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## Unit Title: Leadership

**Topic:** Job interviews (e.g. team leader)

**Language:** English

**Language Level** B1 / B2

**Target students:** Secondary school (ages 15-18)

**Time:** 1 hour

### Aims:

- to learn new words/expressions in English: make a good first impression, employer, application, resume
- to search information on job interviews
- to communicate using words and expressions related to job interviews in order to:
  - o identify what skills and qualities employers look for
  - o analyze what leads to making a good first impression

**Final product:** set of skills/ qualifications/ personal qualities

**Methodology, classroom activities:** (some examples)

- conversation
- pairwork
- individual activities
- internet research
- warm up
- multimedia

**Assessment tools:** role play

**Evaluation criteria - CLIL grid**

**Documents and materials** internet sites, flipchart, markers





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## Unit Title: Leadership

**Topic:** Values

**Language:** English

**Language Level** **B1** / **B2**

**Target students:** Secondary school (ages 15-18)

**Time:** 2 hours

### Aims:

- to learn new words/expressions in English: good vs evil, beliefs, norms, self-regulation, universal values, eternal values
- to support one's opinion using arguments and examples
- to seek information about economic, physical, moral, social, spiritual, aesthetic and professional values
- to communicate using words and expressions related to values in order to:
  - o identify what values are
  - o analyze values in the past vs nowadays, values of the young generation
  - o argue for or against a set of values
- to cooperate in order to identify a set of values

**Final product:** set of values

**Methodology, classroom activities:** (some examples)

- conversation
- group work
- pairwork
- individual activities
- warm up
- brainstorming

**Assessment tools:**

**Evaluation criteria - CLIL grid**





Students work	Methods and resources	Assessment
<p>decide what values are important for them, and then they present the results in front of the class.</p> <p><b>Discussion:</b> what values were more important in the past? Have they changed? How? In pairs, the students identify differences between their system of values and that of their parents, for example. At the end, they present their conclusion to their classmates.</p>	<p>Flipchart</p> <p>Group work</p>	
<b>Lesson 2 : Values</b>		
<p><b>Warming up</b></p> <p>The teacher introduces the short story “Starfish”, followed by a discussion of the value(s) exemplified in it.</p> <p><b>Presentation</b></p> <p>The students are given a list of values.</p> <p><b>Step 1</b> they choose 10 things from the list which seem to be the most important, without which they wouldn’t be themselves or their life wouldn’t be the same</p> <p><b>Step 2</b> they have to select only 5 from the list</p> <p><b>Step 3</b> they have to cross out two more and explain why</p> <p><b>Step 4</b> next to the 3 values that remain they write a description of how they understand them and why they are so essential to them; they need to</p>	<p>Conversation</p> <p>Reading for gist</p> <p>Individual work</p> <p>Worksheets</p>	<p>Conversation</p> <p>Feedback</p>

Students work	Methods and resources	Assessment
<p>describe each of the values chosen in order to specify their goals in life.</p> <p><b>Step 5</b> they cross out two more values and leave only <b>1</b> – the one without which they would not be able to exist.</p> <p>The students present their chosen value to the class and explain why that is the most important one for them.</p> <p><b>Practice</b></p> <p><b>Topics for discussion</b></p> <p>The teacher puts up for discussion various statements about values; students divide into 3 groups according to their beliefs: if they agree with the statement, if they disagree, if they aren't sure; then they try to convince the others to change their minds by bringing arguments to support their point of view.</p> <p>e.g. "Gratitude is not only the greatest virtue, but the parent of all other" (Cicero)</p> <p>"A victory against oneself is better than a victory against all others" (Dhammapada)</p> <p>"Nowadays we rarely believe in disinterested help".</p>	<p>Discussion</p> <p>Flipchart</p>	



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## Unit Title: Leadership

**Topic:** Leadership Styles

**Language:** English

**Language Level** B1 / B2

**Target students:** Secondary school (ages 15-18)

**Time:** 1 hour

### Aims:

- to learn new words/expressions in English: leadership styles, traits of a successful leader, commanding, visionary, affiliative, democratic, pacesetter, coaching
- to search information about leadership styles
- to communicate using words and expressions related to leadership styles in order to:
  - o identify characteristics of each style
  - o analyze the advantages/ disadvantages of each style
- to cooperate in order to draw out a specific style

**Final product:** list of traits, drawings

**Methodology, classroom activities:** (some examples)

- conversation, brainstorming
- group work
- individual activities
- internet research
- warm up

**Assessment tools:** conversation

**Evaluation criteria - CLIL grid**







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Students work	Methods and resources	Assessment
<p>research regarding the <b>six styles</b> that leaders use and the new vocabulary.</p> <p><b>Practice</b></p> <p>The students read about each style, the leader's modus operandi and when the style works best. In pairs, they try to identify the advantages and disadvantages of each style.</p> <p>Group work: students choose a style and draw it out. Then they present it in front of the class.</p>	<p>Reading for specific information</p> <p>Worksheets</p> <p>Conversation</p> <p>Pair work</p> <p>Flipchart</p> <p>Crayons</p>	
<p><b>Feedback</b></p> <p>Discussion: strong/ weak points of the lesson.</p>		

