
Self-Understanding and Assessment

Unit. Employability in Family and Consumer Science

Problem Area. Developing Personal Skills

Lesson. Self-Understanding and Assessment

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1** Discuss the importance of self-concept and its ingredients.
- 2** Discuss the factors that affect the development of self-concept.
- 3** Identify how to develop a positive self-concept.
- 4** Describe the characteristics of people with a high self-concept.
- 5** Explain how leaders can raise the self-concept of others.

■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Slide projector



■ **Terms.** The following terms are presented in the lesson (shown in bold italics):

- ▶ anxiety
- ▶ attitude
- ▶ conceit
- ▶ desire
- ▶ doubt
- ▶ fear
- ▶ motivation
- ▶ resilient
- ▶ self-concept
- ▶ self-confidence
- ▶ self-determination
- ▶ self-esteem
- ▶ self-image
- ▶ self-responsibility

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Lead a brainstorming activity where students list jobs related to family and consumer science. Students should identify those jobs that require motivation, self-concept, self-confidence, etc. Would one require more than another? Why or why not? Continue the discussion as long as necessary for students to understand the importance of these concepts.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Discuss the importance of self-concept and its ingredients.

Anticipated Problem: Why is it important to have a good self-concept, and how is it achieved?

- I. When your self-concept improves, your personality and performance improves.
 - A. **Self-concept** is the act of respecting yourself.
 1. You must be aware of both your strengths and your weaknesses.
 2. You must believe in yourself and accept yourself.

3. As your self-concept increases, there will be less and less that you have to prove to yourself.
 4. A person with a positive self-concept is pleasant, secure, and content.
- B. Having a positive self-concept is the most important factor toward success.
1. By believing in yourself, you will gain the respect of your peers.
 2. As a leader, to gain the respect of others, you must first be able to prove worthiness to yourself.
- C. A positive self-concept has many rewards.
1. More confidence
 2. Trust in ideas, skills, knowledge
 3. The ability to capitalize on opportunities
 4. Using mistakes as a learning experience
 5. Being a more dynamic and interesting person
 6. Becoming more focused on bigger goals
 7. Being more emotionally secure
 8. The ability to control your personal future by creating circumstances instead of following circumstances
 9. The ability to cope with success
 10. A positive feeling for others
 11. Being able to handle challenges
- D. There is a difference between self-concept and conceit. **Conceit** is the excessive feeling of one's own worth.
1. The primary difference is the excess in conceit.
 2. A conceited person is boastful and arrogant.
 3. A person with a positive self-concept does not brag or voice his or her own personal self-satisfaction of his or her worth.
- E. The ingredients of a positive self-concept include self-esteem, self-image, self-confidence, self-determination, and self-responsibility.
1. **Self-esteem** is how you feel about yourself. It is how you accept yourself and perceive your worth as a person.
 2. **Self-image** relates to self-acceptance and presenting yourself in a confident manner.
 3. **Self-confidence** is being secure with your abilities and the opportunity to face new challenges.
 4. **Self-determination** involves motivation from within. **Motivation** is the energy that allows you to meet new challenges. To be self-determined is to be in charge of your fate.
 5. **Self-responsibility** is the ability to accept consequences for any effort, good, bad, or other. To be self-responsible, you must be **resilient**, or have the ability to bounce back.

Many techniques can be used to help students master this objective. Use VM–A to show the traits developed from a positive self-concept. Use LS–A for students to do a self survey of this personal characteristic. Use LS–B for students to evaluate their personal appearance, feelings, and habits.

Objective 2: Discuss the factors that affect the development of self-concept.

Anticipated Problem: What factors affect the development of self-concept?

