

# Personal Questionnaire for Lesson 1 – Self-Concept

Student: \_\_\_\_\_ Date: \_\_\_\_\_

For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.

1. In your own words, define self-concept. Describe all the ways you know to improve your self-concept.

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2. Every person has a self-concept that is both positive and negative. Identify one thing that contributes to your negative self-concept, other than another person or relationship you have. Explain how you might try to change that one thing.

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3. In your own words, identify and describe at least two things that contribute to your positive self-concept. These could be experiences or achievements, special skills or abilities, or any other positive beliefs you have about yourself.

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## Personal Questionnaire for Lesson 1 – Self-Concept

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## Personal Questionnaire Rubric for Lesson 1 – Self-Concept

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student's written response. Use the example answers and suggestions provided to guide your evaluation.

1. In your own words, define self-concept. Describe all the ways you know to improve your self-concept.

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Self-concept is your mental picture of who you are. It includes all the things you know (or believe) about yourself – your values, your experiences, your strengths and weaknesses, feedback from others, and any other information you have about yourself. Self-concept is your image, as seen by you.

Self-concept can be improved by closing the gap between who you are and who you want to be. Self-concept can be strengthened by having a positive attitude, being positive in your behavior, paying attention to a clean, neat physical appearance, and getting along with the people around you.

2. Every person has a self-concept that is both positive and negative. Identify one thing that contributes to your negative self-concept, other than another person or relationship you have. Explain how you might try to change that one thing.

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Answers will vary. The student should identify one thing about themselves they would like to improve, and discuss how they might approach improving it. The best answers will include a discussion of changing personal habits, changing behavior toward others, and having a positive attitude in order to improve self-concept.

3. In your own words, identify and describe at least two things that contribute to your positive self-concept. These could be experiences or achievements, special skills or abilities, or any other positive beliefs you have about yourself.

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Answers will vary. The student should identify and describe at least two things that contribute to their positive self-concept.

## Performance Scale for Lesson 2 – Self-Esteem

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Observer or Teacher: \_\_\_\_\_

Please rate how well the student can do the things described below by writing the appropriate number. This is a subjective rating, from 0 to 10, based on your experience with the student.

0      1      2      3      4      5      6      7      8      9      10  
0 = Never    5 = Usually    10 = Always

1. Pays attention to physical appearance; dresses neat and is clean and presentable.

0    1    2    3    4    5    6    7    8    9    10

2. Is open in discussion about beliefs, values, feelings, and emotions.

0    1    2    3    4    5    6    7    8    9    10

3. Demonstrates respect for the beliefs, values, feelings, and emotions of others.

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4. Is able to accept and use constructive criticism in a positive way (see Lesson 7 Performance Scale, Dealing with Criticism).

0    1    2    3    4    5    6    7    8    9    10

5. Accepts responsibility for mistakes and makes an effort to correct them.

0    1    2    3    4    5    6    7    8    9    10

6. Shows optimism and positive behavior towards others.

0    1    2    3    4    5    6    7    8    9    10

7. Shows willingness to try or experience new things.

0    1    2    3    4    5    6    7    8    9    10

**Personal Questionnaire for Lesson 3 – Self-Confidence**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.**

- 1. Choose a task or job you have never done before, but that you have confidence you could do. Why do you have confidence you could do the task or job?

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- 2. In your own words, explain the difference between self-esteem and self-confidence.

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- 3. In your own words, explain how you maintain self-confidence for a task or job. What habits or personal qualities/traits help you keep your self-confidence?

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## Personal Questionnaire for Lesson 3 – Self-Confidence

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## Personal Questionnaire Rubric for Lesson 3 – Self-Confidence

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student's written response. Use the example answers and suggestions provided to guide your evaluation.

1. Choose a task or job you have never done before, but that you have confidence you could do. Why do you have confidence you could do the task or job?

