of <i>Start with Why</i>. View a second time as necessary.</p> <p><b>Understanding Key Concepts</b></p> <ol style="list-style-type: none"> <li>1. What is the central question Simon Sinek asks at the beginning of his talk?</li> <li>2. According to Sinek, what common trait do Apple, Martin Luther King Jr., and the Wright brothers share?</li> <li>3. What is the 'Golden Circle' model introduced by Sinek, and what are its three components?</li> </ol>

			<p>4. How does Sinek differentiate between 'What,' 'How,' and 'Why' in the context of the Golden Circle?</p> <p>5. Why does Sinek say that 'Why' is not synonymous with making a profit?</p> <p>6. How does Sinek use Apple as an example to illustrate the difference between starting with 'What' versus starting with 'Why'?</p> <p>7. What does Sinek mean when he says, "People don't buy what you do; they buy why you do it"?</p> <p><b>Viewing Comprehension Answers:</b> (Can be given as an answer key - Handout 1b)</p> <p>1. What is the central question Simon Sinek asks at the beginning of his talk? <i>Why do some people and organizations inspire while others don't?</i></p> <p>2. According to Sinek, what common trait do Apple, Martin Luther King Jr., and the Wright brothers share? <i>They all think, act, and communicate in the exact same way – and it's the opposite of everyone else.</i></p> <p>3. What is the 'Golden Circle' model introduced by Sinek, and what are its three components? <i>The Golden Circle is a simple model for inspirational leadership. Its three components are:</i></p> <ul style="list-style-type: none"> <li>● <i>Why (the purpose or belief that drives an individual or organization)</i></li> <li>● <i>How (the process or values that bring the Why to life)</i></li> <li>● <i>What (the result: products, services, job roles, etc.)</i></li> </ul>
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			<p>4. How does Sinek differentiate between 'What,' 'How,' and 'Why' in the context of the Golden Circle?</p> <ul style="list-style-type: none"> <li>● <i>What: Every organization knows what they do.</i></li> <li>● <i>How: Some know how they do it (the process or USP).</i></li> <li>● <i>Why: Very few can clearly articulate why they do what they do (beyond making money).</i></li> </ul> <p>5. Why does Sinek say that 'Why' is not synonymous with making a profit? <i>Because making money is a result, not a purpose. 'Why' refers to the deeper cause, belief, or purpose that inspires people to act.</i></p> <p>6. How does Sinek use Apple as an example to illustrate the difference between starting with 'What' versus starting with 'Why'?</p> <p>He contrasts two approaches:</p> <ul style="list-style-type: none"> <li>● Starting with "What": "We make great computers. They're beautifully designed and easy to use. Want to buy one?"</li> <li>● Starting with "Why": "We believe in challenging the status quo and thinking differently. We make beautifully designed, easy-to-use computers.</li> </ul> <p>The second example is more compelling because it appeals to values and beliefs.</p> <p>7. What does Sinek mean when he says, "People don't buy what you do; they buy why you do it"?</p> <p><i>He means that people are motivated by a shared sense of purpose or belief—not just by features or products. This emotional connection is what drives loyalty and inspiration.</i></p>
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<p><b>4. Post viewing Activity – Application, Analysis and Personalisation of the Golden Circle and ‘Start with Why’</b></p> <p>Slides 9-10</p> <p>Hands-on materials</p> <p>Handout 2</p>	<p>To apply the "Golden Circle" framework to real-world examples (e.g., Malala Yousafzai) and to personalize the concept by reframing the student's own leadership vision. (CLC - <i>Communication and Collaboration, CES - Leadership &amp; Initiative; SPIRE - Perform &amp; Empower</i>)</p>	<p>20 mins</p>	<p>Ask students if they can think of a leader (not a politician) who effectively communicates his or her 'Why'? Describe how they do this. (see sample answer on slide)</p> <p>Malala Yousafzai (Pakistan)          Why: Belief in every girl's right to education and equality.          How: Through activism, storytelling, and the Malala Fund.          What: Global advocacy for girls' education and empowerment.</p> <ol style="list-style-type: none"> <li>1. (Hands on materials for Stage 4) For this activity there are two sets of cards: <u>green cards</u> with pictures of leaders with 'Why', and <u>blue cards</u> with 'How' and 'What' and the Golden Circle. Distribute both sets of cards to small groups for them to match together.</li> <li>2. Ask the students the following question: <i>How can understanding and communicating your own 'Why' impact your personal or professional life?</i>  <u>Suggested answer:</u> It can help clarify your goals, attract like-minded collaborators, motivate yourself and others, and make your work more meaningful and purposeful.</li> <li>3. Ask students to reframe their leadership vision using the Why → How → What Golden Circle model, using Handout 2 Golden Circle template.</li> </ol> <p>Encourage them to focus on the WHY before moving to actions.</p> <ol style="list-style-type: none"> <li>4. Pair sharing: Compare answers and refine their WHY statement.</li> </ol>
<p><b>5. Let's check</b></p> <p>Slide 11</p>	<p>To facilitate metacognition where students synthesise their learning, identifying key takeaways about the importance of "Why",</p>	<p>5 mins</p>	<p><b>Let's Check - What did I learn today?</b></p> <ul style="list-style-type: none"> <li>● One thing I learnt today about leadership is ....</li> <li>● It's important that leaders focus on the WHY before the WHAT and HOW because ...</li> <li>● One question I still have is ...</li> </ul>

