

## MY ATTITUDES , VALUES AND STANCES

### Learning Intention

- Becoming more aware of how different situations bring out different sides of me.
- Gaining a fuller understanding my attitudes towards my peers and teachers.
- Exploring the values I hold
- Understand the idea of a learning stance.
- Knowing that my stances may change depending on the circumstances.
- Developing strategies to get myself into positive stances.

### Health and Wellbeing outcomes

*I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. **HWB 2-06a***

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 2-04a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a**

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 2-11a**

I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a**

I understand that a wide range of different kinds of friendships and relationships exist. **HWB 2-44a**

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others **HWB 2-44b**

I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. **HWB 2-45a.**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2-45b**

'I can' Statements			
First Level	Second Level	BGE	Senior
<p>I can talk about my strengths, interests and skills and show evidence of my progress.</p> <p>I can adopt different roles when running a business.</p> <p>I can talk to employers about myself and about their workplace.</p> <p>I can talk about the types of jobs that interest me.</p>	<p>I can use on-line tools available to me.</p> <p>I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents and others</p>	<p>I can access advice and support to help me make informed choices about further learning and opportunities.</p> <p>I can understand and consistently demonstrate the behaviours an employer looks for in a good employee.</p> <p>I can identify my interests, strengths and skills and use them to make informed choices.</p> <p>I can manage my profile, share it appropriately and justify my choices of evidence.</p>	<p>I can draw appropriately on evidence from my skills profile to help me compete application forms..</p>

## My Attitudes, Values & Stances

Introduce with slide 1

### **What makes us different in different situations?**

Q Have you noticed how you can become a different person sometimes depending on **who you are with**.

Q How do different people bring out different sides of us?

How we feel about ourselves, comes partly from how we think others see us.

### **Attitudes to self and others**

Ask pupils to think about the word *attitude*. When they hear people use the word, what are they usually talking about? The response will invariably express negative ideas about attitude, for example, "you need to change your attitude". Adults are more often than not complaining about young people when they use the word attitude.

Q Why do adults say these things to young people?

Q Does it work?

Q How does it feel when someone says "I don't like your attitude?"

Q Why do grown-ups go on so much about attitude ( shows who you are, how you see yourself and what you think of them!!!)

**What are the attitudes you might see around you, at home and at school?** Write each attitude on a post it.

**Q What are attitudes?** (state of readiness that shapes our response to something or somebody - ways of showing what we think or feel about someone or something. Emotions are what we feel/ attitudes are what we think.)

Divide your post its into good and bad attitudes.

What is your best/ worst attitude?

Which of your attitudes best describes you?

Who has the best attitude in the class?

## My Attitudes, Values & Stances

### The Attitudes Quadrants

Slide 2. We can use the quadrants to show how we can have different attitudes towards others.

The slide recaps firstly on two feel good preferences and the main purpose of each Quadrant.

Q What are the attitudes you would see from people in each quadrant?

Ask individuals or small group to put their post its into the quadrants in the **Attitude** activity paper, or

Invite pupils to complete in small groups or individually the **Match the Attitudes to the Quadrants** activity paper.

### Discussion

Q What are the ideal attitudes for a teacher?

Q What are the ideal attitudes for a student?

Work through slide 3

Stop before you show the top section of humble, and ask for suggestions for what this attitude in this section of the ring could be.

Q Where do attitudes come from?

(Attitudes come to a large extent from, and protect, our identity, how we see ourselves. Our identity leads us to form attitudes to protect and bolster how we feel about ourselves.)

### Leader Attitudes

Invite pupils to list the important attitudes that a good leader would show to others.

Then list the unhelpful attitudes.

Collate the class's attitudes on the board using the quadrants. Many will, of course, straddle both quadrants.

Have the class select the top six attitudes for each quadrant and insert them into the **Leader Attitudes** activity paper, which pupils can use to evaluate their attitudes.

Q What opportunities do you have or would like to have to develop these attitudes?

