

MODULE ONE OVERVIEW

BASIC TRAINING- 15 weeks

This first Module introduces students to the idea of Leadership, explores why it is important to be a part of their communities, how they can serve others and encourages them to identify their soft skills and character traits. Within session 4 they are introduced to the 20 leadership skills and 20 character skills that they are aiming to develop throughout the course.* They will learn how to work effectively in a team and the best ways to communicate their ideas. They will also identify targets and areas of focus as they approach their first challenge.

Specific Skills Focus:

- Self-Awareness
- Active Listening
- Effective verbal communication
- Co-operation

As with all modules students will work in teams towards an 'apprentice style' leadership challenge, where they are responsible for the planning, preparation and delivery of the Challenge. Below are suggested ideas but you are able to choose any challenge that fits with your community and students' abilities. You may wish to refer to the **Teachers' Guide** which provides suggestions from the other modules. The main aim is that it allows students to put into practice what they have learnt about leadership, communicating effectively and working in a team, while serving their community.

Example Challenges:

- Run a stall promoting a charity of your choice at the School Charities Fair or Christmas Fair.
- Organise a tea dance event/ afternoon of entertainment for the local community.
- Take on a team building fundraiser with proceeds going to a local charity.
- Plan and organise a charity theme week in school. Students work in teams to plan fundraising events, create posters, speak in assemblies and run clubs and activities to raise awareness.
- Put on a hospitality event for elderly people in the local community. Challenge your students to book the venue, organise the food and drink, and plan the programme and entertainment.

* The **Core Skills Card set** is available to print off for students within the **Teacher Overview** folder. Alternatively they can be printed off as handouts.

Sessions 1-4:

The following lessons focus on exploring **leadership skills, character skills, the importance of serving, and how to influence change**. Students are encouraged to become more self-aware and identify their current strengths and weaknesses in terms of leadership.

Focus	Learning Objectives	Session Outline	Resources
<u>Session 1</u> Introduction to the Course and Leadership	<ul style="list-style-type: none"> To identify what leadership is. To explore and evaluate your leadership style. 	<ul style="list-style-type: none"> Introduction to the course structure and content Students explore what leadership is Students evaluate their Leadership style 	Session Plan PowerPoint Module One Booklet pp.1-8 Born to Lead Cards What Kind of Leader Am I cards
<u>Session 2</u> The importance of serving others in leadership	<ul style="list-style-type: none"> To explore and evaluate what makes a great leader. To examine why it is important to make a difference in our world. To measure the value and importance of servant leadership. 	<ul style="list-style-type: none"> Students will examine and appraise quotations about what a great leader is. They will explore what 'being the change you want to see means'. They will appraise what servant leadership is. They will evaluate servant leadership in action. 	Session Plan PowerPoint Module Booklet pp.9-12 Leadership Quote Cards Film Clip: Steve Cooper's Story Film Clip: Romanian Teams
<u>Session 3</u> Bringing Change- The Role of Charities	<ul style="list-style-type: none"> To analyse why change is important in society. To examine the role charities play in being change makers. To evaluate the role you might play in 'being the change you want to see'. 	<ul style="list-style-type: none"> Students assess what might happen if change doesn't happen in key areas of society. Students explore what might move the world closer to the idea of Utopia. Students appraise how charities are change makers. Students evaluate where they currently commit their time and how they might become change makers. 	Session Plan PowerPoint Module Booklet pp.13-16 post-it-notes

<p>Session 4 Personal Growth</p>	<ul style="list-style-type: none"> ▪ To question what personal growth means and how it can be developed. ▪ To identify and evaluate your strengths, weaknesses and areas to develop in terms of leadership and character skills. 	<ul style="list-style-type: none"> ▪ Students will explore how the heart and mind influences leadership and being a 'change maker' ▪ Students will question what personal growth is and what it means in terms of leadership ▪ Students investigate how Bear Grylls prepares for challenges and leading others. ▪ Students identify their own leadership and character skills at this stage of the course producing a SWOT analysis 	<p>Session Plan PowerPoint Module Booklet pp.17-20 Bear Grylls on Wilderness Article GQ Magazine Article Core Skills Card Sets Highlighters Coloured pencils.</p> <p>Extension Core Skills Card Set Suggested Activities Sheet JEFF Game Dilemma Cards</p>
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Sessions 5-7: Effective communication

The following lessons focus on how to **communicate effectively**, the importance of **non-verbal communication** and how to become **active listeners**. Students will explore why these skills are important in the workplace and when working in a team.

