

Unit Title: Personality

Grade Level: 10-12

Subject Area: FACS: Human Relations

Duration/Length/Number of class periods: 10 Class Periods/45 Minutes Each

Description: The students will define personality, understand their own personality traits, analyze the effects of personality traits in relationships, and discover changes in their personality they would like to make. Students will also explore different personality theories.

Established Goals (National, State, Local):

- Minnesota Frameworks: 3.0 Compare and contrast how personal characteristics and interpersonal relationships impact family and workplace settings
- National Standard Correlation: 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- National Standard Correlation :13.2.1 13.2.2 13.2.5
Minnesota Framework/ Standard Benchmarks/Competencies: MFIPR 3.1
Describe the effects of self-esteem and self-image on relationships, in family settings, and careers (i.e., personal needs and wants.)

What Enduring Understandings are desired?

Understand how personality traits influence relationships with people.

What Essential Questions will be considered?

How do personalities influence relationships?

How do personality traits cause conflict within relationships?

How can people change their personality traits?

How do people change their communication styles to adjust for personality traits?

Why is it relevant to understand your own personality traits?

Students will know / be able to:

- Reflect on their own personality
- Understand how personality traits influences relationships
- Research personality theories
- Analyze personality traits

- Explore different ways to communicate with various personality types
- Identify ways to make changes in personality traits

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1: Each student will get a potato and look at it closely. Students will share their potato with 2 other students explaining what makes their potato unique. Put all of the potatoes in a bowl. Can you find your potato? How does this show how we are alike and different? One way we are different from each other is our unique personalities.			x				
Activity: Students will respond to the questions using Padlet What is personality? (Define it.) How would you describe your personality? Why is it important to know what personality traits you have? Personality PowerPoint Slide 1			x		x		1c
Students will read pages 46-53 in the textbook and write down their responses to the comprehension check questions #1-6 on page 53.	x			x			
Day 2: Bell Activity - Think about the qualities that you have. Which of these qualities were inherited? Which qualities do you think were shaped by your environment? After students share responses, discuss heredity and environment. Personality PowerPoint Slide 2			x				
Activity: students are divided into groups and given a scenario. They will discuss how the environmental factor in the scenario could influence personality. Groups will then share their responses.				x			
Day 3: Bell Activity - Identify two characters from TV programs or movies – one extrovert and one introvert. Why do you think they are extrovert/introvert? Define extrovert and introvert. Discuss			x				
3 Elements of Personality: Personality PowerPoint Presentation slides 3-6			x				
Emotional Trait Activity: Students respond to Pollev word cloud. Once students see all of the responses from their peers, students will then select 1 emotion and follow the steps discussed in class, they will develop an action plan. Student responses will be shared with a class discussion.				x	x	x	7b, 2b
Day 4: Bell Activity - Each student will select their favorite jelly bean from the bag. Students should hold on to the jelly bean and not eat it. The color they selected tells us something about their personality. Teacher goes over each color and what it represents. Discuss as a class if you think this assessment was accurate.			x				
Refrigerator Magnet Activity: The students will circle 10 personality traits that represent them on the refrigerator. Narrow it down the traits that best describe you. Post your responses in Padlet.			x		x	x	1c
Personality PowerPoint Presentation slides 9-16 with video			x				
Day 5: Big 5 Personality Test. Students will have time to take the test and work on their reflection today during class.				x	x		
Big 5 Personality Test Results Reflection	x			x			
Days 6 & 7: Identity Box project explanation. Students will have time to work on the projects.				x			

Day 8: Students will watch the flipgrid videos of their classmates today. After each video the class will have a chance to ask the student questions about the Identity Box video and project.				x			
Identity Box Flipgrid Videos		x			x		3c, 6a, 6d
Day 9: Review Personality Unit. Students will complete the Quizizz Personality Review game.	x			x	x		1c, 1b
Day 10: Personality Test		x					

Materials, tools and resources:

Textbook: Interpersonal Relationships, Leona Johnson, The Goodheart-Wilcox Company, 2018

[Personality Padlet Link](#)

[Personality Scenarios](#)

[Poll Everywhere - Emotions that are hard to control](#)

[Padlet - Refrigerator Magnet Activity](#)

[Big 5 Test Results Reflection](#)

[Big 5 Personality Quiz](#)

[Personality PowerPoint Presentation](#)

[Identity Box Instructions and Rubric](#)

[Identity Box Flipgrid Video Link](#)

[Quizizz Personality Review Game](#)

[Personality Unit Test](#)

Unit Plan Author: Kristy Campbell, Tracy Area High School, campbellkm@tracy.k12.mn.us

Additional credit given to: