

# Attitude

**Syllables**  
at•ti•tude

**Pronunciation**  
at-i-tood

## Definition

Behaving or feeling a certain way based on one's opinions, beliefs, or values.  
(*Nadiv had a great **attitude** about school, so he almost never missed a class.*)

**Simply put:** acting like we act because we feel how we feel

## Related Terms

Conclusion: An opinion based on careful consideration. View: A personal opinion.

Opinion: A belief or judgment that may or may not be supported by facts.

## Fundamental Question:

How does attitude impact success?

**Students will investigate the idea that** attitude can make a difference in their successes as individuals and as members of a larger community.

## Objectives

Each student will:

1. Identify something in which (s)he strongly believes or values;
2. Give examples of personal behaviors that are based on those beliefs or values;
3. Evaluate whether or not those behaviors allow for optimal success in supporting those beliefs or values;  
and
4. Suggest behaviors (changes in attitude) that might improve the rate of success in supporting those beliefs or values.

## Before you begin

- Be sure your students understand what a newspaper editorial is.
- Print out one copy of *Stop the Press!* for each student.

## Suggested Sidebars:

### Speaking of Attitude (Discussion Idea)

If attitude means behaving or feeling a certain way based on one's opinions, beliefs, or values, can an attitude be positive or negative; "good" or "bad"?

### Taking It to the Next Level

*IF IT IS OKAY WITH YOUR SCHOOL PRINCIPAL OR DIRECTOR*, write messages supporting your beliefs and values in *WASHABLE* chalk on the sidewalks of your school grounds. Include suggestions for behaviors related to those ideas, like: "Save Beef! Eat Beets!"

# Attitude

## Procedure

1. Hold up a book and a fork. Ask: “What do these two things have in common?” Allow the children to respond. Then say: “We each believe in and value certain things, although we don’t necessarily all believe in or value the *same* things. One thing *I* believe in is the power of education. That’s why I studied so hard to become your teacher. I also value my relationship with my family, so it’s important to me that we eat dinner together and share time with each other every evening. So what do the book (a symbol of education) and the fork (a symbol of family dinners) have in common? They both represent things I value. What are some of the things *you* believe in or value?” Accept many, varied, and unusual answers, recording them on the board. Avoid judgment even if you get the occasional “I value poking my little sister in the eye.”
2. Ask the class to assist you in grouping the responses written on the board into five or six major categories. The resulting clusters might include things like family and friends, animal rights, safety, clean environment, philosophy, and so forth. Divide the class into small groups according to their shared values or beliefs.
3. Distribute a copy of the blackline master *Stop the Press!* to each student. It will provide a place for recording responses to the questions and directions in steps four and five.
4. Have the groups discuss (and record on *Stop the Press!*):
  - a. Related to the group’s theme, what does each member specifically believe or value the most (example below)?
  - b. What does each member do (personal behaviors) based on those beliefs or values?  
  
Student: Malka  
Group Theme: Animal Rights  
Belief or Value: We should have the same respect for other animals as we have for people.  
Behavior: I am a vegetarian.
  - c. How are the group members’ responses similar? How are they different?
  - d. What does it mean if members share the same basic values or beliefs, but what they do in response to the values or beliefs varies from one person to the next?
7. Ask the students to complete *Stop the Press!* Specific directions are on the page.
8. **Follow-up:** Compile the editorials into a single classroom volume.

Name \_\_\_\_\_

**Reminder:** Attitude means behaving or feeling a certain way based on opinions, beliefs, or values.

## Stop the Press!

Group Theme:

Belief or Value:

Behavior:

Write a newspaper editorial. Tell what you believe or value and what you do because of it.

Here comes the hard part! Explain how helpful your actions are in supporting your belief or value. Suggest other things you might do to be even more effective!

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Today's thought: *The only way of finding the limits of the possible is by going beyond them into the impossible.* — **Arthur Charles Clark, science-fiction writer**