



**EARTHE**

## **Activity 2**

# **Digital toolkit for innovative curriculum and methodological development**

**Module – Leadership**

**Method – Leadership simulations**  
**Class activities**

## Module 5 - Leadership

### Class activity 1. - Lead the Crisis

#### ***Related method - Leadership simulations***

#### ***Target group***

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

This activity is suitable for adult learners preparing for leadership roles or aiming to strengthen their team management skills. It is particularly impactful for those who have experienced barriers to accessing professional development or structured leadership programs.

#### ***Learning outcomes***

By the end of the activity, learners will be able to:

- Identify and apply effective leadership behaviours in high-pressure situations
- Communicate clearly and decisively with team members during a simulated crisis
- Manage stress, uncertainty, and interpersonal conflict constructively
- Reflect on personal leadership responses and adapt strategies for improvement

#### ***Duration***

60–75 minutes (including setup and reflection)

#### ***Materials and resources***

Printed crisis scenarios (different versions for each team)

Role cards (Leader, Team Members, Optional: Observer)

Flipcharts or whiteboards

Markers, sticky notes



Timer or stopwatch

Large room with flexible layout (separate tables or corners for each team)

### ***Activity description***

In this simulation-based activity, participants work in small teams to manage a fictional organizational crisis (e.g., sudden staff resignation, urgent public complaint, budget cut). One person in each team takes the role of leader and guides the team through decision-making under pressure, using limited information and within a tight time frame. The activity promotes leadership under stress, emotional regulation, team coordination, and real-time problem-solving. It is followed by a guided group reflection to reinforce learning and personal insights.

### ***Detailed Implementation Steps***

**Introduction:** Begin by discussing the importance of effective leadership during unexpected crises—both in the workplace and in community environments. Emphasize the need for calm decision-making, adaptability, and communication. **Introduce the simulation:** each team will face a realistic crisis scenario and must manage it collaboratively, with one team member acting as the leader.

**Main activity:**

**Team Formation:** Divide participants into small teams (3–5 members). Assign one leader per team. Optionally, assign one observer.

**Scenario Briefing:** Distribute crisis scenarios. Each scenario outlines a sudden challenge (e.g., last-minute event cancellation, team conflict, funding withdrawal). Leaders are given an additional confidential instruction.

**Action Planning:** Teams have limited time to analyze the situation, define objectives, assign roles, and propose an action plan.

**Simulation Execution:** Teams act out their response to the crisis. Trainers can introduce “complications” (e.g., media pressure, stakeholder objections) midway through to increase complexity.

**Team Presentations:** Each team presents its solution, leadership approach, and rationale to the whole group.

**Conclusion and reflection:**



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Facilitate a group debrief. Ask team leaders to reflect on what they felt and how they managed pressure. Invite team members to share how the leader supported collaboration or not. Discuss leadership styles observed, emotional regulation, and team communication. Relate insights to real-life professional or community leadership contexts. Conclude with each participant writing down one behaviour they would apply or change in their next leadership experience.

### ***Assessment / Evaluation Method***

Observation: Trainers and observers use a checklist to note leadership behaviours (clarity, assertiveness, emotional control, inclusiveness).

Group discussion: Reflection on team dynamics, effectiveness of decisions, and emotional reactions.

Self-evaluation: Leaders complete a short reflection sheet on their performance.

Peer feedback: Team members give constructive feedback to their leader.

### ***Adaptation Tips***

- For online settings: Use breakout rooms, Google Docs for planning, and digital role cards. Simulate email/press inputs via chat.
- For low-literacy groups: Use pictorial cards or simplified scenarios. Focus on oral communication.
- For larger groups: Use parallel sessions with multiple trainers or observers.
- For advanced learners: Add ethical dilemmas, conflicting priorities, or cultural elements to increase complexity.

## Module 5 - Leadership

### Class activity 2 - The Silent Team Challenge

#### ***Related method - Leadership simulations***

#### ***Target group***

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

This activity is suitable for adult learners preparing for leadership roles or aiming to strengthen their team management skills. It is particularly impactful for those who have experienced barriers to accessing professional development or structured leadership programs.

#### ***Learning outcomes***

By the end of the activity, learners will be able to:

1. Demonstrate leadership through non-verbal guidance and clear planning
2. Coordinate group efforts without direct verbal instructions
3. Foster trust, cooperation, and creative problem-solving in uncertain situations
4. Reflect on the impact of communication style on team performance

#### ***Duration***

45–60 minutes

#### ***Materials and resources***

- Task materials (e.g., building blocks, puzzle pieces, card sets, or a team challenge kit)
- Instruction cards for the leader (secret task objectives and rules)
- Blindfolds or visual barriers (optional, to increase difficulty)
- Timer or stopwatch

- Open space with enough room for team movement and setup

## ***Activity description***

In this silent simulation, one participant per team becomes the “leader” and must guide the rest of the team to complete a complex task (e.g., building a structure, assembling a puzzle, solving a logic pattern) without speaking. Communication is limited to written notes, gestures, or visual aids. The team cannot ask questions aloud. The activity reveals how leadership is expressed non-verbally and how trust, planning, and creativity function under constrained communication. It is followed by a structured reflection to unpack group dynamics and the leader’s strategies.

## ***Detailed Implementation Steps***

### **Introduction**

Introduce the concept of non-verbal leadership and the importance of clear, adaptive communication in diverse and constrained environments (e.g., cross-cultural teams, remote collaboration, high-stress situations). Explain that in this challenge, teams must complete a task without using verbal language, relying on alternative forms of communication. Highlight the opportunity to discover how leadership can emerge in silence and how it affects group dynamics.

### **Main activity:**

#### **Team Assignment**

Divide participants into small teams (4–6 people). Assign one leader per team. Explain that only the leader will know the task and will need to guide the team without speaking.

#### **Briefing the Leader**

Privately provide each leader with written task instructions (e.g., build a structure using materials, recreate a pattern, complete a puzzle). Emphasize that they cannot speak or write words—only use drawings, gestures, or physical movement.

#### **Silent Execution**

Teams attempt to complete the task within the time limit. The leader communicates silently while the team works together to interpret, coordinate, and execute.

#### **Observation (throughout):**



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Trainers or observers watch team dynamics: How does the team respond to non-verbal cues? Does leadership shift? Is the task completed efficiently?

### **Debriefing Preparation**

Ask participants to individually reflect on what happened: How did they feel? What worked? What was frustrating? Leaders can also write brief self-reflections.

### **Conclusion and reflection:**

Facilitate a guided reflection. Ask team members to describe how they interpreted the leader's guidance and how they contributed without speaking. Invite leaders to share their strategies and frustrations. Connect insights to real-world scenarios (e.g., managing remote teams, leading in multilingual groups, or using calm presence in stressful contexts). Emphasize the importance of emotional intelligence, clarity, flexibility, and trust in leadership.

## ***Assessment / Evaluation Method***

**Observation:** Trainers note leadership behaviour, team responsiveness, adaptability, and task completion.

**Peer feedback:** Team members reflect on how effective the non-verbal leadership was.

**Self-evaluation:** Leaders complete a short form on their experience, communication choices, and perceived impact.

**Group discussion:** Highlights both successes and barriers in silent collaboration and how it translates to real leadership.

## ***Adaptation Tips***

**Online version:** Use drawing tools (e.g., Miro, Jamboard), emojis, or shared documents as silent communication tools.

**For low-literacy participants:** Use tasks with visual or tactile components (e.g., building, sorting, matching shapes).

**To increase challenge:** Limit gestures or introduce visual barriers between leader and team.

**To reduce complexity:** Allow one written instruction from the leader mid-task or reduce the number of task components.

**For multilingual groups:** Use this as an intercultural communication exercise, highlighting reliance on universal visual cues.

## Module 5 - Leadership

### Class activity 3 - Decision Room 2.0

*Related method - Leadership simulations*

#### **Target group**

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

This activity is suitable for adult learners preparing for leadership roles or aiming to strengthen their team management skills. It is particularly impactful for those who have experienced barriers to accessing professional development or structured leadership programs.

#### **Learning outcomes**

By the end of the activity, learners will be able to:

1. Facilitate group decision-making in complex, real-life scenarios
2. Identify and manage conflicting interests and priorities among stakeholders
3. Demonstrate ethical reasoning and inclusive leadership
4. Practice negotiation, compromise, and assertive communication within teams

#### **Duration**

60–75 minutes

#### **Materials and resources**

Printed scenario brief (decision dilemma + stakeholder profiles), Stakeholder role cards (with individual motivations/perspectives), Flipcharts or whiteboards, Markers, post its, Room with separate spaces or corners for stakeholder groups, Optional: name tags, timers, evaluation rubrics



## ***Activity description***

Learners simulate a high-stakes leadership meeting (e.g., deciding on budget allocation, choosing a social project, or responding to a controversial proposal). Each participant plays a stakeholder with a defined agenda. One team member assumes the role of group leader or facilitator. The group must reach a consensus while managing conflicting perspectives and ethical trade-offs. This activity trains leadership through negotiation, empathy, structured dialogue, and strategic thinking.

## ***Detailed Implementation Steps***

### **Introduction:**

Start with a discussion on real-world leadership challenges involving group decisions: limited resources, conflicting priorities, pressure from stakeholders, and ethical ambiguity. Emphasize that leadership is not only about giving orders—it also means listening, negotiating, and making inclusive decisions. Introduce the simulation: a leadership committee must reach a group decision, with each member representing a stakeholder with a unique perspective.

### **Main activity:**

#### **Scenario Setup**

Divide learners into teams of 5–7. Present the group with a decision scenario (e.g., choosing one out of three community projects to fund). Assign each participant a **stakeholder role card** with clear interests and constraints.

#### **Role Familiarization**

Learners read their roles privately. The designated group leader is instructed to facilitate the decision-making process and ensure all voices are heard.

#### **Discussion & Negotiation**

The group discusses the options and must reach a consensus. The leader manages time, conflict, and ensures inclusion. Trainers may introduce “complications” (e.g., new data, public pressure, revised deadlines) midway to add complexity.

#### **Decision Presentation**

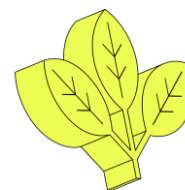
Each team presents their final decision and justifies their process: How was the decision made? What compromises were necessary? How did the leader guide the group?

#### **Initial Reflection**



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Learners individually reflect on the group dynamics and their personal engagement in the process. Leaders complete a quick self-assessment.

### **Conclusion and reflection:**

Facilitate a reflective discussion focusing on leadership style, active listening, conflict resolution, and ethical decision-making. Highlight the importance of balancing assertiveness and empathy, and how leadership is not about pleasing everyone but about guiding toward fair, reasoned, and transparent outcomes. Encourage learners to share how this applies to their work or civic life.

### ***Assessment / Evaluation Method***

- Trainers note facilitation strategies, inclusion of perspectives, and group collaboration.
- Reflect on decision quality and process. Was everyone heard? Were values and facts balanced?
- Learners give feedback to the group leader using a brief form or verbal comments.
- Leaders and learners reflect on their contribution, challenges faced, and personal learning.
- To assess understanding of leadership principles used (e.g., negotiation techniques, ethical reasoning).

### ***Adaptation Tips***

- One group can simulate the process in front of others (who observe and analyze).
- Use breakout rooms, online role cards, and collaborative documents for voting and notes.
- Use simplified roles or visual prompts and reduce text-heavy materials.
- Add competing external factors or conflicting policies (e.g., environmental vs. economic impact).
- Provide fewer stakeholder perspectives or allow open discussion before role play.