

Identify Ways to Maintain a Positive Attitude

Unit. World of Work Skills

Problem Area. Display a Positive Attitude

Lesson. Identify Ways to Maintain a Positive Attitude

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Analyze traits of a positive attitude.**
- 2 Evaluate how to build a positive attitude.**
- 3 Analyze student attitudes in case studies.**

- **List of Resources.** The following resources may be useful in teaching this lesson:

Kimbrell, Grady, and Ben Vineyard. *Succeeding in the World of Work*. Chicago: McGraw-Hill, 2006.

Ludden, LaVerne L. *Job Savvy: How to Be a Success at Work*. Indianapolis: JIST Publishing, 2003. (Textbook, Chapter 7)

Marketing Essentials—Interpersonal Skills: Career Connection. 17 July 2006. <<http://www.career-connection.org>>.

Spirituality & Health. 18 July 2006. <<http://www.spiritualityhealth.com>>.



■ List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with Internet access
- ✓ Classroom resource and reference materials

■ Terms. The following terms are presented in this lesson (shown in bold italics):

- ▶ actions
- ▶ attitude
- ▶ common sense
- ▶ communication
- ▶ courtesy
- ▶ energy
- ▶ enthusiasm
- ▶ enthusiastic
- ▶ friendliness
- ▶ open-mindedness
- ▶ optimistic
- ▶ self-control
- ▶ self-esteem
- ▶ sense of humor
- ▶ tact
- ▶ thinking
- ▶ voice control

■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Have students discuss traits they feel someone with a positive attitude would possess.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Analyze traits of a positive attitude.

Anticipated Problem: What traits help develop a positive attitude?

- I. Keep your **attitude** positive by always looking at and talking about the good in a situation or in people. The following traits will help an individual develop a positive attitude.
 - A. **Common sense** is sound practical judgment.
 - B. **Courtesy** involves polite behavior and good manners.
 - C. **Enthusiasm** is being happy and energetic. In most careers, you will need to sell something; show enthusiasm in everything you do.
 - D. **Friendliness** is being kind and helpful.
 - E. **Open-mindedness** means you are open to new ideas and you are free from prejudice ideas.
 - F. **Self-control** involves controlling your actions and feelings.
 - G. **Sense of humor** is the ability to laugh with others.
 - H. **Tact** is a keen sense of what to say or do to avoid offending someone.
 - I. **Voice control** is the ability to control the tone and volume of your voice.

*Many techniques can be used to help students master this objective. As an example, students could use Chapter 10 in *Succeeding in the World of Work*. Use VM-A to discuss personal traits and skills. LS KEY-A3 can be used as an answer key. Have students fill out the LS-A2 while discussing the traits. Have students list other traits they feel may be important and have them place a star by the traits they feel they possess.*

Objective 2: Evaluate how to build a positive attitude.

Anticipated Problem: How is a positive attitude built?

- II. Steps to building a positive attitude
 - A. Positive **energy** involves having a capacity for vigorous activity toward a positive goal.
 - B. Positive **actions** involve the process of doing something positive.
 1. Take positive action instead of wasting time complaining about problems.

- C. Positive **thinking** is often referred to as “the power of positive thinking.”
 - 1. Positive thinking helps elevate your mood, which helps make better decisions.
- D. Positive **communication** allows people to present ideas with confidence saying positive compliments and speaking in a friendly manner.
- E. Build **self-esteem**, which involves having a good opinion of yourself.
 - 1. Make lists of your abilities and successes.
 - 2. Seek reachable goals.
 - 3. Think about the positive impact you have on others.
 - 4. Work on improving your abilities.
- F. Be **enthusiastic** by showing an eager interest.
- G. Be **optimistic** by having a positive outlook.

Many techniques can be used to help students master this objective. Have students evaluate LS–A4 to discuss if these steps would help build a positive attitude. Students can complete LS–A5 to set goals in order to improve their attitudes.

Objective 3: Analyze student attitudes in case studies.

Anticipated Problem: How do you analyze a student’s attitude?

- III. Use case studies to analyze how positive attitudes help employees.
 - A. Discuss situations where a positive attitude has helped make situations more fun, turned a negative situation into a positive one, elevated moods, helped handle problems more effectively, and helped make better decisions.
 - B. Read the case study and analyze the questions about attitude.

Students read the case study in LS–A6 and answer questions about the situation in LS–A7.

■ **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.