## My Attitudes, Values & Stances

### Values

Q What are the important things to you in your life and your learning?

Pupils now rank order these values from least to most important.

Pupils complete the **Values Profile** activity paper

Can you connect your school values to the universal values. Show and discuss slides **4 & 5**.

Can you connect the positive emotions you have been working on with the universal values, using the **Match the values and emotions** activity paper.

Match the values to the stretching and connecting emotions.

## The Stances

Show slide **6**. An attitude we take in class we call a **Stance.**( *a Learning Stance*)

Q *What attitude is the young person in this slide showing?*

Show slide **7** ( for junior pupils) or **8** for older pupils.

Recap on the two main preferences and what happens when they get out of balance.

Show how the ring can be divided into sections according to the mix of these two preferences.

Introduce the stances one by one.

Ask if any pupils would like to perform!

Q What makes a good team player

Q What do you need to be a performer?

Q Why might people hide

Q What makes people bossy?

Q Which of the stances have you never been in?

Q Anyone NEVER been in any of the 2 dark stances?

Ask for nominations for this *accolade of stability* from the class.

Distribute **Stances Chart** activity paper ( junior or senior). Ask pupils to locate where they tend to go on a good day ( smiley face) and where they tend to go on a bad day (upset face).

If junior pupils could deal with the full set of stances, invite them to add all the stances onto their stance chart.

Q Who are the leaders in the class?

Q In what situation do you take the lead?

### For seniors

Q What are we doing when we are *attention seeking etc?*

Q Why would we behave like that, what are we trying to achieve?

Q Which of the stances have you never been in?

Q Hiding and Sulking- what do they have in common? How are they different?

Q Attention seeking and People Pleasing - what do they have in common? How are they different?

Q Anyone NEVER been in the upset & angry stances? Ask for nominations for this *accolade of stability* from the class.

Refer learners to the **Stance Chart slide 7 or 8**. Ask them to put their finger on the stance they tend to be in one situation, e.g. maths. Then give other situations, e.g. P.E., the playground and so on. Ask what their finger is doing. Moving will usually be the answer. Develop this idea that our stances are not fixed.

### Stance scenarios

Learners work in groups to make up their own scenarios to enact a particular stance. The rest of the class have to guess which stance is being enacted.

After each role play, ask the others in the group to discuss how they were affected by the person displaying the stance. Learners then offer possible strategies which learners and teachers could use to improve the situation.

Ask if learners can see any connection between the emotions and stances. Q What are the emotions behind each stance? Show slide **9**.

## My Attitudes, Values & Stances

***Match the motives and attitudes to the stances*** activity paper

Pupils to complete, working in groups

**Keeping me in the bright side**

Refer learners to ***My Learning Stances*** activity paper and ask learners to complete.

Encourage learners to use the stances to compare themselves in different situations.

**Q** What's behind the changes?

Distribute the ***Stance hooks*** activity paper and ask learners to complete for their 'good day' and 'bad day' stances.

## My Aspire-ring Profile

### Learning Intention:

I understand what my Aspire-Ring profile says about me.

1 Pupils complete and print the Aspire-ring on line profile. [www.whatmotivateslearning.com](http://www.whatmotivateslearning.com)  
From the drop down menu, select the age appropriate profile.

Go through the profile together on the white board to explain the instructions.  
Consider going through the paired statements to prime them for completing the profile.

2 Explain the Aspire chart.

This can be done as a whole class or in smaller groups as appropriate (with groups based on the similarity of their Aspire-Ring charts). Identify learners who need a one-to-one session.

1 Young people will usually go to the % numbers for their stances.  
Q Which is their highest scoring good day and bad day stance?

2 Ask learners to find their % scores on 'fair to self' and 'fair to others'. Ask them to circle their higher score. Their red arrow will be pointing to their overall position on the ring.

