

Lesson Plan Template for Scenario 1

Parents of a local group of 17 students want their children to experience the benefits of YES! and would like you to conduct a one-c (- 2:30 p.m.). The age distribution of participating students is as follows: two 12-year-olds, five 13-year-olds, three 14-year-olds, thr year-olds. Parent volunteers include nine teacher/tutors. The parents have given you complete autonomy with this group and are lk and recommendations. This gives you great flexibility, so dream a bit!

Purpose: Parents of a local group want their children to experience the benefits of Yes! Students will gain understanding of their un Interests, Skills, and Priorities and also see the strengths and uniqueness of other students. Older students may have an impact on interact together. All students will be given ideas of how to move forward with this information.

Activity	Day and/or Time	Number / Breakdown of students	Materials needed	Modification / Adaption
How the students will take the YES! Assessment	Assign assessments as homework prior to first meeting.	Students to complete assessments independently away from other students, not in a class environment.	Assessment, Computer, iPad, Crown Book, Smart Phone	Parents need to choose a Lead to help coordinate parents involvement and assistance
	Completion deadline to be 72 hours prior to scheduled group activities			Make parents aware that students need to watch associated videos prior to Activity sessions.
	This is a same day workshop / 6 hours			Send parental instructions with assessment link (ie. allow an hour to take the assessment, make sure the student can work in a quiet area, undisturbed; ecourage the student to go with their first inclination)
	Assessments will be printed out in sections; only sections will be given out during each activity. Full reports will be given out at end of activities event			

<p>Activity One:</p> <p>Personality Introduction Activity</p>	<p>5 - 10 minutes</p>	<p>All Groups</p>	<p>Continuum for each student, Continuum definitions, pens/pencils, erasers (Facilitors Manual Pgs. 5, 65-84)</p>	<p>Give each student a copy of the personality Continuum. (See handouts.) Give a brief description of each trait and allow each student to mark on their paper where they think there are on the Continuum. Use this to create anticipation for Activity One. Plan to share the Detailed Report results (section) at the end of this activity or as part of Activity One.</p>
<p>Activity Two:</p> <p>Personality Activity #1: You're What?</p>	<p>20 - 25 minutes 10 minute break</p>	<p>All Groups</p>	<ul style="list-style-type: none"> • Student Detailed Reports (Personality section only) • Group analysis chart • Student Personality Cards, one per student • Teacher Personality Cards (for reference) 	<p>Have each student identify and define their strongest Personality trait.</p> <p>Have them tell about at least one strength that associates with their chosen strongest strength</p>
<p>Activity Three:</p> <p>Personality Activity #2: Your Stronger Than You Think You are</p>	<p>15 - 20 minutes 5 minute break</p>	<p>All Groups</p>	<ul style="list-style-type: none"> • Student Detailed Reports (Personality section only) • Group Analysis Chart • Personality cards for Activity 2 (2A, 2B and 2C), both student and teacher versions 	<ol style="list-style-type: none"> 1. Identify his or her strongest personality trait; 2. Define his or her strongest personality trait; 3. Tell at least one strength associated with this personality trait; and 4. Identify a strength of a personality opposite from his or her own

<p>Activity Four: Personality Activity #4a: Who's Who?</p>	<p>30 minutes 10 minute break</p>	<p>All Groups</p>	<ul style="list-style-type: none"> • Cartoon pages • Personality Activity 4 cards • Video, PowerPoint or printed pictures 	<p>1. Apply the strength associated with each personality trait to a hypothetical situation; and</p>
<p>Activity Five: Personality Activity #4b: Who's Who?</p>	<p>30 minutes 10 minute break</p>	<p>All Groups</p>	<p>Same as Activity #4a</p>	<p>2. Identify the value of each personality trait</p>

<p>Activity Six: Personality Activity #6 BLEND IT!</p>	<p>15 - 20 minutes 5 minute break</p>	<p>All Groups</p>	<ul style="list-style-type: none"> • Markers/Pencils <ul style="list-style-type: none"> • Student Detailed Report (Personality section only) • Sticky notes • Multiple Personality Activity 6 Sheets for students to choose from 	<ol style="list-style-type: none"> 1. Identify his or her personality traits and/or subtraits; 2. Evaluate how the combination of personality traits and subtraits can strengthen or modify behavioral tendencies
<p>Activity Seven: Interest Activity #1 That Looks Interesting</p>	<p>10 minutes</p>	<p>All Groups</p>	<ul style="list-style-type: none"> • Paper/Pencil (for note taking) • Tables with pictures reflecting various objects/activities of interests spread over them (Alternatively, powerpoint pictures could be used. A thumbnail worksheet is included at the beginning of the photos in the appendix (See pg. 130) to facilitate the use of the photos in a powerpoint, allowing the students to easily note which activities are most interesting and appealing to them.) • Interest Pathways document 	<ol style="list-style-type: none"> 1. Identify various interests and why they are interesting; 2. Create anticipation for subsequent activities; and 3. Identify interest areas on the Interest Pathways document.

Activity Eight: Interest Activity #2 Sparking My Interests	10 minutes	All Groups	<ul style="list-style-type: none"> • Tables • Paper/Pencils • Photo pages and/or collection of items which fit into each interest area • Interest Pathways document 	<ol style="list-style-type: none"> 1. Identify various interests and why they are interesting; 2. Create anticipation for subsequent activities; and 3. Identify interest areas on Interest Pathways document
Activity Nine: Interest Activity #4 Who Does What?	15 minutes	All Groups	<ul style="list-style-type: none"> • General Interest Area Cards • Occupation Cards 	<ol style="list-style-type: none"> 1. Identify into which interest area each occupation belongs; 2. Identify that an occupation may fall into more than one interest area; and 3. Tell how individual personality traits may have been demonstrated in this activity
Activity Ten:	30 minutes	All Groups	Parents to provide	

lay YES! workshop (8:30 a.m.
ee 15-year-olds, and four 16-
ooking to you for guidance

ique design in Personality,
the younger students as they

**Parent / Support Help -
number and how to use**

Must have parents permission
form signed and turned into
facilitator 1 week prior to class
activities

Facilitator to meet with
parents 1 week prior to
activities event to go over
their involvement and what
the program will consist of

Any technology problems,
notify Facilitator 72 hours
before activity event

Parents need to be on hand to
answer questions that
students may have in
understanding terminology.
If parent is proficient in
technology, they can help the
student get started with the
assessment

Parents handout Continuum
and assist in explaining
Continuum as instructed by
Facilitator and providing
definitions if needed

Parent support in helping with
Detailed Report (Personality
section only), handouts

Parent support in helping with
Detailed Report (Personality
section only), handouts

Facilitator reading through the script, share the story of Adventurous Alex.

2. Briefly explain the different personalities, asking the students to describe how each person acted in a way portrayed by their name.

3. Emphasize that different people will react to the same situation in different ways and reveal their personality

Parent provide assistance as
needed

Parents assist in providing
Paper/Pencils, putting
pictures on tables

Parent support in helping with
handout materials

Parents assist as needed

Parents to supervise and