■ **Application.** Application can involve one or more of the following student activities:

- ◆ Students fill out LS–A2 and discuss traits. Students evaluate LS–A4 to discuss if these steps would help build a positive attitude and set goals to improve their attitude on LS–A5. Students complete the case study in LS–A6 and answer questions about the situation on LS–A7.

- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Short Answer

- ◆ positive energy
- ◆ positive actions
- ◆ positive thinking
- ◆ positive communication
- ◆ build self-esteem
- ◆ be enthusiastic
- ◆ be optimistic

Part Two: Fill in the Blank

1. Common sense
2. Courtesy
3. Enthusiasm
4. Attitude
5. Open-mindedness
6. Self-control
7. Friendliness
8. Sense of humor
9. Voice control
10. Tact

Identify Ways to Maintain a Positive Attitude

► Part One: Short Answer

Instructions: Complete the following.

List five of the seven steps to building a positive attitude.

► Part Two: Fill in the Blank

Instructions: Complete the following statements.

1. _____ uses past experiences to guide you in making decisions in the future. Use good judgment instead of your emotions.
2. _____ involves always being respectful to others. Others will like you especially if you use politeness and good manners.
3. _____ is being happy and energetic. In most careers you will need to sell something; show enthusiasm in everything you do.



4. _____ can stay positive by always looking and talking about the good in a situation or people. Don't complain.
5. _____ always considers both sides of a discussion; you will learn more this way.
6. _____ is about your emotions; your effectiveness in interpersonal relationships will depend on controlling emotions.
7. _____ involves being polite towards others, and then most will be polite towards you.
8. _____ allows you to enjoy the funny side of life; people will feel more comfortable around you.
9. _____ is about how the tone of your voice affects others; use your voice effectively.
10. _____ involves saying and doing things that make others feel comfortable. Do not offend people when speaking.

ATTITUDE

- ◆ Common sense
- ◆ Courtesy
- ◆ Enthusiasm
- ◆ Friendliness
- ◆ Open-mindedness
- ◆ Self-control
- ◆ Sense of humor
- ◆ Tact
- ◆ Voice control



Identify Ways to Maintain a Positive Attitude

Purpose

This activity will assist students in addressing traits of a positive attitude and how to build a positive attitude.

Objectives

1. Analyze traits of a positive attitude.
2. Evaluate how to build a positive attitude.
3. Analyze student attitudes in case studies.

Materials

- ◆ lab sheets LS-A1 through LS-A7
- ◆ writing utensil

Procedure

1. Using LS-A2, have students match the 10 personal traits and skills with the definitions. Use VM-A to review terms. While this overhead is being used, check the students' answers using LS KEY-A3. Discuss traits students feel someone with a positive attitude would possess. Ask students to place an asterisk by the traits on LS-A2 that they feel they possess.
2. Using LS-A4, have students read the handout as a class and discuss if they agree that positive thinkers do have the seven results listed at the top. After reading the steps to building a positive attitude, have students complete LS-A5. Students will rate their traits and set goals to improve their attitude. When they are finished, ask students to share some of their goals with the class.
3. Using LS-A6, have students read the story "Moviegoer Mayhem" and answer the short and long responses on LS-A7.



Ten Personal Traits and Skills That Are Important in All Relationships

Instructions

Match the words below to the definitions.

courtesy
open-mindedness
attitude
enthusiasm
voice control

sense of humor
self-control
tact
friendliness
common sense

1. _____: keep it positive by always looking and talking about the good in a situation or people. Don't complain.
2. _____: use past experiences to guide you in making decisions in the future. Use good judgment instead of your emotions.
3. _____: always be respectful to others. Others will like you especially if you use politeness and good manners.
4. _____: be happy and energetic. In most careers you will need to sell something, show enthusiasm in everything you do.
5. _____: if you are polite towards others, most will be polite towards you.
6. _____: always consider both sides of a discussion; you will learn more this way.
7. _____: control your emotions, your effectiveness in interpersonal relationships will depend on controlling emotions.
8. _____: learn to enjoy the funny side of life; people will feel more comfortable around you.
9. _____: say and do things that make others feel comfortable. Do not offend people when speaking.
10. _____: the tone of your voice affects others, use your voice effectively.

From: *Marketing Essentials—Interpersonal Skills: Career Connection*. 17 July 2006. <<http://www.career-connection.org>>.

Ten Personal Traits and Skills That Are Important in All Relationships

1. attitude
2. common sense
3. courtesy
4. enthusiasm
5. friendliness
6. open-mindedness
7. self-control
8. sense of humor
9. tact
10. voice control

From: Marketing Essentials—Interpersonal Skills: Career Connection. 17 July 2006. <<http://www.career-connection.org>>.