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Answers will vary. The student should identify a task or job role for which they have little to no experience, and explain why they have confidence they could succeed at the task. The student should be able to identify specific reasons for their confidence. Best answers will consider all possible sources of self-confidence, other than experience with the task, as discussed in the lesson. Sources of self-confidence may include prior knowledge, related prior experiences, and specific personal skills or talents related to the task. Best answers will also include discussion of positive attitude, or optimism, as it relates to increasing self-confidence.

2. In your own words, explain the difference between self-esteem and self-confidence.

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Self-esteem is a general feeling of self-worth, self-respect, or pride in yourself. Self-esteem is a value judgment about aspects of your self-concept. Self-confidence is the belief that you can do, learn, or become something specific. Self-confidence relates to a specific task or job; one can have high self-esteem, but still lack self-confidence about their ability to do or become a specific thing. High self-esteem can lead to higher self-confidence for a specific task or job, even if a person has no experience.

3. In your own words, explain how you maintain self-confidence for a task or job. What habits or personal qualities/traits help you keep your self-confidence?

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Answers will vary. The student should discuss personal traits and habits provided in the lesson as ways to keep or maintain self-confidence. Best answers will include discussion of most or all of the following concepts:

- ambition (a strong desire to do or become something; always doing your best)
- fortitude (emotional and mental strength to face difficulty)
- perseverance/determination (never giving up; keeping on until a goal is reached)
- self-discipline (doing the things that need to be done, and controlling habits and actions)





**Personal Questionnaire for Lesson 5 – Dealing with Conflict**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.**

- 1. In your own words, define misdirected conflict. Identify and describe a time you have experienced misdirected conflict; what were some of the negative consequences and how could the conflict have been avoided?

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- 2. Discuss the positive ways presented in the lesson to resolve interpersonal conflict.

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- 3. Explain the difference between internal conflict and interpersonal conflict. Describe an internal conflict you are currently dealing with or that you have dealt with in the past. How did you resolve this internal conflict, or what are you currently doing to resolve it?

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## Personal Questionnaire for Lesson 5 – Dealing with Conflict

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## Personal Questionnaire Rubric for Lesson 5 – Dealing with Conflict

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student's written response. Use the example answers and suggestions provided to guide your evaluation.

1. In your own words, define misdirected conflict. Identify and describe a time you have experienced misdirected conflict; what were some of the negative consequences and how could the conflict have been avoided?

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Misdirected conflict is unnecessary conflict that occurs when there is missing or incorrect information, or some confusion that causes the wrong person to be affected by a conflict. Because misdirected conflict can occur, an important first step in conflict resolution is to check the facts. Gathering accurate information when conflict occurs is called fact-finding. It can help you avoid or limit misdirected conflict caused by incorrect information.

The student should identify a personal experience with misdirected conflict and discuss the negative consequences of that conflict. Best answers will discuss accurate information (or fact-finding) as a solution for avoiding misdirected conflict.

2. Discuss the positive ways presented in the lesson to resolve interpersonal conflict.

0            1            2            3            4            5            6            7            8            9            10

The student should discuss the positive ways to resolve interpersonal conflict. Best answers will include mention of all six tips offered in the lesson:

1. Avoid reactions that cause negative emotions. Shouting, name-calling, accusing others, and other negative language or behavior will only make the situation worse.
2. Pick the right time and place to discuss a conflict. You should discuss the problem in private. It is more difficult to be open and honest when others are present who are not involved in the conflict.
3. Stick to the issues involved in the conflict. Talk about the conflict you are trying to resolve, not about anything else.
4. Be willing to compromise when that is the best solution. Conflicts can usually be solved if both parties are willing to compromise.
5. Be willing to withdraw when that is the best solution. Sometimes it is best to let the other person "win," in order to limit further conflict.
6. Use a calm tone of voice and neutral words. Do not put the other person down, do not pass judgment, and use neutral or positive statements. These strategies can make negative emotional situations less negative.

## Personal Questionnaire Rubric for Lesson 5 – Dealing with Conflict

3. Explain the difference between internal conflict and interpersonal conflict. Describe an internal conflict you are currently dealing with or that you have dealt with in the past. How did you resolve this internal conflict, or what are you currently doing to resolve it?