Focus	Learning Objectives	Session Outline	Resources
<p>Session 5 Communicating Effectively</p> <p>Skills Developed</p> <ul style="list-style-type: none"> ▪ Self-Awareness ▪ Communicating Effectively 	<ul style="list-style-type: none"> ▪ To evaluate what makes an effective communicator. ▪ To critique your own communication style within a group setting. 	<ul style="list-style-type: none"> ▪ Students will explore the different ways people communicate with each other in the modern world. ▪ Students investigate how people communicate within a group/team discussion. ▪ Students identify the barriers to communicating effectively with others. ▪ Students explore and evaluate their own communication style. ▪ Students evaluate what makes an effective communicator. 	<p>Session Plan PowerPoint Module Booklet pp.20-27 Lego pieces/ paper and pencils What Communication Style am I? sheet. Film Clip: Boardroom Meeting.</p> <p>Extension Who do you communicate with? sheet Defend the Indefensible statements and instructions.</p>

<p>Session 6 Non-verbal Communication</p> <p>Skills Developed</p> <ul style="list-style-type: none"> ▪ Self-Awareness ▪ Communicating Effectively 	<ul style="list-style-type: none"> ▪ To examine what role non-verbal skills play in effective communication. ▪ To determine how you might use them effectively in a team setting. 	<ul style="list-style-type: none"> ▪ Students will explore whether they agree with Albert Mehrabain's statement. ▪ Students will identify what non-verbal communication is. ▪ Students investigate how people communicate without words. ▪ Students identify why non-verbal communication is an important part of communication ▪ Students explore and evaluate their own non-verbal communication style. ▪ Students evaluate why it is important to be conscious of your own and others non-verbal communication within a group, team or business setting. 	<p>Session Plan PowerPoint Module Booklet pp.20-28 Pack of playing cards *Youtube Pixar Film Clip: For the Birds Film Clip: Non-Verbal Cues Facial Expressions photos sheet Body Language photos sheet</p>
<p>Session 7 Active Listening</p> <p>Skills Developed</p> <ul style="list-style-type: none"> ▪ Self-Awareness ▪ Active Listening 	<ul style="list-style-type: none"> ▪ To identify what active listening is. ▪ To be able apply active listening skills as part of effective communication. 	<ul style="list-style-type: none"> ▪ Students will explore why listening is important ▪ Students will identify why listening is important in life and in business ▪ Students explore and evaluate their own listening style. ▪ Students determine what active listening is ▪ Students apply active listening skills ▪ Students identify why effective communication is important and what skills they will take with them into the first team challenge. 	<p>Session Plan PowerPoint Module Booklet pp.33-35 Listening Exercise Best Advice Richard Branson article Learning to Listen Reflection sheet Five Key Elements of Active Listening sheet Post-it-notes.</p>

Sessions 8- 10

The following sessions focus on **co-operation** and the **skills** needed to work well in a **team**. Students will consider how they operate in a team situation and begin to identify their place in a team, establishing ground rules for their first leadership challenge.

Focus	Learning Objectives	Session Outline	Resources
<p>Session 8 What makes an effective team?</p> <p>Skills Developed</p> <ul style="list-style-type: none"> Self-Awareness Co-operate with others 	<ul style="list-style-type: none"> To evaluate what makes an effective team member. To appraise what individual skills you can bring to a team. 	<ul style="list-style-type: none"> Students will explore difficulties that can arise when working in a team Students will identify what leadership and character skills are important in a team Students explore and evaluate their own experience of working in a team Students determine what qualities are most important for a team member to have Students evaluate how individual skills can work in a team situation Students identify what skills they will bring as an individual to a team 	<p>Session Plan PowerPoint Module Booklet pp.36-39 Plastic cup character cards Rubber Band game Effective team players statements Core Skills Card Set</p> <p>Extension Core Skills Card Set Suggested Activities Sheet JEFF Game Dilemma Cards</p>
<p>Session 9 Learning to Co-operate</p> <p>Skills Developed</p> <ul style="list-style-type: none"> Co-operate with others Communicate Effectively 	<ul style="list-style-type: none"> To determine how to co-operate and communicate effectively in a team. To apply these skills to a team challenge. 	<ul style="list-style-type: none"> Students will learn new information about the members in their team. Students will explore Bruce Tuckman’s model of how people operate in a team. Students determine what ground rules are needed for their team to work effectively. Students will apply the leadership skills they have learnt so far about teamwork and communication to a group challenge. Students will evaluate what skills they brought as an individual to the team challenge and the leadership and character skills they used. 	<p>Session Plan PowerPoint Module Booklet pp.36-39 Ice Breaker Activity Sheet Youtube clip* Mini Team Challenge sheet A3 sugar paper Materials for Mini Challenge Core Skills Card Set.</p>

