

## Personality Type Lesson 2: Freshmen

Feb. 20, 2018

	Lessons	Standards
<b>Last Week</b> Feb 12-16	Early Release – No AG (Mon) Personality Type Lesson 1 (Tues) Project Unified Assembly (Fri)	CRLE
<b>This Week</b> Feb 19-23	President’s Day – No School (Mon) <b>Personality Type Lesson 2</b> (Tues)	CRLE
<b>Next Week</b> Feb 26 - Mar 2	Early Release – No AG (Mon) Personality Type Lesson 3 (Tues)	CRLE

**Materials:** Personality Type Handout (In box, attached), the students must know their personality type from the Personality Type Survey Workshop

### Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read Announcements
4. Pass out Progress Reports
5. Conduct the lesson below
6. End Advisory Group according to personal preference

**The Objective of this lesson is for** students develop a deeper understanding of their personality type and the strengths it gives them.

**Opening: 5 minutes** – The advisor asks students to take out the notes on which their personality type was noted. Students are then asked to briefly review their personality type so that they remember the main aspects of their type.

The advisor explains that none of the personality types identified through the Myers-Briggs tool are better than other types. Each type has strengths on which students can build to achieve their goals for college or a high-skills career.

The advisor gives every student the handout that lists the strengths of each of the personality types.

**Activity: 20 minutes** – The advisor tells students to choose a partner or puts students into pairs. For this exercise, it will be preferable if students know their partner at least somewhat well.

The advisor asks each student to quietly select the three strengths listed for their personality type that the student believes are his or her strongest personality traits. The student should not write on the sheet or tell his or her partner the three greatest strengths.

When both students have had sufficient time to choose their three greatest personality strengths, each partner should review the full list for his or her partner’s personality type and should guess which three strengths his or her partner identified.

Each student should then reveal the three strengths that he or she identified as the greatest.

After students have revealed their choices and guesses, they should discuss the following two questions, which should be placed on the board or screen:

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### Power of Personality

- Did your partner see you as possessing a strength that you didn't think you had? Does this cause you to see yourself any differently?
- Did you see your partner as possessing the strengths he/she listed? Do you see your partner differently after this activity?

**Closure: 5 minutes** – The advisor should conclude the session by asking select students to share their responses to the questions on the board/screen.

The advisor ends the session by telling the students that in the next advisory session they will think about how their personality type might be a good fit with certain careers.