

LEARNING OBJECTIVES

WHAT'S COVERED

We will:

Do a self-assessment of your resources

Create a “Mental Model of Resources”—a summary of your resource levels

WHY IT'S IMPORTANT

The 11 resources cover all aspects of life. It's important to do your own assessment instead of having others assess your situation.

HOW IT'S CONNECTED TO YOU

We have covered the information we need in order to have an accurate picture of our economic situations.

We've investigated political/economic structures and learned about hidden rules, language issues, and resources.

Now it's time to summarize the results of our investigations.

The first step is to do this assessment. When we're done, we'll do an assessment of the community, then start making our personal and community plans.



Activity: Self-Assessment of Resources

Time: 45–60 minutes

Materials: Worksheets, pen or pencil

Procedure:

1. Review all the activities we did in Getting Ahead and the mental models in your Future Story Portfolio. Make any necessary revisions in order to keep them accurate and up to date.
2. Following are 11 charts. Each chart contains one of the 11 resources. Each resource is broken down into the five levels that we used in Module 6.

- (1) Urgent/Crisis
- (2) Vulnerable/High-Risk
- (3) Stable
- (4) Safe/Secure
- (5) Thriving/Giving Back

For each level, there's a description. For each description, there are a number of illustrations of the description.

3. Complete the Self-Assessment of Resources. Work on your own, not as a group. If a question needs to be clarified, ask the facilitator.
4. Put an “X” mark by every illustration that is true for you. You might end up having several check marks in each level.

5. After you've completed the self-assessment for the resource, look back over your answers and decide which of the five levels most closely represents your situation. For example, if you have three "X's" in Level 1 and four in Level 2, decide that, on the whole, you are in Level 2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
6. Take the level number in the resource-level chart and transfer it to the Mental Model of Resources bar chart that follows the Self-Assessment.

NOTE: Do these worksheets as if your situation were just another case study, as if you were objectively looking from the outside at your life. "Detaching" yourself from any problem will help you see it more clearly. Sometimes doing this kind of self-assessment can be painful, especially if a number of your resources are in the crisis/vulnerable level. It would be natural to want to reduce the pain by scoring your resources higher than they really are, but this is the time to do tough and tight thinking.

This is also the time to identify your strongest resources because it is those resources that will help you build the bridge out of the urgent and vulnerable ones.

After you're finished, you can share your thinking and scores with others, but only if you want to. Sometimes listening to others can help clarify one's thinking. Remember too that this assessment is yours, not what someone else is saying about you. Best wishes as you do this important exercise.



1. Self-Assessment of Financial Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Doesn't have enough income to purchase needed goods and services.	When an adult in my household works, the job usually pays less than \$8 an hour.	X
		Members of our household have been homeless or have doubled up with others who are not related to us in the past 12 months.	
		My family uses one or more government subsidies, such as cash assistance, food stamps, medical card, and/or HEAP (Home Energy Assistance Program).	
		Someone in my household goes to payday lenders, check-cashing places, and/or lease-purchase services.	
		The transportation that my household uses isn't reliable.	
		Our family's income is at or below the Federal Poverty Guidelines;(*) see Module 1.	
(2) Vulnerable/High-Risk	Has some, but not enough, income to purchase needed goods and services—and to save money.	When an adult in my household works, the job usually pays less than \$10 an hour.	
		Half (50%) of my household income comes from earnings and/or child support.	
		More than a third (33%) of my household income goes toward housing.	
		I live in subsidized housing.	
		We don't have insurance for the family car(s).	
		Our household's income is 200% of the Federal Poverty Guidelines.(*)	
(3) Stable	Has enough income to purchase needed goods and services—and to have money saved for a crisis.	At least one adult in my household has a job that pays a living wage or a self-sufficient wage.	
		All of my household income (100%) is from earnings and/or child support.	
		My household's housing costs are 30% of the household income.	
		Our household is reducing our debt and works from a budget.	
		Our household has liability insurance for our car(s) and renters insurance.	
		Our family's annual income is 300% of the Federal Poverty Guidelines.	