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Internal conflict is conflict within a person. It usually involves having to make a hard choice. Internal conflict may cause tension or stress, like interpersonal conflict. Conflicts that occur between people are called interpersonal conflicts.

The students should identify and describe a current or past internal conflict, and discuss either how the conflict was resolved or how it is currently being resolved.

# Personal Questionnaire for Lesson 6 – Dealing with Stress

Student: \_\_\_\_\_ Date: \_\_\_\_\_

For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.

1. In your own words, discuss some of the common causes of stress presented in the lesson. Which of these causes the most stress for you? Explain why.

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2. Discuss some of the short-term and long-term physical effects of stress presented in the lesson. Discuss what causes the short-term physical response to stress.

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3. In your own words, discuss some of the ways of handling stress presented in the lesson.

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## Personal Questionnaire for Lesson 6 – Dealing with Stress

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## Personal Questionnaire Rubric for Lesson 6 – Dealing with Stress

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student's written response. Use the example answers and suggestions provided to guide your evaluation.

1. In your own words, discuss some of the common causes of stress presented in the lesson. Which of these causes the most stress for you? Explain why.

0          1          2          3          4          5          6          7          8          9          10

The lesson lists several common causes of stress, including internal causes like new responsibilities, uncertainty about financial security, uncertainty about goals or desires, and stress caused by general life changes. Common environments that can cause stress include the home environment or work environment. School and learning environments may also cause stress because of uncertainty about learning ability or expectations of learning failure. "Peer pressure" to do something one may not be comfortable doing can cause significant stress. Finally, time constraints cause stress. Lack of planning and time management can increase stress caused by lack of time.

The student should identify which of these areas cause significant personal stress and explain why.

2. Discuss some of the short-term and long-term physical effects of stress presented in the lesson. Discuss what causes the short-term physical response to stress.

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The lesson discusses both short-term and long-term physical effects of stress. The student should identify at least one short-term physical symptom and one long-term physical symptom, distinguishing between the two.

When your body releases adrenaline into your bloodstream because of a stressful situation, for a short time the following things happen: your blood circulation increases; your blood pressure rises; your breathing becomes faster; your eyesight becomes sharper; and your muscles become stronger. These responses all help us face the challenge or cope with the stress.

When stress continues for a long time, or occurs repeatedly, the longer-lasting negative effects of stress may include: exhaustion, headaches, high blood pressure, loss of sleep, stomach ulcers, and heart disease.

## Personal Questionnaire Rubric for Lesson 6 – Dealing with Stress

3. In your own words, discuss some of the ways of handling stress presented in the lesson.

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The student should include discussion of several ways presented in the lesson for reducing or handling stress. Best answers will include mention of all of the following:

1. Rest and relaxation: Stress can be reduced by resting and relaxing. Reading, listening to music, watching TV, or other hobbies can temporarily relieve stress. These activities give you a chance to forget about stressful things for a short time.
2. Exercise: You can reduce stress by exercising. Walking, jogging, and sports help the body release some of the tension built up by stressful situations.
3. Communication: Some stressful situations can be resolved by talking about them with other people. Others can help with problems, worries, and responsibilities. Good communication between people can help to avoid stress from interpersonal conflict.
4. Problem solving: Sometimes the problem causing stress can be solved. Procrastinating, or putting off problems that need solutions, can be a source of stress.
5. Assistance: Sometimes other people can help with the causes of stress. Others can share the worry and responsibility, and they can offer help in solving stressful problems.
6. Avoidance: Handling stressful situations is important. It is also sometimes necessary to practice avoiding stressful situations.



