

### ESTIMATED TIME

2-3 class periods

### PREREQUISITES

- Projector for the **21<sup>st</sup> Century Skills** presentation
- Computers to access and complete the Student Assessment Survey

### RESOURCES AVAILABLE

- **Attitudes, Beliefs and Values Rubric**
- **21<sup>st</sup> Century Skills presentation**
- **Attitudes, Beliefs and Values Student Assessment Survey**
- **Reflecting on Self Assessment**

### ACROSS THE CURRICULUM

The analysis questions require students to consider how the five *21<sup>st</sup> Century Skills* are utilized by the students in their everyday academic lives. The analysis of student proficiency in *21<sup>st</sup> Century Skills* applies across all disciplines.

### LESSON GOAL

Analyze attitudes, beliefs, and values related to *21<sup>st</sup> Century Skills* and reflect on how they affect achievement.

### Essential Question

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

### Student Expectations

1. Participate in a discussion about attitudes, beliefs, and values.
2. View a presentation and participate in a discussion about *21<sup>st</sup> Century Skills*.
3. Complete a self-assessment of attitudes, beliefs, and values related to *21<sup>st</sup> Century Skills*.
4. Analyze strengths and weaknesses in proficiency of *21<sup>st</sup> Century Skills*.
5. Write a reflection on the links between skills and achievement.

### LESSON OBJECTIVES

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

### RATIONALE

This lesson is a follow-up to Lesson 20 of the same name in Level A. Because attitudes, beliefs, and values are so critically important to one's success, it is valuable to revisit and reflect on how they have changed and developed from year to year. 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 *21<sup>st</sup> 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.

- *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.
- *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.
- *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



21st Century Skills Presentation



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 *21<sup>st</sup> Century Skills* presentation to students. Discuss the following.
  - a. How have you observed each of the five *21<sup>st</sup> Century Skills* in your life?
    - i. Self Knowledge
    - ii. Collaboration and Community
    - iii. Communication Processes
    - iv. Research and Assessment Tools
    - v. Technology Tools
  - b. What are the differences among attitudes, beliefs, and values?
  - c. Give an example of each of the following.
    - i. Good attitude/poor attitude
    - ii. Positive belief/negative belief
    - iii. Positive value/negative value
  - d. What are the differences among attitudes, beliefs and values?
  - e. How can you get people to change their attitudes? Beliefs? Values?
  - f. How do you think your attitudes have changed over time?
  - g. How have your beliefs changed over time?
  - h. How have your values changed over time?


### 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

**Survey** Complete the *Attitudes, Beliefs and Values Student Assessment Survey*.

3. **INDIVIDUAL** When they finished the survey, have students open the document  **ASSIGNMENT 1** *Reflecting on Self-Assessment* and select one strength and one weakness in each of the five *21<sup>st</sup> 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 use 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 students write an Achievement Paper. In this analysis, students pick one aspect of their previous reflections and identify how that has had an impact on their achievements by following these directions.

1. Pick one of the strengths or weaknesses that you have a particularly strong feeling about.
2. Describe it and your feelings toward it.
3. Discuss how this strength or weakness relates to either your academic, internship, or personal achievement.
4. 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



## ASSIGNMENT 3

Have students write a reflection on the following questions. If

available, have students revisit their survey results, Achievement Paper, and reflections from last year and reflect on how they have or have not changed. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

1. How do attitudes, beliefs and values affect achievement?
2. How can you change a negative attitude?
3. How can you change a belief that is harming you?
4. How can you change a value that is not helping you?
5. How have your attitudes, beliefs, and values changed from last year?

### ASSESSMENT

**Reflection** Reflect on 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

- 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 10

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

### BOOK SOURCES

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.