



Why should I be more positive?

I Have Attitudes

SUMMARY Students assess their attitudes and modify negative attitudes into positive attitudes, reporting on their progress after a week of practice.

OBJECTIVES Students will . . .

- Identify their positive and negative attitudes.
- Explain some of the consequences of positive and negative attitudes.

PREPARATION Read about “attitude;” find some examples of quotes about attitude.
(Go online to <http://www.findarticles.com>, and search on “attitude development” or see their “attitudes and attitude change” article.)
Link this activity to school motto, displays, weekly themes.
Complete a sample *Attitudes* worksheet and convert to an overhead.

MATERIALS *Attitudes* worksheets
Chart paper and pens

COMPUTER USE None

SUBJECT AREAS Any

TIME REQUIRED 60-75 minutes (45 for first session), plus homework, (15-30 minutes for review)

GROUP SIZE Class, small group, individual

STEPS

1. Discuss and explain “attitude.” Tell students that one definition is “The way we think, feel, and act about something.” Ask students where they learn attitudes, if they can give examples of positive and negative attitudes, and what they think about having an attitude.
2. In small groups, ask students to devise two charts—one about positive attitudes and one on negative attitudes. If charts use words, suggest use of common expressions such as “I’ll give it a go!” or “I can’t do anything right!” If visual, suggest facial expressions, with or without labels. Be creative, artistic too.
3. Share the charts with the large group.

continued

I Have Attitudes

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4. Discuss how we develop our attitudes, the effects on ourselves and others, and the concept of “Self-Talk.”
5. Brainstorm the attitudes that are important for success in school and in the workplace. Review worksheet. Explain how to change a negative attitude to a positive attitude. Explain that they will work on their focus attitudes for one week.
6. Individually, have students complete the *Attitudes* worksheet as homework assignment.
7. Review the *Attitudes* worksheets and return them to students. At the end of the week, review worksheet as to how their positive attitude worked for them. Students should note their comments in the space at the end of their worksheets. Ask students to share if they wish.

VARIATIONS

1. Each student asks one adult which attitude is most important to them personally, in the workplace or in a community activity. Compile a class summary. Use the summary attitude list generated by this to provide an “Attitude Theme for the Week” in the classroom.
2. Have each student compile a personal collection of mottos or “Words I Live By”, using ideas generated in Variation 1.
3. Invite speakers to talk about times when attitude made a difference for them—or study some examples from literature, history, science, geographic or space exploration.
4. Discuss with students the concepts of aggressive, passive, and assertive behavior and attitudes. Ask a school counselor for information and ideas of activities or for assistance in presenting this to the students.


ALLIED ACTIVITIES

Change
I Can Do It!
I'm a Special Person
Job Search
Learning Style Survey
Life Map
Relax and Enjoy Life

ASSESSMENT STRATEGIES

Students will:

- Complete *Attitudes* worksheet

STUDENT WORKSHEETS 
Attitudes (two pages)

PORTFOLIO

Attitudes worksheet

continued

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SORTING

- ▶ **Subject:** Any
- ▶ **Grade Levels:** 7, 8, 9, 10
- ▶ **CIS Components:** Occupations, Job Search

STANDARDS

Career-Related Learning Standards:

Personal Management, Teamwork, Employment Foundations

SCANS:

Thinking Skills, Personal Qualities

NCDG:

Understanding the influence of positive self-concept, Skills to interact positively with others, Skills to make decisions

ASCA:

Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom's Taxonomy: Application

Intellectual Operation: Summarization, Illustration, Prediction, Evaluation

Attitudes



Name _____ Date _____

1. Find a saying, song, poem, or speech about attitude that you like and use it as a heading. (For example, “*The dictionary is the only place that success comes before work,*” “*If you think you can or think you can’t, either way you will be right.*” -Henry Ford.)
2. Follow these instructions for the six sections below:
 - In the first section, top left: list some of your positive attitudes.
 - In the second, top right: list some of the consequences of those attitudes for you.
 - In the third: list some of your negative attitudes.
 - In the fourth: list some of the consequences of those negative attitudes for you.
 - In the fifth: change the negative attitudes listed in (4) into positive attitudes.
 - In the sixth: write the positive attitude statement you have chosen to focus on this week. (This should be something you can start immediately; for example, “I will listen more to my friends before I reply,” “I will make my best effort in math/science/. . .”

Attitude: _____

1	2
3	4
5	6

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