- II. There are three types of factors that affect the development of self-concept: chronological, external, and internal.
 - A. Chronological development of self-concept can be divided into three segments: childhood, adolescence, and adulthood.
 1. The self-concept formed in childhood lays the foundation for your attitudes toward work, future success, and abilities.
 - a. Parents do not actually teach self-concept, but they mold and shape it through positive or negative actions.
 2. Adolescent development involves comparing yourself to others as you mature.
 - a. Typically, you become less happy with who you are. Often, you wish to be like others.
 - b. Media plays a big role in the self-perception of adolescents.
 - c. Television and movie characters often portray unreal images to adolescents.
 - d. Ages 12–18 are critical years in the development of self-concept because adolescents are also dealing with physical change, peer group relationships, confusing identity, loss of childhood, and the assumption of adult responsibilities.
 3. When you reach adulthood, your self-concept has been formed by past experiences.
 - a. Adults tend to define themselves in terms of things they possess, in terms of what they do for a living, or in terms of an internal value system and emotional makeup.
 - B. External factors affecting self-concept include family, relationships, school, work, and social activities.
 1. The home environment plays an important role in the development of a person.
 - a. Birth to 18 years of age are considered the formative years. During these years, the family environment is highly influential in a person's development.
 - b. Family environment provides the basic needs of survival, safety, and security.

2. Contacts outside of family provide a network of past, present, and future relationships.
 - a. Relationships exert certain influences on self-concept, either consciously or unconsciously.
 - b. The friends you choose reflect your level of self-concept.
 - c. Friendships sometimes mirror yourself in feelings, thoughts, likes, or dislikes.
 3. School is where you spend the majority of your time from age 5–20.
 - a. Education can play an important role in developing self-concept, offering constant challenges and obstacles to overcome.
 - b. Peer pressure can be demanding and challenging.
 4. The world of work provides you with the opportunity to display self-concept.
 - a. Companies desire people with a high self-concept because they possess more tools.
- C. The specific internal factors that affect self-concept are fear, doubt, and anxiety.
1. **Fear** is one of the basic emotions. It is caused by an overwhelming anticipation or awareness of danger.
 2. **Doubt** is the state of questioning your ability to learn, think creatively, accomplish, and succeed.
 3. **Anxiety** is having an uncomfortable feeling or uneasiness about a solution or event. Sometimes referred to as “having butterflies.”

Use a variety of techniques to help students master this objective. Use VM–B to illustrate the factors that affect the development of self-concept. VM–C can be used to identify phrases that reflect a positive or negative concept.

Objective 3: Identify how to develop a positive self-concept.

Anticipated Problem: How do you develop a positive self-concept?

- III. There are five areas that will help in developing a positive self-concept.
 - A. The first step to developing self-concept is to accept yourself as you are. This is called restoring and nurturing a healthy self-concept.
 1. You can only control the future, not the past.
 2. Practices in developing a healthy self-concept include:
 - a. accepting limitations
 - b. making a list of talents
 - c. making decisions for yourself
 - d. not procrastinating
 - e. finding a mentor
 - f. dressing successfully and using positive language

- g. always learning and accepting new challenges
 - h. choosing friends and associates carefully
 - i. learning from successful failures
 - j. going the extra mile
 - k. finishing every job that is started
 - l. believing in yourself and doing good for others
- B. Having a genuine desire to change is the next step in the development of a positive self-concept.
1. **Desire** is a wish or craving for something.
- C. When the second step is completed, you need to create the proper environment to allow desire to grow.
1. **Attitude** is a state of mind with respect to feelings, beliefs, or outlook (positive or negative) on an event.
 2. As the attitude stays positive, desire can be maintained.
 3. Be aware of attitudes of those with whom you associate.
 4. You determine your own attitude.
- D. There is a direct relationship between goals and self-concept.
1. A person must develop a purpose or direction through the establishment of goals.
 2. Goals are usually categorized into short, medium, and long term.
 3. Setting goals includes these steps:
 - a. Define the goal.
 - b. Establish a time frame—short, medium, or long term.
 - c. Make an agenda. List the steps involved in reaching the goal and test the possible obstacles.
 - d. Be realistic in goal setting.
 - e. Evaluate to check progress.
 - f. Adjust and be flexible after evaluation.
 - g. Reward when the goal is reached.
- E. The last step is taking action.
1. Without action, all you have are good intentions.
 2. Action is sometimes the hardest step to achieve because it requires both physical and mental energy.
 3. When you take action you become vulnerable to both external and internal factors that affect self-concept.

