



Who Are You? - Teacher Version

Grade Level: 7-9

Suggested Duration: 1 hour or 1 class period

Target Audience: Students seeking guidance in a future field of study and career

Educator Video: "How I got Here: Veronica—Educator-focused Video"

§110.31. English Language Arts and Reading, English I

(b) Knowledge and Skills

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration

(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes

(C) evaluate the effectiveness of a speaker's main and supporting ideas.

More and more employers are becoming interested in personality types. By asking applicants to take a quick test, they can tell a lot about a person's interpersonal skills, ability to handle pressure, and more. In this activity, students will take the Myers-Briggs personality test to determine their type as of now (with the understanding that it may change as they learn more and grow emotionally in the years to come).

Student Objective: Students will take an online assessment to determine their personality type and then research this to determine possible career paths.

Lesson Preparation: While preparing for this lesson with your students, make sure to watch the "How I got Here: Veronica —Educator-focused Video" available on both iTunes U and Project Share under the "Overcoming College Prep Obstacles with Texas GEAR UP" course. The video will provide guidance on how to navigate the lesson with your students and highlight the key messages for them to take away.



Teacher Direction: Play the “How I Got Here: Veronica—Student-focused Video” for your class or student. The video is available on both iTunes U and Project Share under the “Overcoming College Prep Obstacles with Texas GEAR UP” course.

Begin by having students choose a partner. Their partner should be someone they know or have classes with. Distribute the Who Am I Worksheet.

Have students follow the scripts and enter their answers on their own paper.

Then have students reflect on whether they agree or disagree with what the person said about them. Encourage them to think with an open mind by reminding them that the person is communicating how they could be perceived—not what is necessarily the truth.

Now have students go to this site and complete the Myers-Briggs Personality Test:

<http://www.kisa.ca/personality/>

When they get their results, give them some time to note their findings and a few key points from the information provided about their personality type. Then have them search for information about that personality type, including suggested career pathways. Ask them to make notes of their findings on the Who Am I? Worksheet.

*Note: You may choose to read through the test with students if you think they will need extra explanation of key words and phrases found in the personality test. As you finish reading each question, simply pause while students mark their answers.