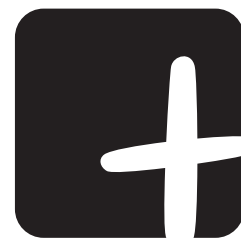


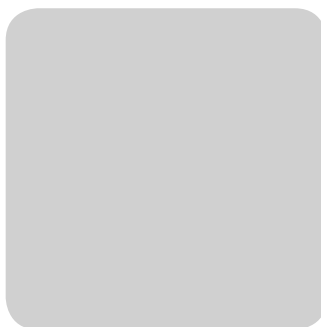
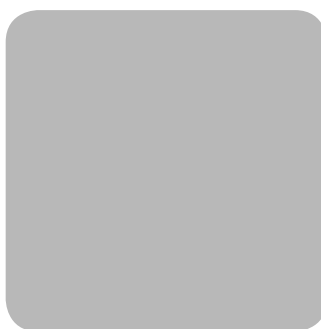
# Careers Advice PLUS



## Know yourself

Personality Type and Multiple Intelligences

Session plan for working with groups



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# Know yourself

## Personality Type and Multiple Intelligences Session plan for working with groups

### Learning outcomes:

By the end of the session participants will:

- Understand that intelligence can be defined in different ways
- Recognise their own strengths
- Understand that they can develop other areas of intelligence
- Be able to describe their own personality type

### Preparation and materials required:

- Sheets of A4 paper
- Portable CD Player
- DVD Player
- Pages 4-10 of **The Buzz** book
- 10 music clips for quiz or some pieces of music that evoke moods
- Card/bright coloured paper with one of the intelligences on each card
- Leaves handout and answer sheet

## Content and timings:

Timings:	Content
20 mins	<b>Introduction</b> <ul style="list-style-type: none"><li>• Introductions, health and safety information, housekeeping.</li></ul>
10 mins	<b>Getting Started</b> <b>Describing Personality</b> <ul style="list-style-type: none"><li>• Explain that in this session we will explore personality type theory - a way of describing personality that helps us to improve our understanding of ourselves and those around us. Personality can be defined as the in-built strengths and characteristics that we have that don't change much throughout our life. We can learn new skills or change our behaviour but our basic personality stays the same throughout our lives.</li><li>• Work in groups of three or four. First, think of three famous people and choose words that sum up their personality. Then choose two positive words that describe something about your own personality and one word that describes something positive about someone in your group. Take turns at saying what the three words are. The others have to guess which word of the three describes someone else in the group and then guess who it describes.</li><li>• Alternatively, ask participants to choose a positive word that fits one person in your group. Ask each person to say the word, then invite the others to guess who it describes.</li></ul>
30 mins	<b>Find out your own personality type</b> <p>There are 2 ways to do this:</p> <ol style="list-style-type: none"><li>1) The personality quiz on the buzz website <a href="http://www.thebuzzbook.co.uk">www.thebuzzbook.co.uk</a></li><li>2) Work through <b>The Buzz</b> book pages 12-25</li></ol>
20 mins	<b>Multiple Intelligences</b> <ul style="list-style-type: none"><li>• Introduce the idea of exploring and identifying natural strengths through the use of multiple intelligences.</li><li>• Place a brief description of each of the Multiple Intelligence (MI) types around the room and ask people to wander round and find their top three. Ask them to make a note and rank them, then stand next to their top MI type. Ask groups to then think of an example of someone famous/successful who appears to use mainly that MI type. For example, David Beckham - Physical/Kinaesthetic, Ray Mears - Nature. At school there is a bias towards Number and Word types.</li><li>• Explain that next the group will explore each of the intelligences and that we can all learn to improve each of them no matter what our own strengths are.</li></ul>

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**20 mins**

**Word Intelligence**

- Ask the participants to work in small groups and find as many words as they can from INTELLIGENCE in three minutes. After three minutes, invite each group to call out some of their words.
- Ask if anyone considers themselves to be good speller. If someone volunteers ask them “What do you do in your head when you recall a word?”. Whether you get a volunteer or not, explain that good spellers normally picture the word, usually just above their eye line between 10 and 20 cm. They see the word written and they can even tell you the font and background. If it’s a long word they might break the word in to chunks and check if it feels right. If it doesn’t feel right they go back and change a chunk and then check again until they’re happy with it. Ask for volunteers to have a go. Make the activity as fun and as theatrical as possible. Encourage the group to applaud the volunteers when they go up to the front and again when they return to their seats. Do make sure the volunteers go through the steps.
- Explain that this activity proves:  
We can all learn  
We can all become better at spelling when we are shown how  
It’s good to improve all our intelligences, not just discover those we’re naturally better at

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**10 mins**

**Picture Intelligence**

- Invite participants to make a foil or paper animal with at least four legs or to draw an animal with the hand that they don’t usually use.

