



## Getting to Know You

### Lesson Plan

#### Objectives:

1. Participants will be able to identify their individual personality traits.
2. Participants will be able to identify how their personality traits impact their choices, their relationships, and their children.
3. Participants will learn the benefits of understanding more about who they are.
4. Participants will create goals for understanding self and will talk together about those goals.
5. Participants will access resources for understanding self.

#### Materials:

- Participant binder pockets with handouts:
  - Who Am I? worksheet – one per participant
  - Setting Goals for Self Understanding worksheet
- Personality inventory (one per person)
- Collage supplies:
  - Construction paper
  - Scissors
  - Glue sticks
  - Markers
  - Magazines
- MU Extension guidesheet (available for participants, if interested)
  - *Journaling With Teens*, GH 6150
- Journals (one per person)
- SPEAK/HEAR skills cards
- Pens
- Attendance sheet
- Name tags
- Materials for participant tables:
  - Play dough
  - Pipe cleaners
  - Paper and markers, etc.
- Participant incentives

### **Session Overview:**

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<b>Welcome and introductions</b>	(10-15 minutes)
<b>Discussion: The importance of knowing yourself</b>	(5 minutes)
<b>Activity: Personality inventory</b>	(25 minutes)
<b>Activity and Discussion: Who Am I?</b>	(10-15 minutes)
<b>Activity: Journaling</b>	(10 minute)
<b>Activity: "Me" Collage</b>	(20 minutes)
<b>Talking about it: Setting goals</b>	(10 minutes)
<b>Resources</b>	(5 minutes)
<b>Introduce take home activity</b>	(5 minutes)
<b>Wrap Up</b>	(10 minutes)
 <i>Session total</i>	 (2 hours)

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### **Preparation:**

1. This lesson uses a personality inventory designed to help participants understand themselves a little better. You are welcome to use a personality inventory of your choice for this lesson. Here is an example of one you may choose to use: Personality I.Q., International Training Insights, 1600 Hover Street, C-3, Suite 110, Longmont, CO, 80501, 1-800-779-9779.
2. The discussion may become emotional due to the powerful impact others are able to have on our self image. Issues of past or current highly stressful and personal situations may arise. If this happens, reflect the participant's feelings and have resources and/or referrals on hand to give to the participant.
3. Have resources on hand, or a list of resources, for participants related to the topic of self understanding. The MU Extension guidesheet *Journaling With Teens* may be helpful for resources on journaling.
4. Have collage materials on participant tables before beginning the session (construction paper, scissors, magazines, glue sticks, markers, etc.). Let participants know that there will be a collage activity and that they are free to begin looking through the magazines provided to find pictures, words, or symbols that they feel represent themselves in some way. Participants will have approximately 20 minutes later in the session to work on the collage as well.

## **Procedure:**

### **1. Welcome participants to the session and reconnect (10-15 minutes).**

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- Introduce yourself to the group and the title of today's lesson, "Getting to Know You."
- Welcome participants to the session and, especially if you have new participants, go around the room and have everyone briefly introduce themselves.
- Ask about take home activities from the previous session (if applicable).
- Introduce the lesson.

 **Say:** "*Today we are going to talk about understanding ourselves and getting to know ourselves better.*"

### **2. Discussion: The importance of knowing yourself (5 minutes).**

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**Ask:** "*Why do you think it is important to learn about and understand ourselves?*"

 **Say:** "*How we see ourselves can have a great impact on our relationships with partners as well as with our children.*"

**Ask:** "*How do you think understanding yourself better will affect your relationships?*"

#### **Sample response:**

- If I know myself, I can better explain to my partner why I feel the way I do.
- It will help me understand why I treat my children a certain way.
- If I know what makes me upset and how I might react in a stressful situation, I will be better able to deal with those situations.

 **Say:** "*If you know who you are and what you want, you have a better chance of finding and keeping healthy relationships. When you are able to understand and accept yourself, your strengths, flaws, talents, and goals, this will help you focus on what you want out of life. It can also help you grow personally, and it can help you be a better partner, a better friend, and a better parent.*"

*Self-awareness and understanding can affect how you communicate with your partner and others. If you know what*

*makes you upset or what makes you happy, then you are better able to communicate that to your partner.*

*Parents who are aware of who they are, including their personality, feelings, and behaviors, are more positive role models for children. Children are more likely to have healthy self-esteem if they have positive role models.*

*However, it is equally important, if not more important, to know your partner. As you think about yourself in these activities, think about how who you are impacts your partner.*

*Today we are going to do some activities to help you better understand who you are and what you are about, and how that is important in your couple relationships.”*