3 Point to the 'aspiration' score which gives a measure of the strength of their aspiration for learning (0 to 100%).

Ask the learners to consider whether the profile reflects them accurately or not. Ask if there is anything they want to add, anything important about them that is missing? Invite them to amend their chart. You can also ask them to justify this by giving examples or evidence.

Ask learners to select and underline their key strengths which help them to be the kind of student they aspire to be. Ask them to highlight their signature strength.

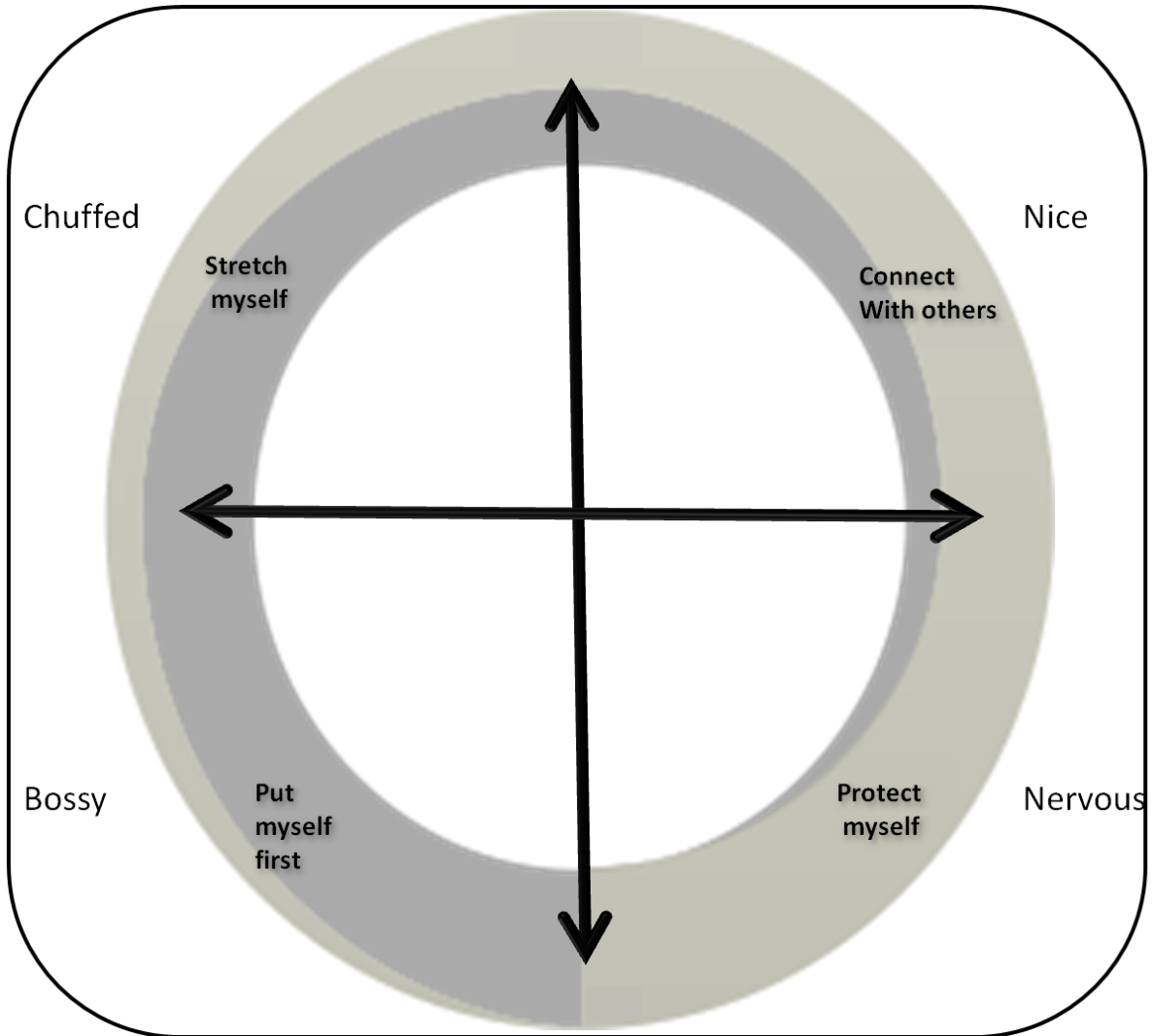
Now look at their issues and check if they are correct. Ask learners to underline the main statements which stop them being the kind of student they aspire to be. Invite them to choose one or two that they would like to work on as a personal target.