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**10 mins**

**Nature Intelligence**

Understanding our environment and how it works is rising up the hierarchy of importance as an intelligence. Up until around 200 years ago this would have probably been the most important intelligence in Britain. In many countries across the world it still is.

- Provide participants with the ‘Leaves’ handout and invite them to guess which type of tree each leaf comes from.

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**15 mins**

### **Body Intelligence**

This intelligence is probably the most underrated in academic circles. It is seen in people with an ability to act, dance or play sports and requires a focus of attention in different parts of the body; the head and the body.

We should still consider learning to be better at all intelligences as we need to use all of them at some point in our lives. You could use this example of how to develop your body intelligence or take one from your own life. A colleague took up karate with her children to help her develop her body intelligence. Her progress was far slower than the seven year olds she trained with but she did get better over time

- Challenge the group to walk along an imaginary line/wire. Body smart people are usually good at balancing and controlling their bodies.
- Alternatively challenge the group to throw scrunched up paper in to a bin. Body smart people tend to be better at this challenge.

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**15 mins**

### **Music Intelligence**

- Either play a pop quiz or identify theme to some TV programmes or adverts. This gives people with well-developed music intelligence a chance to shine.
- Alternatively play some pieces of music ask what moods each piece evokes. The themes from Rocky or Star Wars evoke a 'ready for battle' mood whereas the theme for comedy programmes is usually jolly, quirky and clumsy.

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**20 mins**

### **People Intelligence**

We can all benefit from developing this intelligence. It has been well researched and described using many different labels such as EQ (Emotional Intelligence), Inter-personal skills, Intuition. A lack of this intelligence can inhibit our performance even if we're brilliant in some of the others. Dr Andrew Curran has produced statistics that suggest Doctors, Lawyers and many other professionals lack of EQ does a great disservice to those people they represent as well as to themselves.

The mood reading activity is a great introduction to this intelligence. The aim is to identify different moods. There are a number of versions of this depending on your own confidence and the confidence of your group.

- 1) Cut out pictures of faces from magazines showing different moods and ask the group to identify each.
  - 2) Prepare a DVD with short clips of people expressing different moods and ask the group to identify each, including some easy ones such as happy, sad, anger, love, relaxed and the more subtle envy, jealousy, regret.
  - 3) Show a short clip from a TV soap opera.
  - 4) Write down a series of moods on slips of paper. Arrange groups of around six in a circle and secretly ask one person to peek at their piece of paper, get in to the mood, then give a present (a scrunched up piece of paper will do) to someone in the group using the words "John (or their name if it isn't John), I'd really like to give you this present now and it took me ages to choose it for you". The rest of the group then has to guess the mood. Angry, excited and bored are easy to guess but some of the others are not so easy.
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**15 mins**

**Self Intelligence**

The 'Happy List' activity is inspired by the research conducted by Hicks and Foster in **How We Choose to be Happy**. They identified nine things happy people have in common. One of them is knowing what makes you happy and making a conscious decision to undertake these activities.

- Ask people to have a go at listing what makes them happy. They should be activities that don't harm themselves or anyone else; those activities tend to provide short term pleasure but long term pain. As a follow on you could suggest that people ask friends and family to do a list and compare them. What activities do they have in common?
- You can also ask people to identify which activities they can do more of in the next few weeks to show how happiness can be increased. People are generally surprised at how many of the things on their list are quite simple. Walking the dog, a night out with friends and watching a good film are common answers.

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**15 mins**

**Personality Words**

- Ask people to choose the three words that most accurately match how they see themselves and three words they'd like to become a bigger part of who they are over the next few years. If you trust the group ask them to suggest words (from the list) that they think reflect the personality strengths of their peers. We're all interested in ourselves and even more interested in what others think of us.

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**15 mins**

**Try something new**

- Ask people to identify things they can do to help enhance their self awareness in the next month. It could be any of the following:  
Ask three people who know you what they think you should do with your life  
Try something new (a skill, activity, visit a new place)  
Do something for someone else (random acts of kindness make us feel better)
- Hold the group to one of these challenges and share feedback in a future session. It is only by trying new things that we discover new stuff about ourselves. Once we expand our awareness we can have a plan!