

I.D. ME

The I.D. Me module introduces students to the ORA Personality Profiler®. The two lesson plans within this section can be used sequentially or alone.

Lesson Plans:

- ID1: Focusing on the ORA Personality Profiler®’s adaptability, “Understanding Personality” introduces students to the concept of personality typing and gives them the skills to interpret their results from the ORA Personality Profiler®.
- ID2: While “I.D. Me and Beyond” works as a follow-up to ID1. In this class, students learn how to use their profile as a guide to making academic and career choices.

Overall Objectives:

- Students will develop an understanding of the ORA Personality Profiler® that will help them to achieve the best results. They will then learn to interpret and respond to their ORA Personality Profiler® results.
- Students will recognize the important role self-knowledge plays in their college and career decision-making process.

Lesson ID1: Understanding Personality

Goals	This assignment/ lesson introduces students to the concept of personality typing and provides them with the skills to interpret their results from the ORA Personality Profiler®.
Suggested Grade Level	9 th – 12 th
Student Objectives	<ul style="list-style-type: none"> • Use the ORA Personality Profiler® to start the process of self-exploration. • Gain insight into the college and career decision-making process.
Counselor Objectives	<ul style="list-style-type: none"> • Personalize the results of the ORA Personality Profiler® for students. • Help students understand both the use and the misuse of assessment instruments.
Resources	<ul style="list-style-type: none"> • ORA Personality Profiler® • ORA Personality Profiler® results • Understanding Personality (Worksheet ID1-A)
Student Assignment (60 minutes)	<p>To complete this assignment, students should:</p> <ol style="list-style-type: none"> 1. Students take the ORA Personality Profiler®. 2. Students complete the Understanding Personality worksheet. <p><i>If it's not possible for students to complete the Understanding Personality worksheet before the class, they can complete it during the class as part of the discussion.</i></p>
Classroom Discussion (15 minutes)	<ol style="list-style-type: none"> 1. Discuss the Understanding Personality worksheet. <ul style="list-style-type: none"> • Did you find it hard to answer any of the questions on the worksheet? What does that mean to you? • If a friend or family member were to describe you, do you think the results would be similar? • How is this exercise helpful to you when thinking about how you study, interact with friends and family, and participate in extracurricular activities? 2. Discuss the ORA Personality Profiler®, addressing any specific concerns students express. <ul style="list-style-type: none"> • The purpose of the ORA Personality Profiler® is to help the student; it's up to the student to decide how to use it. Its purpose is <i>not</i> to pigeonhole the student or to deal in stereotypes. • Students will have a chance to accept or reject each of the statements made in their profile.

Lesson ID1: Understanding Personality (continued)

	<ol style="list-style-type: none"> 3. Discuss the similarities and differences between the answers on the worksheet and the results of the student's ORA Personality Profiler®. Stress to students that they are the best judges of their own personalities. 4. Were their answers similar? If so, in what ways? If not, how did they differ? <ul style="list-style-type: none"> • After reading over the results and more detailed information, do students feel the ORA Personality Profiler® was more accurate than you had expected? • What areas of the results seem more/less applicable to who they are?
After Class	Have students review their Detail Results in I.D. Me.
Optional	<ol style="list-style-type: none"> 1. Consider implementing lesson plan ID2, "I.D. Me and Beyond." 2. Discuss how the ORA Personality Profiler® can help students to: <ul style="list-style-type: none"> • Recognize and appreciate their unique strengths and abilities; • Understand and value the personality differences exhibited by people around them; • Recognize their developmental needs and identify new skills and abilities that will help them be more successful, productive, and happy; and • Successfully manage their educational, vocational, and avocational pursuits.

Lesson ID2: I.D. Me and Beyond

Goals	With this lesson, students will learn how to use their ORA Personality Profiler® results as a guide to make academic and career choices.
Suggested Grade Level	9 th – 12 th
Student Objectives	<ul style="list-style-type: none"> Learn to interpret their results from the ORA Personality Profiler® and assess the applicability of various components included in these results. Develop an appreciation for their potential for personal growth.
Counselor Objectives	<ul style="list-style-type: none"> Gain familiarity with students' personalities, strengths, and areas for potential development. Check that students see the results of the ORA Personality Profiler® within a larger context of personal development.
Resources	<ul style="list-style-type: none"> ORA Personality Profiler® results Personality Type in Action (Worksheet ID2-A) I.D. Majors (Worksheet ID2-B) <i>or</i> I.D. Careers (Worksheet ID2-C), whichever is more relevant to the student
Student Assignment (30 minutes)	<p>Students must have taken the ORA Personality Profiler® for this lesson. Add 30–45 minutes to the time students need to prepare for the class if they have not yet completed the ORA Personality Profiler®.</p> <ol style="list-style-type: none"> Students read through their ORA Personality Profiler® results and then check the boxes of attributes that fit; read the Detail Results; and read the suggested careers and majors, checking those of interest. Students complete the Personality Type in Action worksheet. <p><i>If it's not possible for students to complete the Personality Type in Action worksheet before the class, they can complete it during the class as part of your discussion.</i></p>
Class Discussion (15–30 minutes)	<ol style="list-style-type: none"> Discuss the View My Profile section of I.D. Me with students. <ul style="list-style-type: none"> Does the general description of students' type sound like it describes them? If not, do the Detail Results suggest that students are only slightly described by that quality?

Lesson ID2: I.D. Me and Beyond (continued)

	<ul style="list-style-type: none"> • What are examples of students' behavior, characteristics, and approach to life that either affirm or contradict the general description of their type? • Looking at their Detail Results, what attributes apply to students' "slightly" instead of "strongly." For these attributes, what is the opposite attribute? Do you see that opposite trait in their personality also? • Which of the strengths listed in students' results sound most like them? Can students give some examples of times when they exhibited these strengths? How might students use these strengths to perform to the best of their ability in school or in a job? • Given students' learning preferences, what kind of college or university might be a good match (e.g., small liberal-arts college, large research university, etc.)? • What could students do in schoolwork or extracurricular activities to act on one of the points listed under the suggestions for maximizing their potential? <p>2. Assign and explain either the I.D. Majors or I.D. Careers worksheet. You can assign both to students who are particularly interested and ambitious.</p>
After Class (15 minutes)	<p>Students complete the I.D. Majors or I.D. Careers worksheet.</p> <p>They will need access to MyRoad to view their ORA Personality Profiler® results. Alternatively, they can consult a printed version of their results.</p> <p><i>Advise students to read about the majors and careers that they will assess on the worksheet so that their answers are as informed as possible.</i></p>
Optional	<p>If possible, use a follow-up class to discuss students' completed I.D. Majors and/or I.D. Careers worksheets.</p> <ul style="list-style-type: none"> • After thinking about how their personalities might fit with these majors or careers, what did they discover? • Do students feel more or less interested in these majors or careers now? • What are students' strengths and areas for growth as they apply to their education, the work they do, and the activities they pursue?

Understanding Personality

For each of the 4 questions below, circle the position that best describes your personality. Then, provide an example from your everyday life that supports your choice.

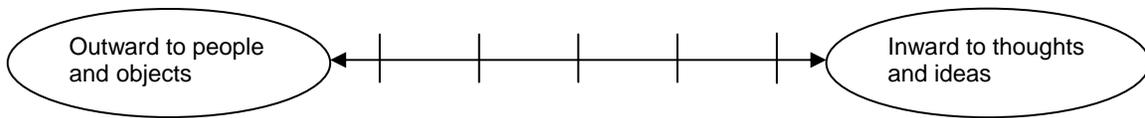
Sample: Which kind of test do you prefer?

