

ASSESSMENT/EVALUATION QUESTIONS:

1. **Recognize that teenagers are alike in some ways and different in others, and that each teen is unique and valuable.**

1. All teenagers are alike. True/False
False

2. List four (4) qualities teenagers have in common.

Possible answers include:

independent	fun-loving	rebellious	social
open-minded	friendly	confused	selfish
awkward	moody	idealistic	curious
trend setters	energetic	compassionate	insecure
need love	generous	growing physically	

3. Which of the following factors do you think affect teens enough to make them different from their friends?

- | | |
|---------------------|-------------------|
| a. past experiences | b. family make-up |
| c. genetic make-up | d. former friends |
- (all answers are correct)

2. **Identify the developmental tasks that occur during the teenage years.**

4. Define the term *developmental tasks*.

Skills required for successful progression from childhood to adulthood.

5. Developmental tasks during the teen years include maturing four (4) ways. They are:

Emotionally, mentally, socially, physically

6. Of the eight (8) developmental tasks given, list four and briefly describe why each is necessary.

Any four of the eight developmental tasks listed are correct.

- Adopt a socially responsible behavior
- Select and prepare for a career
- Adopt priorities in keeping with personal goals and societal expectations
- Become emotionally independent from parents and others
- Develop mature relations with peers of both sexes
- Adopt a socially approved sex role
- Prepare for marriage and family life
- Accept your body as it is and make the most of it

ASSESSMENT/EVALUATION QUESTIONS - CONT'D:

3. Identify conditions that can impede, delay or interrupt these developmental tasks.

7. Some roadblocks that interrupt or delay the accomplishment of developmental tasks are:

Divorce, death, severe illness, abuse, teen pregnancy,
d rug and/or alcohol dependency

8. Why do these roadblocks interrupt developmental tasks?
(refers to question 4)

The condition consumes all the energy, thoughts, and actions of the teen for the duration of that crisis or trauma.

9. When will normal development continue (refers to questions 4 & 5)
When the crisis or trauma has been met, solved or worked through.

4. Identify skills that lead to an understanding of self, including:

a. Review factors affecting self-concept.

10. Define the term *self-concept*.
The way you see yourself.

11. List three (3) factors that can influence a person's self-concept.
(Anything that is applicable.)

12. The two major components of self-concept are:
Self-esteem and self-image

b. Differentiate between self-concept and self-esteem.

13. Define the term *self-concept*.
The way you perceive yourself; the whole picture; changes slowly.

14. Define the term *self-esteem*.
The way you think or feel about yourself; fluctuates regularly.

ASSESSMENT/EVALUATION QUESTIONS - CONT'D:

15. Describe *high-self-esteem*.
Feeling positively about yourself, your actions, and your future.
16. Describe *low-self-esteem*.
Feeling negatively about yourself, your actions, and your future.
17. The difference between *self-concept* and *self-esteem* is:
Self-esteem is one part of self-concept;
Self-concept is the big picture; esteem is one part of it.
18. Some characteristics of *high self-esteem* are:
-Smiles a lot, tries new things, mostly lives within his/her value system, is friendly and trusting, exhibits a positive outlook on life, is open and communicative.
19. Some characteristics of *low self-esteem* are:
Rarely smiles, is shy and quiet in class, has few friends, keeps head down, has a sad expression, is ashamed of actions or circumstances, may have guilty or inferior feelings, may be difficult to communicate with.
20. How does **self-esteem** compare to a **roller coaster**?
Self-esteem moves quickly, it goes up and down and upside down in just a few minutes or hours. It may be unpredictable.
21. **MATCHING:** Place the letter of the definition on the right in the blank that matches the terms on the left.
- | | | |
|--|----|--|
| __B__ Self-concept | a. | Rarely smiles, sad expression, keeps head down, may be ashamed of something. |
| __C__ High self-esteem characteristics | b. | The overall feeling about yourself that does not change quickly. |
| __A__ Low self-esteem characteristics | c. | Smiles a lot, tries new things, friendly, positive outlook. |
| __D__ Self-esteem | d. | The way you feel about yourself inside. |

