

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



Title: Gathering Expert Information

Target Grade 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.
- ENG 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Narrow a topic and develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Critically evaluate quality, accuracy, and validity of information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - f) Synthesize and present information in a logical sequence.

Prerequisite Understandings/Knowledge/Skills:

Students have an understanding of what skills are needed to live independently.

Materials Needed:

- Notetaking media, electronic or paper based
- Phonebooks and/or electronic research guides (Yellow Pages on-line, Google)
- Internet access
- Graphic organizer
- Taking Control worksheet – Attachment A

Time Frame: Two 30-minute lessons

Lesson Procedure:**Lesson One**

- 1) Frame the question: Where do you want to live when you are 25? Do you believe you control this outcome? Why or why not? How can you make this dream come true? What questions do you have related to living independently? Explain Locus of Control – “If I believe I can succeed.”
- 2) As a group, develop a list (electronically or paper based) of independent living skills that may be challenging:
 - Areas might include:
 - Finding affordable housing
 - Setting up utilities
 - Keeping your money safe - Banking
 - Getting a driver’s license, registering your car and other transportation issues
 - Insurance
 - Finding a job/training options
 - Accommodations at the College level
 - Finding child care
 - Recreation options
 - Medical services
 - Obtaining Social Security
- 3) Distribute Taking Control Worksheet (Attachment A).
- 4) Have the group choose an area of high interest.
- 5) As a group determine who would have the knowledge to help the student learn about chosen area(s) of need.
- 6) Using the phonebook and/or the computer-based resources, students should look up potential resources to find experts in order to gain information. Potential resources could include:
 - a. Apartment/real estate agents/offices
 - b. Housing authority
 - c. Bank officers and credit union representatives
 - d. Department of Motor Vehicles

- e. Department of Rehabilitative Services
 - f. Disability services providers at colleges/universities
 - g. Centers for Independent Living
 - h. Social Security office
 - i. Public transit office
 - j. Virginia Employment Commission
 - k. Parks and Recreation departments
- 7) As a group complete sections a –c on the Taking Control Worksheet for one independent living scenario. Demonstrate how to complete these questions using a graphic organizer. The goal graphic organizer at http://www.eduplace.com/graphicorganizer/pdf/goal_reason.pdf is a good one for this exercise.
- 8) Once students have had the exercise modeled for them, then have students choose their own future scenario. Have them research the resources that will assist them in believing they have control over their outcome and complete the questions on the Taking Control Worksheet using a graphic organizer.

Lesson Two

- 1) Return student worksheets and graphic organizers.
- 2) Have students share/review information to the group.
- 3) Teacher will gather final work, make copies, and compile contact lists.

Wrap up

- 1) Students will receive 3-prong folders and copies of each sheet completed by the students.
- 2) Sheets will be placed in folders in order to create a resource folder for students to use.

Specific Options for Differentiating this Lesson by Content/Process/Product:

- 1) Students may work with another person to complete research and contacts.
- 2) Provide students with an electronic format of the resource guide that includes hotlinks to the online resources.
- 3) Invite independent living services providers to talk to students and work with them on the completion of the worksheet.

Evaluation:

- Students answer the following questions either orally or in written form. What is Locus of Control? Do you have greater belief in your ability to live independently in the future? Why or why not?

Extending Understanding:

- Students may make actual phone contacts or go to the service provider to practice gathering expert information. Phone contacts could be completed at school with adult guidance as needed. Students can make trip to the offices of experts with parents or independently after school.
- Practice making contact through alternate communication methods: email, request forms on websites, videophone, and cell phone.
- Have a former student who is living independently speak to the class about their experiences. Have him/her answer questions about what they did to prepare, who helped them, and how their belief in their abilities assisted their success.

Taking Control of My Outcomes

Practicing Locus of Control

Use of a graphic organizer to present this information is recommended.

A. Desired Independent Living Outcome (specific):

B. Information needed to make this outcome a reality:

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

Name:

Address/City/State/Zip:

Phone number:

Website:

Name:

Address/City/State/Zip:

Phone number:

Website:

D. What questions can I ask in order to gather the information identified in part B?
