

ENABLE – Emotional skill Questionnaire



FEEDBACK FORM

Questions 1-8 – How self-aware are you?

Self-aware	32-40	You work hard to understand how you think and feel. You are a happy person to be with and you are keen to achieve what you really want.
	25-31	What a positive person you can be! ... although sometimes you do doubt yourself.
	19-24	You do well when you work out how you are feeling, and are on the way to being a confident and self-motivated person.
	14-18	With a little bit of work you will know where you want to be as an individual, but you need to believe in yourself. You can do it.
	8-13	It can be really difficult to understand what you are feeling. Try to think about how you feel and why this affects friendships and what people think of you.

Questions 9-16 – How socially-aware are you?

Socially Aware	32-40	You are good at understanding how other people are feeling. People look to you for support and friendship. You know when to step forward and when to hold back.
	25-31	You try to understand how people are feeling and are quite an empathetic person. You are keen to help but do not always know how to.
	19-24	You are in tune with people around you most of the time. Sometimes you miss the fine detail and hidden meaning of what is happening around you. Try to think more about the effect that your actions have on other people.
	14-18	You are not always aware of how people are feeling and why those around you get upset. Try to put yourself in their place and don't be afraid to discuss their feelings.
	8-13	You struggle to understand how others are feeling. It is important to know when someone is upset, and so you should try to develop skills in recognising feelings and emotions in others.

A set of 10 Social and Emotional Learning (SEL) lessons aimed at combatting bullying in a school environment by developing the social and emotional skills of young people aged 11-14.



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Lesson 9



Questions 17-24 – How do you manage your own emotions?

Manage Self	32-40	You are really good at managing your feelings and expressing them appropriately. You know when to confront unfairness and that it's important to think before you act.
	25-31	You are usually in control of your own emotions and can recognise the feelings of people close to you. When arguments happen, you sometimes join in if you think something is unfair.
	19-24	You are fairly good at controlling your emotions and you know how not to get involved, although sometimes you do.
	14-18	You don't always know how to control your feelings. Sometimes you get involved but not in a helpful way to support or help people around you. Think about what other people will feel about how you get involved.
	8-13	You find it difficult to respond appropriately when things go wrong. You would benefit greatly by thinking before you act.

Questions 25-32 – How do you manage your relationships?

Manage Relationships	32-40	You are a great person to be with. You know when and how to act when you are with other people, and they want to be with you. Some people may look up to you as a role model for others.
	25-31	You are a friendly likeable person and usually know how to support a friend in need. You are generally good at settling arguments and you usually know how to explain to someone that they are wrong about something.
	19-24	You are usually aware when friendships break down and show sympathy if someone is upset. You don't always step in to help though, and you may need to think about how that affects those around you.
	14-18	Some friendships are important to you, but you don't always support or help those around you. Think about how good you will feel if you help those around you when they are upset.
	8-13	You go through life unaware of how others see you and sometimes friendships are awkward. You need to think about the relationships you have and what is important. Being honest about how you feel helps.

If you intend to use the scoring feedback on Questionnaire L9R1 for students, then each question score is weighted as follows:

Never 1 Rarely 2 Sometimes 3 Often 4 Always 5

These should then correlate to the feedback score ranges identified in L9R2. However, it is worth bearing in mind that these scores are neither judgemental nor definitive but allow students to determine whether there have been any changes to the way they have responded to the questionnaire after completing the lesson sequence. An alternative approach may be to discuss the reasons behind their responses to verbalise any changes in perspective or attitude.