

MODULE ONE OVERVIEW



In this first module students start to explore what **Leadership** is; appraise their own **Leadership** and **Character skills**; investigate how **Faith** and the **Church** can play a part in influencing **change** and the role that **charities** play in **servicing communities**. Students will also begin to consider what they can do to help **'be the change'** in their communities, which is then built upon in **Module 2, Hope**.

The class will complete a total of **10 sessions** in this first module, though you are welcome to do more sessions on people of Faith (past and present). There is an **optional session 11** where you can invite local charities to come and speak to students about the work they do. Each session plan also contains **Follow on Activities**, which you may wish to use as homework tasks or additional sessions. There is a **Module Booklet** for **sessions 1-4** and **10**, but all page numbers are referenced in individual session plans, if you prefer just to print off key worksheets. There are sets of **Leadership and Character Skills Cards**, along with related activities to help students define each skill, if required.

Sessions 1-4

These opening four sessions explore what **Leadership** is; what **Faith** is and how it can have a significant impact on people's lives. There is a specific focus on Christianity and the role of the **Bible** and the **Church** in helping a Christian to live out their faith.

Focus	Learning Objectives	Session Outline	Resources
Session 1 What is Leadership?	<ul style="list-style-type: none"> To identify and examine what leadership is To evaluate what makes a good leader and your own leadership strengths. 	<ul style="list-style-type: none"> Students identify and appraise what Leadership means to them. Students define what leadership is and what leadership is not. Students identify and evaluate the skills and character traits that they think make a great leader. Students debate and agree a list of the top 5 leadership/ character skills. Students identify and explain their own Leadership and Character strengths. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Leadership quotations - Module 1 Booklet - Skills cards - What skill am I? - Skills cards - Blank bingo grid - Taboo cards

<p>Session 2 What is Faith and how does it affect people's lives?</p>	<ul style="list-style-type: none"> ▪ To examine what Faith is and how it can influence people's lives. ▪ To consider your own beliefs and what '<i>being the change you want to see</i>' means for you. 	<ul style="list-style-type: none"> ▪ Students identify and appraise the difference between fact, opinion, belief and faith. ▪ Students define what fact, opinion, belief and faith mean. ▪ Students debate and evaluate whether they agree or disagree with a range of statements about belief. ▪ Students identify and examine teenagers' views on belief, faith and action. ▪ Students evaluate whether Christianity is relevant to today's society. ▪ Students examine how belief and faith play a part in taking action and being a leader. ▪ Students analyse how Street Angels put their beliefs and faith into action. ▪ Students relate what they have learnt about belief, faith and action to their own lives. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Module 1 Booklet pp.8-11 - Belief in God Board/ Belief Statements, - Belief, Faith & Action film. - Street Angels YouTube Link*
<p>Session 3 What's the Bible got to do with it?</p>	<ul style="list-style-type: none"> ▪ To consider how Faith & Leadership are influenced by the Bible. ▪ To investigate the Leadership example & teaching of Jesus in the New Testament. 	<ul style="list-style-type: none"> ▪ Students deduce whether 10 quotations come from the Bible or not. ▪ Students evaluate what the Bible has got to do with Leadership and Faith. ▪ Students identify why people read the Bible and how it affects their lives of Christians, before comparing their responses with the views of Christians in the Vox Pops Film ▪ Students are presented with 5 key facts about the Bible. ▪ Students explore a Bible story, investigating and evaluating the role of Jesus as a Leader and using the information to create a Facebook Profile which highlights his Leadership and Character Traits ▪ Students determine and justify whether the Bible is still relevant in today's society. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Module 1 Booklet pp.5-6 - Mini- whiteboards or paper - Teacher Information sheet - Bible Stories - Faithbook Task sheet - Faithbook Template sheet - Bible Vox Pops film
<p>Session 4 Where does church fit in?</p>	<ul style="list-style-type: none"> ▪ To examine the role 'church' plays in inspiring Christians to live out their Faith and be Leaders in their communities. 	<ul style="list-style-type: none"> ▪ Students identify and appraise what the 'church' means to them. ▪ Students define what the difference is between 'A Church' and 'The Church'. ▪ Students discover and evaluate what the Bible says about 'The Church' and being the 'Body of Christ' 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Module 1 Booklet pp.13-14 - Full Passage 1 Corinthians 12 - 3 Sections 1 Corinthians 12 - Christianity Basically: The Church Film*

	<ul style="list-style-type: none"> To create your own model of 'The Church' that demonstrates Faith & Leadership. 	<ul style="list-style-type: none"> Students establish how 'The Church' applies the Bible's teaching to today's society. Students consider how a fictional church can be the 'Body of Christ' in Action developing their own model for supporting the community. Students summarise how 'The Church' links to Faith and Leadership. 	<ul style="list-style-type: none"> - Task St Paul's Church Sheet - Action Template.
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People of Faith (past)

The following sessions **focus on people in history** who have made a significant difference in the world, as a result of their **Faith** and **Leadership**. Eight case studies are provided, but you will only need to **teach two of these, or a maximum of three** depending on how many 'people of faith (present)' sessions you decide to teach.

