

Super Car

(Working Together in Understanding, Identifying, & Shifting into Super Personality Styles)

Purpose: Helping students identify their preferred personality styles and learn how/when to shift into other aspects of their personality in making relationships with others (family, friends, work groups, and teammates) better!

Materials: Hand-out (see last page of activity. Also available under miscellaneous) Turn this page into two separate pages- car on one page and the script on another. Then, you'll need to create a double sided document with the diagram of the car on the outside and the content writing on the inside (see picture sample.)



Make sure to fold over (tent shape) the handout with the picture of the car on the outside top flap and the writing on the inside bottom flap- staple closed at the bottom before distributing=)

Student Materials: Pencil

Time: 30 Minutes.

Key Words/Concepts: Personality, Gears, Shifting (adjusting), Goals, Personal preferences/tendencies, Outcome Oriented, Groups, and Teams.

Introduce/reintroduce: Make sure the kids know who you are! Voice appreciation for the student's attendance, kindness, and attention when you enter into their classroom. Ask students to give their teacher a round of applause for making time in the classroom schedule for counseling.

Part 1

Announce: Everyone is going to get their own car in today's activity!

Call on: Volunteers to verbalize their favorite types of cars.

Manage: Student disappointment after you tell them that you're actually just going to distribute a handout picture of a generic car which represents their favorite car=)

Distribute: handout (attachment) with the directive not to open/peek.

Show & Tell: Students about the handout. Hold your copy of the handout up for all to see and explain the following:

State: You're going to prioritize/place in order of importance, the following car parts: #1 Gas Pedal, #2 Mirrors, #3 Steering Wheel, #4 Tires, and #5 Brakes & Belts.

State: For example, if you think the first most important part of a car is...#4 Tires, then write #4 in the First place trophy. Write the number of the second most important car part in the Second place trophy. Continue ranking car parts until you have used all five numbers/trophies.

Show: Your completed handout to the students or use the whiteboard/overhead - as an example.

Walk: Around the room checking student work for understanding.

Direct: Students to write the first two numbers of their trophies into the Stop Sign (Octagonal shape) in the upper right corner of their papers.

Show: Students your example by holding up your paper and or by using the whiteboard/overhead.

Walk: Around room checking student work for understanding.

Direct: Students to set down their pencils when finished.

Part 2:

Instruct: Students to turn their papers over (blank side up).

Ask: Students to write down 3 names- the first name of a classmate known best, a classmate known some, and a classmate known least.

Inform students that when the time comes, they are to write down the two digit number that the three people on their list provides them with- next to that person's name.

For example. When "Student Habib Fnu" stands up and shares his two digit number with the class- write down Habib's number next to his name, but only if Habib is one of the three names you had written down.

Check for understanding.

Direct: Students to stand if the first number in their two digit number begins with 1.

State to Class: If you had written down any of the standing students names on your paper, this is the time to write down their number next to their name.

Ask: Those standing students to state their double digit numbers.

Direct: Students to stand if the first number in their two digit number begins with 2.

State to Class: If you had written down any of the standing students names on your paper, this is the time to write down their number next to their name.

Ask: Those standing students to state their double digit numbers.

Direct: Students to stand if the first number in their two digit number begins with 3.

State to Class: If you had written down any of the standing students names on your paper, this is the time to write down their number next to their name.

Ask: Those standing students to state their double digit numbers.

Direct: Students to stand if the first number in their two digit number begins with 4.

State to Class: If you had written down any of the standing students names on your paper, this is the time to write down their number next to their name.

Ask: Those standing students to state their double digit numbers.

Direct: Students to stand if the first number in their two digit number begins with 5.

State to Class: If you had written down any of the standing students names on your paper, this is the time to write down their number next to their name.

Ask: Those standing students to state their double digit numbers.

Double Check for repeats as needed.

Part 3:

Inform: Students that today's counseling activity is geared towards helping them become more aware of what their personality may be about. The activity is also intended to help student's better understand why certain groups work well and why other groupings may fail to get along and fail to get results.

Direct: Students to open up their papers and to read the descriptions of their two digit codes.

After 1-2 minutes...

Direct students whose two digit number beginning with #1 to stand. Read aloud the personality description of #1.

Ask: Class (including standing students) to raise their hands if any part of the description “sounded like” any of the people standing.

Instruct standing students to sit.

Direct students whose two digit number beginning with #2 to stand. Read aloud the personality description of #2.

Ask: Class (including standing students) to raise their hands if any part of the description “sounded like” any of the people standing.

Instruct standing students to sit.

Direct students whose two digit number beginning with #3 to stand. Read aloud the personality description of #3.

Ask: Class (including standing students) to raise their hands if any part of the description “sounded like” any of the people standing.

Instruct standing students to sit.

Direct students whose two digit number beginning with #4 to stand. Read aloud the personality description of #4.

Ask: Class (including standing students) to raise their hands if any part of the description “sounded like” any of the people standing.

Instruct standing students to sit.

Direct students whose two digit number beginning with #5 to stand. Read aloud the personality description of #5.

Ask: Class (including standing students) to raise their hands if any part of the description “sounded like” any of the people standing.

Instruct standing students to sit.

