



Leadership: Leading Off



Lesson 1 - Pre-Visit Defining Leadership

Objective: Students will be able to:

- Define leadership.
- Brainstorm and identify leadership traits.
- Assess their own leadership qualities.

Time Required: 1 class period

Advance Preparation:

- Look through a variety of newspaper sports pages, sports magazines, and the Internet to find articles that reference leadership in baseball.

Materials Needed:

- Baseball articles (see above)
- Printed copies of the "Leadership Qualities Quiz" for each student (included)
- Small slips of paper (2 for each student)
- A hat or basket



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Applicable Common Core State Standards:

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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Applicable Common Core State Standards (*Continued*):

CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



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Lesson

1. To begin this lesson, introduce the concept of leadership. Ask all students to think of a leader whom they admire and to write in one sentence why this person is a good leader.
2. Divide students into four equal groups. Have each group combine their sentences to form one paragraph about leadership. Some re-writing or re-phrasing may be necessary.
3. Gather each group's completed paragraph and tape them to the wall or a whiteboard so that they make a completed essay. Read the essay aloud.
4. Discuss that often, we think of the leader as being the person at the top, but everyone has the opportunity to be a leader no matter what their role.
5. Now have the groups think about leaders - contemporary, historical, local, national, etc. - and brainstorm a list of 15 traits or qualities that are important for leaders to have. Here are some examples: Humility, Integrity, Passion, Dedication, Conviction, and Decisiveness.
6. Once groups have completed their lists, have them number these qualities in order of perceived importance.
7. Bring students back together as a class. Have one member of each group state their top 10 traits or qualities. As each group reports their "Top 10," keep track of the traits and qualities on the board or on a piece of chart paper.
8. Once all groups have reported, cross off any repeated words and try to narrow down the class list of leadership qualities to about 20.
9. Engage students in a class discussion about the leadership qualities they selected. Would you choose the same traits and qualities for all types of leaders? Under what circumstances might you want to change the traits and qualities on the list?



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10. Have students return to their groups. Give each group a variety of newspaper, magazine, and online news articles about recent baseball games. Ask students to analyze the leadership traits of the coaches, managers, umpires, and players in the articles. Which of the traits from your class list are demonstrated? Are there other traits demonstrated that are not on your class list?
11. Introduce the activity.



Activity

1. Initiate a class discussion about how people become leaders. Are some people born leaders? Do some leaders develop over time, or develop due to certain situations?
2. Pass out the Leadership Qualities quiz (included). Give students a few minutes to fill out the quiz.
3. Take a general classroom poll. After filling out the quiz, how many students would consider themselves leaders? How many think they are capable of becoming leaders?
4. Now have everyone think about a leader whom they admire. Give each student two slips of paper. Instruct students to write down two qualities that make this person a good leader.
5. Place everyone's answers in a hat. Explain that setting an example is a key principle of leadership. This activity will highlight how your students are already leaders in many ways.
6. Have each person pull out a piece of paper at random, state what's on the paper, and give an example of how they have shown that quality in their own lives. For example, let's say that a piece of paper says "Good listener." The student might be able to tell how they helped a friend through a hard time just by listening.

Conclusion:

To conclude this lesson, have students write a 500-700 word essay analyzing the leadership of either a famous person or someone in their everyday lives. In their papers, students should name specific leadership qualities and skills of the individuals they have chosen and provide concrete examples of how they demonstrate those characteristics. Students should address what they can learn from their chosen leader's example.



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Name: _____

Leadership Qualities Quiz

Place a check mark in the column that best describes you.

| | I definitely have this quality | I'm pretty good at this | I need to work on this |
|---|--------------------------------|-------------------------|------------------------|
| 1. <u>Enthusiasm</u> : I have energy. I can motivate other people. I stay optimistic when problems arise. | | | |
| 2. <u>Decision-making</u> : I assess the situation, I know how to prepare, and I stand by my decisions. | | | |
| 3. <u>Communication</u> : I am an effective speaker, a good listener, and a good writer. | | | |
| 4. <u>Caring</u> : I am sensitive to others. I accept others for who they are. I have a good sense of humor. | | | |
| 5. <u>Creativity</u> : I have lots of ideas and share them with others. I'm good at brainstorming activities. | | | |
| 6. <u>Problem-solving</u> : I can tackle problems, I'm resourceful, I think through difficulties. | | | |
| 7. <u>Integrity</u> : I know and do what's right. I don't cave in to peer pressure. | | | |
| 8. <u>Adaptability</u> : I can handle change, and be flexible when something unexpected comes up. | | | |
| 9. <u>Dependability</u> : I am reliable, I keep my promises and others can trust me. I stay focused. | | | |
| 10. <u>Cooperation</u> : I work well with others (even those I may not like). I'm a team player and I do my fair share in group work. | | | |