Positive Thinking Can Lead to Positive Results

Positive thinkers:

1. Get along better with others
2. Make others feel more comfortable
3. Make better decisions
4. Elevate their mood
5. Handle problems more effectively
6. Reach their goals because they are motivated
7. Stay healthier

Steps to building a positive attitude

1. Positive energy is contagious, so surround yourself with positive thinkers.
2. Positive actions promote positive thoughts. Act on problems instead of complaining.
3. Positive thinking turns a negative situation into a positive one by listing the good aspects.
4. Positive communication involves speaking slowly and clearly; present your ideas positively without apologizing.
5. Build self-esteem:
 - a. Make lists of your abilities and successes.
 - b. Seek reachable goals.
 - c. Think about the positive impact you have on others.
 - d. Work on improving your abilities.
6. Be enthusiastic. Show an eager interest.
7. Be optimistic. Have a positive outlook.

From: Kimbrell, Grady, and Ben Vineyard. Succeeding in the World of Work. Chicago: McGraw-Hill, 2006.

Analyze Your Positive Traits

Honestly rate your positive traits by placing a check in the column you feel best fits your personality.

Traits	Always	Often	Sometimes	Never
Possess Positive Energy				
Take Positive Action				
Think Positively				
Communicate Positively				
Possess High Self-Esteem				
Enthusiastic				
Optimistic				

Analyze the traits checked in the lowest columns: sometimes and never. Write the two lowest traits on the line below and set two goals for improving these traits. These goals should include what actions can be taken to build a positive attitude.

First Trait:

Goal:

Goal:

Second Trait:

Goal:

Goal:

Moviegoer Mayhem: Renee's Rades

It was in my senior year of high school that I got my first “real job” working at a local movie theater. I was a box office ticket girl and spent my time selling popcorn, soda, and candy in the concession stand. Our team was a cross between Degrassi Junior High and Catch 22. It was a miracle that the theater neither burnt to the ground nor served as headquarters for an adolescent revolution. Customers and employees constantly came to blows over anything that could be argued. The ever-changing management would look on from a window in the office and swoop down once it was decided that managerial action was going to make them look good. A few of us actually worked from the dichotomy that good customer service leads to repeat customers while some customers were just not worth the \$6.75 an hour we were earning.

Among the difficult customers were the couples who brought colicky babies into action/thriller movies and found that the babies cried at the sound of rapid gunfire. Then there was the woman who would demand that we pop the popcorn without oil since we had nearly killed her poor hubby last week with it; we later found out that “hubby” would bring the popcorn back and ask for extra butter and salt. “In the middle and on the top, you girls sure do wonders for an old man like me,” he’d say as he stuffed a handful into his mouth and groan with pleasure of having popcorn done right. Nobody could blame the guy—death by butter had to be better than her hen pecking! Among my favorites were unattended youngsters who attempted to sneak into rated R movies. They would purchase tickets to see the kid flick of the week, come out halfway through the film and buy snacks, then head off to the goriest film we would play. I’d catch them leaving the concession stand and ask them where their tickets were.

“Uh... My mom’s got ‘em,” one of the kids, usually a prepubescent boy, would say as he stared up at me through a bag of popcorn, box of sour gummy candy, and a large soda. “Okay, but I could swear that I just saw you come from the other side of the theater. Do you need help getting back to your seats?” And with that, I’d put on my biggest “May I help you?” grin. A simple glance at the rest of the entourage told me that the story was not panning out. After a brief moment of awkward silence, one would get impatient. “Man, forget you!” he’d exclaim, and start off to the group’s intended, yet forbidden, destination. “I’m going to do what I want!”



Groups like that would only get about halfway down the corridor before I or one of my more vigilant co-workers would jump the concession stand and take off after them. The younger, more lenient ushers knew not to get in my way when I was going in after a group like that, even though it was their job to show guests to the theaters. Sure, my legs were bad even back then, and the *Dukes of Hazzard* style slide over the counter didn't help, but I took these kinds of imps out for sport. After working there over the summer and into the fall, I had grown weary of the cycle of kids getting into R movies and the constant threat of losing my job and being charged in the corruption of today's youth if it is not stopped—as if I alone could control the movements of the children of Southwest Volusia County! The saccharine sweetness of my previous approach was gone. In its place, I'd come up on the kids like a lioness going after her prey.

