

KS2 Unit 9 Lesson 1 – Elicitation Session

Context: In this lesson we are beginning to explore the impact of leadership. The positive impact leaders have in the way that we live our lives.

Overview: To begin to identify some of the characteristics of leadership; identifying the impact leaders may have on other people.

Essential core: To begin to question the importance of leadership and how such people can guide us to live our own lives.

Resources: flipchart, image of Leader chosen for the task, iPads (required if children choose their own leader to work on)

INTRODUCTION:

Play a modern song 'relevant to the children within your class'; let the music play and then begin to dance in the middle of the room (if you have TA support – ask them to follow you in what you are doing, joining you after a short time). Allow the children to watch and join in. Once the children begin to join you, encourage all the children to dance with you, actively seeking to engage all children including the reluctant ones. Once you have all the children dancing; use this to initiate the discussion with the children about what they have done. Discussion should focus on the importance of the first child to follow – what was their role. Why do they think others started to follow / copy? Why did some people NOT join in? Get some feedback and then ask them in pairs again to think of different leaders, e.g., work, school, community, sport, society etc. and to talk about what each one does to fulfil his / her role.

Preparation for next lesson:

Discussion and criterion created for the following question - What makes a good leader?

TASK:

Using an image of yourself or Head Teacher - Ask the children to say what they think this person does in their job and how necessary the job is? How do they think the leader got to their position? Does the leader have close supporters? What qualities might *they* have? Can the leader do whatever they like or do they have their own rules to follow? Do they have any responsibilities relating to religion and belief? How has this person influenced them? Note key words as a class list.

Ask the children to write about this leader or another of the children's choice, outlining their role, style of leadership and their impact as a leader. The leader's picture could be in the middle of the page with one third for key words relating to the leader's role, another third for phrases to describe their style of leadership and the final third for worlds describing their impact on others.

FORMATIVE ASSESSMENT:

What words would we use to describe a good leader?