



Leadership

Age range: 7-11

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
10-60 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> Explain the skill of leadership Identify how leadership can help in different environments Discuss how they have shown good leadership at school, home or in after school clubs 	<ul style="list-style-type: none"> Leadership slides

This lesson has been developed for pupils aged 7-11, to introduce the skill of leadership and help them understand its importance both throughout education and in the world of work. Through class discussions, a practical activity and case studies, pupils will start to understand how they can begin to show good leadership at home and at school. Completing this lesson supports The Skills Builder Framework for leadership.

The session can be delivered as a stand alone lesson to focus on this particular skill, or as part of a series. The Barclays LifeSkills programme has a [core transferable skills toolkit](#) containing seven lessons for seven different skills for the primary age group which can be delivered in any order.

To complete the activity within this lesson, you will need to provide your class with some basic equipment: string, felt tip/marker pen and paper.

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Word bank

- CEO:** The head of a company
- Goals:** Things that you want to do or achieve
- Skills:** The things you're good at, for example listening, being creative
- Team leader:** Person who provides instructions and guidance for others

Activity one

What is leadership?



Start by showing your pupils this [short animation](#) that outlines the set of core transferable skills which the LifeSkills programme focuses on. Teamwork is also included in this animation as the eighth transferable skill. Instead of showcasing this skill in a separate lesson, we embed it throughout the other core transferable skills lessons.

What's special about these skills in the world of work is that they can be used in any industry and almost any job.

Young people can develop these skills at home, in school and in clubs they attend. As they are likely to carry out a number of different roles throughout their working lives, it's important they recognise how they can transfer these skills from one setting to another, especially as they move from education into work.

Show slide 2 and discuss the following definition of leadership: supporting, encouraging and developing others to achieve a shared goal.

Ask pupils to think about why it's important and how they might show it in their daily lives.

Explain how leaders often provide instruction and guidance to others. If you are working with younger pupils or those who need more support, you could use the examples of being captain of a sports team and leading their teammates, taking charge on a class project and helping someone new to the school settle in.



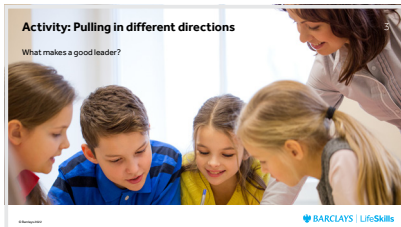
Leadership

- Steps 0-2 of the Skills Builder Framework for leadership



Activity two

Pulling in different directions



Leadership

- Steps 3-7 of the Skills Builder Framework for leadership

Start by having a quick discussion with the class about what kind of person they think of when thinking of leaders. For example, teachers, club leaders, CEOs, sports captains, world leaders.

1. Divide the class into groups of five (where possible) and give each group a felt tip/marker pen, four strings and a piece of paper
2. Ask pupils to tie the four strings to the pen with roughly equal lengths of spare string
3. Tell the group to discuss and agree upon a word they think represents leadership
4. Once agreed, the team must work together to move the pen to write out the word, with the fifth person not holding the pen acting as the group leader
5. You can also have all five members of some groups work together to move the pen without a leader to compare whether teams found the task easier to complete with or without a leader

How did you find the task?

What was challenging and why?

Did having a leader help?

Can you think of the strengths and weaknesses the leaders showed in the task?

Explain that the activity highlights the impact of having a leader. It can be difficult when people pull in different directions towards the same goal, but that having a leader often makes it easier for people to work together more effectively as a team. Discuss how being a good leader means you need to be aware of how others are feeling.

Activity three: Case studies

In this section you will find a written and a film case study that help demonstrate the skill of leadership. You could use both case studies, or just one depending on what you think will work best for your class. Discussion prompts for each case study are differentiated so that you can pick the most appropriate ones for your pupils.

Case study 1: Julian



Leadership

- Steps 3-8 of the Skills Builder Framework for leadership

Julian is a team leader. Start by discussing this job, does your class know what a team leader is? Explain what they might do in a typical day at work, e.g run team meetings, assign team members tasks, create the work rota.

“When playing basketball at school, I noticed that my coach would spend time with each player one-to-one to work on our individual strengths and weaknesses.

I used this method when building my own team at work. I would spend time with each person to try and get to know them better and understand their goals. Once I had spent this time with my team one-to-one, we were able to achieve our goals both together and as individuals.”

Display **slide 4** and work through the below discussion prompts with your class. You can either complete them as a class, get pupils to discuss in pairs or small groups, or ask pupils to write down their thoughts individually.

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Julian has shown good leadership in his job, for example by spending time with his team to learn about their strengths and areas they could improve

How can you tell what peoples strengths and weaknesses are?

Can you tell what your own strengths and weaknesses are?

Discussion prompts for older pupils or those who need less support:

How has Julian shown good leadership?

Can you think of other jobs where leadership would be an important skill to have? For example, world leaders, club leaders, CEOs

How can you find out what people’s strengths are and what areas they could improve?

Activity three: Case studies

Case study 2: Toby



Head over to the BBC Bitesize website to watch its film, as a class, about Toby who is a primary school teacher, by clicking [here](#) or by clicking the link on **slide 5**. First briefly discuss with your pupils what a primary school teacher might do in a typical day at work.

Work through the below discussion prompts with your class.



Leadership

- Steps 3-7 of the Skills Builder Framework for leadership

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Toby has shown good leadership in his job, for example by working hard to prepare lessons for pupils to help them learn new things

What are good leaders able to do?

Can you think of a time when you have been a good leader?

Discussion prompts for older pupils or those who need less support:

How does Toby show good leadership in his job?

Why do you think leadership is an important skill for teachers to have? For example, they set an example for their students and can act as role models.

How can you share tasks between people in a fair way?

Can you think of any examples of strengths and weaknesses you have as a leader?