(4) Safe/Secure	Has enough income to purchase needed goods and services, to save for emergencies, and to invest in the future.	My household's employer(s) contribute to the pension/retirement investments.	
		My household has affordable health insurance.	
		My household has a savings account for emergencies.	
		Our household has insurance for our home and businesses.	
		Working adults in my household are making investments to support retirement.	
		Our family's annual income is 400% of the Federal Poverty Guidelines.(*)	
(5) Thriving/Giving Back	Actively seeks to increase personal financial assets over time—and to help build community assets.	The provider(s) in the household build(s) assets: housing, business, investments.	
		Our household can access all the healthcare services we need.	
		Our household uses financial services to assist in building assets.	
		Our household has no debt that isn't part of a financial plan.	
		Our household helps other community members build their financial assets.	
		Our family's annual income is well above 500% of the Federal Poverty Guidelines.(*)	

(*) Calculate the percentage of income using the Federal Poverty Guidelines chart in Module 1.

Financial Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an "X" mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

2. Self-Assessment of Emotional Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Can't choose and control emotional responses; often behaves in ways that are harmful to others or self.	I have trouble naming the feelings I'm having.	
		I often lose my temper.	
		I regularly try to control the thoughts, feelings, and actions of others.	
		I often feel anxious or depressed.	
		I have trouble getting along with others at work/school.	
		I have been in legal trouble because of my anger.	
(2) Vulnerable/High-Risk	Can sometimes choose and control emotional responses; sometimes behaves in ways that are harmful to others or self.	I sometimes use positive self-talk to help me deal with problems.	
		I seldom get into fights or threaten others.	
		I usually control my temper.	
		I sometimes feel anxious or depressed.	
		For the most part, I accept responsibility for my actions.	
		I get along with others at work/school more often than not.	
(3) Stable	Can almost always choose and control emotional responses; almost never behaves in ways that are harmful to others or self.	I identify my feelings quickly.	
		I use my thoughts to control my feelings.	
		I usually choose positive behaviors, even in stressful situations.	
		I rarely feel anxious or depressed.	
		I can solve problems with others by talking things through.	
		I get along well with people at work/school most of the time.	

(4) Safe/Secure	Is good at choosing and controlling emotional responses; engages in positive behaviors toward others.	I almost always manage my thoughts and feelings in positive ways.	
		I can almost always set aside emotional issues so that I can focus on immediate issues.	
		I make most of my choices based on future results rather than on the feelings of the moment.	
		I almost always get along well at work/school.	
		I can help others when they are distressed or emotional.	
		I almost always get along with people with whom I disagree about issues that are important to me.	
(5) Thriving/Giving Back	Actively seeks to improve emotional health of self and others.	I have worked through difficult emotional events in my life.	
		I can identify, own, and take responsibility for my feelings.	
		I have healthy ways of dealing with stressful emotions.	
		I help others to grow emotionally, to empower them.	
		I get along well with people who come from different backgrounds, classes, races, and political points of view.	
		I am able to work through major differences and emotional issues with others.	

Emotional Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an "X" mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

3. Self-Assessment of Mental Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Lacks ability, education, or skills to compete for well-paying jobs.	I have trouble learning new things.	
		I have a learning disability that I haven't had help for yet.	
		I don't see the point of learning math.	
		I have a hard time organizing information and deciding what's important.	
		I like to be able to see, feel, or touch what it is I'm trying to learn.	
		I don't usually have a plan for things I have to do.	
(2) Vulnerable/High-Risk	Has some ability, education, or skills to compete for entry-level jobs.	I can learn some new things, but there are many subjects I'd rather not have to learn about.	
		I have a learning disability and know how and where to get help.	
		I know enough math to be able to do things like measure, weigh, add up expenses, and make change.	
		I can see connections between different stories, and I have strategies for how to get my (school) work done.	
		I like to be able to talk about how I feel about learning and compare it to other things.	
		I make and carry out plans for solving daily problems.	
(3) Stable	Has enough ability, education, or skills to compete for well-paying jobs.	I can learn new things and am willing to study subjects that aren't very interesting to me personally.	
		I have a learning disability that I can manage, and it no longer interferes with my ability to learn.	
		I know enough math to be able to do abstract calculations and understand statistics.	
		I can easily understand what information is important and what will work to solve a problem using proven rules.	
		I like to think about how I think and make models to describe how parts work together to make a whole.	
		I make detailed plans for work and/or school and home, then carry them out.	

