

Attitude inventory — Positivity

EXPLANATION:

A positive optimistic attitude breeds positive outcomes and experiences for everyone. A negative attitude can be unconstructive and damaging to an individual and their friends and families. Conducting an inventory of attitudes assists in understanding the power of positive thoughts, recognising their impact and how actions can make a difference!

negative
positive

YEAR LEVELS: Years 7–10

STUDENT GROUPING: Whole class discussion and small group activity

ACTIVITY LENGTH: 45 - 60mins approx.

LINK TO CURRICULUM:

Learning Continuum of Personal and Social Capability

Self-awareness element:

Recognise emotions

- Examine influences on and consequences of their emotional responses in learning, social and work related contexts
- Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

Recognise personal qualities and achievements

- Make a realistic assessment of their abilities and achievements, and prioritise areas for improvement
- Assess their strengths and challenges and devise personally appropriate strategies to achieve future success

Self-management element

Develop self-discipline and set goals

- Select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals
- Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts

SCOPE OF TASK

Some facts about a positive attitude:

- A state of mind that supports optimistic, constructive thinking
- Allows one to envisage good things and outcomes
- Encourages resiliency and ability to manage negative situations
- Benefits include anticipating happiness; better mental and physical health; stronger secure relationships and enhanced stress management and coping skills

Researchers have proven that individuals with positive attitudes are more productive than their peers and more receptive towards new information and nurturing positive emotions improves wellbeing and lessens depression.

1. Inform students that this activity is going to explore the importance and value of a positive attitude. Initially determine students' prior knowledge of positivity via a group discussion. Students might need to research positivity and may need to access information via the internet. Remind students of safe internet practices if engaging online. Questions to probe student understanding could include:

- What is a positive attitude?
- What are the benefits of having a positive attitude?
- How does a positive attitude impact on you and others?
- Are we always positive?
- What are ways that we can measure or gauge our positivity?

Spend time exploring the concept of positivity and a positive attitude providing time for students to conduct a search and have an in-depth conversation.

2. Share with the whole group that the aim of the activity is to conduct an attitude inventory exploring characteristics, influences and impacts that attitudes can elicit. Some instructions for participating in the activity include:


- Students should be broken into small groups to encourage conversation
- A set of thinking prompts are presented to the students to conduct an attitude inventory. These include:

- Describe what is a positive and negative attitude
- Identify people who have positive attitudes

- What characteristics do people with a positive attitude encompass and why do you think they are like that?
 - When you think of a person with a negative attitude, what things or which people do you think put that person in that space?
 - What impact do different attitudes have on others/you?
 - Which group of people (positive/negative attitude) do you want to associate with and why?
- Ask students to use a large sheet of poster paper to map out these questions and make connections between people, attitudes and influences. Students can use the large paper to visualize how related ideas and concepts about positivity are connected to one another. Encourage students to write and draw.
 - Provide small groups 15mins approx. to discuss and reflect
3. Once students have completed the mapping activity bring group together to discuss. Ask each group to share their visualisation of their attitude inventory with the whole group and discuss relationships between the concepts and ideas they discovered.
 4. To conclude the activity, ask students if they can identify a main 'takeaway' from the activity. Student takeaways can be written on a whiteboard where they can be referred to through out the week.

RESOURCES:

- Computer and internet
- Pens and poster paper



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