Christina Smith Algonquin Regional High School, Northborough, Ma

Attitudes and Productivity

Topic of Lesson:

Exploring ways to increase personal and social awareness in school and the workplace in order to experience success

Lesson # 1

UNIT: Personal and Social Development

FOCUS QUESTION**:**

How do your attitudes affect your productivity at school and at work?

GRADE LEVEL:

11 or 12

TIME NEEDED:

80 minute class period

MATERIALS NEEDED:

* Computers to administer pre and post-test survey or paper copies for pre and post-test survey
* LCD projector to show PowerPoint
* Handout for students to complete and take notes on

CURRICULUM LINKS:

National ASCA Standards:

*PS A1: Acquire self-knowledge*

* PS:A1.6 Distinguish between appropriate and inappropriate behavior
* PS:A1.10 Identify personal strengths and assets

MA State Frameworks:

* ***Foreign Language Core Concept***: Influencing our perception of the world around us and permanently enriching and enlarging our appreciation and understanding of ourselves and others. (PS2-3, PS2-4)
* ***Health Guiding Principle*:** Habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities. (PS2-1, PS 2-2)
* ***History and Social Studies Theme***: The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. (PS 2-3, PS2-4)

Career Development Education Benchmarks:

*PS2--Learners will develop and demonstrate attitudes, behaviors, and interpersonal skills to work and relate to others.*

* PS2-1 Skills in interacting positively with others at home, at school, at work, and in the community
* PS2-4 Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success

DISTRICT/SCHOOL LINKS:

Algonquin Regional High School Social Core Value, Beliefs, and Learning Expectations

S.E.2 Students at Algonquin Regional High School will take responsibility for their actions.

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| Performance Objectives | | | |
| TEACHER PERFORMANCE OBJECTIVES  Through the use of a scenario, brainstorming, and discussion, the school counselor will demonstrate ways that attitudes can affect productivity in school and at work. | | |
| STUDENT PERFORMANCE OBJECTIVES | | |
| Cognitive:   * Students will define **attitude**. * Students will describe **personal control**. * Students will differentiate how having either an **external** **or internal locus of control** can be linked with having a **pessimistic** or **optimistic** outlook | Affective:   * Students will defend the idea that attitudes affect behavior. | Behavioral/Performance:   * Students will list ways that both external and internal loci of control can affect attitudes and behavior. |

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| DESCRIPTION OF THE ACTIVITY/STRUCTURE OF THE LESSON | |
| PRE-ASSESSMENT  Students will take a pre-test survey. It is attached to this document. There are seven questions. Using the Google Docs Form (survey) application, the information can be quickly gathered. This would work if computers were available OR if the pre-assessment survey was assigned prior to the class meeting. The Google Docs Form application can be linked to email addresses so that participation and answers can be monitored. If computers are not available, the information can be manually entered at a later date, and the traditional paper version pre-assessment can be administered. Text answers can be entered in the Google Docs Form application. | |
| THE LESSON   1. Make sure the pre-test has been administered. Examine the information gathered from the pre-test. 2. Explain to students that today, together, you will be exploring ways to increase personal and social awareness in school and the workplace in order to experience success. You can share the vocabulary words they will learn by the end of the class period. You may want to write them on the board. (Reference the cognitive objectives for the words. They are in bold font.) 3. Have this question written on easel paper or on the board: **How do your attitudes affect your productivity at school and at work?** 4. Pass out the handout for students to record information on. 5. Begin going through the PowerPoint with the corresponding information on the handout. In the notes section, the PowerPoint contains information you can say to students while going through the PPT. 6. Define attitude. Students can write this down on their handout. Brainstorm ideas, and then give students a formal definition. Attitude: beliefs and feelings about objects, people, and events that may affect how people behave in a certain situation. 7. Discuss ways that attitudes affect behaviors. Have students come up with examples. (ex: I think that smoking is bad for my health so when I am offered a cigarette, I politely decline. Another example…I believe that exercise is important so I can stay healthy so I make sure I exercise at least four times a week.) 8. Present the scenario. It is on the handout and the PPT. After presenting the scenario, brainstorm ways to help get the group working productively. As students brainstorm help them identify the “attitudes” of Jonas, Leslie, Bert, and “you” and how their attitudes may be affecting the group’s productivity. 9. Show student the image of the glass of water. Have students write down what they see. They can record this information on their handout. After giving students time to write down their impressions of the picture. Discuss the idea of the glass is ‘half full’ or the glass is ‘half empty’ with students. Students have probably heard the saying the glass is half full or empty, but they probably haven’t heard of explanatory style or locus of control. The next slide introduces explanatory style and it’s connection to an attitude. 10. Explain what explanatory style is and connect to pessimism and optimism. 11. Ask students what they think of the question: do we control the environment or does the environment control us? 12. Connect the two types of personal control—internal and external—with explanatory style. People with an external locus of control often have a pessimistic outlook or explanatory style. People with an internal locus of control often have an optimistic outlook or explanatory style, and are often healthier than those who have a pessimistic outlook. 13. Present the questions about the scenario to the students. They appear on their handout and in the PPT. Give students time to work on these, and then go over student responses. 14. Ask students: When we are working with others, what are some skills that we need to make sure our work is successful and productive? Brainstorm with students. Keep track of the information on a whiteboard or easel paper. 15. After the brainstorm session, highlight the items that are on the bulletin board and connect these items to: 16. Working successfully in a group 17. Personal control—specifically an internal locus of control—because you can take control of your behavior and the probability for success in the school and work environment 18. Connect this to thinking positively about situations and using survival, interpersonal, and problem-solving skills when working with others. 19. Ask if there are any questions. Address them, and then give the post-test survey. | |
| MODIFICATIONS FOR DIFFERENTLY ABLED STUDENTS   * Students can be paired. The classroom teacher can help with pairings. * You could fill in some of the answers to the handout. * The PowerPoint can be used to create a skeletal outline for notes for students to write on and/or the completed PowerPoint could be handed out or posted on the web after the presentation. | LEARNING STYLES ADDRESSED   * Learners with a visual preference will benefit from the projected PowerPoint and the vocabulary words listed on the board. The bulletin board will also meet the needs of these students. * Learners with an auditory preference will benefit from the discussion component of the lesson as well as from the oral presentation of the material. * The kinesthetic modality can be addressed by having students move their desks to work in groups with one another to go over both the scenario and then the follow up questions to the scenario. |
| POST-ASSESSMENT  Students will take a post-test survey. It is attached to this document. There are eight questions. Seven of the questions are the same as the pre-test survey, but one additional question was added to see if there are any questions related to the presentation. The pre and post data can be compared to see if the presentation was effective. It can also identify areas that may need follow up in another presentation. Use traditional paper post-test or use Google Docs Form application so that comparison data can be collected/compared to pre-assessment. | |
| REFLECTION  This lesson might be better served in a two period division rather than an 80 minute period. Make sure that either you are recording the brainstorming or have the classroom teacher assist by recording information. | RESOURCES  <http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx> |