Focus	Learning Objectives	Session Outline	Resources
What made Corrie ten Boom a different example of a great Leader?	<ul style="list-style-type: none"> To explore Corrie ten Boom's life story and evaluate what her example of forgiveness teaches us about great Leadership. 	<ul style="list-style-type: none"> Students explain what the words forgiveness and Leadership mean. Students recall any situations where they have been mistreated and evaluate how they might react to situations of inequality. Students infer what qualities of a Leader Corrie Ten Boom might have. Students explore Corrie ten Boom's story evaluating where she displayed Leadership values. Students appraise how Corrie ten Boom reacts and how they might react in her story of forgiveness. Students identify how she used her time on Earth to make a difference and how they can use their time on Earth to have an impact. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Clock Information Sheet - card sort activity - Leadership Qualities Wheel. - "I'm Still Learning to Forgive" story - Tramp for the Lord worksheet - poem 'My Life is but a Weaving'.

<p>The Life and Faith of Elizabeth Fry and her lasting effect on society.</p>	<ul style="list-style-type: none"> ▪ To explore the life of Elizabeth Fry and evaluate how her faith led her to campaign for changes in the prison system and conditions for the poor. 	<ul style="list-style-type: none"> ▪ Students infer/ interpret the meaning of the images on the back of an old £5 note. ▪ Students recognise key facts about Elizabeth Fry. ▪ Students examine and identify the beliefs of Quakers and how they put their faith into action. ▪ Students investigate, through role-play, the problems affecting society at the time of Elizabeth Fry. ▪ Students explore and evaluate what changes were needed in the prison system. ▪ Students justify why Elizabeth Fry's actions are examples of great Leadership. 	<ul style="list-style-type: none"> - session plan - PowerPoint - £5 note specimens - Who Am I? Cards - Famous Quakers Information Sheet - Prison hot-seating cards - campaign info sheet - action plan sheet - my reformation sheet
<p>The faith and life of James Clerk Maxwell and his impact on today's world.</p>	<ul style="list-style-type: none"> ▪ To explore and evaluate how James Clerk Maxwell's faith inspired his actions. 	<ul style="list-style-type: none"> ▪ Students deduce connections between 8 key historical science figures. ▪ Students discuss and examine their own thoughts on science versus religion. ▪ Students identify and evaluate Maxwell's beliefs about science and faith and how this influenced his role/ work as a scientist. ▪ Students choose and justify, which invention is the most important to their lives. ▪ Students appraise Maxwell's beliefs, his Leadership and Character skills, and how his actions might link to 'being the change you want to see'. ▪ Students interpret how Maxwell was being the 'light in the darkness' and reflect on how they might use Maxwell's example to do the same. ▪ Students evaluate whether they think science and religion can go together. 	<ul style="list-style-type: none"> -Session Plan - PowerPoint - Science v Religion Quotes handout - Faith Inspiring Science Texts - Faith Inspiring Science Texts differentiated - Faith Inspiring Science- Teachers' Guide - Invention Pictures - Maxwell's Story - Belief into Action Worksheet
<p>The Life of Mahatma Gandhi and what his life teaches us about faith and leadership.</p>	<ul style="list-style-type: none"> ▪ To explore the life of Mahatma Gandhi and what his life teaches us about Faith and Leadership. 	<ul style="list-style-type: none"> ▪ Students deduce, infer, interpret who might own the possessions of Gandhi. ▪ Students are introduced to key information about Gandhi's background. ▪ Students examine their own thoughts, feelings and reaction to the treatment of Gandhi in two film clips. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Gandhi (Richard Attenborough Film 1982) - Action Cards - MC Yogi 'Be the change' rap – - quote cards.

