

LESSON 3

Locus of Control = RESPONSIBILITY

PURPOSE	<p>THIS LESSON PROVIDES AN OPPORTUNITY FOR STUDENTS TO UNDERSTAND WHAT IT MEANS TO TAKE RESPONSIBILITY FOR THEIR OWN ACTIONS.</p> <p>Students will learn how to differentiate between an internal and an external locus of control (LOC). This lesson will emphasize the value of an internal locus of control in job settings.</p>
COMPLEMENTARY ACTIVITIES	<p>At some point during Unit Two, schedule a day for the career guidance activity suggested in Table 3 of the Instructor's Guide.</p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> Students will understand that LOC is a framework for measuring their ownership (responsibility) of a situation or problem. Students will understand that LOC can be reflected in actions or words that are external or internal. Students will recognize behaviors that suggest a person is acting in an internal manner (taking responsibility) or an external manner (not taking responsibility) by the person's actions or reactions.
REQUIRED MATERIALS	<ul style="list-style-type: none"> Newspaper articles that exemplify internal and external LOC Locus of Control Worksheet Locus of Control Log for homework
LESSON 3 VOCABULARY	<p>REFER TO THE UNIT TWO VOCABULARY LIST AS YOU REVIEW THE FOLLOWING VOCABULARY PHRASES.</p> <p>Locus of Control (LOC): The "location" of an individual's sense of personal control or responsibility over actions and events. For example, people who tend to blame others have a locus of control that is located outside of themselves.</p> <p>Internal Locus of Control: "Internal locus of control" is a measure that determines how much self-control and responsibility a person has for his or her own behavior. People with a strong internal locus of control tend to "own," or take credit or blame for, their actions. Example: apologizing for being late to a meeting without making excuses.</p> <p>External Locus of Control: "External locus of control" is a measure of how little self-control and responsibility a person has for his or her own behavior. People with a strong external locus of control tend to "moan" about, or place credit or blame for, their actions. Example: whining or making excuses about being late.</p>

DESCRIPTION OF ACTIVITY:

ACTIVITY 3.1 NEWSPAPER ARTICLE (25 MINUTES)

THIS ACTIVITY WILL ALLOW STUDENTS TO RECOGNIZE REAL-LIFE SITUATIONS INVOLVING AN INTERNAL AND AN EXTERNAL LOCUS OF CONTROL.

- ◀ Introduce the lesson by reading an article from the local newspaper that demonstrates that the person being described in the story has little sense of personal responsibility (e.g., suing a gun manufacturer for making the weapon that killed someone's child). Discuss this person's locus of control with the students.
- ◀ Ask students if they can think of other people and situations where a sense of self-control was lacking (e.g., hallways at break, lunchroom, athletic contest).
- ◀ Read an article that demonstrates or shows a person with a high level of personal responsibility. Discuss this person's degree of self-control with the students.
- ◀ Have students think of other people and situations where self-control was demonstrated (e.g., raising hand vs. interrupting, handing the ball to a referee after a bad call vs. yelling at him, staying "cool" after missing a putt vs. throwing your club). Emphasize the importance of self-control.
- ◀ Explain that behaviors or statements that demonstrate a lack of control or ownership tend to be "external" in nature. Conversely, behaviors and statements that exemplify self-control and ownership can be viewed as "internal."

Have students provide examples of statements that demonstrate internal or external locus of control. List their ideas on a flip chart or board under **"Moaning/Placing Blame or Credit/External"** or **"Owning/Taking Blame or Credit/Internal."** Explain that you want to be sure they understand the difference between an internal and an external locus of control, as it is important to practice "owning" your own behaviors. They might give an example such as, "My alarm didn't go off. That's why I was late." They then should be able to identify this as **"Moaning/Placing Blame or Credit/External."**

ACTIVITY 3.2: LOC WORKSHEET (15 MINUTES)

THIS ACTIVITY WILL ALLOW STUDENTS TO DEMONSTRATE IN WRITING THEIR UNDERSTANDING OF THE DIFFERENCE BETWEEN AN INTERNAL AND AN EXTERNAL LOCUS OF CONTROL.

- ◀ Hand out the LOC Worksheet to all students.
- ◀ Model the first item so that they get the idea of how to write an internal or external locus response to a statement or situation. Prompt the students for ideas of how to complete the first item. Basically, they are to write an internal and external response to each statement.

- ◀ Give students 10–15 minutes to complete the worksheet individually. Students may talk to one another while working on the assignment. (As a time-saving alternative, you may give this worksheet as homework to be done before the next lesson.)

WRAP-UP/HOMEWORK: (5 MINUTES)

Hand out the LOC Log sheet to each student. Explain that this sheet will be assigned as ongoing homework during the four units of the course. We suggest that you make the first completed log sheet due within two to three days. Four more completed log sheets should be due at various times throughout the remainder of the course (for example, every fifth class meeting). Walk students through some examples of how they will record events that occur that reflect internal and external locus of control. It is helpful to reward students for log entries as they continue to participate in remaining lessons. If grades are used, five complete logs over the course of the term or semester could be equated with an “A,” four could be a “B,” and so on.

Name _____ Date _____

Locus of Control Worksheet

Directions: Provide a possible internal response and a possible external response for each situation.

1. Martin got an "F" on his science test. When the teacher asked him about it, he replied: (Example for internal: "I need to study harder.")

Internal

External

2. Teresa was drinking a can of soda. She left it on top of the computer, even though her boss asked her to remove it. When a coworker knocked it over, the computer short-circuited. When her boss asked her about it, she said:

Internal

External

3. Bruce wanted to get out of doing some work, so he told the boss that he had almost finished the job and then he asked for a break. Later, his boss found out that Bruce hadn't even started the job and confronted him. Bruce said:

Internal

External



Name: _____

Locus of Control Log

Did you OWN or MOAN?

Directions: Give an example of when you used either an internal or external locus of control while you were at work, school, or some other place (preferably a work situation). Describe the situation, then decide if you showed an internal or external locus of control. Explain why you think this situation represents an internal or external locus of control.

FOR WEEK OF:

DAY	EVENT/SITUATION	EXTERNAL OR INTERNAL? EXPLAIN. . .