

Lesson Plan

Teacher Candidate: Lindsay Tranter, Lexy Tulett, Michael Doyon

Subject: Grade 11 Introduction to Anthropology, Sociology, and Psychology-College (HSP3C)

Date: Tuesday, November 15, 2016

Duration: 75 Minutes

Lesson Topic: MBTI Personality Type Indicator

Curriculum Expectations:

Overall Expectations

By the end of this class, students will:

A4 Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills

C1 Theories, perspectives, methodologies: demonstrate an understanding of major theories, perspectives, and research methods in psychology

C2 Human Mental Processes and Behaviour: use a psychological perspective to describe diverse factors influence and shape human mental processes and behaviour

C3 Socialization: use a psychological perspective to explain patterns of socialization

Specific Expectations

By the end of this class, students will:

A4.3: Clearly communicate the results of their inquiry in the written reflection on their personality type indicated by the game

C1.2: Outlines a key idea of major psychological theory (specifically the MBTI Type Indicator Test) and explains how it can be used to understand human behaviour

C2.3: Describe how diverse psychological factors influence individual behaviour, specifically personality factors

C3.2 describe how diverse personality traits (e.g., introversion, openness to experience, perfectionism) shape human behaviour and interaction in a variety of environments

Learning/Teaching Resources

- MBTI Board Game

(bristol board, markers, pencil crayons, compass or circular object, ruler)

- Die

- Game pieces (such as buttons)

- Rule sheet

- Sheet with personality descriptions

- PowerPoint

- YouTube video: Clips of all 16 Myers Briggs Personality Types in their Element

Lesson Sequence

Description

Introduction - Short presentation about the use of personality tests in psychological practice. Specific introduction on the Myers-Briggs Type Indicator outlining the theorist, history, and current usage of the test. Students will watch a video that introduces them to the Myers-Briggs Type Indicator personality test. <https://www.youtube.com/watch?v=kWtTqWTIT0Q> The teacher will then ask the students which personality type they believe they are and ask students to explain their answers (15 Minutes)

Learning - Students will learn about personality tests and the Myers Briggs Type Indicator in particular through a board game. The students will be expected to use their communication, interpersonal and intrapersonal skills to identify the key information in the board game.

Understanding - Students will write a short individual assignment about what type they received and whether it aligns with their idea of themselves.

Developmental Strategies

Activity 1: MBTI Board Game (45 Minutes)

In small groups distribute board games and allow students time to play the MBTI Board Game to discover their personality type

Activity 2: Large Group Discussion (15 Minutes)

As a whole class discuss findings of the board game

Consolidate: Each student is given a copy of the personality description sheet for future test material.

The teacher will hold a short discussion on the perceived validity of personality tests.

Differentiated Instructional Strategies/Modifications

Students with hearing impairments will be given visual cues with the board game and instructions. Students with visual impairments will be shown the video of instructions.

Students will work in groups which fosters a good learning environment that for people with strong interpersonal skills

Students will be given time for self-reflection and each question involves introspection which fosters a good learning environment for people with strong intrapersonal skills

Culminating Activity

Assign short homework paragraph reflection on whether or not the students think the personality type they got from the game aligns with how they feel themselves to be.

Home Activity or Further Classroom Consolidation

Students will write a reflective paragraph on whether or not they believe their results from the board game adequately represent who they are as an individual.

Next class will cover topics of validity and reliability in psychological tests and research.

Resources

Friedman, H. (n.d.). MBTI Personality Type Test. Retrieved November 12, 2016.

MBTI Basics. (n.d.). Retrieved November 12, 2016.

Appendix A - Question Sheet/Guide for Teachers

The following questions are arranged in no particular order and are selected in the board game in no particular order.

1. Is it worse to:
 - a. Have your "head in the clouds"
 - b. Be "in a rut"A = S (Sensing) B = N (Intuition)

2. Are you more interested in:
 - a. What is actual
 - b. What is possibleA = S (Sensing) B = N (Intuition)

3. Are visionaries:
 - a. Somewhat annoying
 - b. Rather fascinatingA = S (Sensing) B = N (Intuition)

4. Children often do not:
 - a. Make themselves useful enough
 - b. Exercise their fantasy enoughA = S (Sensing) B = N (Intuition)

5. Are you more likely to:
 - a. See how others are useful
 - b. See how others seeA = S (Sensing) B = N (Intuition)

6. Are you more interested in:
 - a. Production and distribution
 - b. Design and researchA = S (Sensing) B = N (Intuition)