## Performance Scale for Lesson 7 – Dealing with Criticism

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Observer or Teacher: \_\_\_\_\_

Please rate how well the student can do the things described below by writing the appropriate number. This is a subjective rating, from 0 to 10, based on your experience with the student.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>0 = Never</b>					<b>5 = Usually</b>					<b>10 = Always</b>

1. When giving constructive criticism, shows respect for the feelings or emotions of others.

0 1 2 3 4 5 6 7 8 9 10

2. When giving constructive criticism, uses a pleasant, positive tone of voice.

0 1 2 3 4 5 6 7 8 9 10

3. When giving constructive criticism, discusses strong points or positive feedback first.

0 1 2 3 4 5 6 7 8 9 10

4. Offers criticism in terms of improvement (identifies specific actions or behaviors to criticize, not people, to criticize).

0 1 2 3 4 5 6 7 8 9 10

5. Demonstrates self-control in emotional situations and conflicts with others.

0 1 2 3 4 5 6 7 8 9 10

6. Acknowledges constructive criticism verbally, in a calm, appropriate manner.

0 1 2 3 4 5 6 7 8 9 10

7. Shows genuine interest in constructive criticism received from others (asks questions, seeks clarification or details).

0 1 2 3 4 5 6 7 8 9 10

8. When receiving criticism, whether constructive or destructive in nature, demonstrates effective listening (See Performance Scale 18: Effective Listening).

0 1 2 3 4 5 6 7 8 9 10

9. Demonstrates the ability to respond to destructive, undeserved, or untrue criticism calmly and openly while avoiding conflict.

0 1 2 3 4 5 6 7 8 9 10

# Personal Questionnaire for Lesson 8 – Dealing with Failure

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.**

- 1. In your own words, discuss how you can turn an experience with failure into a future success.

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- 2. In your own words, define self-talk and discuss the difference between positive and negative self-talk. Give an example of both positive and negative self-talk.

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# Personal Questionnaire for Lesson 8 – Dealing with Failure

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## Personal Questionnaire Rubric for Lesson 8 – Dealing with Failure

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student’s written response. Use the example answers and suggestions provided to guide your evaluation.

1. In your own words, discuss how you can turn an experience with failure into a future success.

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Negative self-talk leads to failure. I can reduce failure and deal with individual failures by ensuring positive self-talk. Practice, asking others for help, and using the “P&N Count,” can help me replace negative talk with positive self-talk. If I do less negative self-talk, experiences with failure will be easier to turn into a success.

I can also turn an experience with failure into success by not giving up. If I keep trying, I will improve until I succeed. I can treat a failure as a learning opportunity. This means I can study a failure, and try to find specific reasons why I failed. If I do this every time I fail, I will have a better chance to succeed when I try again.

Finally, I can turn a failure into success by asking for help. I am comfortable finding a friend to help me stay positive and help me do more positive self-talk. I am willing and able to seek help from other people about a failure; others may be able to help me succeed the next time I try.

2. In your own words, define self-talk and discuss the difference between positive and negative self-talk. Give an example of both positive and negative self-talk.

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Self-talk refers to when people talk or think to themselves. Self-talk can be negative, when people blame themselves, blame others for their failures, or say negative things to themselves. When people do too much negative self-talk, they are more likely to fail. Self-talk can also be positive. When people do positive self-talk, the opposite of negative self-talk, they are more likely to find the reasons why they failed. When people stay positive, they are also more likely to try again after failing. In this way, positive self-talk helps people succeed.

The student should give an example of both positive and negative self-talk. The following are good examples:

### Positive Self-Talk

- It's too complicated. I can't do it.
- I'm not going to get any better at this. I should stop wasting my time.
- I've never done that before, so I'm not sure I will be able to.

### Negative Self-Talk

- Maybe if I try it this way instead.
- If I keep trying and get better each time, I will eventually succeed.
- This is an opportunity to learn something new. Maybe I will enjoy this and be good at it.

## Personal Questionnaire for Lesson 9 – Identifying Interests

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.**

1. Identify and describe specific learning interests you have (academic or technical). In what ways are these learning interests related to your work and career interests?

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2. What do you like to do in your spare time, besides “relaxing”? In what ways are these leisure interests productive? In other words, do you learn or create anything, or do you build certain relationships or other positive things in your spare time?