		<ul style="list-style-type: none"> ▪ Students identify what Gandhi chose to do in response to his treatment. ▪ Students infer from keywords, Gandhi's core beliefs. ▪ Students appraise Gandhi's leadership actions and assess their own responses. ▪ Students draw links between Gandhi's example and Christian teaching. ▪ Students evaluate how they could 'be the change they want to see' in the world. 	
How was the Faith of Martin Luther King central to his work and Leadership?	<ul style="list-style-type: none"> ▪ To explore the life of Martin Luther King Jnr and what his life teaches us about Faith and Leadership 	<ul style="list-style-type: none"> ▪ Students identify how they would feel/ react if a bus driver ordered them to give up their seat. ▪ Students are introduced to Rosa Park's story and deduce what Civil Rights means. ▪ Students recall what they know already about Martin Luther King. ▪ Students evaluate and explain the meaning/message behind King's quotes and how they link with Christian teaching. ▪ Students analyse what Leadership and Character skills King demonstrated in his life. ▪ Students examine what Kings 'I have a Dream' speech reveals about his Faith and Leadership. ▪ Students employ King's example to create their own 'I have a Dream' speech based on issues of injustice that they feel strongly about. ▪ Students determine which of King's leadership and character skills are still relevant today. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Timeline of events sheet - MLK quote and theme hint cards, - Youtube clip 'I have a dream' and text sheets.
The life of Mother Teresa and her response to suffering in the world.	<ul style="list-style-type: none"> ▪ To explore how Christians cope with suffering and keep their faith in God, and how Mother Teresa responded to suffering in the world. 	<ul style="list-style-type: none"> ▪ Students examine their response to a series of images depicting suffering. ▪ Students discuss and debate how a God of love can allow suffering and whether it proves God doesn't exist. ▪ Students identify the thoughts and emotions experienced by Mother Teresa seeing Calcutta for the first time. ▪ Students evaluate what she draws on from Christianity and what we learn from her faith. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - A3 paper - Suffering in our world sheet - Action cards - Quote cards - Mother Teresa of Calcutta (Olivia Hussey) 2003 film

		<ul style="list-style-type: none"> ▪ Students investigate how Mother Teresa put her faith into action, appraising how she has ‘been the change’ she wanted to see. ▪ Students relate Mother Teresa’s actions to the actions they want to take in their communities. ▪ Students identify questions they would like to ask her about Faith and Leadership and imagine what her response would be. 	
The life and work of Nelson Mandela and what his life teaches us about Faith and Leadership.	<ul style="list-style-type: none"> ▪ To explore the life of Nelson Mandela and how his Faith and Leadership brought change to his country. 	<ul style="list-style-type: none"> ▪ Students simulate the actions of a society that is segregated by race, appraising what the experience feels like. ▪ Students are introduced to key facts about Nelson Mandela’s life. ▪ Students evaluate quotes from Mandela’s Autobiography examining: how they link to the Bible and what they suggest about his faith and beliefs. ▪ Students interpret and appraise what kind of Leader Mandela was; the part Faith played in his Leadership; and how he inspired others. ▪ Students explain what they have learnt about Faith, Leadership and themselves from Mandela’s example. 	<ul style="list-style-type: none"> - Session Plan - Power Point - Segregation Games Card - Timeline sheets - Bible verse cards - Mandela Quote sheet - Invictus DVD - post it notes.
The life of William Wilberforce and what his decisions teach us about Faith and Leadership.	<ul style="list-style-type: none"> ▪ To explore the life of William Wilberforce and what his decisions teach us about Faith and Leadership. 	<ul style="list-style-type: none"> ▪ Students consider what it would have been like to be part of the slave trade through a re-enactment. ▪ Students decide whether they think Faith and Politics can go together. ▪ Students examine Wilberforce’s Faith and how it influenced him. ▪ Students investigate the Leadership and Character Skills that Wilberforce showed through his actions. ▪ Students appraise what communication skills Wilberforce used to create change. ▪ Students identify what Wilberforce’s example has taught them about Faith, Leadership and how they can be leaders. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Trading Activity teacher script - Flags and props (copper, silk, cotton, rice). - - Wilberforce and Bible quote cards - Amazing Grace DVD - Wilberforce’s Leadership sheet - post-it notes - Parliament Scripts, Parliament character cards, Lords Wigs and hats, scrap paper.

People of Faith (present)

The following sessions **focus on people alive today** who have made and are making a significant difference in the world, as a result of their **Faith** and **Leadership**. Eight case studies are provided, but you will only need to **teach three of these, or a minimum of two** depending on how many 'people of faith (past)' sessions you decide to teach. There is also the option of adding an **additional session** where you could invite a local person of faith in to share with students their story of **Faith** and **Leadership**.

