

A legend.  
A legacy.  
A lifetime of inspiration.

## What makes a good leader?

### Key Information

**Subject area:** Modern Studies

**Time required:** This resource is planned to be taught as one 50 minute lesson. Depending on the pace at which your class progresses through the activities and how much rehearsal and reflection time they are given, you may wish to utilise the content over a series of lessons.

**Activity:** Source evaluation

**Eric Liddell values:** Passion, Compassion, Integrity

**Curriculum Links:** History

### Key skills:

- Collecting evidence
- Interpreting source materials

### Learning intentions:

- To develop your understanding of interpreting source material to reach an overall conclusion.

### Success criteria:

- I can use information from sources to support my viewpoint.

### Experiences and outcomes:

- *(SOC 3-15a)* I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.
- *(SOC 4-15a)* I can evaluate conflicting sources of evidence to sustain a line of argument.

### Supporting materials:

- [Presentation](#)
- [Source Evaluation Document](#)



### Uncle Eric Fact

Within the internment camp that Eric was imprisoned in, chores that made daily life possible were done by the internees themselves. It was hard work for even the fittest of individuals, those who were old, weak or sick were in a terrible position. Eric was well known for carrying the coal, chopping the wood and collecting the rations of those unable to do so themselves. This was on top of carrying out his own chores, teaching, being in charge of sports, taking roll call, being warden of a section of camp, taking church services and conducting bible studies. He was more in demand than anyone else in the camp. Even with all these responsibilities Eric was always there, to lend a listening ear, or provide encouraging words to those in need.

# What makes a good leader?

## Lesson Format

In this lesson pupils will work to understand what makes a good leader by interpreting source materials, collecting evidence to support their views and debating their views with peers.

If the class hasn't seen the '[Eric Liddell 100 introductory video](#)' please show this now.

### Task 1 - Think, Pair, Share

Ask the class the question 'What makes a good leader?'. Ask pupils to think about the qualities they would like a good leader to have.

Next, ask pupils to share their thoughts with a partner on the traits they believe good leader should have.

Now ask pupils to share with the rest of the class what they came up with. Are there any qualities that are being repeated by several pupils?

Share the values and attributes outlined on slide 5 with the class. Have a class discussion on these values:

- Were any of the listed values mentioned by pupils?
- Do pupils think these attributes might be important for a leader to have?

### Task 2 - Source evaluation

Ask pupils to read the two sources looking at Eric's life in general and his time in the internment camp. These sources can be read from slides 7 and 8 in the presentation or from printed or electronic versions of the [source document](#). Pupils should pull out key sentences that they think either supports or opposes the view that Eric Liddell was a good leader. Pupils could write down key points or use electronic or visual highlighters to help them pick out specific points.

Split the class into two groups, one group will work together to come up with an argument as to why Eric Liddell was not a good leader, whilst the other group work together to come up with an argument as to why he was a good leader. Have one group set up their working space at one end of the classroom whilst the other group set up at the opposite end.

After 5-10 minutes, or once conversation begins to dip, ask groups to present their points to the other group. After both groups have debated their position both groups get a short time to rebuttal. At the end of the debate allow pupils to move to the side of the classroom of the group they support.

### Plenary

Ask pupils to decide what they think are the most important values and attributes a good leader should have.