Use VM–D to illustrate the five steps in achieving a positive self-concept. VM–E is used to explain the steps in setting and accomplishing goals.

Objective 4: Describe the characteristics of people with a high self-concept.

Anticipated Problem: How would you describe someone with a high self-concept?

- IV. Once self-concept is attained, enhanced, or improved, a person will exhibit several positive characteristics.
- A. There are six primary characteristics of people with a positive self-concept.
1. They have a positive orientation. They do not waste time worrying about the past. "Falling down doesn't mean failure; staying down does."
 2. They are able to cope with life's problems and realize that problems do not have to depress them or make them anxious. Problems are seen as challenges.
 3. They are able to deal with emotions. People cannot help the way they feel, but they can control the way they act. They are able to keep emotions from affecting the way they act.
 4. They are able to help others and accept help themselves. They are not threatened by helping others succeed nor are they afraid to admit to a weakness. Secure people in leadership roles surround themselves with good people.
 5. They are able to accept people as unique, talented individuals, for who they are, and what they can do.
 6. They are able to exhibit a variety of self-confident behaviors.
 - a. Accept compliments or gifts graciously.
 - b. Laugh at mistakes without self-ridicule.
 - c. Enjoy being by themselves without being lonely.
- B. Ways to present a positive self-concept include:
1. smiling
 2. having a neat appearance and attire
 3. being polite and considerate of others
 4. being an active listener
 5. taking pride in work
 6. having independence
 7. making the best of every situation
 8. making wise decisions
- C. Physical characteristics of positive self-concept include:
1. bright and alert eyes
 2. relaxed face and natural color
 3. holding the chin high
 4. relaxed jaw and erect shoulders
 5. relaxed and graceful hand movements
 6. relaxed and balanced posture
 7. a purposeful walk

8. a voice controlled with clear pronunciation

Use a range of teaching strategies to describe the characteristics of people with high self-concept.

Objective 5: Explain how leaders can raise the self-concept of others.

Anticipated Problem: How can leaders increase the self-concept of others?

- V. Good leaders bring the best out of other people. This includes developing a positive self-concept.
- A. By raising your own self-esteem, you increase the level of others around you.
 - B. Give people opportunities to practice self-responsibility.
 - C. Give reasons for rules and guidelines when they are not self-evident. Do not dictate directions and instructions.
 - D. If you err in dealing with someone, admit it and apologize.
 - E. Let people see that it's human to make mistakes or not know all the answers.
 - F. Describe undesirable behavior without blaming.
 - G. If someone does exceptional work or makes an excellent decision, challenge them to determine how and why it happened.
 - H. Praise in public and correct in private.
 - I. When the behavior of someone creates a problem, ask that person to propose a solution.
 - J. Give people the resources, information, and authority to do what you have asked them to do.
 - K. Find out what the central inherence of people are and when possible, match tasks and objectives with individual dispositions.
 - L. Ask people what they need in order to feel in more control of their work and then try to provide it.
 - M. Stretch people, assigning tasks slightly beyond their known capabilities.
 - N. Encourage people to view problems as “challenges and opportunities.”
 - O. Support the talented non-team player. Even team players benefit from seeing respect for individuality.
 - P. Write letters of commendation and appreciation to high achievers and ask others to do likewise.

Several teaching techniques can be used to help students understand this objective.

- **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be retaught. The anticipated problems can be used as student review questions.
- **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.
- **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The sample written test provided can also be used.