7. Do you feel:
 - a. More practical than ingenious
 - b. More ingenious than practicalA = S (Sensing) B = N (Intuition)

8. Is it harder for you to:
- a. Identify with others
 - b. Utilize others
- A = S (Sensing) B = N (Intuition)
9. Do you:
- a. Speak easily and at length with strangers
 - b. Find little to say to strangers
- A = E (Extroversion) B = I (Introversion)
10. Do you prefer:
- a. Many friends with brief contact
 - b. A few friends with more lengthy contact
- A = E (Extroversion) B = I (Introversion)
11. Does new and non-routine interaction with others:
- a. Stimulate and energize you
 - b. Tax your reserves
- A = E (Extroversion) B = I (Introversion)
12. In company, do you:
- a. Initiate conversation
 - b. Wait to be approached
- A = E (Extroversion) B = I (Introversion)
13. When using the phone, do you:
- a. Rarely question that it will all be said
 - b. Rehearse what you will say
- A = E (Extroversion) B = I (Introversion)
14. In your social groups, do you:
- a. Keep up-to-date in others happenings
 - b. Get behind on news
- A = E (Extroversion) B = I (Introversion)
15. At parties, do you:
- a. Stay late, with increasing energy
 - b. Leave early with decreased energy
- A = E (Extroversion) B = I (Introversion)

16. At a party, do you:
- Interact with many, including strangers
 - Interact with a few people known to you
- A = E (Extroversion) B = I (Introversion)
17. Do you prefer:
- Using checklists
 - Adjusting to the situation as it unfolds
- A = J (Judging) B = P (Perceiving)
18. Do you tend to be more:
- Deliberate than spontaneous
 - Spontaneous than deliberate
- A = J (Judging) B = P (Perceiving)
19. Are you a person that is more:
- Routinized than whimsical
 - Whimsical than routinized
- A = J (Judging) B = P (Perceiving)
20. Are you more comfortable:
- After a decision
 - Before a decision
- A = J (Judging) B = P (Perceiving)
21. Do you tend to look for:
- The orderly
 - Whatever turns up
- A = J (Judging) B = P (Perceiving)
22. Would you say you are more:
- Serious and determined
 - Easy -going
- A = J (Judging) B = P (Perceiving)
23. Does it bother you more having things:
- Incomplete
 - Completed
- A = J (Judging) B = P (Perceiving)

24. Do you tend to choose:
- a. Rather carefully
 - b. Somewhat impulsively
- A = J (Judging) B = P (Perceiving)
25. Are you more comfortable in making:
- a. Logical judgements
 - b. Value judgements
- A = T (Thinking) B = F (Feeling)
26. Is it worse to be:
- a. Unjust
 - b. Merciless
- A = T (Thinking) B = F (Feeling)
27. Are you more:
- a. Firm than gentle
 - b. Gentle than firm
- A = T (Thinking) B = F (Feeling)
28. Which rules you more:
- a. Your head
 - b. Your heart
- A = T (Thinking) B = F (Feeling)
29. Do you value in yourself that you are:
- a. Unwavering
 - b. Devoted
- A = T (Thinking) B = F (Feeling)
30. Are you inclined more to be:
- a. Fair-minded
 - b. Sympathetic
- A = T (Thinking) B = F (Feeling)
31. Are you more drawn toward:
- a. Convincing
 - b. Touching
- A = T (Thinking) B = F (Feeling)

32. In approaching others, is your inclination to be somewhat:

a. Objective

b. Personal

A = T (Thinking)

B = F (Feeling)

Appendix B - MBTI Board Game Rules

1. 2 to 8 players can play the game at once.
2. Players will take turns rolling one die.
3. Players will move clockwise around the board, moving the amount of spaces rolled
4. Each player will start on a purple space.
5. If a person lands on a purple space throughout the game, he/she can choose a question category.
6. Throughout the game, players will move around the board twice (from their starting purple square) and then move up to the red square in the middle.
7. The person to the right of the die roller reads a question card that corresponds to the coloured space the player landed on.
8. The person who rolled the die answers the question.
9. The question reader tells the player which category in the respective dichotomy corresponds to his/her answer.
10. The person who answered the question then marks down the category that corresponds to their answer on a separate piece of paper.
For example, if a person's answer to the first question they are asked corresponds to the "Thinking" category, the player will write the following on his/her sheet of paper:
 1. T (Thinking)
11. The next player rolls the die and steps 7 through 10 are repeated.
12. Once every player reaches the center of the board, each player tallies up their answers for each category within the four dichotomies that they wrote down as they answered questions throughout the game.
13. Each category within a dichotomy that has the most tallies contributes to the player's overall personality type.
Example scorecard:

T = 3	E = 2	J = 2	S = 3
F = 1	I = 0	P = 1	N = 0

This player's personality type would be: TEJS
14. Players refer to the "Personality Descriptions" handout to infer on their four-part personality type in accordance with the Myers-Briggs Type Indicator.