ASSESSMENT/EVALUATION QUESTIONS - CONT'D:

- c. Identify ways for building a positive self-concept and a high level of self-esteem.**
22. Four (4) things that contribute to self-esteem are:
- | | |
|------------------------------|----------------------|
| a. Personal accomplishments | b. Family situations |
| c. Personal goals and values | d. Peer relations |
23. Some ways to contribute to a positive self-concept and/or self-esteem for someone else are:
- | | |
|--|-------------------------------|
| Give sincere compliments | Talk to someone with respect |
| Help someone with a task | Do something nice for someone |
| Include someone else in conversations or plans | |
24. Some ways to build a positive self-concept and/or self-esteem in yourself are:
- | | |
|--|-------------------------|
| Live within personal values | Develop a talent, hobby |
| Accept yourself as you are | Make a new friend |
| Talk to friends and/or family about concerns | Positive self-talk |
- d. Recognize stages of personality development.**
25. Human personalities are like fingerprints--no two are alike.
True/False
True
26. Some factors in our lives that affect our personalities are:
Genetics culture our roles experience environment
27. The four personality determinants of Murray and Kluckhohn discussed in class are:
- (1) Inherited and predisposed characteristics
 - (2) General culture in which a person is raised
 - (3) The role in which a person finds themselves
 - (4) Situational determinants (experiences)
28. _____ are full of wonderful stories of men and women whose personalities were changed due to the interactions or influences of their gods.
- Greek mythology

ASSESSMENT/EVALUATION QUESTIONS - CONT'D:

29. Personality determining factors ruled by the twelve signs of the zodiac that substitute planetary power for the powers of the gods is characteristic of _____.
- Astrology
30. Associating a personality with the year of birth which is identified with a particular animal is the _____.
- Chinese Zodiac
31. Elements of nature, such as _____, _____, _____, and _____, have also been used to categorize one's personality.
- Earth, air, fire, water
32. The Color Code theory developed by Taylor Hartman has three (3) elements. List one (1) of them and describe it briefly.
- Personality is innate.
- Personality is that core of thoughts and feelings inside you that tells you how to conduct yourself.
- Personality points each of us in a particular direction.
- e. Identify personal values.**
33. Define the term *value*.
Anything in life that is important to us
34. The non-material things in our life that don't cost money are called _____ values.
- intangible
35. The material things in our life that do cost money are called _____ values.
- tangible
36. List three (3) values that 17-year-old Craig showed in the story, "The Pit of Death".
- | | | |
|----|-------------------|------------|
| a. | Life | Compassion |
| b. | Love for family | Bravery |
| c. | Family commitment | Courage |
37. When a person's actions are within their value system, they generally feel calm, at peace, and confident. True/False
- True

ASSESSMENT/EVALUATION QUESTIONS - CONT'D:

38. When a person makes a choice that is against their values, it is called living outside of their value system. True/False
- True
39. Self-esteem goes down when you live within your value system. True/False
- False
40. Self-esteem goes up when you ignore your value system. True/False
- False
41. Guilt, shame, and embarrassment can come from living within your value system. True/False
- False
42. In the story, "The Picture of Dorian Grey", what did Mr. Grey value more than anything else?
- His youth
43. In the movie, "The Princess Quarterback", what did Tammy want to do that upset the town?
- Play on the football team
44. What were two (2) of her intangible values?
(1) Integrity - Education
(2) Achievement - Family - Love
45. Why didn't she accept the offer to be a cheerleader?
- She wanted to use her skills at football; she had set a goal.
46. Some examples of basic values are:
love justice respect knowledge
power accomplishment family
47. When a person's actions are within his/her value system, he/she generally feels pretty good about himself/herself. True/False
True
48. Draw a value cycle, depicting how our values affect our choices and how our choices affect our feelings.
(See activity 4.e-7 on page I-A-130)