Q Have you changed over recent years?

Q Would you like to take your chart home and show to your parents?

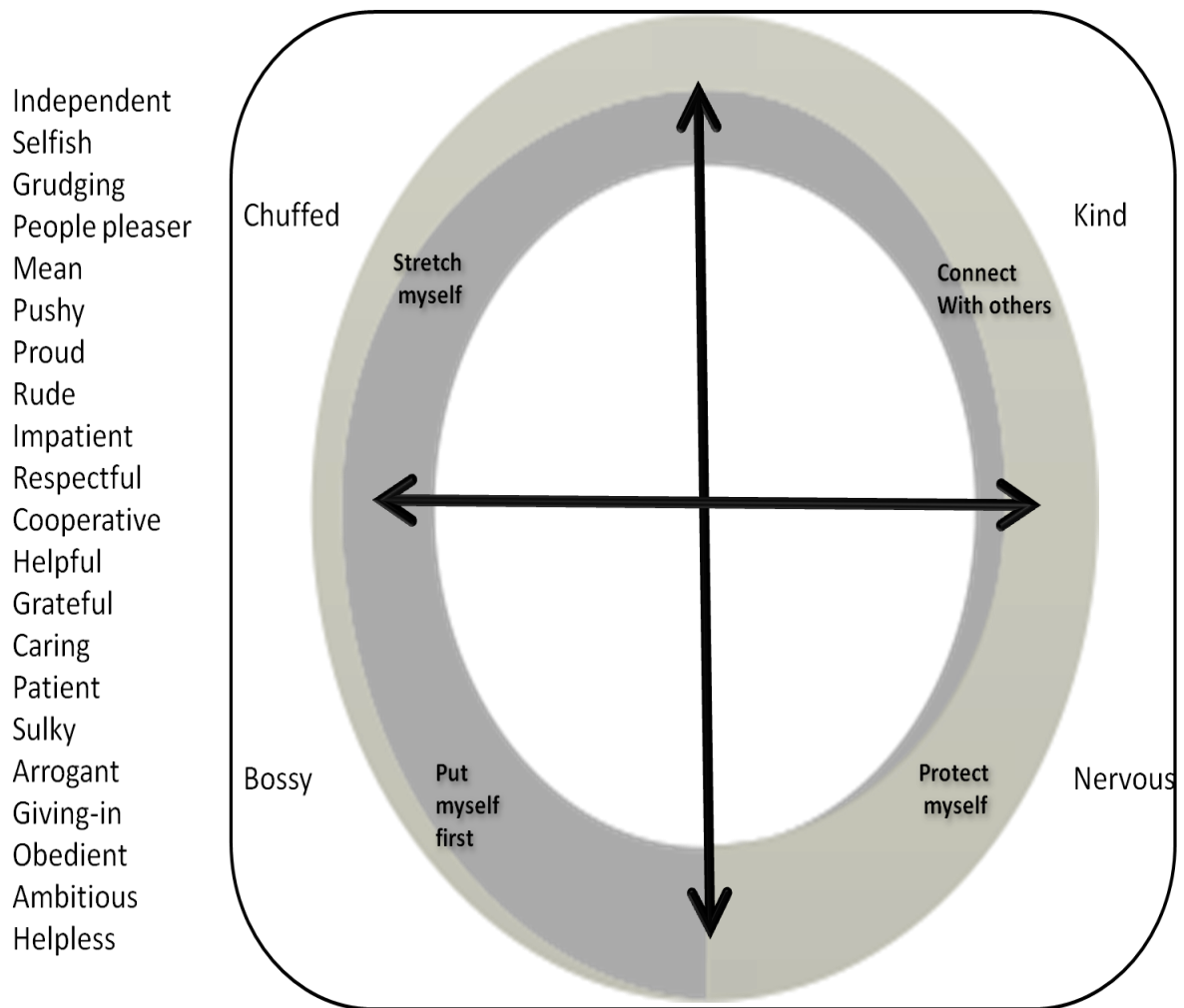
If available, show them the *Assembly Profile* for the class or year group to help them compare themselves with the class or year as a whole.