Focus	Learning Objectives	Session Outline	Resources
Andy Hawthorne- The work of the Message Trust and what they can teach us about faith and action.	<ul style="list-style-type: none"> To explore the work of Andy Hawthorne and The Message Trust evaluating how Faith is put into action. 	<ul style="list-style-type: none"> Students establish what they would do to help change a tough community into a better place. Students identify and interpret the work of The Message Trust and how they are supporting communities. Students evaluate how the Message Trust's projects transform communities. Students investigate individual projects, appraising how Faith is put into action and the impact the project has on the community. Students identify what message they could take into their communities and how they could lead by example. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - The Message Trust Worksheet - Message Trust Cards - Eden Brochure - Eden Flyer - Reflex Brochure - Reflex Info Photo - laptop/i-pad/ internet access
The work of the Archbishop of York and how he is 'being the change he wants to see'	<ul style="list-style-type: none"> To explore and evaluate how the Northern Saints have influenced the Archbishop of York in 'being the change he wants to see'. 	<ul style="list-style-type: none"> Students choose the correct answer in a quiz about the Archbishop. Students deduce what a pilgrimage is and why people go on them. Students investigate why the Archbishop went on pilgrimage and what he wanted to do/achieve. Students analyse the story of The Good Shepherd and how it influenced the Archbishop's pilgrimage. Students examine the lives of the Northern Saints evaluating their impact on their communities. Students determine how the Archbishop is being the 'Good Shepherd' in the areas he campaigns for. Students appraise how the Archbishop's pilgrimage was showing faith in action. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Whitby Pilgrimage Film Clip - Pilgrimage Prayers sheet - The Good Shepherd Story - The Saints in Action Information Cards - The Saints in Action Answer Cards - The Saints in Action: The Good Shepherd sheet - The Archbishop in Action Cards - The Archbishop in Action Worksheet.

<p>How has faith supported Bear Grylls in his life and leadership of others?</p>	<ul style="list-style-type: none"> ▪ To explore and evaluate how Faith can be the building blocks to great Leadership 	<ul style="list-style-type: none"> ▪ Students debate what 3 Leadership qualities would be most important to have on an expedition. ▪ Students recall what they already know about Bear Grylls. ▪ Students assess what Bear Grylls and Barack Obama have in common. ▪ Students select Grylls' key ideas about good Leadership. ▪ Students appraise what impact Grylls' Faith has had on his life. ▪ Students assess how Grylls' is applying his Faith and Leadership as Chief Scout. ▪ Students identify what they have learnt about Faith and Leadership and what principles they could apply to their own lives. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Card sort - GQ magazine article - Mountain worksheet - interview clip - Building blocks worksheet - Article: Keeping the faith in scouting
<p>The work of Bethany Hamilton and what she can teach us about faith in action</p>	<ul style="list-style-type: none"> ▪ To explore the life and work of Bethany Hamilton and evaluate what her life teaches us about faith and action. 	<ul style="list-style-type: none"> ▪ Students select and list ideas they associate with the sea. ▪ Students identify their reaction to Bethany Hamilton's story. ▪ Students examine what Bethany Hamilton's life was like before and after being attacked by a shark, evaluating the part Faith and Leadership play in her life. ▪ Students evaluate the pressures and issues facing young people today in terms of body image. ▪ Students investigate how Hamilton's charity <i>Beautifully Flawed</i> empowers young women. ▪ Students apply the same techniques that Hamilton uses in her Literature to empower others. ▪ Students assess what Hamilton's story has taught them about Faith and Action. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - youtube clips - Bethany and beliefs worksheet - stimulus material.
<p>Canon Andrew White- How can Faith inspire great Leadership in difficult places?</p>	<ul style="list-style-type: none"> ▪ To explore and evaluate how Faith can inspire great Leadership in difficult places 	<ul style="list-style-type: none"> ▪ Students appraise the qualities of a good Leader and how these qualities are evident in Leaders of today. ▪ Students investigate what Leadership and Character skills a person working as the Vicar of Baghdad might need. ▪ Students explore and evaluate how Faith has inspired Canon Andrew White's work as Vicar of Baghdad. ▪ Students interpret the concept of Faith as small as a mustard seed and evaluate how this can be applied to their own lives. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Card sort - Character Profile worksheet - Film Clip - Teacher Information sheet - post-it notes.

