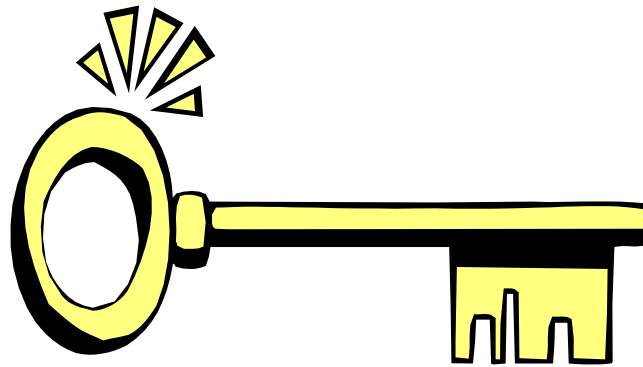


POSITIVE ATTITUDE: KEY TO YOUR SUCCESS



COMPETENCY

CATEGORY: Personal Skills

CATEGORY

NUMBER: F.36

COMPETENCY: Demonstrate a positive attitude.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate a positive attitude.

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INTRODUCTION

- Have a large glass of water filled half-way.
- Ask: "Is the glass half-empty or half-full?"
- There is more than one way to describe what we observe. In this illustration, we can think positively and say the glass is half-full or we can think negatively and say the glass is half-empty.
- The same is true for each one of us. People can think positively or negatively about us. Of course, we all want everyone to think positively about us. However, what and how we say and do things influences whether other people think of us positively or negatively.
- Remember, **FIRST IMPRESSIONS ARE LASTING IMPRESSIONS.**
- Write the module title on the board and review the module objective.

Administer Pre-Assessment

OUTLINE

- A. What is attitude?
1. Attitude is our general outlook on life.
 2. Attitude is a feeling or emotion.
 3. Attitude is the way we choose to react to people and situations.
 4. Our attitude can be positive or negative.
 - a. A positive attitude is seeing the "good" in things, making the best of a bad situation (optimistic).
 - b. A negative attitude is seeing the "bad" side of things (pessimistic).

- B. Why is learning about attitudes important?
1. We can be more successful if we have a positive attitude.
 2. People who have a positive attitude are generally happier.
 3. More employees lose their job because of poor attitudes than because of poor work skills.

COMPLETE LEARNING ACTIVITY F.36-1
“POSITIVE PEOPLE”

- C. How is our attitude developed?
1. By following other role models

Note to Specialist: First, share with students how each of the examples below have influenced you.

- a. Ask the students, “How have each of the following influenced you?”
 1. Family
 2. Peers
 3. Teachers
 4. Other adults
2. Our attitude may be influenced by the messages media sends and the role models media characters portray. Ask for examples and analyze the different attitudes that are portrayed by characters in sitcoms, dramas, etc....
 - a. Television
 - b. Movies
 - c. Books

- d. Magazines
 - e. Music
 - f. Newspaper
3. 80% of people let others control their thinking....80%!
- D. Do we have a choice on whether we have a positive or a negative attitude? YES!
- 1. We make choices every day. What are examples of choices you made today, starting from when you woke up?
 - a. Whether to get up when your alarm went off
 - b. What to wear
 - c. Whether to arrive at school on time
 - d. Whether to smile and say hello to people
 - e. Whether to participate in class or not
 - 2. We **choose** to feel good about life. We **choose** to look on the bright side of things or be miserable and find the worst in everything.
 - 3. Do our attitudes fluctuate? YES.
 - a. Is that okay? YES.

COMPLETE LEARNING ACTIVITY F.36-2
“YOU HAVE CHOICES”

- E. How does our past affect our attitude?

1. Bad or poor choices we made in the past can affect our attitude. Sometimes we stay down on ourselves when we have made a bad or poor choice.
2. The environment we are raised in can affect our attitude both positively and negatively.
3. We cannot change our past decisions or actions. And you have a limited influence on your living environment since you are teenagers and most of you have to live at home.
 - a. But, we can learn from our past.
 - b. We can choose to do things differently in the future.
 - c. We can choose to look at the bright side of things, even when much of it is out of our control.