Student ID #\_\_\_\_\_\_\_\_\_\_\_\_\_ Counselor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Test: Working With Others

DIRECTIONS: Please answer these questions. You will not be graded, but the information will be used to see what you already know about this topic. I will ask you follow up questions later to see what you've learned from our class work together.

1. When I don't understand directions, I am most likely to
2. try the task
3. ask the person who gave the directions to clarify
4. not complete the task
5. get upset
6. ask a friend
7. When I work in a group, I am most likely to
   1. work very hard and do my part
   2. sit back and let the rest of the group do the work
   3. watch what other people in the group are doing and do what they do
   4. try to do everything myself
8. If I am not getting along with people in a group, I tend to
   1. try to work it out with my group members
   2. tell on my group members
   3. count the minutes until our time together will be over
   4. talk about my group members behind their backs
   5. fight with my group members
9. I think that positive thoughts can positively affect my school and work environments.
   1. True
   2. False
10. I can control my actions and events that happen to me.
    1. True
    2. False
11. Define **attitude**:
12. Define **locus of control** and explain how an **internal locus of control** and an **external locus of control** could affect a person’s actions and behavior.

Student ID #\_\_\_\_\_\_\_\_\_\_\_\_\_ Counselor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post-Test: Working With Others

DIRECTIONS: Please answer these questions. You will not be graded, but the information will be used to see what you learned about this topic.

1. When I don't understand directions, I am most likely to
2. try the task
3. ask the person who gave the directions to clarify
4. not complete the task
5. get upset
6. ask a friend
7. When I work in a group, I am most likely to
   1. work very hard and do my part
   2. sit back and let the rest of the group do the work
   3. watch what other people in the group are doing and do what they do
   4. try to do everything myself
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   1. try to work it out with my group members
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9. I think that positive thoughts can positively affect my school and work environments.
   1. True
   2. False
10. I can control my actions and events that happen to me.
    1. True
    2. False
11. Define **attitude**:
12. Define **locus of control** and explain how an **internal locus of control** and an **external locus of control** could affect a person’s actions and behavior.
13. Please write down any questions that you have about the material I presented today.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

*How do your attitudes affect your productivity at school and at work?*

1. What’s an attitude?
2. How can an attitude affect behavior?

Scenario:

Your teacher assigned a group project. Today is the first day that your group is working together. You have the whole class period to work with your group of three other people.

**During your work period, you notice**:

Jonas isn’t doing much because he thinks there is no point to the project.

Leslie is trying to organize the work that needs to be done for the project.

Bert doesn’t seem to know what’s going on, and he just wants to keep trying to ‘sneak text’ his friends when the teacher isn’t looking.

You aren’t sure what to do in the group.

1. Identify how attitudes are affecting behavior in this scenario.
2. What can ‘you’ do to help get this group back on track for the next work period?
3. Image of glass. What do you see?
4. What is personal control?
5. Define external locus of control:
6. Define internal locus of control:
7. How did we explain the actions of Jonas, Leslie, Bert, and “you” ?
8. Categorize the sense of personal control (external or internal) that each person---Jonas, Leslie, Bert, and “you” exemplified.
9. What type of explanatory style, pessimistic or optimistic, did each person—Jonas, Leslie, Bert, and “you” portray.
10. How might each person’s sense of personal control and explanatory style affect his or her ability to work productively in a group on the project that was assigned?
11. Can our sense of control and explanatory style affect our personal well-being and health?
12. How can someone with an external locus of control and/or a pessimistic explanatory style make changes to his or her life to improve productivity and improve relationships with others?