■ **Answers to Sample Test:**

Part One: Matching

1. g
2. a
3. h
4. e
5. c
6. b
7. d
8. f

Part Two: Completion

1. Doubt
2. desire
3. goals
4. short, medium, and long

Part Three: Short Answer

1. Set goal.
2. Establish a time frame.
3. Make an agenda.
4. Set realistic goals.
5. Evaluate.
6. Adjust.
7. Reward.

Self-Understanding and Assessment

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|-----------------|------------------------|
| a. self-concept | e. self-determination |
| b. motivation | f. self-responsibility |
| c. resilient | g. conceit |
| d. fear | h. self-esteem |

- ____ 1. Excessive feeling of one's worth.
- ____ 2. The act of respecting yourself.
- ____ 3. Your feeling as to how you feel about yourself.
- ____ 4. Deals with motivation from within.
- ____ 5. The ability to bounce back.
- ____ 6. The energy that allows one to meet new challenges.
- ____ 7. One of the basic emotions caused by an overwhelming anticipation or awareness of danger.
- ____ 8. Ability to accept consequences for any effort.

► Part Two: Completion

Instructions: Complete the following statements.

1. _____ is the state of questioning the ability to do something.
2. A wish or craving for something is called _____.



3. There is a direct relationship between _____ and self-concept.

4. Goals are categorized as _____, _____, and _____ term.

► **Part Three: Short Answer**

List the seven steps for setting goals.

Self-Understanding and Assessment

Overview

Each student will select at least two practices that can be used to develop a healthy self-concept. After one week each student will write a self-reflection paper on how his or her self-concept has changed due to implementing the practices.

Procedures

Prior Student Learning Opportunities

1. In order to communicate ideas in writing to accomplish a variety of purposes, provide students with sufficient learning opportunities to develop the following skills:
 - ◆ Compose informational writing that supports a topic or thesis statement with well-articulated evidence.
 - ◆ Write creatively for a specified purpose and audience.
 - ◆ Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.

Student Task

2. Provide each student with a copy of the task sheet and the rubric. Have students review and discuss the task to be completed and how the rubric will be used to evaluate their work.
3. Select at least two practices that can be used to develop a healthy self-concept. After one week of making a serious effort at implementing the practices, write a self-reflection paper. In your paper, discuss how your self-concept improved, or if it didn't improve, describe potential reasons why. In addition, identify other potential practices that you may want to implement that may improve your self-concept.

Evaluation

4. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Time Requirements

- ◆ 2 weeks for research

Resources

- ◆ Computer
- ◆ Writing Rubric

Self-Understanding and Assessment

1. Select at least two practices that can be used to develop a healthy self-concept.
2. After two weeks of making a serious effort at implementing the practices, write a self-reflection paper.
3. In your paper, discuss how your self-concept improved, or if it didn't improve, describe potential reasons why it didn't. In addition, identify other potential practices that you may want to implement that may improve your self-concept.



Self-Understanding and Assessment

- ◆ Exceeds standard (28–32 total points)
- ◆ Meets standard (21–27 total points)
- ◆ Approaches standard (15–20 total points)
- ◆ Begins standard or absent (6–14 total points)

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
6	<ul style="list-style-type: none"> • Effective opening (may or may not include specific preview) which displays sophistication through the use of anecdotes, quotations, definitions, personal appeals or other effective strategies; may develop the focus inductively. • Writing is purposeful with logic maintained throughout. • Effective closing which relates to opening and unifies the writing (may invite exploration, raise relevant questions or use other devices/ideas). 	<ul style="list-style-type: none"> • All major points fully developed and supported evenly by specific detail throughout the paper. • Extensive, in-depth development of support using multiple strategies (e.g., explanation, evidence and example). • Word choice enhances specificity. 	<ul style="list-style-type: none"> • Structure is clear, appropriate and effective. • All paragraphs are appropriate and purposeful.* • Coherence and cohesion are demonstrated throughout with effective and varied devices. • All points logically presented and interrelated. • Varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> • Fully developed for grade level. • Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout.

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
5	<ul style="list-style-type: none"> Clearly sets purpose of paper through thematic introduction, specific preview or successful, more sophisticated introduction; may develop the focus inductively. Maintains clear position/ logic throughout that advance purpose of paper. Effective closing. 	<ul style="list-style-type: none"> All major points developed evenly by specific detail (to the same degree of specificity). Most support developed through multiple strategies (e.g., explanation, evidence and example). Word choice enhances specificity. 	<ul style="list-style-type: none"> Structure is clear and appropriate to purpose. All points are appropriately paragraphed.* Coherence and cohesion are demonstrated by effective and varied transitions and/or other devices. All points are logically presented and interrelated. Varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> Developed for grade level. All features are developed but not equally well developed throughout.
4	<ul style="list-style-type: none"> Clearly sets purpose of paper through thematic introduction or specific preview. May attempt a more sophisticated introduction (with varying degrees of success). If previewed, paper develops only previewed points. Maintains clear, logical subject/position. Clear closing. 	<ul style="list-style-type: none"> Most major points developed by specific detail. All key points supported, some key points may be more developed than others (not even or balanced). Word choice may enhance specificity. 	<ul style="list-style-type: none"> Structure is clear. Most major points appropriately paragraphed.* Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions and/or other devices; a variety of transitional devices may be present in more developed essays. Most points logically presented and organized. Some varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> Bare-bones-developed paper for grade level. Simple and clear, presents nothing more than the essentials. Limited depth.

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
3	<ul style="list-style-type: none"> Subject/position (or issue) identified by only brief, general opening statement or established somewhere in the paper. If previewed, paper develops more or fewer points than previewed. Minor focus drift or lapses in logic (not really separate ideas—repetitious). Closing is absent or only a verbatim reiteration of the introduction. Lacks sufficiency to demonstrate a developed focus. 	<ul style="list-style-type: none"> Some main points are developed by specific detail (e.g., second-order ideas beyond major point), some may be general. Some elaboration of key points but lacks depth. Lacks sufficiency to demonstrate developed support. 	<ul style="list-style-type: none"> Structure is evident. May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs). Some major points appropriately paragraphed.* Has coherence but lacks cohesion. May have a minor digression. May lack sufficiency to demonstrate developed organization. 		<ul style="list-style-type: none"> Partially developed. Some (or one) of the feature(s) may not be sufficiently formed, but all are present. Inference is usually required.
2	<ul style="list-style-type: none"> Subject/position is vague or prompt-dependent; may launch with no unifying statement anywhere or repeats prompt or a portion of it as the only focusing statement. Unrelated or illogical ideas that drift from focus; paper may consist mostly of repetitions and redundancies. Off-mode response that does NOT serve persuasive/expository purpose. Multiple subjects/positions without a unifying umbrella statement. May be insufficient writing to determine that subject/position (or issue) can be sustained. 	<ul style="list-style-type: none"> Most support is general or consists of repetition/redundancy. Simple list of specifics that may have some extensions. May be insufficient writing to determine that the support can be maintained. 	<ul style="list-style-type: none"> Structure is noticeable, but the reader must infer it. Limited evidence of appropriate paragraphing.* Little structure within paragraphs (e.g., little purposeful ordering of sentences). Lacks appropriate persuasive or expository structure. May have a major digression. May be insufficient writing to determine that organization can be sustained. 	<ul style="list-style-type: none"> Mastery of sentence construction. Very few run-ons or fragments in proportion to amount written. Mastery of verb tense and subject/verb agreement. Correct use of pronouns. Mastery of punctuation/capitalization. Few minor and very few major errors in proportion to amount written.** 	<ul style="list-style-type: none"> Attempts to address the assignment, but only rudiments of techniques for forming focus, support and organization can be detected. Some confusion and/or disjointedness. Lacks appropriate persuasive or expository structure. May be insufficient writing to determine that features can be maintained.