F. Examples of successful people who have **chosen** to have a positive attitude which has made a difference in their success!

1. Michael Jordan
 - a. The first time he tried out for the varsity high school basketball team, he was cut. He did not make the team!
2. Oprah Winfrey
 - a. Oprah grew up in a poor family. She was sexually abused and rebelled by engaging in some delinquent behavior.
3. He failed at business at age 21. He was defeated in a legislative race at age 22. He failed again in business at age 24. He overcame the death of his sweetheart at age 26. He had a nervous breakdown at age 27. He lost a congressional race at age 34. He lost another congressional race at age 36. He lost a senatorial race at age 45. He failed in an effort to become Vice President at age 47. He lost another senatorial

race at age 49. He was elected President of the United States at age 52. Who was this man?

Abraham Lincoln

4. They made choices.
 - a. They learned from the past.
 - b. They didn't let their past hold them back.
 - c. They didn't give up.
 - d. They weren't afraid to ask for help.
 - e. They had confidence and believed they would make it the next time.
 - f. They had high expectations for themselves.

G. How can we adjust our attitude? How can we learn to be more positive?

Note to Specialist: Make copies of work sheet for Learning Activity F.36-3. Cut-up the solutions in advance, and have art supplies available.

COMPLETE LEARNING ACTIVITY F.36-3 "ADJUSTING MY ATTITUDE"
--

Note to Specialist: The following information will help reinforce Learning Activity F.36-3: "Adjusting My Attitude."

1. Positive Affirmations or Positive Self-Talk can heavily influence the type of attitude we have.
 - a. Self-talk is that "voice" inside our head that says negative things and positive things. For example, when you make a mistake, what are some things you say to yourself? Ask students for examples.

1. Negative self-talk would be: "That was dumb" or "I feel stupid."
 2. Positive self-talk would be: "Wish I hadn't done that, but I learned something" or "I'm not going to make that same mistake again."
- b. Positive affirmations are things we can write down and say out loud. It is like a "positive brainwashing."
Examples are:
1. "I am a confident person."
 2. "I am a good student."
 3. "I have a lot to offer."
- c. It may feel funny at first, but positive affirmations are most effective if you look at yourself in the mirror and say the positive affirmations out loud. Whatever you want to begin believing about yourself, say it out loud for several days and your thought patterns will begin to change!
- d. Have students write three affirmations. Instruct them to tape these to their mirror so they can repeat them over several days.
- e. Visualizing is another strong tool in creating a more positive attitude.
- f. Have students close their eyes and think of a situation that is bothering them. Encourage them to visualize positive outcomes to the situation.
- g. Discuss.... Was that difficult? Were some people unable to do it? Anyone want to share?

- h. Some people are stronger at visualizing than others, so this will not work for everybody. People have to choose what tools work best for them.
- i. Another visualization exercise: Visualize that you were just called down to the principal's office. How do you walk into the office? What do you say?
- j. By preparing in advance (visualizing) the positive interaction that can occur, you will have a more successful interaction.

COMPLETE LEARNING ACTIVITY F.36-4
"SUCCESS TRAITS"

COMPLETE LEARNING ACTIVITY F.36-5
"I'M POSITIVE!"

COMPLETE READING ACTIVITY F.36
"BAD ATTITUDE IN THE FIRST DEGREE"

COMPLETE MATH ACTIVITY F.36
"POSITIVE MATH"

Administer Post-Assessment

LEARNING ACTIVITY F.36-1
“POSITIVE PEOPLE”

OBJECTIVE: To describe the characteristics of people with positive attitudes

RESOURCES: A place to list the accumulated characteristics (flip chart or writing board)

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Ask the students to think of someone they personally know, whom they think is positive.
2. Ask them to think of what characteristics this person possesses that makes them positive (i.e., how they act, what they say, what they do).
3. As a small group, list all of the characteristics each person comes up with on the flip chart or writing board.
4. Ask someone from each group to share the list of characteristics out loud with the class.
5. As the facilitator, list the different characteristics for everyone to see on a flip chart or writing board.

