

Tasques de competència comunicativa, digital i d'aprendre a aprendre

4t ESO

Self-discovery



Through these tasks you are going to discover a bit more about yourself. You are going to compare your results and also share your findings with the rest of your classmates.

1. My personality type:

Everyone has a personality and we will try to investigate ours.

a) Do some **research** to find out your personality type:

Discover your personality type and give reasons why.

Results:

I am..... because...

b) Write six questions to interview three of your classmates to help you guess their personality type. Discuss it with them afterwards.



Interview

Questions	Answers		
	Name:	Name:	Name:
1.			
2.			
3.			
4.			
5.			
6.			
Their personality type:			

c) In the same group, read this vignette and discuss it.



Create a comic strip (at least 3 vignettes) dealing with personality types. Instructions for creating the comic strip:

1. Remember how comic strips are read: left to right and in rows.
2. Brainstorm ideas for an original comic.
3. Think about the storyline.
4. Reflect on which 3 drawings can best explain your story. Create them.
5. Imagine the speech or thought bubbles that may be able to tell the story. Create them.
6. Let another person read your comic and give you feedback.
7. Correct if needed.

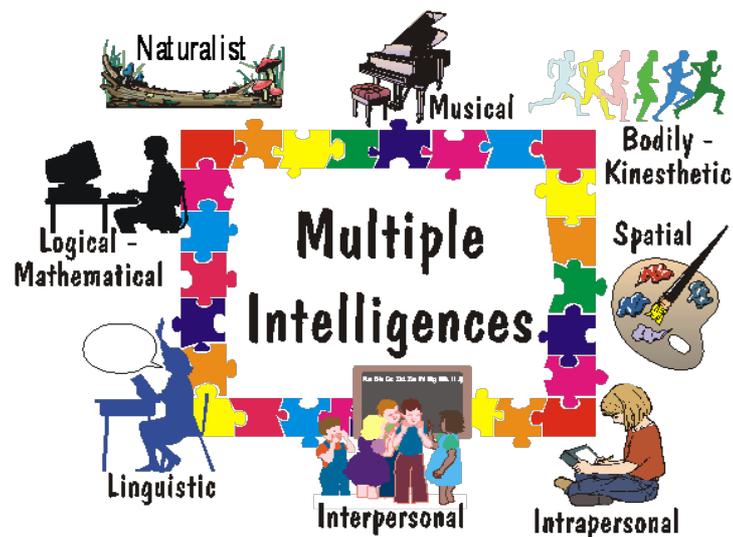
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d) Perform the comic in front of your classmates. You can use all the classroom space and you can bring any material you need.

2. My intelligence:

There is not just one type of intelligence. People are smart in many ways. Some people are good at music, others are good at sport, etc.

- a) Learn about the [different types of intelligences](#) . Read and try to guess your strongest intelligence/s.



Results:

I think I have a strongest..... because...

b) Check if you are right doing this multiple intelligences **test**:

Results:

According to the test, I have a strongest.....
and I agree/disagree because...

c) Through asking 8 questions, similar but not identical to the statements from the previous test, find someone in your class who is a...

Question 1:.....

verbal-linguistic student _____

Question 2:.....

logical-mathematical student _____

Question 3:.....

visual-spatial student _____

Question 4:.....

bodily-kinesthetic student _____

Question 5:.....

musical student _____

Question 6:.....



intrapersonal student_____

Question 7:.....

interpersonal student_____

Question 8:.....

naturalistic student_____

d) In groups -try to make groups with as many different students, concerning intelligences, as possible- record yourselves in a radio program discussing if there is, in our society, one intelligence more important than another? And in other societies? Why? Make it auditorily attractive.



How to create your own radio broadcast:

1. If you can, find out different information (for and against) about the topic you are going to deal with
2. Listen to a radio program talking about a specific issue to have it as a model
3. Choose a name for your radio station
4. Decide on the roles: who is going to be the presenter...
5. Speakers, as well as the presenter, will need a guide to go through all the topics you would like to deal with
6. Decide on the type of songs you are going to play, the sound effect you would like to include, etc.
7. Start recording with audacity (there are many websites that can help you)

3. My learning style

a) It is time to find out how you learn best. Take the [quiz](#):

Results:

The result obtained is..... I think this means that...



b) Read this text and try to finish it.

What is meant by learning style?

A learning style is the way in which an individual learner tries to learn, consciously or unconsciously.

Fleming's VAK model

Many classifications exist today, but one of the most common and widely-used categorizations of the various types of learning styles is Fleming's VAK

1. [visual learners](#);
2. [auditory learners](#);
3. [kinesthetic learners](#)

Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learners best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.).

Problems of labelling

At this point it is useful to remind you of the problems of labelling and attempting to place individuals into boxes of a type with others who learn in the same way. This is not the intention of the researchers who developed learning style approaches, or the professionals who use them in different organizational environments, of course. These classifications are only an attempt to improve our knowledge of ourselves.

Practical applications after discovering our learning styles:

By finding out a person's preferred learning style...

- c) Individually, create a list of classroom activities to learn through the visual learning style, through the auditory learning style and through the kinaesthetic learning style. At least 10 for each style. It may help you in your everyday work.

	Visual activities	Auditory activities	Kinestehtic activities
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

- d) In groups create a poster to hang on the classroom walls to remind all your teachers of the variety of activities they have available to cover all your styles. You have to agree: 10 for each style. Make it visually attractive.

4. Jobs that match my type



Now we will try to find out which jobs match your personality, learning style and/or your type of intelligence.

a) Do research to find out some career choices that match your:

- likes
- personality
- intelligences

b) Once you've chosen a job, imagine a day in the life of a person who does that job.

<p>JOB:</p>	
<p>Describe the job:</p> <p>What are the person's main duties?</p> <p>What does the person do on a typical day?</p> <p>What does the person like about his/her job?</p> <p>What does the person dislike about his/her job?</p> <p>What can the person do to relax?</p>	
<p>Reflect: Do I like this job? If you don't, re-start this last research. If you do: what do I have to do to get this job? (studies needed...)</p>	

c) Present all your results through a power point or prezzi presentation. It should include:

- My personality type
- My type of intelligence
- My learning style
- My strengths and weaknesses
- My interests
- A job I would like to do in the future
- My challenges/ personal goals
- My strategies to reach them

d) Evaluate yourself and your classmates while doing their presentation. You've got here a rubric to help you.

Oral Presentation Rubric : self-discovery oral presentation

Student Name: _____

CATEGORY	4	3	2	1	
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.	
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.	