(4) Safe/Secure	Has plenty of ability, education, or skills to compete for well-paying jobs.	I love learning new things and can usually find a way to make any subject interesting to me personally.	
		I don't have a learning disability.	
		I did well in math through high school and am able to learn new math concepts quickly.	
		I see patterns among all sorts of problems and stories that make it easy for me to make judgments and generalizations.	
		I think about systems and how new information fits into the systems knowledge I have.	
		I have detailed plans to achieve my future story, as well as plans to prevent bad things from happening.	
(5) Thriving/Giving Back	Actively seeks to improve existing ability, education, or skills—and builds mental resources in the community.	I help others learn.	
		I know strategies to help people with learning disabilities master new information.	
		I'm good at math and able to teach others how to do math.	
		I can do complex problem solving without even thinking about it; solutions come easily.	
		I use my understanding of systems and how to build knowledge to help individuals and community groups do their work.	
		My personnel plans are solid and work well, and I help the community make plans to solve problems.	

Mental Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an "X" mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

4. Self-Assessment of Language Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Lacks vocabulary, language ability, and negotiation skills needed for workplace and school settings.	I don't speak English well.	
		I cannot read.	
		My vocabulary is mostly made up of concrete, specific terms.	
		I use only the casual register in my native language.	
		I use only the casual register in English.	
		I have trouble using language to negotiate with people at work or school.	
(2) Vulnerable/High-Risk	Has some vocabulary, language ability, and negotiation skills needed for workplace and school settings.	I use the casual register in English.	
		I can use the formal register in my native language.	
		I can read notices and directions at school or work.	
		I understand most of the instructions I get from teachers and supervisors.	
		I can explain myself well enough to solve most problems at school and work.	
		I can hold a job that doesn't require much language knowledge.	
(3) Stable	Has enough vocabulary, language ability, and negotiation skills needed for workplace and school settings.	My vocabulary includes some abstract terms, particularly those needed in school or the workplace.	
		I can write in the formal register.	
		I can sometimes translate from the formal to the casual register and vice versa.	
		I'm able to use language to explore the point of view of others and to negotiate solutions.	
		I can present ideas in a linear, sequential manner.	
		I can use the "voices" (child, parent, adult) appropriately.	

(4) Safe/Secure	Has plenty of vocabulary, language ability, and negotiation skills needed for workplace and school settings.	I have the vocabulary to be comfortable in a variety of work and school settings.	
		I use language to express complex ideas.	
		I use language to develop and maintain a career.	
		I can function easily in both casual and formal registers.	
		I provide children with a varied and rich language experience.	
		I use language to negotiate at work and school, as well as in personal settings.	
(5) Thriving/Giving Back	Actively seeks to improve upon already strong vocabulary and language ability foundation—and works to develop language resources in the community.	I'm reasonably fluent in at least one language besides my native language.	
		I use language to debate and persuade.	
		I use language to resolve conflicts.	
		I can use both the casual and formal registers appropriately.	
		I use language to develop relationships of mutual respect.	
		I work in the community to develop language resources for everyone.	

Language Resource Level				
Urgent/Crisis	Vulnerable/High-Risk	Stable	Safe/Secure	Thriving/Giving Back
1	2	3	4	5

Instructions:

1. Put an “X” mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

5. Self-Assessment of Social Capital Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Lacks positive friends, family, and connections that can be accessed to improve resources.	Some people in my home are dangerous to me and others; I have been a victim of others.	
		Most of my family members and friends don't support my efforts to make positive changes in my life.	
		Situations with my family often interfere with work and/or my education—such as truancy, drug use, or violence.	
		My neighborhood is unsafe.	
		I have very little positive contact with people from the community: social services, police, healthcare, etc.	
		I have no influence or voice on important community issues.	
(2) Vulnerable/High-Risk	Has some positive friends, family, and connections that can be accessed to improve resources.	People in my home are sometimes, but not often, dangerous to me and others; I am a survivor.	
		Many, but not all, of my family members and friends support my efforts to make positive changes.	
		Situations with my family—such as truancy, drug use, or violence—rarely interfere with my work and/or my education.	
		I have some positive contact with people from the community: social services, police, healthcare, etc.	
		Sometimes my neighborhood is unsafe.	
		I have very little influence or voice on important community issues.	
(3) Stable	Has enough positive friends, family, and connections that can be accessed to improve resources.	Nearly all of my family members and friends support my efforts to make positive changes.	
		Serious problematic behaviors by my family members are not completely under control.	
		I have positive relationships with some people in community organizations and agencies.	
		My neighborhood is safe.	
		I have relationships of mutual respect with several people outside of my usual circle of family and friends.	
		I have influence or a voice in important community issues that matter to me.	

(4) Safe/Secure	Has plenty of positive friends, family, and connections that can be accessed to improve resources.	I live in a neighborhood that is safe—in part because of the close relationships I have with my neighbors.	
		My family and friends encourage and support my efforts to make positive changes.	
		My siblings and I are usually engaged in positive social activities with peers and adults.	
		I belong to groups or organizations that improve community life.	
		I help people at work or school gain influence and voice on important work and community activities.	
		I build bridging social capital intentionally.	
(5) Thriving/Giving Back	Actively develops networks and social resources that can be accessed to improve personal and community resources.	I have a large circle of friends and family who support me and help me raise my family.	
		I have a strong network of positive, professional co-workers.	
		I have many social and financial connections.	
		I help people from other backgrounds and economic classes gain influence and power on important community issues.	
		I live in a mixed community with people from various backgrounds and economic classes.	
		I support and advocate for policies that build communities where everyone can live well.	

Social Capital Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an “X” mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

6. Self-Assessment of Physical Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Lacks physical health and mobility for workplace and school settings.	I regularly do things that are bad for my health.	
		I have a drinking/drug problem and/or mental health illness.	
		I have a disease that is stress-related or chronic and/or a disability.	
		I have problems with my teeth that aren't being addressed.	
		I am not always sure that I'll have enough to eat.	
		I spend a great deal of time on health issues and getting healthcare, which often affects my ability to work or attend school.	
(2) Vulnerable/High-Risk	Has some physical health and mobility problems that could limit effectiveness in the workplace or school.	I'm getting treatment for an addiction and/or a mental illness.	
		I'm receiving medical care for a disease that is stress-related or chronic and/or a disability.	
		I'm receiving dental care.	
		I rarely exercise, but I can do light physical work.	
		More often than not I eat highly processed foods and unbalanced meals.	
		Health problems sometimes interfere with my work or school schedule.	
(3) Stable	Has the physical and health mobility needed for workplace and school settings.	I do preventive healthcare and dental care.	
		I am maintaining my recovery program for addiction and/or mental health issues and/or follow medical advice to manage my chronic illness.	
		More often than not I eat healthy foods and balanced meals.	
		I exercise or play sports fairly often.	
		I can do hard physical work.	
		Health problems seldom interfere with work or school.	

(4) Safe/Secure	Consistently maintains physical health and mobility needed for self and others in the workplace and/or school.	I have no ongoing physical health concerns; except for the occasional cold, I'm in excellent health.	
		I have no addiction issues or mental health issues.	
		I use preventive and early-detection strategies.	
		I exercise at least three times a week.	
		I am an above-average athlete.	
		Health concerns almost never interfere with work or school.	
(5) Thriving/Giving Back	Actively develops physical resources for self, workplace, school, and community.	I am in the peak of health.	
		I have outstanding athletic ability.	
		I eat healthy and well-balanced meals.	
		I exercise daily.	
		I support healthy lifestyle programs in the workplace and school.	
		I have worked toward the development of high-quality and affordable community facilities and healthcare systems for all members of the community.	

