

Lesson 2. Know Yourself: Preferences and Predilections



ACTIVITY DESCRIPTION DETAILS

PRE-ASSESSMENT - Rope Likert Scale

As students arrive, each is given a clothespin. The room has been pre-set with a piece of clothesline that has been tied between two chairs placed along a wall. Taped to the wall above the two chairs are two signs: **“I do not know myself well at all”** on one end and **“I have a very clear understanding of who I am”** on the other to signify the two opposite ends of the Likert scale. In the center of the wall above the clothesline is a sign that asks, **“How well do you know yourself?”** The teacher asks the students to consider the question and place their clothespin indicating their response.

Alternatives:

- Students write their names on the clothespin to help identify their current position from where they might move their clothespin by the end of the lesson(s).
- Students are given two clothespins – one red (for the beginning of the lesson) and one blue (to show where they are at the end of the lesson) for more anonymity.

INTRO – Venn Diagram

Using the blank Venn diagram, complete the circles below. The intent is to help individual students bring their preferences and strengths to the forefront in concrete ways to then zero in on what is most important – their values. After completing the Venn Diagram, have volunteer students offer what they wrote in the center of the diagram.

- 1st Circle – list 3 to 5 things that you enjoy doing with your free time. What skill do you possess that makes you proud? What activity do you strive to do better? For example, do you excel working with clay, shooting free throws, public speaking, writing poetry, negotiating, navigating friendships, designing a project, fixing machines?
- 2nd Circle – list 3 to 5 things that you value in others. What characteristics do you admire about other adults or peers? What are the qualities of your best friends? Do they ask about your interests, support you in a personal goal, show empathy when you’re struggling? Are they active listeners, inclusive of others, kind, funny, generous, a problem-solver, good in a crisis, a leader?
- 3rd Circle – list 3 to 5 words that describe your personality. Quiet, silly, talkative, curious, loyal, friendly, introspective or mysterious? How would others describe you?
- Overlapping Segments – consider the words in the three outer segments of each circle. In the overlapped areas, find ideas that are similar and write them in.
- Center Segment – what words from the three overlapping segments are similar or parallel elements? Write these in the center. Do these words ring true for who you are and what you value? Do any of these words surprise you?

ACTIVITIES

1. Multiple Intelligence Video and Partner Task

- Teacher shares that Howard Gardner is a professor who shared his ideas about the different ways people think, learn and perceive the world. He has gained international attention and others have added or extended his concepts of multiple intelligences.
- Share this video: <https://www.youtube.com/watch?v=s2EdujrM0vA> (4:15)
- Provide students with the Multiple Intelligences handout. Share that the video has explored only eight types of intelligence, but there are nine in the graphic. Have them identify the additional type (existential), and then review all the types.
- With a teacher's guidance, students pair up and complete the reflection questions about themselves and a partner. Discuss why knowing this information about you could influence a career path.

2. Multiple Intelligence and Health Career Matching

Show students the sample list of health careers on a white board or newsprint. With their partner, jot down on a scrap of paper one or more types of intelligence they think best matches the needs of each career. Share out. With differing responses, reinforce that it may require several types of intelligence to complete all the tasks in a given health career, but **teamwork** and **collaboration** are essential to any health care work environment.

3. Triads – Knowing Your Predilections *(The teacher can select as many triads as time permits)*

The teacher places markers (cones, color dots, whatever works) to identify three points around the room. Begin with the students gathered in the middle of the room or at their seats. The teacher provides the students with a statement with three possible responses – one for each marker. Students listen to the statement and the options for responses and walk to the marker for that response. They are asked to discuss their reasons for walking to this position with others who gathered at that point. One student is asked to share out a few of the reasons their group chose this response. There is no right or wrong answer. Each triad should take less than five minutes.

In the first example, the teacher reads the statement in *italics* and then says, “If you are a morning person walk to the blue dot on the wall. If you are an afternoon person, go to the red dot...” and so on. The teacher can keep the pace moving by not dwelling too long on each triad, but actively pausing after student share so students have time to consider others' preferences.

a. I do my best work and I am most focused during the...

- i. Morning
- ii. Afternoon
- iii. Evening/Night

Continued on next page

- b. When given a challenging, yet interesting school project I prefer...**
 - i. To work alone
 - ii. To work with a partner
 - iii. To work with a larger group of 3 or more
- c. When I imagine myself at work, I imagine excelling at tasks that...**
 - i. Require attention to detail, manipulating tools or analyzing data
 - ii. Require thinking about the big picture, systems, or managing other workers
 - iii. Require consistently being creative while solving problems with others
- d. When I imagine myself in a work environment, I think I would prefer...**
 - i. Being in a busy factory environment with more routine tasks
 - ii. Being in an office or institution (hospital, school, business, government)
 - iii. Being outside either working solo or with a small team
- e. When I consider that travel might be required by my career I imagine I would prefer...**
 - i. No travel required
 - ii. Occasional travel required
 - iii. Travel to be a regular expectation of my job
- f. When I consider being evaluated at work I can imagine I would prefer...**
 - i. A written evaluation from my boss that I can read in private, and then discuss with them later
 - ii. Doing my own self-evaluation where I can consider areas I need to improve, then ask my boss for an evaluation
 - iii. A “360 degree evaluation” where a few of my peers, my boss, a client or a subordinate evaluate me anonymously

Before reflecting, encourage students to go back to the Likert Scale and move their clothespin if they feel they have increased their self-awareness from the exercises today.

REFLECTION - Tiny Props – The teacher has collected a small bag of tiny objects that will act as metaphors for a final discussion (for example: eraser, safety pin, toy car, battery, lightbulb, button, matches...). The teacher will spread out the objects across a table and ask students to stand around it. Students take a moment and mentally select an object that reflects how they are feeling today as continue to consider aspects of their personal preferences and predilections. Students can volunteer why the object represents their thoughts and feelings now.

CLOSURE (optional): Write a paragraph about yourself and the elements of this lesson that have informed your thinking and any new information about yourself that might influence your career path, in particular, in the field of health care.