

Lesson Plan

Title of Lesson:

Crime Scene Investigations (CSI): Locus of Control Exercise

Course:

SDV 108 (College Survival Skills), Paul D. Camp Community College (PDCCC), Course Instructor: Ms. Sandra Walker, MS, College Success Coach; Course format – hybrid, 1 ½ hour lecture weekly, Blackboard discussions, homework assignments, and formative and summative assessments.

Student Learning Goal(s):

1. Students will be able to communicate an understanding of the following terms: motivation, locus of control, internal locus of control, external locus of control, critical thinking, and problem solving.
2. Students will be able to work productively in small groups to identify options for redirecting actions and behaviors to more positive outcomes.
3. Students will demonstrate an understanding of the basic tenets of *Maslow's Hierarchy of Needs* and the implications for success within the classroom setting and the real world.
4. Students will demonstrate the ability to utilize the course textbook, course materials, and the *Community Resources Toolkit* to apply problem solving and critical thinking skills to resolve real world issues.
5. Students will be able to communicate ideas and information (both verbally and in writing) in an organized and succinct manner.

Bloom's Taxonomy and Rigor/Relevance Framework:

Identify the level in which you expect to engage your students on Bloom's Taxonomy.

Quadrant A, acquisition of knowledge, **Quadrant B**, application or using acquired knowledge to solve problems and complete work, **Quadrant C**, assimilation of knowledge or using knowledge automatically to analyze and solve problems using unique solutions, and **Quadrant D**, apply knowledge and skills by thinking in complex ways and applying it to complex situations, which is the highest level on Bloom's Taxonomy and the highest level of application.

Identify the quadrant in which you expect to engage your students.

Students will be engaged on the **application level** of Bloom's Taxonomy for the purpose of analyzing and solving problems that have the potential to create barriers to achieving academic, career, and/or personal goals. Students will conduct activities in a controlled environment where they can be supported by information provided in the course text, course materials, the *Community Resources Toolkit*, peer feedback, and instructor guidance/assessments.

Assessment:

Identify the type(s) of assessment that you will use to check for understanding.

Will the assessment be formative or summative?

Formative assessments (oral and written) will be used to monitor students' learning by communicating ongoing feedback throughout the lesson, as students participate in open discussions and small group activities.

Summative assessments (oral and written) will be used to evaluate students' learning in the form of a final exam.

Procedures/Lesson Sequence:

Provide a sequential overview of what you and what your students will be doing during the lesson, including how you plan to open the lesson and close the lesson.

Step 1: Lesson opening: Students will be provided the following discussion prompt which is designed to stimulate conversation on lesson's focus areas: "Students cannot learn if they are hungry."

Step 2: Students will be led in open discussion of the following key terms: 'locus of control, external locus of control, internal locus of control, critical thinking, and problem solving; the Community Resources Toolkit; and Maslow's Hierarchy of Needs.

Step 3: Students will be provided a hands-on/online demonstration of the Community Resources Toolkit.

Step 4: Students will be instructed to complete the "Locus of Control Inventory Worksheet" in the course textbook.

Step 5: Students will be divided into small groups.

- Step 6: Students will be provided copies of the “CSI Locus of Control Exercise” handout, assigned select case studies, and instructed to select a group recorder (a student who will document the group’s feedback on the activity form).
- Step 7: Students will be instructed to select a group spokesperson (a student who will be called upon at the conclusion of the activity to communicate feedback on selected case studies).
- Step 8: Lesson closing: Students will be instructed to refer to their course textbook (Chapters 2, 8 and 9) for reinforcement of this lesson.

Materials:

List the necessary materials that you need.

SDV textbook, *PDCCC: Your Ticket to Success*, 2nd Edition, by Marsha Fralick, Chapters 2, 8, and 9
Locus of Control Inventory Worksheet (in course textbook), page. 24
CSI Locus of Control Exercise handout (case studies) at <http://www.collegesuccess1.com/motivationm.htm>
Maslow’s Hierarchy of Needs (pyramid printout) at <http://www.simplypsychology.org/maslow.html>
The Community Resources Toolkit (electronic access and printed copies) at <http://www.pdc.edu/success/resources/>

Technology:

What technology will you integrate? What technology will you require of your students? How does the technology engage the students? How does the technology foster learning?

Students will be required to be able to log onto the College’s computers located in the computer lab. The use of technology will engage students by allowing them to access easily access over 230 non-academic resources to meet their needs including food, clothing, shelter, transportation, and much more. Given that the toolkit is available to anyone with access to a computer, it is perceived that technology will foster learning and empower students to remove barriers that threaten accomplishment of their goals. *Note: In print version, the Community Resources Toolkit was introduced in SDV 108 in the fall of 2013 and in electronic form in the spring of 2014. During lessons, printed copies of the toolkit will be made available to students as a backup to any technology related issues.*

Adaptations:

Considering your students’ abilities, do you need to make any modifications i.e. strategic grouping?

The Counselor for Student Support Services (SSS) handles all student requests for accommodations and provides a copy to course instructors. Strategic grouping will be employed (if necessary).

Reflection (to be completed after the lesson is taught):

1. What went well? Students actively participated and were engaged in lively discussion throughout the lesson. After class, a few students privately revealed concerns with meeting basic needs which led to individual coaching sessions and appropriate referrals.
2. How effectively did the students accomplish the objective(s)? Students actively participated in discussion of key terms associated with the lesson. Students completed the Locus of Control Inventory Worksheet. Students developed written action plans based on select locus of control case studies.
3. What evidence of understanding do you have? Students communicated (both orally and in writing) the work accomplished on the case studies. Students demonstrated the ability to link specific resources in the course textbook and the *Community Resources Toolkit* to apply critical thinking and problem solving skills to address real world issues.
4. What would you do differently the next time you teach this lesson? I will instruct students to complete and forward the “Locus of Control Inventory” worksheet several days prior to the scheduled lesson, in order to allow for more time on task with additional case studies. *Note: The College Success Program at PDCCC (S.T.E.P.S. – Student Transitioning through Education Programs Successfully) recently developed a three-minute video presentation of the Community Resources Toolkit which will be incorporated into future SDV lesson plans).*

Note: The Community Resources Toolkit is a project of the Chancellor’s College Success Coach Initiative. For more information regarding how the toolkit is utilized by success coaches to support coaching sessions and instruction in SDV courses at Paul D. Camp Community College, please contact Ms. Sandra Walker, College Success Coach-Hobbs Suffolk campus at (757) 925-6326 or Ms. Laura J. Clark, College Success Coach-Franklin campus at (757) 569-6780.