

# What are you like?

## LEARNING OUTCOMES

- To understand that people have multi-faceted personalities
- To recognise that other people may have different perceptions of you than you have of yourself
- To talk about self-perception



## RESOURCES

- Copies of Resources 1 and 3
- Word cards prepared from Resources 2A and 2B

## RELATED THEMES

- Positive thinking (pages 204–211)
- What gets you up in the morning? (pages 212–218)
- Getting involved with things (pages 219–233)
- Managing your time (pages 234–243)

### HEALTH SKILLS

Some people find it hard to socialise or get into work because they lack confidence or self-belief. People with mental health problems are particularly likely to be negative about themselves and this can lead to a downward spiral of depression.

It is important for everyone to recognise or acknowledge their positive and negative behaviour or feelings, as this is a step towards setting personal goals for improving things.

As this is a sensitive subject, it is recommended that it is approached through case studies or anecdotes that focus on a third party rather than drawing immediately on learners' personal experiences.

### SKILLS FOR LIFE

The way people see themselves may differ from the way other people see them. In order to compare their own perception of their positive and negative attributes with the way their family, friends and other contacts perceive them, learners need to be able to:

- put into words their feelings and emotions
- discuss ideas with others
- show appreciation of others' point of view.

#### Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- appreciate other people's views (L<sub>SL</sub>lr/E2.5, L<sub>SL</sub>lr/E3.5)
- understand and use different types of language, from colloquial to formal, depending on the situation (L<sub>SL</sub>c/E3.2)
- discuss with others (L<sub>SL</sub>d/E3.2)
- express own feelings and emotions (L<sub>SL</sub>c/E3.3).

- Encourage discussion about the different people learners talk to in a typical day or week. Note down their responses. Discuss the sort of things they do or talk about with these groups of people.
- Summarise the discussion by pointing out that we tend to adapt the way we behave and what we talk about with different people depending on our relationship with them.
- Explain that in this theme learners will be thinking about how this affects the way people see us and how we see ourselves.

*Who do you talk to in a typical week? Think about your family, friends and other contacts.*

*Do you talk about the same things with your friends and your family?*

### ACTIVITY 1

#### Consider factors that can affect behaviour

- Discuss Resource 1 with learners, reading the introduction and the different things people have to say. Emphasise that these descriptions refer to the same person.
- Ask learners to see how many opposites they can find in the descriptions. Ask if they think it is possible for a person to have so many different sides to his or her personality. Discuss any differences of opinion (especially those that are culturally based).
- As a summary, point out that we often change our behaviour because of:
  - where we are
  - who we are with
  - how we feel.

However, strong emotions can cause us to behave differently and prevent our usual 'social adjustments', for example depression or great excitement.

- Invite learners to share more examples of extreme emotions that affect the way people behave. The point about medication / drugs / alcohol affecting behaviour may well emerge. Acknowledge this as a contributory factor to extreme emotions or personality changes.

*Do you think the people you know would describe you in different ways?*

*If you're feeling really miserable or worried, can you hide it from anyone?*

#### Support

- Make sure learners understand the language used. Support learners as they look meanings up in the glossary.
- Encourage learners to underline key description words in order to find opposite or contrasting words for them.
- Encourage learners to note down the pairs of opposites / contrasts in two columns as they find them.

#### ESOL

- Ask learners to identify words / expressions they don't know or aren't sure how to use. Discuss their meaning, giving examples that illustrate how to use them.
- Encourage learners to record each word / expression in their vocabulary notebooks, with an example sentence.

### ACTIVITY 2

#### Make a list of self-perceived personality traits

- Give learners the word cards prepared from Resources 2A and 2B and discuss what some of the words mean to them, e.g. 'laid-back', 'straightforward', 'team player', 'aggressive', 'low self-esteem'. Note: if you want to make it more interactive and you feel the group would be willing to participate, you could play a charades-type

game. Learners could work in small groups, taking turns to act out the words on the cards individually or in pairs (e.g. behaving in a laid-back or easygoing way). The other learners in the group would guess which of the words was being acted out.

- Ask learners to sort the cards into three piles, deciding whether each one describes them:
  - always
  - sometimes
  - never.
- Ask learners in pairs to pick out any that they have in common. If appropriate, learners can report back about each other to the group.