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
1	<ul style="list-style-type: none"> Subject/position (or issue) is unclear. Insufficient writing to show that criteria are met. 	<ul style="list-style-type: none"> Support may lack clarity. Insufficient writing to show that criteria are met. 	<ul style="list-style-type: none"> Structure is attempted; the reader must work hard to infer it. Insufficient writing to show that criteria are met. 		<ul style="list-style-type: none"> Does not fulfill the assignment, barely deals with the topic or does not present most or all of the features. Insufficient writing to show that criteria are met.

Remember: Integration scores are to be doubled when tallying totals.

*A well-developed, one-paragraph paper may receive a “4,” “5 ” or “6.”

**Convention scores will be assigned on the basis of “2” for a developed score and “1” for an undeveloped score.

MAJOR AND MINOR ERRORS

SENTENCE CONSTRUCTION

Major Errors

- ◆ Incorrect subject/verb agreement
- ◆ Run-on(s)
- ◆ Fragment(s)
- ◆ Omitted words that interfere
- ◆ Incorrect usage
- ◆ Incorrect use of common words
- ◆ Incorrect pronoun reference
- ◆ Confusing tense shifts

Minor Errors

- ◆ Incorrect use of connectors between clauses
- ◆ Omitted words that do not interfere

USAGE

Minor Errors

- ◆ Commas in a series, for opening or clauses
- ◆ Awkward or odd use of words/phrases, but meaning is still clear
- ◆ Homonyms (its/it’s, there/their/they’re, to/two/too)

SPELLING

Major Errors

- ◆ Misspelled common words (same word misspelled is considered only once)

Minor Errors

- ◆ Inventive spellings for unusual or less frequently used words

PARAGRAPH FORMAT

Major Errors

- ◆ Using titles to delineate paragraphs
- ◆ Numbering paragraphs
- ◆ Mixed or incorrect paragraph formats

Minor Errors

- ◆ Inconsistent separation of paragraphs

PUNCTUATION/CAPITALIZATION

Major Errors

- ◆ Omission of initial caps
- ◆ Common proper nouns
- ◆ Missing or incorrect ending punctuation
- ◆ Missing or misplaced apostrophes

Minor Errors

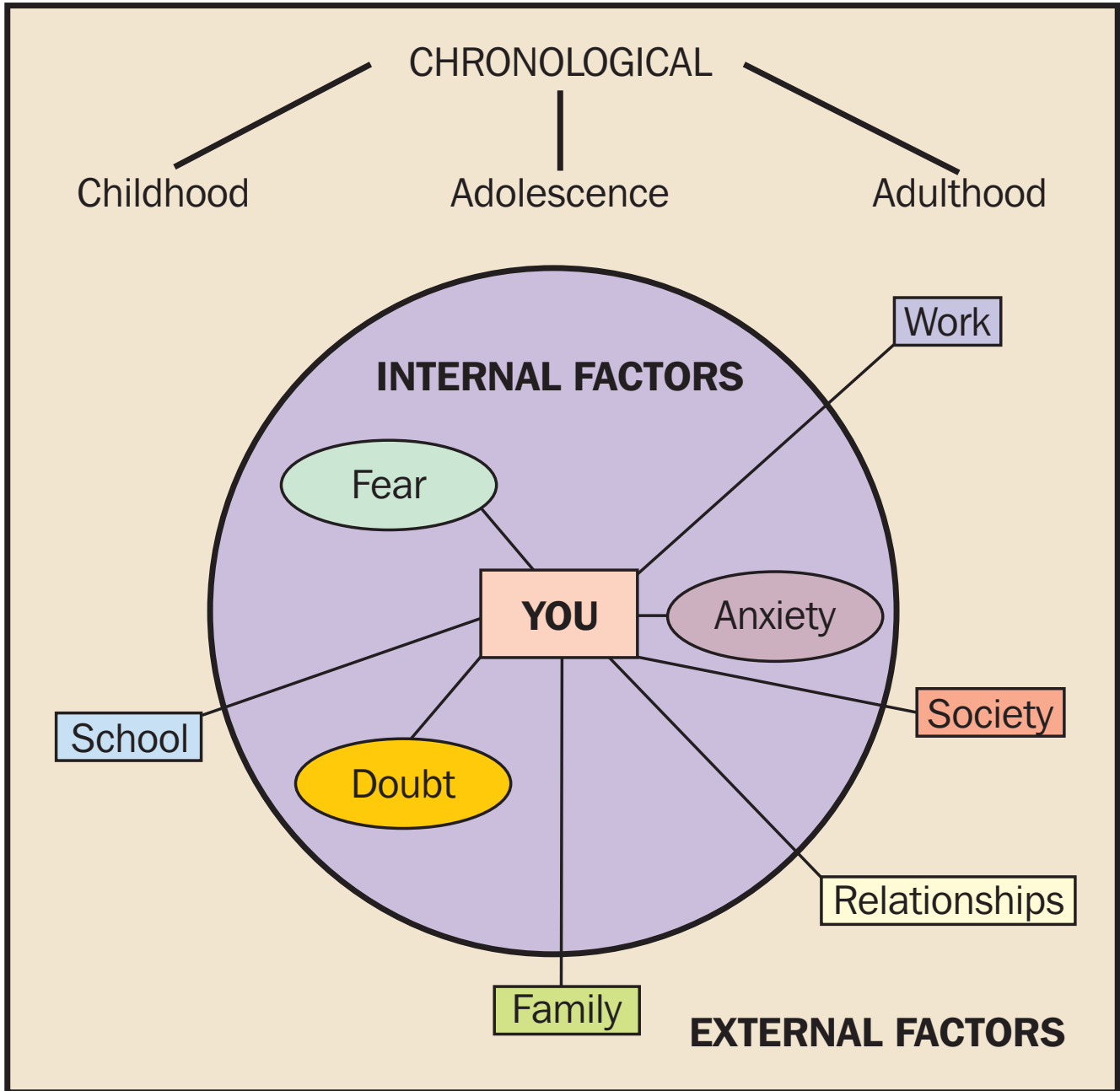
- ◆ Missing periods for abbreviations

A POSITIVE SELF-CONCEPT DEVELOPS

- ◆ More confidence
- ◆ Self-trust
- ◆ Ability to capitalize on opportunities
- ◆ Ability to learn from mistakes
- ◆ A more dynamic/interesting person
- ◆ Focus on goals
- ◆ An emotionally secure person
- ◆ Control of personal future
- ◆ Ability to cope with success
- ◆ A positive feeling toward others
- ◆ Ability to accept challenges



FACTORS AFFECTING DEVELOPMENT OF SELF-CONCEPT



PHRASES AFFECTING SELF-CONCEPT

You can do anything!

You're great!

Next time you'll do better.

You're a fast learner.

I know you did your best.

I like you just as you are.

You're so lazy.

Bad girl! Bad boy!

**What's wrong with
you?**

You'll never learn!

It's all your fault.

**Why can't you be more
like...?**



FIVE STEPS TO ACHIEVING A POSITIVE SELF-CONCEPT

1. Restore and nurture a healthy self-concept.
2. Develop a positive desire to change.
3. Create the proper attitude.
4. Establish goals.
5. Take action.



PROCEDURE FOR SETTING GOALS

1. Define a goal.
2. Establish a time frame.
3. Make an agenda.
4. Set realistic goals.
5. Evaluate results.
6. Adjust goals based on evaluation.
7. Reward for success.



How I See Myself

Understanding your personal characteristics and traits is an important part of developing a positive self-concept.

Purpose

To determine your personal characteristics and traits.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure:

1. Read the list of characteristics and traits listed below.
2. Check the 15 words or phrases that best describe you.

How I See Myself

- | | | | |
|-------------------------------------|--------------------------------------|--|--|
| <input type="checkbox"/> Aloof | <input type="checkbox"/> Loud | <input type="checkbox"/> Shy | <input type="checkbox"/> Agreeable |
| <input type="checkbox"/> Clever | <input type="checkbox"/> Cooperative | <input type="checkbox"/> Friendly | <input type="checkbox"/> Courteous |
| <input type="checkbox"/> Stubborn | <input type="checkbox"/> Dependable | <input type="checkbox"/> Helpful | <input type="checkbox"/> Moody |
| <input type="checkbox"/> Fun-loving | <input type="checkbox"/> Sarcastic | <input type="checkbox"/> Serious | <input type="checkbox"/> Argumentative |
| <input type="checkbox"/> Sincere | <input type="checkbox"/> Domineering | <input type="checkbox"/> Unselfish | <input type="checkbox"/> Mature |
| <input type="checkbox"/> Modest | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Strong-willed | <input type="checkbox"/> Practical |
| <input type="checkbox"/> Tactful | <input type="checkbox"/> Punctual | <input type="checkbox"/> Patient | <input type="checkbox"/> Self-controlled |
| <input type="checkbox"/> Loyal | <input type="checkbox"/> Militant | <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Broad-minded |
| <input type="checkbox"/> Tolerant | <input type="checkbox"/> Resourceful | <input type="checkbox"/> Conceited | <input type="checkbox"/> Shrewd |
| <input type="checkbox"/> Rude | <input type="checkbox"/> Vicious | <input type="checkbox"/> Jealous | |



Evaluating My Personal Appearance, Feelings, and Habits

Your appearance, feelings, and habits are important aspects to understanding self-concept.

Purpose

To assess your appearance, feelings, and habits.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

1. Answer the following questions by circling “A” for Always, “U” for Usually, “S” for Sometimes, or “N” for Never.
2. Review your answers and determine the areas in which you need improvement.

Part I: Personal Appearance

1. Are you aware that personal cleanliness and neatness have an effect on those around you?

A U S N

2. Do you shower or bathe at least daily and after strenuous exercise?

A U S N



3. Do you use an effective deodorant daily?

A U S N

4. Do you brush your teeth at least twice daily?

A U S N

5. Do you keep your hair clean and well-groomed?

A U S N

6. Do you wear clothes that are becoming to you and appropriate to the occasion?

A U S N

7. Are your clothes neat and clean?

A U S N

8. Do you keep your weight at the level recommended for your height and body frame?

A U S N

9. Do you eat a well-balanced diet each day?

A U S N

10. Do you exercise regularly?

A U S N

11. Do you get enough sleep each night?

A U S N

12. Do you maintain straight, correct posture when sitting, standing, and walking?

A U S N

Part II: Working With Others

1. If someone asks you for help, do you provide it cheerfully?

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2. Do you laugh at the mistakes of others?

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3. Do you enjoy gossip?

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4. Do you feel awkward around strangers?

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5. Do you try to see other's point of view?

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6. Do you take a sincere interest in those around you?

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7. Do you get along well with others?

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8. Do you make friends easily?

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9. Are you thoughtful of the feelings of others?

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10. Do people ask you for advice?

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Part III: Communication Skills

1. Do you organize your thoughts and ideas before speaking?

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2. Do you concentrate on the meaning you are trying to convey?

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3. Do you use clear, distinct speech?

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4. Do you have a pleasant speaking voice?

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5. Do you make grammatical and spelling errors?

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6. When listening to someone else, are you easily distracted by outside sights and sounds?

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Part IV: Personal Feelings and Attitudes

1. Do you try to have a positive attitude?

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2. Do you approach your work confidently?

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3. Are you willing to accept responsibility?

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4. Do you worry about past mistakes and failures?

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5. Do you control your temper?

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6. Are you able to keep your personal troubles to yourself?

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7. Do you persevere until you achieve success?

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8. Are you ambitious?

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9. Do you feel you are a unique and valuable person?

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10. Can you adapt to all situations?

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