Appendix C - How to Make the MBTI Board Game

Materials You Will Need

- Bristol board
- Markers
- Paper
- Colourful Construction Paper
- Pencil Crayons
- Large circle to trace
- Ruler
- Buttons for game pieces
- Glue
- Scissors



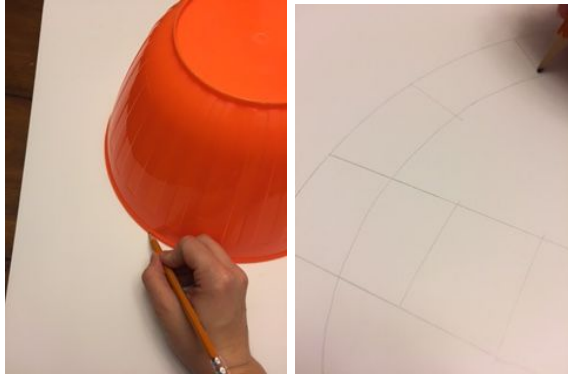
Instructions

Step One:

- Take the large circle (i.e. bowl)
- Use the circle to trace a circle onto the bristol board

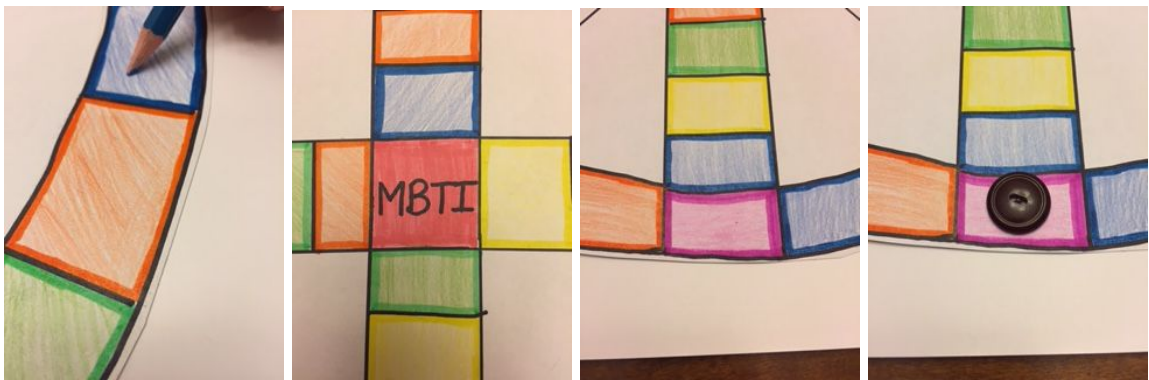
Step Two:

- Draw a cross shape in the middle of the circle
- Add small squares along the edges of the circle and the cross shape



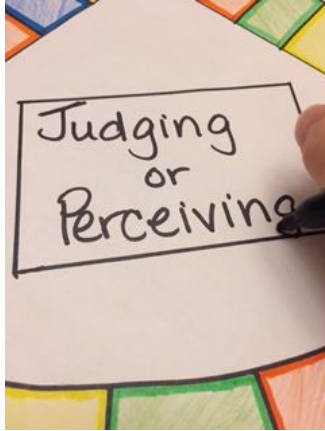
Step Three:

- Colour in each square with alternating colours
- Make sure you have at least 5 colours; 1 of these colours will only be used in the very center of the board and at each end of the cross shape (these will be where the players start the game)



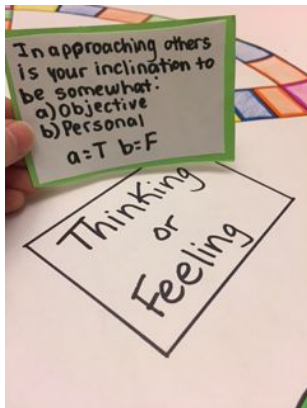
Step Four:

- Draw four squares in the blank spaces within the circle
- On each of these squares write one dichotomy of the MBTI Personality Type Indicator; these include:
 - Extroversion or Introversion
 - Sensing or Intuition
 - Thinking or Feeling
 - Judging or Perceiving



Step Five:

- Cut squares out of the corresponding colours of the board spaces (except for the center square and beginning squares)
- Cut squares out of white paper and write a question for each dichotomy on each card using:
https://www.oicsouthflorida.org/uploads/files/Youth%20%26%20Family/MBTI_Personality_Type_Test_take_off_page_1.pdf
- Include which personality trait corresponds to each answer on the card
- Glue the white question cards to the corresponding construction paper colour
- Now your game is done!



Personality Tests

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What Are Personality Tests?

- ◆ Personality tests are often used in psychological research.
- ◆ Often, personality tests are used for hiring decisions.