	<p>formulating remaining questions and taking responsibility for ongoing personal and professional development (CLC - Learning to Learn; CES - Self-Management &amp; Resilience; SPIRE - Review)</p>		<ol style="list-style-type: none"> <li>1. Get students to discuss these points together in pairs.</li> <li>2. Get students to report back to the others in the class.</li> </ol>
<p><b>6. Let's Reflect</b>  Slide 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"> <li>• 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</li> </ul>

### Additional considerations

#### Anticipated Problems and Solutions

- **Learners struggle to articulate abstract ideas such as “purpose” or “values”**  
*Solution:* Provide sentence stems: *I believe in...*, *What matters to me is...*, *I want to make a difference by...*
- **Learners focus on “What” before “Why”**  
*Solution:* Enforce the Golden Circle order visually (Why first, others covered initially) or Use guided questions that block moving forward too early: *Why does this matter to you? Who benefits from this?* or Delay access to the How and What sections of the template.
- **Reluctance to share personal ideas**  
*Solution:* Emphasise choice: sharing is optional and allow pair-sharing instead of whole-class sharing.
- **Video comprehension overload**  
*Solution:* Pre-teach key terms (purpose, inspire, belief) and use short clips or replay sections.

#### Differentiation Strategies

- **Task Differentiation:** Offer three output options: Draw + keywords, short paragraph or spoken explanation
- **Scaffolding:** Provide: Sentence frames for weaker writers, guiding questions for reflection or partially completed Golden Circle examples
- **Interaction Differentiation:** Pair learners strategically: eg. reflective learners with verbal ones or higher-confidence speakers with quieter learners. Also allow silent reflection time before discussion.

#### Adaptations for Specific Groups

- **Teenagers/Younger adults (16-20):** Use relatable role models (youth activists, entrepreneurs, athletes); frame leadership as *influence*, not authority; include future-oriented prompts: eg. *Who*

*do you want to help in 10 years?*; increase visual and creative elements (drawing, symbols, mind maps).

- **Older students/adults:** Allow reflection on *past* leadership experiences; encourage more analytical discussion of ethics and responsibility; connect tasks to real-world contexts (career transitions, work-life purpose, leadership in families or communities)
- **Students with dyslexia or literacy challenges:** Reduce writing demands; use dyslexia-friendly formatting (clear fonts, spacing, minimal text per slide); read instructions aloud and check understanding; allow oral explanation instead of written output.
- **Multilingual groups:** Use visual models heavily (Golden Circle, diagrams) and allow mixed-proficiency pairing for peer support.