Physical Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an "X" mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

7. Self-Assessment of Spiritual Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Lacks cultural connections or a sense of spiritual purpose that offers support and guidance.	I believe in fate—that my choices really don't make any difference.	
		My actions are guided by my immediate needs.	
		I go to religious institutions when I need clothes, food, housing, or other emergency assistance.	
		I don't feel a sense of belonging to any particular group or culture.	
		I often feel hopeless.	
		I often feel that I don't have a purpose in my life.	
(2) Vulnerable/High-Risk	Has some cultural connections or a sense of spiritual purpose that offers support and guidance.	I think choices can sometimes make a difference but that there's little point in trying to make changes.	
		I go to church or other religious institutions for help with emergency needs and support during hard times.	
		I identify with a cultural or ethnic group, but I don't participate in its activities.	
		I sometimes feel hopeless.	
		I don't have a strong sense of belonging with other people.	
		I sometimes feel that I have a purpose in my life.	
(3) Stable	Has sufficient cultural connections or a sense of spiritual purpose that offers support and guidance.	I believe in a higher power that is larger than I.	
		I read spiritual texts for guidance.	
		I attend services at a church, temple, synagogue, or mosque.	
		I have some social relationships with people from my religious group.	
		I have some relationships with people from my cultural or ethnic group.	
		My spiritual beliefs guide my actions and my choices.	

(4) Safe/Secure	Has plenty of cultural connections or a sense of spiritual purpose that offers support and guidance.	I engage in a daily spiritual practice based on a particular religious faith.	
		I regularly participate in services at a church, temple, synagogue, or mosque.	
		I have many social relationships with people from my religious group.	
		I regularly participate in the cultural or ethnic events of my group.	
		I feel hopeful most of the time.	
		I engage in regular spiritual activities outside of organized religion.	
(5) Thriving/Giving Back	Actively seeks cultural connections and encourages spiritual growth in self and others.	My spiritual practice is a very important part of my life.	
		My spiritual life motivates me to devote time and money to helping others.	
		I am accepting of people from other beliefs and faiths.	
		I actively work to develop understanding and compassion among groups in the community.	
		I feel optimistic nearly all of the time.	
		I have strong connections with a religious, cultural, or ethnic group and participate fully in its activities.	

Spiritual Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an “X” mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

8. Self-Assessment of Integrity and Trust Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Cannot be trusted to keep one's word, to accomplish tasks, and to obey laws, even when under supervision.	I often lie and deceive others.	
		I find ways to get around the law that aren't exactly legal.	
		I don't give my employer my full effort.	
		I obey the laws but only when they're being enforced.	
		I often don't do what I say I'll do.	
		I don't want to be accountable to anyone.	
(2) Vulnerable/High-Risk	Can sometimes be trusted to keep one's word, to accomplish tasks, and to obey laws when under supervision.	I sometimes lie and deceive others.	
		I rarely steal from others or from work or school.	
		I obey laws most of the time.	
		Few people trust me.	
		I give my employer a full day's effort most of the time.	
		I'm accountable to those who have power.	
(3) Stable	Can usually be trusted to keep one's word, to accomplish tasks, and to obey laws without supervision.	I'm truthful.	
		I try to do what is fair and right for all concerned.	
		I obey laws, unless it's a law with which I have a philosophical or moral disagreement.	
		Many people trust me.	
		I almost always give my employer a full day's work.	
		I generally accept responsibility for myself and don't blame others.	

(4) Safe/Secure	Can invariably be trusted to keep one's word, to accomplish tasks, to obey laws, and inspire others to do the same.	I have earned the trust of others at work or school.	
		I take on difficult problems and accept responsibility for myself.	
		I live by high ethical standards.	
		Most people trust me.	
		I don't cheat on taxes or try to circumvent the law.	
		I do what I say I'll do.	
(5) Thriving/Giving Back	Actively seeks to build integrity and trust—and sets high ethical standards at work, school, and in the community.	I'm accountable to myself.	
		I make myself accountable to others.	
		I work with others to set high ethical standards at work or school and in community life.	
		I lead by example.	
		I actively work with others to change laws and policies that I consider immoral or unjust.	
		I don't misuse my power or position.	

Integrity and Trust Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an "X" mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

9. Self-Assessment of Motivation and Persistence Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Lacks energy or drive to prepare for, plan, and complete projects, jobs, and personal change.	I avoid work or school when possible.	
		I have low energy most of the time.	
		I would rather not be promoted at work, and I hate training events.	
		I don't like the hassle of learning new things.	
		I work hard sometimes but often goof off while at work or school.	
		I usually wait until things get really bad before I make changes.	
(2) Vulnerable/High-Risk	Has some energy or drive to prepare for, plan, and complete projects, jobs, and personal change.	I have low energy some of the time.	
		I'm cautious about taking on new duties at work or school.	
		I don't enjoy training events, but I usually attend because it's expected.	
		I work just hard enough to keep supervisors and instructors off my back.	
		I work hard if I like the people I'm working for.	
		I'll work at making changes in my life if things will get better right away.	
(3) Stable	Has enough energy or drive to prepare for, plan, and complete projects, jobs, and personal change.	I work hard most of the time.	
		I set short-term goals.	
		I usually stick with the goals I set until I finish them.	
		I have fairly steady energy.	
		I seek promotion for the power or recognition.	
		I attend and value most training opportunities.	

(4) Safe/Secure	Has plenty of energy or drive to prepare for, plan, and complete projects, jobs, and personal change.	I have high energy almost all of the time.	
		I try to do the right thing for the business or school or organization.	
		I sometimes seek out training on my own.	
		I seek promotions because they reflect excellence.	
		I have planning strategies that usually work very well for me.	
		I'm self-motivated.	
(5) Thriving/Giving Back	Actively seeks to maintain motivation and persistence—and to assist others in finding theirs.	I see the big picture and can make plans for the organization or school.	
		I see opportunities for the organization and other individuals and prepare the organization and others for such opportunities.	
		I work with others to set goals, and I enjoy achieving positive results in an atmosphere that emphasizes teamwork.	
		I promote motivation and persistence by creating quality improvement structures at the organizational and community level.	
		I'm self-motivated and persistent in my personal life.	
		I walk the talk.	

Motivation and Persistence Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an “X” mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

10. Self-Assessment of Relationship/Role Models Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Lacks access to others who are safe, supportive, and nurturing.	Many people I know personally are negative and unsuccessful people.	
		Many people I know say negative things about themselves and others.	
		Many people I know think life happens to them—that they really don't have much control over things.	
		Many people I know let fear and obstacles stop them from trying to pursue their dreams.	
		Many people I know don't like to learn new things.	
		Many people close to me will undercut just about any efforts I make to improve my life.	
(2) Vulnerable/High-Risk	Has limited access to others who are safe, supportive, and nurturing.	Some people I know personally are negative and unsuccessful people.	
		Some people I know say negative things about themselves and others.	
		Some people I know think life happens to them—that they really don't have much control over things.	
		Some people I know let fear and obstacles stop them from trying to pursue their dreams.	
		Some people I know don't like to learn new things.	
		Some people close to me will undercut just about any efforts I make to improve my life.	
(3) Stable	Has enough access to others who are safe, supportive, and nurturing.	Some people I know often think, "By my choices I can create my life."	
		Some people I know are eager to change and to succeed.	
		Some people I know like to learn.	
		Some people in my life will support the changes I want to make to improve my life.	
		I have several relationships of mutual respect with people at work and school.	
		I have someone I can model myself after in one or more areas of life.	

(4) Safe/Secure	Has plenty of access to others who are safe, supportive, and nurturing.	Most people I know usually think, “By my choices I can create my life.”	
		Most people I know are eager to change and succeed.	
		Most people I know like to learn.	
		Most of the people in my life support the changes I want to make to improve my life.	
		I have many relationships of mutual respect with people at work and school.	
		I have someone who is a strong role model, mentor, ally, or sponsor to me.	
(5) Thriving/Giving Back	Actively seeks out others who are safe, supportive, and nurturing—and is safe, supportive, and nurturing to others.	Most people I know focus on opportunities.	
		Most people I know are positive, successful people.	
		Most people I know are continually learning and growing.	
		I have mentors, allies, or sponsors with whom I meet regularly.	
		I’m a mentor, ally, or sponsor to others in the community.	
		I assist the community in building relationships that are supportive of people from all economic classes and backgrounds.	