Call On & Ask: For volunteers to stand and read the names/scores (including their own score) of the students they had written down on the back of their papers and express if that grouping would-

- A) Work well together,
- B) Would need a little adjustment to work well together, or
- C) Need a lot of adjustment to work well together.

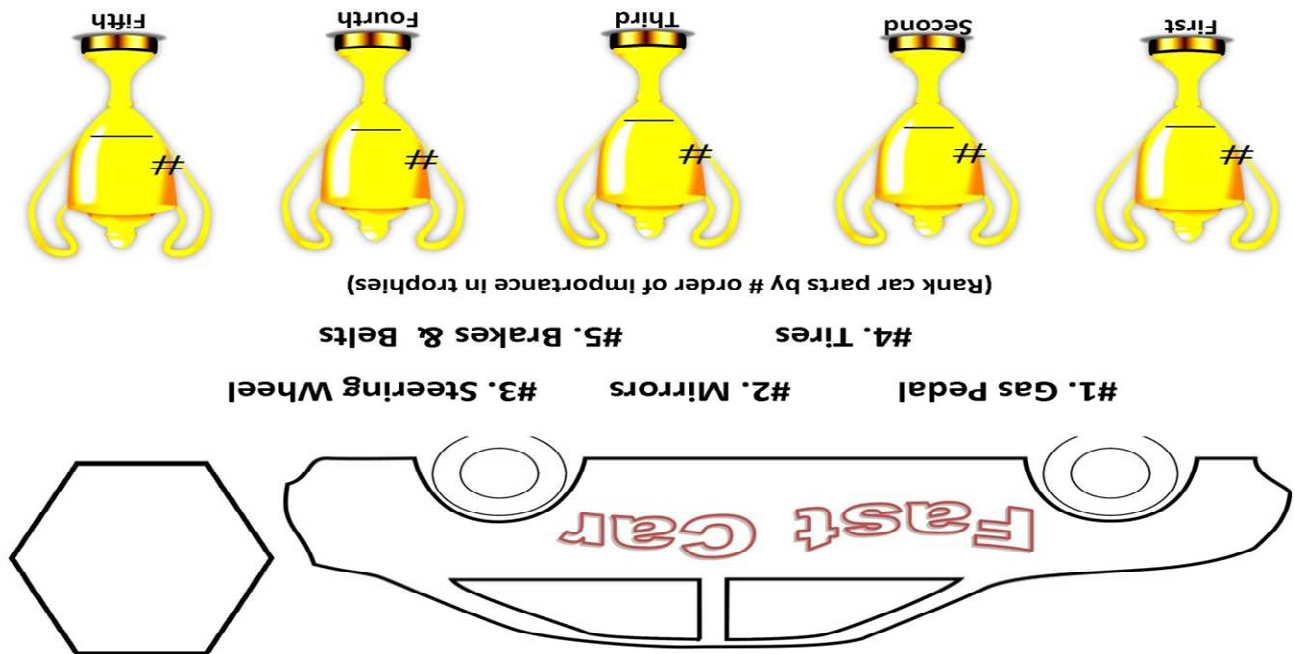
Closing Comments:

Remind students that any groups can work- as long as those group members are willing to work together! Is the outcome worth the effort?

Groups may consist of families, brothers/sisters- steps, halves, and wholes! Teammates and classmates are also part of your team!

Remember, to be your best, learn how and when to shift into the lower three digits of your code!!!!

(Student Activity Handout on following page)



1. (Gas Pedal) You're full of energy and always on the go! You like going fast despite warnings/signs to slow down. You often feel frustrated when things aren't going your speed. Getting along with high digit #4s is usually easy, but you may need to work extra hard if in disagreement with high digit #3s. Consult with high digit #5s as often as possible. Be patient and reach out to others with different strengths. To be your best, learn how and when to shift into the lower three digits of your code.

2. (Mirrors) You're the kind of person who likes to get a good view of everything before getting started! You feel more comfortable and confident seeing other people's perspectives. You tend to use your rearview mirror just as much as your front windshield in determining where to go. Although your use of mirrors allows you to keep an eye on others, it often prevents others from clearly seeing you. For now, strive to work more effectively with high digit #s 1 & 3 and spend some time getting to know high digit #s 4 & 5. To be your best, learn how and when to shift into the lower three digits of your code.

3. (Steering Wheel) You're someone who likes to take charge, but that doesn't always mean you should. And although you have leadership potential and abilities, remember the best leaders not only encourage, inspire, and lead by example, but they also listen. You will make the most of your talents if you challenge yourself to get along with other #3s and those with different strengths. To be your best, learn how and when to shift into the lower three digits of your code.

4. (Tires) You enjoy getting to work and getting stuff done! You're a "hands-on" type of person who is willing to take on any challenge. However, you sometimes lose interest and motivation when group decisions aren't easily reached. Improve your skills at working with high digit #s 1 & 3 and consult often with high digit #s 2 & 5. To be your best, learn how and when to shift into the lower three digits of your code.

5. (Brakes & Belts) You like making others feel comfortable, safe, and included! You are seldom in a hurry and usually enjoy the ride. Others feel good around you— as you are equally concerned with their feelings of comfort and safety as much as you're in reaching the destination. You usually work well with high digit #s 2 & 4, but you may need to improve your skills at getting along with high digit #s 1 & 3. To be your best, learn how and when to shift into the lower three digits of your code.