



Personality Poll

Lesson Objectives – Students define at least three qualities that make people attractive, but have nothing to do with looks, and explain why they are important.

	Time	Page
Prepare Students	6 min.	134
Attention Grabber	5 min.	134
Explain/Demonstrate/Practice		
Personality Poll.	9 min.	135
Review	5 min.	135
Total Time	25 min.	

Equipment & Materials

- ✓ Chalkboard/chalk or poster paper/marketing pens
- ✓ Paper/pens for students
- ✓ Appendix HS-1A and Appendix HS-1B and “Personality Poll” and “Scoring Sheet” in Appendix HS-1C and Appendix HS-1D, pp. 137-140.

Teacher Preparation

Prior to the start of this lesson:

- ✓ Make copies of the “Personality Poll” (one per student) and “Personality Poll Scoring Sheet” (one per group).

This lesson addresses the following content standards:

Michigan Standards		National Standards	
<i>Physical Education</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Health Education</i>
None	Standard #1	Standard #6	Standard 1#

This lesson relates to Michigan Model for Comprehensive School Health Education:

Grades 9-12 Lessons 1-6: Building Character in Ourselves and Our School and Lessons 9-12: Managing Life in a Less-Than-Perfect World.

Additional Preparation

This lesson may generate discussion that reveals a risk of eating disorders among students. Before presenting the lesson, verify procedures for referring a student for evaluation and intervention.

Key Message & Background Information for Teachers**Key Messages:**

I value people for who they are and what they do rather than what they look like.

Background Information:

Our society is very appearance-oriented. All too often we judge others on the basis of how they look, rather than who they are. The emphasis on looks is even more exaggerated during the teen years, when social status becomes increasingly important. This is an ideal time to challenge students to expand their ideas about attractiveness beyond physical features. Emphasizing that physical appearance is just a small part of what makes people attractive opens the door for students to think more broadly about their own (and others') assets and build self-esteem in the process.

Prepare Students**6 min.**

Gather students together in a group.

Introduce the lesson:

- Today we are going to talk about the qualities that make people attractive.

Attention Grabber**5 min.**

Tell students:

- When we look at the world around us, sometimes we see things that we react to as being beautiful. For some people, a city skyline is "beautiful." Other people don't like cities and find that a waterfall is "beautiful."
- People are part of the world around us. Just as some of us are attracted to a skyline rather than a waterfall, our reactions to the way people look also differ. For example, some of us really like to see short hair or shaved heads, while others prefer to see long hair. Some of us are attracted to people with blond hair, while others are attracted to people with red hair or black hair.
- But there are also things besides physical qualities that draw us to others.

Teacher tip: Use the pictures on pages 137 and 138, Appendix HS-1A and Appendix HS-1B, to display and refer to during the Attention Grabber activity.

Ask students:

- What **personality traits** do people your age find most attractive? (Record student responses on chalkboard or poster paper.) Examples include: confidence, sense of humor, honesty, etc.

Personality Characteristics

9 min.

Explain/Demonstrate

Practice

Tell students:

- Now I am going to challenge you to really think beyond physical traits you might like in a person. We are going to concentrate on things besides physical qualities that draw us to others.
- To help you think about qualities that you like in a person, I want you to imagine that you are going to spend a whole day with a cousin you have never met who is coming to visit.
- As you think about the day ahead, what personality traits are you hoping that your cousin will have so that you are likely to enjoy the day?
- Now I am going to give each of you a list of personality traits that might help you enjoy your time with your unknown cousin.

Distribute copies of the “Personality Poll” (one per student) and the “Personality Poll Scoring Worksheet” (one per group).**Give** the students about 3 minutes to individually score each of the traits on the worksheet before you put them into groups.**Divide** the class into groups of 4 to 5 students each. Try to balance the groups with equal numbers of boys and girls. Have each group choose a recorder.**Tell** the groups they have three minutes to score each of the traits on the worksheet using each group member’s individual responses.

- At the end of three minutes, ask each group to help the recorder calculate the total score for each trait. The recorder should write down each total score on the scoring sheet.
- When all the scores have been totalled, ask each recorder which characteristics got the three highest scores. Write the highest scoring traits on the chalkboard or poster paper.

Review

5 min.

Review the “Top Three” lists as a class.**Tell** students:

- We could have done a different rating. We could have rated physical traits like eye color, weight or height.
- If we had, how well would the “Top Three” predict how much you would enjoy spending the whole afternoon with this cousin?

Ask students:

- How does this “Top Three” list relate to choices you make in friends?

Tell students:

- Clearly, physical appearance is only a small part of what makes a person attractive.
- Our opinions of people often change over time. For example, we may consider someone extremely attractive at first and then find them less attractive as we get to know them.
- The opposite is also true. Some people don’t seem attractive at all when we first meet them, but as we get to know them we find them more attractive.

- The non-physical, personality aspects of people influence how we see them.
- Even though people place a lot of emphasis on looks, our physical appearance is much less important than who we are as people.





Personality Poll

Situation: You are going to have to spend a whole day with a cousin you have never met who is coming to visit. As you think about the afternoon ahead, what personality traits are you hoping that your cousin will have so that you are likely to enjoy the afternoon?

For each personality trait listed, circle the number that shows how important that trait is for your enjoyment of the afternoon.

Personality Trait	Importance		
	Not Important		Very Important
Sense of humor	1	2	3
Confident	1	2	3
Good dresser	1	2	3
Honest	1	2	3
Kind	1	2	3
Intelligent	1	2	3
Likes to do outdoor activities	1	2	3
Listens when I talk	1	2	3
Likes the same music I do	1	2	3
Popular in school	1	2	3

Personality Poll Scoring Sheet

Instructions to recorder: Calculate the total score for each trait: Add each of the scores given to each characteristic by each person in the group. See example.

Personality Trait	Scores from Group Members	Total Score
<i>Example</i>	<i>3+2+1+3+1</i>	<i>10</i>
Sense of humor		
Confident		
Good dresser		
Honest		
Kind		
Intelligent		
Likes to do outdoor activities		
Listens when I talk		
Likes the same music I do		
Popular in school		