

Personality Type Lesson 4 – Personality & Post-Secondary Choices: Freshmen

Mar. 13, 2018

	Lessons	Standards
Last Week Mar 5-9	Forecasting Lesson 1 (Mon) Forecasting Lesson 2 (Tues) Forecasting Lesson 3 (Wed) Grade Day – No School (Fri)	SEL 1: Self-Regulation
This Week Mar 12-16	Parent Conferences – No School (Mon) Personality Type Lesson 4 (Tues)	CRLE
Next Week Mar 19-23	Personality Type Reflection & Share out – CRLE (Tues)	CRLE

Materials: Personality and Postsecondary Choices Worksheet (In box, attached)

Procedure:

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

Objective: Students connect their personalities to postsecondary educational options, building on the connection between personalities and careers that students made during the workshop on the Personality Type Survey.

Opening: 2 minutes – The advisor reminds students that in the previous advisory sessions they examined the connections between personalities and potential careers. The advisor then explains that just as certain careers are a good fit with certain personalities, certain types of postsecondary education are a better fit with certain types of personalities.

The advisor notes that because most high-skill careers require completing some form of postsecondary education, it is also important to think about personality type when selecting a postsecondary program.

Activity: 20 minutes – The advisor then explains that today’s advisory session will focus on thinking about the types of postsecondary institutions that might be a good match for the student’s personality.

The advisor distributes the worksheet.

The advisor tells students to think about what they have learned about their own personalities in advisory over the past several weeks. With their personality type in mind, the students should circle the statement in each category that best describes the kind of postsecondary institution that would be a good match for their personality type.

When students have completed the sheet, the advisor should go through the questions and ask students to raise their hands based on who circled each option. The advisor should then ask one or two students who raised their hands for a particular option to explain why they think a student with their personality type would choose that option.

Closure: 7 minutes – The advisor closes the session and the series on personality by noting that while people’s personalities do change over the course of their adult lives, they usually retain many if not all of the traits that they had when they were young. Given that fact, the advisor urges young people to continue to pay

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attention to their personalities and to continually ask what types of careers and postsecondary education would be the best fit with their personalities. This would be an excellent opportunity for the advisor to share his/her Myers-Briggs Personality Type and whether it has informed any of his/her decision making in life relative to college and career choices.