

# What is the colour of my personality?

SOCIAL STUDIES

## Get curious

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## Get going

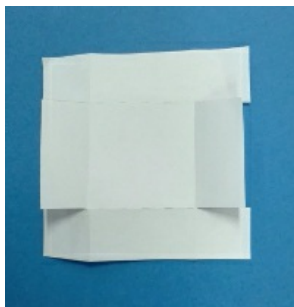
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Manual exercise

### **Students fold paper boxes.**

Hand out a template of a paper basket to each student. Then, ask your students to cut and fold the template along the lines provided. Fold the sides to obtain a box and secure them with paper clips.

This box will serve as a container for collecting colourful beads that will represent answers to the questions of the personality test.



Puzzle/quiz

### **Students answer questions from the personality questionnaire.**

Read out the first question from the questionnaire, together with four possible answers. Ask your students to choose the answer that describes them best. Emphasise that in order to get results accurately reflecting their personalities, it is very important that they work individually and follow their intuition. Remind them that this is not a school test with only one correct answer.

When the students are ready with making their choices, ask them to take out one bead of particular colour and put it into their basket, according to the key below:

- each student who chose answer 'a' takes an orange bead,
- each student who chose answer 'b' takes a green bead,
- each student who chose answer 'c' takes a blue bead,
- each student who chose answer 'd' takes a yellow bead.

**a**   **b**   **c**   **d**

Follow the same steps for all sentences in the questionnaire.

Counting

### **Students check which colour is their dominant colour.**

After you finish answering all the questions, ask your students to count the beads of each colour. The most frequently represented colour is the 'colour' of a given student's personality type.

#### Analyzing

### **Students get acquainted with their personality type's characteristic.**

Once each student gets to know what 'colour' dominates in their personality, divide the students into teams according to their colours. Ask oranges, greens, blues and golds to sit together. Each team should be given a characteristic of their colour. Ask your students to read it out. Encourage them to think and discuss the following:

- Which of these traits actually refers to me?
- Which of these traits doesn't refer to me?



If any of your students scored the same in two colours, ask that person to get acquainted with two characteristics (by changing his or her team during the activity).

#### Talk

### **Students get acquainted with the personalities of other students.**

Once your students know their own personality traits, ask them to share their findings with the students whose personality types are different. Divide the students into new teams, so that there is at least one representative of each personality type in each team. If that is not possible, try to make the teams as diverse as possible.

Ask your students to share what they have found out about their personalities.

#### Creative expression

### **Students colour jigsaws according to their personality colour(s).**

Provide each student with a jigsaw template. While your students are still in the same teams, ask them to colour their jigsaws according to the colour(s) of their personality. Encourage them to use more than one colour. If someone's dominant colour is green, but they also scored high in blue, ask such a person to divide the jigsaw into two parts – a bigger part coloured green and a smaller coloured blue.



#### Summary

### **Students put their jigsaws together.**

As a summary of the lesson, ask your students to put their jigsaws together to check how 'colourful' your class is. You can then make a jigsaw poster and hang it in your classroom.

## **Get practicing**

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