



What Makes a Good Leader?

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Language Arts
Grades 9-12



Introduction

Developing leadership skills is critical for high school students. In this lesson students will have the opportunity to analyze examples of good leaders. They will have the opportunity to identify the skills that these leaders share and apply leadership skills to a scenario.

Learning Objectives

([CCSS.ELA-LITERACY.RH.11-12.1](#)) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Materials Needed

- Access to computers/laptops
- Access to multimedia programs (MS Word, MS PowerPoint, etc.)
- [JFK Civil Rights Speech](#)
- [Ghandi and MLK Videos](#)
- [6 Leadership Horror Stories Videos](#)

Procedure

1. At the start of the lesson, ask the students to share examples of people they believe are not good leaders. Have the students discuss with a peer and create a list of evidence that provides support to their reasoning for their examples of bad leaders. Use this information to share with the students the importance of having good leadership skills.
2. Show the students the videos for John F. Kennedy (JFK), Ghandi and Martin Luther King Jr. As the students view the videos, they are tasked with creating a list of good leadership qualities.
3. Review the list of good leadership qualities with the students and come up with a “top ten” list of leadership qualities that the class can agree upon. Display this list for all to see.
4. Challenge the students to apply these leadership qualities as a response to examples of bad leadership by having them view the “6 Leadership Horror Stories” videos. The students should be divided into six groups and assigned a video to respond to. The students are to view the example of bad leadership and as a team create a plan that corrects the bad leadership example.

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5. The groups should be ready to share their plans with the class.

Evaluation

The group presentations and plans should be evaluated using a rubric or checklist. You can create your own that assesses how well the students identify why the assigned video was a poor example of leadership (i.e. identify the poor leadership quality and explain how it negatively impacts others). This rubric should also evaluate how well their plan address the problem with leadership, corrects damage that may have been done to the organization, and prevents future damage. It is advised to review this grading process with the students prior to them starting their work.