<p>Session 10</p> <p>Reflection and Moving Forward</p> <p>Skills Developed</p> <ul style="list-style-type: none"> ▪ Communicate Effectively ▪ Co-operate with others 	<ul style="list-style-type: none"> ▪ To communicate your ideas effectively as a team. ▪ To evaluate how well your team worked together. 	<ul style="list-style-type: none"> ▪ Students will prepare to deliver their presentation. ▪ Students in their teams will demonstrate/explain their idea to the rest of the class. ▪ Students will appraise individually the strengths and weaknesses as a team. ▪ Students evaluate together how they worked as a team setting targets for their main Module 1 challenge. ▪ Students identify 3 individual targets for the next challenge. 	<p>Session Plan</p> <p>PowerPoint</p> <p>Module Booklet pp.42-45</p> <p>Mini Team Challenge sheet materials</p> <p>Scoring sheet</p> <p>Moving Forward Discussion sheet</p>
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Sessions 11-13

In the following sessions students will work in teams to **plan and prepare** for their first **Leadership Challenge**. Using the planning action sheets, students will formalise a plan. Although there are no formal session plans- there are resources that teachers can use to help students reflect on their process at the beginning and end of sessions.

Focus	Learning Objectives	Session Outline	Resources
<p>Session 11 Preparing for the Leadership Challenge Skills Focus:</p> <ul style="list-style-type: none"> ▪ Self-Awareness ▪ Communicate Effectively ▪ Actively Listen ▪ Co-operate with others 	<ul style="list-style-type: none"> ▪ To design, organise and prepare the Leadership Challenge [event] 	<ul style="list-style-type: none"> • Students reflect on how confident they feel with each skill prior to the Leadership challenge. • Students are introduced to the evidence needed for their individual portfolio. • Working in Teams students plan for the Leadership Challenge • Target setting opportunity: Short, Medium and Long Term Goals • Preparation and Implementation 	<p>Session Plan PowerPoint Student Skills Reflection Booklet Portfolio Guidance Sheet Leadership Challenge A3 paper Challenge Planning sheet Challenge Target sheet</p>
<p>Sessions 12-13 Preparing for the Leadership Challenge Skills Focus:</p> <ul style="list-style-type: none"> ▪ Self-Awareness ▪ Communicate Effectively ▪ Actively Listen ▪ Co-operate with others 	<ul style="list-style-type: none"> ▪ To design, organise and prepare the Leadership Challenge [event] 	<ul style="list-style-type: none"> ▪ Working in Teams to plan for the Leadership Challenge ▪ Target setting opportunity: Short, Medium and Long Term Goals ▪ Preparation and Implementation 	<p>Session Plan PowerPoint Leadership Challenge A3 paper Challenge Planning sheet Challenge Target sheet</p>

Session 14- Challenge Action Week

During this week, students will carry out their challenge task, which may be outside of the session slot. Depending on when the Challenge happens in the week, there is flexibility for staff to use this week as they choose, either as extra preparation time or to begin the reflection/ portfolio process.

Session 15

In the final session students will **reflect** on the development of their **leadership and character skills**, what have been the highlights of Module one and how they have been ‘the change they want to see’.

Focus	Learning Objectives	Session Outline	Resources
Session 15 Reflecting on Module One Skills Skills Focus: <ul style="list-style-type: none">Self-AwarenessCommunicate EffectivelyActively ListenCo-operate with others	<ul style="list-style-type: none">To evaluate and measure how your Leadership and Character skills have developed through Module One and the Leadership Challenge	<ul style="list-style-type: none">Students reflect back on their self-assessment of Leadership skills development prior to the leadership challengeStudents Identify and evaluate how they have progressed in terms of these skills after the leadership challengeStudents Identify and evaluate how they have developed in terms of character during and after the leadership challenge.Students identify and consider their leadership and character skills and what they would like to try and develop in the next module.	Session Plan PowerPoint Student Skills Reflection Booklet Portfolio Guidance sheet

Teacher Assessment

A **Teacher Rubric** is provided to support staff in assessing at the end of the module whether students are a **developing, accomplished or an exemplary leader** in terms of the skills they have demonstrated across the module and in the Leadership Challenge.

There is flexibility in the Award for schools to apply their own additional assessment criteria when looking at the **Students Skills Work Booklet** and **Portfolios** if required.

At the end of the course we require **10%** of your cohort’s **portfolios** and **Student Skills Reflection Booklets** so we can see how your students have developed as young leaders and **‘been the change they want to see’**. These can be submitted electronically or by post.