"You're not going into that movie," I'd say, close enough to let them know that they'd been had, but nowhere near enough to touch them. The sinister tone was usually enough to stop them in their tracks. Some would surrender sheepishly, and others would stand defiantly amused. "Look, I saw you come out of a theater on the other side of the corridor," I'd say as if I was explaining the plot to a B-rated spy thriller. "Now, if your mom is actually in the other theater waiting for you, she will have to be the one who comes out for you. You can either wait out here for your mom or go back to the other show that you have tickets for. Got it?"

That was usually enough for the ones who knew they were caught but were happy to know that they weren't being sent off with the local police. I didn't always get so lucky. Sometimes the retort was littered with obscenities, and about halfway through the prepubescent tirade, the general manager would come out and tell the kids to leave the property. Of course, my rescue by management was always about five minutes after a kid really blew his top and tried to get violent. Even then, it came with an apathetic "C'mon kids. Let's go" shooing.

"You guys don't know me!" some would yell as they made their exit. "My mom lets me watch that stuff all the time! Forget you. I'll never bring my money to this stupid place again!"...Well, at least that's the "cleaned up" version of what was usually said. Of course, the same kids would be back next week for another kiddie flick and attempt at seeing the wonders of a rated R raunch-fest. I had to wonder if these kids acted the same way at home or at school and if the parents had anything to do with the public outbursts of blatant disrespect for authority. After Christmas, they would arrive with cheap BMX bikes and skateboards, in an effort to do stunts off of our handicap ramp during the matinee. The sight of gravity-defying youngsters thoroughly terrified the set from the local retirement homes that came by for half-price tickets. I'd nag the kids, like any watchful big sister would; then I realized that my own boss was allowing them to do it. It was just before I left for college that I pretty much gave up on trying to corral the kids. They weren't mine, I wasn't their babysitter, and my boss basically gave me the go-ahead to write off their behavior unless it disrupted other customers. The same gang of kids that I had to deal with for nearly a year was at it again: skating, biking and hurling foul language at me and my job. "You know what, guys?" I said through the mouthpiece of the box office window after suffering through another afternoon of insults and nearly missed collisions with other patrons. "You guys want to act like jerks? Go right on ahead. But if you do something stupid and get hurt, what am I supposed to do?"

The oldest of the kids shrugged. He was 14 at the time. “I don’t know. Do whatever you want. Just leave me alone, and do your own stupid job.”...Again, an abridged version of what he said, but the gist of what he said stayed with me. On my last day there, I clocked out, said my good-byes to the staff, and walked out to the covered porch of the theater when I saw that same kid try to grind down a handrail in front of my boss who was encouraging him. The whole thing went down in slow motion like a scene from an old war film. I saw the kid get up on the ancient but sturdy handrail and make his descent with the skateboard, but his baggy shirt got snagged on the end of the handrail and brought him down with a soft thud and a wail of agony. My boss leapt to the boy’s side, dropping his cheap cigar on the step. “Oh my God! Do something!” he yelled at me while the boy sat up and looked around to make sure that none of his buddies saw his spill.

I removed my name tag slowly and tried to wrap my brain around what I just saw. The kid had a few bloodless scratches, a ripped designer shirt, and what I could only guess to be the start of a bruised tailbone. My boss, on the other hand, looked as though he was having a heart attack. He was pale as a sheet and breathing heavily, clutching the boy to his chest. It was the most worked up I’d seen him since the first *Star Wars* prequel. I shrugged. “Go get his mom. I’m sure she’s in the theater somewhere.” And with that, I left. I probably would have done something if the kid was actually hurt, but from what I saw, the only thing really damaged here was pride. Besides, I’d always been a fan of karma—the idea that what goes around comes around.

Moviegoer Mayhem: Renee's Rades

Short Response

Short response questions should require up to five minutes to answer. A complete answer is worth two points and a partial answer is worth one point.

1. What does the narrator reveal about her own values and attitudes? Give details from the story to support your answer.
2. What attitudes cause the narrator to reprimand the boys? Give details from the story to support your answer.
3. Why does the narrator refuse to help the boy in the end? Give details from the story to support your answer.

Long Response

Extended response questions usually require up to 10 minutes to answer. A complete answer is worth four points. A partial answer is worth one, two, or three points.

1. What values and attitudes does the narrator impute to her manager, the unruly boys, and the woman and her “hubby”? Give details from the story.
2. When the narrator leaves her manager with the boy, is her gesture genuinely heroic or is it merely the misguided idealism of a rebellious adolescent? Give details from the story.

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