

# PERSONALITY

## Lesson 2

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### Workbook Assignment

*Understanding Myself Better*  
*Interview.....Up Close*

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### Overview

This lesson further explores the student's perception of self. In the first part of the lesson, students will discuss how needs influence behavior and personality. The student will take The Keirsey Temperament Sorter personality indicator. The second part of the lesson requires the student to interview someone who knows them well.

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### Objectives

- ◆ Students will be able to identify needs that motivate and shape behavior and influence personality.
  - ◆ Students will self-assess personality preferences.
  - ◆ Students will understand that perceptions about personality differ among individuals.
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### Vocabulary

perception  
hierarchy  
temperament

potential  
self-actualization  
self-esteem

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### Key Concepts

- Each person has a perception of self that influences behavior.
  - We are motivated by inner needs that shape behavior and personality.
  - The way in which inner needs are or are not met will influence self concept throughout life.
  - How our personality is perceived by others may or may not match our own perception of self.
  - Assessment tools help define specific dimensions of personality.
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demonstrate these types of behavior. Suggest to them that the individuals may or may not be aware of the behaviors. This is also true about ourselves. When observing us, others may see behavior patterns that are not always obvious to us.

Questions for discussion:

1. What kinds of problems might arise in a family situation or relationship if a person: a) is controlling, b) acts superior, c) avoids conflict of any kind, d) looks for constant approval?
2. Is it possible for individuals to change? What could be done to help bring about the change?

- Assign the *Interview.....Up Close* page as homework. Have the students choose someone to interview who knows them well. The person is asked to describe the student's personality as *they* see it. The student will write down the description and compare it with their own perception of self based on the poster project and the answers in the workbook.

- Ask the students if anyone has ever had a personality assessment done. Explain that an assessment isn't the final word in personality evaluation, but can be a useful guide to personality *tendencies*. They will be able to take The Keirsey Temperament Sorter in class. The assessment is included in the materials for the class and a copy can be given to each student. Read the scoring instructions and explain the procedure to the students. This will take about 20 min. to complete. When finished let the students find their personality description on the description guide provided.

- Conclude the lesson with poster project presentations.

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## LECTURE NOTES:

Perceptions are meanings we give to events. Having a realistic perception of self is fundamental to the development of a healthy self-esteem. The self concept of a person is the result of early experiences and the child's interpretation of those experiences that combine to give an impression of self. Perceptions may or may not be accurate. The child is constantly monitoring the information about self that is coming to him/ her from the outside. An individual's self concept is in place around the age of seven or eight. It is important that a child experience positive and honest reflections of self rather than faulty ones, since this information serves as the basis for self perception into adulthood.

As individuals we often can describe certain things that we do or like, but we may not understand *why* these patterns are part of us. The basic needs for self-fulfillment proposed by Maslow give insight into the types of needs we as humans have from infancy. The newborn is totally dependent on the care of others, so the needs for *survival* and *security* are crucial to the developing infant. By age two, the psychological needs of *belonging* and *esteem* have a powerful influence over the child's perception of self. Even toddlers can sense whether they are receiving adequate love and affection from the individuals who care for them. The young child soon learns whether or not he or she is an integral part of the family structure around them.

As individuals mature, those who feel safe and loved will respond to the natural tendency of humans to venture out and explore the world. They will have a sense of confidence and competence that allows them to go beyond the self into the realms of *knowledge* and *understanding*. Along with this willingness and ability to broaden the immediate scope of perception comes the need to interact with and affect others. The social needs for order, balance, and beauty, *aesthetic* needs, and the desire to be all that we can be, *self-actualization*, utilize the full potential of our person.

Needs that motivate behavior may negatively affect personality. The needs to control, be superior, avoid conflict, and seek approval also direct behavior and have the potential to cause problems in relationship. Most individuals do not know *why* they behave as they do, because the behaviors have been part of their personality patterns since childhood. Becoming aware of negative behavior and how it impacts others is often the first step in changing the behavior. It can be helpful to hear how others perceive us in order to see ourselves from a different perspective.

A personality assessment can give useful insights into personality preferences and behaviors. The Keirsey Temperament Sorter is appropriate for the classroom because it can be taken over a short period of time and is self scored. Students can read the description of their personality upon completion and compare it with the results of other classmates.

# UNDERSTANDING MYSELF BETTER

1. These two words describe something about my personality

a. \_\_\_\_\_

b. \_\_\_\_\_

2. When I am happy I

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Something I am most proud of is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. If I could decorate my bedroom any way I wanted to, it would look like

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. I get angry when

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Something I would like to improve about myself is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. If I could choose to be anyone else in the world, I would choose to be

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

8. When I want to be nice to someone, I

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. The hardest thing about being a teenager is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. A good thing about being a teenager is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. I handle conflict by

\_\_\_\_\_

\_\_\_\_\_

12. One thing I wish others knew about me is

\_\_\_\_\_

\_\_\_\_\_