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## Personal Questionnaire Rubric for Lesson 9 – Identifying Interests

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student's written response. Use the example answers and suggestions provided to guide your evaluation.

1. Identify and describe specific learning interests you have (academic or technical). In what ways are these learning interests related to your work and career interests?

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Students should clearly identify and describe specific knowledge or skills they would like to acquire. The best answers will identify several learning interests that are related to the same desired job or career path.

2. What do you like to do in your spare time, besides "relaxing"? In what ways are these leisure interests productive? In other words, do you learn or create anything, or do you build certain relationships or other positive things in your spare time?

0      1      2      3      4      5      6      7      8      9      10

Students should clearly identify and describe specific personal leisure interests. Best answers will identify leisure time interests that are related learning or work interests, or leisure time interests that are productive by nature.

## Personal Questionnaire for Lesson 10 – Setting Your Priorities

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.**

1. In your own words, what are priorities, and why is setting priorities important? Discuss how priorities are affected by a person’s life situation and how they can change over time.

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2. When you have conflicting priorities, you must prioritize. That is, you must decide which is most important to you. Give an example of a time you had to give up a priority in order to support a higher priority.

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## Personal Questionnaire Rubric for Lesson 10 – Setting Priorities

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student's written response. Use the example answers and suggestions provided to guide your evaluation.

1. In your own words, what are priorities, and why is setting priorities important? Discuss how priorities are affected by a person's life situation and how they can change over time.

0      1      2      3      4      5      6      7      8      9      10

Priorities are the beliefs, goals, and accomplishments in life that matter to you the most. A priority might be an immediate need (such as food and shelter), or a wish or goal (such as helping others in need). Stated another way, priorities are needs, wishes and goals that we are willing to work hard for. People do not generally have the same exact set of priorities, though they could be very similar. Priorities are generally reflected by the answers to the questions "What am I living for?" and "What is my role or purpose in my life?"

Things that are important to us at a young age change when we get older. For example, education, health concerns, and time with family usually become more important to us as we age. Priorities also change with changes in someone's life situation. New needs emerge, for example, when someone changes jobs or loses their job. New wants and priorities also change when someone gets a raise or when their financial situation improves.

2. When you have conflicting priorities, you must prioritize. That is, you must decide which is most important to you. Give an example of a time you had to give up a priority in order to support a higher priority.

0      1      2      3      4      5      6      7      8      9      10

Students should demonstrate their understanding of prioritizing by describing a time when they needed to re-prioritize. Students should describe how they needed to adjust their priorities in order to support higher priorities.

# Personal Questionnaire for Lesson 11 – Setting Your Goals

Student: \_\_\_\_\_ Date: \_\_\_\_\_

For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.

- 1. Discuss the guidelines presented in the lesson for effective goal setting. What should you do to set quality goals; what are the characteristics of quality goals?

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- 2. Explain the difference between long-term goals, short-term goals, and objectives, as discussed in the lesson. Give an example of a long-term goal you have, and two short-term goals that support your long-term goal.

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- 3. From above, select one of your short-term goals and list the objectives you need to complete to finish that short-term goal. Identify one of these objectives you could work on today or tomorrow.

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**Personal Questionnaire for Lesson 11 – Setting Your Goals**

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## Personal Questionnaire Rubric for Lesson 11 – Setting Goals

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student's written response. Use the example answers and suggestions provided to guide your evaluation.

1. Discuss the guidelines presented in the lesson for effective goal setting. What should you do to set quality goals; what are the characteristics of quality goals?

0      1      2      3      4      5      6      7      8      9      10

Your goals should reflect your true priorities – something you have identified that you really want. If they do not, then you won't be fully committed to accomplishing them.

Make sure your goal statements are clear. Others who read your goal statements should be able to tell exactly what you plan to accomplish. If your goals are not clear, it will be harder to figure out what you need to do to on a daily basis to get where you want to be.

