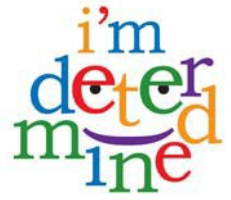


Organizing Topic: Internal Locus of Control (*The belief that one has control over outcomes that are important to life*)



Title: Who Will Help Me?

Target Level: High School

Related Standards of Learning:

English

- ENG 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.
- a) Use technology as a tool for research to organize, evaluate, and communicate information.
 - b) Narrow the focus of a search.
 - c) Find, evaluate, and select appropriate sources to access information and answer questions.
 - d) Verify the validity and accuracy of all information.
- ENG 10.8 The student will collect, evaluate, organize, and present information to create a research product.
- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
 - b) Develop the central idea or focus.
 - c) Verify the accuracy, validity, and usefulness of information.

Objective: Each student will research one independent living area of concern and report to class.

Prerequisite Understandings/Knowledge/Skills:

- What it means to live independently
- How to look up information online or in print resources
- Ability to work in groups to share information

Materials Needed:

- Note taking materials, either electronic with internet access or paper-based
- List of websites for research, <http://careerplanning.about.com/> , <http://www.onetonline.org/>
- "Who Will Help Me With This Need?" worksheet
- Three-prong folders
- Rubric for Class Participation

Time Frame: Approximately three class periods

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Training and Technical Assistance Centers – I'm Determined Project
Internal Locus of Control ~ Who Will Help Me?

Lesson Procedure: Pose the overarching question, "What will I do about having enough information to live independently with success?" and explain that the following process will help to answer this question. Class period one:

- Discuss the following questions with the class
 - 1) When you live on your own or with roommates, what will you need to know?
 - 2) Who might you ask for information or assistance?

- Using chart paper, record student responses while brainstorming categories that will need to be addressed when living independently. Examples might be
 - o Apartment/real estate office
 - o Utilities (heating, electric, phone, cable)
 - o Banking
 - o Department of Motor Vehicles
 - o Employers
 - o Insurance Company
 - o Department of Rehabilitative Services
 - o College disability support services representatives
 - o Child care
 - o Recreation options
 - o Medical services
 - o Social security office

- Have students search magazines for pictorial examples of people addressing these independent living options. Cut out pictures and tape to corresponding area. (This activity might prompt additional categories.)

Class period two:

- Have each student write his/her name on a sticky note and place it on the category of his/her interest
- As a group, brainstorm who and what resources could help the students learn about each category.
- Record on chart paper next to category.
- Distribute "Who Will Help Me With This Need?" worksheet
- Using identified resources, each have student research for experts in their assigned category, and record findings on "Who Will Help Me With This Need?" worksheet.

Class period three:

- Teacher will have evaluated each worksheet for correctness and

- completeness and then copied enough for each class member.
- Distribute copies as well as a three-prong folder.
- Students compile resources in folder to be kept as a reference for independent living.

Specific Options for Differentiating this Lesson by:

Content

- Add other contacts that would benefit individual students as well as important dates (Examples: family/friends addresses, phone numbers, birthdays, anniversary dates, etc.)

Process

- Have students work with a partner to complete research and contacts.
- Invite service providers to the class as guest speakers.

Product

- Given an electronic file, have students fill in Independent Living Needs worksheet on the computer, including hotlinks to online resources. Students proofread; teacher evaluates and prints enough copies for classmates.

Evaluation: Rubric to assess class participation. "Who Will Help Me With This Need?" worksheet correctness and completion.

Extending Understanding:

- Students make phone contacts or visit service provider offices to gather expert information.
- Practice alternative means of contacting individuals (email, request forms on websites, video phone or cell phone).

“Who Will Help Me With This Need?”

Name _____

Date _____

a. Independent Living Need: _____

b. State why is this an independent living need

c. Name at least two locations where you can gather information from experts related to this topic:

Name: _____

Address: _____

City: _____

Phone number: _____

Website: _____

Name: _____

Address: _____

City: _____

Phone number: _____

Website: _____

Name: _____

Address: _____

City: _____

Phone number: _____

Website: _____

d. What information do I need to know in order to make good choices?

- _____
- _____
- _____
- _____
- _____
- _____

e. What questions can I ask in order to gather the information identified in part d?

- _____
- _____
- _____