### **3. Activity: Personality inventory (25 minutes).**

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- **Optional Activity:** If you are using the Personality I.Q. inventory suggested in the preparation notes, or something similar, you may begin the personality inventory discussion with a**‘4 Corners Activity.’**
- Have participants imagine 4 rooms (with the descriptions listed below).
- Assign each room description to a different corner of the room.
- Have participants choose the room that they would feel most comfortable in and have them stand in the corner that represents that room.
  - 1) A room filled with comfortable pillows, chairs, and blankets. The colors of the room are mellow and calming and people are talking with each other, enjoying conversation.
  - 2) A room where things are a little messy and there is a lot going on with a lot of bright colors. There are games and activities including a rock climbing wall and a slide going down the center of the room.
  - 3) A room that is very tidy where there's a place for everything and everything is in its place. The room is comfortable yet formal. Pictures are arranged on the wall very orderly.
  - 4) A room where there are computers and books set up around the room, with games to play and puzzles to solve. It is laid back and unstructured, and everyone is doing their own thing.

 **Say:** “So why are you in this room? What room is your partner in, or do you think your partner would be in? How might the two rooms complement each other? Cause friction?”

*We are going to start with a personality inventory. This is a way of beginning to see and understand ourselves better.*

*Many personality inventories are designed to help you understand your temperament, or how you see the world. There are many different personality inventories out there. Today we are going to talk about one called \_\_\_\_\_ (fill in with the inventory of your choice, such as True Colors).”*

- Distribute the personality inventory information to each participant.
- Give directions for completing the inventory.
- Allow participants about 10 minutes to complete the inventory.
- Once everyone has finished, ask the following questions.

**Ask:** “Does this sound like you? Why or why not?” “How does your personality compare with someone in your life (your partner, your child, your sibling, your parent, a friend)?” “How do your personality differences or similarities affect your relationships?”

#### **4. Activity: Who am I and who is my partner? (10-15 minutes).**

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- Have participants get the “Who Am I?” worksheet out of their packets.
- Ask participants to fill out the **front side** of the worksheet by checking the boxes next to the characteristics that they feel best describe themselves.
- Allow participants to complete the worksheet individually.
- Then have participants ask them to answer the questions about their partner.
- After participants have had a few minutes to work on their own, ask the following questions.

**Ask:** “What is one thing that you discovered about yourself or something that you had never really thought about before?” “Do you think that people in your life (your partner, your children, your friends, your family) would answer the same or differently? How does that affect your relationship with those individuals?”

## 5. Activity: Journaling (10 minutes).

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- Distribute one journal to each participant.
- Explain the journals and the benefits of journaling.

**Say:** *"I have a journal for each of you. This is a place where you can write down things that are important to you. Sometimes writing things down makes them feel more real. It is also a good place to write down things that you like about yourself as well as goals for things you would like to improve."*

*Journaling doesn't have to be writing. It can be drawing, art, photos, or anything you want. Journaling allows you to be yourself and to explore your thoughts, feelings, and interests. We are going to start with a writing activity."*

- You may wish to refer participants to the MU Extension guidesheet *Journaling With Teens* for more suggestions on how to journal as well as a sample journaling activity (see page 3 of the guidesheet).
- Have participants take a few minutes to write in their journals about some of the things on their handout, such as the questions listed on the second page of the handout.

## 6. Activity: "Me" collage (20 minutes).

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**Say:** *"Like journaling, creating collages can also help us illustrate who we are and what we're about. Look through the magazines in front of you and find words or pictures that illustrate you in some way. You can also use the markers on your table to write or draw pictures on your collage."*

- Participants may do their collage in their journals, or they may use a separate sheet of paper.
- Allow participants to complete their collage, and then have participants share their collages in a small group.
- After they have had time to share, ask if anyone is willing to share with the whole group.

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**7. Talking about it: Setting goals for self and partner understanding (10 minutes).**

- Have participants take a few minutes to fill in the “Setting Goals for Self Understanding” worksheet. Sample goals might include setting aside time each day or each week for understanding self activities. This may be through activities such as journaling, creating a collage, or doing some other activity where they can express who they are.
- Have participants work in groups of 2 or 3 to talk about what they learned about themselves during this session and some goals they created, using discussion skills listed on the SPEAK/HEAR skills card.
- Pass out the SPEAK/HEAR skills card. Some participants may be familiar with these skills from attending a previous session. However, the skills may be new to some participants.
- Briefly read through the skills listed on the SPEAK/HEAR skills card, and then allow participants time to talk.
- Collect any extra cards at the end of the session for use at the next session.

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**8. Resources (5 minutes).**

- Briefly go over the resource list for your area in participant packets and any other relationship education resources in your area.

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**9. Introduce the take home activity (5 minutes).**

- Ask each participant to pick one thing from this session to journal about before the next session.

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**10. Wrap up the session and give out incentives (10 minutes).**

- Ask if anyone has any general questions.
- Tell participants that they can call ParentLink’s WarmLine (1-800-552-8522) for questions about tonight’s lesson, problem-solving support, and for community resources.
- Thank participants for coming and participating in the lesson.
- Make sure everyone knows the day and location of the next session.

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