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.
   a. Adopt a socially responsible behavior
   b. Select and prepare for a career
   c. Adopt priorities in keeping with personal goals and societal expectations
   d. Become emotionally independent from parents and others
   e. Develop mature relations with peers of both sexes
   f. Adopt a socially approved sex role
   g. Prepare for marriage and family life
   h. 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, drug 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:


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.

    The way you perceive yourself; the whole picture; changes slowly.

    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.

   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.
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 themself
   (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
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.

33. **Identify personal values.**

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
   b. Love for family
   c. Family commitment

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)
   I-A-25