

Personal Creative Needs Assessment

Core question: Who am I creatively, where am I going, and what do I need next?

LEARNING OUTCOME

Students leave with an evidence-based picture of their current state, a useful desired direction, personally meaningful success markers, and a clearer gap between where they are and where they want to go.

01 | LESSON AT A GLANCE

Lesson at a glance

Time	Workbook / move	Instructor focus
0-5 min	Return / connect	Collect the learning lesson verbally: What did you notice about how you learn? Then connect it: Before we diagnose another project or client, we need to learn to diagnose ourselves.
5-13 min	Workbook p. 2	Current State. Students use facts, examples, and evidence: what they make, what they can reliably do, what gives energy, what drains it, and what resources already exist.
13-21 min	Workbook p. 3	Desired Future State. Choose a direction, not a permanent identity. Ask what they want to make, understand, finish, communicate, or contribute by the end of the class window and over the next year.
21-28 min	Workbook p. 4	Success Markers. Students define what success means to them now rather than borrowing someone else's definition.
28-37 min	Workbook p. 5	Gap. Compare current and desired state. Separate symptoms from root gaps: skill, knowledge, time, tools, access, proof, confidence, communication, or network.
37-42 min	Set up homework	Preview pp. 6-8: Priorities, Resources, Strategy. Explain that they will finish these independently.
42-45 min	Handoff	Bring the workbook back Monday. Do not complete Purpose & Fit / Ikigai yet; that section will be taught together Monday.

INSTRUCTOR STANCE

This is not a personality survey, career test, or demand that a high school student decide their future. It is a working diagnosis that helps them make a better next decision.

Diagnose Yourself Before the Project

Teach pages 2-5 together. Make students distinguish evidence, direction, success, and gap.

02 | PAGE 2 - CURRENT STATE

Page 2 - Current State

Start with what is true now.

Instructor move	Questions that keep it evidence-based
Current work	What are you actually making, practicing, producing, writing, performing, or finishing right now?
Reliable capability	What can you do repeatedly enough that another person could reasonably count on you for it?
Energy / drain	What kinds of work make you more curious and engaged? What conditions reliably reduce the quality of your attention?
Resources	What do you already have: time, tools, access, proof, collaborators, mentors, judgment, knowledge, or the ability to learn?

03 | PAGE 3 - DESIRED FUTURE STATE

Page 3 - Desired Future State

Choose a direction, not a permanent identity.

- Keep the horizon concrete enough to guide action: by the end of this class window and roughly twelve months from now.
- Ask what they want to make, understand, finish, communicate, contribute, or become responsible for.
- Do not force a job title. Direction is sufficient.
- Use current creative work as evidence: songs, production, engineering, performance, portfolio, collaboration, and leadership.

04 | PAGE 4 - SUCCESS MARKERS

Page 4 - Success Markers

Success should be defined before strategy.

- Students may value original voice, technical capability, collaboration, completed work, leadership, opportunity, reliability, audience impact, or another legitimate measure.
- Ask: "If this course experiment works, what will be different that you can actually point to?"
- Avoid reducing success to popularity, grades, followers, or a single external metric unless that metric genuinely serves the student's stated direction.

05 | PAGE 5 - GAP

Page 5 - Gap

Name the distance between now and next.

KEY TEACHING MOVE

A gap is information, not a verdict. The job is to identify what is missing clearly enough that the student can choose a responsible next move.

- Ask whether the visible problem is the real problem. "I cannot finish songs" could be a craft gap, time-management gap, confidence gap, feedback gap, or an unclear definition of finished.
- Encourage students to separate gaps they can work on directly from gaps that require another person, resource, permission, or opportunity.
- Do not let students jump straight to a strategy before they can state the gap.

Homework, Monday Setup & Continuity

Pages 6-8 are independent work. Pages 9-10 are taught together Monday.

06 | PAGES 6-8 - WHAT STUDENTS FINISH FOR MONDAY

Pages 6-8 - What students finish for Monday

Page	Student responsibility	Teacher lens
p. 6	Priorities	Sequence matters. Students choose what comes first and acknowledge tradeoffs instead of labeling everything a priority.
p. 7	Resources	Identify what they already have, what they need, and who or what could responsibly close the gap.
p. 8	Strategy	Turn current state, desired state, gap, priorities, and resources into a practical next move with evidence that progress is occurring.

HOMEWORK LANGUAGE TO STUDENTS

"Complete pages 6 through 8 for Monday. Your answers can change. What matters is that the strategy follows from what you actually wrote about your current state, desired direction, gap, priorities, and resources. Leave Purpose & Fit / Ikigai for class on Monday."

07 | MONDAY PREVIEW - PAGES 9-10

Monday preview - Pages 9-10

Purpose & Fit / Ikigai is taught, not dumped into homework.

Workbook move	Monday teaching purpose
p. 9 - Purpose & Fit	Use Ikigai as a question, not a promise that one perfect answer exists. Examine the overlap among what gives energy, what the student can do or learn, what people/projects need, and what could remain sustainable over time.
p. 10 - From Purpose to Experiment	Turn reflection into a testable class-window experiment. Define current position, desired future, why it matters, measurement, obstacles, people, worth, fit, and a review date.
Bridge to Linchpin	Close by asking: If this is the direction you are building toward, what can the people around you count on you for right now? This opens professional value, accountability, trust, and the Linchpin discussion.

08 | FUTURE-TEACHER OPERATING STANDARD

Future-teacher operating standard

- The workbook should create the conversation, not replace it.
- Teach the concept in plain language, then let students test it against real creative work.
- Use questions before advice. Let students diagnose before they prescribe.
- Keep the intellectual standard high while scaling the language, examples, and amount of independent work for high school.
- A completed page is not automatically evidence of learning. Look for specificity, connection to evidence, transfer to real work, and a responsible next action.
- Carry the student's answers forward. Later lessons should refer back to learning strategy, current/desired state, gaps, priorities, resources, purpose, and commitments.

OPENING-WEEK SUCCESS CHECK

☐ Students know how the workbooks work. ☐ Preferences are flexible strategies. ☐ Students can name a current state and desired direction. ☐ They can identify a real gap. ☐ They know what is due Monday. ☐ Creative work is still moving.