ATTITUDE

Identify what is meant by an attitude

Describe the components of attitude that young people may have towards sport and health.

(4)

1 mark for:

1 Attitude is a pre-disposition (mixture) or beliefs or feelings or behaviours towards an (attitude) object/something/someone. (eg training or participation in sport).

3 marks for: (must be description rather than a list)

2 Cognitive element which is a belief about training/playing well/participation/health.

3 Affective element which is an emotional aspect such as enjoyment/positive feelings/hostility/negative feelings towards training/playing well/participation/health.

4 Behavioural element which is behaviour towards training/playing/health/shows commitment/persistence/sticking to the task/trying hard/avoidance behaviours/giving up.

Explain Cognitive Dissonance and its role in changing attitudes.

Describe 3 methods of changing an attitude from negative to positive to promote a healthy lifestyle.

(4)

Answer	
Cognitive dissonance (sub max 3):	
1. (Differences)	Creating disharmony or discord or disagreement or differences between the components of an attitude
2. (triadic model)	Changing one aspect of the triadic model or influences the triadic model
3. (cognitive element)	Changing the cognitive element or changing beliefs to change attitudes
4. (affective element)	Changing the affective element or changing emotions/feelings to change attitudes
5. (behavioural element)	Changing the behavioural element or changing actions to change attitudes
6. (drive for consonance)	The changing of a component/s causes a drive to re-establish consonance or changing a component will make us try to change the other elements
Methods of changing attitudes relating to lifestyle (sub max 3):	
7. (positive reinforcement)	Positive reinforcement or praise or giving reward - for following a healthy lifestyle or example of this eg a personal trainer giving praise for participating in regular exercise
8. (negative reinforcement)	Negative reinforcement or taking away a negative stimulus – to ensure change in attitudes or example eg realising that they feel less tired if they exercise or eat healthily
9. (punishment)	Punish dysfunctional or unhealthy lifestyle – to stop negative attitudes or example eg convicting someone if they are taking drugs
10. (cognitive method)	Promoting or Educating or getting them to believe – in the value of a healthy lifestyle or testing/measuring them to show how unhealthy they are
11. (affective method)	Getting them to enjoy activity/eating healthily to ensure a positive attitude or example of this eg varying the exercise routines or educating them about eating tasty but healthy foods

Answer	
12. (role models)	Use role models – to show benefits of following a healthy lifestyle
13. (reattribution)	Using reattribution – to give reasons for following an unhealthy lifestyle as being controllable/internal /unstable or emphasising that lifestyle is under your control
14. (raise self-esteem/ 15. (confidence)	Raise self esteem or confidence – by convincing /persuading/verbally/reflecting on previous success or guiding them that they are able to look after themselves or to value themselves
16. (group or peer pressure)	Encourage them to join a group (of like minded people) – that follow healthy lifestyles or use vicarious experiences or show others who follow a healthy lifestyle be successful/more healthy (mentally/physically)
17. (goal setting)	Set goals/targets that are specific/achievable/relevant / realistic or give success by setting targets that are going to be achieved fairly easily to ensure a positive attitude

Explain why some young people have a negative attitude towards sport and a healthy lifestyle.

Describe how you might change negative into positive attitude in sport.

(20)

Answer	
Indicative Content: ***Explain why some young people have negative attitudes to sport and following a healthy lifestyle.***	
1. (experience)	Attitudes arisen from negative previous experience or lack of success • Learned helplessness • EG - Injury when playing rugby • BAHL – Last diet didn't work
2. (Beliefs)	Attitudes affected by beliefs • cognitive component • Triadic model • attitudes that are stable/consistent with behaviour - known as consonance • EG – Participant thinks that rugby is a waste of time • BAHL – Junk food does me no harm
3. (emotions)	Attitudes affected by feelings • affective component • Triadic model • Leads to lack of motivation/interest/fear • EG – don't like swimming • BAHL – Don't like smoking
4. (role models)	Attitudes are shaped via role models • More likely to copy significant others • Influence of peers and other groups • Poor experiences reinforced by significant others
5. (culture/norms)	Attitudes shaped by cultural reasons / expectations • Examples of cultural restrictions/religious beliefs • Socialisation
6. (Boredom)	Sport/ healthy lifestyle is thought to be boring • Non-participation to lack of meaning /usefulness of sport/healthy lifestyle • A belief or cognitive element. • Could also been seen as affective or emotional element
7. (motivation)	Therefore lack of motivation to participate • Could lead to dysfunctional behaviour / leading others down an unhealthy route / bad influence
8. (ability)	(perceived) lack of ability or I am no good at it - gives sense of helplessness or lack of confidence • learned helplessness • Leads to lack of self-esteem
9. (rebel)	Counter-cultural attitudes / • wanting to be different • wanting to oppose authority/parents or to want to rebel
10.(Upbringing / parents)	Attitudes shaped by upbringing or by parental influences • EG Didn't experience sport as a child • BAHL Parents allowed you to go to bed at midnight as a young teenager • Socialisation / adopting their values and norms
11.(Media)	Negative reporting or lack of reporting or can persuade towards negative attitudes EG Focus on Ryan Giggs alleged indiscretions BAHL Images of sports stars such as Wayne Rooney smoking
12.(Opportunities)	Limited opportunity or provision to participate