ATTITUDES





MATCH THE ATTITUDES TO THE QUADRANTS



LEADER ATTITUDES

Leadership Attitudes			
<b>Making our mark</b>		<b>Being part of things</b>	
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
<b>Total</b>		<b>Total</b>	
Unhelpful Attitudes			
<b>Doing own thing at cost to others</b>		<b>Giving in too much</b>	
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
	1 2 3 4 5 6		1 2 3 4 5 6
<b>Total</b>		<b>Total</b>	

## My Attitudes, Values & Stances

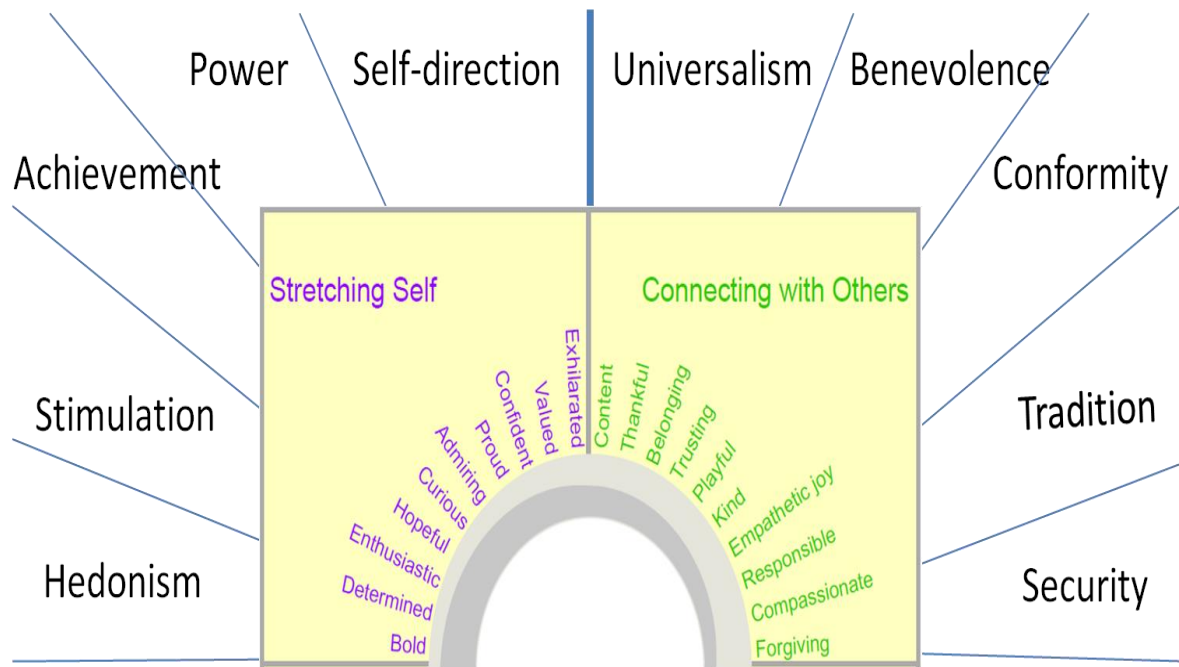
### MY VALUES

	How important are the following to you?	1 Not at all	2 Not very	3 A bit	4 Quite	5 Important	6 Very important
1	to be creative, to do things in an original way.	1	2	3	4	5	6
2	everyone should be treated equally and have equal opportunities.	1	2	3	4	5	6
3	to be rich. To have a lot of money and expensive things.	1	2	3	4	5	6
4	to live in a safe place.	1	2	3	4	5	6
5	To be recognized for my abilities.	1	2	3	4	5	6
6	to follow rules, even when no-one is watching.	1	2	3	4	5	6
7	to have surprises and look for new and different things to do.	1	2	3	4	5	6
8	to listen to people who are different from me, even when I disagree with them.	1	2	3	4	5	6
9	to "spoil" myself with treats.	1	2	3	4	5	6
10	to avoid drawing attention to myself.	1	2	3	4	5	6
11	to make my decisions about what I do.	1	2	3	4	5	6
12	to help the people around me, to care for them.	1	2	3	4	5	6
13	to be successful	1	2	3	4	5	6
14	to behave responsibly.	1	2	3	4	5	6
15	to have adventures and take risks.	1	2	3	4	5	6
16	to be loyal to my friends.	1	2	3	4	5	6
17	to be respected by others	1	2	3	4	5	6
18	to care for nature and look after the environment.	1	2	3	4	5	6
19	to do things that give me pleasure.	1	2	3	4	5	6
20	to follow the customs handed down by my religion or family.	1	2	3	4	5	6

%

total ODD numbers - <b><i>Make my Mark</i></b>		
total EVEN numbers - <b><i>Be part of things</i></b>		
Total		100%