DISCUSSION QUESTIONS:

1. What made you think of this person?

2. How do you feel when you are around him/her?

3. Where do you think this person learned to have a positive attitude?

4. Was this person “born” that way or is it a choice?

5. Do you possess some of these characteristics?

6. What can you do to have a more positive attitude?

FOLLOW-UP ACTIVITIES:

Have each student interview a person who possesses a positive attitude and ask the following questions:

1. Do you consider yourself to be a positive person?

2. How do you define a positive attitude?

3. What factors or experiences have helped you become a positive person?

4. How do you keep a positive attitude?

LEARNING ACTIVITY F.36-2
“YOU HAVE CHOICES”

OBJECTIVE: To demonstrate how to choose to look at the bright side of things, and how to learn from and grow from a situation

RESOURCES: Work Sheet—Learning Activity F.36-2

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Make copies of the work sheet for Learning Activity F.36-2 and distribute to students.
2. Go over directions.
3. Divide students into groups of two.
4. Monitor activity.
5. Share and discuss activity with the class.

DISCUSSION QUESTIONS:

1. Many of the positive outlooks were different. Why is that?

2. Was this exercise easy? Why or why not?

3. By being positive, is this solving the problem?

4. By being positive, is this ignoring the problem?

Note to Specialist: Concluding statements you can share with students:

1. By being positive, we are making the most of a situation.
2. By being positive, we put ourselves in a better frame of mind to face problems and tackle them.

LEARNING ACTIVITY F.36-2
“YOU HAVE CHOICES”
WORK SHEET

DIRECTIONS: The situations listed below could be viewed as negative if that's what you choose. Instead of choosing a negative viewpoint, take each situation and find the good in it. Below each statement write something positive, ways you could grow from it, the bright side to it. Basically, turn the situation into a positive.

SITUATIONS:

1. You wake up and it is raining outside.

2. You smile and say hello to one of your teachers and he/she does not respond back.

3. You go to your first job interview and they don't hire you.

4. A customer comes to the counter and starts complaining about being overcharged for an item.

LEARNING ACTIVITY F.36-3

“ADJUSTING MY ATTITUDE”

OBJECTIVE: To gain tools to develop a positive attitude

RESOURCES:

- Work Sheet—Learning Activity F.36-3 cut into slips
- Art supplies

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS:

1. Copy the work sheet for Learning Activity F.36-3 on “Attitude Adjusters.”
2. Cut each “Attitude Adjuster” idea so it is its own separate slip.
3. Fold each slip and place in a hat or box of some sort so the students can draw from it.
4. Have them draw the slips until they are all gone.
5. Pair them up in groups of two and give them the remaining directions. It is helpful to the students if you post these directions for them to reference.

DIRECTIONS FOR STUDENTS:

1. You have drawn a variety of ideas or statements that could be applied in helping people adjust their attitude in a more positive direction.
2. With your partner, get as creative as you can, and develop an “Adjusting My Attitude” presentation using all of the “Attitude Adjusters” you both drew, for example:
 - a. Write a poem.
 - b. Develop a skit.
 - c. Do a poster or drawing.
 - d. Write a song.

- e. Other ideas?
- 3. All of the ideas you both drew may not seem to fit together, but that's okay. Have fun with it and get creative!
- 4. After everyone has finished, you and your partner will present your product to the class.

DISCUSSION QUESTIONS:

Note to Specialist: Use these throughout the student presentations.

- 1. Which do you already do?

- 2. Which would you like to apply to your life to become more positive?

- 3. Are there any you disagree with? Why?

- 4. Talk in detail about how to visualize, have positive self-talk, give affirmations (reference back to the module).

FOLLOW-UP ACTIVITY:

1. Have students choose three things they will begin doing to keep their attitude developing in a positive direction.

LEARNING ACTIVITY F.36-3
“ADJUSTING MY ATTITUDE”
WORK SHEET

Hang around with positive people.

Look for the best in others.

Problems are opportunities in disguise.

Positive affirmations

Smile.

Focus on helping someone else.

Compliment people.

Positive self-talk

Do something you really enjoy.

Laugh, find humor in the situation.

Positive visualizations

Do something nice for someone.

Treat others as you want to be treated.

Have direction, goals, dreams.

Talk with a friend.

Exercise, play a sport, work-out.

Change your environment.

LEARNING ACTIVITY F.36-4
“SUCCESS TRAITS”

OBJECTIVE: To identify positive skills you possess

RESOURCES: Work Sheet—Learning Activity F.36-4

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Distribute the “Success Traits” work sheet and read through the instructions.

DISCUSSION QUESTIONS:

1. Define and give examples of behavior for the skills students had difficulty with.

2. How can these contribute to success in life?

3. How can _____ (fill in the blank with different skills) contribute to whether you are successful in school? On the job? At home?

FOLLOW-UP ACTIVITIES:

1. Choose three traits or skills that you want to possess. Put a star beside them.
2. Write down **how** you will begin applying that skill, attitude, or trait.



LEARNING ACTIVITY F.36-4
“SUCCESS TRAITS”
WORK SHEET

In school, at work and in our dealings with others, the more skills we possess, the better able we are to perform in a positive way. Our attitude is very important in our skill development. In fact, just as skills can be learned, attitudes can also be learned.

Below is a list of skills, traits, and attitudes (that can be considered skills) that help to contribute to success in life. Circle the ones that best describe you!

Dedicated	Gentle	Dependable
Positive	Open-Minded	Faithful
Honest	Flexible	Reliable
Friendly	Persistent	Cooperative
Healthy Self-Image	Caring	Hard Worker
Trustworthy	Self-Disciplined	Confident
Express Love	Cheerful	Listener
Communicator	Sensitive	Loyal
Polite	Family Person	Enthusiastic
Joyful	Kind	Sense of Humor
Courteous	Punctual	Patient

Plant an ATTITUDE in your head and you will reap an ACT.

Plant the ACT and you will reap a HABIT.

Plant the HABIT and you will harvest a CHARACTER.

Plant the CHARACTER and you will harvest a REPUTATION.

Plant the REPUTATION and you will harvest a DESTINY.

LEARNING ACTIVITY F.36-5
“I’M POSITIVE!”

OBJECTIVE: To have the students go home with positive affirmations from their peers

RESOURCES:

- Work Sheet—Learning Activity F.36-5
- “Success Traits” Work Sheet from Learning Activity F.36-4

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. This is an opportunity to receive positive affirmations from each other.
2. Ground rules are:
 - a. Only write positive things.
 - b. Don’t sign your name.
 - c. You can use the positive success traits from the previous activity.
3. Distribute the “I’m Positive!” work sheets.
4. Have students fill out their name and then pass it to the person next to them.
5. Everybody’s “I’m Positive!” work sheets get passed around the room so all students can write in something positive.
6. Once everyone has had a chance to write a positive affirmation on each person’s work sheet, move to the discussion questions.

DISCUSSION QUESTIONS:

1. Any surprises?

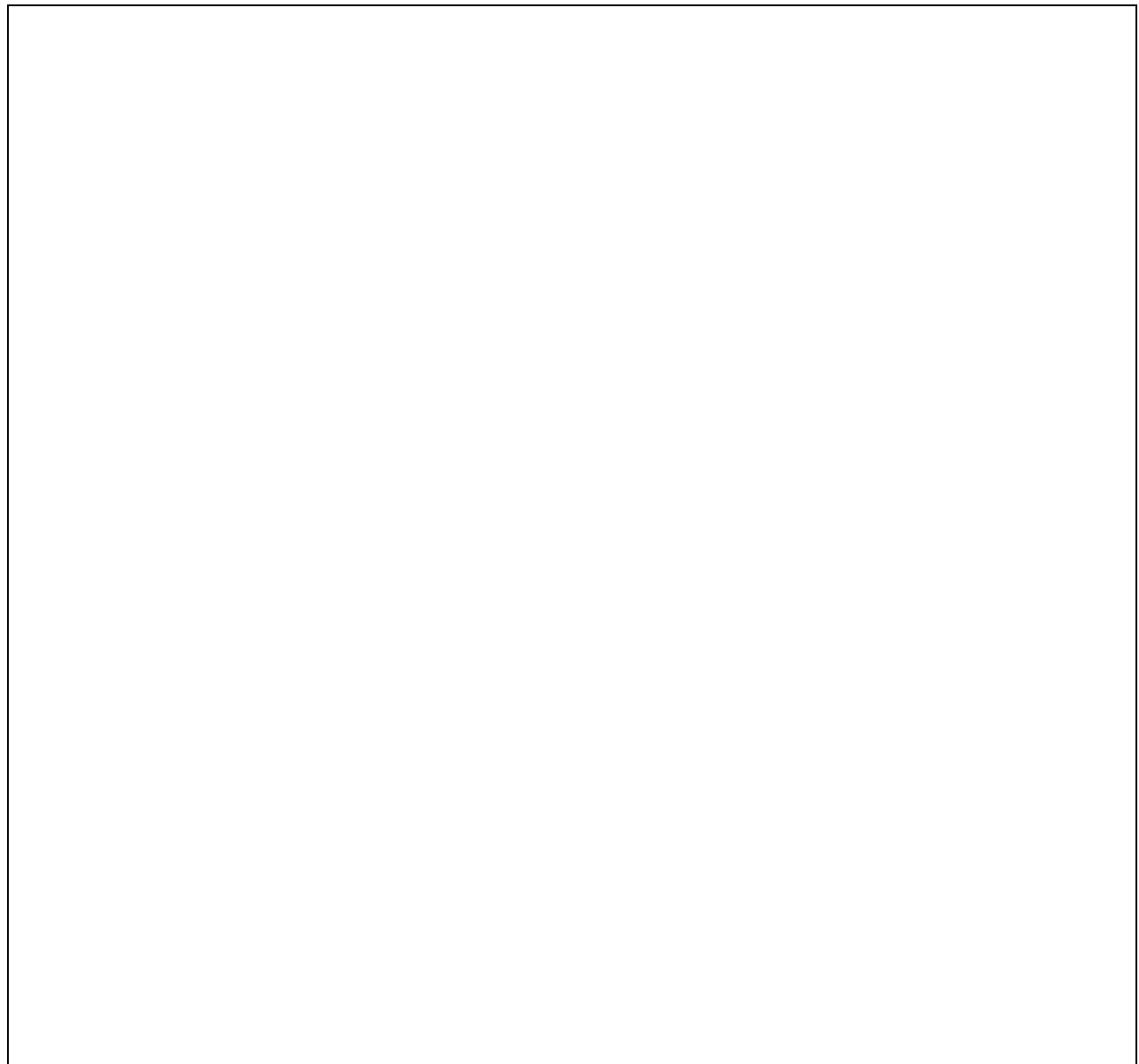
2. Do other people see positive traits in you that you didn't see in yourself?

3. What are you going to do with this Work Sheet?

LEARNING ACTIVITY F.36-5
“I’M POSITIVE!”
WORK SHEET

Print your name in the blank below.

The positive traits I see that _____ possesses are:



READING ACTIVITY F.36
“BAD ATTITUDE IN THE FIRST DEGREE”

OBJECTIVE: To read with comprehension and to determine cause and effect

RESOURCES: Reading Activity F. 36

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of “Bad Attitude in the First Degree,” “Attitude Recall,” and “Changes in Attitude” for each student.
2. Pass out a copy of “Bad Attitude in the First Degree” and have the students read the story.
3. Ask the students if they know of anyone that reminds them of Matt (be careful to avoid the use of specific names).
4. Pass out “Recall Questions” upside down and tell the students to wait until you say “go.”
5. Say “go” to have the students answer the questions. Check to determine the percentage of recall.
6. Pass out “Changes in Attitude” and have the students complete the questions. Explain that what you are looking for in questions 1-7 is to determine cause and effect. Have them work in small groups of two to three for question 8.
7. Review the answers given for questions 1 - 7 and have students share several of their activity days for question 8 with the class.
8. Ask them how they would feel if they actually completed an activity day like the one they planned.

“BAD ATTITUDE IN THE FIRST DEGREE”

“That’s a \$200 fine, but since you have such a rotten attitude, I’m making it \$300 and two months community service,” the judge said as he slammed his gavel down. “And, Mr. Miller, if you *ever* have to appear in traffic court again, I suggest you bring legal counsel so you don’t have to open your mouth!”

“Wow,” thought Matt, “a hundred dollar fine for a bad attitude! I didn’t know it was against the law. How can he do that?”

Matt was not happy, but paid the fine and selected the children’s hospital for his community service.

At the children’s hospital, Matt spent most of his time playing games with the kids and reading them stories. He didn’t really mind the work, but he would have much rather been out running around. After the second day, Matt decided to air some of his feelings by complaining to a few of the staff members about his “bum rap.”

“Yeah,” explained Matt, “it’s bad enough that the police harass me because I’m a teenager and have long hair, but now the judge finds me guilty of a bad attitude and sentences me here. I hate this. I can’t wait for it to be over.”

“That’s too bad,” said Debbie, the head nurse. “The kids really seem to like you. All of our kids here are terminally ill with less than six months to live in most cases. Everything you do with them is precious to them and means so much.”

Suddenly, Matt’s problems didn’t seem quite as important to him. He felt embarrassed and ashamed. It was at that point that Matt started thinking about things a little differently. When he read the children stories, he gave 110 percent. When he played games with them, he felt good. He realized he didn’t mind coming in to work. In fact, he looked forward to it. Matt also noticed that he’d stopped showing off so much in his car and hardly ever complained about things. The two months flew by, and Debbie approached him with, “I guess you’ll be leaving tomorrow.”

“Uh, I’ve been meaning to ask you...” Matt responded, “This has turned out to be more meaningful for me than I expected. I get as much or more out of my efforts here than anyone else. I was wondering, may I stay on as a volunteer on a permanent basis?”

Debbie smiled, “I was hoping you’d say that!”

The next day at work, one of Matt’s friends was complaining about a ticket he’d received. “I’ve had it with police harassment and stupid traffic laws,” his friend Leonard raged. “I’m gonna tell the judge just how the cow eats the cabbage!”

Matt couldn’t believe his ears. This guy sounded just like him a couple months ago. Should he warn him? Would he even listen to a warning? Should he try to calm him down? Matt paused to consider what he should do. Then he winked, smiled, slapped his friend on the back, and said, “You’re on the right road, my friend!”

RECALL QUESTIONS

DIRECTIONS: When your instructor says “go,” answer the following questions as quickly as possible to check comprehension and recall of what you have read.

1. How much was Matt’s fine for his traffic ticket?

2. What was Matt’s last name?

3. How much was the *usual* fine for the ticket Matt received?

4. Why did the judge give Matt a higher fine?

5. What did Matt receive in addition to a higher fine? For how long?

6. What kind of activities did Matt usually do at the children’s hospital?

7. Describe Matt's hair.

8. In the story, the author indicated that Matt really didn't mind the work at the children's hospital. What statement did Matt make that seems to contradict that?

9. What was the name of the head nurse at the children's hospital?

10. How did the children react to Matt?

11. One of Matt's friends also got a traffic ticket. What was his name?

12. His friend who received a traffic ticket said he was going to tell the judge "just how the cow eats the _____."

CHANGES IN ATTITUDE

DIRECTIONS: It's sometimes difficult to understand why life seems to happen the way it does. However, many times, a little closer look helps you to understand. Use the following questions to look closer at Matt's changes in attitude from "Bad Attitude in the First Degree."

1. What did the judge give as the reasons for "coming down" so hard on Matt?

2. Why did Matt *think* the police harassed him? What do *you* think the problem is?

3. Why did the children at the hospital like Matt?

4. What things happened to Matt that caused him to begin to "start thinking about things a little differently?"

5. Why do you think Matt would ask Debbie if he could stay on at the children’s hospital on a permanent basis?

6. What do you think Matt was thinking when he told his friend, “You’re on the right road, my friend!”?

7. What is likely to happen to Matt’s friend if he keeps the same attitude he has?

GROUP ACTIVITY:

8. Matt has become so popular at the children’s hospital that the head nurse has asked him to plan out an entire special day for the children. She stressed that some “rest time” must be included. Working together as a team of two or three, plan out a special day that Matt could use. Be certain to include times. The day’s activities should last from 8:30 am until 4:00 pm. *Would something like this be a good community service project?*

MATH ACTIVITY F.36
“POSITIVE MATH”

OBJECTIVE: To perform calculations involving money using addition, subtraction, multiplication, and percents

Resources:

- Work Sheet—Math Activity F.36
- Cassette recording of an employer describing how valuable a positive attitude is on the job, and how it can pay off for an employee

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out the work sheet and have the students complete them.
2. Review the answers with the students. Ask them to explain how they went about solving the problems. Find different approaches.
3. Include a discussion after each of the major question areas.
4. After question 1, play the pre-recorded interview with an employer explaining the value of a positive attitude.
5. After question 2, ask about other kinds of "giving" the students may be involved in such as birthday or Christmas presents. How do they feel about themselves when they give a special gift?
6. Ask how many students have heard of savings plans like the one described. How many are active in saving in some way? How could maintaining a savings account help build a positive attitude?

Math Activity F.36
“Positive Math”
Work Sheet

DIRECTIONS: Answer the following questions:

1. Steve has always had a positive attitude. In fact, because he had such a great attitude at his job interview, he was hired at \$8.00 per hour instead of the usual \$6.00. Today, Steve’s boss gave him a 20% increase in pay.

a. How much will Steve make now?

b. Steve started his job _____% higher than most of the employees.

c. How much will Steve make in a 40 hour week?

d. Most months, Steve works four 40 hour weeks and two 8 hour days. How much does he earn during those months?

- e. Social security, withholding, and other deductions amount to 18% of his gross (or total) earnings. How much does he take home each month?

2. A characteristic of many people with a positive attitude is a tendency to contribute to charity or to those less fortunate. Answer the following about giving to your favorite charity:

- a. Jeremy gives 10% of his take home pay to *Feed the Hungry*. Each month he takes home \$1250.00. How much does Jeremy give in a year?

- b. Susan gives to the United Way. Every month, her employer deducts \$25.00 and then matches it by half. How much is the total contribution in a year?

Bonus! Bonus! Bonus!

3. You are **rich!** But, the first \$million is the hardest to make! How to make a \$million? Follow these directions: The average worker will work full time a total of 45 years. Put \$40 per week into a savings account starting now.

Many interest rates for savings and/or retirement accounts will double the amount of money being put into savings every nine years. How much money will you have in your savings account at the end of 45 years of work if you keep saving and don't spend what you save? (Hint: It's over a \$ million.)

4. How to make another \$million! If you worked forty-five years, forty hours per week, 52 weeks per year, how much would you have to make (or average) per hour to earn \$million in your lifetime of work?

5. How much would you make in your lifetime of work if you kept your current salary (...use minimum wage if you are not currently employed)?

6. What is a reasonable hourly wage for you to make in your career field five years from now? What will that wage generate for you in the **forty** years that you will work (assuming you don't get any other raises!)?

PRE-ASSESSMENT **POST-ASSESSMENT**

Directions: Answer the following questions to the best of your ability.
A list of points as opposed to sentences is suggested.

1. How do you define attitudes?

2. How are attitudes important?

3. How are your attitudes influenced?

4. Do you have a choice on what kind of attitude you have?

5. How can someone improve their attitude?

DIRECTIONS: For each of the situations below, give examples of "positive" responses.

6. You wake up and it is raining outside.

7. You smile and say hello to one of your teachers and he/she does not respond back.

8. You go to your first job interview and they don't hire you.

9. A customer comes to the counter and starts complaining about being overcharged for an item.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. How do you define attitudes?
 - Our general outlook on life
 - A feeling or an emotion
 - The way we choose to react to people and situations
 - Can be positive (optimistic) or negative (pessimistic)

2. How are attitudes important?
 - A positive attitude can help us be more successful
 - A positive attitude can help us be more happy
 - More people lose their job because of poor attitudes than because of poor work skills

3. How are your attitudes influenced?
 - By our family, peers, teachers, and other adults
 - By television, movies, books, magazines, music, and newspaper

4. Do you have a choice on what kind of attitude you have?
 - YES

5. How can someone improve their attitude?
 - Through positive self-talk
 - Through positive affirmations
 - By visualizing
 - By hanging around with positive people
 - Looking for the best in others
 - Complimenting others
 - Smiling more
 - Viewing problems as opportunities
 - Focus on helping others

- Laughing and finding humor in situations
- Doing something that is fun and enjoyable
- Doing something nice for someone
- Treating others as you want to be treated
- Having goals and dreams
- Talking with a friend
- Exercising or playing a sport
- Changing the environment

ANSWER KEY
LEARNING ACTIVITY F.36-2 AND PRE-ASSESSMENT/POST-ASSESSMENT
QUESTIONS 6-9.

1. You wake up and it is raining outside.
 - We needed the rain
 - What a great day to watch movies
 - I like the smell of rain
 - Glad I didn't wash my car yesterday

2. You smile and say hello to one of your teachers and he/she does not respond back.
 - Give them the benefit of the doubt, maybe they didn't hear you, they are focused
 - They are having a bad day
 - Reach out again to them later

3. You go to your first job interview and they don't hire you.
 - Talk with your specialist and discuss what you could have done differently
 - Practice interviewing skills more
 - Interview with other businesses
 - Maybe it wasn't the right job for you

4. A customer comes to the counter and starts complaining about being overcharged for an item.

- Don't take it personally
- Remain confident, listen and solve the problem
- If you accidentally overcharged the customer, how did that happen and learn from it
- If someone else overcharged, learn from that too
- By remaining calm and polite (keeping a positive attitude), they will eventually calm down too

ANSWER KEY
READING ACTIVITY

“Recall Questions”

1. \$300.00
2. Miller
3. \$200.00
4. bad attitude
5. two months of community service
6. reading stories and playing games
7. long
8. “I hate this.”
9. Debbie
10. they liked him
11. Leonard
12. cabbage

"Changes in Attitude"

1. Matt had a bad attitude
2. Teenager and long hair; answers may vary, but should include bad attitude, speaking offensively, etc
3. Everything he did was precious to them
4. He was embarrassed about the way he acted, the children had terminal diseases, yet they had good attitudes

5. He was getting a lot out of his involvement
6. Answers vary, but may include: His friend needs to find out for himself, or that is the way he found a change for himself, etc.
7. Answers vary
8. Answers vary

**ANSWER KEY
MATH ACTIVITY**

1. a. \$9.60/hr
b. 33%
c. \$384.00
d. \$1689.60
e. \$1385.47

2. a. \$1500.00
b. \$450.00

3. **Year 9:**
 $\$40.00 \times 52\text{wks} = \2080 per yr.
 $\$2080 \times 9\text{yrs} = \$18,720$
Interest will double it to \$37,440

Year 18:
 $\$37,440 + 18,720 = \$56,160 \times 2 = \$112,320$

Year 27:
 $\$112,320 + \$18,720 = \$131,040 \times 2 = \$262,080$

Year 36:
 $\$262,080 + \$18,720 = \$280,800 \times 2 = \$561,600$

Year 45:
 $\$561,600 + \$18,720 = \$580,320 \times 2 = \mathbf{\$1,160,640.00}$

4. \$10.68376 (round up to \$10.69)

Answers vary for last 2 questions