

# YEAR I

## FOUNDATIONS

### SELF-LEADERSHIP

SAMPLE



LEADERSHIP  
ACADEMY

## **Leadership Academy – Year 1 - Foundations (Self Leadership): Coach's Guide**

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This curriculum draws inspiration from *The 7 Habits of Highly Effective Teens* by Sean Covey. All lesson outlines, biblical applications, devotionals, field trip content, and supporting materials are original work created by the author for educational and ministry purposes.

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# LEADERSHIP ACADEMY - YEAR I

## FOUNDATIONS - SELF LEADERSHIP

### 8 PRINCIPLES

Principle	Biblical Example
Own your choices	Joseph (Gen 39)
Live on purpose	Paul (Phil 3:13-14)
Prioritise what matters	Mary & Martha (Luke 10)
Everyone can win	Abraham & Lot (Gen 13)
Listen before speaking	Jesus & Samaritan woman (John 4)
Better together	Nehemiah & builders (Neh 3)
Renew yourself	Jesus (Mark 1:35)
Life on mission	Philip & Ethiopian (Acts 8)

### FIELD TRIPS

Lesson	Characteristic	Suggested: Location
Serving with Excellence	Colossians 3:23-24	Top visitor attraction where excellent service is well known
Serving quietly, without seeking recognition	Matthew 6:1-6	Volunteering at a foodbank
Going the extra mile	Matthew 5:41	Local Litter pick
Stepping away to be with God	Psalms 19	Nature walk

## THE ROLE OF A COACH

This guide outlines your role in leading 8 leadership lessons and 4 service/field trip experiences for Year 1 of the Leadership Academy. Your goal is to help your students not only understand the principles but live them out through discussion, reflection, and action.

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### 1. 8 PRINCIPLES – BIBLICAL LEADERSHIP SKILLS

#### COACH'S ROLE:

1. Prepare – Review the lesson content, key Scriptures, and activity instructions before each session.
2. Engage – Deliver the teaching clearly and with energy, using real-life and biblical examples.
3. Facilitate – Lead small group discussions, ensuring all voices are heard.
4. Encourage – Prompt students to complete the journaling and weekly challenge.
5. Reinforce – Help them memorise the key verse through games, reciting together, or challenges.

#### PRINCIPLES TO COVER:

1. Own Your Choices
  2. Live on Purpose
  3. Prioritise What Matters
  4. Everyone Can Win
  5. Listen Before Speaking
  6. Better Together
  7. Renew Yourself
  8. Life on Mission
-

## 2. FIELD TRIPS & SERVICE DAYS – SERVING IN ACTION

The 4 service/field trip experiences are designed to take leadership principles into real-world action.

### COACH'S ROLE:

- Before the trip: Brief students on the activity, the location, and the verse/theme.
- During the trip: Lead the devotional, encourage participation, and facilitate the discussion questions.
- After the trip: Guide students to complete a short reflection in their journal and identify an action step.

### EXPERIENCES TO LEAD:

1. Visitor Attraction: Colossians 3:23-24 – Serving with excellence.
  2. Volunteer service (e.g. Foodbank): Matthew 6:1-6 – Serving quietly, without seeking recognition.
  3. Local Litter Pick – Matthew 5:41 – Going the extra mile.
  4. Nature Walk – Psalm 19 – Stepping away to be with God.
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## 3. FINAL PROJECT – LEADERSHIP REFLECTION

At the end of the programme, each student will present a short reflection or talk.

### COACH'S ROLE:

- Remind students to review their notes and journal entries.
  - Help them select one principle and one field trip principle that impacted them most.
  - Coach them on structuring their reflection:
    1. What they learned.
    2. How they applied it.
    3. How it has shaped them as a follower of Jesus.
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## 4. EXPECTATIONS OF A COACH

- Model punctuality, preparedness, and enthusiasm.
- Create a safe environment where students can share honestly.
- Keep the sessions on track but flexible for God's leading.
- Affirm progress and celebrate small wins.
- Reinforce the vision of Christ-centred, Spirit-empowered, socially responsible leadership in every session and trip.

## 5. GOSPEL IMPACT

Every lesson in the Leadership Academy is designed not only to teach leadership skills but to point ultimately to the **Good News of Jesus Christ**. Leadership without the Gospel risks becoming focused on self-improvement or personal influence alone. Our aim is to help young people understand that true leadership flows from a transformed life in Christ.