Essay

Multiple choice

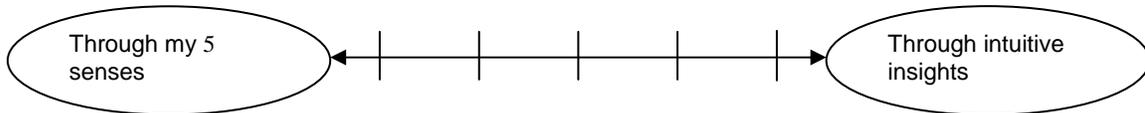
Example: In history, we had an essay test and a multiple-choice/short-answer test. I did better on the short-answer portion than the essay test, even though I missed a lot of multiple-choice questions.

1. How do you focus your attention and energy?



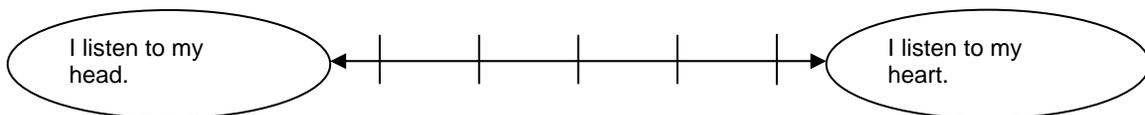
Example:

2. How do you gather and make sense of information?



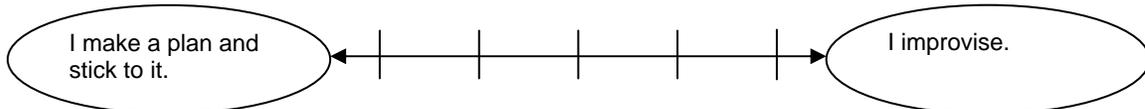
Example:

3. How do you make decisions?



Example:

4. How do you approach assignments?



Example:

Personality Type in Action

In the left column, fill in your 4-letter personality type in the top box, and circle the letter that applies to you in the boxes underneath. As you go across each row, write an example in each box demonstrating how that characteristic affects your behavior in the specified situations. In some cases, you may feel that the trait doesn't apply in the given situation; in that case, write about how your behavior differs from that associated with the named attribute.

Your type:	Example of how this characteristic applies or doesn't apply	Example of how this characteristic could affect how you do homework	Example of how this characteristic could affect how you participate in class	Example of how this characteristic could affect how you work in small groups
E or I (extraverting or introverting)				
S or N (sensing or intuiting)				
T or F (thinking or feeling)				
Z or A (organizing or adapting)				

I.D. Majors

In the top box in the left column, write your 4-letter personality type. In the boxes under that, circle the letter that corresponds to your type. In each of the other 3 columns, fill in the name of a major or an area of study that you are considering in the blank spaces in the boxes in the top row. Then, under each of these headings, give an example of how the characteristic (such as extraverting or introverting) might affect your approach to or performance in that major.

Your type:	How this characteristic might play a role in your work in major 1: _____	How this characteristic might play a role in your work in major 2: _____	How this characteristic might play a role in your work in major 3: _____
<p>E or I (extraverting or introverting)</p>			
<p>S or N (sensing or intuiting)</p>			
<p>T or F (thinking or feeling)</p>			
<p>Z or A (organizing or adapting)</p>			

I.D. Careers

In the top box in the left column, write your 4-letter personality type. In the boxes under that, circle the letter that corresponds to your type. For each of the other 3 columns, fill in the name of a career or job that you are considering in the blank spaces in the boxes in the top row. Then, under each of these headings, give an example of how the characteristic (such as extraverting or introverting) might affect your approach to or performance in that career.

Your type:	How this characteristic might play a role in your work in career 1:	How this characteristic might play a role in your work in career 2:	How this characteristic might play a role in your work in career 3:
<p>E or I (extraverting or introverting)</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>S or N (sensing or intuiting)</p>			
<p>T or F (thinking or feeling)</p>			
<p>Z or A (organizing or adapting)</p>			