

ESTIMATED TIME

2 class periods plus time to work on editing

PREREQUISITES

- Projector for the *Attitudes, Beliefs and Values* presentation
- Computers to access and complete the *Student Assessment Survey*

RESOURCES AVAILABLE

- *Attitudes, Beliefs and Values Rubric*
- *Attitudes, Belief, and Values Introduction presentation*
- *Attitudes, Beliefs and Values Student Assessment Survey*
- *Reflecting on Self Assessment*

ACROSS THE CURRICULUM

Although the questions in the survey are specific to internship sites, the analysis questions require students to consider how the five 21st Century Skills are utilized by the students in their everyday academic lives. The analysis of student proficiency in 21st Century Skills applies across all disciplines.

LESSON PLANNING

LESSON GOAL

Analyze attitudes, beliefs, and values related to 21st Century Skills and reflect on how they affect achievement.

Essential Question

How do my attitudes, beliefs and values affect my achievement?

Student Expectations

1. Complete a self-assessment of attitudes, beliefs, and values related to *21st Century Skills*.
2. Analyze strengths and weaknesses in proficiency of *21st Century Skills*.
3. Write a reflection on the links between skills and achievement.

LESSON OBJECTIVES

1. Identify strengths and weaknesses in proficiency of *21st Century Skills*.
2. Recognize the effect of attitude on achievement.
3. Develop strategies to build proficiency.

RATIONALE

This lesson can provide critical insight into student achievement. Most often achievement is dependent on attitudes, beliefs and values rather than talent or skill. This lesson requires students to critically analyze their ability to use 21st Century Skills. This analysis gives students a chance to really examine their thoughts and feelings on the skills and their relevance to their lives. Students identify the link between attitudes, beliefs and values and achievement. Students are able to make profound connections between the internship program and their academic lives.

1. *Attitude* represents an individual's like or dislike for an item. Attitudes are positive, negative or neutral views. Unlike personality, attitudes change as a result of experience.
2. *Belief* is the psychological state in which an individual holds a proposition or premise to be true. Beliefs are stubborn but can be changed in the face of overwhelming evidence.
3. *Values* Personal values evolve from circumstances with the external world and can change over time. Groups, societies, or cultures have values that are largely shared by their members.



Attitudes, Beliefs and Values Rubric



Reflecting on Self-Assessment

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Introduce the lesson by distributing the *Attitudes, Beliefs and Values Rubric* that will provide an overview of the lesson and explain how students will be evaluated. Then present *Attitudes, Beliefs, and Values – Introduction* to the students. Discuss the following.
 - a. How have you observed each of the five 21st Century Skills in your internship site?
 - b. Give an example of each of the following.
 - i. Good attitude/poor attitude
 - ii. Positive belief/negative belief
 - iii. Positive value/negative value
 - c. What are the differences among attitudes, beliefs and values?


ASSESSMENT

Discussion Participate in a discussion about skills, attitudes, values, and beliefs.

2. **INDIVIDUAL** Have students log on to *Sakai* and take 20-25 minutes to complete the 57-question quiz. *Attitudes, Beliefs and Values Student Assessment Survey*. Remind students to click *Submit* when they have answered all survey questions.

ASSESSMENT

Scenario Actively participate in the scenario activity.

3. **INDIVIDUAL** When they finish the survey, have students open the  **ASSIGNMENT 1** document *Reflecting on Self-Assessment* and select one strength and one weakness in each of the five 21st Century Skills. For each of the ten sections, they will answer two questions. Plan on 45-60 minutes to complete this assignment. When they are finished typing their answers into the document, have them follow these steps.
 - a. Save the document to your directory.
 - b. Close the document.
 - c. Upload the document to the *Sakai* Assignments Tool to submit it for evaluation.

ASSESSMENT

Reflecting on Self-Assessment Complete the *Reflecting on Self-Assessment* document.



Student Pages

4. INDIVIDUAL Once students have completed and submitted the

ASSIGNMENT 2

Reflecting on Self-Assessment, have them complete an Achievement Paper. In this analysis, students pick one aspect of their previous reflection and identify how that has had an impact on their achievement by following these directions.

- Pick one of the strengths or weaknesses that you have a particularly strong feeling about.
- Describe it and your feelings toward it.
- Discuss how this strength or weakness relates to either your academic, internship, or personal achievement.
- Write a conclusion about how you could perform better on this strength or weakness.

Have students proofread and edit their work and then use the *Sakai* Assignments Tool to submit it for evaluation.

ASSESSMENT

Achievement Paper Complete the Achievement Paper.

REFLECTION

Discuss the following questions.

- How do attitudes, beliefs and values affect achievement?
- How can you change a negative attitude?
- How can you change a belief that is harming you?
- How can you change a value that is not helping you?

ASSESSMENT

Reflection Discussion Participate in a discussion about attitudes, beliefs and values.

ASSESSMENT

Use the *Attitudes, Beliefs and Values Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts

Writing Applications

4. Write informational essays or reports, including research that:
- a. pose relevant and tightly drawn questions that engage the reader;
 - b. provide a clear and accurate perspective on the subject;
 - c. create an organizing structure appropriate to the purpose, audience and context;
 - d. support the main ideas with facts, details, examples and explanations from sources;

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students on IEPs can be given assistance by allowing them more time on the assignments, or having a student or teacher help them complete the written work.

GIFTED AND TALENTED

Gifted students may be asked to write more for each of the written response assignments. They may also be asked to evaluate other students' writing on the *Attitudes, Beliefs, and Values – Achievement Paper*.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Access these sites to learn more about how attitudes, beliefs, and values are formed and how they can change.

- http://en.wikipedia.org/wiki/Attitude_%28psychology%29
- <http://en.wikipedia.org/wiki/Belief>
- <http://en.wikipedia.org/wiki/Values>

BOOK RESOURCES

Use these books to learn more about values, attitudes and beliefs.

- Albarraci, Dolores, Blair T. Johnson, and Mark P. Zanna. *The Handbook of Attitudes*. Lawrence Erlbaum, 2005.
- Simon, Dr. Sidney B., Leland W. Howe, and Howard Kirschenbaum. *Values Clarification*. Grand Central Publishing, 1995.