As a coach, prepare for each lesson by refreshing your own understanding of the Gospel. While there are many faithful ways of explaining it, Leadership Academy follows the framework from [GospelSteps.com](http://GospelSteps.com):

- **God** – *God is Love, God is King*
- **Sin** – *The cause and consequence of sin; Jesus defeated sin*
- **Restoration** – *I must turn from sin and turn to God; I am restored to rule*

In practice, this means that every teaching moment, activity, and biblical example should connect back to:




- God's good design and His Kingship
- The reality of sin and its consequences
- The redemption and restoration found in Jesus Christ

As you prepare, ask yourself:

- How does this lesson reveal God's goodness and Kingship?
- How does sin (ours or others') make this issue difficult?

- How does Jesus redeem and restore us in this area?
- How can students personally respond to Him today?

Not every student may yet have a personal faith in Jesus. This should never exclude them from growing in their leadership skills and becoming excellent leaders shaped by Christian principles. However, every student should leave with a clearer picture of who Jesus is and how He can transform both their life and their leadership.

	
<p>GospelSteps.com</p> 	<p>Gospel Steps Training &amp; Resources</p> 



## LESSON 1: OWN YOUR CHOICES

### OBJECTIVE:

STUDENTS WILL UNDERSTAND THE DIFFERENCE BETWEEN PROACTIVE AND REACTIVE BEHAVIOUR AND IDENTIFY WAYS TO TAKE PERSONAL RESPONSIBILITY IN DAILY LIFE.

#### Biblical Theme:

Taking responsibility for our choices

#### Key Scripture:

'So then, each of us will give an account of ourselves to God.' Romans 14:12

#### Biblical Example:

Joseph (Genesis 39) – Responded with integrity despite unfair treatment.

### 1. WARM-UP (5–10 MINUTES)

#### Ask:

*'Have you ever blamed someone else for something that happened to you?'*

Allow brief discussion or anonymous written responses. Discuss how we often react instead of taking responsibility.

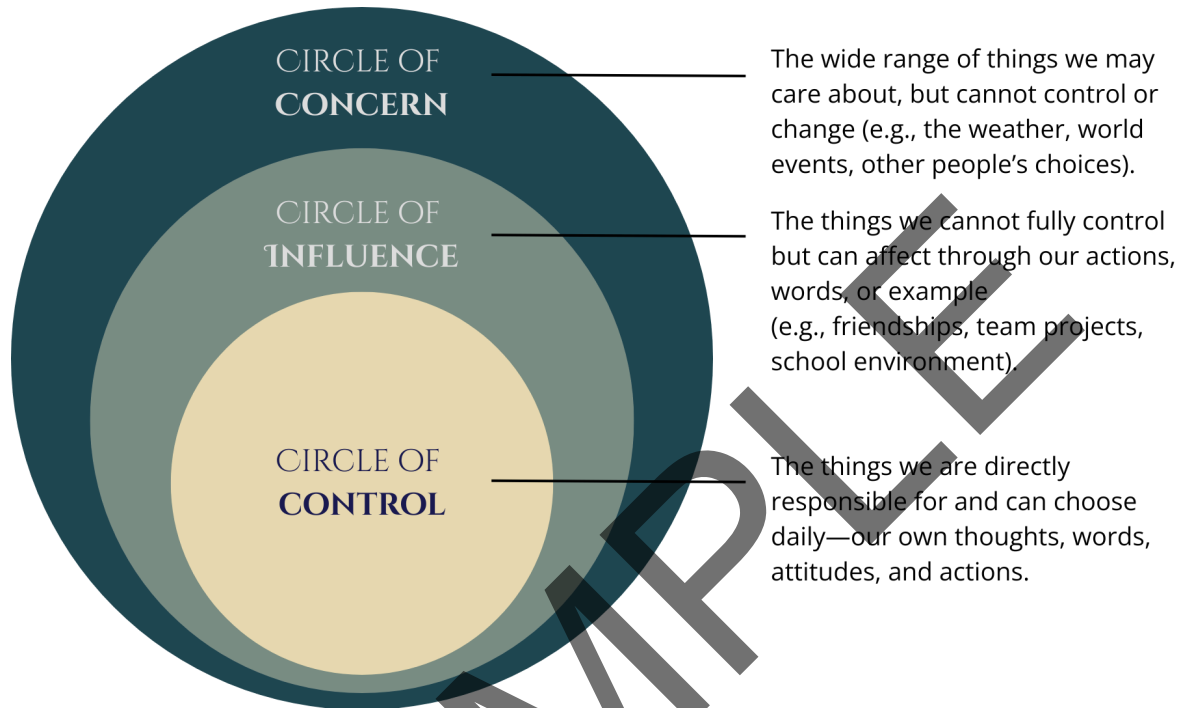
### 2. TEACHING MOMENT (10–15 MINUTES)

**Introduce Principle 1:** Owning your choices means choosing your response instead of reacting emotionally.

First we need to recognise what we can control.

## THE THREE CIRCLES

ILLUSTRATE WITH THE 'CIRCLE OF INFLUENCE VS. CIRCLE OF CONCERN' – FOCUSING ON WHAT YOU CAN CONTROL.



### 1. Circle of Concern

What is it: Things we care about but have no control over

Examples: the weather on sports day, global news, who gets picked for a team

Question: *What's one thing you often worry about but actually can't change?*

### 2. Circle of Influence

What is it: Things we can't fully control, but we can make a difference in.

Examples: A friend's mood, how a group project goes, the atmosphere in your class.

Question: *How could your words or actions make a positive difference in one of these?*

### 3. Circle of Control

What is it: Things we *do* have full control over.

Examples: Your attitude, the effort you put into revision, how you respond to someone being unkind.

Question: *What's one choice you can make today that's completely in your control?*

**YOU CAN'T ALWAYS CONTROL WHAT HAPPENS, BUT YOU CAN CONTROL HOW YOU RESPOND AND WE CAN OWN THE CHOICES WE MAKE.**

### 3. ACTIVITY (15–20 MINUTES)

**Contrast** 'Reactive Language' (e.g., 'I have to') with 'Proactive Language' (e.g., 'I choose to').

Reactive Language	Proactive Language

**Scenario Sorting:** Provide students with everyday scenarios. Have them decide if the response is proactive or reactive.

Some Examples:

- You fail a maths test.
  - Response A:* "I'm just rubbish at maths, I'll never get better."
  - Response B:* "I'll ask for extra help and set aside time to practise."
- A friend ignores you in the corridor.
  - Response A:* "Fine, if they don't care, I'll ignore them too."
  - Response B:* "Maybe they're having a tough day—I'll check in later."

3. Your little brother breaks your headphones.
  - *Response A:* "You're so annoying! You always ruin everything!"
  - *Response B:* "I'm upset, but I'll explain calmly why he should be more careful."
4. You're left out of a group chat.
  - *Response A:* "They hate me—I'm deleting all my socials."
  - *Response B:* "I'll message one person I trust and talk it through."
5. Your teacher gives you extra homework.
  - *Response A:* "This is so unfair—I can't believe they'd do that to us."
  - *Response B:* "It's extra work, but I'll plan my time so I can get it done."
6. You drop your phone and crack the screen.
  - *Response A:* "My life is ruined—everything goes wrong for me."
  - *Response B:* "It's frustrating, but I'll save up to get it repaired."
7. A sibling or parent embarrasses you in front of friends.
  - *Response A:* "I hate them! I'm never speaking to them again."
  - *Response B:* "That was awkward, but I know they didn't mean to hurt me."
8. You miss the bus and are late for school.
  - *Response A:* "This always happens! Now the whole day is ruined."
  - *Response B:* "I'll apologise for being late and set my alarm earlier tomorrow."
9. Your team loses a football match.
  - *Response A:* "It's the referee's fault—what's the point of trying?"
  - *Response B:* "We didn't win, but I can still train harder for next time."
10. Staying up too late gaming before an exam
  - *Reactive:* "It's not my fault, the game went on longer than I thought."
  - *Proactive:* "I chose to stay up. Next time I'll stop earlier so I'm ready for the test."
11. Forgetting to hand in homework
  - *Reactive:* "The teacher didn't remind us, so it's their fault."
  - *Proactive:* "I forgot, but I'll take responsibility and make sure I plan ahead."
12. Losing your phone

