

Unit 4 Title: Respect for All Work

Lesson Title: Who Does What? **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: 55-70 minutes

Mississippi College and Career Readiness Standards:
ELA: RI.9-10.4, RI.9-10.7, RI.11-12.4, RI.11-12.7
ELA: W.9-10.7, W.9-10.8, W.9-10.9, W.11-12.7, W.11-12.8, W.11-12.9
ELA: SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.11-12.1, SL.11-12.2
 SL.11-12.3, SL.11-12.4, SL.11-12.5
ELA: L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6, L.11-12.1, L.11-12.2
 L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6
ELA: WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.9
 WHST.11-12.8

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

American School Counselor Association (ASCA) National Standard:
 M 2, M 3, M 4, M 5, M 6
 B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7, B-LS.8, B-LS.9
 B-SMS.1, B-SMS.2, B-SMS.3, B-SMS.4, B-SMS.5, B-SMS.7, B-SMS.8, B-SMS.9, B-SMS.10
 B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Materials (include activity sheets and/ or supporting resources)

Myers/Briggs Type Indicator sheets—I/E; S/N; T/F; J/P
Do What You Are, by Paul D. Tieger and Barbara Barron. This lesson can be adapted using any Myers/Briggs Type Indicator materials.
 Ten Steps to Creating a Personal Career Plan worksheet

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
 Students will identify their personality types and discuss the value of each type in the world of work.

Lesson Preparation

Essential Questions:
 What careers are important in maintaining a global society?

Engagement (Hook):
 Go through the four areas (I/E; S/N; T/F; J/P) of the Myers/Briggs Type Indicator and have students stand on a line where they feel they fit. Put the continuum on the board.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor hands out books and asks students to read through each characteristic and make sure they came up with the correct personality type. 2. Counselor may record each student’s type while students read about their type. 3. Counselor will lead a discussion on types, using the plotted types on the board. 4. Counselor will review the material in Chapter 6 that will explain the behavior of each type. 5. Counselor will instruct students on how to fill out the Ten Steps to Creating a Personal Career Plan worksheet. 6. Counselor will make copies of worksheets and return originals to students. 7. Conduct a discussion on how all personality types and careers are valuable in a global society. 	<ol style="list-style-type: none"> 1. Students will read pages 10-30 to verify their type and write their type on their worksheet. They will plot their type on the board using the chart on page 67. (May use a large piece of paper and record several classes on one with students writing their names.) 2. Students will read about their particular type/temperament (pages 32-64). 3. Students will declare their types/temperaments. 4. Students will listen and read along. 5. Students fill out worksheet and return to counselor. 6. Students will be able to sign up for a small group of their type to discuss career options if interested. 7. Students participate in discussion.

Teacher Follow-Up Activities

Teacher may choose to use the information about students' personality types to group students for future group projects.

Counselor reflection notes (completed after the lesson)

Counselor will collect worksheets and make copies for the students' portfolios and return originals to students for their career research. Give the students time to research and return to the class to discuss any findings. Meet individually with students who are still having difficulties narrowing it down or making a decision.

Ten Steps to Creating a Personal Career Plan

Adapted from Tieger and Barron (2007) *Do What You Are*

Your Name: _____

Your Type : _____

Step 1: Verifying type — List two key words or phrases that are true about you and give an example of why. List one blind spot truth about you and why. (Chapter 3)

Truth: _____ Example: _____

Truth: _____ Example: _____

Blind Spot: _____ Example: _____

Step 2: Go to your Type Chapter and look at the work-related (WR) strengths and weaknesses. Choose two (of each) you feel you have and list them below with examples of how you have used them in the past.

WR Strength: _____ Example: _____

WR Strength: _____ Example: _____

WR Weakness: _____ Example: _____

WR Weakness: _____ Example: _____

Step 3: Review your type's Important Criteria for Career Satisfaction then choose the top five for you from this list. Write them below in rank order from most important (1) to least important (5).

