



Life Skills Pre & Post Test

Name: _____
School: _____
Grade: _____

This test is designed to assess students' knowledge and understanding of life skills in the areas of confidence, influence and peer pressure, problem solving and conflict resolution, and goal-setting.

Part 1: Confidence

1. I feel most confident when
 - a. I am wearing nice clothes or when I get a new hair cut
 - b. I get a good grade
 - c. Someone says nice things to me
 - d. None of the above. My confidence is not usually determined by the things that I see.
2. When someone is talking to me, I usually
 - a. Look around at something else because it is hard to look people in the eyes
 - b. Hold my head down
 - c. Smile and look them in the eye
 - d. Smile and try to keep my hands busy
3. Confidence means
 - a. Believing I can do just about anything I put my mind to
 - b. I may fail at some things, and that is fine
 - c. Other people may have to help me sometimes
 - d. All of the above
4. When I encounter a difficult challenge, I
 - a. Avoid it and find something that is easier to do
 - b. Continue ahead and get the resources I need to work through the challenge
 - c. I never encounter challenges. I am good at everything I do
 - d. Get upset and find ways to take out my frustrations
5. If I am given a choice between doing what is right according to my values, and what everyone else is doing, I will
 - a. Choose what everyone else is doing. Sometimes, things are much easier that way
 - b. Try my best to do both so that I don't lose my friends
 - c. Choose what is right according to my values
 - d. Not make a decision

Part 2: Influence and Peer Pressure

1. What is peer pressure?
 - a. Only negative influence to do bad things
 - b. Influence from others that encourages a person to change his attitudes, values or behavior to conform to the group's norms
 - c. Pressure from adults to do things that are outside of a young person's comfort zone
 - d. None of the above
2. Who is likely to give into peer pressure in order to seek their peers' approval?
 - a. People with low confidence who fear being rejected
 - b. People who tend to follow rather than lead
 - c. People who are unsure of their values

- d. All of the above
- 3. Which of the follow is NOT true?
 - a. Adults, as well as youth, can be affected by peer pressure
 - b. Those who lack confidence in their values and beliefs are more likely to give in to peer pressure
 - c. Peer pressure only comes from bullies
 - d. The way a person responds to peer pressure is directly related to how they feel about themselves.
- 4. Can peer pressure be a good thing?
 - a. Yes, some peer pressure can influence a person to do something good
 - b. Yes, sometimes a person might need someone to think for them
 - c. No, any kind of outside influence is bad and means that you cannot think for yourself.
 - d. Both A and B
- 5. What is the best way to say no to negative peer pressure?
 - a. Suggest something else to do
 - b. Walk away from the situation
 - c. Explain why you are not interested and the consequences of the action
 - d. All of the above

Part 3: Problem Solving and Conflict Resolution

- 1. When I disagree or do not like what someone is saying to me, I usually
 - a. Start talking loudly to let them know that I disagree
 - b. Walk away from them. There is no point in listening to what they have to say
 - c. Listen to what they have to say then wait my turn to make my point.
 - d. None of the above
- 2. Which of the following will help to deescalate, or reduce an argument?
 - a. Interrupting the other person as often as you need to so that you can make your point
 - b. Focusing on the other person's faults instead of the issue of the conflict
 - c. Ignoring the other person
 - d. Listening to what the other person has to say and taking responsibility for your actions
- 3. Recognizing that the person you are in a conflict with may have legitimate points is a sign of
 - a. Maturity
 - b. Weakness
 - c. Respect
 - d. Both A and C
- 4. One benefit of conflict is that it challenges you to
 - a. Examine problems and work toward a solution
 - b. Get out your frustrations
 - c. Let people know not to disrespect you
 - d. All of the above
- 5. The first stage of healthy conflict resolution is to
 - a. Call the other person immediately and let them know they offended you
 - b. Think of a solution
 - c. Get advice from your best friend
 - d. Define and analyze the problem

Part 4: Goal-setting

- 1. S.M.A.R.T. goals are goals that are
 - a. Specific, Measurable, Attainable, Realistic, and Timely
 - b. Silly, Measurable, Attainable, Realistic, and Timely
 - c. Specific, Money-driven, Attainable, Realistic, and Timely

- d. Specific, Measurable, Attainable, Responsible, and Timely
- 2. John is in the 9th grade. An example of a long-term goal for him is
 - a. Passing all of his classes so that he can advance to the 11th grade
 - b. Leading the basketball team to this year's state finals
 - c. Excelling in his classes so that he can attend Howard University after graduating from high school
 - d. None of the above
- 3. How are values and goals related?
 - a. The types of goals you set are determined by the things you value
 - b. They are not related
 - c. Your goals may change if your values change
 - d. Both A and C
- 4. What can prevent you from achieving your goals?
 - a. Being influenced by people who discourage you
 - b. Not having a plan or strategy
 - c. Not having the appropriate resources needed
 - d. All of the above
- 5. When setting goals, are rewards important?
 - a. No, the only thing that matters is the goal
 - b. No, after you achieve a goal, it is time to move on to the next one
 - c. Yes, rewards help to keep you motivated
 - d. Yes, rewards are the only reason for setting goals

¹Life skills pre and post-test developed by P.E.R.K. Consulting. For additional resources, visit www.perkconsulting.net