Make sure your goals are achievable for you. In other words, your goals should be realistic. That does not mean that you should not set lofty or high goals. If a long-term goal is realistic, you should be able to see how you will accomplish it from its related lists of short-term goals and objectives.

Make sure your goals are balanced. Your goals should represent all of your priorities and responsibilities. Your goals should also be reflective of all of your roles in life (friend, parent, brother, co-worker).

Long-term goals should be developed into a comprehensive list of related short-term goals. These serve as steps toward achieving the long-term goal. In the same way, short-term goals have a list of objectives or activities that need to be completed to accomplish each short-term goal.

2. Explain the difference between long-term goals, short-term goals, and objectives, as discussed in the lesson. Give an example of a long-term goal you have, and two short-term goals that support your long-term goal.

0      1      2      3      4      5      6      7      8      9      10

A long-term goal is a specific statement of something you want to achieve over several months or even several years; for example, "Obtain an associate degree in Electronics Technology." Long-term goals are made up of multiple short-term goals.

A short-term goal is a specific statement of something you want to achieve in a short-time such as a week, month, or a few months; for example, "Make at least a B on the next test." Each short-term goal consists of a series of related short-term objectives.

## Personal Questionnaire Rubric for Lesson 11 – Setting Goals

Objectives are “day-to-day” tasks that need to be completed to achieve short-term goals on the way to a long-term goal. Objectives can be thought of as “very short-term goals.”

Students should identify a personal long-term goal and two related short-term goals.

3. From above, select one of your short-term goals and list the objectives you need to complete to finish that short-term goal. Identify one of these objectives you could work on today or tomorrow.

0      1      2      3      4      5      6      7      8      9      10

Students should select one of the short-term goals identified above and list all the objectives that will help them complete that short-term goal. In addition, students should identify one of these objectives they could work on immediately.

**Personal Questionnaire for Lesson 12 – Making Decisions**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.**

- 1. Discuss common causes of poor decisions presented in the lesson. Everyone makes poor decisions occasionally – identify a time when you have made a decision in one of these ways, resulting in a poor decision.

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- 2. Identify and describe the six steps in the decision-making process presented in the lesson. While the decision-making steps will not make decisions for you, how can using this process help you?

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## Personal Questionnaire for Lesson 12 – Making Decisions

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## Personal Questionnaire Rubric for Lesson 12 – Making Decisions

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator or Teacher: \_\_\_\_\_

Please rate how well the student answers each item. Circle the appropriate number, from 0 to 10, to give your subjective rating of the student's written response. Use the example answers and suggestions provided to guide your evaluation.

1. Discuss common causes of poor decisions presented in the lesson. Everyone makes poor decisions occasionally – identify a time when you have made a decision in one of these ways, resulting in a poor decision.

0      1      2      3      4      5      6      7      8      9      10

Emotions are one common cause of poor decisions. Emotions will always affect decisions. However, emotions should not control decisions. Making good decisions requires careful thought, and our emotions can sometimes cause us to ignore important facts and go against our best judgment. Staying calm is very important in making decisions under pressure, or in emotional situations.

Making decisions too quickly, or hastily, can cause poor decisions. Hasty decisions are decisions made without identifying and considering all the options or important information. Sometimes, decision-making habits cause people to jump at the first option. Instead of making an impulsive choice, taking time to consider options will result in better decisions.

Poor decisions can also come from making decisions based on what other people think you should do. It is okay, even advisable, to get advice from others, particularly those you trust. But you cannot let other people make your decisions, as you alone will deal with the consequences of those decisions.

Sometimes, poor decisions are made when people take the easy way out. In some situations the easiest decision is to do nothing, which is rarely the best decision. Sometimes, people may fail to realize they have a decision to make at all.

2. Identify and describe the six steps in the decision-making process presented in the lesson. While the decision-making steps will not make decisions for you, how can using this process help you?

0      1      2      3      4      5      6      7      8      9      10

1. Identify that there is a decision to be made. Many people make decisions without realizing there are alternatives.

2. State the decision specifically. What do you need to decide? Simply stating your decision will help you identify your options. If you have free time, you might say, "I need to decide the best way to spend my free time."

## Personal Questionnaire Rubric for Lesson 12 – Making Decisions

3. Consider alternatives carefully. In certain situations, there will be only a few options. It is important to make sure you have identified all of your options. In some decisions, your options may be unlimited. In these decisions, it is important to define your options. In other words, sometimes you need to limit yourself to a set of options. Once you have identified your alternatives, you may be leaning toward one at the start. The decision-making process should not end here. Deciding what you think will be the best option only helps to direct the next step, information gathering. If one option immediately appears to be the best, it is usually helpful to identify why you think so before gathering your information.

4. Gather the information and consider the outcomes of your options. This step will differ depending on the time frame for a decision and the importance of a decision. If you are making an important decision with serious consequences, then you will take your time. In the information-gathering step, you should consider the possible outcomes of each option very carefully. The more information you gather about your options, the less your risk of making a poor decision. When important decisions are made with limited time, this step can be a tradeoff. Spending too much time collecting information may cause you to make a decision too late. However, spending too little time causes you to select a “less-than-best” option. It is more important to take your time, especially for important decisions, to make sure you have all the necessary information.

5. Select an option (make the decision), and act on your decision. Once you are comfortable with the information you have, you will select the best option. If you are unable to choose, you may need more information. Sometimes people may know the best course of action but lack the confidence needed to take action. When you feel unable to act on a decision and the decision can be delayed, it may help to gather more information.

6. Evaluate your decision. Decisions should be evaluated for their success. When things don't turn out right, you review the first five steps to see where you might have gone wrong in the process and why. This will help improve your ability to make good decisions in the future.

# Personal Questionnaire for Lesson 13 – Solving Problems

Student: \_\_\_\_\_ Date: \_\_\_\_\_

For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.

1. Describe the difference between a problem, its cause, and its symptoms. Give an example of a problem, its underlying cause, and one or more related symptoms.

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2. What is creativity, as it is defined in the lesson? Explain how creativity is helpful in problem solving. In which step is creativity most helpful?

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3. Identify and describe the different types of problems discussed in the lesson.

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## Personal Questionnaire for Lesson 13 – Solving Problems

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**Personal Questionnaire for Lesson 14 – Planning**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.**

- 1. Identify five parts of good planning. What five things provided in the lesson should you do to have a good plan?

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- 2. In your own words, what is a contingency? Give an example of a plan or situation that would involve a contingency, and explain how someone might plan for this contingency.

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## Personal Questionnaire for Lesson 14 – Planning

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**Personal Questionnaire for Lesson 15 – Managing Time**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.**

1. In your own words, what are “time wasters”? What is the one way to identify and reduce time wasters? Name one of your own time wasters.

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2. When using a “To-do List,” discuss the priority levels for items on the list. Name each priority level presented in the lesson, describe what it means in your own words, and give an example of each.

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# Personal Questionnaire for Lesson 15 – Managing Time

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## Personal Questionnaire for Lesson 16 – Thinking Clearly

Student: \_\_\_\_\_ Date: \_\_\_\_\_

For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.

1. In your own words, what is a mindset? Discuss how mindsets can lead to errors in reasoning and decision making.

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2. In your own words, describe the four steps in clear thinking presented in the lesson.

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3. Explain how ongoing information gathering is important in clear thinking and decision making. Give two examples of how you can accurately evaluate information.

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**Personal Questionnaire for Lesson 16 – Thinking Clearly**

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# Personal Questionnaire for Lesson 17 – Systems Thinking

Student: \_\_\_\_\_ Date: \_\_\_\_\_

For each item below, write your response in the space provided. There are no incorrect answers. Complete each item to the best of your ability and write as much as you need to write. Additional space for each item is provided on the back page.

1. In your own words, define system, subsystem, and component, and explain the difference. Give an example of a system, a related subsystem, and component parts.

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2. In your own words, describe the six steps in system design presented in the lesson.

