

Animal me 1

Aims

- To use an online tool as a basis for exploring preferences, personality and strengths
- To understand the importance of preferences and that everyone is different

Learning intention

- I will learn about my personality and strengths and how they can be different from others

Success criteria

- I can understand the meaning of preferences and that everyone is different
- I can identify my strengths
- I can participate in a team better through an understanding of my own strengths and those of other people

Before you start

- Explore thebuzzbook.co.uk and/or refer to the book 'Personality in the Classroom' by David Hodgson if you would like more background information on the quiz
- Go to myworldofwork.co.uk and register as a Primary teacher and familiarise yourself with the Animal me quiz which you can access via your account
- Register your class to use myworldofwork.co.uk/ican

Resources and downloads

- [Getting to know you worksheet](#)
- [Spot the difference worksheet](#) and [answers](#)
- [Holiday planning worksheet](#)
- PowerPoint Presentation
- [Animal me masks download pack](#)

Duration

These are suggested timescales and will vary dependent on your group:

60 minutes +

Suitable for

This lesson is suitable for Second level but may be more appropriate for a new class coming together at the start of the year

Suggested activities

Icebreaker

- Explain to the class that they are going to find out about different personality types and the importance of understanding their own personality type. Show the four slides detailing the different questions regarding personality preference. Emphasise that everyone is different and all personality types are needed to make up a good team
- Extrovert/introvert task:
 - E task – Pupils are given the “Getting to know you” worksheet. Pupils are given five minutes to complete the six questions. Pupils decide themselves whether they remain seated or move around. No specific rules should be given about how they obtain the answers. At the end ask the pupils how many questions they have completed and how easy they found it. Generally E's will have found it easier as they usually move round the classroom and walk over to classmates whilst I's remain seated and don't like to shout out in the classroom so they find it more difficult to get the answers to the worksheet
 - I task – pupils are given a “Spot the difference” worksheet to complete on their own for two minutes. Generally I's will find this very easy and E's less easy. Reflect on the differences between the two tasks as a class. Was this the case?

Animal me quiz

- Pupils complete Animal me quiz online at myworldofwork.co.uk/ican and print out or save their results

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Feedback and discussion

- Once everyone has their results go through the different animal types on the PowerPoint presentation which outlines each animal and its strengths
- Discuss that there is no good or bad, right or wrong as we are all different – we all have our own preferences – right, left handed etc
- Refer to Icebreakers (E's and I's). What does this actually mean for each pupil and team work in the classroom? Would it be good if the E's were able to be less outspoken and the I's could learn to speak up more? Would the result be a better mix of ideas from everyone which would benefit the whole class? Would it mean more variety of ideas?

Next steps and related activities

- Split the class into groups and give them the Holiday planning worksheet. Each group selects a holiday destination of their own choice e.g. Disneyland. As a group pupils should write down a preferred activity for the six preferences
- Download the Animal me masks and print a copy of each pupils animal so they can create their own Animal me mask, following the instructions on the worksheet
- Pupils can discuss their results at home with a parent or carer
- Further discussion could be had around how everyone can get the best from each other in the classroom
- Pupils can go to myworldofwork.co.uk/ican and use their Profile to record what skills they have used taking part in this lesson

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| Career Management Skills | | |
|--------------------------|-----------|---|
| Career Management Skills | Self | I develop and maintain a positive self-image |
| | | I maintain a balance that is right for me in my life, learning and work roles |
| | Strengths | I am aware of my skills, strengths and achievements |
| | Horizons | I understand that there are a wide variety of learning and work opportunities that I can explore and are open to me |

| Experiences and outcomes | |
|--------------------------------------|--|
| Health and wellbeing across learning | <p>Planning for choices and changes HWB 2-19a Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</p> <p>HWB 2-20a I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</p> |

| Career Education Standard 'I can' statements | |
|--|---|
| Second level | <ul style="list-style-type: none"> • I can use online tools available to me • I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others. |