### Support

- Limit the number of words so that the activity is less daunting. Choose the simplest words and their opposite words where possible.
- Make sure learners work with people they know or get on with.
- Learners with low self-esteem tend to focus on negative things. Encourage them to focus on positive things by using examples or questions: 'Other people like talking to you. I would describe you as friendly, wouldn't you?' Note: feelings may well vary from day to day.

### ESOL

- Set up small groups to sort the descriptions into two sets: positive (e.g. 'friendly'), and negative (e.g. 'selfish'). Encourage learners to check meanings with each other and / or in a bilingual dictionary or the glossary.
- When explaining new words / expressions (e.g. 'fair', 'loner', 'easygoing', etc.), give examples to show how to use them.

*How would you describe yourself?*

## ACTIVITY 3

### Recognise your own feelings

- Give learners Resource 3 and invite them to fill in the 'good day' and 'bad day' columns with words they would use to describe their feelings. (They don't have to fill in all the boxes.) They may end up with opposite words or contrasting ones. They can use words from the previous activity.
- Encourage learners to look at their 'bad day' list and fill in the things they would like to work on – for example, they might want to be more patient or less aggressive. Encourage them to try and make the aims achievable.
- When sharing ideas, be aware that perceptions of what is positive vary between different cultures (e.g. what is seen as assertive in some cultures may be seen as aggressive in others).
- If appropriate, ask learners to select at least three positive descriptions from Resource 2 that they would use to describe another person in the group – it can be someone they have got to know well or someone they only come into contact with during these sessions. Ask them to compare these descriptions with what the person has chosen about themselves. This will help to show that how you perceive yourself may or may not match up with how others see you. Encourage the group to share their findings.

*How do you feel on a good / bad day?*

### TIP

Ensure each person in the group is chosen by another so all have positive comments.

### Support

- Learners might like to select word cards from Resource 2 to put in place on Resource 3.
- If learners prefer to express things in their own words, encourage them to do this; write down their ideas for them.

### ESOL

- Learners may prefer to write in their native language and, if appropriate, use a bilingual dictionary to translate.
- For more practice, ask learners to write sentences about their good and bad days starting with the words: 'I'm ...', 'I feel ...', 'I have ...'.

### Action

Use the information from Resource 3 to conduct an informal interview with each learner individually. This is to get them talking about themselves, to recognise their positive and negative feelings and think about things they would like to work on in the future.

*Is there anything you would like to change about yourself?*

# What are you like?

## RESOURCE 1

If you asked different people to describe your personality, they would probably all come up with different things.



# What are you like?

RESOURCE 2A

thinker	doer
practical	independent
team player	loner
positive	careful
thoughtful	creative
caring	keen to learn
friendly	strong
straightforward	selfish
generous	fair

# What are you like?

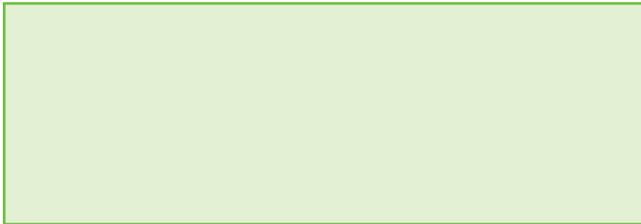
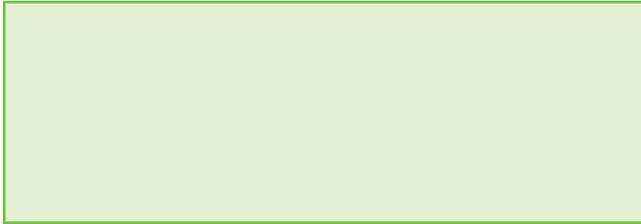
RESOURCE 2B

determined	active
quiet	clumsy
loud	funny
imaginative	patient
hasty	laid-back
confident	easygoing
nervous	aggressive
moody	serious
honest	low self-esteem

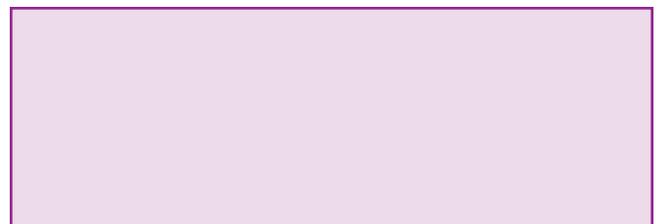
# What are you like?

RESOURCE 3

How I feel on a good day:



How I feel on a bad day:



I would like to be:

