



learning today - leading tomorrow

A1 - Born to lead

TEACHER'S GUIDE

Introduction

It is important that the students fully understand the aims and objectives of the unit.

Throughout the units your students will be asked to practise key skills: organise themselves in to groups; discuss topics; elect a spokesperson for their group; take turns in exchanging ideas; think and reason critically; listen to each others point of view/rationale.

Actively monitor your students when they are involved in these tasks. Listen to the pattern of their discussion; encourage them to work within the team; highlight individual contributions and showcase good task organisation.

The overarching message in this unit is that **everyone has the potential to be a leader; leadership is, first and foremost, about personal leadership. Leadership, in this context, is about developing the behaviours, attitudes, qualities and skills that enhance personal effectiveness. The remaining units in the programme provide this opportunity.**

Activity – Know your place

Show your students where the leadership line is going to be (The front, back or side of the classroom). Point out an area of the line for each of the 3 choices and ask the students to take up their place according to their opinion. Make sure that the divisions are clearly delineated and applaud each for his/her particular choice.

It is sometimes worthwhile giving your students a second opportunity to choose their position, encouraging them to decide for themselves rather than following a friend.

Sample a few individuals as to the reasons for their choice.

Whilst they are out of their seats ask them to form another line with the tallest student at one end and the least tall at the other. Make mental notes of those students who leave the line to assist in getting the task right (there are always at



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least 2 who take on this organisation). Consider the position that they had taken in the leadership line. You have a great talking point if these 'natural leaders' were in the 'sometimes' or 'never' section. Let the students return and place an X on the leadership line in their booklet.

Reflection

The response to the 2 questions will provide an insight into how each student perceives him/herself. Students should be encouraged to think of qualities like shy, confident, brave, strong, good talker, protective.

Activity – Follow the leader

We provide a template for the cards for this game. It is a good idea to make up several sets and laminate them. We always advise teachers to discard any examples that they feel might be culturally inappropriate. Best practice will see teachers making some of their own cards to reflect, more accurately, the national and cultural backgrounds of their students and to celebrate the many forms of leadership (sporting, political, social, historical) found within that context.

Do not be constrained by the 10-minute instruction. If the students are learning, particularly if they are developing an inclusive process to the task, let it run.

Explain the game. Make it competitive if you wish, but highlight the fact that you will be looking for the team that devises the best system to complete the task. You may need to remind them of this as the game gets underway.

Make sure that you mix the three types of card in the pack before you spread them over the tables.

Normally the first approach is 'everyone for himself/herself' with individual students snatching at cards whose faces they recognise. He who shouts loudest wins!

Watch as gradually one of the team members begins to assert control. Instead of a mass of cards somebody will suggest sorting them. In good teams, tasks of reading, sorting etc will be allocated. A system evolves. When you do call time, get a tally of the completed threesomes. Ask a spokesperson from each group to explain how they accomplished the task. Commend what you have seen and impress the importance of teamwork.



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Theory – Pathways to leadership

The theory sections are the ‘teaching’ sessions. The text is for the students’ guidance, not for them to read and learn. In this section you are explaining the Harvard University theory of pathways to leadership. It is simple. Try and get the students to provide examples from each category. Emphasise Harvard. See if your students know anything about it. Later on, your class devise an alternative theory.

KEY learning point: Make sure that your students recognise the terms, traits, qualities and characteristics.

Activity – Follow the leader 2

It is time to return to the card game. Work through the activity as indicated in the folder. This activity should stimulate debate and discussion in each group. Again, you are monitoring these discussions and reminding the groups of the importance of listening to other opinions.

The activity **will** throw up the conundrum that some of their leaders just do not fit the pattern. Wait for it to arise.

For example: Rosa Parks fits the TRAITS profile in that she must have had integrity, been courageous, resolute, and honest to refuse to accept the ignominy of the race laws in the USA. At the same time, would she have had the OPPORTUNITY to rebel had she not boarded that particular bus on that particular day?

Your students might want to place their Rosa Parks card midway between traits and opportunity proving that the Harvard theory was not 100% accurate. Applaud them for that challenge and for their ‘critical thinking’.

Key learning point: An important characteristic of leadership is to challenge the status quo, to listen to others and to accept alternatives.

Reflection

Students complete the word box.



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Conclusion to the unit

Key learning point: An alternative theory has emerged. By developing the skills and qualities of leadership a person might LEARN TO LEAD.

Extension activity

Depending on the timings allowed for the delivery of this module, the extension activity can be a classroom task or a homework task.

Sample