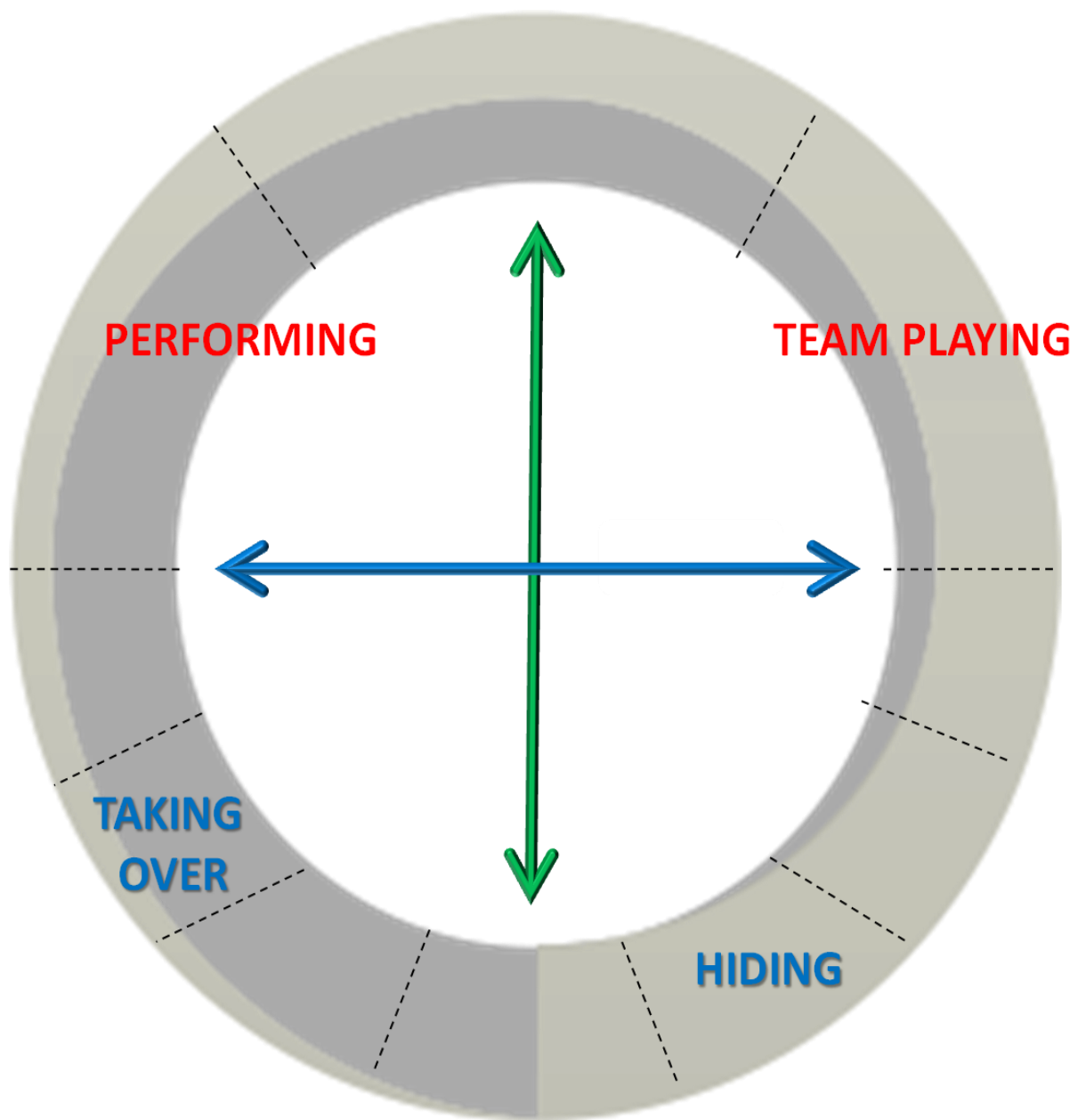
MATCH THE VALUES TO THE EMOTIONS



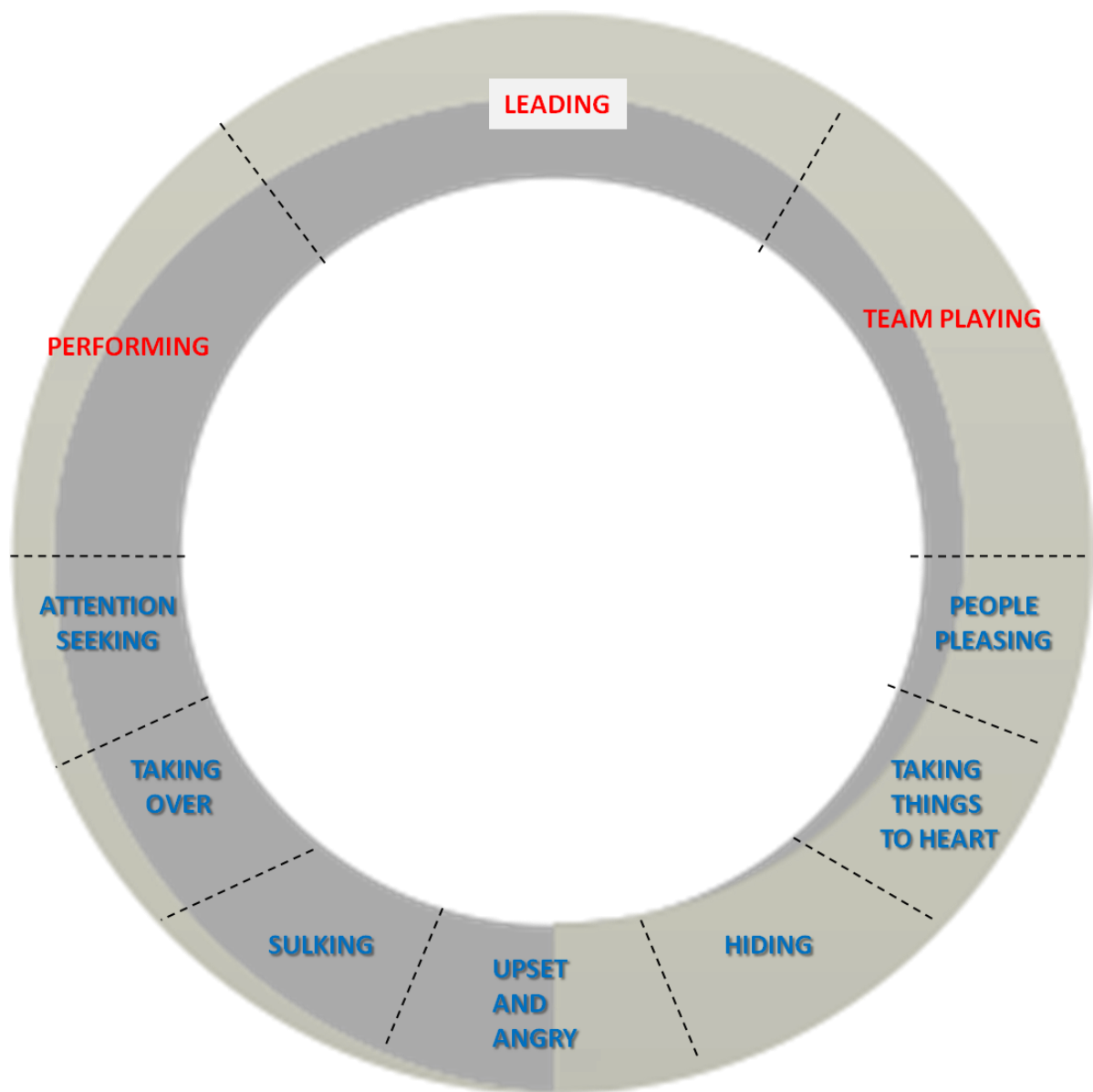
## THE STANCES



STANCES CHART (JUNIOR)













STANCES CHART (SENIOR)



### MY LEARNING STANCES

Select up to 5 curriculum areas and add them as titles of each column. Tick the stance you are in mostly in each subject and write S/T in any others you take sometimes in that subject.

Subject					
Performing 					
Taking things to heart 					
Team playing 					
People pleasing 					
Hiding 					
Taking-over 					
Upset and Angry 					
Leading 					
Sulking 					
Attention seeking 					



MATCH THE MOTIVE AND ATTITUDE TO THE STANCE

**STANCE**

**MOTIVE**

**ATTITUDE**

Performing

Upset and angry

Hiding

Leader

Sulking

Taking over

Team playing

Taking things to heart

People pleasing

Attention seeking

<b>Motive</b>	<b>Attitude</b>
