

## **Module 3: Self-Knowledge**

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*One of the most important aspects of being socially competent is to be confident about yourself as an individual. This module is designed to help students discover valuable aspects of themselves and how their individual qualities can complement the individual qualities of others to make for the optimal functioning of a group.*

### **Cohesion Building Activity: Review of Conflict Observations**

- Task Objectives: to apply conflict management skills
- Materials: none
- Directions:
  - Divide students into small groups of 6-8 members and one facilitator. Spend 5-10 minutes have students share their thoughts about conflicts they observed people having on TV and how they would have handled such a conflict.

(if no one in the group has an observation to discuss – go to the central activity).

### **CENTRAL ACTIVITY: Personality Style Tasks**

- Personality Style ask Objectives: identification of personality characteristics, getting in touch with who you are.
- Materials: Three personality puzzles, pens and paper; Personality Game materials--(make copies of “Word Preference” task and “Description Preference” task so each participant has a copy); giant post-its, markers.
- Directions: Follow the directions for each individual task.

#### **Task 1: Puzzle Activity\***

Give each person one (or more if group is smaller than 24) of the puzzle pieces. Tell the students that there are 3 puzzles and your piece goes to one of them. Each puzzle has a theme: SPORTS, SOCIAL ORGANIZATION (like a club or fellowship), A GROUP CLASS PROJECT. Your job is to read your puzzle piece and decide which puzzle it belongs to. Then go to that puzzle and see if you can find where it fits.

One facilitator should be at each puzzle. If a person’s piece is not part of your puzzle, tell them to try another puzzle. If it is part of your puzzle, encourage them to see where it fits or to find other people with pieces to the puzzle so it will be clearer where each piece fits. Have students sit by the puzzle their piece fit with. When all puzzles are complete, have several students from each group read the items that went in their puzzle.

\*Please e-mail Dr. Kerpelman ([jkerpelman@auburn.edu](mailto:jkerpelman@auburn.edu)) for information on puzzle construction

## Process Questions:

- What did you have to do to figure out which puzzle your piece went with?
- What did you do to find other people who matched your puzzle piece?
- What helped you to be successful with this task?

Have the students notice that the puzzles each have four colors. Tell them that ORANGE stands for tasks that activate the group; Blue stands for things that help the group members get along; Green stands for things that help the group solve problems; and Yellow stands for things that help the group get organized. These all are things that people do. Each of us is able to do all these things, but we are probably best at doing one or two of these things. In a minute you are going to find out if you are mainly an activator (point to an orange piece), a peacemaker (point to a blue piece), an analyzer (point to a green piece) or an organizer (point to a yellow piece).

Keep the students with the groups they made when they put the puzzles together. Have one facilitator work with each group. Go personality task 2.

### Task 2: Word Preference Task

Hand out work preference task and ask students to look at the four words in each of the nine boxes. Tell the students to choose and circle one word from each box that best describe his/her personality. When all of the students have completed this task, they are to add up how many A's are in each row, B's in each row, C's, and D's. Do this for all three rows of boxes. Finally, tell them to add together how many A's there were total (B's...and so forth). When this has been done, the letter that was chosen with the greatest frequency shows which personality type the student has for the present task. Give that personality type a rank of "1," give the next highest letter a rank of "2," the next highest a rank of "3" and the next highest a rank of "4" See form for totaling score and recording the rankings. **(Return to top of page 1)**

### Task 3: Description Preference Task

In each of the packets, there are descriptions of the four personality types. Based on these descriptions, tell the students to rank the descriptions from most (1) to least (4) like his or her personality. See form for recording the rankings.

### Task 4: Picture Preference Task

Show the group the poster containing the set of 4 pictures for this task. Tell the students to look at the four different pictures, and to decide, based on the words and images that are incorporated into each of the four pictures, to rank the 4 pictures from most (1) to least (4) like his or her personality. See form for recording the rankings.

[Poster 1: Peacemaker](#)

[Poster 2: Activator](#)

[Poster 3: Analyzer](#)

[Poster 4: Organizer](#)

**SEE ATTACHED PERSONALITY SCORE SHEET**

## PROCESS QUESTIONS

Once the students have completed all the tasks and determined their main style, have them write the style on the form. Then have them share with the small group what their style is. Have the students respond to the following questions:

- What are some of your most important qualities?
- What do you value most?
- What kinds of things really bug you?

Share with the group some of the positive qualities of people who fit into each of the four categories.

<p><b>Peacemakers</b>            Good listener            Cheerful            Giving            Caring            Helpful</p>	<p><b>Organizers</b>            Serious            Responsible            Helpful            Respectful of rules            Cooperative</p>
<p><b>Analyzers</b>            Independent            Self-motivated            Confident            Good problem solver            Quiet</p>	<p><b>Activators</b>            Risk takers            Spontaneous            Highly Social            Enjoy being physically active            Enthusiastic</p>

Have each student create a post card size picture (use index cards) that shows an activity that he or she enjoys doing. When finished, have students tape their pictures to a poster-size post it. Look at the pictures and talk about how our lives are so much more interesting because of all the different kinds of people we know and how their ideas and interests can help to make our lives better and more fulfilling. Point out that they have the ability to be peacemakers, analyzers, activators, and organizers. When needed they have to call up these abilities. But just as important, they need to team up with others who have strengths that differ from their own so they can be even more successful.

Ask students:

- How do your personal qualities help you in your relationships with others?
- How do people who are different from you add positive things to your lives?
- Have you ever become friends with someone you didn't like at first, because you thought you couldn't relate to them? How has having them as a friend improved your life?

### **Experience of the Week:**

Talk with one family member or friend and have them tell you what they think are the best things about your personality.

### **Retrospective Pre/Post Evaluation (see attached)**

## Personality Score Sheet

### Work Preference Task:

	Word total	Ranking
A (peacemaker)	_____	_____
B (organizer)	_____	_____
C (analyzer)	_____	_____
D (activator)	_____	_____

### Description Preference Task:

A (peacemaker)	_____
B (organizer)	_____
C (analyzer)	_____
D (activator)	_____

### Picture Preference Task:

A (peacemaker)	_____
B (organizer)	_____
C (analyzer)	_____
D (activator)	_____

### Total rankings for each personality type:

A (peacemaker)	_____
B (organizer)	_____
C (analyzer)	_____
D (activator)	_____

***The one with the lowest score is most like you.***

Personality Score Sheet **EXAMPLE**

## Work Preference Task:

	Word total	Ranking
A (peacemaker)	<u>2</u>	<u>2</u>
B (organizer)	<u>1</u>	<u>4</u>
C (analyzer)	<u>4</u>	<u>1</u>
D (activator)	<u>2</u>	<u>2</u>

## Description Preference Task:

A (peacemaker)	<u>3</u>
B (organizer)	<u>4</u>
C (analyzer)	<u>1</u>
D (activator)	<u>2</u>

## Picture Preference Task:

A (peacemaker)	<u>2</u>
B (organizer)	<u>4</u>
C (analyzer)	<u>1</u>
D (activator)	<u>3</u>

## Total rankings for each personality type:

A (peacemaker)	<u>7</u>
B (organizer)	<u>12</u>
C (analyzer)	<u>3</u>
D (activator)	<u>7</u>

The one with the lowest score is most like you. For this person the personality type that fits them best is **Analyzer**.

**Word Choice Activity: Circle the one word from each box that best describes you.**

(A) AGREEABLE (B) RESPONSIBLE (C) COMPLEX (D) EASILY-BORED	(A) SUPPORTIVE (B) CONSISTENT (C) INTELLIGENT (D) ACTIVE	(A) OPEN-MINDED (B) RELIABLE (C) CURIOUS (D) ENERGETIC
(A) TENDER (B) FAITHFUL (C) CALM (D) RECKLESS	(A) FEELS FOR OTHERS (B) CAUTIOUS (C) LEVEL-HEADED (D) SKILLED	(A) FRIENDLY (B) TRUSTWORTHY (C) IMAGINATIVE (D) DARING
(A) GOOD-NATURED (B) ORGANIZED (C) ORIGINAL (D) COMPETITIVE	(A) CREATIVE (B) LOYAL (C) HAS GOOD IDEAS (D) BRAVE	(A) EASY-GOING (B) DEPENDABLE (C) WORK-IS-PLAY (D) ADVENTUROUS

**Personality Style Descriptions: Rank the descriptions in terms of how much each describes you. Give the one that is most like you a “1,” the next most like you a “2,” the next most like you a “3,” and the least like you a “4.”**

<b>RANK</b>
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**Peacemaker:**


I like to help others and I do what I can to make sure others are happy. I encourage and support others and am happy when they succeed or do well. I like being with others. I make decisions based on my feelings. When you need me, I am always there. I see myself as patient and sensitive, but others may see me as too emotional and moody.

**Organizer:**


I am always on time. I like organization, detail, and doing things right. I like to plan things and see things the way they are, as right or wrong. I follow rules and am very responsible. I have respect for other people. I see myself as dependable, but others may see me as bossy and judgmental.

**Analyzer:**


I am creative and a thinker. I am independent in that I like to do things on my own. I need to know why things are the way they are and everything needs to make sense to me. People need to earn my respect. I value fairness and others may see me as uncaring and unable to make a decision. I use my head when making decisions.

**Activator:**


I am easily bored, don't like routine, and am always looking for adventure and variety. I like to take risks and I live for the moment. I am good at solving problems and avoiding conflicts. When things look bad, I make the most of it. My freedom is important to me and I like to live by my own rules. I prefer immediate results that I can see.

## MODULE 3: SELF-KNOWLEDGE

**County** \_\_\_\_\_ **School** \_\_\_\_\_ **Code** \_\_\_\_\_  
**(completed by facilitator)**

**Grade in school** \_\_\_\_\_ **Age** \_\_\_\_\_ **Circle one: male female**

**Race/Ethnicity:** **Black/African American** **White/Caucasian** **Hispanic/Latino**  
**Native American** **Asian American** **Other** \_\_\_\_\_

**Please indicate how much you enjoyed the activities.**

	Not At All	A little	Some	A lot
1. I enjoyed the Personality Tasks.	1	2	3	4
2. I enjoyed the Puzzle Activity.	1	2	3	4

**Please indicate what you knew before and after participating in this session.**

	Before this session				After this session			
	Not At All	A little	Some	A lot	Not At All	A little	Some	A lot
I knew what my main personality style was.	1	2	3	4	1	2	3	4
I knew how to get along with people who have a personality style that differs from my own.	1	2	3	4	1	2	3	4
I understood that people who differ from me can be of help to me.	1	2	3	4	1	2	3	4
I knew how to recognize in myself the ability to be a peacemaker, activator, organizer, and problem solver.	1	2	3	4	1	2	3	4
I knew how to use my personality strengths to deal with challenges.	1	2	3	4	1	2	3	4