METACOGNITIVE SKILLS

LESSON 11-4 ▲ PERSONAL CHARACTER TRAITS

**LEARNING GOALS/OUTCOMES**

* Identify their ten top character traits.
* Identify the character traits of a person they admire.
* Define how personal character traits relate to achievement of their postsecondary goal.

**MATERIALS NEEDED**

* **Student Handouts:**
* My Top Ten Character Traits
* Character Traits and Postsecondary Success
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students identify the character traits of famous people.** Give each student a copy of *My Top Ten Character Traits*. Divide students into groups of three or four. Have each group think of a celebrity and quickly jot down three or four words that describe the character traits of that person. Play a mini game of “character trait charades,” in which each group calls out the traits they have listed and the other groups try to guess the celebrity. Obviously, a couple of character traits will not be enough for students to guess the celebrity; but students will probably be able to narrow down the list quite a bit with just a few traits.
2. **Students discuss the importance of character traits.** Ask students to define the value of character traits. How do character traits differ from motivations or skills? Help students to see motivations as those things that energize them, skills as those things they can do, and character traits as their “personality” or “style.” Ask students to define situations where people consider their character. Encourage them to identify such things as job interviews, friendship, family relations, owning your own business, interpersonal respect and trust, team sports, delegation of responsibility, decisions for lending money, financial aid interviews, post-secondary interviews, etc. Character is regarded by some as the most important consideration for choosing someone for something.
3. **Students identify their ten top character traits.** Ask students to review *My Top Ten Character Traits*. Ask them to place a checkmark to the left of any word that defines their “way.” Tell students that character is sometimes defined as “personality” or “style” – their natural tendencies or preferences. After reviewing all the words, ask students to go back and circle the ten words that best define the person that they are. Remind students that everyone has a unique character.
4. **Students compare the character traits of an admired person to their personal traits.** Ask students to think of someone they admire. This person could be a celebrity or could be someone they know (such as a teacher, a mentor, or a family member). Ask students to think about why they admire this person, specifically the character traits this person possesses that they would aspire to for themselves. Have them review the list of character traits and select the ten words that best define that person. Ask them to underline those traits on the checklist. After their review, ask students to compare themselves to the person they admire. Ask them to notice common character traits, as well as traits that they would like to develop.

Engage the class in a discussion of how to develop character traits. Encourage students to appreciate that there are natural tendencies to each character and that character can expand over time. Defining the character traits they admire helps to define the character they wish to become

1. **Students relate selected character traits to post-secondary success.** Provide each student with a copy of *Character Traits and Post-Secondary Success*. Ask students to write their name and present-day post-secondary goal, and to select five of their top character traits and write them in the spaces on the handout. Ask them to write a sentence describing how each trait will prepare them for post-secondary success.
2. **Students identify character traits that support post-secondary success.** After completing the first page, ask students to pair up with one other student and identify any character trait that supports education and career success. Have them write those traits on the top of page two of *Character Traits and Post-Secondary Success*. Once everyone has a list, create new pairs of students and have them compare and improve their lists.Then ask students to work individually to finish the handout.
3. **Students reflect on the character they would like to become.** After students have compared their top character traits to those identified as important for education and career success, ask them to reflect on the character traits they would like to develop. Distribute a Journal Page and ask students to answer the following questions:

* What character would I like to become?
* How will I get there?

**STUDENT PRODUCTS**

* **Top ten personal character traits as identified on *My Top Ten Character Traits* Handout**
* **Completed *Character Traits and Postsecondary Worksheet***
* **Completed *Journal Page***

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LESSON 11-4 STUDENT HANDOUT

MY TOP TEN CHARACTER TRAITS

Active Encouraging Open-Minded

Adaptable/Flexible Enterprising Optimistic

Adventurous Enthusiastic Patient

Ambitious Fair Persistent

Amiable Faithful Positive

Attentive Fearless Practical

Brilliant Focused Precise

Calm Friendly Rational

Careful Funny Refined

Caring Generous Reliable

Charismatic Goal-Oriented Resourceful

Cheerful Happy Responsible

Clever Hard-Working Responsive

Compassionate Helpful Risk-Taking

Competitive Honest Self-Directed

Confident Hopeful Selfless

Conscientious Humble Self-Reliant

Considerate Imaginative Sensitive

Constructive Independent Sincere

Cooperative Industrious Social

Cultured Influential Strong

Curious Innovative Studious

Decisive Insightful Tactful

Dedicated Intelligent/Smart Tenacious

Dependable Interested Thoughtful

Detail-Oriented Involved Thrifty

Determined Logical Tireless

Diligent Loyal/Devoted Trustworthy

Directed Mature Unselfish

Dynamic Meticulous Versatile

Easygoing Motivated Warm-Hearted

Efficient Objective Wise

Eloquent Observant Witty

Energetic

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LESSON 11-4 STUDENT HANDOUT

CHARACTER TRAITS AND POSTSECONDARY SUCCESS

What do your character traits tell other people about you? Do you have the traits needed to succeed in your choice of post-secondary path? Select five of your top ten character traits. Then write a sentence or two about how each trait will help you to achieve your chosen post-secondary goal.

Name: Post-secondary Goal:

**CHARACTER TRAIT #1:**

This trait will help me achieve my goal because:

**CHARACTER TRAIT #2:**

This trait will help me achieve my goal because:

**CHARACTER TRAIT #3:**

This trait will help me achieve my goal because:

**CHARACTER TRAIT #4:**

This trait will help me achieve my goal because:

**CHARACTER TRAIT #5:**

This trait will help me achieve my goal because:

Identify the character traits that support educational and career success.

Write a paragraph relating your chosen post-secondary path to the character traits you will need to succeed in that path. If you believe your present-day character may prevent you from achieving your goals, explain how you plan to expand your character to be more supportive of your future goals.

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JOURNAL PAGE

**DATE:**

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***Q1:*** What character would I like to become?

***Q2:*** How will I get there?

***Answers:***