	EG No ice rinks near = don't like ice skating BAHL Limited NHS help to stop smoking = don't want to give up
Describe how you might change negative attitudes into positive attitudes towards sport.	
13.(Cognitive dissonance)	Cognitive dissonance theory • changing at least one element of the triadic model • to encourage other components to fall into line • Watching peers who are successful • creating (cognitive) consonance
14.(Change Cognitive component)	Cognitive element is changed • Through education new information or changing/reinforcing belief
15.(Change Affective component)	Change Affective component -Through new experience or making the activity fun
16.(Change behavioural component)	Change behavioural component -Through reward or punishment - Positive reinforcement
17.Attributional retraining	Attributional retraining • Change–uncontrollable attributions / reasons to controllable or internal attributions eg I have control in changing my own diet • change stable attributions to unstable attributions eg I have the power to change my behaviour and be more healthy
18.Persuasion	Persuasion/persuasive communication • needs to be from high status model/role model/significant other • message relevance

19.(watching)	Watching others who are getting something out of sport • Use of vicarious experiences
20.(success)	Give success or less emphasis on competition or make it enjoyable • redefine success/raise confidence/self-efficacy • Make skill easier (to give success) • -goal setting (SMART to give success) • Give positive experiences
21.(arousal)	Lower anxiety/ arousal or use encouragement. • Arousal affected in different ways / inverted U / catastrophe theories
22.(Goals)	SMART(er) Goal setting • Apply aspect of SMART to show how it can change attitudes
23.(Popularity)	Change in popularity of sport / fashion in sport / sports equipment • Sport is attitude object that has been changed • Eg Gum shields are modernised to encourage positive attitudes to them
24.(Peers)	Peer pressure / support • Friends / peers have shown positive attitudes to sport • Want to remain in a group or belong to a group or be accepted

Using attribution and attitudinal theories, evaluate critically the reasons why this young person (see statement below) does not participate in sport.

'I think that sport is boring. I am no good at it, I don't enjoy it and I can think of better things to do on a Saturday afternoon'

How might you persuade this young person to once again take up sport?

(20)

Indicative content:

1 Attitudes arisen from previous experience
- Poor experiences reinforced by significant others

2. Attitudes affected by beliefs / feelings and behaviour
- Triadic model
- attitudes that are stable known as consonance

3. Attitudes are shaped via role models
- More likely to copy significant others
- Influence of peers and other groups

4 Attitudes shaped by cultural reasons / expectations
- Examples of cultural restrictions
- Religious beliefs / cultural norms

5 Attribution given sport is boring is a belief
- cognitive element.

6 Therefore lack of motivation to participate
- Could lead to dysfunctional behaviour / leading others down an unhealthy route / bad influence

7 Gives a reason that he may be comfortable with/devalues sport
- low status of sport/he is too good for such trivia

8 Attribution (I am no good at it) gives sense of helplessness
- learned helplessness

9 This is an internal stable attribution
- Weiner's model

10 Leads to lack of self-esteem/lack of confidence
- Links to confidence factors

11 Attribution (I don't like it) is an affective/emotional attitudinal element

12 Leads to lack of motivation/interest/fear

13 (think of better things to do) - attributes non participation to lack of meaning /usefulness of sport
- Counter-cultural attitudes / wanting to be different

14 Attribution show behavioural attitude in line with cognitive and affective elements
- shows consonance/non-participant is happy/comfortable with attributions and attitudes/sees little reason to change

15 Attributional retraining
- change internal to controllable
- change stable factors to unstable factors
- change external to internal factors

16 Attitude change
- via cognitive dissonance theory/changing at least one element of the triadic model/change one or more of cognitive, affective and behavioural elements
- change their beliefs/value of participation

17 Persuasion/persuasive communication
- needs to be from high status model/role model/significant other
- message relevance

18 Use of positive reinforcement/encouragement
- developing new S-R bonds/ operant conditioning

19 Use of vicarious experiences/watching others who are getting something out of sport

20 Give success/less emphasis on competition/make it enjoyable
- redefine success/raise confidence/self-efficacy

21 Lower anxiety/arousal (through encouragement).
- Arousal affected in different ways / inverted U / catastrophe theories