1) _____

2) _____

3) _____

4) _____

5) _____

Step 4: Using your current job or a past job you enjoyed write about a situation in which one of your top-five (in Step 3) satisfiers was met.

Situation: _____

Step 5: What interests you? Think about your strongest interests, like hiking, running, or writing, or more general interests, such as music or business. In either case, identify those things you enjoy so much you would do them for free (if you could afford to). List below.

Step 6: Skills — Review the skills listed on page 355. Pick your top three skills and give examples of why you think they are your strongest.

Skill _____	Example _____
Skill _____	Example _____
Skill _____	Example _____

Step 7: Careers to Consider — Refer to the Popular Occupations section of your type, then list any career that interests you (even if they're not on the list). List at least five. Briefly note what appeals to you about each.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Step 8: Evaluating your career options — Analyze each career above by asking yourself the following questions:

- How well does it make use of my best skills and abilities?
- How well does it make use of my work-related strengths? (Step 2)
- How well does it meet my top-three criteria for career satisfaction? (Step 3)

Record your observations below:

Step 9: Research your potential career — Learn as much as you can. List below questions you have about the career you have chosen. The following are tips to finding out the answer to your questions. Make note of one thing you will do to find out more about the career you have chosen.

- ✓ **Interview people already in the job.**
- ✓ **Contact local colleges to find out programs in this field. Cost? Time?**
- ✓ **Use the internet to research this career in different companies.**
- ✓ **Investigate geographical information, where the jobs are located.**

Step 10: Develop a customized job search plan — Using the internet, take this information about your type and find out more about the careers that interest you. Pages 358-359 give examples of how to get started. Research career options, learn about specific companies, locate job opportunities, identify educational training, network, and prepare and post your resume. You have a good start; step 10 is on your own!

E

Extroverts

Are energized by being with others

Like being the center of attention

Act, then think

Tend to think out loud

Are easy to “read” or know; share personal information freely

Talk more than listen

Communicate with enthusiasm

Respond quickly; enjoy a fast pace

Prefer breadth to depth



Introverts

Are energized by spending time alone

Avoid being the center of attention

Think things through inside their heads

Are more private; prefer to share personal information with a select few

Listen more than talk

Keep their enthusiasm to themselves

Respond after taking the time to think things through; enjoy a slower pace

Prefer depth to breadth

S

Sensors

Trust what is certain and concrete

Like new ideas only if they have a practical application

Value realism and common sense

Like to use and hone established skills

Tend to be specific and literal; give detailed descriptions

Present information in a step-by-step manner

Are oriented to the present

N

Intuitives

Trust inspiration and inference

Like new ideas and concepts for their own sake

Value imagination and innovation

Like to learn new skills; get bored easily after mastering skills

Tend to be general and figurative; use metaphors and analogies

Present information in leaps, in a roundabout manner

Are oriented toward the future

T

Thinkers

Step back; apply impersonal analysis to problems

Value logic, justice, and fairness; one standard for all

Naturally see flaws and tend to be critical

May be seen as heartless, insensitive, and uncaring

Consider it more important to be truthful than to be tactful

Believe feelings are valid only if they are logical

Are motivated by a desire for achievement and accomplishment

F

Feelers

Step forward; consider the effect of actions on others

Value empathy and harmony; see the exception to the rule

Naturally like to please others

May be seen as overemotional, illogical, and weak

Consider it important to be tactful as well as truthful

Believe any feeling is valid

Are motivated by the desire to be appreciated

J

Judgers

Are happiest after decisions have been made

Have a work ethic: work first play later (if there is time)

Set goals and work toward achieving them on time

Prefer knowing what they are getting into

Are product oriented (emphasis is on completing the task)

Derive satisfaction from finishing projects

See time as a finite resource and take deadlines very seriously

P

Perceivers

Happiest leaving their options open

Have a play ethic; enjoy now, finish later (if there is time)

Change goals as new information becomes available

Like adapting to new situations

Are process oriented (emphasis is on how the task is completed)

Derive satisfaction from starting projects

See time as a renewable resource and deadlines as elastic