Myers-Briggs Personality Type Indicator

- ◆ The Myers-Briggs Personality Type Indicator test was developed by Isabel Briggs Myers and her mother Katherine Briggs
- ◆ The test is based on four dichotomies outlined by Carl Jung
- ◆ The four dichotomies are:
 - ◆ 1. Favourite world- Extroversion vs. Introversion
 - ◆ 2. Information- Sensing vs. Intuition
 - ◆ 3. Decisions- Thinking vs. Feeling
 - ◆ 4. Structure- Judging vs. Perceiving

Example

1. <https://www.youtube.com/watch?v=kWcTqWITDQ>

Appendix E:
Meyer-Briggs Personality Types

ISTJ- Introversion, Sensing, Thinking, Judging

Quietly systematic. Factual. Organized. Logical. Detailed. Conscientiousness. Analytical. Responsible. Pragmatic. Critical. Conservative. Decisive. Stable. Concrete. Efficient.

ISFJ- Introversion, Sensing, Feeling, Judging

Quietly warm. Factual. Sympathetic. Detailed. Dependable. Organized. Thorough. Conscientious. Systematic. Conservative. Realistic. Caring. Practical. Stable. Helpful

INFJ- Introversion, Intuition, Feeling, Judging

Vision and meaning oriented. Quietly intense. Insightful. Creative. Sensitive. Seeks harmony, growth. Serious. Loves language, symbols. Persevering. Inspiring.

INTJ- Introversion, Intuition, Thinking, Judgement

Vision oriented. Quietly innovative. Insightful. Conceptual. Logical. Seeks understanding. Critical. Decisive. Independent. Determined. Pursues competence, improvement.

ISTP- Introversion, Sensing, Thinking, Perceiving

Logical. Quietly analytical. Practical. Adaptable. Curious. Cool. Observer. Problem-solver. Exact. Realistic. Troubleshooter. Hands-on. Variety. Adventurous. Independent.

ISFP- Introversion, Sensing, Feeling, Perceiving

Gentle. Quietly caring. Compassionate. Adaptable. Modest. Aesthetic. Idealistic. Observant. Loyal. Helpful. Realistic. Patient with details. Spontaneous. Joy in action.

INFP- Introversion, Intuition, Feeling, Perceiving

Deep-felt valuing. Quietly caring. Compassionate. Pursues meaning, harmony. Creative. Idealistic. Empathetic helpers. Inquisitive. Enjoys ideas, language, writing. Independent. Adaptable.

INTP- Introversion, Intuition, Thinking, Perceiving

Logical. Conceptual. Analytical. Objective. Detached. Critical. Ingenious. Complex. Intellectually curious. Loves ideas. Pursues understanding. Questioning. Adaptable. Independent.

ESTP- Extroversion, Sensing, Thinking, Perceiving

Excitement seeking. Active. Pragmatic. Direct. Easygoing. Observant. Concrete. Realistic. Adaptable. Efficient. Analytical. Troubleshooter. Spontaneous. Adventurous. Experiential.

ESFP- Extroversion, Sensing, Feeling, Perceiving

Energetic. Sociable. Practical. Friendly. Caring. Expressive. Open. Enthusiastic. Excitement seeking. Spontaneous. Resourceful. Adaptable. Observant. Hands-on. Generous. Fun-loving.

ENFP- Extroversion, Intuition, Feeling, Perceiving
Enthusiastic. Imaginative. Energetic. Creative. Warm. Future-oriented. Individualistic. Insightful.
Caring. Optimistic. Possibility focused. Open. Novelty seeking. Spontaneous. Playful.

ENTP- Extroversion, Intuition, Thinking, Perceiving
Energetic. Inventive. Enthusiastic. Abstract. Logical. Theoretical. Analytical. Complex.
Ingenious. Verbal. Novelty seeking. Change oriented. Global. Independent. Adaptable.

ESTJ- Extroversion, Sensing, Thinking, Judging
Active organizer. Logical. Assertive. Fact minded. Decisive. Practical. Results oriented.
Analytical. Systematic. Concrete. Critical. Responsible. Take charge. Common sense.

ESFJ- Extroversion, Sensing, Feeling, Judging
Actively sociable. Warm. Harmonizer. Caring. Enthusiastic. People-oriented. Practical.
Responsible. Concrete. Orderly. Conscientious. Cooperative. Appreciative. Loyal.

ENFJ- Extroversion, Intuition, Feeling, Judging
Actively sociable. Enthusiastic. Harmonizer. Expressive. Warm. Idealistic. Empathetic.
Possibility Oriented. Insightful. Cooperative. Imaginative. Conscientious. Appreciative. Tactful.

ENTJ- Extroversion, Intuition, Thinking, Judging
Driving organizer. Planner. Vision focused. Decisive. Initiating. Conceptual. Strategic.
Systematic. Assertive. Critical. Logical. Organized. Pursues improvement and achievement.