

## PREFECTS • COURSE BRIEF

# Leadership training for prefects

Learn to lead other students fairly and confidently.

A practical leadership course for students selected or appointed as prefects. They practise applying rules fairly, handling difficult conversations and knowing when to involve an adult.



Conceptual campaign artwork from the supplied programme presentations. Not a photograph of course participation.

## Why this course is useful

Being appointed does not make correcting a friend easy. Prefects need to uphold rules without humiliating other students, cope with criticism and recognise the limits of their authority. This course rehearses those situations before they become daily problems.

## Who this is for

Formally selected or appointed prefects, preparing to assume duties or already serving. Schools commission and govern the cohort.

A practical short course from The Greatness Project. It builds life and leadership skills alongside academic or technical education.

## CURRICULUM

# What you will practise.

Six areas of learning. Each includes a practical exercise linked to the responsibilities participants face.

## 01 Know your responsibilities

Anchor leadership in values and service. Distinguish the person from the badge and the role from popularity.

**In practice:** Build a values compass and a personal leadership intention.

## 02 Apply rules fairly

Connect students and school authority through trust. Use influence without humiliation, favouritism or coercion.

**In practice:** Rehearse applying a rule when a close friend expects an exception.

## 03 Stay calm under pressure

Practise Pause-Name-Choose. Recognise pressure, regulate reactions and recover perspective after criticism.

**In practice:** Choose a response when your own mistake becomes public.

## 04 Have difficult conversations

Listen, speak clearly and act fairly when gossip, harmful conduct or peer pressure tests your principles.

**In practice:** Prepare a conversation that challenges conduct while protecting dignity.

## 05 Know when to involve staff

Understand the limits of student authority and when a concern must reach an adult.

**In practice:** Map the school's approved routes. Practise noticing, listening and connecting to the designated adult.

## 06 Plan your work and handover

Sustain effort alongside study and rest. Turn the role into a useful contribution and handover.

**In practice:** Create a leadership action plan and select a non-sensitive lesson for the next team.

The examples and emphasis are adapted to the group. The course supplements academic and technical education.

## ACTIVITIES AND OUTCOMES

# What participants practise and take away.

A guided workshop, private reflection and practical exercises. Follow-up support depends on the option selected.

## What happens during the course

Participants work through realistic situations in a guided workshop (Leadership Lab), use a private reflection workbook (Red Sea Journal) and rehearse a responsible response. Guided group discussions (Crossroads Dialogues) and follow-up practice are included according to the chosen option.

## Skills and practical tools to take away

- A written statement of values and leadership goals.
- A private reflection workbook and a pause-and-decide practice.
- Words to use in a difficult conversation.
- A list of school-approved adults to contact for support.
- A leadership action plan; continuity work according to the selected option.

## What the organisation is investing in

- Prepare the transition into office deliberately.
- Support fair authority, trust and appropriate escalation.
- Create continuity between student leadership teams.

## A situation participants could practise

Applying a rule fairly when a friend is involved.

Ask: What is happening? What am I assuming? Who could be affected? What is the responsible next step, and who should I speak to?

## How results develop

These are skills the course is designed to build. Lasting change depends on participation, practice, support and the conditions people return to. Employment, business and leadership results are not guaranteed.

## OPTIONS AND BOOKING

# Choose the course and level of support.

Before booking, the proposal confirms who will attend, the dates, facilitators, hours, format and price.

## Workshop and next steps - Ignition

A guided workshop uses practical dilemmas and a private reflection workbook to help participants plan their next actions. Workshop length is agreed before booking.

## Workshop + 90-day practice - Formation

The workshop is followed by 90 days of practice, guided group discussions, scheduled check-ins and a basic review. Participants apply what they learn in their everyday responsibilities.

## Workshop + 180-day support - Stewardship

The workshop is followed by 180 days of deeper practice and agreed support. This can include reviewing progress, helping the organisation use the programme and preparing future groups. The exact scope depends on the course; certification is not automatic.

## Who arranges the course

The school confirms the appointed participant group, names its safeguarding owner and Staff Champion or liaison, and approves delivery.

## What this course does and does not include

This complements school discipline, pastoral care and safeguarding. It replaces none of them. Earlier-form students before selection belong in Leadership Foundations.

**Is this for students not yet selected?** Earlier development belongs in Leadership Foundations. Prefects addresses the specific duties and boundaries of an appointed school role.

## Ask about this course

Email [tapiwa@nojobsjustwork.com](mailto:tapiwa@nojobsjustwork.com) or WhatsApp +263 772 315 121.

[thegreatnessproject.quest/programmes/prefects](https://thegreatnessproject.quest/programmes/prefects)