		<ul style="list-style-type: none"> Students identify where they could take a small step to make changes in our world. 	
How has J.K Rowling's Faith influenced her life and work?	<ul style="list-style-type: none"> To explore the life and work of J.K. Rowling, evaluating how being a Christian has impacted her writing. 	<ul style="list-style-type: none"> Students deduce and infer from the clues given, who the session might be about. Students interpret whether Christianity and Leadership are displayed in the Harry Potter books. Students deduce what an allegory is. Students compare and draw links between the themes and ideas in Harry Potter and Christianity/ the Bible. Students investigate the resurrection story in the <i>Deathly Hallows</i> novel. Students evaluate how J.K. Rowling's Faith has influenced her work and how the character of Harry Potter is a great Leader. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - mini whiteboards and pens - Who Am I? Clues sheet - Christian influence in Harry Potter sheet - Deathly Hallows worksheet - Copy of <i>Harry Potter and the Deathly Hallows</i> book or DVD - Laptops/Ipads with internet access - A3 paper, Coloured pencils/pens - Charity cards –Telegraph Article
'Be the Change You Want to See'- Malala Yousafzai. What impact can young people have on the world?	<ul style="list-style-type: none"> To explore and evaluate what influences young people to 'be the change they want to see' in their communities. To consider the impact young people can have on the world. 	<ul style="list-style-type: none"> Students investigate and identify the Leadership qualities which have played a key role in the success of the Queen's Young Leaders. Students evaluate how young people can 'be the change they want to see'. Students examine and explain what Malala Yousafzai believes about taking action. Students evaluate the Leadership qualities she has displayed in her work campaigning for Education and the right of women to speak out. Students appraise how her Faith has influenced her and how she is setting an example to others. Students interpret the messages Malala is using to inspire and empower others. Students connect Malala's example of using voices and pens to bring light into the darkness with the causes or situations they think need changing for the better, identifying where they can take action. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Queen's Leaders Story Cards - Top Trumps Cards Sheet - Malala's Story Answer Sheet - *youtube clips - Malala's Speech, Student Answer Sheet - Malala's Speech Question sheet - *Website link.

<p>Maro Itoje- What Leadership example does he set out on the Rugby pitch?</p>	<ul style="list-style-type: none"> ▪ To examine the foundations of Maro Itoje’s success on the Rugby Pitch. ▪ To evaluate how he is using his Faith and Leadership Skills to be a role model for others. 	<ul style="list-style-type: none"> ▪ Students determine what Leadership skills would be most useful for helping a Rugby Team be successful on the pitch. ▪ Students identify the Leadership skills that Rugby can help people develop. ▪ Students relate what they already know about Maro Itoje ▪ Students investigate and evaluate who or what gives Itoje belief, focus, hope and drive, the roots and foundations to his success, categorising key information about him. ▪ Students determine and evaluate what Itoje’s Leadership and Character skills are and the influence his faith has on the way he plays the game. ▪ Students deduce, infer and interpret what Itoje’s poem says about Leadership and taking action and how these principles can be applied to being a Young Leader. ▪ Students summarise how Itoje is using his Leadership skills to be a role model for others and make his days count and assess how they are using their own Leadership skills to be role models to others. 	<ul style="list-style-type: none"> - Session Plan - PowerPoint - Who’s going to Play? Task Sheet - *You tube clips - Roots & Foundations Sheet - Leadership & Character Wheels from Session 1 - Leading by Example handout - Biblical Inspiration handout - <i>There comes a Time</i> poem - possible laptop/i-pad/ internet access
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Sessions 10: The Role of Charities (Session 11- optional)

The **final session** looks at the **role of charities** and **community based projects** in helping to change communities for the better. This helps the students begin to think through where they can **'be the change'** and make a difference in their communities, ready for their **Action Projects** later in the year. There is the option of having an **additional session** in which you invite local charities in to speak to students about the work they do. This provides students with first-hand experience of their work and provides an opportunity for them to ask questions.

Focus	Learning Objective	Session Outline	Resources
Session 10 The role of charities: Vision into Action	<ul style="list-style-type: none"> To investigate how charities influence change in our world and put vision into action. 	<ul style="list-style-type: none"> Students choose 3 words that best describe what charity is, explaining their reasons Students distinguish which of the actions listed they would describe as charity. Students define what charity means. Students identify charities from their logos. Students select a charity of their choice and identify their vision and actions. Students investigate a charity evaluating what Leadership and Character skills they use in their actions to implement their vision. Students determine what their concerns are/ vision is and what steps they could take towards changing those concerns into action. 	<ul style="list-style-type: none"> - PowerPoint, - Module 1 Booklet pp.15-20, - Charity Resource Packs: Besom, Acts 435, Christian Aid - YouTube videos* Acts 435, Christian Aid: Let us love.
Session 11 Charity Speaker/s	To be confirmed when liaising with charity.	- N/A	- See Charity Speaker Guidelines sheet

**Please note we cannot be responsible for external sites such as YouTube and it is your responsibility to check these videos beforehand and to make sure you can access them in class for the session.*