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3. Explain what is meant by "measurable objectives." How are measurable objectives used in a system and why are they necessary?

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Personal Questionnaire for Lesson 17 – Systems Thinking

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Lined area for response 1.

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Lined area for response 2.

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Lined area for response 3.





**Performance Scale for Lesson 20 – Being Assertive**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer or Teacher:** \_\_\_\_\_

**Please rate how well the student can do the things described below by circling the appropriate number. This is a subjective rating, from 0 to 10, based on your experience with the student.**

0      1      2      3      4      5      6      7      8      9      10  
0 = Never    5 = Usually    10 = Always

1. Verbally takes responsibility for feelings in interpersonal conflicts (“*When you show up late, I feel disrespected.*”)

0      1      2      3      4      5      6      7      8      9      10

2. Uses positive self-talk (verbally self-evaluates in a positive way when prompted).

0      1      2      3      4      5      6      7      8      9      10

3. Stands up for self, including personal rights, values, and opinions, without aggression.

0      1      2      3      4      5      6      7      8      9      10

4. Accurately describes situations, avoiding assumptions, judgments, and opinions.

0      1      2      3      4      5      6      7      8      9      10

5. Takes constructive action; is decisive and relatively independent when given a task or problem.

0      1      2      3      4      5      6      7      8      9      10

6. Deals with others fairly.

0      1      2      3      4      5      6      7      8      9      10

7. Deals with others directly (while courteous, addresses conflicts directly, and expresses wants, needs, opinions, and emotions clearly and confidently).

0      1      2      3      4      5      6      7      8      9      10

8. When appropriate, participates in discussion without prompting.

0      1      2      3      4      5      6      7      8      9      10

**Performance Scale for Lesson 21 – Relating to People**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer or Teacher:** \_\_\_\_\_

Please rate how well the student can do the things described below by circling the appropriate number. This is a subjective rating, from 0 to 10, based on your experience with the student.

0     1     2     3     4     5     6     7     8     9     10  
0 = Never                                     5 = Usually                                     10 = Always

1. Demonstrates common courtesies.

0    1    2    3    4    5    6    7    8    9    10

2. Actively listens to others (see Performance Scale 18: Listening Effectively).

0    1    2    3    4    5    6    7    8    9    10

3. Expresses sympathy for others when appropriate; expresses empathy for others when appropriate.

0    1    2    3    4    5    6    7    8    9    10

4. Responds appropriately to sensitive topics.

0    1    2    3    4    5    6    7    8    9    10

5. Returns favors and kindnesses received from others.

0    1    2    3    4    5    6    7    8    9    10

6. Reciprocates self-disclosure.

0    1    2    3    4    5    6    7    8    9    10

7. Shows consistent optimism and enthusiasm toward others.

0    1    2    3    4    5    6    7    8    9    10



**Performance Scale for Lesson 22 – Following Directions**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Observer or Teacher: \_\_\_\_\_

Please rate how well the student can do the things described below by writing the appropriate number. This is a subjective rating, from 0 to 10, based on your experience with the student.

0      1      2      3      4      5      6      7      8      9      10  
 0 = Never                                  5 = Usually                                  10 = Always

1. Actively listens to directions (see Performance Scale 18: Listening Effectively).

0      1      2      3      4      5      6      7      8      9      10

2. Follows verbal directions exactly.

0      1      2      3      4      5      6      7      8      9      10

3. Takes notes on main points when appropriate.

0      1      2      3      4      5      6      7      8      9      10

4. Asks questions for clarification when needed.

0      1      2      3      4      5      6      7      8      9      10

5. Repeats or reviews verbal directions aloud to ensure understanding.

0      1      2      3      4      5      6      7      8      9      10

6. Follows written directions exactly.

0      1      2      3      4      5      6      7      8      9      10

7. Reads all written directions first, before beginning any tasks or steps given in the directions.

0      1      2      3      4      5      6      7      8      9      10

8. Begins with the first step provided in a given set of directions.

0      1      2      3      4      5      6      7      8      9      10



