

Leadership Talk Show, Part 3

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

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

≡ OVERVIEW:

This is the final lesson of a three-part mini-unit. In this lesson, students will share their creative presentations. Students will take notes on each other's presentations and reflect on what they have learned from the experience.

≡ RELATED ARTICLES:

- [“Ten Ways to Judge a President: Leadership Lessons from History”](#)
- [“Teamwork with a Marshmallow on Top”](#)
- [“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 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELA CCR Reading 9: Analyze how two or more texts (presentations!) 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 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 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 share creative presentations about a variety of leaders.
- Students will take notes on presentations, comparing and contrasting the characteristics of different 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:

- Presentation note-taking guide ([Handout A](#))

Activities:

1. Give students a few minutes to meet with their groups and get organized for their presentations. Bring the class back together and handout the presentation note-taking guide. Go over with students and explain that they must pay attention to their peers' presentations and take notes about what they learn.

(5 mins)

2. Each group presents. Each presentation should last 5-7 minutes.

(25 mins)

3. Discuss the presentations as a class. Go through each leader: what stood out to the students? What would they like to know more about? Based on what they've learned through this activity, what characteristics/qualities are important for good leaders to possess? Brainstorm a list on the board.

(10 mins)

Tying It All Together:

Ask students to think about the group dynamics as they worked on this project. Did leaders emerge in their groups? Was it challenging or fun to work with new people on a project?

(5 mins)

Practice Outside of the Classroom:

- Do some research on any leader(s) you admire. Do they possess the characteristics we discussed in class? How are their experiences similar or different to the leaders we studied as part of this mini-unit?

What Worked and What I Would Do Differently:

Students had a lot of fun watching each other present. In written feedback about the lessons, students expressed that they enjoyed seeing how different groups portrayed the same leaders.

Because our classes were so small, we finished a bit early. However, with a larger class and more groups to present, this lesson would take a minimum of 45 minutes.

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