Look In the Mirror for the Leader in You

WebQuest Description: This WebQuest is used by students in grades 9-12 who are learning about Leadership
Grade Level: 9-12
Curriculum: Professional Skills
Keywords: Leadership, Behaviors, Influence, Quality, Skills, Style, Character
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Introduction

What do you see when you look out into the world? Do you see people who care, or people who are only trying to get ahead? What has been your experience with people in Leadership? If you could pick any Leader to shadow, who would it be?

Leaders are people of influence. They inspire and coach others. They are constantly developing and energizing their team members. Throughout life, you will come in contact with people who are in positions of authority. These are the people who are in charge of organizations, who are in charge of people, who are the decision makers and who determine the climate of the organization. These are people with power!

What is Leadership? Are Leaders born or can they be made? The purpose of this Webquest is to help you find the Leader in You. In your quest, you will define what leadership is, learn about various Leaders and see how you measure up to them. This lesson will provide an opportunity for you to start looking at your own leadership abilities through the lives of Historical Leaders. The audience is High School Students.

Tasks

The students will work in groups of four. Each group will select four Leaders to research. In their research, each student must identify characteristics of each Leader, determine what characteristics they have in common with the Leaders and whether or not they agree with their findings. The questions below are guiding thoughts to be used in creating a powerpoint presentation as well as compiling a research paper. The information should be organized, factual, grammatically correct and show efficiency in the use of technology.

Define Leadership
Why is it important
Identify what people want in a Leader
Locate where Leaders learn to lead
Define the qualifications of a caring Leader

What is their educational background
What directed them into Leadership

Process

Select three other students to work with you as a group. Each group will select four Leaders to research. As you research your Leaders, compare their characteristics with the definitions below. What characteristics do you have in common with the Leaders you selected. In your research, answer the following questions: What is Leadership? Why is it important? What do people want in a Leader, where do Leaders learn to lead, define the qualifications of a caring leadership and identify various leadership styles.

1.) Define Leadership.
http://sbinfocanada.about.com/od/leadership/g/leadership.htm
2.) Review the following characteristics of a leader along with the definitions.
Fair-minded
Honesty, marked by impartiality

Supportive
To promote the interest

Forward-looking
Someone with a vision

Honesty
Upright and fair

Dependable
Reliable

Competent
Having suitable or sufficient skills, knowledge and experience.

Broad-minded
Tolerant of varied views.

Trustworthy
Someone you can put your trust in knowing it will not be betrayed. Worthy of confidence.

Inspiring
Able to communicate to the team, that we can do it!

Persistent
Persevering

Motivate
To provide with an incentive, move to action, impel

Determined
Firmly resolved

Self-Controlled
Restraint exercised over one’s own impulses, emotions, or desires

http://www.angelfire.com/il/adventureclub/leader.html
http://ezinearticles.com/?Seven-Personal-Characteristics-Of-A-Good-Leader&id=59305
http://www.entrepreneur.com/humanresources/employeemanagementcolumnistdavidjavitch/article204248.html

3.) Review the list of Leaders.
Leaders

Abraham Lincoln
Martin Luther King, Jr
Susan B. Anthony
Oprah Winfrey

Bill Clinton
Winston Churchill
Mother Teresa
Adolf Hitler

Princess Diana
Jesus
Margaret Thatcher
Nelson Mandela

Desmond Tutu
Mohandas Gandhi
Mikhail Gorhachev
Benazir Bhutto

4.) Select four leaders from the list above to research. You can also select leaders of your choice.
5.) As you research, look for the characteristics in your leaders. Assign the characteristics to your leaders.

Historical Leaders of the World
http://www.kidinfo.com/american_history/historical_world_Leaders.html
Winston Churchill
http://www.bbc.co.uk/history/historic_figures/churchill_winston.shtml
http://www.winston-churchill-leadership.com/leadership-traits.html
Nelson Mandela
http://www.bbc.co.uk/history/historic_figures/mandela_nelson.shtml
Abraham Lincoln
http://www.bbc.co.uk/history/historic_figures/lincoln_abraham.shtml
Martin Luther King
http://www.bbc.co.uk/history/historic_figures/king_martin_luther.shtml
Bill Clinton
http://www.bbc.co.uk/history/historic_figures/clinton_bill.shtml
Mohandas Gandhi
http://www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml
Adolf Hitler
http://www.bbc.co.uk/history/historic_figures/hitler_adolf.shtml
Margaret Thatcher
http://www.bbc.co.uk/history/historic_figures/thatcher_margaret.shtml

6.) Look in the mirror at yourself, what leadership characteristics do you have?
7.) Compare your characteristics to the Leaders you selected.
8.) As a group, each student should discuss which Leader they most identify with. Determine if you agree or disagree with your findings. If not, why not?
9.) What are your strengths and weaknesses?
10.) What did you learn in the process?
11.) What can you do to develop your strengths and bring up your weaknesses?
12.) Document and record your findings in your Powerpoint presentation and your research paper.
Evaluation

Students will be graded on written communication in the use of sentence formation and conventions, organization of data and the use of technology to research and synthesize information.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Basic (1)</th>
<th>Good (2)</th>
<th>Excellent (3)</th>
<th>Distinguished (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>Information was not presented clearly to support the facts.</td>
<td>Information was presented with some confusion.</td>
<td>Information presented was clear, but without relevancy.</td>
<td>Information presented was clear and relevant.</td>
<td>25%</td>
</tr>
<tr>
<td>Resources</td>
<td>Student used three resources to research Leadership.</td>
<td>Student used four resources to research Leadership.</td>
<td>Student used five resources to research Leadership.</td>
<td>Student used six plus resources to research Leadership.</td>
<td>25%</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>Powerpoint included at least 3 of the required questions.</td>
<td>Powerpoint included at least 4 of the required questions.</td>
<td>Powerpoint included at least 5 of the required questions.</td>
<td>Powerpoint included at least 6 of the required questions.</td>
<td>25%</td>
</tr>
<tr>
<td>Technology (Organize and Evaluate Information)</td>
<td>The student was able to use technology to identify, locate and organize information with difficulty.</td>
<td>The student was able to use technology to identify, locate and organize information with some difficulty.</td>
<td>The student was able to use technology to identify, locate and organize information with minimum difficulty.</td>
<td>The student was able to use technology to identify, locate and organize information without difficulty.</td>
<td>25%</td>
</tr>
</tbody>
</table>

Total Score 100%

Conclusion

At the end of this WebQuest, the students would have researched the background of four different Leaders. In their research, the students would have defined the leadership characteristics of their Leaders and compared it to their own leadership characteristics. The students would have identified their strengths and weaknesses and created an action plan to develop their strengths and to nurture their weaknesses.

Objectives: Upon completion of this course, the students will be able to:
Define Leadership
Become aware of their inner self as it relates to Leadership
Identify different types of Leaders
Identify what people want in a Leader
Identify what their Leadership characteristics are
Identify with Leaders who have similar characteristics

Delaware Curriculum Connections:
Standard 1: Use written and oral English appropriate for various purposes and audiences.
1.4 - Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.
2.4 - Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations.
2.5a - Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.
Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.
3.1a - The students will be able to identify, locate and select sources of information relevant to a defined need by identifying and locating a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.
3.1a2 - The students will be able to identify, locate and select sources of information relevant to a defined need by developing and using procedures to gather information and ideas; developing and following a process for research completion.
3.2a - The student will be able to organize, manipulate, and express the information and ideas relevant to a defined need by using technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.
3.2b - The student will be able to organize, manipulate, and express the information and ideas relevant to a defined need by independently presenting information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.
Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture.
4.1a - The students will be able to respond to connect their own experience to those of literary characters by (a) explaining the reasons for a character's actions, (d) identifying with characters based on a clear understanding of motivation and situation.
Standards

Credits

Other