

Leadership Talk Show, Part 2

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

This is the second lesson of a three-part mini-unit. In this lesson, students will reorganize into new groups and share what they learned about different leaders. Students will work together to present information about their leaders in a creative format.

≡ RELATED ARTICLES:

- [“Ten Ways to Judge a President: Leadership Lessons from History”](#)
- [“Teamwork with a Marshmallow on Top”](#)
- [“Prom Appeals to the Heart – and the Business Brain”](#)
- [“President Trump and Reflections from First-time Voters”](#)
- [“Mountain Guides Teach Us About Leadership”](#)
- [“MLK Day Tribute: Student Lessons in Leadership”](#)
- [“Leadership Lessons from the Thailand Cave Rescue”](#)
- [“How an Online Expedition to Saturn Builds Better Leaders”](#)
- [“Educator Toolkit: The Chief Executive Officer”](#)
- [“Educator Toolkit: Leadership in the Age of Activism”](#)
- [“Educator Toolkit: Leadership and Resilience”](#)
- [“Educator Toolkit: Effective Communications”](#)
- [“Career Insight: The First Woman to Coach in the NFL on Teamwork and the Power of Relationships”](#)
- [“5 Leadership Lessons from Israeli Model Titi Aynaw”](#)

Common Core Standard(s):

- ELA CCR Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA CCR Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ELA CCR Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ELA CCR Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ELA CCR Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Objectives/Purposes:

- Students will work constructively in groups to develop a creative presentation about a variety of leaders.

Knowledge@Wharton Articles:

- [“Lasting Leadership: Lessons from the 25 Most Influential Business People of Our Times”](#)
- [“AmEx’s Ken Chenault Talks about Leadership, Integrity and the Credit Card Business”](#)
- [“Memo to Al Dunlap: You’re Fired!”](#)
- [“The Bob Johnson Factor: How the BET Founder Is Building an Empire”](#)

Other Resources/Materials:

- [K@WHS Talk Show Tour! \(Handout A\)](#)

Activities:

1. Tell students they are going to use the work they did yesterday to contribute to a new group today. In order to create the new groups, have Group 1 raise their hand and count off by A, B, C, D. Repeat the process for Groups 2-4. Tell the students these letters will be their new groups for the day. Have the students write down their letters so they don't forget them.

(5 mins)

2. Hand out "WGYP Talk Show Tour!" and go over the requirements with students. Explain that they will have today to write their script and practice their presentations. The groups will share at the beginning of class tomorrow, so it is essential that everyone use their time wisely today.

(5 mins)

3. Have students break into group A-D. Give them the remainder of the time to work on their scripts.

(30 mins)

Tying It All Together:

Check in briefly with the students at the end of the class. Ask students what stands out about the different leaders? What are challenges in putting these different leaders together?

(5 mins)

Practice Outside of the Classroom:

- Gather any props, costumes, etc. that you will need for your presentations tomorrow.
- Practice your lines at home.

What Worked and What I Would Do Differently:

Students enjoyed the opportunity to work on this creative project. Many students really "got into" the character of the leaders whom they were portraying (especially Al Dunlap, the villain of the

talk show).

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