- Reactive: *"This always happens to me—nothing ever goes right."*
  - Proactive: *"I wasn't careful with it. I'll keep it in a safe spot next time."*
13. Saying something unkind to a friend in an argument
- Reactive: *"Well, they started it, so I just gave it back."*
  - Proactive: *"I said something hurtful. I need to apologise and make it right."*
14. Getting in trouble for not wearing the right school uniform
- Reactive: *"It's not fair—they should change the rules."*
  - Proactive: *"I knew the rules but chose not to follow them. I'll get it right tomorrow."*
15. Copying answers from a friend's homework
- Reactive: *"Everyone else does it, the teacher gives too much work anyway."*
  - Proactive: *"I took a shortcut. Next time I'll do the work myself so I can actually learn."*

**Role Play:** In pairs, act out a scenario (e.g., failing a test, being left out by friends), once reactively and once proactively.

#### 4. BIBLICAL EXAMPLE: JOSEPH

Read Genesis 39

##### **Background on Joseph**

Joseph was the eldest son of Jacob's beloved wife, Rachel, and the most favoured of his twelve sons. At seventeen, he had prophetic dreams from God, but when he shared them, his brothers' jealousy boiled over. They sold him into slavery, and he was taken to Egypt (Genesis 37:2).

There, Joseph became a servant in Potiphar's household. Instead of giving in to bitterness, he worked with integrity and soon earned responsibility over the whole estate. But when Potiphar's wife falsely accused him after he resisted her advances, Joseph was thrown into prison (Genesis 39). Even in prison, Joseph chose to act with faith and responsibility, waiting on God's timing.

Joseph's story shows what it means to be proactive. He couldn't control the unfair

situations he faced—betrayal, slavery, false accusation—but he could choose his response. Each time, he acted with integrity and trusted God.

Like Joseph, we will face moments where the easy option and the right option are not the same. Being proactive means owning our choices, even when it costs us, because the way we respond shapes our future.

## GOSPEL FOCUS

**God:** Even when Joseph was betrayed by his brothers and thrown into slavery, he was still in God's care. His story reminds us that God's goodness and purposes persist—even in the darkest times.

**Sin:** Joseph's brothers acted out of sin: envy, hatred, and pride drove them to sell him into slavery. Later, Potiphar's wife's false accusation also sprang from selfish desire and deceit. Joseph's suffering is rooted in the brokenness of this world.

**Restoration:** Though Joseph's story doesn't centre on the cross, it foreshadows redemption. He persevered in integrity and faithfulness through betrayal, false accusation, and prison—just as Christ endured for us. Joseph's rise to leadership in Egypt prefigures how God restores and uses His faithful servants. Ultimately, Jesus goes further: He endured a greater betrayal and injustice and rose victorious for our restoration.

**Response:** Joseph, despite suffering, chose integrity over compromise. His proactivity wasn't based only on self-discipline or perseverance—it was rooted in a trust in God's goodness and plan. We, too, are invited to make proactive, god-honouring choices, not in our own strength but in the power of Christ's restoration at work in us.



## 5. REFLECTION & JOURNALING (5–10 MINUTES)

*'So then, each of us will give an account of ourselves to God.'*  
Romans 14:12

**Prompt:**

*'Where in your life do you need to be more proactive? What can you do about it?'*

**Encourage** students to write out the verse and a short paragraph or journal entry.

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## 6. WEEKLY CHALLENGE

Choose one area to practise being proactive this week. Share with a partner or small group.

**Accountability:** We'll check back next week to see how you're getting on.

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## 7. DISCUSSION QUESTIONS

- What does being proactive mean to you?
- Share a time you reacted emotionally. What would a proactive response have looked like?
- How does Joseph's story inspire you to take responsibility for your own actions?

## 8. PARENT TAKE-HOME SHEET

This week, your child is learning about OWNING OUR CHOICES – taking responsibility rather than blaming others.

Talk about Joseph in Genesis 39. Ask: 'What do you think it felt like for Joseph to be treated unfairly and still act with integrity?'

Reflection Verse: Romans 14:12

Challenge each other as a family to use proactive language like 'I choose to' or 'I can.'

SAMPLE





# LEADERSHIP ACADEMY