be noticed at all costs	Kind
promote myself	Resentful
get best from self and group	People pleasing
spoil things for everyone	Fearful
keep attention off myself	More important
contribute to shared purpose	Proud
be liked at all costs	Not as good as
do own thing, at cost to others	Cocky
huffy revenge	Spiteful
put myself down	Humble

## THE STANCE HOOKS



I get into **my bad day** stance

when...

To get me out of this stance the best thing I can do is...

The best thing teachers can do is...

The worst thing I can do is...

The worst thing teachers can do is...

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I get into **my good day** stance

when...

To get me into this stance the best thing I can do is...

The best thing teachers can do is...

# MY ASPIRE-RING PROFILE

DATE

1 On the ring (in red font) what is your % for FAIR TO SELF?
2 On the ring (in red font) what is your % for FAIR TO OTHERS?
3 Which is your bigger preference?  Is this accurate? What pushes you in that direction?
4 Compare this with your 'feel good' preferences arc. Are they the same?
Each stance is out of 100% 5 What is your highest BRIGHT SIDE stance?  6 Is there anything missing for you – any another strengths? Add to your chart.
7 What is your highest DARK SIDE stance?  8 Is there anything missing for you –any other issues? Add to your chart.
9 What is your aspiration score?  10 How do you feel about it?  11 What would increase your aspiration score?
Compare your chart with your profile from earlier. Anything you notice?
Compare your Profile with the Class Profile. Anything surprise you?
Use this information, and what you have been learning about yourself, to write a report about yourself for your teacher next year: