

**Notes:**

This assignment is worth 12 marks (12 percent of your final mark).

## Assignment 2: Reflective Writing

### Instructions

There are **two parts** to Assignment 2.

### Part 1: Worksheets

You will complete five worksheets to help you learn more about yourself. These worksheets will help you to begin the process of self-reflection, which you will use in Part 2. **The worksheets will be reviewed by your tutor/marker**, but no marks will be allocated to them. You may wish to take brief notes while completing the worksheets to help you organize the information to include in your reflective writing.

### Part 2: Reflective Writing

You will reflect, in the form of reflective writing, on your personal development. You will examine your development in relation to **three** of the following areas:

- decision-making
- self-concept
- communication
- stress

The guidelines for reflective writing are outlined on page 62.

## Worksheet 1: Maturity/Decision-Making Questionnaire\*

In our society, trying to figure out when childhood ends and adulthood begins can be difficult. For most of us, there are no clear dividing lines between childhood and adulthood—there is only a gradual process of growing up. Part of becoming an adult is learning to make decisions for ourselves.

There are 40 endings to the question “Who Decides...?” listed below. On the line next to each listing, write one of the following answers: “I”, “We”, or “Other(s)”. Answering with “I” means that you make the decision; “We” means that you and someone else decide together; and “Other(s)” means that one or more persons decide for you.

### Who Decides?

- |   |                                      |
|---|--------------------------------------|
| _____ What time I go to bed             | _____ How my room is decorated       |
| _____ What time I get up                | _____ If/when I go to school         |
| _____ What I eat for meals              | _____ If/when I do my homework       |
| _____ What chores I do                  | _____ If/when I have friends over    |
| _____ What movies I see                 | _____ How much time I spend studying |
| _____ What activities I am involved in  | _____ What music I listen to         |
| _____ What sports I play                | _____ If/when I drive the family car |
| _____ How long I can talk on the phone  | _____ If/when I own a car            |
| _____ How I spend my money              | _____ What my curfew is              |
| _____ What I wear                       | _____ If/when I get a job            |
| _____ Whether or not I smoke cigarettes | _____ What type of job I get         |
| _____ Whether or not I chew tobacco     | _____ If/where I go to college       |
| _____ Whether or not I drink coffee     | _____ Whom I hang out with           |

\* Adapted from *Choices* magazine: “Who Runs Your Life?” Permission to reproduce is stated in the magazine.

## Part 1: Worksheets

- |                                    |                                |
|------------------------------------|--------------------------------|
| _____ Whether or not I use alcohol | _____ How I spend my free time |
| _____ Whether or not I use drugs   | _____ If/when I can date       |
| _____ What I read                  | _____ If I have sex            |
| _____ What I watch on TV           | _____ If I use birth control   |
| _____ How clean my room is         | _____ Whom/when I marry        |

Add up your answers. Add up the “I” answers, the “We” answers, and the “Other(s)” answers. Then take time to answer the following questions. This is a self-reflection.

Are you making more decisions on your own, or with other people?

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Do you wish you made more decisions on your own? Do you wish someone made more decisions for you?

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Do you feel ready to make certain decisions that you're not allowed to make? How does this make you feel? Is there anything you can do about it?

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What makes a person ready to take control of his or her life?

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**Worksheet 2: Rate Your Self-Concept Questionnaire**

Answer each statement below as honestly as you can. Circle the letter of the statement that best describes your feelings. Then, use the scoring notes to help you rate your self-concept.

1. When I look in the mirror...
  - a. I pick out my best features and try to emphasize them.
  - b. the first things I notice are my bad features.
2. If somebody pays me a compliment...
  - a. I may feel embarrassed, but I say “thank you.”
  - b. I quickly point out the negative side.
3. If I really study for a test, and my grade is a “B-”...
  - a. I’m pleased with my grade; I know I did the best I could.
  - b. I feel that I didn’t study hard enough; I should have done better.
4. My friends spend time with me because...
  - a. they enjoy my company; I’m a good friend.
  - b. they have nothing better to do and just want to use me.
5. If I’m given a difficult assignment...
  - a. I know it may take a lot of work, but I’m confident that I can complete it.
  - b. I wouldn’t even know where to begin, and I doubt I could do it alone.
6. If a magic genie gave me a chance to change lives with one of my friends...
  - a. I’d refuse; I’m happy being me.
  - b. I’d jump at the chance to be somebody else.

**Scoring:**

Count your total number of “A” answers and “B” answers. For each “A,” give yourself 3 points; for each “B,” give yourself 1 point. Total the points. If your score is:

**16–18 points:** You feel good about yourself and it shows. Your strong, positive self-concept is sure to give you a head start on success!

**12–14 points:** Your self-concept may be a bit shaky at times, but your answers show that you’ve got enough confidence in yourself to change. So go for it!

**Below 12 points:** Your self-concept needs a boost. Explore new ways to feel better about yourself.

**Notes:**

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### Worksheet 3: Assessing Your Communication Style

How do you send and receive messages? How do you respond? How do you deal with noise? Examine the list below which characterizes effective communicators. Under the appropriate column, check off if you do these things often, sometimes, or seldom. This exercise will give you a profile of your communication style.

<b>When I send messages:</b>			
	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
I am aware of my intentions.			
I emphasize the ideas or feelings that are most important to me without putting anyone down.			
I express my ideas with confidence.			
I express my ideas in a logical sequence.			
I am aware of the non-verbal messages that I am sending.			
I give clear messages in which verbal and non-verbal communication match.			
I am comfortable communicating with: <ul style="list-style-type: none"> <li>– My parents/guardians</li> <li>– Brothers/sisters</li> <li>– Friends</li> <li>– Large groups</li> <li>– People who are in positions of authority</li> </ul>			
I am sensitive to how my message is being received.			

(continued)

When I receive messages:			
	Often	Sometimes	Seldom
I listen with an open mind.			
I listen attentively.			
I ask questions when I require clarification.			
I review and evaluate the speaker's message.			
When I respond:			
	Often	Sometimes	Seldom
I make understanding responses.			
I make probing responses.			
I make supportive responses.			
I make interpretative responses.			

**Notes:**

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**Worksheet 4: What Causes You Stress?\***

We all have certain things or people that cause us to lose our composure from time to time. In this activity, try to figure out what causes you to “lose your cool.” Once we begin to identify our stressors, we can learn to lessen their effect. Place a checkmark next to each factor that causes you stress.

- |   |   |
|---|---|
| <input type="checkbox"/> being late               | <input type="checkbox"/> playing on a sports team           |
| <input type="checkbox"/> too much homework        | <input type="checkbox"/> being cut from a sports team       |
| <input type="checkbox"/> oral reports             | <input type="checkbox"/> losing something valuable          |
| <input type="checkbox"/> babysitting              | <input type="checkbox"/> finding that a friend betrayed you |
| <input type="checkbox"/> going to the dentist     | <input type="checkbox"/> parents fighting                   |
| <input type="checkbox"/> arguments with friends   | <input type="checkbox"/> getting a detention or suspension  |
| <input type="checkbox"/> restrictions at home     | <input type="checkbox"/> your job                           |
| <input type="checkbox"/> chores                   | <input type="checkbox"/> taking tests                       |
| <input type="checkbox"/> lack of sleep            | <input type="checkbox"/> video games                        |
| <input type="checkbox"/> no date for a dance      | <input type="checkbox"/> using a computer                   |
| <input type="checkbox"/> pimples                  | <input type="checkbox"/> closed-in spaces                   |
| <input type="checkbox"/> physical education class | <input type="checkbox"/> commercials                        |
| <input type="checkbox"/> math class               | <input type="checkbox"/> interruptions while busy           |
| <input type="checkbox"/> English class            | <input type="checkbox"/> getting an injection               |
| <input type="checkbox"/> health class             | <input type="checkbox"/> arguments with parents             |
| <input type="checkbox"/> social studies class     | <input type="checkbox"/> fight with boyfriend/girlfriend    |
| <input type="checkbox"/> other class _____        | <input type="checkbox"/> losing                             |

*(continued)*

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\_\_\_\_\_ cafeteria food

\_\_\_\_\_ careless drivers

\_\_\_\_\_ nothing to do

\_\_\_\_\_ slow drivers

\_\_\_\_\_ rude people

\_\_\_\_\_ loud people

\_\_\_\_\_ no money

\_\_\_\_\_ baby crying

\_\_\_\_\_ no transportation

\_\_\_\_\_ disrespectful children

**Notes:**

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**Worksheet 5: Warning Signals of Stress Questionnaire**

Assign each phrase a number which best describes your behaviour currently and in the recent past:

- 0 Not at all
- 1 Rarely
- 2 Occasionally
- 3 Usually
- 4 Very Often

When you have finished, add up your total score for each category and record it in the space provided.

**Physical:**

- \_\_\_ 1. I have headaches, colds, flu.
- \_\_\_ 2. I suffer from backaches.
- \_\_\_ 3. I am in a hurry, rushing.
- \_\_\_ 4. I have digestive problems (upset stomach, diarrhea).
- \_\_\_ 5. My blood pressure is high.
- \_\_\_ 6. I feel tired.
- \_\_\_ **Total**

**Behavioural:**

- \_\_\_ 7. I am impatient with others.
- \_\_\_ 8. I am irritable in a wide variety of settings.
- \_\_\_ 9. I am critical of others.
- \_\_\_ 10. I have trouble accepting criticism.
- \_\_\_ 11. I complain to others but do not take action to improve the situation.
- \_\_\_ 12. I am demanding of myself and others.
- \_\_\_ **Total**

*(continued)*

**Emotional:**

- \_\_\_\_ 13. I have to push myself to keep going on a project.
- \_\_\_\_ 14. I use anger or sarcasm when making a point.
- \_\_\_\_ 15. I tell myself, "I am really not doing as well as I could."
- \_\_\_\_ 16. I doubt that I can get the job done.
- \_\_\_\_ 17. I do not believe that others really like me.
- \_\_\_\_ 18. I fly off the handle more than I have in the past.

\_\_\_\_ **Total**

**Intellectual:**

- \_\_\_\_ 19. I have been forgetting important dates, assignments.
- \_\_\_\_ 20. I find it hard to concentrate.
- \_\_\_\_ 21. I find myself daydreaming.
- \_\_\_\_ 22. I find it difficult to make decisions.
- \_\_\_\_ 23. I have been putting off important tasks.
- \_\_\_\_ 24. I have too many things on my mind at once.

\_\_\_\_ **Total**

**Organizational:**

- \_\_\_\_ 25. My relationships at work are not satisfying.
- \_\_\_\_ 26. I am not getting support for my decisions.
- \_\_\_\_ 27. I do not believe others can do the job as well as I can.
- \_\_\_\_ 28. I feel tense at work.
- \_\_\_\_ 29. I feel confused about what I am really supposed to be doing on the job.
- \_\_\_\_ 30. The time pressures at work do not allow me to complete tasks properly.

\_\_\_\_ **Total**

**Subtotals for each section:**

Physical	_____	0–9 pts = Low stress
Behavioural	_____	9–15 pts = Medium stress
Emotional	_____	15–24 pts = High stress
Intellectual	_____	
Organizational	_____	
Total	_____	(see below)

**Interpretation of final total:**

0–60 pts = Low stress

60–90 pts = Medium stress

90–120 pts = High stress

**Notes:**

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## Assignment 2: Reflective Writing

Now that you have completed the five worksheets to learn more about yourself, you are ready to begin your reflective writing. Remember, you will choose **three** of the following categories and outline how you are developing, according to the information provided in Module 2. For each category you choose you will **submit one to two pages of personal reflections**.

Select three of the following:

- ☐ decision-making
- ☐ self-concept
- ☐ communication
- ☐ stress

The categories correspond to the information in Module 2 (self-concept, Lessons 1–3; decision making, Lesson 4; communication, Lesson 5; stress, Lesson 6), so you have some background information on each of the topics.

### About Reflective Writing

In a reflective essay, the focus is inward-looking; personal thoughts, feelings, and findings should be included.

Reflective writing is evidence of reflective thinking.

- Looking back at something, often an event (i.e., something that happened).
- Analyzing the event, thinking in depth and from different perspectives, trying to explain the event, often with reference to a model or theory.
- Thinking carefully about what the event means for you and your ongoing progress or personal development.

Reflective writing can be broken down into three parts: description, interpretation, and outcome.

## Part 2: Reflective Writing

**Description:** What happened? What is being examined?

**Interpretation:** What is most important/interesting/useful/relevant about the event? How can it be explained (e.g., with theory)?

**Outcome:** What have I learned from this? What does this mean for my future? What can I do to improve my personal development?

Helpful tips

- Reflection is an **exploration and an explanation of events**. Use first person (e.g. “I felt,” “I found,” “I realized”).
- Reflective writing involves “revealing” **anxieties, errors, and weaknesses, as well as strengths and successes**. Incorporate your personal feelings into the essay.
- **Select the most significant parts**. Don’t go on a rant. If you are trying to tell the whole story, you are likely to use up your words on description rather than interpretation.
- **“Reflect forward”** to the future as well as “reflecting back” on the past.

### Your Assignment

For each of the categories you choose, write a one- to two-page reflection about how you are developing in relation to the category. Your writing should follow the three-part model of a reflection—description, interpretation, outcome (see page 64).

When you have written your reflections, edit them for clarity, grammar, punctuation, and spelling.

**Reflective Writing Rubric (12 marks total)**

Before you begin writing, review the Reflective Writing Rubric found on the following page. Your tutor/marker will use this rubric to assess your assignment.

When you have completed Assignment 2, complete the Assignment 2 Cover Sheet (found in the course Introduction), and package and mail all the materials to your tutor/marker.





Reflective Writing Rubric			
	1 mark	2 marks	3 marks
<b>Reflection 1</b>	The student's own behaviours, feelings, and reactions are discussed with limited exploration or analysis. Applied a <b>few</b> ideas from Module 2 and made a <b>few</b> connections to how he or she developed as a person.	The student's own behaviours, feelings, and reactions are discussed with adequate exploration or analysis. Applied <b>some</b> ideas from Module 2 and made <b>some</b> connections to how he or she developed as a person.	The student's own behaviours, feelings, and reactions are discussed with detailed exploration or analysis. Applied <b>many</b> ideas from Module 2 and made <b>many</b> connections to how he or she developed as a person.
<b>Reflection 2</b>	The student's own behaviours, feelings, and reactions are discussed with limited exploration or analysis. Applied a <b>few</b> ideas from Module 2 and made a <b>few</b> connections to how he or she developed as a person.	The student's own behaviours, feelings, and reactions are discussed with adequate exploration or analysis. Applied <b>some</b> ideas from Module 2 and made <b>some</b> connections to how he or she developed as a person.	The student's own behaviours, feelings, and reactions are discussed with detailed exploration or analysis. Applied <b>many</b> ideas from Module 2 and made <b>many</b> connections to how he or she developed as a person.
<b>Reflection 3</b>	The student's own behaviours, feelings, and reactions are discussed with limited exploration or analysis. Applied a <b>few</b> ideas from Module 2 and made a <b>few</b> connections to how he or she developed as a person.	The student's own behaviours, feelings, and reactions are discussed with adequate exploration or analysis. Applied <b>some</b> ideas from Module 2 and made <b>some</b> connections to how he or she developed as a person.	The student's own behaviours, feelings, and reactions are discussed with detailed exploration or analysis. Applied <b>many</b> ideas from Module 2 and made <b>many</b> connections to how he or she developed as a person.
<b>Compositions of the three reflections</b>	Paragraph is not clearly written and there are 10 or more errors in grammar, punctuation, or spelling.	Paragraph is somewhat clearly written and there are 5 to 10 errors in grammar, punctuation, or spelling.	Paragraph is clearly written and there are fewer than 5 errors in grammar, punctuation, or spelling.
Total _____ 12 marks			

## Notes