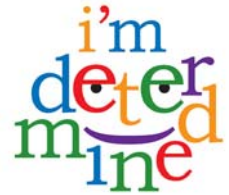


Organizing Topic: Internal Locus of Control (*The belief that one has control over outcomes that are important to life.*)



Title: Who Controls What Happens to Me?

Target Level: Middle School

Sample Related Standards of Learning:

7.1 The student will give and seek information in conversations, in group discussions and in oral presentations.

Objectives:

- Students will identify options for controlling outcomes related to well-being in their physical, mental, emotional and social lives.
- Students will formulate plans to improve outcomes.

Prerequisite Understandings/Knowledge/Skills:

- Vocabulary related to lesson (internal locus of control, response, outcomes, situation, plan, physical, mental, emotional, social, goal setting).
- The concept of cause and effect.
- Understanding the rules of the game "Wheel of Fortune."

Materials Needed:

- Teacher-created "Wheel of Fortune" game (fasten spinner to a circle cut from firm poster board, divide the wheel into several pie-shaped sections, label with events in the areas of physical, mental, emotional and social that students may experience throughout the day). Examples of situations that may be included on the "Wheel of Fortune" game include: physical (bullying), mental (not understanding a lesson), emotional (breaking up with your girl/boyfriend) and social (making friends).
- Student journals or logs.

Time Frame: 90 minutes for initial lesson, then ongoing documentation of situations and responses.

Lesson Procedure:

1. Present the following statement to class: "Two people looked out from prison bars: the one saw mud, the other stars." The teacher asks the students to **think** about how the prisoner would feel and what they think the prisoner would do differently as a result of his perspective. Next, have them turn to another student (**pair**) in the class and **share** your thoughts (Think, Pair & Share).

2. Have students participate in a whole class discussion on viewing life experiences. Teachers need to stress the importance of optimistic thinking and motivation. Additionally, the teacher helps students to see the connection between our actions and consequences or outcomes.
3. Present "Wheel of Fortune" game. Invite each student to spin the wheel, identify the category the situation effects (physical, mental, emotional or social) and then analyze and explain the control she/he might have over the situation.
4. Have students keep a weekly log of situations, outcomes and control they exercise over time.

Specific Options for Differentiating this Lesson:

- View video situations, role play situations, draw situations.
- Students individually analyze then write, type or audio record response.

Evaluation:

- Rubric for class participation during "Wheel of Fortune."
- Periodic check of journal or log.

Extending Understanding:

- Compose stories of students displaying internal locus of control.
- Read appropriate literature to this concept such as "*The Birthday Room*" by Kevin Henkes. Greenwillow, 1999, 176 pages (0-68816733-0) or "*A Single Shard*" by Linda Sue Park. Clarion, 2001, 152 pages (0-395-97827-0).