Relationship/Role Models Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an “X” mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

11. Self-Assessment of Knowledge of Hidden Rules Resources

Level	Description	Statements	X
(1) Urgent/Crisis	Lacks awareness of economic class issues; lives an unexamined life.	I get along with others in my own environment.	
		I know how to survive in my environment.	
		I know how to get my needs met in my environment	
		I haven't given much thought to the economic class in which I live.	
		I've lived in the same economic class my whole life.	
		I haven't learned about economic class issues.	
(2) Vulnerable/High-Risk	Has some awareness of economic class issues in term of the environment and hidden rules.	I have experienced some new environments and realize that I am more comfortable in some places than in others.	
		I've noticed that I don't know how to handle new environments as well as those who "belong" there.	
		I try to fit in by observing others or by asking for help.	
		I tend to judge and dislike people from other classes.	
		I have given some thought to economic class issues.	
		I am beginning to learn about people in other economic classes.	
(3) Stable	Has examined people from other economic classes to better understand their behavior and hidden rules; seeks to apply that understanding at institutional and community levels.	I realize that there are different living environments based on economic class.	
		I've learned about the hidden rules of class.	
		I seek to understand how others think and behave.	
		Sometimes I use my knowledge to have relationships of mutual respect across economic class lines.	
		I'm getting better at navigating new environments.	
		Sometimes I use my knowledge of people in other economic classes to influence how programs are designed and run.	

(4) Safe/Secure	Has begun to examine one's own life in terms of privilege, power, and opportunity through the lens of economic class; seeks to make changes in one's own thinking and behavior.	I've read books and/or attended classes on economic issues.	
		I've examined my family history in terms of resource and asset development and stability of the environment.	
		I've examined my life in terms of privilege, power, and opportunity.	
		I'm aware of how I fit in the class structure.	
		I'm learning how to help create an environment where people from all classes can work together effectively.	
		I have a number of relationships of mutual respect across class lines.	
(5) Thriving/Giving Back	Continues to examine one's own life in terms of privilege, power, and opportunity through the lens of economic class; seeks to make changes at institutional and community levels.	I'm increasingly comfortable being at the planning and decision-making table with people from all classes.	
		I participate in making changes at the institutional level that will help create an environment where everyone can do well.	
		I participate in making changes at the community level that will help create a community where everyone can live well.	
		I utilize the hidden rules of class to resolve conflicts and to build relationships of mutual respect across economic class lines.	
		I'm changing my lifestyle to be more consistent with my growing understanding of economic class issues.	
		I participate in making policy changes at the highest level possible so everyone can live well.	

Knowledge of Hidden Rules Resource Level				
Urgent/Crisis	Vulnerable/ High-Risk	Stable	Safe/Secure	Thriving/ Giving Back
1	2	3	4	5

Instructions:

1. Put an "X" mark by every statement that is true for you.
2. Circle your level number in the resource-level chart that is below the Self-Assessment of Resources.
3. Write the level number in the Mental Model of Resources bar chart that follows the Self-Assessment.

Activity: Mental Model of Resources

Time: 10 minutes

Materials: Colored markers



Procedure: Using a colored marker, fill in the spaces. For example, if your financial resources are Vulnerable/High-Risk (2), color in rows 1 and 2 in the “Financial” column so that you create a bar. When you have done all 11 resources, you will have completed the Mental Model of Resources.

Mental Model of Resources											
	Financial	Emotional	Mental	Language	Social Capital	Physical	Spiritual	Integrity and Trust	Motivation and Persistence	Relationship/ Role Models	Knowledge of Hidden Rules
5											
4											
3											
2											
1											