

My Personality Type



Overview

In this session, scholars will explore their Personality Type and consider how their unique traits connect to possible career pathways and occupations. They will reflect on how personality influences the way they work with others, communicate in teams, and approach problem-solving. Scholars will also begin practicing strategies for setting a plan that takes into account accomplishments, outcomes, obstacles, and goals—helping them connect who they are with where they want to go.

Session Spotlights

- Personality Awareness
- Teamwork and Communication
- Future-Focused Planning

Learning Objectives

- Scholars identify their Personality Type and understand its characteristics
- Explore how personality impacts teamwork and communication
- Connect personality traits to potential career pathways
- Reflect on their goals, considering accomplishments, outcomes, and obstacles

Mentor Preparation

- ☐ Review Session 3: Curriculum Guide, worksheets, activities, and reflection questions
- ☐ Communicate with mentor partner(s)
 - Divide activity facilitation responsibilities
- ☐ Develop talking points
- ☐ Prepare your Session 3 PowerPoint
- ☐ Take the Personality Type Inventory
- ☐ Prepare WOOP example

SESSION 3: Timing and Materials

Session Activities	Time
Activity 3(a): Icebreaker: Notecard Basketball • Session 3 PowerPoint • True2U Trackers • Name Tents • Pencils • Blank Notecards	20 minutes
Activity 3(b): Practicing My Personality Type • Categorize, Create a Story, Word Scramble worksheets (Tracker pgs. 27 - 29) • Timer	30 minutes
Activity 3(c): Personality Type Inventory • Personality Type Inventory (Tracker pgs. 30 - 31)	25 minutes
BREAK • Snacks	5 minutes
Activity 3(d): WOOP, there it is... • WOOP worksheet (Tracker pg. 34)	25 minutes
Future-Focused Reflection: Personality Strengths • Questions (Tracker pg. 35)	15 minutes
Total Time	120 minutes



Mentor Tips:

- Encourage active participation and reflection.
- Use a timer to keep rounds on schedule.
- Circulate to monitor engagement.
- Emphasize that all personality types and strengths are valuable.
- Encourage scholars to be specific and realistic.
- During WOOP, help scholars turn vague goals into concrete ones.
 - “Be better in school.” → “Turn in all my homework on time.”
 - “Get better at sports.” → “Practice basketball 3x per week.”
- Take notes on scholar feedback in your True2U Curriculum Guide for program improvement efforts.
- Collect all True2U materials and return them to the True2U materials box at the of the session.

Session 3 Step-by-Step Activity Guide

Before you start your session, set up your Session 3 PowerPoint using the classroom Clever Touch/Computer Screen.

Activity 3(a) Icebreaker: Notecard Basketball (20minutes)

◆ Mentors:

- ☐ Distribute True2U Trackers, Name Tents, and pencils
- ☐ Using Session 3 PowerPoint:
 - Welcome and Recap Session 2
 - Review Session 3 agenda
 - Introduce Notecard Basketball
- ☐ Mentors and teachers are also encouraged to play if they wish
- ☐ Distribute notecards/scrap paper

● Scholars:

- Take a few moments to come up with their fact to share

Activity 3(b) Practicing My Personality Type (30 minutes)

◆ Mentors:

- ☐ Introduce Practicing My Personality Type activity
- ☐ Choose teams (3-4 scholars per team)
- ☐ Use a timer for each activity
- ☐ Activities (Tracker pgs. 27 - 29)
 - Activity 1: Categorize
 - Activity 2: Create a Story
 - Activity 3: Word Scramble

● Scholars:

- Engage in fun team activities that show how different personality types work together

◆● Mentors and Scholars: Debrief

Activity 3(c) Personality Type Inventory (25 minutes)

◆ Mentors:

- ☐ Introduce the Personality Type Inventory (Tracker pgs. 30 - 31)
- ☐ Options: Read each question aloud as a group, **or** have scholars read and complete individually

● Scholars:

- Complete inventory, tally each round to get their 4-letter “My Personality Code”, record in Tracker

◆● Mentors and Scholars: Debrief

- ☐ Review Personality Types Descriptions and Personality Groups Descriptions (Tracker pgs. 32 - 33)

5 MINUTE BREAK

Activity 3(d) WOOP, there it is... (25 minutes)

◆ Mentors:

- ☐ Introduce the WOOP activity (Tracker pg. 34)
- ☐ Share your WOOP example
- ☐ Assist scholars in completing their WOOP worksheet

● Scholars:

- Create goals using the WOOP worksheet

◆● Mentors and Scholars: Debrief

Future-Focused Reflection: Personality Strengths (15 minutes)

◆ Mentors:

- ☐ Introduce reflection questions (Tracker pgs. 35)
- ☐ Engage with scholars in a discussion around personality type, how it connects to careers, high school and who they are

● Scholars:

- Individual reflection, answer questions in their Tracker

◆● Mentors and Scholars:

- ☐ Reflect on this session by highlighting the key points and what lessons can be taken from the activities

Detailed Facilitation (Study Guide)

Be sure to review, edit, and add your personal touches to the Session 3 PowerPoint template to be used during your session.

Activity 3(a) Icebreaker: Notecard Basketball (20 minutes)

 **Goal:** Engage scholars in a fun activity to learn more about each other. Build team connections and creatively learn fun facts.

 **Distribute:** Trackers, pencils, and have scholars put their Name Tents on their desks.

 **Room Set-Up:**

- Space or area for scholars to throw their fact notecards

 **Materials Needed:** Notecards/scrap paper

 **Mentors:** Welcome and Recap Session 2

- *“Who remembers what we talked about in Session 2?”*

☐ Allow 1–2 scholars to share. Prompt if needed:

- *“We played the fun ice breaker name game, explored career clusters, and discussed how they connect to high school and future jobs.”*

☐ **Using the PowerPoint:** Review Session 3 agenda

☐ **Introduce:** Notecard Basketball

☐ **How it works:** Each scholar gets a notecard and writes one fun fact about themselves. The fact should be something unique and school-appropriate. Instruct scholars that it is anonymous and don't put their name on it! Encourage them to think of something surprising or interesting about themselves that most people in the room might not know. After they write their fact, have them crumple the card into a ball. (Mentors and teachers are encouraged to play as well.)

☐ **Provide** examples if needed:

- *“I’ve been to five different states.”*
- *“I can wiggle my ears.”*
- *“I hate chocolate.”*
- *“I’m really good at drawing.”*

 **Distribute:** 1 notecards per scholar / scrap paper

 **Scholars:**

- Write down one fun fact to share.

 **Mentors:**

☐ Walk around the room to help spark ideas or check for appropriateness.

- Places you've traveled to or would like to travel to
- Favorite food, music, movie, etc.
- A unique personality fact
- Facts about family or pets
- Favorite school subjects or career interests

- ☐ **Next step:** When everyone has finished, say, *“On the count of three, everyone will throw their crumpled ball toward the front of the room—in the basket or at the target! Ready —1, 2, 3... throw!”*
- ☐ Optional: Have a circle or target drawn on the board, **OR** walk around with a box/basket to collect the notecards.
- ☐ Each scholar will grab one crumpled notecard (they should try not to grab their own).
- ☐ One at a time, take turns reading the fact on the card they picked aloud.
- ☐ They have 3 chances to guess whose fact they picked. If they don’t guess correctly, the person should raise their hand.
- ☐ Go around the room until all cards have been read. Keep the energy light and encouraging!
-   **Mentors and Scholars:** Debrief
 - *“Did you enjoy that activity? Why or why not?”*
 - *“Did you learn something new about your classmates?”*
 - *“Did anyone discover they had something in common with someone else?”*

Activity 3(b) Practicing My Personality Type (30 minutes)

 **Goal:** This activity is designed for scholars to explore their personality type and their strengths. Scholars work collaboratively and reflect on how different personality types contribute to teamwork.

 **Materials Needed:**

- Timer

 **Room Set-Up:** Arrange space for teams of 3–4 scholars.

 **Mentors:** Introduce Practicing My Personality Type (Tracker pgs. 27-29)

- ☐ Discuss how each type has strengths or ways of doing things.
- ☐ Teams will complete three short activities to explore how they work through challenges.

☐ **Assign:** Scholars to their teams.

- If the desks are already grouped, you can use those as teams, switch them up, or have scholars choose their own teams.

 **Scholars:**

- In assigned teams, participate in 3 activities.

Activities: (20 minutes)

Activity 1: Categorize (3 minutes)

- ☐ **Using the PowerPoint** and Categorize worksheet (Tracker pg. 27), scholars review the list of 20 items and categorize them.
- ☐ Teams have 3 minutes to work quietly with their group to put the items into categories.
 - Give minimal instructions so scholars have to make their own decisions and be creative.
 - Tell scholars they'll have 3 minutes to categorize the items.
 - There are no right or wrong answers. The goal is for students to use their creativity and come up with their own categories.
 - When 3 minutes are up, have a few teams share their categories.

  **Mentors and Scholars:** Debrief

- *"Did you enjoy this activity, and why or why not?"*

Activity 2: Create a Story (4 minutes)

- ☐ **Using the PowerPoint** and Create a Story worksheet (Tracker pg. 28) scholars will use 8 words to create a story.
- ☐ Teams have 4 minutes to create a story that must use all 8 words listed on their worksheet.
 - Remind scholars that their story should be school-appropriate.
 - Provide minimal instruction; they are allowed to include additional words.
 - When 4 minutes are up, have a few teams share their story.

  **Mentors and Scholars:** Debrief

- *"Did you enjoy this activity, and why or why not?"*

Activity 3: Word Scramble (3 minutes)

- ☐ **Using the PowerPoint** and Word Scramble worksheet (Tracker pg. 29), scholars are given the 5-letter word to make as many new words within the time limit.
- ☐ Teams have 3 minutes to make as many words that are at a minimum of 2 letters long.
 - They are only allowed to use the five-letter Scramble word.
 - Encourage them to come up with words 4 or 5 letters long.

- When 3 minutes are up, have teams tally how many words they came up with and share.

- Potential words:

Aster	Ates	Etas	Seat	Tera	Ear	Rat	Ser
Rates	Ears	Rase	Sera	Teas	Eat	Res	Set
Resat	East	Rate	Seta	Tres	Era	Ret	Tae
Stare	Eats	Rats	Star	Tsar	Ers	Sae	Tar
Tares	Eras	Rest	Tare	Are	Eta	Sat	Tas
Tears	Erst	Rets	Tars	Ars	Ras	Sea	Tea
Ares		Sate		Art			
Arts		Sear		Ate			

◆● **Mentor and scholars:** Debrief

- *“Did you enjoy this activity, and why or why not?”*

◆ **Mentors: Wrap-Up**

- *“Which activity showed a strength you didn’t realize you had?”*
- *“How do different personality types help a team succeed?”*
- *“What is one thing you learned about yourself today?”*

Categorize

Your group has three minutes to sort the words below into categories.

Internet	Basket	Honey	Queen
Garbage	Restaurant	Highway	Book
Fish	Shirt	Paper	Clock
Ear	Singer	Baseball	Money
Poem	Heart	Potato	Plane

Create a Story

Use the 8 words below to create a school appropriate story.
There is no length requirement or limit to how many
additional words you can use.

Snowman	Frog	Helicopter	School
Run	Dance	Sleep	Chef

Word Scramble

Use the word below to make as many 2+ letter words as you can. You can only use the letters as they appear. For example, you can only use one T per word because there is only one T in STARE.

The words you come up with must be real words.

S T A R E

Activity 3(c) Personality Type Inventory (25 minutes)

 **Goal:** Scholars complete their Personality Type Inventory. Encourage self-reflection and understanding of personal strengths.

 **Mentors:** Introduce the Personality Type Inventory (Tracker pgs. 30 - 31)

- *"We just practiced some personality skills and hope you enjoyed learning through this activity. Now we are going to take the Personality Type Inventory, which will help you learn more about yourself and your personality type. It can be a useful tool to understand your strengths and see how different personality types work together."*

☐ **Review:** Personality Type Inventory

☐ Options: Read each question aloud as a group, **or** have scholars read and complete individually

☐ When scholars are done, they will tally up their results to create their 4-letter personality code.

☐ **Share:** Your Personality Type Inventory

 **Scholars:**

- Individual activity
- Answer all questions and tally their results.
- Record their 4-letter personality code (top of page 30 "My Personality Code")
- Review Personality Types Descriptions and Personality Groups Descriptions (Tracker pgs. 32 - 33)

  **Mentor and Scholars:** Debrief

☐ Highlight the Personality Type Descriptions and Personality Groups Descriptions (similarities/differences)

☐ Encourage reflection on how personality type influences teamwork

- *"Do they match with how you contributed to your team?"*
- *"Do you agree or disagree with your results?"*

Personality Inventory

Read each prompt, then circle the letter of the answer that sounds most like you.

Round 1

- 1) When you're with a group of people, would you rather..
A. join in the large group conversation.
B. talk individually with people you know well.
- 2) When first meeting people, are you..
A. quick to open up and share about yourself.
B. more reserved until you get to know people.
- 3) When you meet someone new, do you feel..
A. excited to talk to them.
B. nervous to talk to them.
- 4) Do you tend to have..
A. many friendships with lots of different people.
B. deep friendships with a only few people.
- 5) When you go to a social gathering, do you..
A. leave feeling energized.
B. leave feeling drained or tired.

My Personality Code

1st Letter	2nd Letter	3rd Letter	4th Letter

Tally up your answers
and circle the result
you had more of.

Total amount of A's circled:

_____ = **Extroverted (E)**

Total amount of B's circled:

_____ = **Introverted (I)**

Round 2

- 1) Do you usually work best with..
A. logical people with clear plans.
B. creative people with big ideas.
- 2) When writing a paper, are you more likely to..
A. start writing from the beginning.
B. start writing where ever you feel like writing.
- 3) Which do you value more?
A. a strong sense of reality.
B. a vivid imagination.
- 4) In books or movies, do you prefer stories that are..
A. literal, straightforward and you know what happens.
B. figurative, poetic and you can interpret what happens.
- 5) Are you more likely to trust..
A. your past experiences.
B. your intuition or "gut".

Tally up your answers
and circle the result
you had more of.

Total amount of A's circled:

_____ = **Observant (S)**

Total amount of B's circled:

_____ = **Intuitive (N)**

Round 3

- 1) When a friend is telling you about a problem they're having, do you...
 - A. analyze what got them there and try to find a solution.
 - B. listen to them and sympathize with their feelings.
- 2) When you judge the outcome of a situation do you focus on...
 - A. if the outcome followed rules and regulations.
 - B. the circumstances of the individual situation.
- 3) When expressing your opinions, are you generally...
 - A. more firm than gentle.
 - B. more gentle than firm.
- 4) Which would you say you tend to make decisions with?
 - A. your head.
 - B. your heart.
- 5) Would you rather be complimented for being...
 - A. a person who is logical.
 - B. a person who is compassionate.

Tally up your answers and circle the result you had more of.

Total amount of A's circled:

_____ = **Thinking (T)**

Total amount of B's circled:

_____ = **Feeling (F)**

Round 4

- 1) When hanging out with friends, do you prefer to arrive...
 - A. on time or early.
 - B. whenever you feel like it.
- 2) Do you prefer...
 - A. having things planned and organized.
 - B. going with the flow and let things happen.
- 3) Does the idea of making a to-do list...
 - A. sound great.
 - B. stress you out.
- 4) Do you tend to make decisions...
 - A. after looking at all the options.
 - B. somewhat impulsively.
- 5) Is it harder for you to adapt to...
 - A. constant change.
 - B. a strict routine.

Tally up your answers and circle the result you had more of.

Total amount of A's circled:

_____ = **Judging (J)**

Total amount of B's circled:

_____ = **Prospecting (P)**

Personality Types Descriptions

Read the descriptions below to learn more about the 16 different personality types based on the Personality Type Inventory.

First Letter

Extraverted (E) vs. Introverted (I)

How you get your energy

Extraverts: energized by spending time with people, outspoken, prefer group activities, easily excited

Introverts: energized by alone time, keep to themselves, prefer solitary activities, sensitive to external stimulation



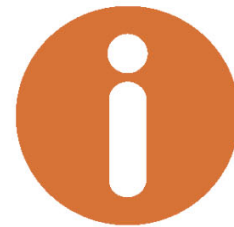
Second Letter

Observant (S) vs. Intuitive (N)

How you take in information

Observant: practical, down-to-earth, have strong habits, focus on what's already happening

Intuitive: imaginative, open-minded, curious, focus on future possibilities



Third Letter

Thinking (T) vs. Feeling (F)

How you make decisions

Thinkers: rational, like to use logic, tend to make decisions with their heads, value efficiency

Feelers: express their emotions, like to use values, tend to make decisions with their hearts, value cooperation



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Fourth Letter

Judging (J) vs. Prospecting (P)

How you organize your world

Judging: decisive, thorough, like structure and order, prefer planning things out

Prospecting: flexible, spontaneous, like to leave options open



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Personality Groups Descriptions

Read the descriptions below to learn more about the 4 different groups of personality types based on the Personality Types Inventory. Circle or put a star next to your personality.

Analysts

Share Intuitive (N) and Thinking (T)

Logical, Rational, Intuitive

INTJ INTP ENTJ ENTP

- **Rational:** makes decisions with their head, using logic
- **Curious:** likes to try and learn new things
- **Socially Selective:** particular about who they spend their time with
- **Independent:** proud of their ability to work on their own
- **Problem-Solving:** confident in their ability to face challenges



Sentinels

Share Observant (S) and Judging (J)

Hardworking, Cooperative, Practical

ISFJ ISTJ ESFJ ESTJ

- **Order:** seeks to establish stability and values security
- **Self-Motivated:** doesn't need external inspiration for motivation
- **Structure:** likes set rules, proven methods and being prepared
- **Wisdom:** often serves as mentors to those around them
- **High Standards:** has high standards and clear ways to achieve these standards



Diplomats

Share Intuition (N) and Feeling (F)

Compassionate, Caring, Helpful

INFP INFJ ENFJ ENFP

- **Helping:** prioritizes being kind and generous
- **Connection:** enjoys having deep conversations rather than small talk
- **Relationships:** values having a meaningful network of people in their lives
- **Principles:** motivated by what matters to them
- **Understanding:** sees the benefits of knowing themselves as well as others



Explorers

Share Observant (S) and Prospecting (P)

Curious, Self-Reliant, Quick-Thinking

ISFP ISTEP ESFP ESTP

- **Flexible:** able to adapt to situations easily and embrace being spontaneous
- **Big Picture:** focuses on big picture rather than small details
- **Broad Interests:** enjoys learning new skills and ways for doing things
- **New Things:** likes being the first to try something and sharing it with their friends and family
- **Restless:** constantly on the move and jumping from one thing to the other



BREAK: Give scholars a five-minute break to talk with each other in the group, eat a snack, etc.

Activity 3(d) WOOP, there it is... (25 minutes)

- 🎯 **Goal:** Help scholars understand the difference between their wishes, outcomes, obstacles, and plans. Reflect on goals, and create an actionable personal goal using the WOOP method.

- ◆ **Mentors:** Open with a goal-setting discussion using prompting questions:
 - *“How many of you have a goal right now?”*
 - *“Would anyone like to share a goal they’re working toward?”*
- ☐ Mentors can share one of their own goals — ideally something relatable to middle schoolers.
- ☐ **Discussion Prompts:**
 - *“How many of you write your goals down?”*
 - *“Do you usually accomplish your goals?”*
 - *“Always? Sometimes? Rarely?”*
 - *“Do you think you’d be more likely to accomplish your goals if you wrote them down and checked on them each month? Why?”*
- ☐ **Introduce:** WOOP activity
 - *“There’s a tool that can help you get clear about your goals and how to make them happen. It’s called WOOP. It helps you think through what you want and how to get there, even when things get tough.”*
- ☐ **Using the PowerPoint:** Show the acronym and what **WOOP** means.
 - W = Wish** → What do you want to accomplish by the end of the school year?
 - O = Outcome** → What will it look/feel like when you succeed?
 - O = Obstacle** → What might get in your way?
 - P = Plan** → What can you do to overcome the obstacle and make your goal happen?
- ☐ **Ask:** A few scholars to read a letter and its description.
- ☐ **Share:** WOOP worksheet (Tracker pg. 34)
 - *“Even if your goal is big, like going to college or getting your dream job, WOOP helps you focus on smaller steps you can take right now to help you move closer to that goal. Take a few minutes to think about a real goal you want to reach this year and complete the four steps. If you’re not sure what to write, raise your hand and we’ll help you brainstorm.”*
- **Scholars:**
 - Individual activity, create goals using the WOOP worksheet
- ◆● **Mentors and Scholars:** Debrief
- ☐ **Ask:** Scholars to share their WOOP goal. If no one volunteers at first, share your own WOOP example.
- ☐ **Discussion Prompts:**
 - *“Raise your hand if your goal:*
 - *is related to your grades.”*
 - *will help you in high school.”*
 - *is something you’ve already started working on.”*

- *“What are some ways we can stay focused on our goals throughout the year?”*
- Possible responses:
 - Setting reminders on your phone
 - Writing it down and posting it at home or in your locker
 - Sharing it with a friend or mentor
 - Revisiting it monthly in your Tracker

◆ **Mentors: Wrap Up**

- *“We’ll check in on your WOOP goals a few more times this year to see how you’re doing. Goals can change—that’s okay. What matters is staying connected to what you want and taking steps to get there!”*

💡 **Mentor Note:** Check in with your scholars throughout the rest of the program to see how their goals are coming along.

WOOP

WOOP helps people do the things they really want to do.

Name _____

W WISH What is an important wish that you want to accomplish? Your wish should be challenging but feasible. My wish: _____	O OUTCOME What will be the best result from accomplishing your wish? How will you feel? Pause and really imagine the outcome. Best outcome: _____	O OBSTACLE What is the main obstacle inside you that might prevent you from accomplishing your wish? Pause and really imagine the obstacle. My obstacle: _____	P PLAN What's an effective action to tackle the obstacle? Make a when-then plan. When: _____ Then I will: (my action) _____
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Future-Focused Reflection: Personality Strengths (15 minutes)

 **Goal:** Help scholars think about their personality strengths, how they connect to career clusters, and how these strengths can help them in high school and beyond..

 **Mentors:** Introduce Reflection activity (Tracker pg. 35)

- *"We are taking time at the end of each session to reflect on things we learned today, in our previous sessions, and since the school year started."*

☐ **Review:** reflection questions

 **Scholars:**

- Individual reflection, answer questions in their Tracker.

Reflection Questions:

1. Write your four-letter personality code and describe what it means in your own words:
2. List three things your personality type and career cluster have in common:
3. What characteristics of your personality type do you think will help you in high school?
4. Why is it important to learn about your personality type?

  **Mentors and Scholars:**

☐ Reflect on this session by highlighting the key points and what lessons can be taken from the activities.

☐ Ask a few scholars to share one or two of their reflections

☐ **Discussion Prompts:**

- *"Which activity did you like the most and why? What did you learn from the activity?"*
- *"How can the activities/session be improved and why?"*

 **Mentors: Wrap Up**

- *"Learning about who you are, your goals, and your dreams is an important part of your career pathway."*

☐ **Encourage:** Scholars to take some time during the holiday break to consider and enter their high school choice so you can talk about it next month.

☐ **Share:** Next month's Session 4 topic: My Values & Choices

- Engaging activities built around making good choices, personal values and how they connect you as an individual, planning for high school and your future.

☐ Please **collect** all True2U materials and return them to the True2U materials box.

Mentor Notes on Scholar Feedback