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|  | **First Steps: Understanding the World of Work through Career Technical Education** is a standard-based, CTE focused, career development curriculum for students in grades 7-8. The First Steps logo indicates instructional resources are aligned to the [First Steps Standards](https://cte.idaho.gov/Resource_Catalog/Program_Areas/Middle_School/TheIdahoMiddleSchoolCTEInitiative.pdf) and IDCTE approved! |

**First Steps Standard(s):** Domain 1: Self-Evaluation (Who am I?) 1. Identify Personality (What makes me unique?) A. Take a personality inventory B. Document a reflection of the results.

**Career Activity Curriculum Topic:** Personality Type: What Makes Me Unique?

**Learning Outcomes:** Student will be able to (SWBAT):

1.Describe their personality type

2.Describe the strengths and weaknesses of their personality type

**Activity Summary:**  This lesson will provide students with tools to identify their personality and reflect on what makes them unique. They will complete two different personality assessments and use the results to understand themselves better. This will allow them to assess the skills and characteristics they have, they will later consider this in terms of the world of work.

**Estimated Time:** Two 45 to 60-minute class periods

**Suggested Grade Level:** 7th or 8th Grade

**Materials Needed:**

* Teacher Materials: Computer/projector**,** slide deck, handouts (Personality Assessment (1 per student or class set), 2 assignment sheets (1 per student, per day))
* Student Materials: Pen/pencil, blank paper, handout (1 per day), device with web access

**Academic Vocabulary**

* **Personality:** “Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding individual differences in particular personality characteristics, such as sociability or irritability. The other is understanding how the various parts of a person come together as a whole.” [("American Psychological Association")](https://www.apa.org/topics/personality/)

**Introduction:** An important part of career exploration is learning about your personality. Your personality is unique to you. Understanding your personality traits will help you to find a career that you enjoy and will feel successful in. At the end of this lesson, you will have identified and reflected upon your personality type according to two chosen assessments. You will develop an understanding of the personality characteristics that are unique to you.

**Learning Activities/Procedures:** Use the slide deck.

**Day 1:**

1. Hand-out the assignment sheet to students and go through the slide deck on “Personality Type: What Makes Me Unique?”
2. For the pre-assessment, students will complete the self-reflection individually.
3. After providing enough time for the majority of students to finish, invite students to share what they found interesting, surprising, accurate/inaccurate about their results.
4. Continue through slide deck, give students a moment to complete the “Quick Check-In”
5. Hand out the “5-Minute Personality Test” for students to complete. Review the instructions (included on the test) with the students.
6. As students complete the test, remind them to begin working on the reflection sheet,

**\*\*OPTIONAL EXTENSION:** Discuss or Exit Ticket: Do you think personality assessments are accurate? Why or why not?

**Day 2:**

1. Option: Have students complete the “Do Now” on the second page of the assignment sheet.
2. Review the slide deck on “Personality Type: What Makes Me Unique?”
3. Watch the video: [What is your Myers-Briggs Personality Type?](https://www.youtube.com/watch?v=M4YLO-2Tb2w)
4. Allow time for discussion and ideas, ask students to consider which types stood out or sounded like them!
5. On their computers, have the students go to the “TYPEFINDER® PERSONALITY TEST” (<https://www.truity.com/test/type-finder-personality-test-new>)

**\*\*NOTE**: It would be advantageous to provide this link to students prior to taking the test via Google Classroom, Teams, Remind, QR code, etc.

1. Explain to students how to answer the questions. Use the samples on the slide deck to demonstrate how they will mark the boxes based on a continuum. You could suggest to students that they could substitute “agree” for “accurate” and “disagree” for “inaccurate” in their minds when they’re answering the first set of questions if that helps them.
2. Before students start the test, review the questions that they need to answer on the assignment sheet, remind them **NOT TO CLOSE** the webpage once they receive their results.
3. **NOTE**: Students can ignore the optional “Love Languages Survey” at the end of the assessment, but it won’t hurt anything if they go ahead and do it anyway.

**\*Complete the following when students finish the personality test**

1. Students will answer the first two questions on the worksheet using the information on the results page. Their first match will be highlighted at the top of the page and will then be listed again below with the other top two matches. There will be brief descriptions of each of the 3 personality types that they matched MOST closely.
2. **NOTE:** Students should skip over the option to “unlock a full report” because that part is **not** free.
3. Below the brief descriptions, students will be able to see how they scored on the continuums for introversion–extroversion, sensing–intuition, thinking–feeling, and perceiving–judging.
4. If students don’t agree with their assessment results, they can go to the following website to read descriptions for the other personality types to see if they think there is a better fit for them: [16 Personality Descriptions](https://www.truity.com/page/16-personality-types-myers-briggs).
5. Based upon their answer to question 4 on the handout, students will conduct their research into their personality type by going to this website: [Personality Descriptions (Deep Dive)](https://www.16personalities.com/personality-types), and clicking on the icon for their 4-letter combination.
6. Answer any questions students have as they research their personality type. If desired, allow them to conduct research of their own (other websites and searches).
7. Discussion–What interesting things did you learn about your personality type?
8. Exit Ticket: How does a self-assessment or personality inventory relate to career/college pathway?

**Accommodations/Adaptations/Extensions:**

**Accommodation:** Add subtitles to video, allow for work with partner during review of personality test, offer larger font or online version of handouts.

**Adaptation:** Virtual: Students complete and submit both handouts in online platform; In-Person: Print shortened version of Myers-Briggs test and have students complete all work by hand.

**Extension:** Students could go on the internet and do a search based upon their personality type to find out further information and fun facts about their personality type. Once completing the research process, they should complete a write-up (or form of reflection) explaining what careers, schools, or future choices they believe would be best for them based on their type.

**Evaluation:** Students will complete and submit two personality assessment reflection sheets.

**Closing:** Understanding your personality gives you greater insight into why you think, feel, and behave the way you do, and this can help you to better interact with others. When you’re considering possible careers, understanding your personality can help you to figure out what might be a good fit for you.

**Resources/References:**

The 5-Minute Personality Test

https://www.happierhuman.com/personality-test-students/

THE TYPEFINDER® PERSONALITY TEST

https://www.truity.com/test/type-finder-personality-test-new-vsr

MYERS & BRIGGS' 16 PERSONALITY TYPES

https://www.truity.com/page/16-personality-types-myers-briggs

16 Personalities Personality Types

https://www.16personalities.com/personality-types