Lesson Plan-Classroom Guidance #1

School Counselor: Juliana Steers  Date:  Feb. 2015
Activity: Myers Briggs-Know Yourself
Grade(s): 11th-12th

ASCA Student Standards (Domain/Standard/Competencies):
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
C:A1.3. Develop awareness of personal abilities, skills, interests & motivations
C:C1.3 Identify personal preferences and interests influencing career choice and success

Learning Objective(s):
1. Students will cooperate with their team to discover their MBTI score through different activities/stations.
2. Students will understand what the MBTI score shows and how this will help them during career exploration and post-secondary planning.
3. Students will understand that the MBTI scores are on a spectrum and that no one is better than another.

Materials:
- Pre-test
- Paper/Note card so students can keep track of their code
- Pens/pencils
- Signs for each station: Introvert/Extrovert; Sensing/Intuitive; Thinking/Feeling; Perceiving/Judging; each sign should highlight the letter that goes with the code
- Detailed picture copies for everyone
- Tennis Balls/something to toss, plastic bags
- Scrap paper

Procedure:
Pre-Test: 5 min
Students settle in and take short Pre-test.

Introduction: 10 min
Counselor introduces themselves and today’s lesson to the classroom:
- Today we’re going to do some activities related to career exploration/development
- How many of you have taken a personality test before? Or anything that told you more about yourself?
- Why might a personality test be helpful when thinking about career exploration/development?
Personality tests and other self-assessments tell us more about ourselves, how we work with other people, and what jobs we might like.

The personality test we’re working with today is called the Myer’s Briggs which gives you a 4-letter code and each letter says something different about you and how you do things. Instead of having you sit and take the assessment like you normally would, we’re going to do 4 different activities that will tell you your code. Around the room, you’ll see 4 different stations for the 4 categories. For each station, there are two options: Extrovert or Introvert, Sensing or Intuitive, Thinking or Feeling, and Perceiving or Judging.

One important thing to remember is that at each station, you need to choose between the two options based on the activity. Sometimes, you might feel in the middle or both, and that’s okay. All of this occurs on a spectrum and sometimes we act differently in different situations. If this happens, try to pick the option that feels most right for you more of the time.

The goal for today is to know your 4-letter Myer’s Briggs code, but you still might not know exactly what that means, and that’s okay. Next time we meet, we’re going to talk about what your code says about you and how you work with other people. Questions?

All students receive a card to keep track of their code with a group number (1-4) on the back.

Activities: [40 min]
Introvert vs. Extrovert Station [10 min]:
“How many of you know what an introvert is? An extrovert?” Ask the students for working definitions.

“One thing to remember is that extroverts gather their energy from their surroundings, like the people around them or what’s happening around them. Introverted people draw their energy from themselves and sometimes find big social interactions as difficult and tiring.”

Break your group into pairs, one student will get the bag and one student will get the ball/something to toss.

Explain the activity: “We’re going to come up with some more words/phrases that describe introverts and extroverts. The students with the ball are going to be playing extroverts and the students with the bag are going to be playing introverts. The extroverts will toss the ball into the bag and say a word/phrase that describes extroverts. The introverts will get the ball and toss it back to the extroverts and say a word/phrase that describes introverts. Keep going until we have about 6 words for each. Questions?”

Debrief before switching stations:
• Why did we do the whole ball and bag exercise instead of just talking about these words/phrases?
  o Extroverts are usually more willing to start a conversation and easily throw a ball to you, but introverts usually have to reach from within before coming up with something to say back.
• Some of the words that we think about for introverts are kind of negative (lonely, depressed, anti-social), do you agree with all of those? Are they true for all introverts?

“Now that we have some more words that describe extroverts and introverts, which one best describes you? Remember if you like being around a lot of people a lot of the time, you speak first and reflect later, and have an easy time expressing yourself to others, you’re more of an extrovert. If you keep your ideas and experiences to yourself, are drawn to alone time, think before you speak, and sometimes find being in a crowd tiring, you’re more of an introvert. Write it down on your card.”
**Sensing vs. Intuition Station [10 min]**
At this station, we’re going to see if you’re more sensory or intuitive, which lets you know how you take in information.

Everyone gets a picture.
“I want you to take a couple seconds to look at the picture and then turn to your neighbor and describe your picture and what you noticed to them. After a few minutes, we’re going to come back together and ask you to share so remember the words you used to describe the picture.”

“How many of you noticed details like how many trees you could count, the colors that you saw, how some are skinnier than others, or leaves? You are likely Sensing on the Myers Briggs because you focus more on details and what you can actually see in front of you.” Have the students raise their hand if they fit as Sensing and let them know if you disagree from what you heard in their group discussion.

“How many of you thought about what it might smell like in this forest, if there were people around, what time of day it was, a story you heard before, or about a time when you were around a lot of trees or outdoors? You are likely Intuitive on your card because you think about your connection to the picture or about things that you don’t necessarily see in the picture.” Have the students raise their hand if they fit as Intuitive and let them know if you disagree from what you heard in their group discussion.

If there are only a few students, you can run this station in one group instead of having them turn to a neighbor.
Thinking vs. Feeling Station [10 min]
“For this station, I’m going to give you a dilemma so we can see how you make decisions.

Prompt: Our class has been offered an all-expense-paid trip to somewhere awesome. [Have students name some places they would like to go] The problem is the offer is only good for a maximum of 12 students and we have 16 in our class. Should we turn it down if everyone can’t go? Or if we accept, how do we decide who should go and who should be left behind? There’s no right or wrong answer, it’s more about how you think about this problem.”

Have students talk in groups of 2-3 about the dilemma and listen in to their discussions.

“What thought about choosing people at random, choosing people who haven’t gone on a big trip before, or figuring out a way to pay for everyone to go? You are likely Thinking on Myers Briggs because you thought about this situation really logically and about how to work with the offer we’ve been given. Have the students raise their hand if they fit as Thinking and let them know if you disagree from what you heard in their group discussion.

“Who thought that it’s unfair for people to go when not everyone can go, that they would rather not go than leave a friend behind, or that peoples’ feelings would be hurt if only some people went on the trip? You are likely Feeling on Myers Briggs because you thought emotionally and about how you and others would feel about the situation.

If there are only a few students, you can run this station in one group instead of having them break up into smaller groups.
Perceiving vs. Judging Station [10 min]
“For this station, we’re going to figure out how you respond to other people and the outside world. Prompt: You have been given $100,000 to plan an end of class celebration trip, which will last one week. Work with your small group (2-3 students) to come up with your plans and write them on the flip chart.”

Instructor:
Listen in to the group(s) as they prepare their plan for the trip. Make note of the students who think about/encourage creating a clear, structured plan to the group. These students are also likely to be the ones paying attention to the time limit and making sure others are on task. These students are likely Judgers.

Perceiving students will likely get distracted from the prompt, spontaneously change the subject, or drift from the task at hand. They might spend a lot of time on one part of the plan and then rush at the end to try to finish. These students might also not think a plan is necessary at all and rather prefer to be flexible and spontaneous on the trip.

Bring students together after letting them work on their plans:
“Now we’re going to decide whether you are more Perceiving or Judging. How many of you were concerned about details, making a plan, thinking about specifics of the trip, or even wanted to make an itinerary for the trip? You are likely a Judger in Myers Briggs because you like routine, being organized, and having a plan.” Have the students raise their hand if they fit as a Judger and let them know if you disagree from what you heard in their groups.

“How many of you weren’t concerned with details but instead thought about how much fun the trip was going to be, didn’t want to create a plan, wanted to make sure there was time to be flexible or spontaneous? You are likely Perceiving on Myers Briggs because you don’t like to plan and you like things more relaxed, flexible, and even unpredictable.” Have the students raise their hand if they fit as a Perceiver and let them know if you disagree from what you heard in their groups.

If there are only a few students, you can run this station in one group instead of having them break up into smaller groups.
Debrief/Summary: [5 min]
How many of you were surprised by your results or any of the exercises? One thing to remember is that even if you scored an introvert for example, doesn’t mean that you’re always an introvert or will always be one. All of these categories and our reactions depend on our environment and the situation we’re in.
Next time, we’re going to work with your codes again, but thinking about how we can work with each other even though we all have different ways of doing things.

Answer questions, collect cards with names, dismiss students.

Plan for Evaluation

Process Data:
Students will turn in their code note cards with their names to record who attended the lesson.

Perception Data:
Pre-Test will be given at the beginning of this first lesson and at the end of the third lesson in this MBTI series.

Lesson adapted from: